



Application

10352 - 2018 Safe Routes to School Infrastructure

10901 - West St. Paul Bidwell Street Improvements

Regional Solicitation - Bicycle and Pedestrian Facilities

Status: Submitted

Submitted Date: 07/13/2018 11:05 AM

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## Primary Contact

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**Address:** 1616 Humboldt Ave

**\*:** West St. Paul Minnesota 55118  
City State/Province Postal Code/Zip

**Phone:\*** 651-552-4134  
Phone Ext.

**Fax:**

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

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## Organization Information

**Name:** WEST ST PAUL, CITY OF

**Jurisdictional Agency (if different):**

Organization Type:

City

Organization Website:

Address:

1616 Humboldt Ave

\*

West St Paul

Minnesota

55118

City

State/Province

Postal Code/Zip

County:

Ramsey

Phone:\*

651-111-2000

Ext.

Fax:

PeopleSoft Vendor Number

000002999A1

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## Project Information

Project Name

Bidwell Street Sidewalk Improvements

Primary County where the Project is Located

Dakota

Cities or Townships where the Project is Located:

West St. Paul

Jurisdictional Agency (If Different than the Applicant):

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

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

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

**TIP Description Guidance (will be used in TIP if the project is selected for funding)**

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

**Project Length (Miles)**

0.7

*to the nearest one-tenth of a mile*

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## Project Funding

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

No

**If yes, please identify the source(s)**

**Federal Amount**

\$560,000.00

**Match Amount**

\$140,000.00

Minimum of 20% of project total

**Project Total** \$700,000.00

**Match Percentage** 20.0%

Minimum of 20%

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

**Source of Match Funds** City of West St. Paul

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

### Preferred Program Year

**Select one:** 2022

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

### Additional Program Years:

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

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## Project Information

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

**Zip Code where Majority of Work is Being Performed** 55118

**(Approximate) Begin Construction Date** 03/01/2022

**(Approximate) End Construction Date** 10/31/2022

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

(i.e., CEDAR LAKE TRAIL)

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

**From:** Butler Avenue  
(Intersection or Address)

**To:** Thompson Avenue  
(Intersection or Address)

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

**Or At:**

**Primary Types of Work**

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

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

### BRIDGE/CULVERT PROJECTS (IF APPLICABLE)

**Old Bridge/Culvert No.:**

**New Bridge/Culvert No.:**

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

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## Requirements - All Projects

### All Projects

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

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

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

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

- Goal B: Safety and Security (page 2.20) - Objective A, Strategy B6

- Goal C: Access to Destinations (page 2.24) - Objective D, Objective E, Strategy C1, Strategy C2, Strategy C4, Strategy C16, Strategy C17

- Goal D: Competitive Economy (page 2.38) - Objective A, Objective B, Strategy D3

- Goal E: Healthy Environment (page 2.42) - Objective A, Objective C, Objective D, Strategy E3

- Goal F: Leveraging Transportation Investments to Guide Land Use (page 2.48) - Objective A, Objective C, Strategy F6, Strategy F7

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

*(Limit 2500 characters; approximately 750 words)*

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

List the applicable documents and pages:

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

(Limit 2500 characters; approximately 750 words)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

04/01/2018

Date plan adopted by governing body

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

Date process started

Date of anticipated plan completion/adoption

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

Date self-evaluation completed

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

Date process started

Date of anticipated plan completion/adoption

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

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

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

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

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

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

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

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

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

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

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

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

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## Requirements - Bicycle and Pedestrian Facilities Projects

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

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

### Multiuse Trails on Active Railroad Right-of-Way:

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

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

[Upload Agreement PDF](#)

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

### Safe Routes to School projects only:

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

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

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

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

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## Requirements - Bicycle and Pedestrian Facilities Projects

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## Specific Roadway Elements

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

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## Specific Bicycle and Pedestrian Elements

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



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

## Specific Transit and TDM Elements

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

## Transit Operating Costs

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

## Totals

<b>Total Cost</b>	\$700,000.00
<b>Construction Cost Total</b>	\$700,000.00
<b>Transit Operating Cost Total</b>	\$0.00

## **Measure A: Relationship Between Safe Routes to School Program Elements**

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

- Evaluation: Heritage and Moreland schools have conducted student hand tally counts as well as parent surveys as part of the 2011 Safe Routes to School Plan, and updated again in 2015 and in 2018, as a means of on-going evaluation to measure student travel modes. From 2011 to 2018, the number of students walking, biking, or taking public transportation has increased by approximately 10%.

- Enforcement: Implemented bus service restrictions, providing busing only to students living over 0.75 miles from Moreland and 1 mile from Heritage schools.

- Education: Heritage and Moreland schools regularly communicate with parents regarding the benefits of walking/biking to school, as well as the safety and operations procedures for pick-up/drop-off.

- Evaluation/Encouragement/Education: Established a permanent Healthy Schools Committee to provide on-going support and organization for Safe Routes activities, health and sustainability initiatives. Recently, the committee, in coordination with the LIVEGREEN Committee, helped Moreland to be recognized as a USDE Green Ribbon School in 2018.

- Encouragement: Established a Healthy Kids Club for grades 2-4 at Moreland. Through this club, a bike drive was organized. A total of 64 bikes were donated, repaired, and distributed to Moreland students. The club, in partnership with the Healthy Schools Committee, plans designated walk/bike days a few days over the school year as well as coordinates with the City to host a bike rodeo.

Response:

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

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

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

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## Measure A: Student Population Biking or Taking Transit to School

Average Percent of Student Population	14.46%
Documentation Attachment	1531406497031_Heritage_Moreland Hand Tallies 2018.pdf

*Please upload attachment in PDF form.*

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## Measure B: Student Population Near the School

Student population within one mile of the school	593.0
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## Measure A: Connection to disadvantaged populations and projects benefits, impacts, and mitigation

**Select one:**

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

*(up to 100% of maximum score)*

**Project located in Area of Concentrated Poverty:**

*(up to 80% of maximum score )*

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

Yes

*(up to 60% of maximum score )*

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

*(up to 40% of maximum score )*

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

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

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

**Response:**

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

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

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

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

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

**Response:**

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

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

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

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

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

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

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

*Increased noise.*

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

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

*Increased speed and/or cut-through traffic.*

*Removed or diminished safe bicycle access.*

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

*Displacement of residents and businesses.*

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

*Other*



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

**Response:**

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

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

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

**Upload Map**

1531414734296\_Socio Economic.pdf

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## **Measure B: Affordable Housing**

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

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### Total Project Length

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

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### Affordable Housing Scoring

Total Project Length (Miles) or Population 0.7

Total Housing Score 81.0

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### Affordable Housing Scoring

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### Measure A: Gaps, Barriers, and Continuity/Connections

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

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

**Response:**

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

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

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

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

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

**Upload Map**

*Please upload attachment in PDF form.*

1531415016718\_RBTN Evaluation.pdf

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**Measure B: Project and/or School Site Improvements**

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

**Response:**

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

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

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

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

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## **Measure A: Public Engagement Process**

Response

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

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

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

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

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

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

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

#### **Survey Attachment**

1531415595406\_Heritage and Moreland\_parent  
survey\_5679\_0619181135.csv

*Please upload attachment in PDF form.*

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## **Transit Projects Not Requiring Construction**

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

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

**Check Here if Your Transit Project Does Not Require Construction**

---

## **Measure A: Risk Assessment - Construction Projects**

### **1)Layout (30 Percent of Points)**

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

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

100%

#### **Attach Layout**

*Please upload attachment in PDF form.*

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

50%



**Attach Layout**

1531407338125\_Bidwell Street Layout.pdf

Please upload attachment in PDF form.

**Layout has not been started**

0%

**Anticipated date or date of completion**

10/31/2021

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

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

100%

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

100%

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

80%

**Historic/archeological property impacted; determination of adverse effect anticipated**

40%

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

0%

**Project is located on an identified historic bridge**

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

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

100%

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

50%

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

25%

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

0%

**Anticipated date or date of acquisition**

12/31/2021

**4)Railroad Involvement (20 Percent of Points)**

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

100%

**Signature Page**

Please upload attachment in PDF form.

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

50%

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

0%

**Anticipated date or date of executed Agreement**

---

### **Measure A: Cost Effectiveness**

<b>Total Project Cost (entered in Project Cost Form):</b>	\$700,000.00
<b>Enter Amount of the Noise Walls:</b>	\$0.00
<b>Total Project Cost subtract the amount of the noise walls:</b>	\$700,000.00
<b>Points Awarded in Previous Criteria</b>	
<b>Cost Effectiveness</b>	\$0.00

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### **Other Attachments**

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

# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: Heritage Teacher's First Name: JULIE Teacher's Last Name: SINN

Grade: (PK,K,1,2,3...) 02 Monday's Date (Week count was conducted) 05 28 2018 Number of Students Enrolled in Class: 14

0 2
M M
D D
Y Y Y Y
I S

- 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	13	1		10	2			
Wed. PM	R	11	1		8	2			
Thurs. AM	S	11	1		8	2			
Thurs. PM	S	11	1		8	2			

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: **HERITAGE** Teacher's First Name: **SUSAN** Teacher's Last Name: **BUJOLD**

Grade: (PK,K,1,2,3...) **07** Monday's Date (Week count was conducted) **05 28 2018** Number of Students Enrolled in Class: **10**  
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	O	10	2	0	6	2	0	0	0
Wed. PM	R	10	1	0	6	3	0	0	0
Thurs. AM	O	8	1	2	3	1	0	0	0
Thurs. PM		8	1	2	2	2	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: **HERITAGE** Teacher's First Name: **DIANE** Teacher's Last Name: **THOMPSON**

Grade: (PK,K,1,2,3...) **06** Monday's Date (Week count was conducted) **05 28 2018** 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	O	14	1	0	4	6	3		
Wed. PM	R	14	2	0	6	5	1		
Thurs. AM	O	13	3	0	4	3	1		
Thurs. PM	O	15	2	0	6	6	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: Heritage Teacher's First Name: Stephen Teacher's Last Name: Mewer

Grade: (PK,K,1,2,3...) 05 Monday's Date (Week count was conducted) 05 28 2018 Number of Students Enrolled in Class: 19  
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	O	18	1	1	9	7	0	0	0
Wed. PM	O	18	2	1	9	6	0	0	0
Thurs. AM	O	17	0	1	13	3	0	0	0
Thurs. PM	O	17	1	1	11	4	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.

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name:

HERITAGE E-STEM

Teacher's First Name:

GALEN

Teacher's Last Name:

JOHNSON

Grade: (PK,K,1,2,3...)

08

0 2

Monday's Date (Week count was conducted)

05

M M

30

D D

2018

Y Y Y Y

Number of Students Enrolled in Class:

11

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	O		5		3	3		1	
Wed. PM	O		4		3	3		1	
Thurs. AM	O		4		3	3		1	
Thurs. PM	O		4		3	3		1	

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: Heritage ESTEM MS      Teacher's First Name: Raina      Teacher's Last Name: Quinnell

Grade: (PK,K,1,2,3...) 05      Monday's Date (Week count was conducted) 09 30 2018      Number of Students Enrolled in Class: 17

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	O	17	2	0	5	9	0	0	1
Wed. PM	OR	17	3	0	4	9	0	0	1
Thurs. AM	OS	17	2	1	4	9	0	0	1
Thurs. PM	S	17	2	1	3	9	0	0	1

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:

HERITAGE ESTEM

Teacher's First Name:

TERREY

Teacher's Last Name:

DOUD

Grade: (PK,K,1,2,3...)

08  
0 2

Monday's Date (Week count was conducted)

05 30 2018  
M M D D Y Y Y Y

Number of Students Enrolled in Class:

17 27 PM  
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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- 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.
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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	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 4	4	0	5	5			
Wed. PM	R	2 7	9	2	1 2	4			
Thurs. AM	O	1 5	5	0	5	5			
Thurs. PM	S	2 7	9	2	1 2	4			

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:

HERITAGE

Teacher's First Name:

FRANCES

Teacher's Last Name:

FOSTER

Grade: (PK,K,1,2,3...)

05

0 2

Monday's Date (Week count was conducted)

05

M M

28

D D

2018

Y Y Y Y

Number of Students Enrolled in Class:

23

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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- 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	O		23	05	01	07	07	00	00	03
Wed. PM	O		23	08	01	07	04	01	01	01
Thurs. AM	O		19	04	00	06	08	00	00	01
Thurs. PM	S		21	07	00	05	06	02	00	00

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: H E R I T A G E E S T E M Teacher's First Name: L E I G H Teacher's Last Name: D A N N E R

Grade: (PK,K,1,2,3...) 05 Monday's Date (Week count was conducted) 05 28 2018 Number of Students Enrolled in Class: 20  
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?"
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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	O	19	01	00	08	07	01	00	00
Wed. PM	O	17	03	01	10	04	01	00	00
Thurs. AM	O	16	00	03	08	05	00	00	
Thurs. PM	S	16	01	03	10	02	00	00	00

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

FOG - Thurs AM

+ +

# Safe Routes to School Students Arrival and Departure Tally Sheet

**+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY**

School Name:

# HERITAGE

Teacher's First Name:

K OTTE

Teacher's Last Name:

OTTE

Grade: (PK,K,1,2,3...)

08  
0 2

Monday's Date (Week count was conducted)

05  
M M

30  
D D

2018  
Y Y Y Y

Number of Students Enrolled in Class:

08  
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.

<b>Key</b>	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	<u>S</u> <u>N</u>	<u>2</u> <u>0</u>	<u>2</u>	<u>3</u>	<u>8</u>	<u>3</u>		<u>3</u>	<u>1</u>
Sample PM	<u>R</u>	<u>1</u> <u>9</u>	<u>3</u>	<u>3</u>	<u>8</u>	<u>1</u>	<u>2</u>	<u>2</u>	
Tues. AM									
Tues. PM									
Wed. AM	<u>O</u>		<u>1</u>		<u>3</u>	<u>3</u>			
Wed. PM	<u>R</u>		<u>1</u>		<u>4</u>	<u>3</u>			
Thurs. AM	<u>O</u>		<u>1</u>		<u>4</u>	<u>3</u>			
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: HERITAGE Teacher's First Name: SAMANTHA Teacher's Last Name: EISENBRAUN

Grade: (PK,K,1,2,3...) 07 Monday's Date (Week count was conducted) 05 30 2018 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	20	2	3	8	3		3	1
Sample PM		R	19	3	3	8	1	2	2	
Tues. AM				2	1	1	8			
Tues. PM				2	1	3	5			
Wed. AM				2	1	4	4			
Wed. PM				2	1	4	6			
Thurs. AM				2	1	4	6			
Thurs. PM				2	1	4	6			

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: HERITAGE      Teacher's First Name: STEPHANIE      Teacher's Last Name: SYKES

Grade: (PK,K,1,2,3...) 07      Monday's Date (Week count was conducted) 05 28 2018      Number of Students Enrolled in Class: 12

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	O	1 0	0	0	5	5	0	0	0
Wed. PM	O	1 0	0	0	5	5	0	0	0
Thurs. AM	S	1 0	1	1	4	4	0	0	0
Thurs. PM	S	1 0	1	1	4	4	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: HERITAGE ESTEM Teacher's First Name: MAUREEN Teacher's Last Name: WILKE

Grade: (PK,K,1,2,3...) 05 Monday's Date (Week count was conducted) 05 28 2018 Number of Students Enrolled in Class: 20

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	20	4	0	8	8	0	0	0
Tues. PM	O	20	4	0	10	6	0	0	0
Wed. AM	S	19	2	3	7	5	0	0	0
Wed. PM	S	19	2	3	7	5	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.

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **HERITAGE ESTEM** Teacher's First Name: **MATTHEW** Teacher's Last Name: **HURON**

Grade: (PK,K,1,2,3...) **07** Monday's Date (Week count was conducted) **05 30 2018** Number of Students Enrolled in Class: **15**

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	15	5		7	1			
Tues. PM		15	5		9	1			
Wed. AM	O	15	5		9	1			
Wed. PM	RO	15	5		9	1			
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: HERITAGE MIDDLE SCHOOL Teacher's First Name: HARRY Teacher's Last Name: JENNES

Grade: (PK,K,1,2,3...) 07 Monday's Date (Week count was conducted) 05 28 2018 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	20	2	3	8	3		3	1
Sample PM		R	19	3	3	8	1	2	2	
Tues. AM										
Tues. PM										
Wed. AM	O		15	3	2	7	3			
Wed. PM										
Thurs. AM	S		16	4	2	6	4			
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: HERITAGE E-STEM Teacher's First Name: ADAM Teacher's Last Name: HESS

Grade: (PK,K,1,2,3,...) 07 Monday's Date (Week count was conducted) 05 29 2018 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	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	O	17	02	00	09	06	00	00	00
Wed. PM	O	17	04	00	07	05	06	00	00
Thurs. AM	O S	15	02	00	08	05	00	00	00
Thurs. PM	O S	15	04	00	05	06	00	00	00

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:

Heritage ESTEM

Brianna

Havir

Grade: (PK,K,1,2,3...)

Monday's Date (Week count was conducted)

Number of Students Enrolled in Class:

07

05

28

2018

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	20	2	3	8	3		3	1
Sample PM		R	19	3	3	8	1	2	2	
Tues. AM										
Tues. PM										
Wed. AM	S	O	15	3	2	4	6			1
Wed. PM	S	O	15	2	1	4	7			1
Thurs. AM	S	O	15	3	2	4	6			1
Thurs. PM	S	O	15	2	1	4	7			1

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:

HERITAGE

Teacher's First Name:

SHANNEN

Teacher's Last Name:

ORYAN

Grade: (PK,K,1,2,3...)

08  
0 2

Monday's Date (Week count was conducted)

05 30 2018  
M M D D Y Y Y Y

Number of Students Enrolled in Class:

11  
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	0	09	1	2	2	4			
Wed. PM	0	09	2	2	2	3			
Thurs. AM	0	09			2	5			
Thurs. PM		09			2	5			

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:

HERITAGE ESTEM

Teacher's First Name:

JESSICA

Teacher's Last Name:

O'LEGGAN

Grade: (PK,K,1,2,3...)

08

0 2

Monday's Date (Week count was conducted)

05 28 2018

M M D D Y Y Y Y

Number of Students Enrolled in Class:

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.

	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		2	1	3	5			
Tues. PM			2	1	4	3			
Wed. AM	O		2	1	3	5			
Wed. PM			2	1	3	5			
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: HERITAGE Teacher's First Name: ARIEL Teacher's Last Name: TRANGLE

Grade: (PK,K,1,2,3...) 08 Monday's Date (Week count was conducted) 05 28 2018 Number of Students Enrolled in Class: 11

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	O	R		04	00	06	01	00	00	06
Wed. PM	O	R		04	00	06	01	00	00	00
Thurs. AM	O	O		03	00	03	03	00	00	00
Thurs. PM	O	O		03	00	05	01	00	00	00

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: **HERITAGE**      Teacher's First Name: **KRISTINA**      Teacher's Last Name: **COOPER**

Grade: (PK,K,1,2,3...) **05**      Monday's Date (Week count was conducted) **05 30 2018**      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	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	O	18	0 2	0	4	11	0	0	0
Tues. PM		18	0 5	0	4	9	0	0	0
Wed. AM		17	0 1	0 0	0 4	12			
Wed. PM		17	0 2	0 0	0 4	10			
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:

HERITAGE ESTEM

Teacher's First Name:

JO

Teacher's Last Name:

MILLER

Grade: (PK,K,1,2,3...)

05  
0 2

Monday's Date (Week count was conducted)

05 28 2018  
M M D D Y Y Y Y

Number of Students Enrolled in Class:

24  
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		O	24	4	0	10	7	3	0	0
Wed. PM		O	24	3	0	13	7	1	0	0
Thurs. AM		O	24	3	2	10	8	0	0	0
Thurs. PM		S	24	3	2	12	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: **HERITAGE ESTEM** Teacher's First Name: **TARA** Teacher's Last Name: **HUESTIS**

Grade: (PK,K,1,2,3...) **05** Monday's Date (Week count was conducted) **05 28 2018** 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									
Tues. PM									
Wed. AM	OR	2 4	0 2	0 2	1 3	0 6	0 0	0 0	0 1
Wed. PM	S	2 4	0 3	0 2	1 1	0 7	0 0	0 0	0 1
Thurs. AM	O	2 4	0 3	0 4	1 1	0 6	0 0	0 0	0 0
Thurs. PM	S	2 4	0 2	0 4	1 1	0 7	0 0	0 0	0 0

School Age Care

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: V E R I T A B E E S T E M      Teacher's First Name: B R Y A N      Teacher's Last Name: H E R Z A N

Grade: (PK,K,1,2,3,...) 08      Monday's Date (Week count was conducted) 05 22 2018      Number of Students Enrolled in Class: 11

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			4	2	5	10	2	5	5
Wed. PM			7	2	5	6	1	5	5
Thurs. AM			2	2	4	8	1	5	5
Thurs. PM			3	2	5	7	1	5	5

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: **HERITAGE ESTEM MAB**      Teacher's First Name: **KRISTIN**      Teacher's Last Name: **DIRKSEN**

Grade: (PK,K,1,2,3...) **05**      Monday's Date (Week count was conducted) **05 28 2018**      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	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	O	24	2	1	8	8	3	1	1
Wed. PM	O	24	6	1	10	5	0	1	1
Thurs. AM	S	24	1	4	10	5	3	1	0
Thurs. PM	S	24	4	4	9	6	0	1	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: HERITAGE      Teacher's First Name: EMILY      Teacher's Last Name: OKEEFE

Grade: (PK,K,1,2,3...) 06      Monday's Date (Week count was conducted) 05 28 2018      Number of Students Enrolled in Class: 15

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.

<b>Key</b>	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	O	13	2	1	4	6			
Wed. PM	O	13	2	1	5	5			
Thurs. AM	O	13	2	2	4	5			
Thurs. PM	S	13	3	2	5	3			

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: **HERITAGE** Teacher's First Name: **JOSHUA** Teacher's Last Name: **OVERBY-LANG**

Grade: (PK,K,1,2,3...) **08** Monday's Date (Week count was conducted) **05 28 2018** Number of Students Enrolled in Class: **14**

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		O	14			9	4			1
Wed. PM	R	O	14			7	4			3
Thurs. AM		O	10			7	4			
Thurs. PM	R	O	11	1	6		3			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:

HERITAGE

Teacher's First Name:

ERIN

Teacher's Last Name:

SCHMIDT

Grade: (PK,K,1,2,3...)

08  
0 2

Monday's Date (Week count was conducted)

05 29 2018  
M M D D Y Y Y Y

Number of Students Enrolled in Class:

14  
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	R	12	2	2	2	5	1		
Wed. PM		12	5	2	2	2	1		
Thurs. AM	O	11	2	2	1	5	1		
Thurs. PM		11	5	2	1	2	1		

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: Heritage Teacher's First Name: Suzanne Teacher's Last Name: Moulton

Grade: (PK,K,1,2,3...) 06 Monday's Date (Week count was conducted) 05 30 2018 Number of Students Enrolled in Class: 19

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	O	19	01	00	7	10	1	0	0
Wed. PM	R	19	01	00	10	5	3	0	0
Thurs. AM	O	18	01	00	07	9	1	0	0
Thurs. PM	S	18	04	00	8	4	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: HERITAGE      Teacher's First Name: ELIZABETH      Teacher's Last Name: STEDILLIE

Grade: (PK,K,1,2,3...) 06      Monday's Date (Week count was conducted) 05 30 2018      Number of Students Enrolled in Class: 17

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	O		13	02	01	06	04	00	00	00
Wed. PM										
Thurs. AM	O		14	05	01	06	02	01	00	00
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: Heritage Teacher's First Name: Eileen Teacher's Last Name: Gilligan

Grade: (PK,K,1,2,3...) 02 Monday's Date (Week count was conducted) 05 28 2018 Number of Students Enrolled in Class: 16

- 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	14	4	0	4	5	1		
Wed. PM		14	5	0	4	4	1		
Thurs. AM	O	13	3	0	6	2	2		
Thurs. PM		13	3	0	5	5	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: HERITAGE      Teacher's First Name: JASON      Teacher's Last Name: TABAKA

Grade: (PK,K,1,2,3...) 06      Monday's Date (Week count was conducted) 05 28 2018      Number of Students Enrolled in Class: 17

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		O	12	2		4	6			
Wed. PM			12	4		4	4			
Thurs. AM		S	15	3		5	6	1		
Thurs. PM			15	4		6	5			

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: H e r i t a g e      Teacher's First Name: K e l s e y      Teacher's Last Name: C o l e y

Grade: (PK,K,1,2,3...) 06      Monday's Date (Week count was conducted) 05 28 2018      Number of Students Enrolled in Class: 09

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	0	08	01	06	02	05			
Wed. PM			02	00	2	03	00	06	01
Thurs. AM	0	05	01	06	01	03	06	00	00
Thurs. PM						3			

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: Heritage ESTEM Teacher's First Name: Laura Teacher's Last Name: Harris

Grade: (PK,K,1,2,3...) 07 Monday's Date (Week count was conducted) 09 30 2018 Number of Students Enrolled in Class: 11

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	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			08	2	0	5	1	0	0	0
Tues. PM										
Wed. AM										
Wed. PM										
Thurs. AM										
Thurs. PM										

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

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: Heritage Teacher's First Name: Deacon Teacher's Last Name: Klemme

Grade: (PK,K,1,2,3...) 06 Monday's Date (Week count was conducted) 05 25 2018 Number of Students Enrolled in Class: 15

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		02	03	05	01	01		
Tues. PM	R		63	03	03	03			
Wed. AM	O		03	02	04	02			
Wed. PM	R	19	04	03	03	03	01		
Thurs. AM	O	08	04	04	02	02	00		
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: HERITAGE ESTEM Teacher's First Name: SHERA Teacher's Last Name: JOHNSON

Grade: (PK,K,1,2,3...) 08 Monday's Date (Week count was conducted) 05 28 2018 Number of Students Enrolled in Class: 14

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	N	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	0		13	4	0	6	3	0	0	0
Wed. PM	r		12	3	0	5	1	0	0	0
Thurs. AM	0		10	2	0	4	2	0	0	0
Thurs. PM	3		10	1	0	6	1	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.

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: HERITAGE MIDDLE Teacher's First Name: AMBER Teacher's Last Name: KURTEN

Grade: (PK,K,1,2,3...) NA Monday's Date (Week count was conducted) 05 28 2018 Number of Students Enrolled in Class: 10

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	9			8	1			
Tues. PM	R	9			8	1			
Wed. AM	O	9			8	1			
Wed. PM	O	9			8	1			
Thurs. AM	O	9			8	1			
Thurs. PM	S	9			8	1			

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: HERITAGE MIDDLE Teacher's First Name: ERIN Teacher's Last Name: SUTLIFF

Grade: (PK,K,1,2,3...) 06 Monday's Date (Week count was conducted) 05 28 2018 Number of Students Enrolled in Class: 19

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	O		18	2	1	11	4		1	
Wed. PM	R		18	3	1	10	3		1	
Thurs. AM	O		18	2	1	11	4		1	
Thurs. PM	S		18	3	1	10	3		1	

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: Heritage Teacher's First Name: Angie Teacher's Last Name: Penttila

Grade: (PK,K,1,2,3...) 06 Monday's Date (Week count was conducted) 05 30 2018 Number of Students Enrolled in Class: 15

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	O	15	0	1	7	6	0	0	0
Wed. PM	S		15	3	1	9	2	0	0	0
Thurs. AM	S		16	1	1	6	8	0	0	0
Thurs. PM	S		16	5	1	7	3	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.

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: M O R E L A N D      Teacher's First Name: N A R I N A      Teacher's Last Name: R A D L E

Grade: (PK,K,1,2,3...) 14      Monday's Date (Week count was conducted) 06 05 2018      Number of Students Enrolled in Class: 28

- 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		28	0	<del>10</del> 0	18	9	1	0	0
Tues. PM	S		28	0	0	17	10	1	0	0
Wed. AM										
Wed. PM										
Thurs. AM										
Thurs. PM										

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

There was a school event, so a student who normally rides bus home got picked up because mom was at school helping

# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **MORELAND** Teacher's First Name: **LYNN** Teacher's Last Name: **LONEY**

Grade: (PK,K,1,2,3...) **IV** Monday's Date (Week count was conducted) **06 05 2018** Number of Students Enrolled in Class: **11**

- 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	23	-	-	8	15	-	-	-
Tues. PM	S	23	-	-	9	11			3
Wed. AM	R	24			5	19			
Wed. PM									
Thurs. AM									
Thurs. PM									

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

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **MORELAND** Teacher's First Name: **STACEY** Teacher's Last Name: **SCHWESSLER**

Grade: (PK,K,1,2,3...) **14** Monday's Date (Week count was conducted) **06 05 2018** Number of Students Enrolled in Class: **15**

- 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			26	0	0	10	16	0	0	0
Tues. PM				1	0	15	10	0	0	0
Wed. AM										
Wed. PM										
Thurs. AM										
Thurs. PM										

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

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: M O R E L A N D      Teacher's First Name: F M I L Y      Teacher's Last Name: S C H A L E M M E R

Grade: (PK,K,1,2,3...) 1      Monday's Date (Week count was conducted) 06 05 2018      Number of Students Enrolled in Class: 23

    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	22			12	8		2	
Tues. PM	S	22			12	8		2	
Wed. AM									
Wed. PM									
Thurs. AM									
Thurs. PM									

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

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: M O R E L A N D      Teacher's First Name: T I F F A N Y      Teacher's Last Name: M A C Z K O

Grade: (PK,K,1,2,3...) 11      Monday's Date (Week count was conducted) 06 05 2018      Number of Students Enrolled in Class: 11

- 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	R	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		18	0	0	5	13			
Tues. PM	S		19	2	0	10	6	1		
Wed. AM										
Wed. PM										
Thurs. AM										
Thurs. PM										

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

+ +

# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: MORELAND Teacher's First Name: KALIN Teacher's Last Name: FARRELL

Grade: (PK,K,1,2,3...) 11 Monday's Date (Week count was conducted) 06 05 2018 Number of Students Enrolled in Class: 15

- 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	18	1	0	9	7		1	
Tues. PM	S	18	1	0	9	7		1	
Wed. AM									
Wed. PM									
Thurs. AM									
Thurs. PM									

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

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: M O R E L A N D      Teacher's First Name: A S H L E Y      Teacher's Last Name: M O S S E Y

Grade: (PK,K,1,2,3...) 2      Monday's Date (Week count was conducted) 06 05 2018      Number of Students Enrolled in Class: 22

- 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	22	00	00	7	14	0	0	0
Tues. PM	S	22	1	0	8	13	0	0	0
Wed. AM	R	22	0	0	7	15	0	0	0
Wed. PM			2		6	11			
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: **MORELAND** Teacher's First Name: **SHARI** Teacher's Last Name: **NIEMCZYK**

Grade: (PK,K,1,2,3...) **2** Monday's Date (Week count was conducted) **06 05 2018** Number of Students Enrolled in Class: **15**

- 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	21			10	11			
Tues. PM	S	21			15	6			
Wed. AM	R	21	0	0	10	11			
Wed. PM	R	21			15	6			
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: **MORELAND** Teacher's First Name: **DEBBIE** Teacher's Last Name: **NEUM**

Grade: (PK,K,1,2,3...) **2** Monday's Date (Week count was conducted) **06 05 2018** Number of Students Enrolled in Class: **15**

- 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		22	0	0	10	12	0	0	0
Tues. PM			22	0	0	10	11	1	0	0
Wed. AM										
Wed. PM										
Thurs. AM										
Thurs. PM										

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

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **MORELAND** Teacher's First Name: **MOLLIE** Teacher's Last Name: **SHELLINGER**

Grade: (PK,K,1,2,3...) **3** Monday's Date (Week count was conducted) **06 05 2018** Number of Students Enrolled in Class: **23**

- 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 2	0	1	1 0	1 1			
Tues. PM	S		2 2		1	1 6	5			
Wed. AM										
Wed. PM										
Thurs. AM										
Thurs. PM										

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

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

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

Grade: (PK,K,1,2,3...) 7      Monday's Date (Week count was conducted) 06 05 2018      Number of Students Enrolled in Class: 11

- 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	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	7	0	1	9	16	0	0	1
Tues. PM	S		2	7	1	0	16	9	0	0	1
Wed. AM											
Wed. PM											
Thurs. AM											
Thurs. PM											

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

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **MORELAND** Teacher's First Name: **SMITH** Teacher's Last Name: **HANGE**

Grade: (PK,K,1,2,3...) **3** Monday's Date (Week count was conducted) **06 05 2018** Number of Students Enrolled in Class: **24**

- 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		23	3	0	12	8	0	0	0
Tues. PM	S		23	2	0	14	7	0	0	0
Wed. AM										
Wed. PM										
Thurs. AM										
Thurs. PM										

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

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

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

Grade: (PK,K,1,2,3...) 4      Monday's Date (Week count was conducted) 06 05 2018      Number of Students Enrolled in Class: 15

- 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	R	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	0	0	1	11	8			
Tues. PM	S		2	0	3	1	12	5			
Wed. AM	R		1	9	1	1	10	10			
Wed. PM	S		1	9	3	1	12	5			
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: **MORELAND** Teacher's First Name: **MICHELLE** Teacher's Last Name: **PHILLIPS**

Grade: (PK,K,1,2,3...) **4** Monday's Date (Week count was conducted) **06 05 2018** Number of Students Enrolled in Class: **15**

- 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		18	1	0	6	9	0	2	
Tues. PM	S		18	1	0	8	5	0	2	
Wed. AM										
Wed. PM										
Thurs. AM										
Thurs. PM										

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

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **MORELAND** Teacher's First Name: **BETH** Teacher's Last Name: **RABE**

Grade: (PK,K,1,2,3...) **4** Monday's Date (Week count was conducted) **06 05 2018** Number of Students Enrolled in Class: **15**

- 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		20	0	0	10	09	01	0	0
Tues. PM	S		20	0	0	19	06	00	00	00
Wed. AM										
Wed. PM										
Thurs. AM										
Thurs. PM										

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

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **MORELAND**      Teacher's First Name: **LINDSEY**      Teacher's Last Name: **DIEDERICH**

Grade: (PK,K,1,2,3...) **4**      Monday's Date (Week count was conducted) **06 05 2018**      Number of Students Enrolled in Class: **15**

- 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	19	0	0	16	3			
Tues. PM	S	19	0	0	16	3			
Wed. AM									
Wed. PM									
Thurs. AM									
Thurs. PM									

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

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name:

MORELAND

Teacher's First Name:

LINDSEY

Teacher's Last Name:

DEEDERICH

Grade: (PK,K,1,2,3...)

4

Monday's Date (Week count was conducted)

06 06 2018

Number of Students Enrolled in Class:

15

- 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		19			16	3			
Wed. PM	O		19			16	3			
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: M O R E L A N D      Teacher's First Name: R E T H      Teacher's Last Name: R A B E

Grade: (PK,K,1,2,3...) 4      Monday's Date (Week count was conducted) 06 06 2018      Number of Students Enrolled in Class: 11

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- 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		20	00	00	09	11	00	00	00
Wed. PM	S		20	00	00	10	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.

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: M O R E L A N D      Teacher's First Name: M I C H A E L L E      Teacher's Last Name: P A L I P P S

Grade: (PK,K,1,2,3...) 4      Monday's Date (Week count was conducted) 06 06 2018      Number of Students Enrolled in Class: 11

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	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	8	1	0	6	9	0	2	
Wed. PM	O		1	8	1	0	8	5	0	2	
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: M O R E L A N D      Teacher's First Name: K O Y S T L E      Teacher's Last Name: E I L E M

Grade: (PK,K,1,2,3...) 1      Monday's Date (Week count was conducted) 06 06 2018      Number of Students Enrolled in Class: 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									
Wed. PM									
Thurs. AM									
Thurs. PM									

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

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: M O R E L A N D      Teacher's First Name: S O E      Teacher's Last Name: H A U S E

Grade: (PK,K,1,2,3...) 03      Monday's Date (Week count was conducted) 06 06 2018      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	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">Wed. AM</span>	R	23	1	1	12	9	0	0	0
<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">Wed. PM</span>	S	23	0	1	14	8	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.

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **MORELAND** Teacher's First Name: **ANNA** Teacher's Last Name: **BANTI**

Grade: (PK,K,1,2,3...) **3** Monday's Date (Week count was conducted) **06 06 2018** Number of Students Enrolled in Class: **15**

- 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		25	0	0	9	15	0	0	1
Wed. PM	O		25	1	0	15	5	3	0	1
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: **MORELAND** Teacher's First Name: **MOLLIE** Teacher's Last Name: **SHELLINGER**

Grade: (PK,K,1,2,3...) **3** Monday's Date (Week count was conducted) **06 06 2018** Number of Students Enrolled in Class: **23**

G 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		20		0	0	11	9			
Wed. PM	S		20		1		14	5			
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: **MORELAND** Teacher's First Name: **DEBBIE** Teacher's Last Name: **WEUM**

Grade: (PK,K,1,2,3...) **2** Monday's Date (Week count was conducted) **06 06 2018** Number of Students Enrolled in Class: **11**

- 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		21	1	0	9	12	0	0	0
Wed. PM	S		21	1	0	9	12	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.

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

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

Grade: (PK,K,1,2,3...) 2      Monday's Date (Week count was conducted) 06 06 2018      Number of Students Enrolled in Class:   

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								5	8	
Wed. PM								5	8	
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: M O R E L A N D      Teacher's First Name: A S H L E Y      Teacher's Last Name: M O S S E Y

Grade: (PK,K,1,2,3...) 2      Monday's Date (Week count was conducted) 06 06 2018      Number of Students Enrolled in Class:   

- Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted)
- Please do not conduct these counts on Mondays or Fridays.
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.
- Ask your students as a group the question "How did you arrive at school today?"
- Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box.
- Follow the same procedure for the question "How do you plan to leave for home after school?"
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

**Step 1.** 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		22	0	0	7	15	0	0	0
Wed. PM	O		22	2	-	6	13	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.

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# Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: M O R E L A N D      Teacher's First Name: K A L I N      Teacher's Last Name: F A R R E L L

Grade: (PK,K,1,2,3...) 1      Monday's Date (Week count was conducted) 06 06 2018      Number of Students Enrolled in Class: 12

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	S		21	1	0	12	8	0	1	0
Wed. PM	S		21	1	0	12	8	0	1	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: **MORELAND** Teacher's First Name: **TIFFANY** Teacher's Last Name: **NACZKO**

Grade: (PK,K,1,2,3...) **11** Monday's Date (Week count was conducted) **06 06 2018** Number of Students Enrolled in Class: **15**

- 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	21	0	0	10	1	1	0	0
Wed. PM	S	21	1		12	7	1		
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: M O R E L A N D Teacher's First Name: E M I L Y Teacher's Last Name: S C H L E M M E R

Grade: (PK, K, 1, 2, 3...)    Monday's Date (Week count was conducted) 06 06 2018 Number of Students Enrolled in Class:   

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	O	22			12	8		2	
Wed. PM	S	22	1		12	7		2	
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: M O R E L A N D      Teacher's First Name: S T A C E Y      Teacher's Last Name: S C H W E S S L E R

Grade: (PK,K,1,2,3...)         Monday's Date (Week count was conducted) 06 06 2018      Number of Students Enrolled in Class:   

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	25	0	0	10	15	0	0	0
Wed. PM		25	1	0	13	10	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: **MORELAND** Teacher's First Name: **LYNN** Teacher's Last Name: **LONEY**

Grade: (PK,K,1,2,3...) **K** Monday's Date (Week count was conducted) **06 06 2018** Number of Students Enrolled in Class: **15**

- 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	24			5	19			
Wed. PM	O	24			7	15			2
Thurs. AM									
Thurs. PM									

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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

+	<b>CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY</b>	+																																																				
School Name:		Teacher's First Name:	Teacher's Last Name:																																																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">M</td><td style="width: 10%;">O</td><td style="width: 10%;">R</td><td style="width: 10%;">E</td><td style="width: 10%;">L</td><td style="width: 10%;">A</td><td style="width: 10%;">N</td><td style="width: 10%;">D</td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td> </tr> </table>		M	O	R	E	L	A	N	D							<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">M</td><td style="width: 10%;">A</td><td style="width: 10%;">R</td><td style="width: 10%;">I</td><td style="width: 10%;">N</td><td style="width: 10%;">A</td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td> </tr> </table>	M	A	R	I	N	A					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">R</td><td style="width: 10%;">A</td><td style="width: 10%;">D</td><td style="width: 10%;">L</td><td style="width: 10%;">E</td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td> </tr> </table>	R	A	D	L	E																						
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M	A	R	I	N	A																																																	
R	A	D	L	E																																																		
Grade: (PK,K,1,2,3...)		Monday's Date (Week count was conducted)		Number of Students Enrolled in Class:																																																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">K</td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td> </tr> <tr> <td style="text-align: center;">0</td><td style="text-align: center;">2</td><td style="text-align: center;">M</td><td style="text-align: center;">M</td><td style="text-align: center;">D</td><td style="text-align: center;">D</td><td style="text-align: center;">Y</td><td style="text-align: center;">Y</td><td style="text-align: center;">Y</td><td style="text-align: center;">Y</td> </tr> </table>		K										0	2	M	M	D	D	Y	Y	Y	Y	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">0</td><td style="width: 10%;">6</td><td style="width: 10%;">0</td><td style="width: 10%;">6</td><td style="width: 10%;">2</td><td style="width: 10%;">0</td><td style="width: 10%;">1</td><td style="width: 10%;">8</td><td style="width: 10%;"></td><td style="width: 10%;"></td> </tr> </table>		0	6	0	6	2	0	1	8			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">2</td><td style="width: 10%;">8</td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td> </tr> <tr> <td style="text-align: center;">I</td><td style="text-align: center;">S</td><td style="text-align: center;">I</td><td style="text-align: center;">S</td><td style="text-align: center;">I</td><td style="text-align: center;">S</td><td style="text-align: center;">I</td><td style="text-align: center;">S</td><td style="text-align: center;">I</td><td style="text-align: center;">S</td> </tr> </table>	2	8									I	S	I	S	I	S	I	S	I	S
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I	S	I	S	I	S	I	S	I	S																																													

- 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).

<b>Step 1.</b> Fill in the weather conditions and number of students in each class	<b>Step 2.</b> <b>AM</b> – "How did you arrive at school today?" Record the number of hands for each answer. <b>PM</b> – "How do you plan to leave for home after school?" Record the number of hands for each answer.
---	--

	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S	N	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		28	1	0	19	7	1	0	0
Wed. PM	S		28	0	0	19	8	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.

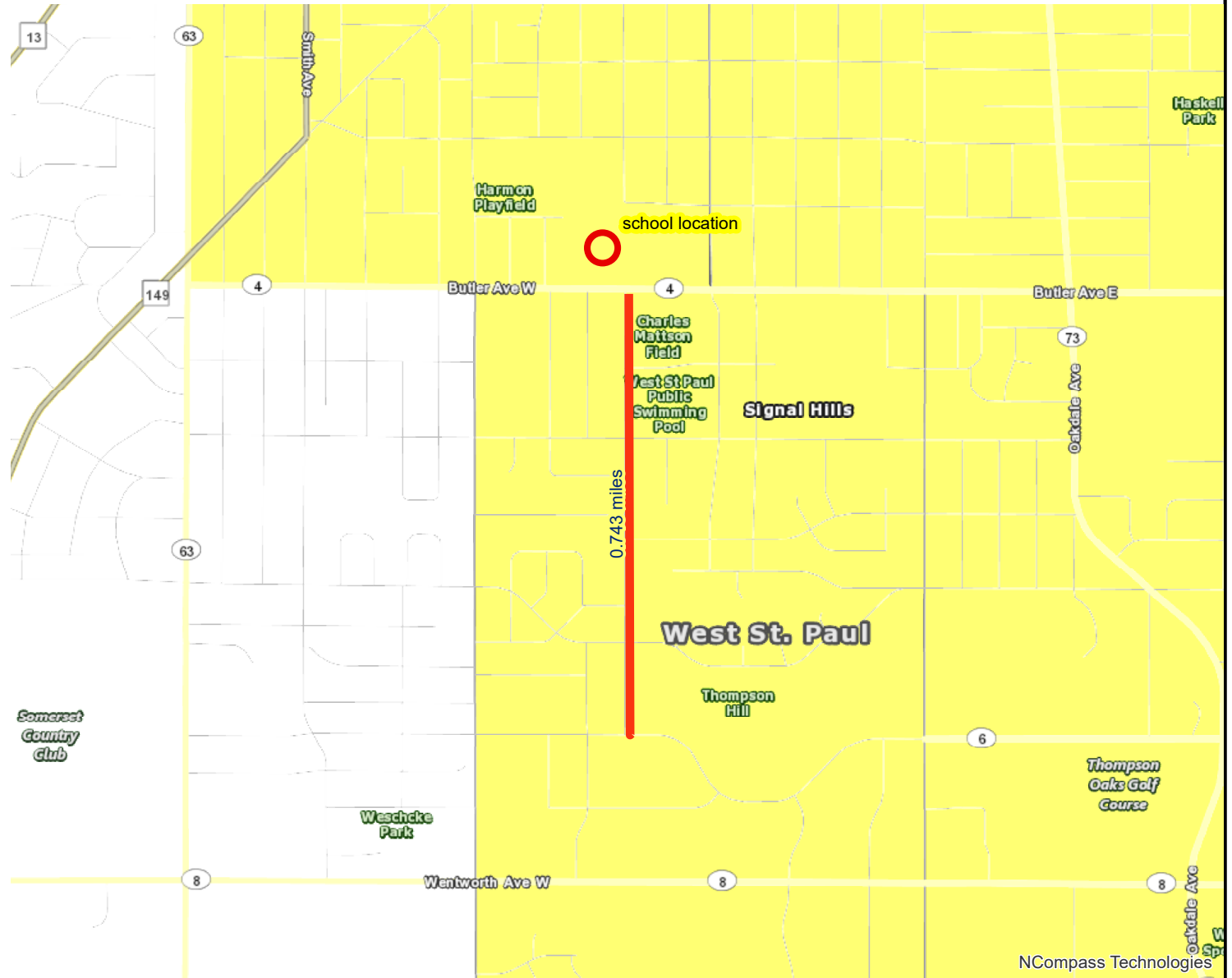
Not sure why I had one student walk to school. Usually don't.




+		+
---	--	---



# Socio-Economic Conditions

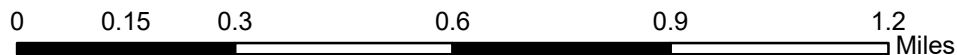
## Results

Project census tracts are above the regional average for population in poverty or population of color: (0 to 18 Points)



-  Project Points
-  Project
-  Area of Concentrated Poverty > 50% residents of color

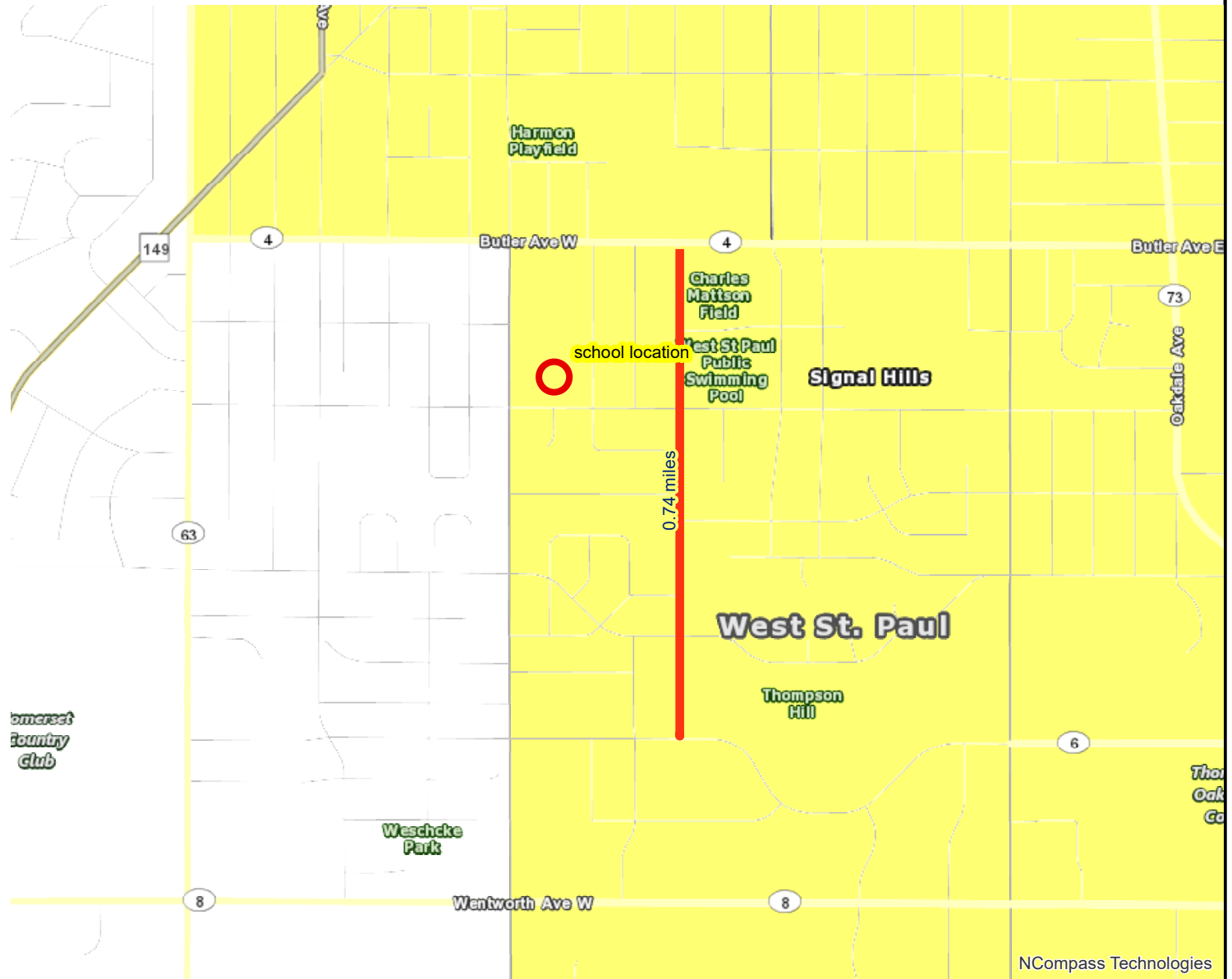
-  Area of Concentrated Poverty
-  Above reg'l avg conc of race/poverty








# Socio-Economic Conditions

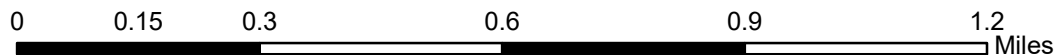
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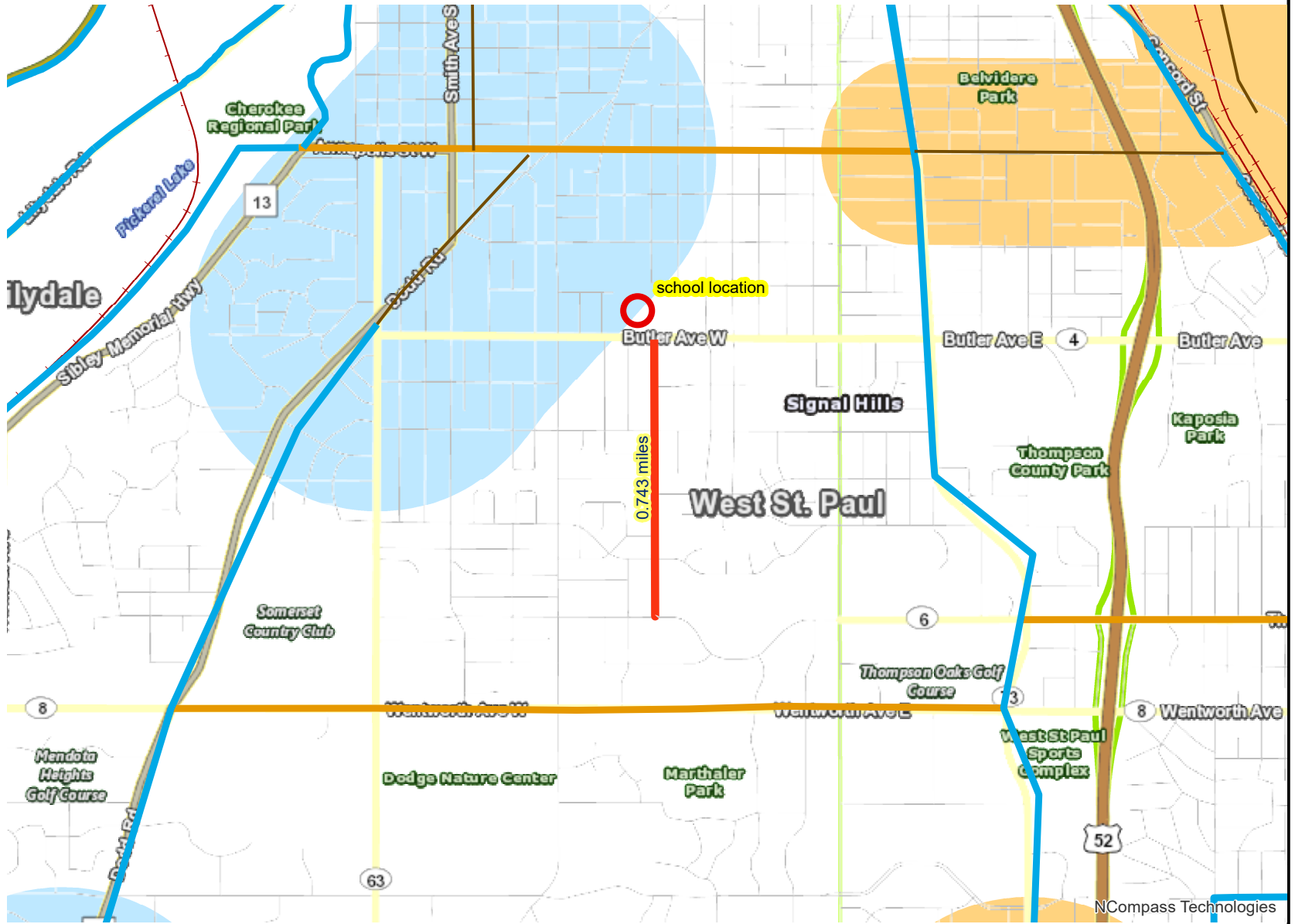
-  Area of Concentrated Poverty
-  Above reg'l avg conc of race/poverty





# Project to RBTN Orientation

Safe Routes to Schools Project: Heritage\_Bidwell Street SRTS | Map ID: 1529938746169



- Project Points
- RBTN Tier 1 Alignment
- RBTN Tier 2
- Railroads
- Project
- RBTN Tier 2 Alignment
- Principal Arterials
- RBTN Corridor Centerlines
- RBTN Tier 1
- Minor Arterials



Created: 6/25/2018  
LandscapeRSA6



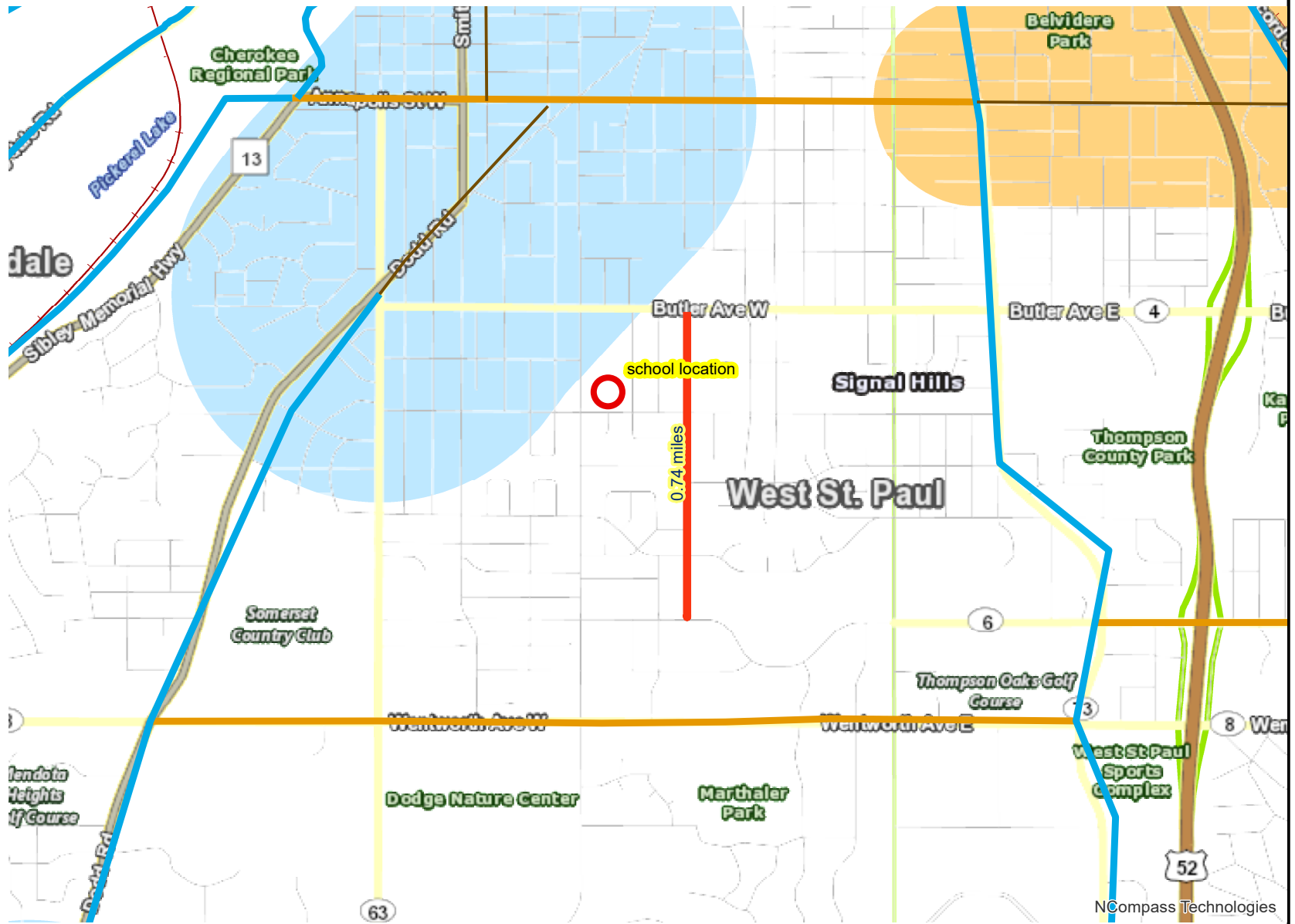
For complete disclaimer of accuracy, please visit <https://giswebsite.metc.state.mn.us/gisitenew/notice.aspx>



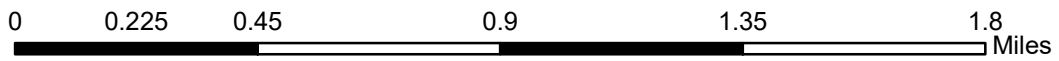
NCompass Technologies

# Project to RBTN Orientation

Safe Routes to Schools Project: Moreland\_Bidwell Street SRTS | Map ID: 1529938645087



- Project Points
- Project
- RBTN Corridor Centerlines
- RBTN Tier 1 Alignment
- RBTN Tier 2 Alignment
- RBTN Tier 1
- RBTN Tier 2
- Principal Arterials
- Minor Arterials
- +— Railroads



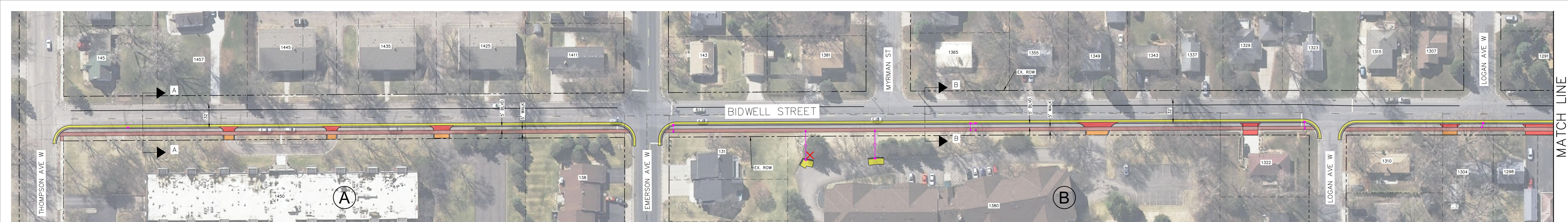
Created: 6/25/2018  
LandscapeRSA6



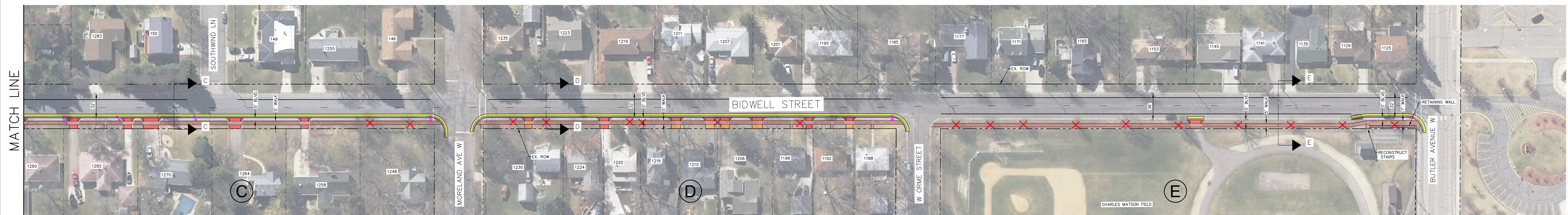
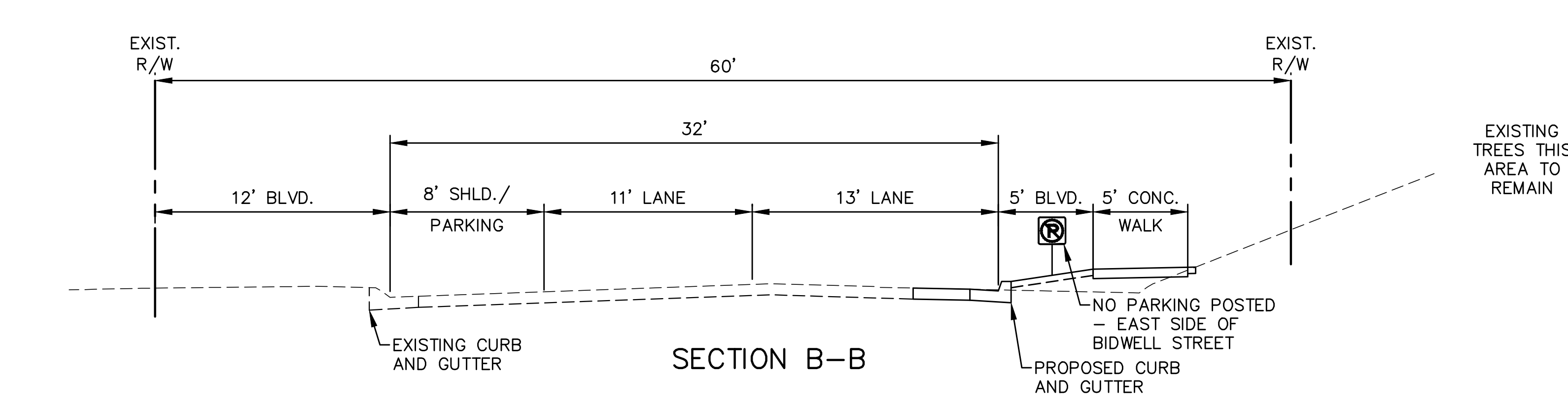
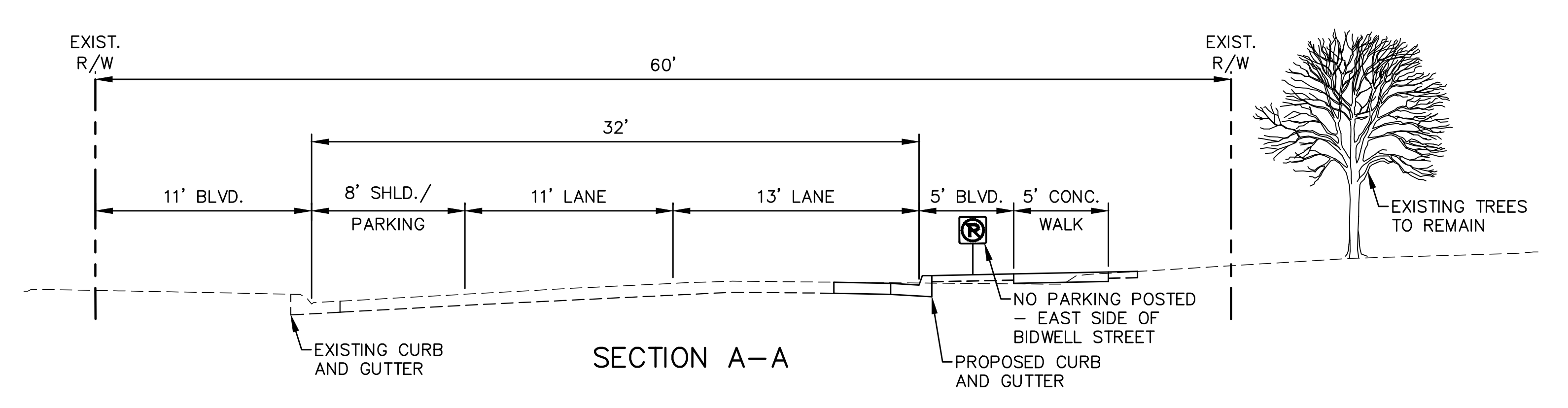
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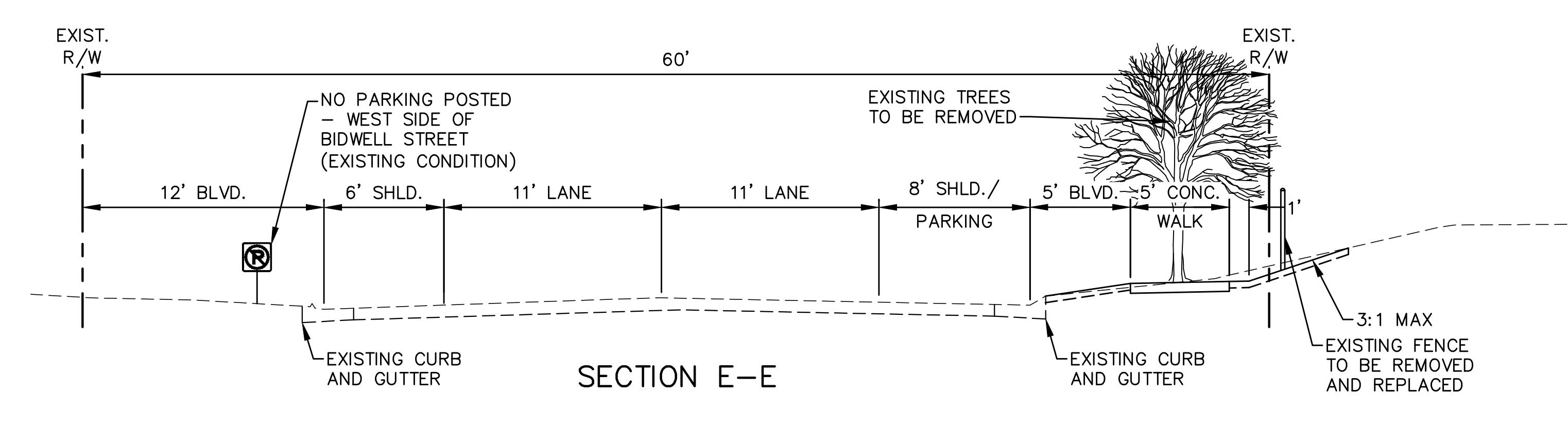
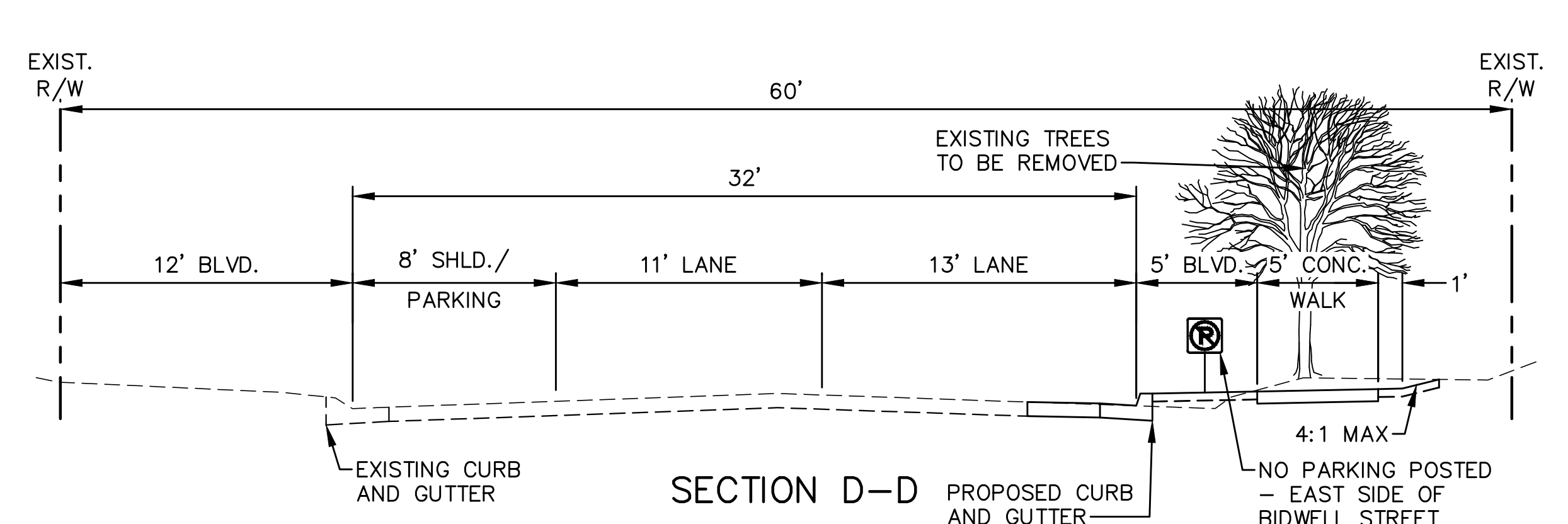
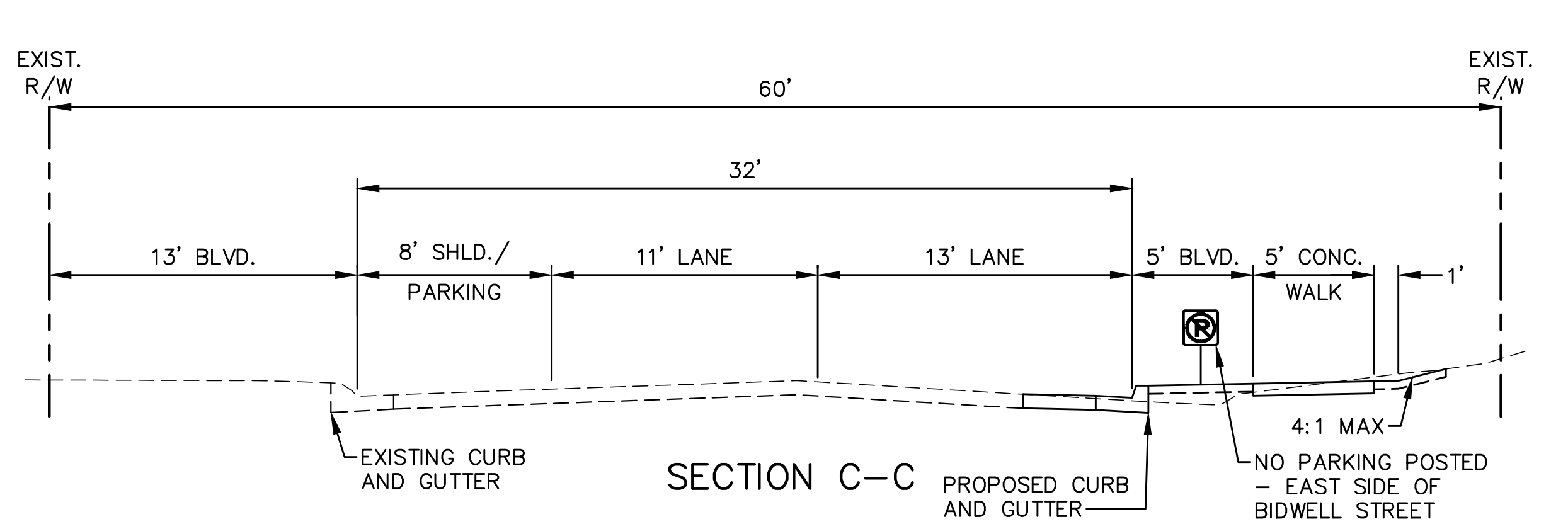
NCompass Technologies



MATCH LINE

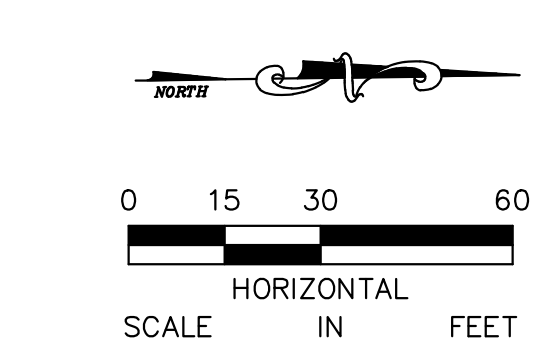


MATCH LINE



- LEGEND**
- CONCRETE SIDEWALK
  - CONCRETE DRIVEWAY PAVEMENT
  - BITUMINOUS ROADWAY PAVEMENT
  - BITUMINOUS DRIVEWAY PAVEMENT
  - PROPOSED STORM SEWER
  - ANTICIPATED TREE REMOVAL

**City of  
West Saint Paul**  
**Kimley»Horn**  
2550 UNIVERSITY AVENUE WEST, SUITE 238N, ST. PAUL, MN 55114  
 PHONE: 651-645-4197  
 WWW.KIMLEY-HORN.COM



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







5394

11-Apr

1271 Dakota Cou

5592 Moreland E

300 Before Proj Number of

Survey ID	Survey Ver:	Language	Child's Gra	Child's Gen #	of Childre	Intersection	Intersection	Distance fr
1606481	2-page	English	7 Female			1 Cherry Hill	Upper Colo	More than
1605107	2-page	English	8 Female			1 Smith	Moreland	1/2 mile up
1606222	2-page	English	6 Male			1 Bidwell	Annapolis	1/4 mile up
1606252	2-page	English	5 Female			3 Wentworth	Bellows	1 mile up tr
1604623	2-page	English	7 Female			2 Kraft	Livingston	1 mile up tr
1606259	2-page	English	7 Male			1 Marie Ave	Callahan Pl	1 mile up tr
1605123	2-page	English	5 Male			2 Myrman A	Bidwell	1/2 mile up
1606508	2-page	English	5 Male			1 Annapolis	Livingston	1/2 mile up
1606255	2-page	English	7 Female			0 Charlton	Butler	1/4 mile up
1606254	2-page	English	7 Female			0 Charlton	Butler	1/4 mile up
1604633	2-page	English	6 Male			3 Carrie Stre	Bernard Av	1 mile up tr
1604975	2-page	English	8 Male			1 Thompson	Oakdale	1 mile up tr
1605061	2-page	English	7 Female			1 Dodd	Stanwich L	More than
1604631	2-page	English	7 Male			3 Hilltop	Wachtler A	1 mile up tr
1606507	2-page	English	6 Female			2 Ottawa Ave	Emerson A	1/2 mile up
1604626	2-page	English	6 Female			2 Mainzer St	CARRIE St	1 mile up tr
1606257	2-page	English	7 Female			2 Dodd	Hurley	1/2 mile up
1604609	2-page	English	7 Male			1		More than
1606245	2-page	English	5 Female			2 1263 Delav	Moreland	1 mile up tr
1605251	2-page	English	5 Female			2 Marie Ave	Duck Pond	1 mile up tr
1604613	2-page	English	5			1 Seminole A	Butler Ave	1/4 mile up
1604612	2-page	English	4 Female			3 Stassen lan	Butler aver	More than
1604601	2-page	English	6 Female			3 Butler	Stassen	1/2 mile up
1604590	2-page	English	5 Male			3 Gorman an	Gorman an	Less than 1
1604610	2-page	English	5 Female			3 Chippewa	Hiawatha a	1 mile up tr
1604607	2-page	English	7 Male			3 Laura Stree	Sylvandale	1 mile up tr
1604593	2-page	English	7 Female			1 Prescott	Harvard	1 mile up tr
1604586	2-page	English	6 Male			1 Delaware	Orme	1 mile up tr
1606834	2-page	English	6 Male			2 Brompton	Hwy. 13	1 mile up tr
1604624	2-page	English	7 Female			3 Baker	Winslow	1 mile up tr
1605148	2-page	English	6 Female			3 Kraft	Humbolt	1 mile up tr
1605120	2-page	English	8 Female			1 Smith	Moreland	1/4 mile up
1605119	2-page	English	8 Female			1 Smith	Moreland	1/4 mile up
1606183	2-page	English	7 Female			1 smith	dodd	1 mile up tr
1605208	2-page	English	6 Female			2 moreland	delaware	1/2 mile up
1604632	2-page	English	8 Female			2 Bernard	Bidwell	Less than 1
1604628	2-page	English	8			2 Butler Ave	Oakdale Av	1/2 mile up
1606193	2-page	English	7 Male			4 Calumet	Logan	1 mile up tr
1605047	2-page	English	7 Female			2 Cherry Hill	Wachtler	More than
1605046	2-page	English	6 Male			3 Delaware	Deer Run T	More than
1606329	2-page	English	6 Female			3 Hwy 13 and	London	1/2 mile up
1604733	2-page	English	6 Female			2 Cherokee A	Orme	1/2 mile up
1604651	2-page	English	6 Female			2 Annapolis	Hall	1/4 mile up
1604606	2-page	English	5 Male			2 Ohio	Emerson	1/2 mile up

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



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

1604614	2-page	English	6 Female	3 Kraft	Humbolt	1 mile up to
1604864	2-page	English	6 Female	3 High Ridge	Warrior Drive	1 mile up to
1604627	2-page	English	5 Female	1 Schley Ave	Haskell Street	1/4 mile up
1604714	2-page	English	5 Female	2 Bloomington	East 56th S	More than
1604974	2-page	English	5 Male	2 Ohio	Arion	More than
1606836	2-page	English	5 Female	2 Caren Court	Caren Road	More than
1604625	2-page	English	6 Male	2 Orme	Bidwell	Less than 1
1605864	2-page	Spanish	7 Female	1 Wentworth	Bellows	More than
ool when she is older.						
1606480	2-page	English	8 Female	1 Butler		1 mile up to
1606393	2-page	English	7 Female	1 Apache St.	Keokuk Ln	More than
1605214	2-page	English	6 Female	1 Livingston	Fox Ridge F	More than
1605122	2-page	English	6 Male	2 Victoria Ct	Summit Ln	More than
1604940	2-page	English	6 Male	2 Hwy 13	London Rd	1 mile up to
1606231	2-page	English	5 Male	2		
1606212	2-page	English	5 Male	2 charlton St	Wentworth / Runge La	
1605121	2-page	English	6 Male	2		
1605112	2-page	English	8 Female	1		

Survey ID	Survey Ver	Language	Child's Gra	Child's Gen #	# of Childre	Intersection	Intersection	Distance fr
594742	2-page	English		2 Female	2	East Arion	Carrie	1 mile up to
612459	2-page	English		4 Male	2	Gorman	Haskell	1 mile up to
594688	2-page	English		4 Male	2	Butler	Livingston	1 mile up to
594738	2-page	English		1 Male	3	Emerson A	Charlton A	1/2 mile up
594741	2-page	English	Kindergart	Male	2	We live in	South Saint	More than
594653	2-page	English		1 Female	1	Butler	Carrie	1 mile up to
594743	2-page	English		2 Female	2	Moreland	Allen Ave.	Less than 1
594689	2-page	English		1 Male	2	Bernard	Charlton	1/2 mile up
596293	2-page	English		3 Female	1	LEXINGTON	110	More than
595057	2-page	English		2 Female	2	Butler	Benard	1 mile up to
594663	2-page	English		1 Female	2	Arion St	Waterloo	1 mile up to
594744	2-page	English		4 Male	2	Robert st	Winona	1/2 mile up
594679	2-page	English	Kindergart	Male	1	Stryker	Moreland	Less than 1
595373	2-page	English		3 Male	2	Allen	Moreland	Less than 1
594654	2-page	English	Kindergart	Male	1	Delaware	Norman La	1/4 mile up
594650	2-page	English		1 Female	2	Moreland	Bidwell	1/4 mile up
594739	2-page	English		2 Female	1	Hall Avenu	Moreland /	1/4 mile up
594651	2-page	English		2 Male	2	Mainzer	Waterloo	1 mile up to
594687	2-page	English		2 Male	1	Bernard	Bidwell	More than
594652	2-page	English		4 Male	2	Gorman Av	Arion Stree	1/2 mile up
597832	2-page	English		1 Male	2	Moreland	Stryker	1/4 mile up
594661	2-page	English		4 Male	1	Smith	Butler	Don't know
594646	2-page	English		3 Male	3	Charlton	Annapolis	Don't know
594649	2-page	English	PreK	Male	4	roeller ave	Carrie Stre	1/2 mile up
594686	2-page	English		2 Female	1	bernard	mcarthur	1 mile up to
594647	2-page	English		4 Female	1	Gorman	Annapolis	1 mile up to
597208	2-page	English		1 Male	1	Oakdale	Robert	1/4 mile up



How Child	How Child	Travel Time	Travel Time	Child Asker	Grade Child	I would not	My child al	Is this an is
School Bus	School Bus	More than	More than	No		Yes		
Walk	Walk	5-10 minut	5-10 minut	Yes		5		
Family Veh	Walk	5-10 minut	5-10 minut	No		6	Yes	
School Bus	School Bus	More than	More than	No		7		Yes
Family Veh	School Bus	5-10 minut	5-10 minut	No		7		Yes
School Bus	School Bus	11-20 minut	11-20 minut	No		Yes		
Bike	Bike	5-10 minut	5-10 minut	Yes		5	Yes	Yes
Walk	Walk	11-20 minut	11-20 minut	Yes		5	Yes	
Walk	Walk	5-10 minut	5-10 minut	Yes		6		
Walk	Walk	5-10 minut	5-10 minut	Yes		6		
School Bus	School Bus	11-20 minut	11-20 minut	Yes		7		
School Bus	School Bus	5-10 minut	5-10 minut	Yes		7		Yes
School Bus	School Bus	11-20 minut	11-20 minut	Yes		8		
Family Veh	Family Veh	5-10 minut	5-10 minut	No		8		Yes
School Bus	School Bus	More than	More than	Yes		10		
School Bus	School Bus	11-20 minut	11-20 minut	No	Unknown			Yes
Family Veh	Family Veh	Less than 5	Less than 5	No		Yes		
Family Veh	Family Veh	11-20 minut	11-20 minut	No		Yes		Yes
Bike	Bike			Yes		4	Yes	
Bike	Bike	11-20 minut	11-20 minut	Yes		4	Yes	Yes
Walk	Walk	5-10 minut	5-10 minut	Yes		5	Yes	
Carpool (cf	School Bus	5-10 minut	5-10 minut	Yes		5		Yes
Family Veh	Family Vehicle (only children in yo			Yes		5		
Walk	Walk	11-20 minut	11-20 minut	Yes		5	Yes	
School Bus	School Bus	More than	More than	Yes		5	Yes	
School Bus	School Bus	More than	More than	Yes		6		
Family Veh	Family Veh	5-10 minut	5-10 minut	Yes		6	Yes	
Family Veh	Walk	Less than 5	Less than 5	Yes		6		
School Bus	School Bus	More than	More than	Yes		6	Yes	
Walk	Bike	11-20 minut	11-20 minut	Yes		7	Yes	
Family Veh	School Bus	5-10 minut	5-10 minut	Yes		7		Yes
Walk	Walk	11-20 minut	11-20 minut	Yes		7	Yes	Yes
Walk	Walk	11-20 minut	11-20 minut	Yes		7	Yes	Yes
Family Veh	Family Veh	Less than 5	Less than 5	Yes		8		
Family Veh	Family Veh	Less than 5	Less than 5	Yes		8		
Walk	Walk	Less than 5	Less than 5	Yes	Unknown		Yes	
Family Veh	Family Veh	Less than 5	Less than 5	Yes	Unknown	Yes		
School Bus	School Bus	Don't Know	Don't Know	No		Yes		
School Bus	School Bus	More than	More than	Yes		3		Yes
Carpool (cf	Carpool (cf	5-10 minut	5-10 minut	Yes		3		
Family Veh	Bike	11-20 minut	11-20 minut	Yes		5		Yes
Family Veh	School Bus	Less than 5	Less than 5	Yes		5		
Walk	Walk	11-20 minut	11-20 minut	Yes		5		Yes
Bike	Bike	5-10 minut	5-10 minut	Yes		5	Yes	Yes

ame time.)

Family Veh	School Bus	Less than 5	Less than 5	Yes	5	Yes	
Family Veh	School Bus	Less than 5	Less than 5	Yes	5		
Carpool (cf	Carpool (cf	5-10 minut	5-10 minut	No	5		Yes
Walk	Walk	11-20 minut	11-20 minut	Yes	5		Yes
School Bus	Walk	11-20 minut	11-20 minut	Yes	5		
School Bus	School Bus	More than	More than	Yes	5		Yes
School Bus	School Bus	More than	More than	Yes	6		
School Bus	School Bus	More than	More than	Yes	6		
School Bus	School Bus	More than	More than	Yes	6		Yes
Bike	Bike	11-20 minut	11-20 minut	Yes	6		Yes
Family Veh	Family Veh	Less than 5	Less than 5	Yes	6		
Walk	Walk	11-20 minut	11-20 minut	No	6	Yes	
School Bus	School Bus	11-20 minut	11-20 minut	Yes	7		
School Bus	School Bus	More than	More than	Yes	7		
School Bus	School Bus	More than	More than	Yes	8		Yes
School Bus	School Bus	More than	More than	Yes	11		Yes
School Bus		More than	More than	Yes			Yes
School Bus	School Bus	11-20 minut	11-20 minut	Yes	6		
School Bus	School Bus	More than	More than	Yes	10		
School Bus	School Bus			Yes	4		
Walk	Walk	More than	More than	No	Yes	Yes	Yes
Walk	Walk	11-20 minut	11-20 minut	Yes	5	Yes	
School Bus	School Bus	11-20 minut	11-20 minut	Yes	5	Yes	Yes
Walk	Walk	5-10 minut	5-10 minut	Yes	5	Yes	
School Bus	School Bus	11-20 minut	11-20 minut	Yes	6		Yes
Walk	Walk	5-10 minut	5-10 minutes		6	Yes	
Bike	School Bus	More than	More than	Yes	7		
School Bus	School Bus	More than	More than	Yes	7		
Family Veh	Walk	Less than 5	Less than 5	Yes	7		Yes
School Bus	School Bus	5-10 minut	5-10 minut	Yes	7		
School Bus	School Bus	11-20 minut	11-20 minut	Yes	7	Yes	
Bike	Bike	5-10 minut	5-10 minut	Yes	4	Yes	Yes
School Bus	School Bus	5-10 minut	5-10 minut	Yes	4		
School Bus	School Bus	More than	More than	Yes	5		Yes
School Bus	School Bus	11-20 minut	11-20 minut	Yes	5		
Other (skat	Other (skat	5-10 minut	5-10 minut	Yes	5	Yes	
Walk	Walk	Less than 5	Less than 5	Yes	5	Yes	
Family Veh	Family Veh	5-10 minut	5-10 minut	Yes	5		Yes
Family Veh	School Bus	5-10 minut	5-10 minut	Yes	5		Yes
School Bus	School Bus	11-20 minut	11-20 minut	Yes	6		
Family Veh	School Bus	5-10 minut	5-10 minut	Yes	7		
Family Veh	Family Veh	11-20 minut	11-20 minut	No	7	Yes	Yes
School Bus	School Bus	11-20 minut	11-20 minut	No	8		
School Bus	School Bus	5-10 minut	5-10 minut	No	8		

Family Veh	School Bus	5-10 minut	5-10 minut	Yes	9		Yes
School Bus	School Bus	11-20 minut	11-20 minut	No	9		Yes
Family Veh	Walk	Less than 5	Less than 5	Yes	5		Yes
Family Veh	Family Veh	11-20 minut	11-20 minut	No	5		Yes
Walk	Walk	11-20 minut	11-20 minut	Yes	5		
School Bus	Family Veh	11-20 minut	11-20 minut	No	7		
/4 mile	Walk	5-10 minut	5-10 minut	Yes	5	Yes	
School Bus	School Bus	More than	More than	No	7	Yes	Yes
Family Veh	Family Veh	5-10 minut	5-10 minut	No	Unknown	Yes	Yes
School Bus	School Bus	More than	More than	No		Yes	Yes
Family Veh	School Bus	5-10 minut	5-10 minut	No		Yes	Yes
School Bus	School Bus	More than	More than	No		Yes	Yes
Walk	Walk	More than	More than	Yes	4		

ne

How Child	How Child	Travel Time	Travel Time	Child Aske	Grade Child	I would not	My child al	Is this an is
School Bus	School Bus	11-20 minut	11-20 minut	No	7			Yes
School Bus	School Bus	5-10 minut	5-10 minut	No	5			Yes
School Bus	School Bus	11-20 minut	More than	Yes	6			Yes
School Bus	School Bus	More than	More than	Yes		Yes		Yes
Family Veh	Family Veh	11-20 minut	11-20 minut	No		Yes		Yes
School Bus	School Bus	5-10 minut	5-10 minut	No		Yes		Yes
Walk	Walk	Less than 5	11-20 minut	Yes	4		Yes	Yes
School Bus	School Bus	5-10 minut	5-10 minut	Yes	5			
Family Veh	Family Veh	5-10 minut	Less than 5	No	5			
School Bus	School Bus	5-10 minut	5-10 minut	No	9			Yes
School Bus	School Bus	Don't Know	Don't Know	No	Unknown	Yes		Yes
Family Veh	Family Veh	5-10 minut	5-10 minut	No		Yes		Yes
Family Veh	Family Veh	Less than 5	Less than 5	Yes	3			
Walk	Walk	Less than 5	Less than 5	Yes	3		Yes	
Family Veh	Family Veh	Less than 5	Less than 5	Yes	4			
Family Veh	Family Veh	Less than 5	Less than 5	Yes	5			
Walk	Walk	11-20 minut	11-20 minut	Don't Know	Unknown	Yes	Yes	Yes
School Bus	School Bus	5-10 minut	11-20 minut	No		Yes		Yes
Family Veh	Family Veh	5-10 minut	5-10 minut	No	5			Yes
School Bus	School Bus	Don't Know	Don't Know	No	8	Yes		Yes
Family Veh	School Bus	Less than 5	More than	Yes	5			
Family Veh	Family Veh	Less than 5	Less than 5	Yes	5			
Family Veh	Family Veh	Less than 5	Less than 5	No	7			
School Bus	School Bus	More than	More than	No	8	Yes		Yes
School Bus	School Bus	5-10 minut	5-10 minut	No		Yes		Yes
Family Veh	Family Veh	5-10 minut	5-10 minut	No	10			
School Bus	School Bus	5-10 minut	5-10 minut	No		Yes		Yes

School Bus School Bus 5-10 minut 5-10 minut No

Yes

Yes







				Yes	Yes			Yes
			Yes					
	Yes		Yes			Yes	Yes	
			Yes					
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Yes					Yes	Yes	
	Yes							
			Yes	Yes		Yes	Yes	

Is this an is Is this an is Is this an is Is this an is Is this an is Is this an is Is this an is Is this an is Is this an is

	Yes		Yes	Yes			Yes	
Yes	Yes						Yes	
		Yes	Yes	Yes		Yes	Yes	
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
				Yes			Yes	
			Yes	Yes			Yes	
	Yes		Yes	Yes			Yes	
			Yes	Yes			Yes	Yes
			Yes	Yes	Yes	Yes	Yes	Yes
		Yes		Yes	Yes	Yes	Yes	Yes
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
	Yes		Yes	Yes		Yes	Yes	
		Yes	Yes	Yes	Yes	Yes	Yes	Yes
			Yes	Yes			Yes	Yes
	Yes		Yes	Yes	Yes		Yes	
	Yes				Yes			
	Yes				Yes			

Yes

Is this an is Is this an is If issue wer If issue wer If issue wer If issue wer If issue wer If issue wer If issue wer If issue wer

	Yes					Yes	
	Yes						
Yes	Yes	Yes		Yes	Yes	No	No
	Yes	Yes				Not Sure	Not Sure
Yes	Yes			Yes	Yes	Yes	
						Yes	Yes
	Yes	Yes		Yes		Yes	Yes
Yes	Yes	Yes				Yes	Yes
	Yes	Yes				Not Sure	Not Sure
		Not Sure		Not Sure		Not Sure	Not Sure
	Yes						
	Yes						
	Yes						
		Yes			Yes	Yes	Yes
				Yes		Yes	Yes
	Yes						
	Yes					Yes	Yes
Yes	Yes	Yes		Yes		Yes	Yes
Yes	Yes	Yes		Yes		Yes	Yes
						Yes	
						Not Sure	Not Sure
	Yes					Yes	Yes
		Yes					
						Yes	Yes
		Yes				Yes	Yes
		Yes				Yes	Yes
	Yes	Yes					
	Yes	Yes					

	Yes					Yes	Yes	
Yes	Yes	Yes		Yes	Yes	Yes	Yes	
Yes		Yes						
	Yes					Yes	Yes	
		No				Yes	Yes	No
						Yes	Yes	
					Yes	Yes	Yes	
Yes		Yes			Yes	Yes	Yes	
						Yes	Yes	
Yes						Yes	Yes	
Yes		Yes				Yes	Yes	Yes
Yes		Not Sure			Yes		Yes	
	Yes	Yes				No		
Yes	Yes							
Yes	Yes			Not Sure			Yes	
	Yes							
		Yes			Yes	Yes	Yes	
Yes	Yes	Yes					Yes	
							Yes	
		Yes				Yes	Yes	
Yes	Yes	Yes	No	Yes	No	Yes	Yes	No
	Yes					Yes	Yes	
Yes	Yes	Yes	No	No	No	Yes	Yes	
	Yes							
	Yes	No						
					Yes	Yes	Yes	Yes

		Yes						Yes
	Yes	Yes						Yes
Yes		Yes					Yes	
	Yes	Yes		Yes			Yes	
	Yes						Yes	
		No						
		No						
Yes	Yes	No	Not Sure	Not Sure	Not Sure	Not Sure	Yes	Not Sure
		No						
		Not Sure		No				
	Yes	Yes		Not Sure				
	Yes						Yes	Yes

Is this an is Is this an is If issue wer If issue wer If issue wer If issue wer If issue wer If issue wer If issue wer

Yes	Yes	Yes		Yes		No	No	
		Yes	Yes	Yes				
	Yes	Not Sure			Not Sure	No	No	
Yes	Yes	Yes	No	No	No	Yes	Yes	Yes
		Yes						
		No					No	
						No	No	
	Yes	Yes		Yes		Yes	Yes	
		No				No	No	
Yes		No				Yes	Yes	
Yes						Yes	Yes	Yes
	Yes				Not Sure		Yes	Yes
	Yes						Not Sure	Yes
	Yes							
Yes	Yes	Yes		Yes		Yes	Yes	
Yes	Yes	Yes			No	No	No	No
Yes	Yes	Not Sure				Not Sure	Not Sure	
		Yes		Yes		No	No	Not Sure
		No						No
Yes	Yes			Yes				Yes
	Yes	Yes		Yes			No	

Yes

Yes

Yes

If issue wer	If issue wer	If issue wer	If issue wer	If issue wer	School's Le	Child's Lev	How health	Parent - Hig
			Yes		Neither	Very Boring	Very Health	Prefer not 1
Yes	Yes	Yes		Yes	Encourages	Boring	Very Health	College 1 to
				Yes	Neither	Boring	Very Health	Grade 12 o
Yes	Yes		No	Yes	Encourages	Boring	Very Health	College 4 y
	Yes				Neither	Boring	Very Health	College 4 y
					Neither	Neutral	Very Health	College 4 y
					Encourages	Neutral	Very Health	College 1 to
					Encourages	Neutral	Very Health	College 1 to
Yes	Yes			No		Neutral	Very Health	College 4 y
					Neither	Neutral	Very Health	College 1 to
Yes	Yes				Neither	Neutral	Very Health	College 4 y
Yes	Yes			Yes	Neither	Neutral	Very Health	College 4 y
Yes		Yes		Yes	Neither	Neutral	Very Health	College 1 to
	Yes			Yes	Encourages	Neutral	Very Health	College 1 to
Yes	Not Sure				Neither	Neutral	Very Health	College 4 y
	Not Sure				Neither	Neutral	Very Health	College 1 to
Yes	Yes	Yes		Yes	Neither	Fun	Very Health	College 4 y
					Neither	Fun	Very Health	College 4 y
					Neither	Fun	Very Health	College 4 y
	Yes				Encourages	Fun	Very Health	College 4 y
	Yes				Neither	Fun	Very Health	College 4 y
					Encourages	Fun	Very Health	College 4 y
					Neither	Fun	Very Health	College 1 to
					Encourages	Fun	Very Health	College 4 y
					Neither	Fun	Very Health	College 4 y
					Neither	Fun	Very Health	College 4 y
Yes	Yes			No	Neither	Fun	Very Health	College 4 y
					Neither	Fun	Very Health	College 4 y
					Neither	Fun	Very Health	College 4 y
Yes	Yes	Yes	Yes	Yes	Encourages	Fun	Very Health	College 4 y
Yes	Yes	Yes	Yes	Yes	Encourages	Fun	Very Health	College 4 y
	Yes				Encourages	Fun	Very Health	College 4 y
					Neither	Fun	Very Health	College 4 y
					Encourages	Fun	Very Health	College 4 y
Yes	Yes	Not Sure		Not Sure	Neither	Fun	Very Health	College 4 y
					Strongly Di	Very Fun	Very Health	College 4 y
Yes	Yes				Neither	Very Fun	Very Health	College 4 y
Yes	Yes	Yes			Discourage	Very Fun	Very Health	College 4 y
Yes					Neither	Very Fun	Very Health	College 4 y
				Yes	Encourages	Very Fun	Very Health	College 4 y
Yes	Yes	No		Yes	Neither	Very Fun	Very Health	College 4 y



					Neither	Very Fun	Very Health	College 4 y
Yes	Yes			No	Neither	Very Fun	Very Health	College 4 y
Yes	Yes		Yes	Yes	Neither	Very Fun	Very Health	College 4 y
Yes	Yes		Yes		Encourages	Very Fun	Very Health	College 1 to
Yes	Yes			Yes	Neither	Very Fun	Very Health	Grade 12 o
	Yes	Yes			Neither	Very Fun	Very Health	Grade 12 o
Yes	Yes	Yes			Neither	Very Fun	Very Health	College 4 y
	Yes	Yes			Discourage	Very Fun	Very Health	College 4 y
Yes	Yes	Yes	Yes		Neither	Very Fun	Very Health	College 4 y
	Yes				Encourages	Very Fun	Very Health	College 4 y
					Neither	Very Fun	Very Health	College 4 y
Yes	Yes		Yes		Neither	Very Fun	Very Health	Prefer not 1
	Yes				Strongly En	Very Fun	Very Health	College 4 y
Yes	Yes		Not Sure		Neither	Very Fun	Very Health	College 4 y
Yes	Yes		Yes		Neither	Very Fun	Very Health	College 4 y
					Strongly En	Very Fun	Very Health	College 4 y
	No			Not Sure	Encourages		Healthy	College 4 y
					Encourages		Healthy	Grade 12 o
					Neither	Boring	Healthy	College 4 y
					Neither	Boring	Healthy	Grades 1 th
Yes	Yes		Yes	Not Sure	Neither	Neutral	Healthy	College 4 y
					Neither	Neutral	Healthy	College 4 y
					Neither	Neutral	Healthy	College 1 to
Yes	Yes				Neutral		Healthy	College 4 y
					Encourages	Neutral	Healthy	College 1 to
					Neither	Neutral	Healthy	College 4 y
Yes	Yes		No		Neither	Neutral	Healthy	College 4 y
	Yes			No	Neither	Neutral	Healthy	College 1 to
					Neither	Neutral	Healthy	College 1 to
					Neither	Neutral	Healthy	College 1 to
Yes	Yes	Yes			Encourages	Fun	Healthy	College 4 y
	Yes	Yes		Yes	Neither	Fun	Healthy	College 4 y
Yes	Yes	No	No	Yes	Neither	Fun	Healthy	College 4 y
Yes	Yes			Yes	Strongly En	Fun	Healthy	College 4 y
					Encourages	Fun	Healthy	College 4 y
Yes				Yes	Neither	Fun	Healthy	College 4 y
Yes	Yes	Yes	Yes	Yes	Neither	Fun	Healthy	College 4 y
Yes					Neither	Fun	Healthy	College 4 y
					Neither	Fun	Healthy	College 4 y
					Encourages	Fun	Healthy	College 4 y
					Neither	Fun	Healthy	College 4 y
Yes	Yes	Yes			Encourages	Fun	Healthy	Grade 12 o

Yes					Neither	Fun	Healthy	College 4 y
		Yes		Yes	Neither	Fun	Healthy	College 1 to
			Yes		Neither	Very Fun	Healthy	College 4 y
Yes	Yes			Not Sure	Encourages	Very Fun	Healthy	College 4 y
					Neither	Very Fun	Healthy	College 1 to
					Encourages	Very Fun	Healthy	College 4 y
				Yes	Neither	Neutral	Neutral	College 4 y
					Neither	Neutral	Neutral	College 1 to
Yes	Yes	Yes	Yes	Yes	Neither	Neutral	Neutral	Grade 12 o
					Neither	Neutral	Neutral	Prefer not t
Yes	Yes				Neither	Neutral	Neutral	College 4 y
				Yes	Neither	Neutral	Neutral	College 4 y
Yes	Yes			Yes	Neither	Fun	Neutral	College 4 y

	If issue wer	If issue wer	If issue wer	If issue wer	If issue wer	School's Le	Child's Lev	How health	Parent+A1-
	Yes		Yes	Yes		Strongly Encourages	Very Health	College 4 y	
	Not Sure					Encourages	Neutral	Very Health	College 4 y
Yes	Yes			Yes		Strongly En	Neutral	Very Health	College 4 y
No	Yes	No	No	No		Neither	Neutral	Very Health	College 1 to
						Strongly En	Neutral	Very Health	College 1 to
	No					Encourages	Neutral	Very Health	College 1 to
						Encourages	Fun	Very Health	College 4 y
	No					Strongly En	Fun	Very Health	College 1 to
						Encourages	Fun	Very Health	Grade 12 o
	Yes			Yes		Strongly En	Fun	Very Health	College 1 to
	No					Strongly En	Fun	Very Health	College 1 to
	Yes	Yes	Yes			Encourages	Fun	Very Health	College 1 to
Yes	Yes	Yes	Not Sure			Strongly En	Very Fun	Very Health	College 4 y
						Strongly En	Very Fun	Very Health	College 1 to
Yes	Yes	Yes		Not Sure		Strongly En	Very Fun	Very Health	College 1 to
	Not Sure	Yes		Yes		Strongly En	Very Fun	Very Health	Prefer not t
						Strongly En	Very Fun	Very Health	College 4 y
Yes	Yes		Yes	Yes		Neither		Healthy	College 4 y
No	No		No	No		Neither	Boring	Healthy	College 4 y
	Not Sure	Not Sure	Not Sure	Not Sure		Encourages	Boring	Healthy	College 1 to
						Encourages	Neutral	Healthy	College 4 y
						Encourages	Neutral	Healthy	College 1 to
						Neither	Neutral	Healthy	Prefer not t
						Neither	Neutral	Healthy	College 1 to
	Not Sure					Encourages	Neutral	Healthy	College 4 y
			No	No		Encourages	Fun	Healthy	College 4 y
				Yes		Encourages	Fun	Healthy	College 1 to

Not Sure Not Sure Strongly EnFun Healthy College 1 tr

Comments

What does question #15 have to do with any of this survey!! It is offensive to think that my opinion wo

3 years (Some college or tech school)

GED (High school graduate)

ears or more (College graduate)

ears or more (College graduate)

At busy times signs at intersections are ignored. High school kids and adults going to and from work are

I allow my child to walk/bike to school at Heritage because I think it builds independence and confidenc

We live just inside the one mile boundary for walking. On days when he carries his instrument or the we

3 years (Some college or tech school)

3 years (Some college or tech school)

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

3 years (Some college or tech school)

ears or more (College graduate)

ears or more (College graduate)

3 years (Some college or tech school)

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

I'm not sure what gender (and you did not provide space for non-binary children) or highest grade comp

We live in Inver Grove Heights so biking/walking to school isn't an option because of the distance.

I let her bike to school but I would be much more comfortable if she had more sidewalks crossing guard

In the winter we carpool with other families. It's just a bit too far to walk.

ears or more (College graduate)

4-way stops aren't safe for kids. Drivers approach them so quickly and if there are four cars all going di

ears or more (College graduate)

ears or more (College graduate)

3 years (Some college or tech school)

ears or more (College graduate)

ears or more (College graduate)

I wish that Butler had sidewalks all the way to Delaware so that my son did not have to walk in the stree

ears or more (College graduate)

ears or more (College graduate)

The most direct route for us is Humboldt to Thompson then up Bidwell. Humboldt is great with the sidew

I have 3 children and when the older ones were at Heritage Middle School I lobbied for a crossing guard

I have 3 children and when the older ones were at Heritage Middle School I lobbied for a crossing guard

I would love to let her bike to school but there are several intersections that I would be worried of her c

ears or more (College graduate)

ears or more (College graduate)

ears or more (College graduate)

We live 1.1 mile away from his school so he would love to bike or walk on nice days instead of taking th

ears or more (College graduate)

ears or more (College graduate)

I think that there needs to be more bike awareness in this community. It is a beautiful place lets get our

My kids love walking home from school. It's just about 1 mile. I think the exercise and fresh air is great.

She loves to walk and bike weather permitting

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

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

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

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

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

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

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

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

I think I will find a longer route around the Dodd Butler and Delaware intersections. Maybe bike on side walk. ears or more (College graduate)

rough 8 (Elementary) ears or more (College graduate)

ears or more (College graduate) ears or more (College graduate)

3 years (Some college or tech school) ears or more (College graduate)

3 years (Some college or tech school) ears or more (College graduate)

ears or more (College graduate) ears or more (College graduate)

SAC program was too expensive and had to drop. My daughter walks and meets her brother half way and they walk to school. 3 years (Some college or tech school) 3 years (Some college or tech school)

ears or more (College graduate) ears or more (College graduate)

ears or more (College graduate) ears or more (College graduate)

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

ears or more (College graduate) ears or more (College graduate)

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

I used to bike my son to elementary school. We loved that time together. Having a way to get the bike to school. ears or more (College graduate) ears or more (College graduate)

I used to bike my son to elementary school. We loved that time together. Having a way to get the bike to school. ears or more (College graduate) ears or more (College graduate)

ears or more (College graduate)

3 years (Some college or tech school)

ears or more (College graduate)

ears or more (College graduate)

The sad thing is is that not all streets have sidewalks. And in the winter it makes no sense to have childr

Currently we live too far from school to walk and the shortest route (Dodd Rd.) is too busy and does no

ears or more (College graduate)

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

Student should always be Supervised by school officials during morning start of school & after school m

My child uses a wheelchair so walking or biking are not an option

ears or more (College graduate)

ears or more (College graduate)

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

#### Comments

I completely support this effort by Moreland and completely agree with it. However walking or biking t

My older child walks to/from middle school b/c we live closer than we do to Moreland. My fourth grade

ears or more (College graduate)

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

3 years (Some college or tech school)

3 years (Some college or tech school)

ears or more (College graduate)

This survey doesn't take into consideration a working parents schedule and that may be the one and on

r GED (High school graduate)

3 years (Some college or tech school)

3 years (Some college or tech school)

3 years (Some college or tech school)

Once I have two kids at the same school and the older child is in 2nd or 3rd grade it would be easier for

My children already walk/bike to school. (weather permitted.) The intersection of Allen/Moreland is da

3 years (Some college or tech school)

to answer

ears or more (College graduate)

In this day and age in our town of West St. Paul I would be VERY hesitant to encourage any grade schoo

Even if we lived closer traffic weather and safety would prevent walking to school.

3 years (Some college or tech school)

My child takes the bus to daycare after school so it is impossible for her/him to ride their bikes to schoo

I would be less concerned about walking or biking if he had 2-3 other responsible boys/girls traveling in

to answer

3 years (Some college or tech school)

ears or more (College graduate)

ears or more (College graduate)

3 years (Some college or tech school)

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

uld matter more or less based on my level of education. I am a parent!!! That qualifies my answers!

ne driving fast and not paying much attention. I am still uneasy with the traffic at drop off times in school  
e to be out in the world solo but in a safe way where he is expected to arrive at a certain time. He prev

n most. There are lights and crossing lights but this intersection is known well for accidents high speed tr

pletion have to do with this survey. We walk or drive our children to school every day. Traffic is terrible a

ls etc. I believe it is very good for her mental and physical health as well as being a good break from son

ifferent ways kids don't know which car to yield to and which cars will wait for them. West Saint Paul h

walk but then Thompson is a dangerous intersection with the curve and Bidwell has neither a bike lane n  
l because of the busy traffic on Butler. No one would listen. The crossing gaurd problem was one of the i  
l because of the busy traffic on Butler. No one would listen. The crossing gaurd problem was one of the i

e bus however he would need to cross Robert to do so and with how many accidents occur near us I am

There isn't a sidewalk for the 3 blocks closest to my house or a sidewalk all along Butler. That's what I w



better if there were more crosswalks along Dodd Road. There should at least be one on Dodd and Dela

t's the only thing keeping Mendota Hts/West St. Paul from being truly walkable. We need a 4 way stop ;  
ds to be a 4 way stop at Emerson/Dodd bike/walking paths along Dodd and Delaware and crossing guar

aware Ave. Traffic on Dodd Road is heavy and the drivers drive too fast and there reduced visibility bec  
ie at the intersection at Dodd/Charlton/Annapolis. Would really love it if something could be done to ma

hther goes to and from school the traffic on Dodd is heavy and fast. Also visibility at that intersection is t

r pedestrians and the signs only face eastbound traffic (westbound traffic do not see a pedestrian crossi

riding his bike and skateboards and I live 2 miles from the school. Aside from that this state doesnt have

back home was challenging after he was on his own bike. That now interferes with after school activiti

en walk in the streets when it's icy and any accident can happen. I would only allow consistent walking s  
t have safe bike path for us to consider our daughter biking alone oto and from Heritage MS. Thank you

ainly for incoming traffic & out going traffic & to keep watch of our children?s safety until it is clear from

d Cherokee. This is a very dangerous area for pedestrians and bikers. I would feel much more comfortab

o school would mean our daugher crossing Oakdale Avenue and South Robert Street twice a day the for

me to allow them both towalk/bike to school (buddy system is always better/safer). There are many b:  
ngerous. My children have almost been hit. Taffic is crazy there since it's the enterence to the parking lc

l aged children to bike or walk to school unaccompanied by an adult. With traffic crime lack of sidewalks



l parking lots. Thank you for this survey. Kids should be encouraged to use transportation besides busse  
riously bussed to school so we spent some time preparing for him walking/biking; specifically what to do

raffic traffic not obeying cautions and right of ways. If this was improved policed more AND a school offi

and there are not good areas to cross busy streets or paths to bike on. It would be wonderful to see the

ne of the language she gets sick of hearing on the bus. I am thrilled that you are looking into this. I wou

reasons I switched schools for my older children. Thankfully now that my youngest is attending Heritage  
reasons I switched schools for my older children. Thankfully now that my youngest is attending Heritage

l not at all comfortable with him doing that. If it were a safer intersection to cross he would bike daily in

ds at key intersections crossing Dodd and Delaware. WSP has ample sidewalks near the school but it's v

chedule if there were good pads and crossing guards at busy intersections. If not a crossing guard one a

n any activity that's going on in the surrounding areas.. also in regards to cars rushing or even of witness

ble with him walking if there was a sidewalk/path along Dodd and a safer intersection at Cherokee.

mer of which is very busy in the afternoon and the prior has folks driving too fast in the morning as they

ad people in the world and I feel they target before and after school because the kids are often left alone

s and intense weather conditions I truly wouldn't want to see any grade school kids going this without a



cial was there to help students I believe more students from east of Robert would walk / bike to school.

: they have had a crossing guard for a few years! This has improved safety 2 fold! The street but also this  
: they have had a crossing guard for a few years! This has improved safety 2 fold! The street but also this





dult monitoring at least the activity. Drivers are so completely dumb nowadays. And cell phones distract

/ are in a hurry to get to work. If we lived closer to school and busy streets were not involved we would

n adult. For middle school kids it might be okay alone with 2 or more kids together. Our home is really to



; crossing guard is amazing at making kids feel welcome and safe. My daughter has said his presence ha  
; crossing guard is amazing at making kids feel welcome and safe. My daughter has said his presence ha



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



as made her not worry about bullying as much. This is amazing!!! He is wonderful start paying him doubl  
as made her not worry about bullying as much. This is amazing!!! He is wonderful start paying him doubl









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

**CITY OF WEST ST. PAUL  
CITY PROJECT 17-3**

**BIDWELL STREET  
SAFE ROUTES TO SCHOOL**

**OPINION OF PROBABLE COST**

**Sidewalk/Site Improvements**

<u>Item No.</u>	<u>Item</u>	<u>Units</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Amount</u>
1	MOBILIZATION	LS	1	\$ 25,000	\$ 25,000
2	CLEARING AND GRUBBING	LS	1	\$ 8,000	\$ 8,000
3	REMOVE CONCRETE CURB	LF	3,700	\$ 5	\$ 18,500
4	REMOVE BITUMINOUS PAVEMENT	SY	4,100	\$ 5	\$ 20,500
5	REMOVE DRIVEWAY PAVEMENT	SY	500	\$ 12	\$ 6,000
6	REMOVE FENCE	LF	325	\$ 5	\$ 1,700
7	SAWCUT PAVEMENT	LF	3,900	\$ 3	\$ 11,700
8	COMMON EXCAVATION (INCLUDES EX. PAVEMENT DEPTH)	CY	500	\$ 30	\$ 15,000
9	CLASS 5 AGGREGATE BASE	TON	950	\$ 25	\$ 23,800
10	TYPE SP 12.5 NON-WEARING COURSE MIXTURE (C) (2")	TON	150	\$ 150	\$ 22,500
11	TYPE SP 12.5 WEARING COURSE MIXTURE (C) (1.5")	TON	110	\$ 150	\$ 16,500
12	CONCRETE SIDEWALK	SF	21,000	\$ 6	\$ 126,000
13	PEDESTRIAN RAMP	EA	10	\$ 1,000	\$ 10,000
14	CONCRETE CURB AND GUTTER	LF	4,000	\$ 25	\$ 100,000
15	BITUMINOUS DRIVEWAY PAVEMENT	TON	20	\$ 225	\$ 4,500
16	CONCRETE DRIVEWAY PAVEMENT	SY	400	\$ 60	\$ 24,000
17	CHAIN LINK FENCE	LF	325	\$ 30	\$ 9,800
18	MISCELLANEOUS RETAINING WALL	SF	250	\$ 50	\$ 12,500
19	TRAFFIC CONTROL	LS	1	\$ 5,000	\$ 5,000
20	TURF ESTABLISHMENT (SOD)	SY	4,100	\$ 5	\$ 20,500
21	BOULEVARD TOPSOIL BORROW (4")	CY	300	\$ 40	\$ 12,000
22	BOULEVARD TREES	EA	20	\$ 350	\$ 7,000
23	EROSION CONTROL	LS	1	\$ 7,500	\$ 7,500
24	SIGNING/STRIPING	LS	1	\$ 5,000	\$ 5,000
	<b>Subtotal</b>				<b>\$ 513,000</b>

**Storm Sewer/Utility Improvements**

<u>Item No.</u>	<u>Item</u>	<u>Units</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Amount</u>
1	MOBILIZATION	LS	1	\$ 7,000	\$ 7,000
2	REMOVE CASTING	EA	12	\$ 250	\$ 3,000
3	REMOVE RIPRAP (24" DEPTH)	CY	100	\$ 20	\$ 2,000
4	CATCH BASIN/MANHOLE	EA	16	\$ 3,500	\$ 56,000
5	PEDESTRIAN FRIENDLY GRATE	EA	12	\$ 750	\$ 9,000
6	STORM SEWER PIPE	LF	150	\$ 80	\$ 12,000
7	CONNECT TO EXISTING STORM SEWER	EA	20	\$ 1,200	\$ 24,000
8	MISCELLANEOUS HYDRANT/VALVE ADJUSTMENTS	LS	1	\$ 10,000	\$ 10,000
	<b>Subtotal</b>				<b>\$ 123,000</b>

10% Construction Contingency \$ 64,000

**Total Construction Cost \$ 700,000**

# Bidwell Street Sidewalk Improvements

## SAFE ROUTES TO SCHOOL



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



*Photo: Google Street View*

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

# Bidwell Street Sidewalk Improvements

## SAFE ROUTES TO SCHOOL

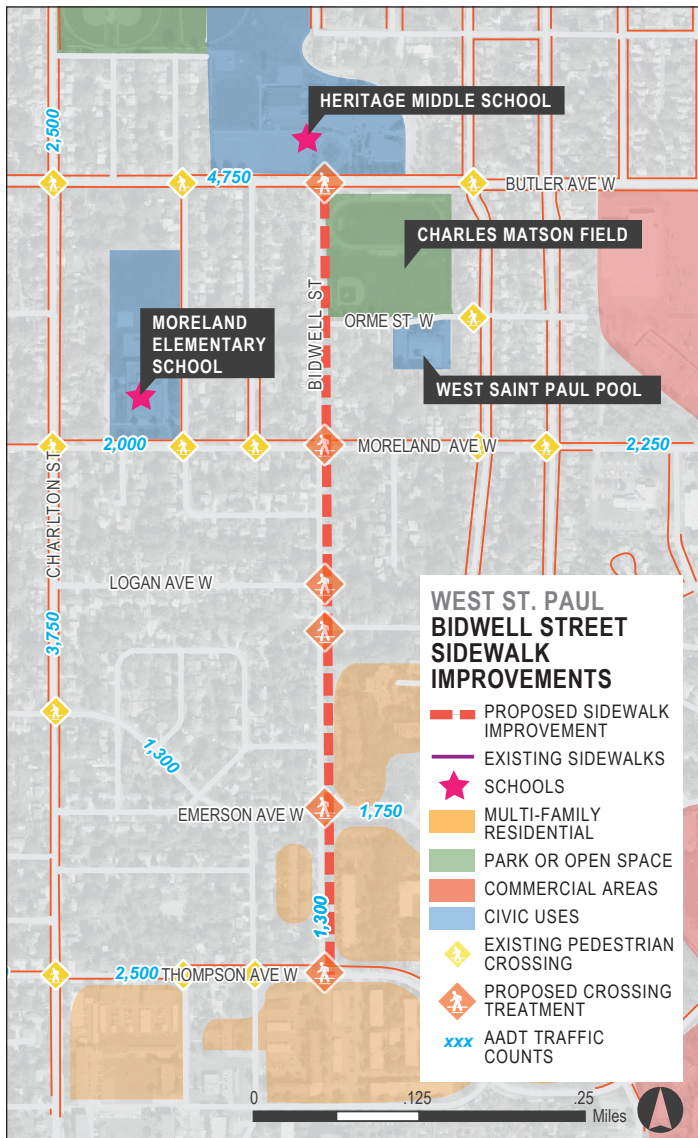
### PROJECT DESCRIPTION

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

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



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



Proposed Project Area

### PROJECT BENEFITS

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



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

[www.isd197.org](http://www.isd197.org)

Karen Allen, Principal  
P 651.403.7401 F 651.403.7410  
E [Karen.allen@isd197.org](mailto:Karen.allen@isd197.org)

May 30, 2018

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

Dr. Mr. Boike:


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

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

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

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

Sincerely,

  
Karen Allen,  
Principal





June 11, 2018

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

Dear Mr. Boike:

Moreland Arts and Health Science Magnet School is pleased to partner with the City of West St. Paul in applying for a Safe Routes to School Grant. As a magnet school focused on healthy living, staff and families at Moreland are committed to encouraging healthy habits like walking and biking to school.

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

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

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

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

Sincerely,

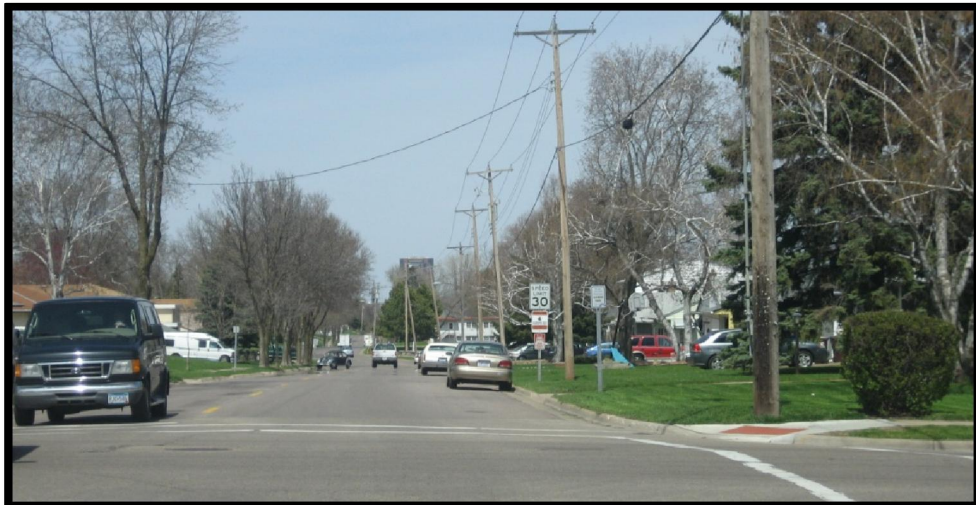


Mark Quinn  
Principal

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g](http://www.sibley.i<br/>sd197.org)

# Dakota County Safe Routes to School

DAKOTA  
31  
COUNTY



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

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

**CITY OF WEST ST. PAUL  
DAKOTA COUNTY, MINNESOTA**

**RESOLUTION NO. 18-87**

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

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

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

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

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

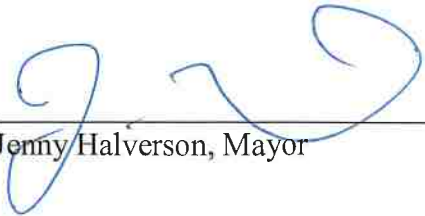
**WHEREAS**, the proposed SRTS project would install a 6 foot sidewalk on the east side of Bidwell Street from Butler Avenue to Thompson Avenue. The project would include integrates ramp curb-cuts and crosswalk striping at four intersections between Butler Avenue and Thompson Avenue; and

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

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

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

Attest:



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Jenny Halverson, Mayor

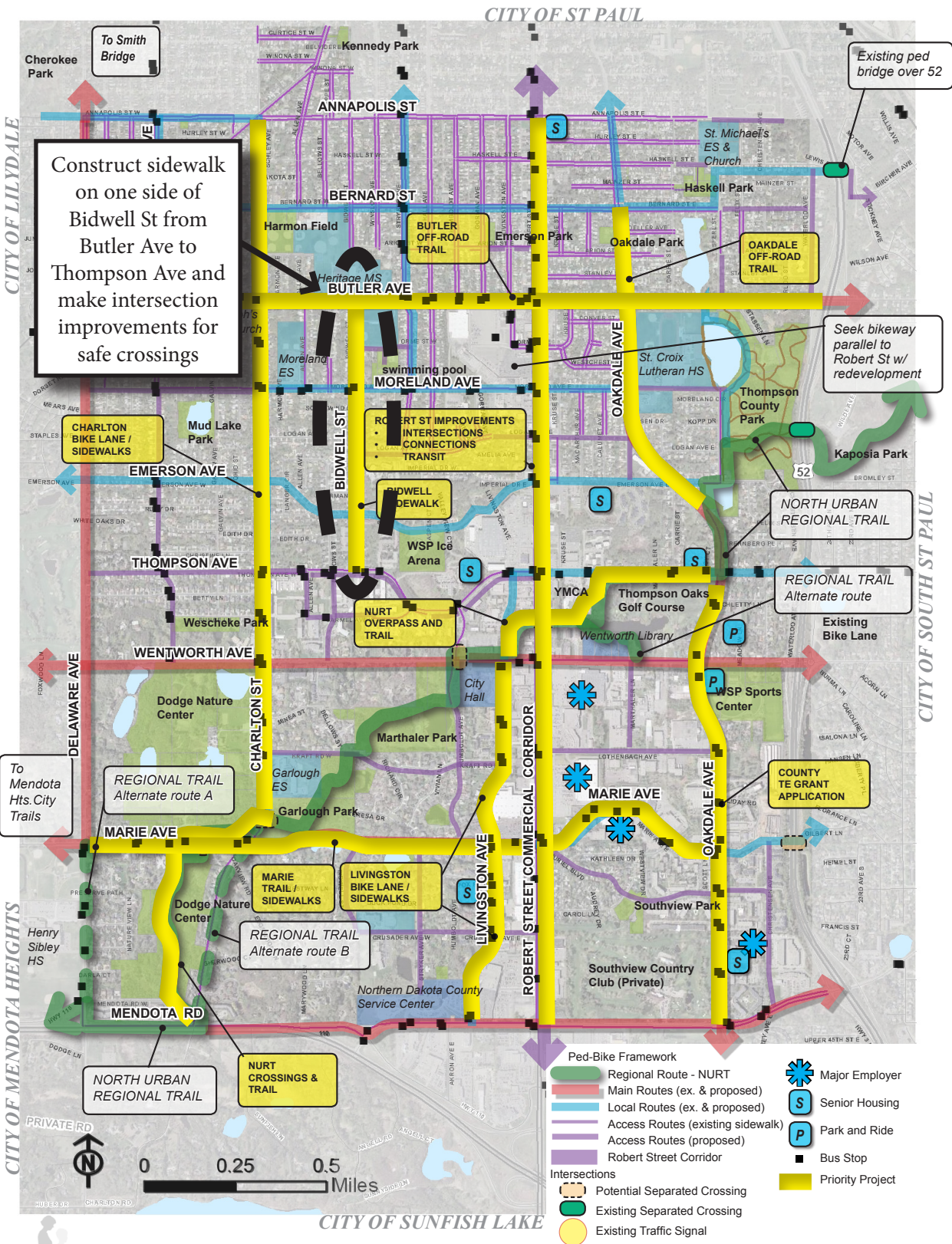


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Shirley R Bueckler, City Clerk

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

## PRIORITY PROJECT MAP



Construct sidewalk on one side of Bidwell St from Butler Ave to Thompson Ave and make intersection improvements for safe crossings

ROBERT ST IMPROVEMENTS  
• INTERSECTIONS  
• CONNECTIONS  
• TRANSIT

Seek bikeway parallel to Robert St w/ redevelopment

NORTH URBAN REGIONAL TRAIL

REGIONAL TRAIL Alternate route

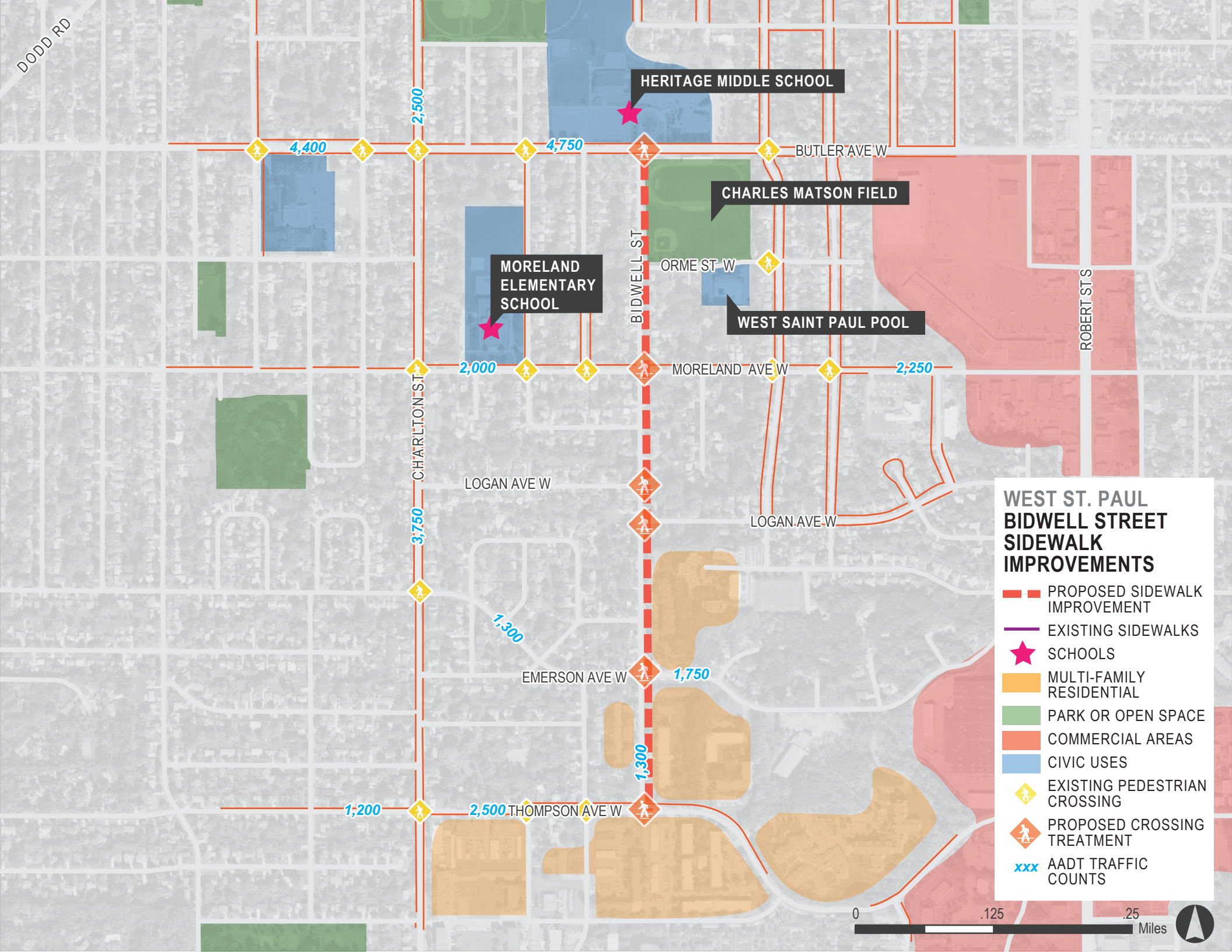
COUNTY TE GRANT APPLICATION

To Mendota Hts. City Trails

NORTH URBAN REGIONAL TRAIL

NURT CROSSINGS & TRAIL





### WEST ST. PAUL BIDWELL STREET SIDEWALK IMPROVEMENTS

- ▬ PROPOSED SIDEWALK IMPROVEMENT
- ▬ EXISTING SIDEWALKS
- ★ SCHOOLS
- MULTI-FAMILY RESIDENTIAL
- PARK OR OPEN SPACE
- COMMERCIAL AREAS
- CIVIC USES
- ⚠ EXISTING PEDESTRIAN CROSSING
- ⚠ PROPOSED CROSSING TREATMENT
- xxx AADT TRAFFIC COUNTS



**HERITAGE MIDDLE SCHOOL**

**CHARLES MATSON FIELD**

**MORELAND ELEMENTARY SCHOOL**

**WEST SAINT PAUL POOL**

2,500

4,400

4,750

2,000

2,250

CHARLTON ST

BIDWELL ST

ROBERT ST S

1,300

1,750

1,300

1,200

2,500

DODD RD

BUTLER AVE W

ORME ST W

MORELAND AVE W

LOGAN AVE W

LOGAN AVE W

EMERSON AVE W

THOMPSON AVE W