



Application

10352 - 2018 Safe Routes to School Infrastructure

10916 - Apple Valley Greenleaf Elementary Galaxie Crossing

Regional Solicitation - Bicycle and Pedestrian Facilities

Status: Submitted

Submitted Date: 07/13/2018 11:19 AM

Primary Contact

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***** Apple Valley City Minnesota State/Province 55124 Postal Code/Zip

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Fax:

What Grant Programs are you most interested in? Regional Solicitation - Transit and TDM Projects

Organization Information

Name: APPLE VALLEY, CITY OF

Jurisdictional Agency (if different):

Organization Type: City
Organization Website:
Address: 7100 147TH ST W

* APPLE VALLEY Minnesota 55124
City State/Province Postal Code/Zip
County: Dakota
Phone:* 952-953-2500
Ext.
Fax:
PeopleSoft Vendor Number 0000020921A2

Project Information

Project Name Greenleaf Elementary Galaxie Avenue Crossing
Primary County where the Project is Located Dakota
Cities or Townships where the Project is Located: Apple Valley
Jurisdictional Agency (If Different than the Applicant):

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

The Galaxie Avenue Crossing at Greenleaf Elementary School will provide a High-Intensity Activated Crosswalk (HAWK) beacon, which will stop traffic and allow students to cross the road safely as they walk or bike to school. The project includes installation of the signal, high-visibility crosswalk markings, an extended raised median, and curb ramps. Users will be able to activate the signals at the crossing, which has been coordinated with recent parking and circulation reconfiguration at the school. This project will decrease the distance between safe crossings of Galaxie Avenue for all pedestrians in the surrounding neighborhood.

(Limit 2,800 characters; approximately 400 words)

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

HAWK crossing at Galaxie Avenue and Greenleaf Elementary School

Project Length (Miles)

0.08

to the nearest one-tenth of a mile

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 \$198,240.00

Match Amount \$49,560.00

Minimum of 20% of project total

Project Total \$247,800.00

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 Apple Valley

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: 2019, 2020, 2021

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

Project Information

County, City, or Lead Agency City of Apple Valley

Zip Code where Majority of Work is Being Performed 55124

(Approximate) Begin Construction Date 06/01/2022

(Approximate) End Construction Date 08/31/2022

Name of Trail/Ped Facility: GALAXIE AVE HAWK CROSSING

(i.e., CEDAR LAKE TRAIL)

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

From:
(Intersection or Address) 133rd STREET W

To:
(Intersection or Address) 135th STREET WEST

*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 PEDESTRIAN SIGNAL, STRIPING, MEDIAN AND CURB
RAMPS

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

BRIDGE/CULVERT PROJECTS (IF APPLICABLE)

Old Bridge/Culvert No.:

New Bridge/Culvert No.:

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

Requirements - All Projects

All Projects

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

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

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

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

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

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

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

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

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

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

(Limit 2500 characters; approximately 750 words)

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

-City of Apple Valley 2030 Comprehensive Plan (2010), Page 8-12

-Dakota County Safe Routes to School Plan for Greenleaf Elementary (2010), page 17: ?Long-Term Recommendations?2. Conduct a study to determine the most appropriate location or locations for school crossings on Galaxie Avenue and the recommended infrastructure for the crossings. This is dependent on the completion of short-term recommendations #3 and long-term recommendation #1. Implementation lead ? City of Apple Valley with cooperation from District 196 and Greenleaf.?

List the applicable documents and pages:

(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.

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.

Yes

05/01/2018

12/31/2018

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

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

Requirements - Bicycle and Pedestrian Facilities Projects

Specific Roadway Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Mobilization (approx. 5% of total cost)	\$7,000.00
Removals (approx. 5% of total cost)	\$20,915.00
Roadway (grading, borrow, etc.)	\$0.00
Roadway (aggregates and paving)	\$0.00
Subgrade Correction (muck)	\$0.00
Storm Sewer	\$30,250.00
Ponds	\$0.00
Concrete Items (curb & gutter, sidewalks, median barriers)	\$26,620.00
Traffic Control	\$2,500.00
Striping	\$7,645.00
Signing	\$0.00
Lighting	\$0.00
Turf - Erosion & Landscaping	\$5,670.00
Bridge	\$0.00
Retaining Walls	\$0.00
Noise Wall (not calculated in cost effectiveness measure)	\$0.00
Traffic Signals	\$0.00
Wetland Mitigation	\$0.00

Other Natural and Cultural Resource Protection	\$0.00
RR Crossing	\$0.00
Roadway Contingencies	\$12,600.00
Other Roadway Elements	\$600.00
Totals	\$113,800.00

Specific Bicycle and Pedestrian Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Path/Trail Construction	\$21,600.00
Sidewalk Construction	\$0.00
On-Street Bicycle Facility Construction	\$0.00
Right-of-Way	\$0.00
Pedestrian Curb Ramps (ADA)	\$2,400.00
Crossing Aids (e.g., Audible Pedestrian Signals, HAWK)	\$92,000.00
Pedestrian-scale Lighting	\$0.00
Streetscaping	\$0.00
Wayfinding	\$0.00
Bicycle and Pedestrian Contingencies	\$18,000.00
Other Bicycle and Pedestrian Elements	\$0.00
Totals	\$134,000.00

Specific Transit and TDM Elements

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

Transit Operating Costs

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

Totals

Total Cost	\$247,800.00
Construction Cost Total	\$247,800.00
Transit Operating Cost Total	\$0.00

Measure A: Relationship Between Safe Routes to School Program Elements

In 2010, Greenleaf completed a SRTS Plan in partnership with Dakota County and the City of Apple Valley. This plan has fueled enthusiasm from parents, teachers, and students to increase the opportunities to walk and bike to school. The following actions and strategies have been implemented as part of this effort:

Evaluation: Conducted parent surveys and student hand tallies as part of 2010 SRTS Plan, and updated parent surveys in 2018

Evaluation/Encouragement: Established a Safe Routes Committee, consisting of 5-6 parents and Greenleaf teachers. The committee promotes Walking Fridays at Greenleaf and created a Safe Routes to School video for parents, detailing the benefits of walking and biking to school.

Encouragement: Regularly hold a Walk to School Day in the fall of the school year with an estimated participation rate of 60-75% of students. In 2009, the mayor of Apple Valley participated, along with the local media and Associated Press.

Encouragement: Lawn signs and wristbands were created and printed for neighborhood families who walk or bike to school

Engineering/Enforcement: A school speed zone is enforced in the vicinity of Greenleaf Elementary, reducing the speed from 45mph to 30mph when children are present.

Engineering: A new parent drop-off entrance and realigned parking lot configuration is under construction, to be completed in the summer of 2018. This improvement will improve visibility along Galaxie Avenue by decreasing the number of cars backed up along the roadway and separating the bus traffic and parking from parent circulation.

Engineering: A generous bank of bike racks were installed along the sidewalk to the entrance of the school.

Response:

Despite the robust enthusiasm for Active Living and Safe Routes to School, the number of students who walk or bike to school regularly has not increased, due to the hazardous crossing of Galaxie Avenue. In 2017, two children were hit by a vehicle while crossing Galaxie Avenue. Luckily, the students survived the serious incident. This crash has raised the awareness by parents and administrators that the Galaxie Avenue crossing is a top priority for the safety of students. Efforts to install a HAWK signal on Galaxie Avenue will be supported by the following strategies over the next five years:

Evaluation: Continue to monitor crashes at Galaxie Avenue and nearby intersections to Greenleaf Elementary School.

Evaluation: Conduct regular pedestrian counts at the Galaxie Avenue crossing to evaluate user needs.

Encouragement: Continue the Safe Routes Committee to provide on-going support and organization for Safe Routes activities.

Encouragement: Collaborate with the nearby neighborhood associations, senior groups, and community groups to promote safe walking and biking to school.

(Limit 2,800 characters; approximately 400 words)

Measure A: Student Population Biking or Taking Transit to School

Average Percent of Student Population	5.64%
Documentation Attachment	1531492562921_Greenleaf Hand Tallies 2018.pdf

Please upload attachment in PDF form.

Measure B: Student Population Near the School

Student population within one mile of the school	309.0
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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:

(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:

Yes

(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.

During the Safe Routes to School Planning Process in 2010, a Safe Routes Working Group was established. This group included teachers, parent representatives, and city staff from the City of Apple Valley. The role of this group was to identify and discuss barriers to walking and biking to school, as well as find potential ways to overcome the barriers identified.

Along with the Working Group, the physical education instructor at Greenleaf has integrated Active Living and Lifelong Sports as priorities into the curriculum. This curriculum reaches all students at Greenleaf and involves parents and families with regular health and fitness nights and events at the school. These events and curriculum bring students, parents, staff, and administrators together with the shared interest of finding ways to increase the enjoyment, safety, and opportunity for all to bike, walk, and integrate exercise into daily routines.

Response:

(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 project will primarily benefit children, children with disabilities, and families living within the 1-mile walk area of Greenleaf Elementary School. Increased visibility of pedestrians in the roadway, and advanced notice to drivers that a pedestrian will be crossing Galaxie Avenue will increase the level of safety and decrease the potential number of vehicle/pedestrian incidents. The enhanced crossing treatment at a location closer to the main entrance will leverage recent parking lot and parent drop-off re-configuration at Greenleaf and allow students to enter the school campus with decreased interactions with moving vehicles. Walking and biking to and from school helps students achieve the recommended 60 minutes per day of daily physical activity. Students who walk or bike to school have shown increased alertness and ability to focus, improved test scores and school performance, as well as correlates to healthy body weight, and decreases in depression and anxiety (saferoutesinfo.org). All of these benefits are directly tied to equitable outcomes for low-income students, students of color, ESL students, and students with disabilities.

Other residents in the surrounding area will benefit from the additional option for pedestrian crossing of Galaxie Avenue. The school frequently hosts community and family events, which increases the traffic and number of vehicles near the school during the evenings and weekends. The HAWK signal will provide an added safety measure that will encourage people to walk to Greenleaf, decreasing the amount of traffic and parking near the building during the regular school day and during events. This project will benefit all people who wish to cross Galaxie Avenue: students, adults, people with disabilities, the elderly, and people using mobility aids.

Response:

(Limit 2,800 characters; approximately 400 words)

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

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

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

Increased noise.

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

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

Increased speed and/or cut-through traffic.

Removed or diminished safe bicycle access.

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

Displacement of residents and businesses.

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

Other

Response:

During project construction of the new HAWK signal, there will be temporary disturbance for residents and those traveling along Galaxie Avenue at Greenleaf Elementary School. This disturbance will be observed as potential increase of dust, noise, and 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.

(Limit 2,800 characters; approximately 400 words)

Upload Map

1531492878515_Socio Economic.pdf

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
Apple Valley	0.08	1.0	94.0	94.0

Total Project Length

Total Project Length (as entered in the "Project Information" form) 0.08

Affordable Housing Scoring

Total Project Length (Miles) or Population 0.08

Total Housing Score 94.0

Affordable Housing Scoring

Measure A: Gaps, Barriers, and Continuity/Connections

Galaxie Avenue is classified as a major collector roadway. Major collector roadways are designed to serve shorter trips that occur primarily within the city and collect and distribute traffic from neighborhoods and employment centers to the arterial system. Galaxie Avenue between 132nd Street and 140th Street is a 4-lane road with a 2014 AADT volume of 11,700. Forecasted traffic volumes shown in the 2040 Comprehensive Plan indicate an increase of volume on Galaxie Avenue to 16,000. The posted speed limit is 45mph on Galaxie Avenue, which is reduced to 30mph when children are present at the north boundary of Greenleaf School's property, to approximately 300ft south of the intersection of Galaxie Avenue and 135th St. W.

Response:

With the majority (over 60%) of children who attend Greenleaf Elementary living on the east side of Galaxie Avenue, improving the crossing of Galaxie Avenue will greatly increase the safety and promote walking or biking to school. Today, there is a marked crosswalk on the south side of the parking lot entrance to Greenleaf Elementary, with a raised curb center island. This is the only marked crosswalk on Galaxie Avenue between 140th Street to McAndrews Road. Today, pedestrians arriving to Greenleaf Elementary School from the east side of Galaxie Avenue, have to walk out of the way to reach a marked crossing. However, in reality, most students do not walk to school, as the existing marked crossing is not considered safe. A recent incident in 2017, where two students were hit by a vehicle while in the crosswalk, has highlighted the severity of the crossing hazard for students. With the installation of the HAWK signal, high visibility crosswalk and curb ramps to replace the existing crosswalk, pedestrians will be able to cross Galaxie Avenue with a more direct route to the entrance of the school. Safety is addressed as well as with the increased visibility of flashing red lights

to alert oncoming vehicles that a pedestrian will be entering the roadway.

(Limit 2,800 characters; approximately 400 words)

Upload Map

1531493093375_RBTN.pdf

Please upload attachment in PDF form.

Measure B: Project and/or School Site Improvements

Galaxie Avenue is designated as a hazardous crossing by the school, meaning that students who live on the east side of Galaxie Avenue are provided bus transportation, even if they live within a close distance. Students who live directly across the street from the school are bussed or driven to school by parents because there are no safe crossings of Galaxie Avenue today. Increasing the visibility of pedestrians through a user-activated high-intensity walk signal (HAWK) and high-visibility crosswalk striping will encourage walking or biking to school because the comfort and safety of pedestrians will be raised. More than 60 percent of Greenleaf families live east of Galaxie Avenue, which presents a great opportunity to increase the number of walkers and bikers with added safety features for crossing.

High traffic along Galaxie Avenue (AADT of 11,700) is projected to increase to 16,000 AADT by 2040, heightening the need for increased safety measures and visibility for pedestrians crossing Galaxie Avenue.

Response:

Increased pedestrian and bicycle mode share by students will decrease the number of vehicles being used to drop off and pick up students at the school, further raising the safety and comfort of pedestrians near the school during busy times of the day. With lowered traffic counts during these times of day, the perception of safety for walking and biking will increase.

Galaxie Avenue is a four-lane major collector roadway. Four-lane roadways typically have issues with a "double threat" for pedestrians (one vehicle stops at the crosswalk and blocks the view of a driver in the adjacent lane, who then cannot see the pedestrian and therefore may not stop). In February of 2017, two students were hit by a vehicle as they crossed Galaxie Avenue at the existing crosswalk after an evening school event. While the students were crossing, three lanes of traffic had come to a complete stop. However, a vehicle in a fourth lane

moving southbound did not see the reason for the stop and proceeded through, hitting both children. In 2015, there was a bicycle-vehicle collision reported along Galaxie Avenue. A bicyclist was crossing Galaxie Avenue in front of the school and was hit by a south-bound vehicle while in the school crosswalk. This incident occurred afterschool at dismissal time. Both of the incidents described here could have been potentially mitigated if vehicles were instructed to stop at pedestrian crosswalks.

(Limit 2,800 characters; approximately 400 words)

Measure A: Public Engagement Process

With the funding to install the HAWK signal along Galaxie Avenue, the Safe Routes to School Committee at Greenleaf Elementary, which consists of parents, teachers, school administrators and student representation will increase promotion of walking and biking to school, as well as educate parents, students, and community members about proper use of the new signal. The following activities and events are planned to engage the community and evaluate the effectiveness of the project:

- Present project updates and information regarding the benefits of biking and walking to school at seasonal health fairs, with community members, parents, and students invited to the event. In coordination with these events, install a temporary demonstration crossing, simulating the future HAWK signal, and educating the community about how to use the signal once permanently installed.

- Pair communication of the new parent drop-off/pick-up drive location with the HAWK signal project with parents through email, printed flyers, and through a digital map found on the school's website.

- Conduct a yearly walk-audit with local partners, including law enforcement, Dakota County staff, City of Apple Valley staff, and school administrators to document observations and evaluate project benefits.

- Continue recruitment of parents and community volunteers to serve as crossing guards at the current marked crossing.

- Continue to conduct parent surveys and hand tallies in the fall and the spring. Communication to parents about the survey will include an update on construction and key project dates. According to the parent survey results in 2018, the biggest issues affecting whether students are walking or biking to school are a) Speed of traffic along the

Response

walking or biking route, b) amount of traffic along the walking or biking route, and c) Safety of intersections and crossings. Specifically, parent comments were focused primarily on the unsafe crossing conditions of Galaxie Avenue, with many parents voicing strong support for traffic signals, flashing lights, and greater visibility for pedestrians crossing the roadway to Greenleaf Elementary.

(Limit 2,800 characters; approximately 400 words)

Survey Attachment

1531493218390_Greenleaf_June2018_survey_5679_0619181
138 (1).csv

Please upload attachment in PDF form.

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. Yes

100%

Attach Layout

1531493280640_Greenleaf Final Layout.pdf

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.

50%

Attach Layout

Please upload attachment in PDF form.

Layout has not been started

0%

Anticipated date or date of completion

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 Yes

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

25%

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

0%

Anticipated date or date of acquisition

4)Railroad Involvement (20 Percent of Points)

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

100%

Signature Page

Please upload attachment in PDF form.

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

50%

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

0%

Anticipated date or date of executed Agreement

Measure A: Cost Effectiveness

Total Project Cost (entered in Project Cost Form):	\$247,800.00
Enter Amount of the Noise Walls:	\$0.00
Total Project Cost subtract the amount of the noise walls:	\$247,800.00
Points Awarded in Previous Criteria	
Cost Effectiveness	\$0.00

Other Attachments

File Name	Description	File Size
10901_SR_WestSt.Paul_BidwellStreetIm provements_attachsurveypdf.pdf	Greenleaf Galaxie crossing survey	612 KB
AV Council Resolution.pdf	City of Apple Valley Council Resolution	289 KB
AV_Greenleaf_Project Map.pdf	Greenleaf project map	892 KB
LOS_Greenleaf Elementary.pdf	Letter of Support: Greenleaf Elementary	105 KB
Photo summary.pdf	Greenleaf photo of site	260 KB
Project summary.pdf	Greenleaf Project Summary Sheet	1.1 MB

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: GREENLEAF Teacher's First Name: BECKY Teacher's Last Name: SIMON

Grade: (PK,K,1,2,3...) 01 Monday's Date (Week count was conducted) MM DD YYYY 02 15 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	23	0	2	13	8			
Tues. PM	S	23	0	2	17	4			
Wed. AM	S	22	1	0	7	14			
Wed. PM	S	22	1	0	3	19			
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:

GREENLEAF

Teacher's First Name:

MAREN

Teacher's Last Name:

WALLENBERG

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

05
0 2

Monday's Date (Week count was conducted)

06 04 2018
M M D D Y Y Y Y

Number of Students Enrolled in Class:

27
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	26	0	1	14	11			
Tues. PM	O	26	1	1	14	10			
Wed. AM	S	26	3	3	18	2			
Wed. PM	S	26	4	2	18	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: GREENLEAF Teacher's First Name: Shelly Teacher's Last Name: Weinberger

Grade: (PK,K,1,2,3...) 04 Monday's Date (Week count was conducted) 05 28 2018 Number of Students Enrolled in Class: 27

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			2	1	17	7			
Tues. PM			2	1	18	6			
Wed. AM			1	0	19	7			
Wed. PM			3	0	16	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: GREENLEAF Teacher's First Name: Michelle Teacher's Last Name: Fankum

Grade: (PK,K,1,2,3...) 03 Monday's Date (Week count was conducted) Number of Students Enrolled in Class: 22

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

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

Step 1. Fill in the weather conditions and number of students in each class

Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer.
PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
Mon. Wed. AM		23	00	00	13	09	00	00	01
Mon. Wed. PM		23	00	00	10	05	00	00	01
Fri. Thurs. AM		22	00	01	12	10			
Fri. Thurs. PM		22	00	01	15	07			

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: GREENLEAF Teacher's First Name: KARLA Teacher's Last Name: SWANSON

Grade: (PK,K,1,2,3...) 01 Monday's Date (Week count was conducted) 06 04 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		O	1 7			1 2	0 5			
Tues. PM		O	2 0			1 4	0 6			
Wed. AM	S		2 2			1 3	0 9			
Wed. PM	S		2 1			1 5	0 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:

Teacher's First Name:

Teacher's Last Name:

GREENLEAF

KRISTINE

MILLER

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

Monday's Date (Week count was conducted)

Number of Students Enrolled in Class:

03

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		S	2 3			1 2	1 0			1
Tues. PM		S	2 3	1		1 6	5			1
Wed. AM		S	2 4	1		1 3	8			1
Wed. PM		S	2 4	1		1 6	5			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: GREENLEAF Teacher's First Name: JULIE Teacher's Last Name: CHAPMAN

Grade: (PK,K,1,2,3...) 02 Monday's Date (Week count was conducted) 06 04 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	O		22		01		12	09			
Tues. PM	O		23		01		13	09			
Wed. AM	S		22		01		12	08			
Wed. PM	S		23		01		13	09			
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: GREENLEAF Teacher's First Name: LAUREN Teacher's Last Name: SANDMAN

Grade: (PK,K,1,2,3...) K Monday's Date (Week count was conducted) 05 28 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	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	S	2	1			10	7	4		
Tues. PM	S	S	2	8	0	0	10	7	4		
Wed. AM	S	S	2	3	0	0	12	7	4		
Wed. PM	S	S	2	3	0	0	12	7	4		
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: GREENLEAF Teacher's First Name: Linda Teacher's Last Name: Sorenson

Grade: (PK,K,1,2,3...) 4 Monday's Date (Week count was conducted) 06 24 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	
FRI Tues AM	O	22	6	0	10	10	0	0	
FRI Tues PM					14	8			
Wed AM	S	21	0	0	14	7	0	0	
Wed. PM	S	21	0	0	14	87	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: GREENLEAF Teacher's First Name: EMILY Teacher's Last Name: TERNES

Grade: (PK,K,1,2,3...) 0K Monday's Date (Week count was conducted) 06 04 2018 Number of Students Enrolled in Class: 22
0 2 M M D D Y Y Y Y 1 5

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

Step 1.

Fill in the weather conditions and number of students in each class

Step 2.

AM – "How did you arrive at school today?" Record the number of hands for each answer.
PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O= overcast SN=snow		Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N		2 0	2	3	8	3		3	1
Sample PM		R	1 9	3	3	8	1	2	2	
Tues. AM		O	19			12	07			
Tues. PM		O	19			12	07			
Wed. AM		S	22			17	05			
Wed. PM		S	22			17	05			
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: GREENLEAF Teacher's First Name: JUDY Teacher's Last Name: MARTIN

Grade: (PK,K,1,2,3...) K Monday's Date (Week count was conducted) 06 04 2018 Number of Students Enrolled in Class: 23

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

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

Step 1. Fill in the weather conditions and number of students in each class

Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer.
PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O= overcast SN=snow		Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	2 0	2	3	8	3		3	1
Sample PM		R	1 9	3	3	8	1	2	2	
Fri Tues. AM	S		16	0	0	7	8			
Fri Tues. PM	S		16	0	0	9	6			
Mon Wed. AM	S		19	0	0	8	11			
Mon Wed. PM	S		19	0	0	10	9			
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: **GREENLEAF** Teacher's First Name: **BROOKE** Teacher's Last Name: **BENNETT**

Grade: (PK,K,1,2,3...) **K** Monday's Date (Week count was conducted) **06 01 2018** Number of Students Enrolled in Class: **20**

- 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	0		20			1	13	6			
Tues. PM	S		20		1	0	15	4			
Wed. AM	S		20		0	0	15	5			
Wed. PM	S		20		0	0	17	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:

GREENLEAF

Teacher's First Name:

LORI

Teacher's Last Name:

LEA

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

K
0 2

Monday's Date (Week count was conducted)

06 04 2018
M M D D Y Y Y Y

Number of Students Enrolled in Class:

22
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	2 1	1	1	1 2	6	0	0	0
Tues. PM		O	2 1	0	1	1 3	6	0	0	0
Wed. AM		S	2 2	1	0	1 6	5	1		
Wed. PM		S	2 2	1	0	1 6	5	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:

Teacher's First Name:

Teacher's Last Name:

GREENLEAF

JENNIFER

ANSMAUS

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

Monday's Date (Week count was conducted)

Number of Students Enrolled in Class:

DK
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2018
Y Y Y Y

06
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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	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			0	06			06				
Tues. PM			0	06			06				
Wed. AM	S		06				06				
Wed. PM	S		06				06				
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: GREENLEAF Teacher's First Name: MOLLY Teacher's Last Name: HOBBS

Grade: (PK,K,1,2,3...) 01 Monday's Date (Week count was conducted) 06 04 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	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			2	2	0	1	11	10			
Tues. PM			2	2	0	1	16	5			
Wed. AM			2	3	0	1	13	9			
Wed. PM			2	3	0	1	16	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: GREENLEAF Teacher's First Name: Lori Teacher's Last Name: Springer

Grade: (PK,K,1,2,3...) 1 Monday's Date (Week count was conducted) 05 28 2018 Number of Students Enrolled in Class: 21

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	S					2	18	1			
Tues. PM	S					2	18	1			
Wed. AM	S				1	2	17	1			
Wed. PM	S				1	2	17	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:		
GREENLEAF	Teacher's First Name:	Teacher's Last Name:
KIM	DAHLBERG	
Grade: (PK,K,1,2,3...)		
01	Monday's Date (Week count was conducted)	Number of Students Enrolled in Class:
0 1	06 04 2018	22
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.
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Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O= overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	O	22	01		12	07	02		
Tues. PM	O	22	03		12	03	04		
Wed. AM	S	24	03		12	07	02		
Wed. PM	S	24	03		13	03	05		
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: GREENLEAF Teacher's First Name: LAURIE Teacher's Last Name: IRELAND

Grade: (PK,K,1,2,3...) Monday's Date (Week count was conducted) Number of Students Enrolled in Class:
 01 06 04 2018 23
0 2 M M D D Y Y Y Y 1 5

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

Step 1.
Fill in the weather conditions and number of students in each class

Step 2.
AM – "How did you arrive at school today?" Record the number of hands for each answer.
PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O= overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	O	23			13	08	02		
Tues. PM	O	23	01		16	04	02		
Wed. AM	S	23	01		13	07	02		
Wed. PM	S	23	01		15	05	02		
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: GREENLEAF Teacher's First Name: Alicia Teacher's Last Name: GABA

Grade: (PK,K,1,2,3...) 02 Monday's Date (Week count was conducted) 06 04 2018 Number of Students Enrolled in Class: 23

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

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

Step 1. Fill in the weather conditions and number of students in each class

Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer.
PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather		Student Tally		Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O= overcast SN=snow		Number in class when count made		-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	2	0	2	3	8	3		3	1
Sample PM		R	1	9	3	3	8	1	2	2	
Tues. AM	O		2	1			15	6			
Tues. PM	O		2	1			16	5			
Wed. AM	S		2	2			17	5			
Wed. PM	S		2	2			17	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: GREENLEAF Teacher's First Name: EMILY Teacher's Last Name: DEETZ

Grade: (PK,K,1,2,3...) 02 Monday's Date (Week count was conducted) 06 04 2018 Number of Students Enrolled in Class: 22
0 2 M M D D Y Y Y Y 1 5

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

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

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	O	22	01	01	12	08			
Tues. PM	O	22	01	01	12	08			
Wed. AM	S	18			11	07			
Wed. PM	S	18	03		11	04			
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: GREENLEAF Teacher's First Name: KENDYL Teacher's Last Name: BAUMGART

Grade: (PK,K,1,2,3...) 02 Monday's Date (Week count was conducted) 06 04 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	20	2	3	8	3		3	1
Sample PM		R	19	3	3	8	1	2	2	0
Tues. AM		O	20	0	0	14	06	6	0	0
Tues. PM		O	20	0	0	18	03	0	0	0
Wed. AM		S	23	1	0	16	6	0	0	0
Wed. PM		S	23	0	0	20	3	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: GREENLEAF Teacher's First Name: KATHY Teacher's Last Name: LEDWEIN

Grade: (PK,K,1,2,3...) 3 Monday's Date (Week count was conducted) 05 28 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	6
Tues. AM	O	2 1	1	0	10	7	0	8	0
Tues. PM	O	2 1		0	13	7	1	0	0
Wed. AM	S		2	0	12	7	1	0	0
Wed. PM	S		1	0	13	5	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: GREENLEAF Teacher's First Name: Stephanie Teacher's Last Name: Bruins

Grade: (PK,K,1,2,3...) 03 Monday's Date (Week count was conducted) 06 04 2018 Number of Students Enrolled in Class: 24

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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		1 9	1	0	10	8			
Tues. PM		2 1	1	0	12	8			
Wed. AM		1 8	1	0	9	8			
Wed. PM		1 9	1	0	10	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: GREENLEAF Teacher's First Name: KEVIN Teacher's Last Name: SHERIDAN

Grade: (PK,K,1,2,3...) 03 Monday's Date (Week count was conducted) 06 04 2018 Number of Students Enrolled in Class: 23

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

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

Step 1. Fill in the weather conditions and number of students in each class

Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer.
PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow		Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	20	2	3	8	3		3	1
Sample PM		R	19	3	3	8	1	2	2	
Tues. AM		O	22	04		13	05			
Tues. PM		O	21	03		13	05			
Wed. AM		S	22	04		13	05			
Wed. PM		S	16	01		11	04			
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: GREENLEAF Teacher's First Name: SANDY Teacher's Last Name: ARONSON

Grade: (PK,K,1,2,3...) 03 Monday's Date (Week count was conducted) 06 01 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	0	25	01	02	11	11			
Tues. PM	0	24		01	16	07			
Wed. AM	S	22	01	01	11	09			
Wed. PM	S	21	01	01	15	04			
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: GREENLEAF Teacher's First Name: CARMEN Teacher's Last Name: THOMPSON

Grade: (PK,K,1,2,3...) 03 Monday's Date (Week count was conducted) 06 04 2018 Number of Students Enrolled in Class: 26

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

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

Step 1. Fill in the weather conditions and number of students in each class

Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer.
PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	O	25		01	13	11			
Tues. PM	O	25		01	13	11			
Wed. AM	S	26		01	17	08			
Wed. PM	S	26		01	17	08			
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: GREENLEAF Teacher's First Name: BRENDA Teacher's Last Name: BRIGL

Grade: (PK,K,1,2,3...) 04 Monday's Date (Week count was conducted) 06 04 2018 Number of Students Enrolled in Class: 29

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

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

Step 1. Fill in the weather conditions and number of students in each class

Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer.
PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather		Student Tally		Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O= overcast SN= snow		Number in class when count made		-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	2	0	2	3	8	3		3	1
Sample PM		R	1	9	3	3	8	1	2	2	
Tues. AM	O		2	6			1	6	1	0	
Tues. PM	O		2	5			1	9	0	6	
Wed. AM	S		2	9			2	0	9		
Wed. PM	S		2	9			1	4	1	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.

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: GREENLEAF Teacher's First Name: MARY Teacher's Last Name: SUCHER

Grade: (PK,K,1,2,3...) 04 Monday's Date (Week count was conducted) 06 04 2018 Number of Students Enrolled in Class: 29

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

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

Step 1. Fill in the weather conditions and number of students in each class

Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer.
PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O= overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	O	29			20	09			
Tues. PM	O	29			21	08			
Wed. AM	S	28			20	08			
Wed. PM	S	28			21	07			
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: GREENLEAF Teacher's First Name: MAUREEN Teacher's Last Name: WILLIAMS

Grade: (PK,K,1,2,3...) 04 Monday's Date (Week count was conducted) 06 04 2018 Number of Students Enrolled in Class: 28
0 2 M M D D Y Y Y Y 1 5

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

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

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O= overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	O	26			18	08			
Tues. PM	O	26			18	08			
Wed. AM	S	27		01	18	08			
Wed. PM	S	27		01	18	08			
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: GREENLEAF Teacher's First Name: Mikawla Teacher's Last Name: Curtis

Grade: (PK,K,1,2,3...) 04 Monday's Date (Week count was conducted) 06 04 2018 Number of Students Enrolled in Class: 29

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

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

Step 1. Fill in the weather conditions and number of students in each class

Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer.
PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather		Student Tally		Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny	R= rainy	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	0		2	6	0	0	16	10	0	0	0
Tues. PM	S		2	6	0	0	16	10	0	0	0
Wed. AM	S		2	6	1		16	9	0	0	0
Wed. PM	S		2	5			21	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.

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: GREENLEAF Teacher's First Name: JONELLE Teacher's Last Name: MARTY

Grade: (PK,K,1,2,3...) 05 Monday's Date (Week count was conducted) 06 04 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		24		0	1	16	6			
Tues. PM	S		24		1	1	16	4			
Wed. AM	S		27		0	1	18	8			
Wed. PM	S		27		1	1	22	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.

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: GREENLEAF Teacher's First Name: RANDI Teacher's Last Name: HENNING

Grade: (PK,K,1,2,3...) 05 Monday's Date (Week count was conducted) 06 01 2018 Number of Students Enrolled in Class: 28

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	20	2	3	8	3		3	1
Sample PM		R	19	3	3	8	1	2	2	
Friday Tues. AM <i>June 1</i>	S		25	2	1	11	07			
Tues. PM	S		25	3	1	12	4			
Mon June 5 Wed. AM	S		26	0	2	13	10			
Wed. PM	S		26	1	2	19	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.

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: GREENLEAF Teacher's First Name: NICOLE Teacher's Last Name: DEMUTH

Grade: (PK,K,1,2,3...) 05 Monday's Date (Week count was conducted) 06 01 2018 Number of Students Enrolled in Class: 27

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	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	0
Tues. AM	S		2	7	0	0	23	4	0	0	0
Tues. PM	S		2	7	2	0	20	5	0	0	0
Wed. AM	S		2	6	1	1	14	8	5	0	0
Wed. PM	S		2	6	1	1	14	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.

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: GREENLEAF Teacher's First Name: Pam Teacher's Last Name: Solberg

Grade: (PK,K,1,2,3...) 05 Monday's Date (Week count was conducted) 06 01 2018 Number of Students Enrolled in Class: 26

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

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

Step 1. Fill in the weather conditions and number of students in each class

Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer.
PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny	R= rainy	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	20	2	3	8	3		3	1
Sample PM		R	19	3	3	8	1	2	2	0
Fri Tues. AM	O		25	4	2	13	3	3	0	0
Fri Tues. PM	S		25	4	2	18	3	3	0	0
Mon Wed. AM	S		25	4	3	13	3	3	0	0
Mon Wed. PM	S		25	4	3	18	3	3	0	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.

+ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: GREENLEAF Teacher's First Name: KIMBLE Teacher's Last Name: ELDER

Grade: (PK,K,1,2,3...) 5 Monday's Date (Week count was conducted) Number of Students Enrolled in Class: 27

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	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			27		1	0	18	8			
Tues. PM			27		1	0	19	7			
Wed. AM			26		2	0	17	7			
Wed. PM			26		2	0	17	7			
Thurs. AM											
Thurs. PM											

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

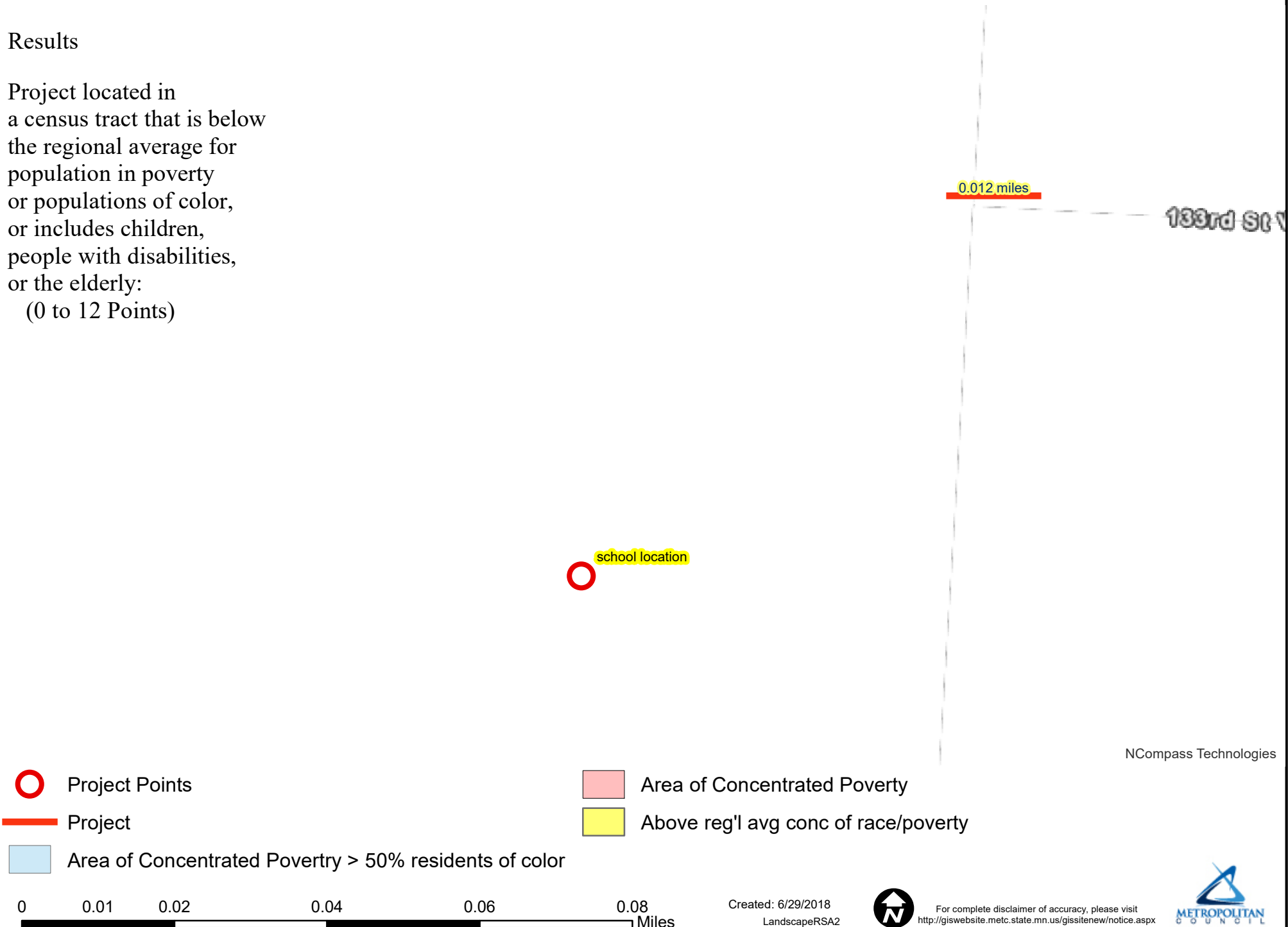
+ +

Socio-Economic Conditions

Safe Routes to Schools Project: Greenleaf HAWK | Map ID: 1530282095622

Results

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:
(0 to 12 Points)



Project to RBTN Orientation

Safe Routes to Schools Project: Greenleaf HAWK | Map ID: 1530282095622

school location

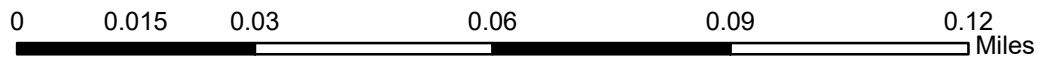
0.012 miles

133rd St W

Galaxia

to PUEB

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



Created: 6/29/2018
LandscapeRSA6

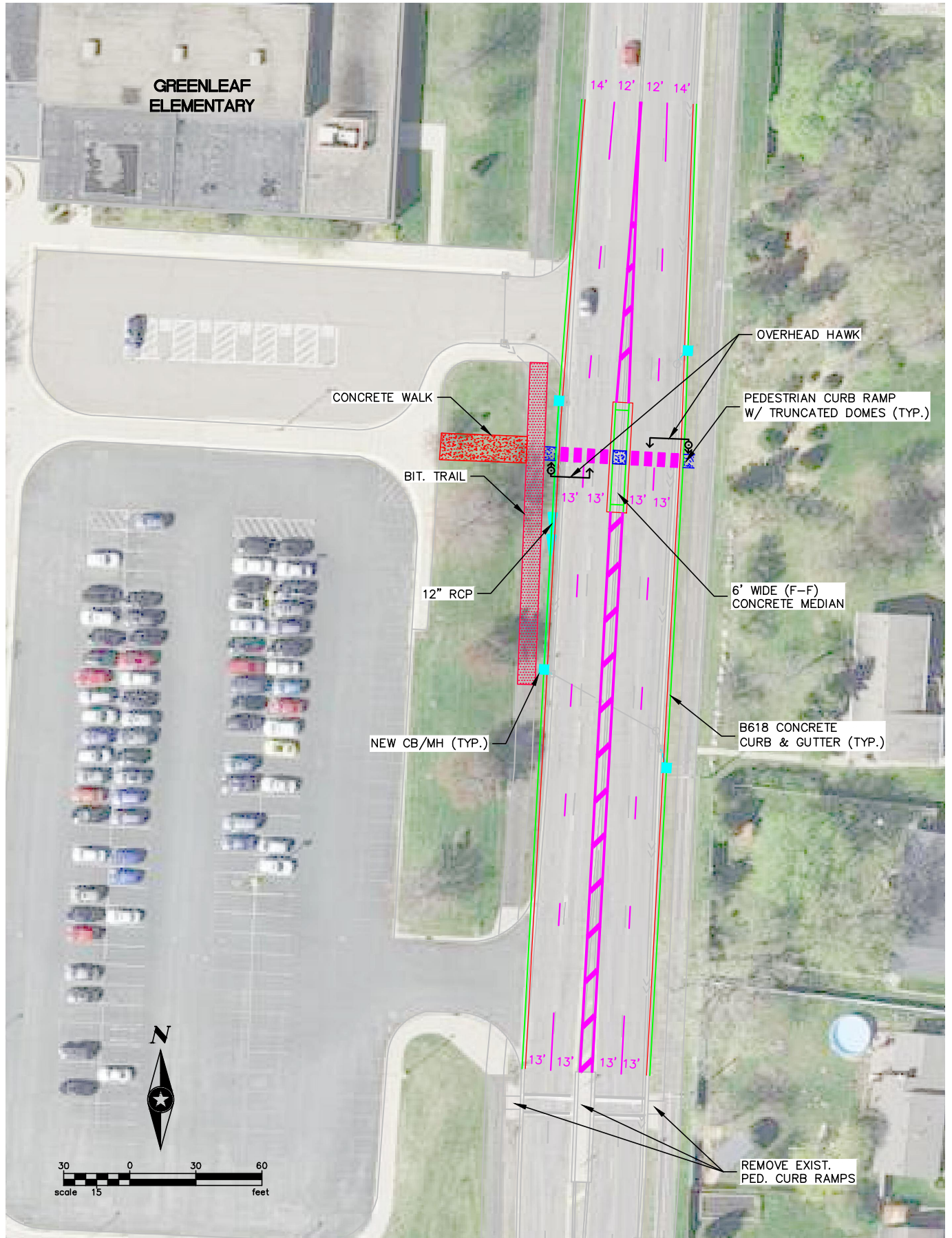


For complete disclaimer of accuracy, please visit
<https://giswebsite.metc.state.mn.us/gissitenew/notice.aspx>

NCompass Technologies



S:\AEVA\Apple\142614\4-prelim-dsgn-rpts\43-prelim-dsgn\Concept Sketch_Option C.dwg 7/11/2018 12:59 PM c.jorgenson



PHONE: 651.490.2000
 3535 VADNAIS CENTER DR.
 ST. PAUL, MN 55110-5196
 www.sehinc.com

FILE NO.
142614

DATE:
11/15/2017

**GALAXIE AVENUE
 HAWK WITH MEDIAN
 APPLE VALLEY, MINNESOTA**

**OPTION
 C**

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

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

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 to
1604714	2-page	English	5 Female	2 Bloomington	East 56th Street	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 Lane	More than
1605214	2-page	English	6 Female	1 Livingston	Fox Ridge	More than
1605122	2-page	English	6 Male	2 Victoria Ct	Summit Lane	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 Grade	Child's Gen #	# of Children	Intersection	Intersection	Distance from
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 Ave	Charlton Ave	1/2 mile up to
594741	2-page	English	Kindergarten	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 to
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 to
594679	2-page	English	Kindergarten	Male	1	Stryker	Moreland	Less than 1
595373	2-page	English		3 Male	2	Allen	Moreland	Less than 1
594654	2-page	English	Kindergarten	Male	1	Delaware	Norman Lane	1/4 mile up to
594650	2-page	English		1 Female	2	Moreland	Bidwell	1/4 mile up to
594739	2-page	English		2 Female	1	Hall Avenue	Moreland /	1/4 mile up to
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 Street	1/2 mile up to
597832	2-page	English		1 Male	2	Moreland	Stryker	1/4 mile up to
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 Street	1/2 mile up to
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 to

594648 2-page

English

Kindergarten Male

3 Felix and B Felix and A More than

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 Askec	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

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		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							
			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
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	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
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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 would

3 years (Some college or tech school)

GED (High school graduate)

years or more (College graduate)

years or more (College graduate)

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

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

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

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 son

3 years (Some college or tech school)

years or more (College graduate)

years 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 completed

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.

years 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 different

years or more (College graduate)

years or more (College graduate)

3 years (Some college or tech school)

years or more (College graduate)

years 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 street

years or more (College graduate)

years or more (College graduate)

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

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 crossing

years or more (College graduate)

years or more (College graduate)

years 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 the bus

years or more (College graduate)

years 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 because 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 it is very dangerous. ears or more (College graduate)

Walking and biking would be enhanced if ALL streets had sidewalks. Also intersection of 4 avenues together would be a problem. 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)

ears or more (College graduate)

through 8 (Elementary)

ears or more (College graduate)

ears or more (College graduate)

about 3 years (Some college or tech school)

ears or more (College graduate)

about 3 years (Some college or tech school)

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. ears or more (College graduate)

about 3 years (Some college or tech school)

about 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)

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)

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 is important. 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 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 APPLE VALLEY
RESOLUTION NO. 2018-85

APPROVE RESOLUTION OF SUPPORT FOR 2018 REGIONAL
SOLICITATION GRANT APPLICATIONS

WHEREAS, every two years, the Regional Solicitation process allocates federal transportation funds to locally-initiated projects to meet regional transportation needs; and


WHEREAS, City and County staff have been working closely on determining the various projects within the City of Apple Valley; and

WHEREAS, one of the requirements for each of the applications is that a letter of support be included from the governing jurisdiction where the project is located.

NOW, THEREFORE, BE IT RESOLVED by the City Council of the City of Apple Valley, Dakota County, Minnesota, that the Public Works Director is authorized to sign letters of support for each of the following project applications:

1. Greenleaf Elementary Galaxie Avenue HAWK Signal Crossing
2. McAndrews Road (CSAH 38) Trail, south side from Galaxie Avenue to Garden View Drive
3. Johnny Cake Ridge Road Trail, west side from 140th Street to McAndrews Road
4. Red Line BRT Skyway at the 147th Street Station
5. Red Line BRT Pedestrian Bridge at 140th Street
6. CSAH 42 Grade Separated Crossing and Trail, south side from Flagstaff Avenue to Pilot Knob










ADOPTED this 28th day of June 2018.

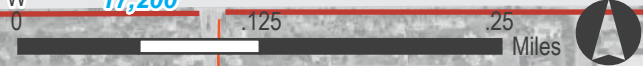
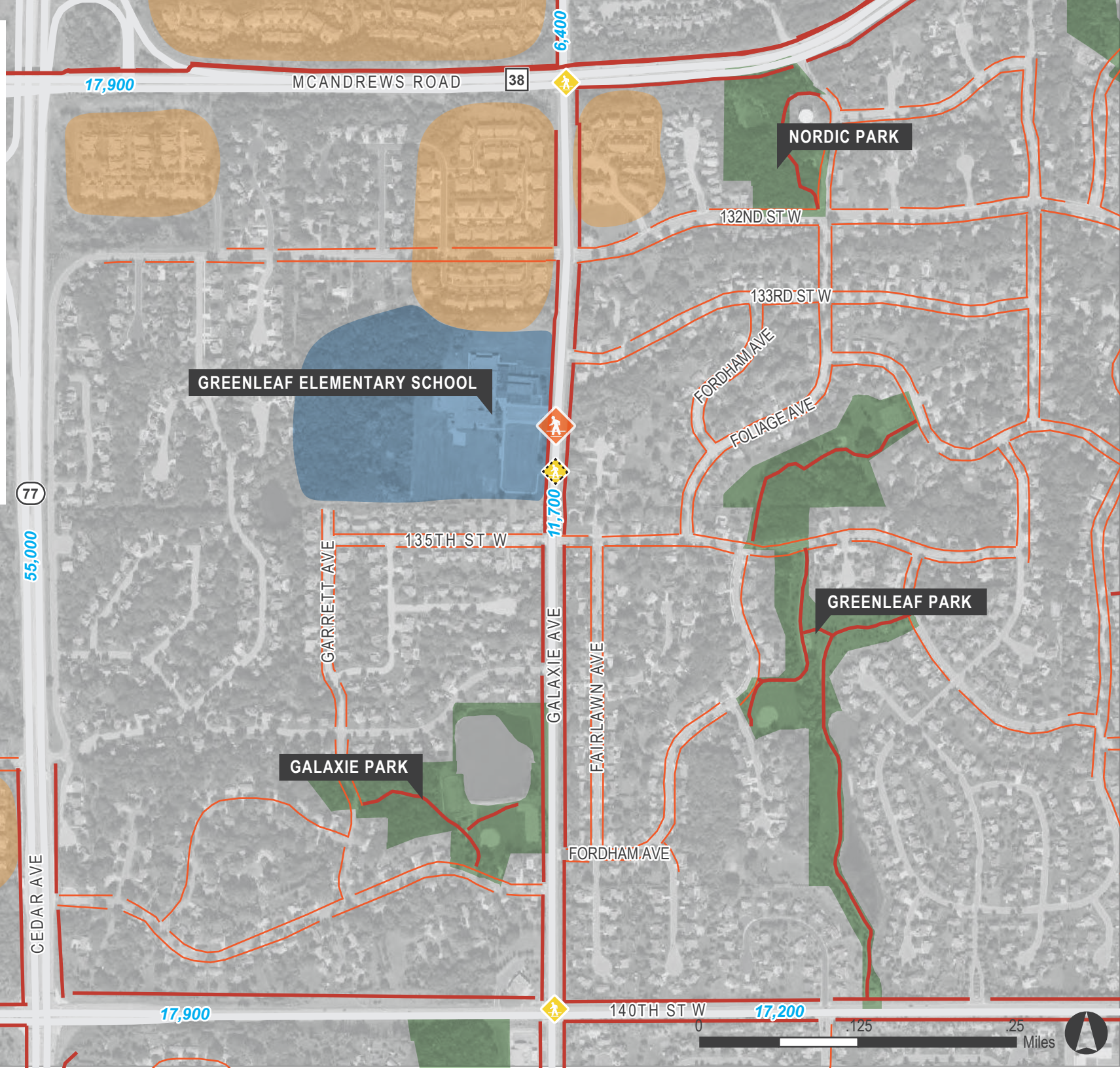

Mary Hamann-Roland, Mayor

ATTEST:


Pamela J. Gackstetter, City Clerk

**APPLE VALLEY
GREENLEAF
ELEMENTARY
GALAXIE HAWK
CROSSING**

-  EXISTING SIDEWALK
-  EXISTING MULTI-USE TRAIL
-  MULTI-FAMILY RESIDENTIAL
-  CIVIC USE
-  PARK OR OPEN SPACE
-  PROPOSED HAWK PEDESTRIAN CROSSING
-  EXISTING CROSSING
-  EXISTING CROSSING TO BE REMOVED
-  AADT TRAFFIC COUNTS



INDEPENDENT SCHOOL DISTRICT 196



Michelle deKam Palmieri
Principal

13333 Galaxie Avenue
Apple Valley, MN 55124
michelle.palmieri@district196.org
P: 952-431-8270
F: 952-431-8274

June 1, 2018

Mr. Matt Saam
City of Apple Valley
7100 147th Street W
Apple Valley, MN 55124

Dear Matt:

On behalf of the staff and families of Greenleaf Elementary School, I am writing to express our school's support for the City of Apple Valley's application for a Safe Routes to School Grant. Greenleaf Elementary serves more than 900 students in grades K to 5.

Greenleaf has a number of students from the surrounding residential neighborhoods that walk or bike to school. We have promoted numerous successful Walk & Bike to School Days in recent years, in which we provide a crossing guard and support for safely getting across Galaxie Avenue. On those promoted days, we have had hundreds of students and parents enthusiastically participate. However, parents are very reluctant to do this on a regular basis due to the dangerous crossing of Galaxie.

The proposed improvement of the mid-block crossing of Galaxie Avenue will help create the safe environment families need to allow their students to walk or bicycle to and from school. A number of our families live east of Galaxie so this safety improvement has been a priority in our discussions with the City for a number of years.

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 call or email me at the contact information listed above.

Sincerely,

Michelle deKam Palmieri, Principal



One District. Infinite Possibilities.

Rosemount-Apple Valley-Eagan Public Schools • DISTRICT196.ORG

Galaxie Avenue HAWK Crossing at Greenleaf Elementary School

APPLE VALLEY, MN

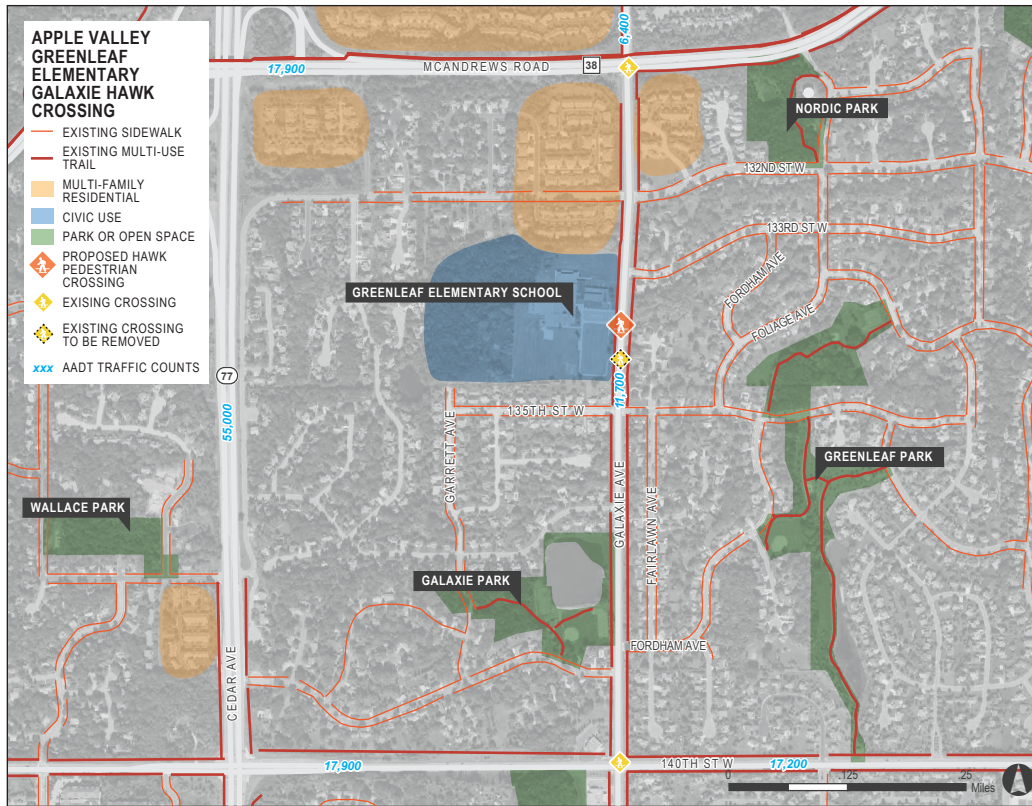


Photo: Google Street View

Existing Site Photo: Galaxie Avenue looking north to the project site

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APPLE VALLEY, MN



Proposed Project Area

PROJECT DESCRIPTION

The Galaxie Avenue HAWK Crossing at Greenleaf Elementary School will provide a High-Intensity Activated Crosswalk (HAWK) beacon, which will stop traffic and allow students to cross the road safely as they walk or bike to school. The project includes installation of the signal, high-visibility crosswalk markings, a curb cut and curb ramp on the both sides of the road and a raised median extension. Users will be able to activate the signals at the crossing. This project will decrease the distance between safe crossings for pedestrians in the area.

Project Location:	Apple Valley
Requested Award Amount:	\$198,240
Total Project Cost:	\$247,800

PROJECT BENEFITS

- » Decreased distances between safe crossings for pedestrians, leveraging an existing pedestrian crossing at the south entrance of Greenleaf Elementary
- » Raised visibility of pedestrians in the roadway through high-visibility crosswalk markings (zebra crossings)
- » User-activated design will allow for traffic to flow normally during non-peak times
- » Additional curb cut and curb ramp will increase accessibility for pedestrians with disabilities and mobility challenges
- » The HAWK beacon signal will build off of the well-connected pedestrian facilities existing throughout the neighborhood to the east of Galaxie Avenue



Photo: Google Street View

Existing Site Photo: Galaxie Avenue looking north to the project site.