8. Linn-Mar Safe Routes to School Plan Overview

Exhibit 301.1

- What I'll Cover:
  - What is it?
  - What is in it?
  - Timeline
  - Highlighted solutions

8. Linn-Mar Safe Routes to School Plan Overview

- What is it?
  - A plan that includes techniques and strategies to support safe pedestrian and cycling travel to and from school
  - Plan can be utilized by the City and school board to identify opportunities to leverage grant funding
  - Also provides decision-makers with community input regarding the proposed solutions
  - All the solutions in the document can help foster more healthful, active, and safer travel for students regardless of transportation mode

8. Linn-Mar Safe Routes to School Plan Overview

- What is it? continued
  - Comprehensive plan that uses the 6 E's of SRTS as a framework
    1. Engineering
    2. Evaluation
    3. Equity
    4. Education
    5. Encouragement
    6. Engagement
  - Four schools included in plan
    - Echo Hill Elementary, Hazel Point Intermediate, Boulder Peak Intermediate, Oak Ridge Middle
  - A COMMUNITY plan – SRTS benefits everyone

8. Linn-Mar Safe Routes to School Plan Overview

- What is in it?
  - Introduction
    - Background of the plan, organization of the document, introduction to SRTS in general and at Linn-Mar, summary of planning process
  - Existing Conditions
    - Current conditions of the area and looking at future plans
    - Demographics, transportation, land use, Linn-Mar
  - Areas of Improvement (AOIs)*
    - Things identified in the plan that should be addressed
    - Includes solutions to AOIs – solutions are implementable part of the plan that get us to our goals
  - Appendix
    - Supplemental information

8. Linn-Mar Safe Routes to School Plan Overview

- Timeline
  - Began in 2019-2020 school year with informal meetings
  - A formal committee was created and began meeting in July 2020
  - First identified vision statement and goals
  - Moved to location focused issues (precursor to AOIs) - 2021
    - Engineering focused at first; lowest-hanging fruit
    - Spent a long time discussing these at each school
  - Survey in spring 2022 to parents and students (including classroom tallies for elementary)
    - 1,405 responses
      - 1,169 student responses
      - 236 parent responses

8. Linn-Mar Safe Routes to School Plan Overview

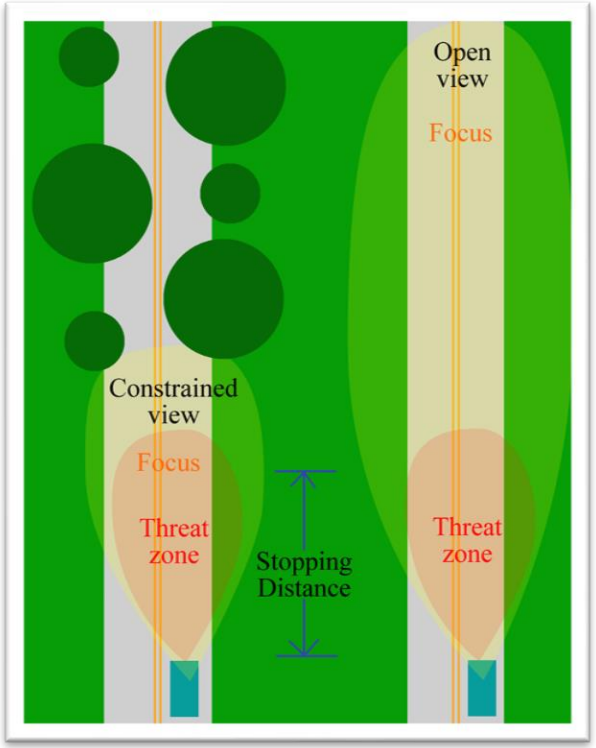
- Timeline continued
  - Provided roundabout and active transportation information prior to 2022-2023 school year – “Short term plan”
  - Focus group with Echo Hill parents in December 2022
  - 2022 into 2023 – identified the other 5 E’s AOIs
  - Spring 2023 – public engagement and student observations
    - Observed pick-up and drop-off at each of the 4 schools
    - Survey from April 29 to May 20
      - 90 responses
    - City Showcase/Healthy Kid’s Day – April 29
    - Marion Farmers’ Market and table at Public Library – May 20

8. Linn-Mar Safe Routes to School Plan Overview

- Timeline continued
  - May to June 19 – finalizing draft of plan
    - MPO staff internal review
    - Send to committee for review June 19
    - Last SRTS committee meeting go over the draft
    - Start planning for evaluation and implementation
  - Bring plan to Linn-Mar School Board on July 10
  - Bring to Marion City Council after (July or August)
  - Committee meet for annual evaluation meeting
  - Implement plan

8. Linn-Mar Safe Routes to School Plan Overview

- Highlighted solutions
  1. Street trees - *Engineering*
     - Help reduce vehicle speeds
     - “Side friction”
     - Will help with warming climate
       – Shade for active transportation users

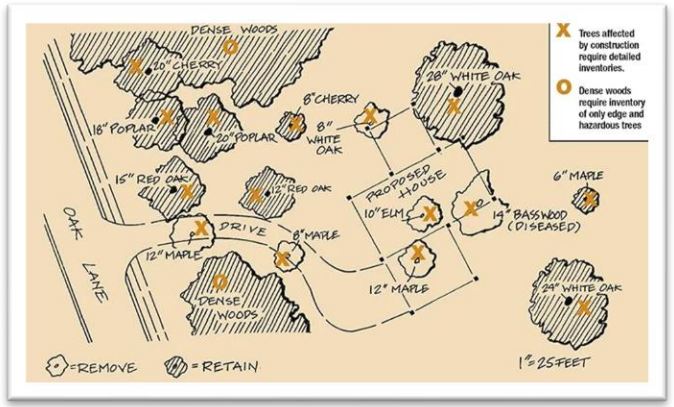


8. Linn-Mar Safe Routes to School Plan Overview

- Highlighted solutions
  2. Traffic calming techniques on Alburnett Road - *Engineering*
     - Help reduce vehicle speeds
     - Parents concerned about speeds at the Oak Park Circle crosswalk
     - Speed limit pavement legends
       - Additional notice to drivers about the upcoming roadway's speed limit
     - Speed table at Oak Park Circle crossing
       - Better able to see pedestrians

8. Linn-Mar Safe Routes to School Plan Overview

- Highlighted solutions
  3. Create policy in Marion to encourage developers to save mature trees in new developments - *Equity*
     - Trees are infrastructure that take decades to see benefits
     - Need to prioritize because may shade trees removed/destroyed from the derecho
     - More hot days in the future – if not much is done, Linn County could have 30 days per year over 100 degrees by midcentury
     - Heat-related illness will increase for the most susceptible



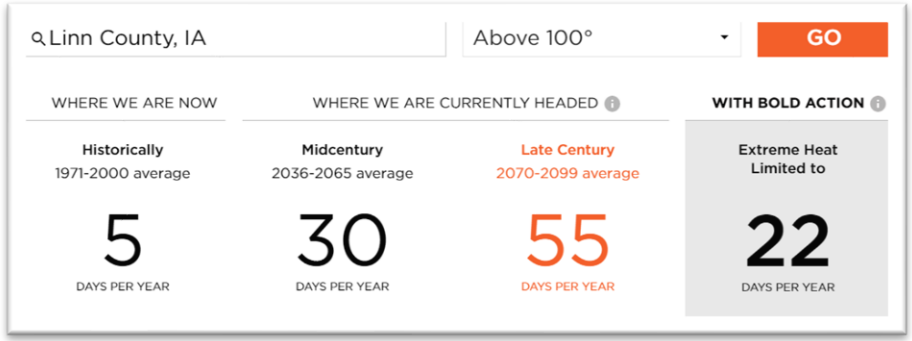


Exhibit 301.2

Safe Routes to School Plan
Linn-Mar Community School District

ACKNOWLEDGMENTS

This plan could not have been done without the work of the individuals listed below. Planning services were provided to the City of Marion and the Linn-Mar Community School District (LMCSD) by the Corridor Metropolitan Planning Organization (CMPO).

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LIST OF DEFINITIONS

Active Transportation	A means of getting around that is powered by human energy, primarily walking and bicycling.
August 2020 Derecho	A powerful storm [derecho] that affected the Midwest United States on August 10, 2020. Some of the region's residents did not have power for weeks and telephone polls were knocked down. 60-65% of the tree canopy was lost.
Built environment	Man-made or modified structures that provide people with living, working, and recreational spaces. This includes infrastructure like roadways, bridges, and utilities.
Curriculum	A plan that outlines what students shall be taught.
Derecho	A widespead, long-lived, straight-line wind storm associated with fast moving group of severe thunderstorms. If the wind damage extends more than 240 miles and includes wind gusts of 58 mph or greater along most of its length, than that storm could be classified as a derecho.
Equity [in transportation]	Seeks fairness in mobility and accessibility to meet the needs of all community members regardless of ability, socio-economic status, race, or culture. A central goal is to provide equitable access to affordable and reliabile transportation options based on a populuation's needs (particularly for underserved communities).
The four schools	Refers to the four schools included in this Safe Routes to School Plan: Echo Hill Elementary, Hazel Point Intermediate, Boulder Peak Intermediate, and Oak Ridge Middle Schools.
Idling	When a vehicle's engine is running but the vehicle is not in motion.
Implement	To fulfill, perform, carryout; to put into effect according to or by means of a definite plan or procedure.
Median Household Income	The middle of a distribution of incomes, including households with no income. One-half of the cases fall below the median and the other half are above the median.
Mid-block crossing	A place where people can cross a road between intersections. This is different than a crosswalk, as a mid-block crossing is not located at an intersection of two roadways.
Safe Systems Approach	Process involving anticipating human mistakes by designing and managing road infrastructure to keep the risk of a human mistake low, and when a mistake does lead to a crash, the impact on the human body does not result in a fatality or serious injury.
The three schools	Refers to the three schools located in the northwest part of the district, near Alburnett Road and Echo Hill Roads: Echo Hill Elementary, Hazel Point Intermediate, and Oak Ridge Middle Schools.

TABLE OF ACRONYMS

AADT	Average Annual Daily Traffic
AT	Active Transportation
CBG	Census Block Group
CMPO	Corridor Metropolitan Planning Organization
CSD	Community School District
DIS	Diversity Score Index
DOT	Department of Transportation
ESRI	Environmental Systems Research Institute, Inc.
FHWA	Federal Highway Administration
HH	Household
LM	Linn-Mar
LMCSD	Linn-Mar Community School District
MPH	Miles per hour
MPO	Metropolitan Planning Organziation
MUTCD	Manual on Uniform Traffic Control Devices
PUD	Planned Unit Development
RRFB	Rectangular Rapid Flashing Beacon
STEP	Safe Transportation for Every Pedestrian
SRTS	Safe Routes to School
US	United States

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TABLES

IMAGES

IMAGES CONTINUED

GRAPHS

Introduction

Introduction and Organization

Image 1: Echo Hill Elementary School front entrance.
Source: Echo Hill Facebook Page

The purpose of this plan is to provide Linn-Mar Community School District (LMCSD) and the City of Marion a blueprint that summarizes community input, education, and LMCSD administrative staff experience, along with the latest techniques and strategies to support safe travel to and from school for students and staff. The plan is designed to layout policy and infrastructure improvements that can be made in the short and longterm best interest of the students and the district as a whole. This plan is for the district but will specifically look at four schools: Echo Hill Elementary, Hazel Point Intermediate, Boulder Peak Intermediate, and Oak Ridge Middle Schools. It is anticipated that there will be Safe Routes to School (SRTS) plans at all of the Linn-Mar schools.

It is highly encouraged that this document be utilized when City and school budgets are being formulated and reviewed to identify opportunities to leverage grant funding for infrastructure improvements to achieve recommendations in this plan. However, many of the recommendations made can be accomplished for low to no cost. All of the changes presented in this document can act to help foster more healthful, active, and safer, travel for all students regardless of transportation mode.

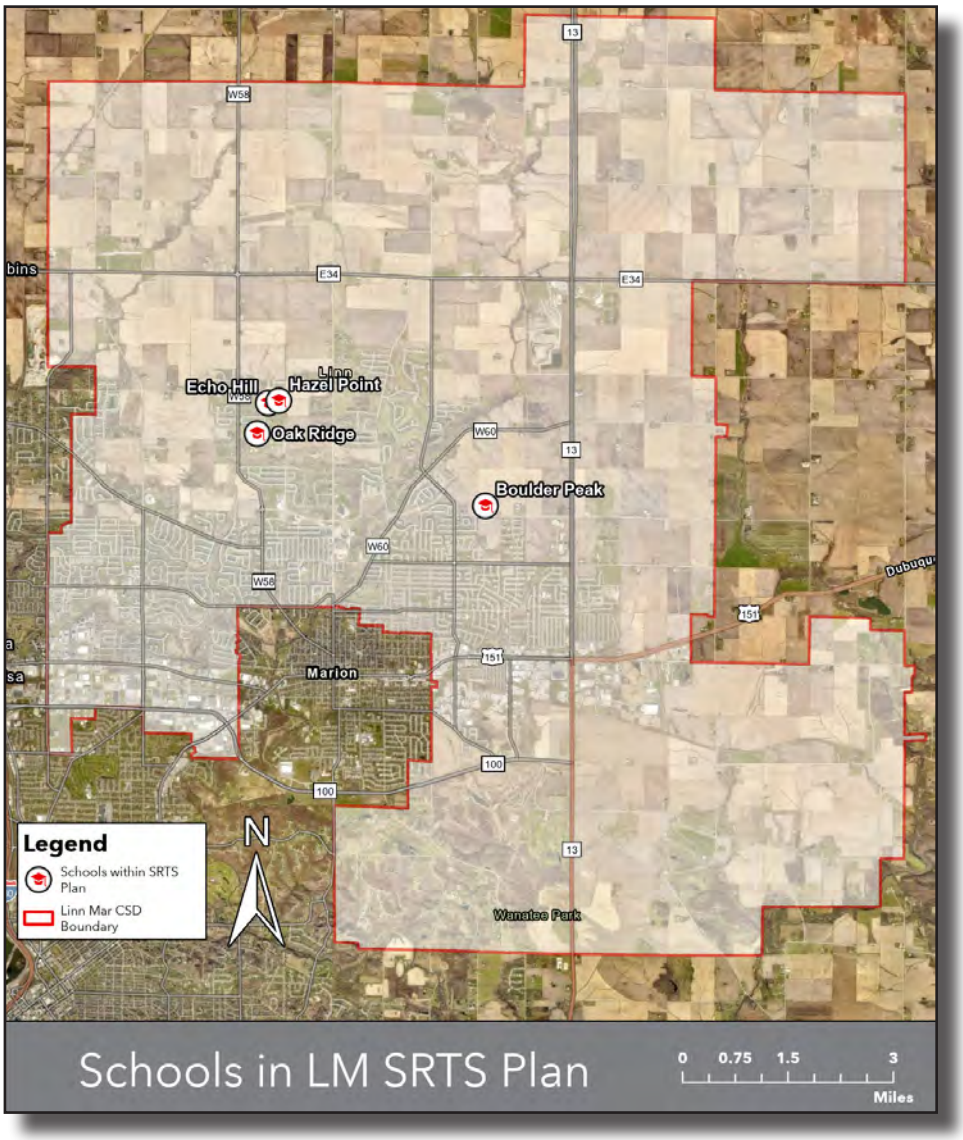


Image 2: The location of the four schools included in Linn-Mar SRTS Plan

The plan is broken down into several sections to aid in review.

- **Introduction**: This first section of the plan provides an overview of how the plan is laid out, what Safe Routes to School (SRTS) is, this plan's planning process, and the vision statement and goals of the plan. The objectives in the

plan are considered to be the “solutions” to the Areas of Improvement.

- **Existing Conditions**: This section discusses the current demographics of citizens and students within the district boundary. It also covers infrastructure, for instance by outlining the current traffic volumes and land use. This section includes survey responses done at the beginning of the planning process from parents and students.
- **Areas of Improvement (AOI)**: This section is the implementable part of the plan. The AOIs are things identified in the built environment and at the schools that could be improved. The solutions to the AOIs are the objectives of the plan, what we need to do to reach our goals. The AOI section is organized by the SRTS E’s and in each section includes the solutions applicable to all four schools.
- **Appendix**: This section contains more detailed and technical information that supports the previous two sections of the plan.

Schools Included in the Plan

The LMCSD has twelve schools in the district. Currently, the SRTS plan for Linn-Mar includes only four schools: Boulder Peak Intermediate, Echo Hill Elementary, Hazel Point Intermediate, and Oak Ridge Middle Schools. These schools are all located in the City of Marion and located in areas where the City is growing. Echo Hill Elementary had 488 students enrolled in 2022, Hazel Point Intermediate had 556 students, Boulder Peak Intermediate had 616 students, and Oak Ridge Middle School had 540 students enrolled in 2022. See Image 2 for the location of the schools within the Linn-Mar District boundary.

School	Address	Enrollment (2022)
Echo Hill Elementary School	400 Echo Hill Rd, Marion, IA 52302	488
Hazel Point Intermediate School	453 Echo Hill Rd, Marion, IA 52302	556
Boulder Peak Intermediate School	3920 35th Ave, Marion, IA 52302	616
Oak Ridge Middle School	4901 Alburnett Rd, Marion, IA 52302	540

Table 1: The enrollment and location of the four schools in the LM SRTS Plan.

What is Safe Routes to School (SRTS)?

SRTS is a movement at the local, state, and federal governmental levels which aims to make it safer for students walk, bike, and roll to and from school. The purpose of the program is to enable and encourage students, including those with differing abilities, to walk and bicycle to school; to make bicycling and walking a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age; and to assist in the planning, development, and implementation of projects, policies, and activities that will improve safety and reduce traffic, fuel consumption, and air pollution nearby schools.

Comprehensive SRTS programs have been shown to be more effective at increasing physical activity and reducing injuries. A successful SRTS plan includes the 6 E’s of SRTS. Those serve as a framework to a comprehensive, integrated approach to SRTS.

The 6 E’s of SRTS are the following:

- **Engagement**: All Safe Routes to School initiatives should begin by listening to students, families, teachers, and school leaders and working with existing community organizations, and build intentional, ongoing

engagement opportunities into the program structure.

- **Equity**: Ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income students, students of color, students of all genders, students with disabilities, and others.
- **Engineering**: Creating physical improvements to streets and neighborhoods that make walking and bicycling safer, more comfortable, and more convenient.
- **Encouragement**: Generating enthusiasm and increased walking and bicycling for students through events, activities, and programs.
- **Education**: Providing students and the community with the skills to walk and bicycle safely, educating them about benefits of walking and bicycling, and teaching them about the broad range of transportation choices
- **Evaluation**: Assessing which approaches are more or less successful, ensuring that programs and initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve the effectiveness of each approach.

Image 3: Hazel Point Intermediate school entrance.
Source: OPN Architects

Benefits of SRTS include increased walking and biking to school, lower transportation costs for school districts and families, reduced traffic congestion, healthier students, and improved academic performance. SRTS initiatives have health and safety benefits for students, but the benefits extend to the whole community as well. An improved sidewalk that allows a person with a wheelchair to ramp on to the curb will also benefit a parent pushing their child in a stroller: that student using a wheelchair can access the sidewalk but so can others in the community.

Planning Process

Safe Routes to School (SRTS) at Linn-Mar started during the 2019-2020 school year with interested, like-minded stakeholders meeting on occasion to initiate the development of the first SRTS Plan for the Linn-Mar Community School District (LMCSD). MPO staff felt it was time to reconvene the group in an official capacity and officially kickoff starting the planning process for the LM SRTS Plan. The group of individuals from several local governments and community organizations came together to create the Linn-Mar Safe Routes to School Committee. Committee members included staff from the Corridor MPO, the City of Marion's Community Development, Engineering, and Police Departments, Healthy Hometowns/YMCA, Linn-County Public Health, and the Linn County Secondary Roads Department.

Image 4: Boulder Peak Intermediate school entrance.
Source: helpmecovid.com

The SRTS Committee began meeting in July 2020. From then to June 2022, committee meetings were facilitated by MPO staff and held virtually. The first meeting kicked off with providing an overview of the SRTS initative and determining the plan's the vision statement and goals.

Two and a half weeks after the first SRTS committee meeting, the entire Cedar Rapids metropolitan area was hit with severe thunderstorm called a derecho. This storm affected a majority amount of structures, including trees, in the metropolitan area. SRTS efforts were halted as the region recovered and rebuilt after the storm.

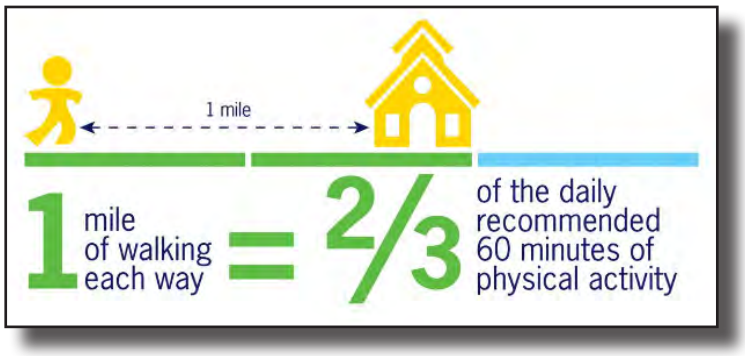


Image 5: Walking to and from school is a great way to get in your recommended 60 minutes of daily physical activity
Source: Safe Routes Partnership

The LM SRTS Committee reconvened in October. The group continued to establish the plan's vision statement and goals of the plan through the end of December. Around that time, the committee moved to discussing potential improvements and opportunties for SRTS projects, policies, and programs. At first, the discussion focused on identifying and providing solutions to problem areas at or nearby the four schools included in the plan. A survey went out to parents and students at the four schools and interviews were held with principals. Students in grades Kindergarten through 4th grade, at Echo Hill Elementary, were asked by their teachers how they arrived and were planning to leave school that day. These "teacher tallies" were completed in March and April of 2022.

During the meetings at the beginning of 2022, the committee determined that that data gathering for the LM SRTS Plan should continue into the 2022-2023 year. This was primarily due to COVID 19's impact on the 2020-2021 and 2021-2022 school years. However, despite the committee seeking additional information, they did not want to wait until the data gathering process finished to start working on aspects of the plan. The SRTS Committe finalized the areas of improvement then shifted towards short term messaging regarding SRTS at the four Linn-Mar schools and active transportation. This effort to provide educational information began prior to and continued into the school year. MPO staff provided information about navigating new Echo Hill Road/ Alburnett Road roundabout and SRTS in general in the City of Marion's community newsletter and Linn-Mar's Newsletter.

At the start of the 2022-2023 school year most of the areas of improvement had been identified. MPO staff started coordating with the Echo Hill Principal to set up a focus group with parents at the school. This listening session took place on December 12, and had four parents participate.

MPO staff started work on the planning document, beginning with the existing conditions section. Writing the existing conditions section took place from the fall of 2022 and went into spring 2023. The group then focused on public engagement of the plan, primarily seeking input on the areas of improvement and proposed solutions. MPO staff participated in the joint Healthy Kids Day and Marion City Showcase event, held on April 29. This event took place at the Marion YMCA and was planned with the City of Marion. MPO staff and Marion City staff also attended the Marion

Image 6: Oak Ridge Middle School entrance.
Source: Oak Ridge Facebook page

Farmers' Market on May 20 at Taube Park. That same day, to take advantage of the large presence of people in Uptown Marion for the MArion Arts Festival, MPO staff along with Linn-Mar and Public Health staff had a table set up at the Marion Public Library. A survey was released and promoted at these events and in the Marion City Manager's weekly newsletter, In Focus. The survey was opened prior to the April 29 event and closed after the May 20 event.

At the end of the school year, MPO and Linn-Mar staff observed each of the four schools during morning drop off and afternoon pick up. The purpose of this was not only to see how students were arriving and leaving school, but to also gauge how well the drop-off and pick-up processes operated.

MPO staff finalized a draft of the SRTS plan for the committee to review. First, an internal review by MPO staff was done. Then, committee had about a week to review the plan and the MPO staff incorporated both internal and community comments into the planning document. The LM SRTS Plan was then brought to the Linn-Mar School Board on July 10 for approval and adoption. After the school board adopted the document, the plan was brought to the Marion City Council for approval, as well.

The SRTS Committee then met in the summer of 2023 for their first evaluation meeting regarding the SRTS Plan. The solutions identified in the plan, depending on their timeline, will start to be implemented beginning prior to the 2023-2024 school year. The LM SRTS Committee will continue to meet at least annually to review the execution of the solutions and review the plan.

Vision Statement

Foster a culture of active transportation at Oak Ridge, Hazel Point, Boulder Peak, and Echo Hill Schools by which active transportation becomes the preferred mode to travel to and from school. Actions and policies developed as a part of this plan shall be adaptable to current and future conditions and shall ensure the safety all students and staff arriving to and departing from school.

Plan Goals

1. Ensure Linn-Mar students, staff, and administration arrive to and depart school safely.
2. Foster a culture of active transportation at LMCSD that is inclusive of all, regardless of ability, ethnicity, race, income, or English proficiency.
3. Increase the mental and physical health of the LMCSD community.
4. Ensure the plan that is developed has projects that can be implemented, is adaptable to changing conditions, and is sustainable long-term.

Existing Conditions

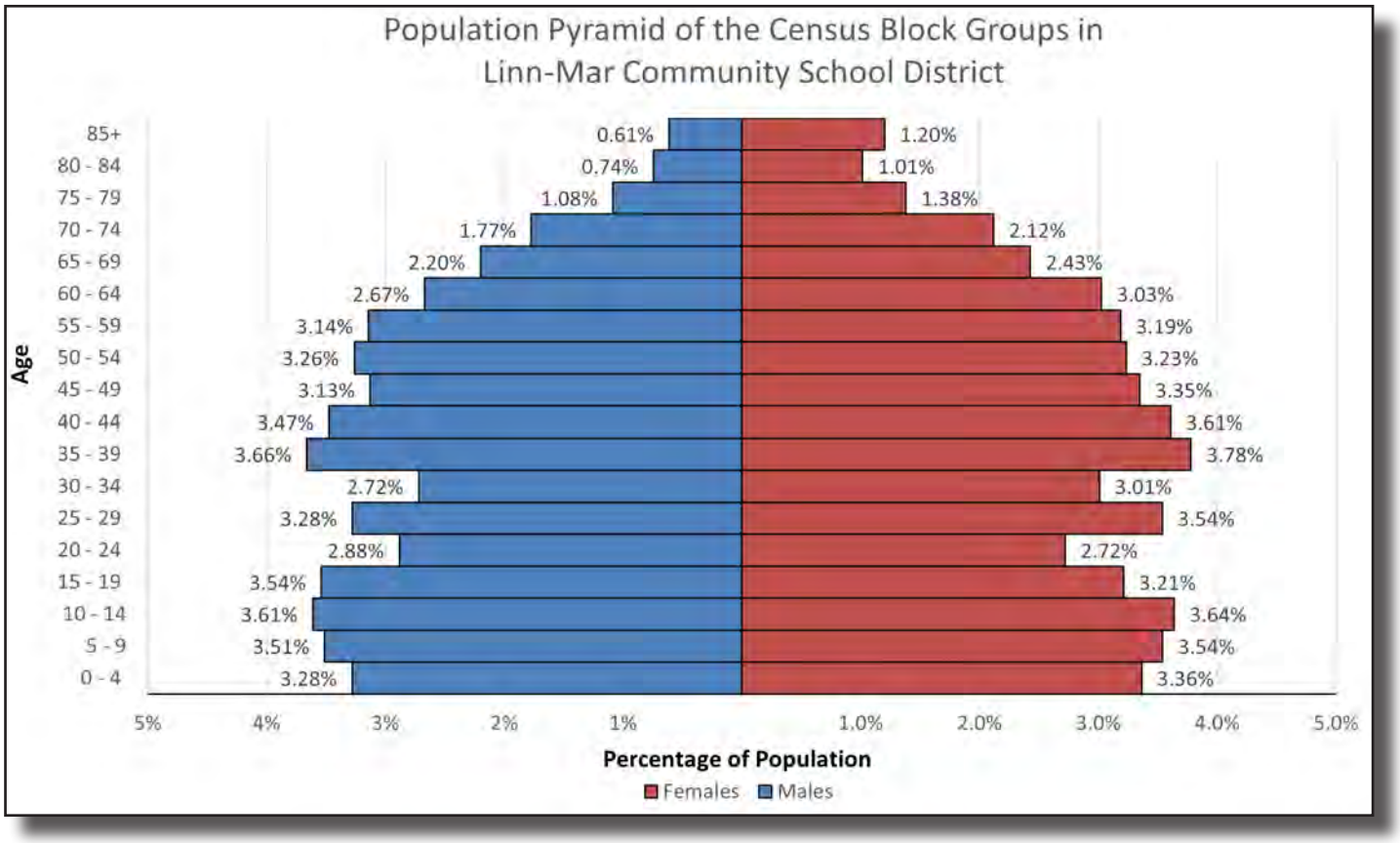
Demographics

To better understand whom this plan is serving, an analysis of the community was conducted. To conduct this analysis, data from the United States of America Census Bureau was utilized. This data was broken into Census Block Groups. By breaking the census data down to this level, a better understanding of different areas throughout the school district can be had. This allows us to understand any barriers that these areas face and what solutions could be implemented through this plan to address them.

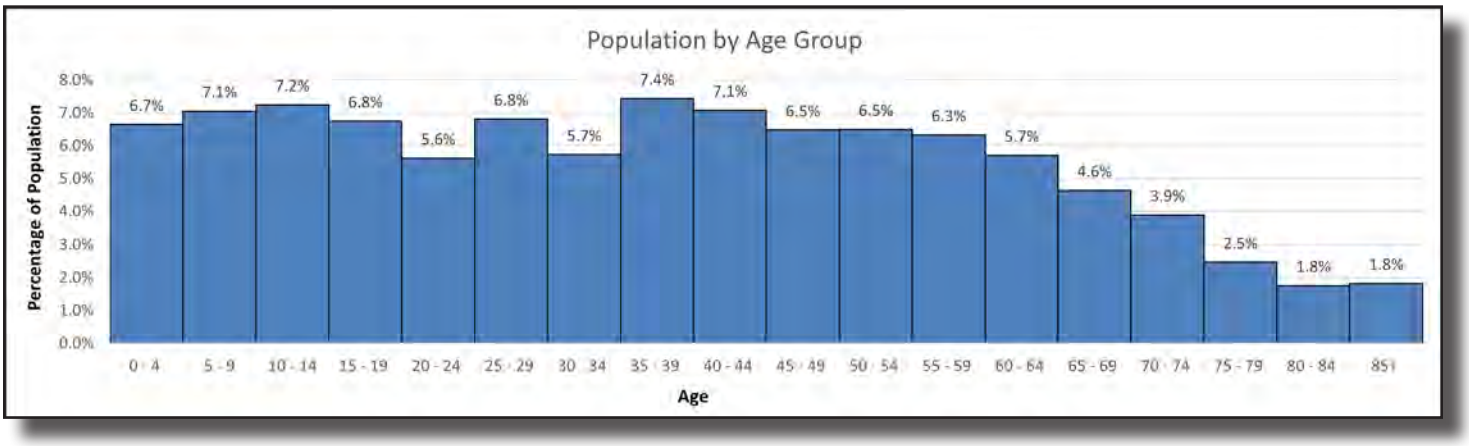
Population - Age

Overall, within the Census Block Groups (CBGs) that make up the Linn-Mar Community School District, there are 21,112 females (51.3%) and 19,965 males (48.3%). The largest age group cohort is 35 to 39 years, which has 3,060 people, or about 7.4% of the total population. Generally, Marion's population is skewed younger than older. There tend to be higher percentages of people aged 59 or younger than in age group cohorts older than that. For instance, the largest cohort is 35 to 39 years, and they make up about 7.4% of the population whereas those 60 to 64 years are 5.7% of the population, and the percentage of residents in age group cohorts older than 65 continues to decrease. See Graph 1 below.

There is a total of 8,661 school aged children (those between the ages of 5 to 19) within the area, of which 50.59% are males and 49.34% are females. School aged children account for 21.06% of all people within the area. The percent of the population within each CBG that had school aged children ranged from 3.12 percent to



Graph 1: Population pyramid of the Census Block Groups within the Linn-Mar District. *Source: 2021 American Community Survey*



Graph 2: Population by Age
Source: 2021 American Community Survey

10.57 percent. The CBG with the highest percentage of school aged children was located between Alburnett Road at the east, Boyson Road to the south, Kent Drive to the west, and East Robins Road to the north at 24.99%. See Image 7 to the right. There tend to be more younger school aged children rather than older school aged children. Younger school aged children, those 5 to 14 years old, make up approximately 67.8% of all school aged children regardless of gender. Broken down by gender, of the total 67.8% younger school aged children, there are 33.8% males (2,927) and 34.1% females (2,952).

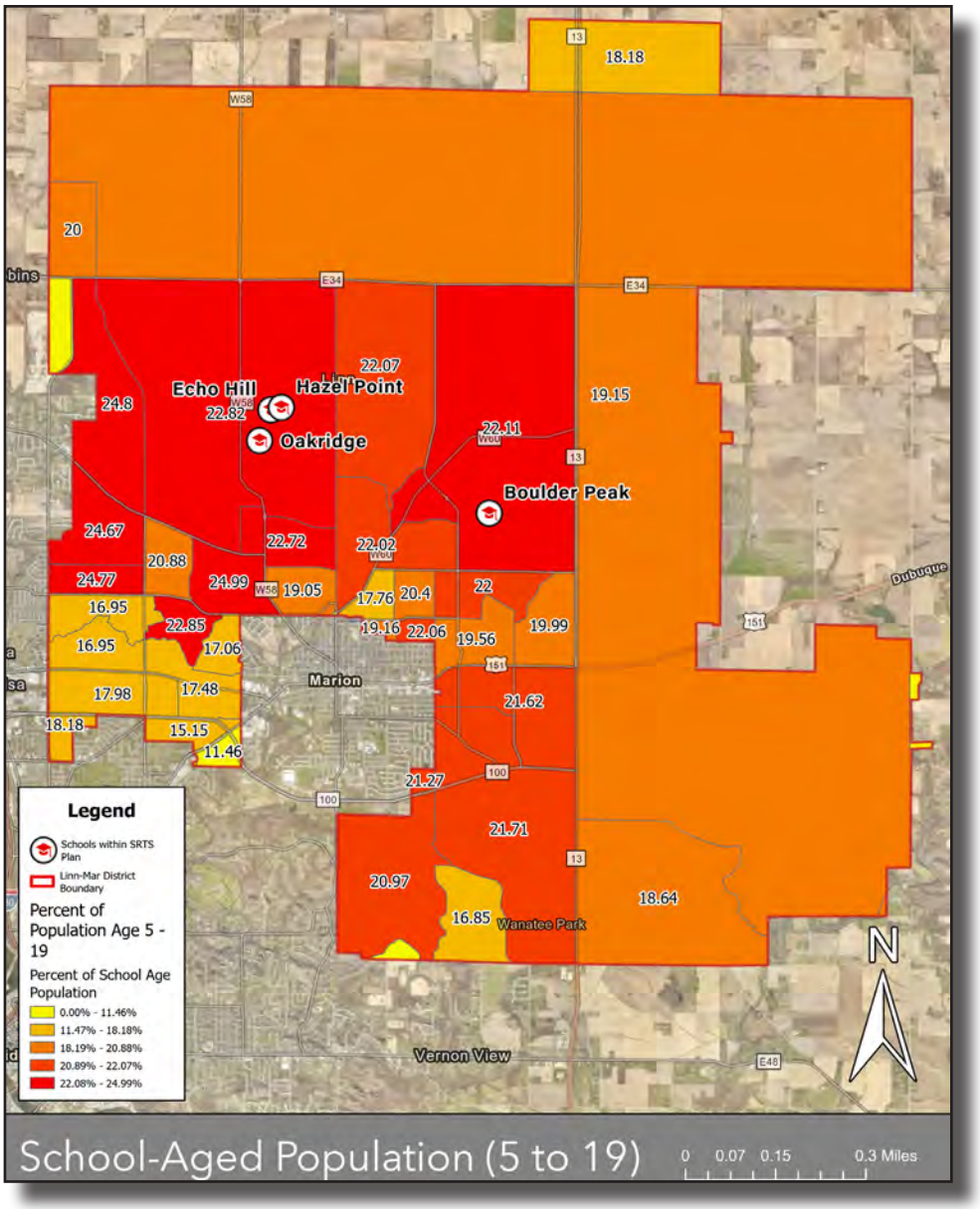


Image 7: School aged population within the CBGs that are a part of Linn-Mar's District Boundary. School aged students are those 5 to 19 years old.
Source: American Community Survey

School aged children between 5 to 9 years old and 10 to 14 years old cohorts, regardless of gender, make up the two of the largest cohorts of any age group: there are a total of 2,903 children aged 5 to 9 and a total of 2,981 children aged 10 to 14. Only two age group cohorts are larger: 35 to 39 years (3,060) and 40 to 44 years (2,912).

Median Household Income

Within the Linn-Mar district boundary, generally the further southwest you go the lower the median income is for those CBGs (see Image 2). The two CBGs with the lowest median incomes in the district boundary are bounded by Highway 13 to the east, 31st Street to the west, between 10th Avenue/ Business 151 and Lakeside Drive. The median income for these two CBGs was about $30,000. The third lowest median income, about $36,000, was in the CBG located between Council Street at the west, Collins Road/Highway 100 at the south, Blairs Ferry to the north, and Northland Avenue to the east.

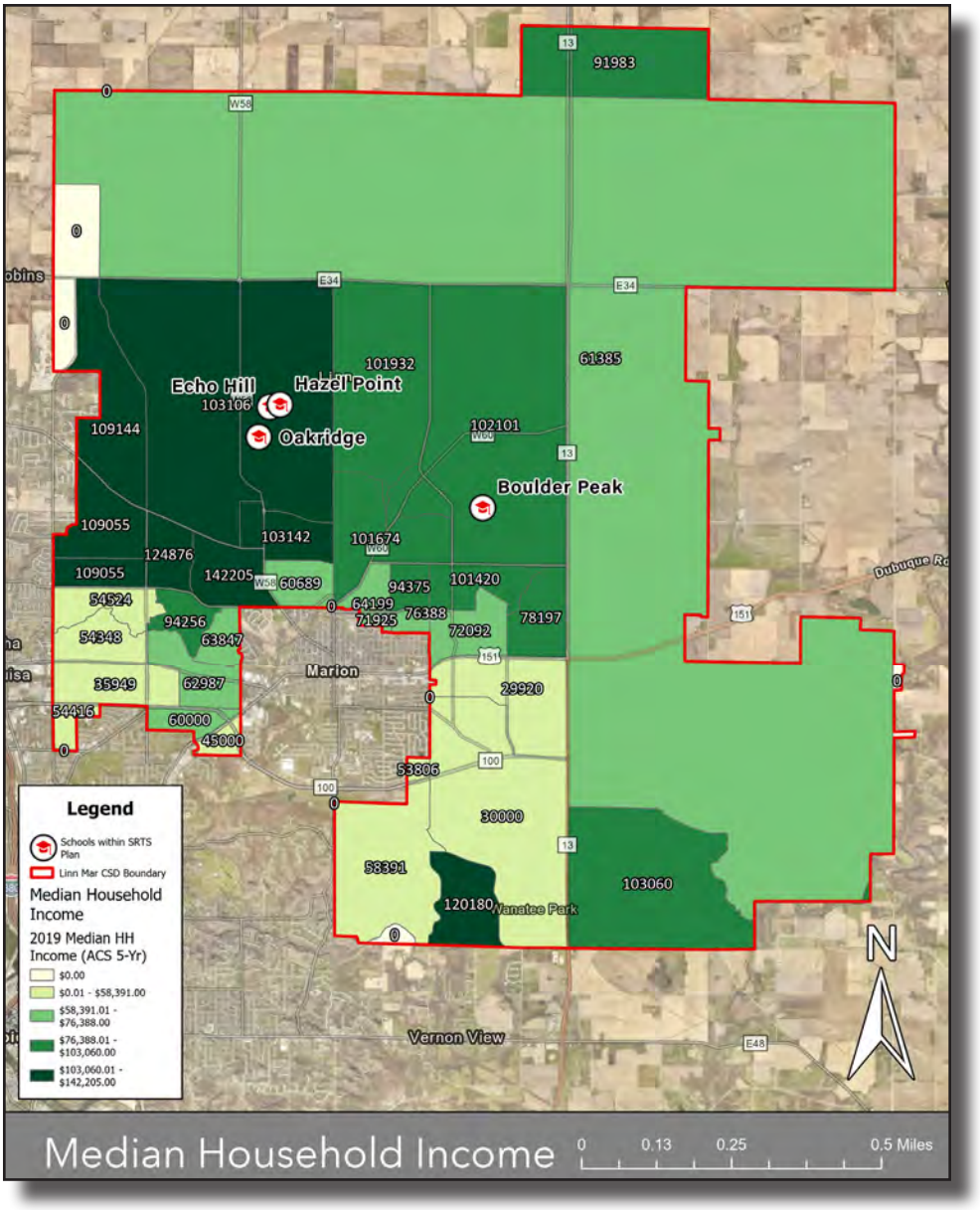


Image 8: Median Household Income (shown in dollars)
Source: American Community Survey

Median household income was the highest in the Linn-Mar district in the northwestern part of the district boundary, including the area where the three schools are located. The CBG with the highest income, at $142,205, is located between Alburnett Road at the east, Boyson Road to the south, Kent Drive to the west, and East Robins Road to the north. The second most highest median household income in the Linn-Mar district boundary had an income of $124,876 and is located between C Avenue to the west, Kent Drive to the east, Boyson Road at the south, and East Robins Road at the north. The CBG with Boulder Peak had a median household income of $102,101. A larger map displaying household income is located in Appendix 2 on page 113.

Diversity Index

To look at racial and ethnic diversity within the Linn-Mar District Boundary, ESRI's Diversity Index was used. This index represents the likelihood that two persons, chosen at random from the same area, belong to different race or ethnic groups. The diversity index includes seven race groups that can either be of Hispanic or non-Hispanic origin for a total of 14 separate race/ethnic groupings. The seven race groups included six single-race groups (White, Black, American Indian, Asian, Pacific Islander, and Some Other Race) and one multiple-race group (two or more races). The higher the diversity index the more likely two random people will be of different

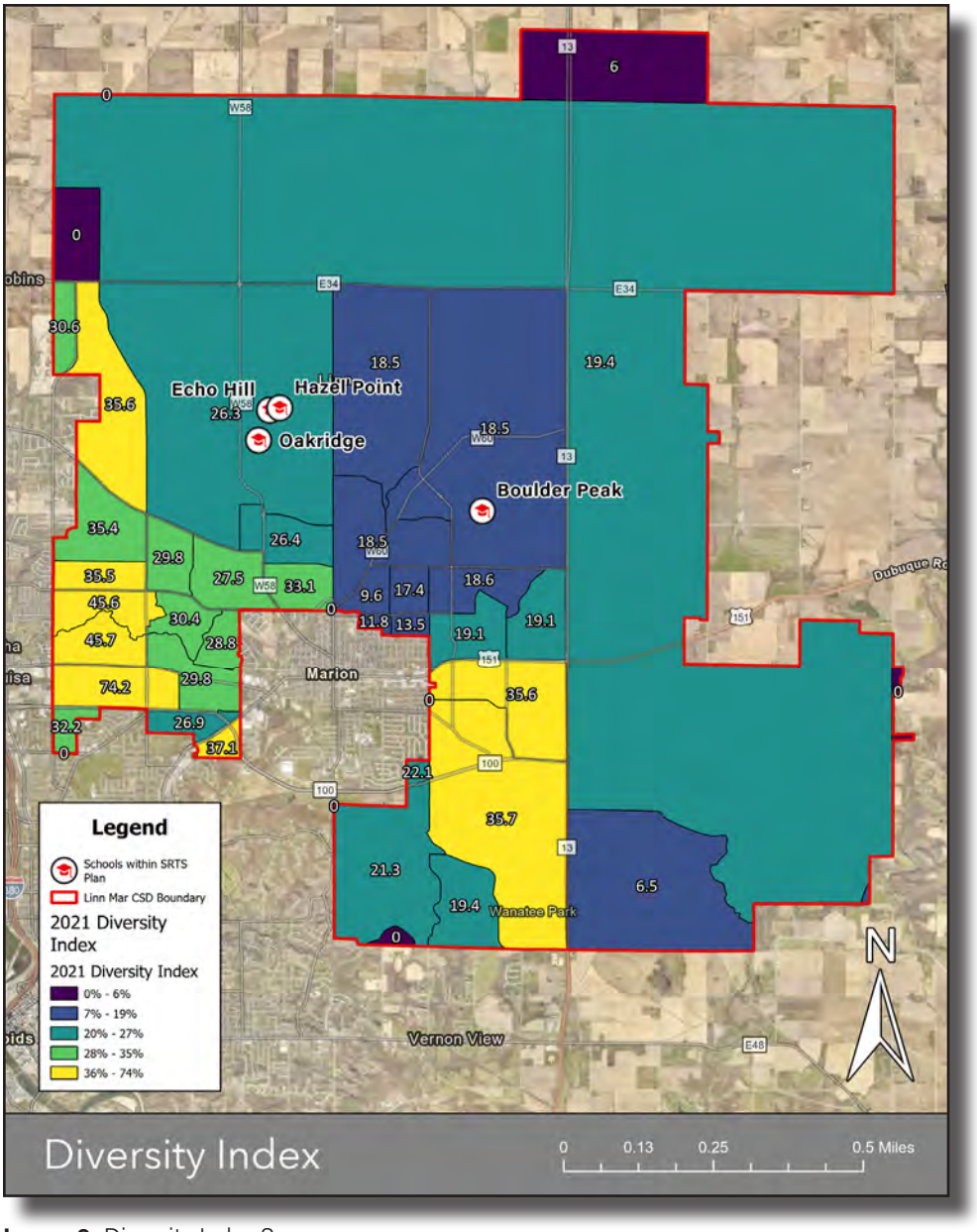


Image 9: Diversity Index Scores.
Source: 2021/2026 ESRI Diversity Index

racial or ethnic groups. If an area has a diversity index of zero, then the area's population is made up of one race group and one ethnic group. The United States had a 2021 diversity index of 60.6. The CBGs within the Linn-Mar district boundary had Diversity Index Scores (DIS) between 0 and 74.2 (see Image 3). The CBG containing the three schools had a DIS of 26.3 and the CBG with Boulder Peak had a DIS of 18.5. Within the Linn-Mar district boundary, the DIS will generally increase the further south and west you go. The CBG with the highest DIS was located in an area with Council Street NE to the west, Collins Road NE/ Highway 100 at the south, Blairs Ferry Road NE to the north, and Northland Avenue NE to the east. A larger map displaying DIS is located in Appendix 2 on page 114.

Household Vehicles

All households (including both those who own and rent their homes) with zero vehicles tended to be in the southern and central CBGs in the Linn-Mar District Boundary (see Image 4). The range of the percent of households within each CBG that have zero vehicles was from 0% to about 37%. The CBG with 37.35% of households reporting they owned zero vehicles in the household was located in the CBG in Marion that contains a mobile home park and is in an industrial/commercial area. This CBG is specifically located in Marion south of 10th Avenue, 31st and 44th Streets at the west, 3rd Avenue and Highway 100 at the south, and Highway 13/Highway 151 at the east. The CBG with the next highest total of households without a vehicle is located in Cedar Rapids south of Dry Creek, Council Street NE at the west, C Avenue at the east, and Blairs Ferry Road NE at the south. About 29 percent of households in that CBG reported owning zero vehicles. The CBG with the third highest rate of zero vehicle households was located just south of the previous CBG described. It is located in Cedar Rapids south of Blairs Ferry Road, Council Street NE at the west, C Avenue NE at the east, and Collins Road NE at the south. This CBG had 27.37% of households without a vehicle.

The highest percentage of households with zero vehicles tended to be in areas where the DIS was higher and median household income was lower. These CBGs were generally located within the southwestern most part of the district boundary. Households that owned or leased three or more vehicles were located in both CBGs in residential areas and in rural areas that lack a specific or traditional street grid. The CBG with the highest DIS also had the lowest percentage of respondents who owned three or more vehicles. A larger map, displaying the percentage of zero vehicle households, is available in Appendix 2 on page 103.

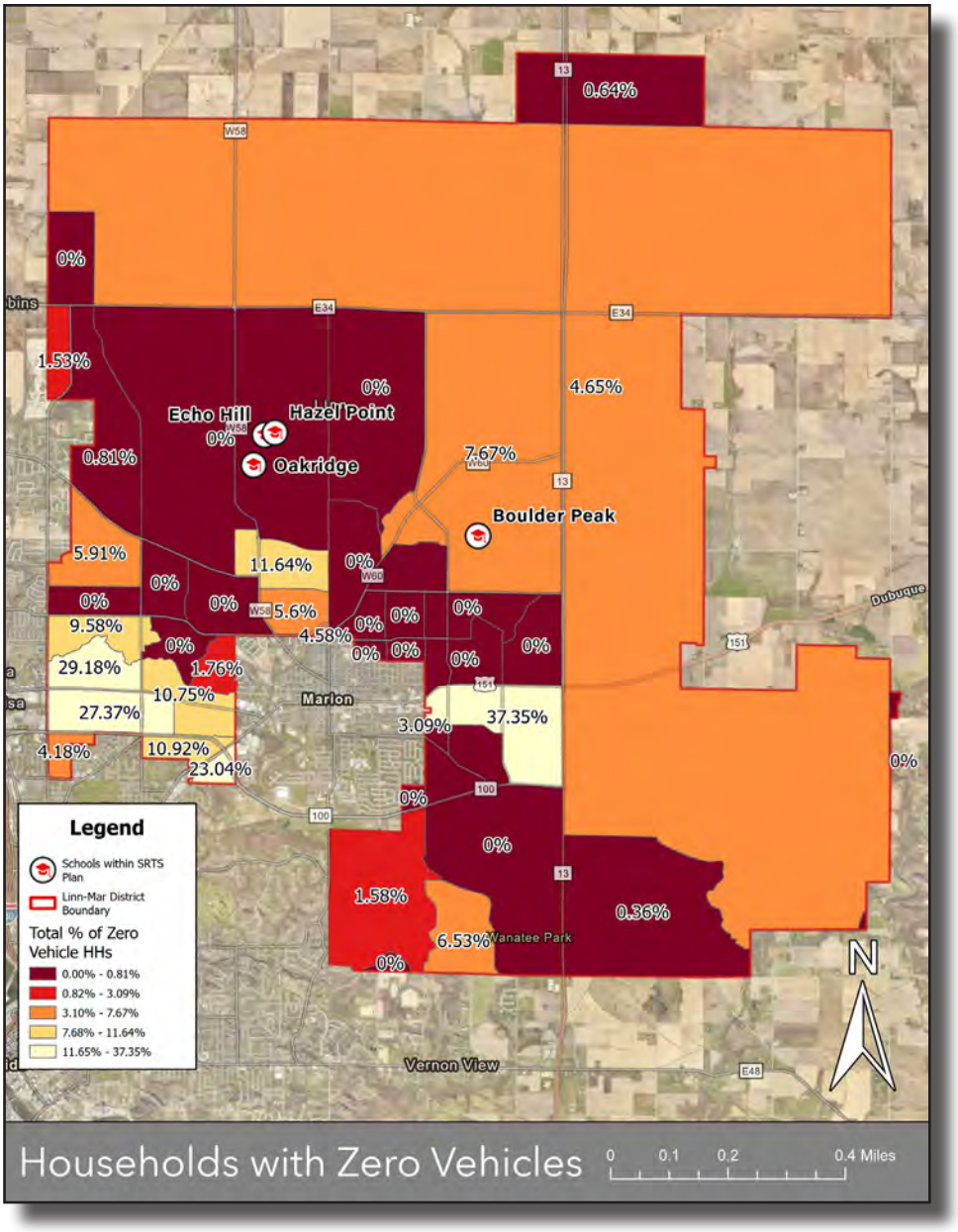


Image 10: Zero Vehicle Households
Source: American Community Survey

The range of households in the CBGs that make up the Linn-Mar District Boundary that own one vehicle ranged from zero percent to about 46 percent. Most of the households with one vehicle were located in the far northern and eastern sections of the boundary, north of County Home Road and east of Highway 151/Highway 13. Other CBGs with high rates of households with one vehicle were also located in the southern part of the district, approximately from Highway 100 at the north, Highway 151 at the east, Cottage Grove Parkway at the south, and Wanatee Ridge Road at the west. Another location where a large percentage of households have one vehicle is located in the CBGs that are located in the general area of Boyson Road NE at the north, C Avenue NE/Northland Avenue NE to the east, Collins Road/42nd Street NE/Golf Street NE to the south and Council Street NE to the west. The CBG north of Dry Creek, with Boyson Road as the northern boundary, had about 34 percent of households with one vehicle. The CBG south of Dry Creek with the southern boundary at Blairs Ferry Road NE had about 44 percent of households with one vehicle. The CBGs closest to the three schools in the northwestern section of the District Boundary had between 0 and 21 percent of households with only one vehicle. A map displaying households with one vehicle is located in Appendix 2 on page 104.

Households with two vehicles tended to be located in the northwestern area of the district, in the CBGs at the western edge of the District Boundary. The second highest rate of households with two vehicles were located south of County Home Road, west of Highway 13, north of 29th Avenue and East Robins Road, and east of C Avenue Extension. All four of the schools in the plan are located within CBGs where most households have two vehicles instead of zero, one, or three or more. The CBGs that had one vehicle households tended to have fewer households with two vehicles. In many cases, the areas with most households owing two vehicles are the exact opposite of the areas with mostly single vehicle households. A map displaying households with two vehicles is located in Appendix 2 on page 105.

Households with three or more vehicles were largely in the same areas as households with two vehicles. The number of single vehicle households tended to be in areas where incomes are lower and for those with three or more vehicles the areas often overlapped with areas in the district with the highest incomes. Households living closer to the urban area tended to have fewer households with three vehicles or more whereas households living on or close to the edge of the boundary tended to have the most households with three or more vehicles. All four schools are located within a CBG that has 33 percent of households with three or more vehicles. A map displaying households with three or more vehicles is located in Appendix 2 on page 106.

Transportation

The foundation of the Safe Routes to School Program's mission is to provide safe transportation infrastructure for students to walk, bike, and roll to school safely. To properly understand what the current and future transportation system looks like, data was gathered from a variety of sources. These resources include the Iowa Department of Transportation's Pedestrian and Bicyclist Analysis, Census data of how people travel to work, the City of Marion and Cedar Rapids' future land use maps, and transportation data from the Linn-Mar School District. By compiling these resources, the plan can identify areas of improvement which are further described in the Areas of Improvement section of this plan.

Transportation to Work

It is important to understand how those within the Linn-Mar District commute to work, as this can provide an understanding of how most people in the region already travel, and provide some insight as to how integrated active transportation is with the population that lives in the Linn-Mar District. In 2019, in the Census Block Groups (CBGs) closest to the four schools in the plan had few people who walked to work. This makes sense, however, because there are few employers as the area in the district is largely residential. The CBG with the highest number of people (6.56%) who walked to work was located in an area with few sidewalks and it was not close to any of the four schools in the plan. This CBG is located in the area with Rosedale Rd SE at the west boundary, Lakeside Road to the north and east, and Dows Road to the east, and Mt Vernon Rd SE at the south. The CBG that contained the three schools had only 1.7% of people living there reporting walking to work.

Generally, within the Linn-Mar district, people who lived in denser areas tended to report walking to work more than those in areas with less density. However, the highest percentage of people within the CBG in the Linn-Mar district was only 6.56% and several CBGs reported zero people walking to work. See Image 11 on the next page for a map showing the percentage of people who commuted to work by walking. Maps displaying commute to work by public transit, carpool, and driving alone is available in Appendix 2 starting on page 107.

Few people reported riding their bicycle to work in 2019 (the most recent data available at the time of writing). Only four of the CBGs in the Linn-Mar district boundary reported having anyone ride their bike to work. The CBG located within the Bowman Woods neighborhood, south of Boyson Road and with Dry Creek as the southern and eastern boundaries, had 1.94% of respondents report riding their bicycle to work. See Image 6 for a map showing the percentage of people who bicycle to work by CBG.

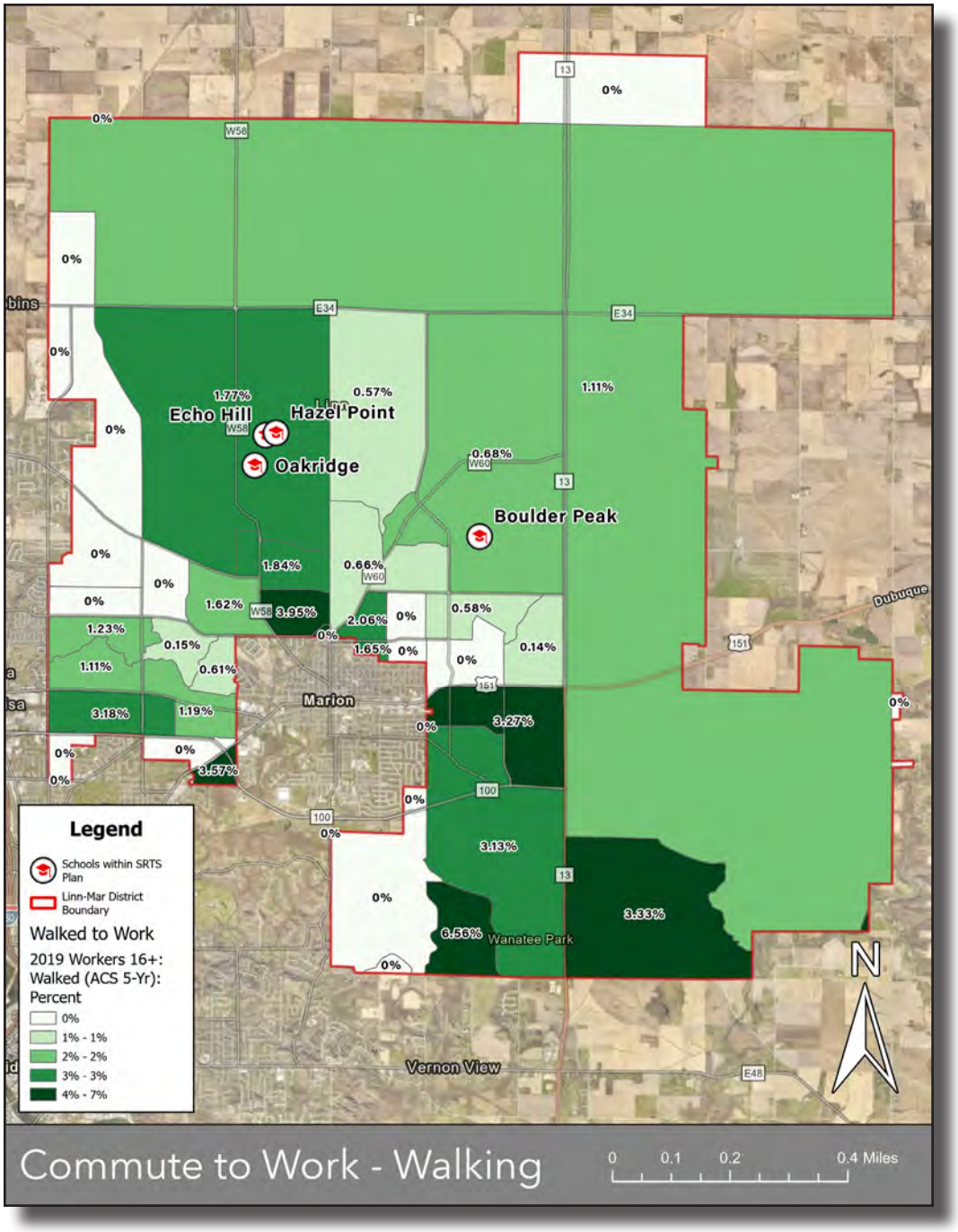


Image 11: Percentage of people who walk to work by CBG.
Source: American Community Survey

Only 7 of the CBGs in the Linn-Mar boundary reported anyone utilizing public transit to get to work. The highest reported percentage of people in any CBG who used public transit to get work was 1.29%. This CBG located in the area with Alburnett Road as the western boundary, Boyson Road at the south, 10th Street at the east and 29th Avenue at the northern boundary. This was also the only CBG that had more than 1 percent of respondents report taking public transit to work.

The range of people within each CBG in the Linn-Mar district boundary who carpooled to work ranged from zero percent to 14 percent, with only 8 CBGs reporting zero percent of respondents carpooling. Quite a few CBGs had more than 10 percent of respondents carpooling to work. The CBGs in the Linn-Mar district range from traditional street grids with higher density to more suburban, ex-urban areas with curvilinear streets. The CBG that contained the three schools had 4.13% of respondents carpooling to work and the CBG that contains Boulder Peak had 5.16% of respondents carpooling to work. The CBGs surrounding the CBG containing the three schools reported between 0% to 9.7%, with most of those CBGs reporting 4 percent or more carpooling to work. By far the most popular mode that people took to work was driving alone. A few CBGs reported zero people

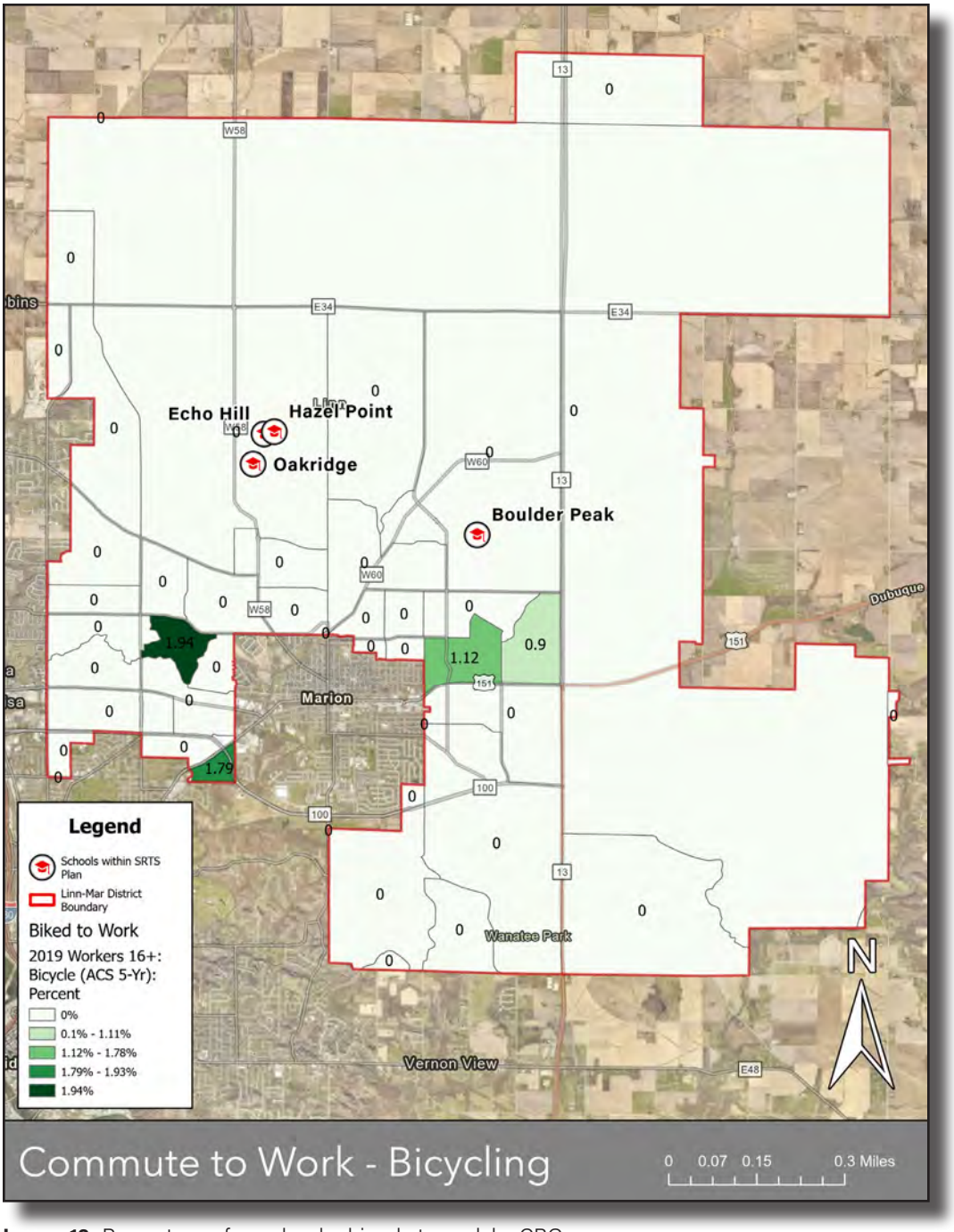


Image 12: Percentage of people who bicycle to work by CBG.
Source: American Community Survey

driving to work alone, however some of these CBGs are specific to employers. The CBG containing the three schools reported about 90 percent of respondents driving alone to work. The CBGs surrounding the CBGs with the three schools varied from about 80 percent to 90 percent of respondents reporting driving alone to work. The CBG with Boulder Peak had about 87.5 percent of respondents report driving alone to work.

Traffic Volumes Near Linn-Mar Schools

The traffic volumes on Echo Hill Road, east of Alburnett Road, were 530 when the daily count was conducted in 2013. At that time, Echo Hill school was the only school located on Echo Hill Road, with Hazel Point being constructed between 2019 and 2020 with the school opening in September to students for the 2020-2021 school year (the school year was delayed three weeks due to the August 2020 Derecho). Alburnett Road in 2017, to the west of Echo Hill and Hazel Point schools, had an average annual daily traffic (AADT) of 2,120 and 2,500 north and south of Echo Hill Road, respectively. Echo Hill Road on the west side of Alburnett Road had average annual daily traffic of 1,810 in 2017.

Traffic volumes on the closest residential roads near Echo Hill and Hazel Point schools, those on the north side of Echo Hill Road and east of Alburnett Road, varied between 6 and 32 with counts taken in 2011 for the area by Waveland Drive and 2018 for the area by Ridge Line Drive (the two residential areas immediately north of Echo Hill Road do not yet connect via Waveland Drive). Oak Ridge Middle School is located on Alburnett Road, south of Echo Hill and Hazel Point Schools. The 2017 traffic volumes on Alburnett Road by the entrance to Oak Ridge

was 3,010.

Boulder Peak Intermediate School is located on the north side of 35th Avenue between Hemingway Street and 44th Street. The 2017 traffic count on 35th Avenue near Boulder Peak was about 120 vehicles per day. However, that was before the school was constructed and before 35th Avenue was paved to 44th Street. Traffic counts on 35th Street, about 0.43 miles from Boulder Peak School, between Granger Avenue and 35th Avenue was 2,210 in 2017 and 3,430 in 2021. Further south on 35th Street, between Quail Trail and English Glen Avenue, the traffic count in 2021 was 4,780. At that same location in 2017, the traffic count was 4,110.

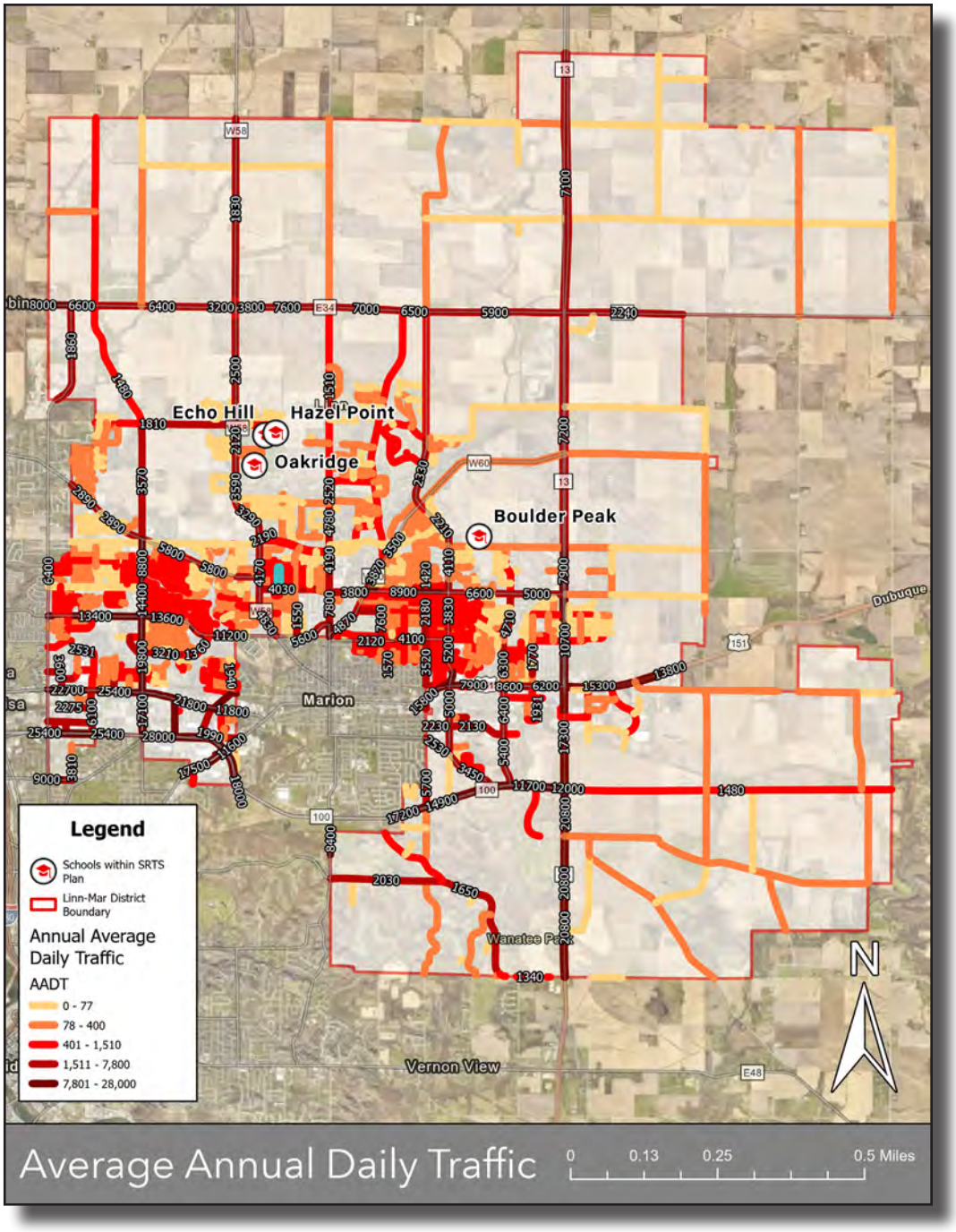


Image 13: 2021 Average annual daily traffic (AADT) for roads in the Linn-Mar District. The roads are only labeled if they have more than about 1,400 vehicles per day.
Source: American Community Survey

These daily traffic counts were done by the Iowa DOT last in 2021, however not all previous locations were counted again. The area near the three schools was not counted again in 2021.

Non-Motorist Crashes (2019 to 2021)

Between June 2019 and November 2021, a total of 16 collisions between a motorist and a non-motorist (pedestrian or cyclist) occurred within the Linn-Mar District Boundary. Of the 16 crashes, one was fatal. Three crashes had a severity of “Suspected Serious Injury Crash”, 3 crashes had “Suspected Minor Injury Crash”, and nine crashes had the severity listed as “Possible/Unknown Injury Crash”. The dataset used to review crashes did not provide information on the person hit other than being a cyclist or pedestrian.

The 16 incidents occurred between a motorist and either a pedestrian or cyclist. Five of the 16 collisions were between a motorist and a cyclist and the remaining 9 collisions were between a motorist and a pedestrian. The fatal incident in June 2019 was a pedestrian fatality. The data received from the Marion Police Department did not report whether the motorists were over or under the speed limit for any of the crashes reviewed.

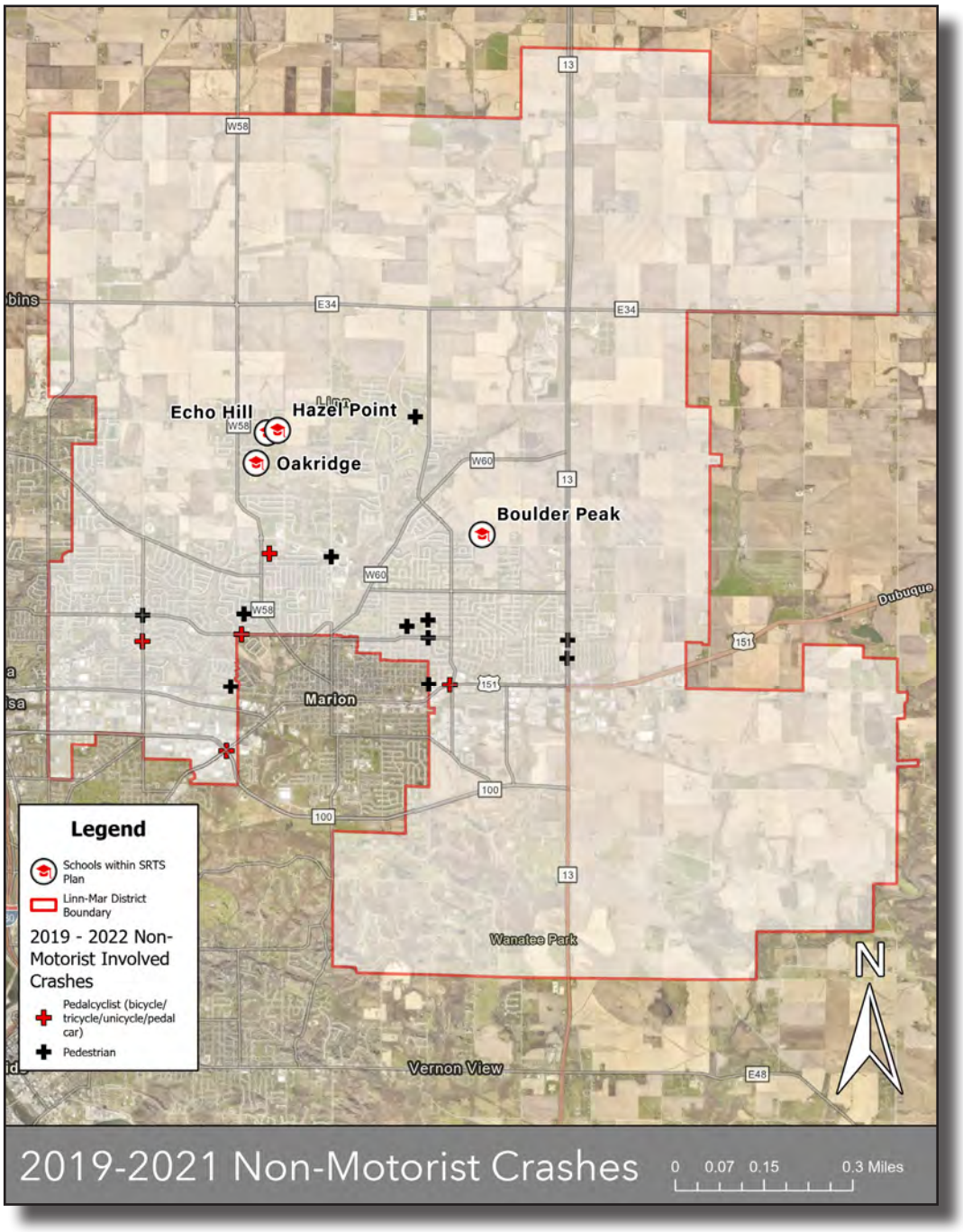


Image 14: 2019 to 2021 Non-Motorist Crashes
Source: Iowa Crash Analysis Tool (ICAT)

The fatal pedestrian crash occurred on September 23, 2020. The crash occurred on a Wednesday and happened at about 4:19 pm. There are no details given about the person who died, whether they were a student or another community member. The crash occurred while the pedestrian was crossing 31st Street in Marion between 23rd Avenue and 24th Avenue, close to Taube Park and Wilkins Elementary School.

Another alarming incident, a hit and run, occurred between a pedestrian and motorist on July 26, 2021. The crash occurred on a Monday at about 7:06 pm and happened on 27th Street near Wilkins Elementary School, about two houses north on the roadway. The pedestrian was located within a parking lane or zone and was struck. The severity of the crash is listed as “Suspected Minor Injury Crash”.

Another crash occurred between a pedestrian and motorist nearby where the fatal crash and hit and run were located. This crash occurred at the intersection of McGowan Boulevard and 31st Street. This crash resulted in “Suspected Minor Injury Crash” severity and occurred at 7:25 am on Thursday, July 23, 2020. 31st Street which

is about 1,300 feet (or about 4 blocks) from the fatal crash and 1,800 feet (roughly 6 blocks) from the site of the fatal hit and run. The pedestrian was entering or crossing the roadway when they were struck within the marked crosswalk of the intersection. The major cause listed for the crash was “Failure to Yield to Right of Way to Pedestrian”.

See the map in Image 13 on page 26 for all of the motorist and non-motorist crashes that occurred from June 2019 to November 2021. The map of all of the crashes is available in Appendix 1 on page 110.

Housing and Transportation Vulnerability Index

The Centers for Disease Control and Prevention, in partnership with the Agency for Toxic Substances and Disease Registry, created the Social Vulnerability Index. Social vulnerability refers to the potential negative effects on communities caused by external stresses on human health. Such stresses include natural or human-caused disasters, or disease outbreaks. This index utilizes 16 social factors to determine the overall Social Vulnerability of each Census Tract. The Index’s 16 social factors and methodology is located in Appendix 3 starting on page 118. To better understand the specific issues a census tract faces, the Social Vulnerability Index has been split into different categories; Socioeconomic Status, Household Characteristics, Racial and Ethnic Minority Status, and Housing Type/ Transportation.

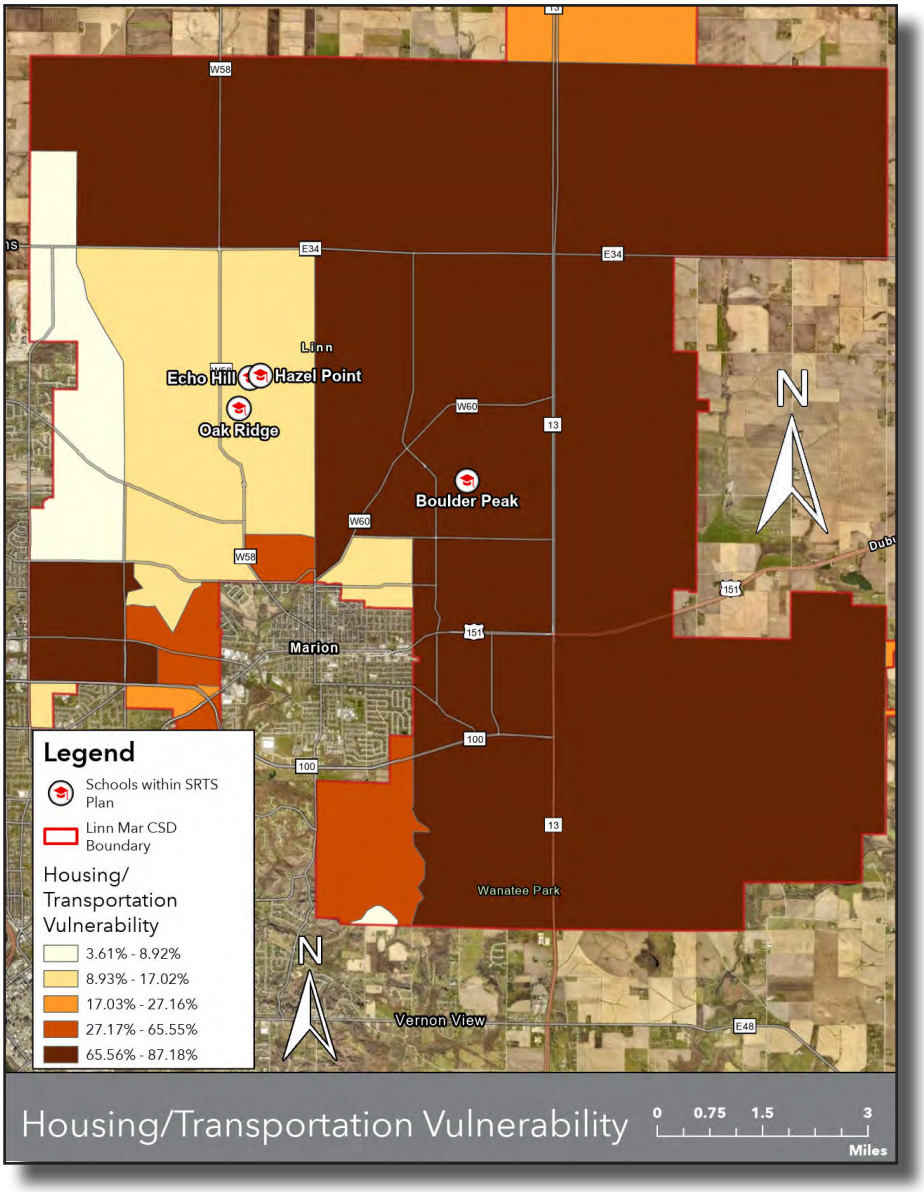


Image 15: Housing/ Transportation Vulnerability Map for the Linn Mar Community School District.
Source: Centers for Disease Control and Prevention

For the Linn-Mar Safe Routes to School Plan, the Housing Type/ Transportation Social Vulnerability map has been utilized. By utilizing this resource, the Linn-Mar Safe Routes to School Committee has been able to gain a deeper understanding of which neighborhoods will face barriers to transportation in an emergency, but also understand that these neighborhoods may already be facing these barriers. A larger map displaying housing and transportation vulnerability is located in Appendix 2 on page 116.

As seen in Image 14, Census Tracts throughout the Linn-Mar School District have wide-ranging vulnerability regarding housing type/ transportation. The Echo Hill, Hazel Point, and Oak Ridge schools all fall within Census Tracts with low vulnerability to transportation barriers. On the other hand, Boulder Peak school has a 20 – 40% increase in a population that faces transportation barriers. Several reasons behind this would include households with not as many personal vehicles (if any), lower median income, and rural disconnected households. Rural households lie farther away from essential services, which adds to the barriers other types of households might face.

Iowa Department of Transportation Pedestrian and Bicyclist Analysis

In 2020, the Iowa Department of Transportation (DOT) analyzed Iowa's roadways and intersections for the safety of bicyclists and pedestrians. This analysis took into consideration the annual average daily traffic, crashes involving pedestrians and pedal cyclists, roadway speed, number of lanes on the roadway, and other criteria found in Appendix 2 on page 112. With the creation of this analysis, local officials can begin to look at which areas aresafe for pedestrians and pedal cyclists to utilize, or where improvements should occur.

When looking at Images 15 and 16, it can be seen that the roadways around the Echo Hill, Hazel Point, and Oak Ridge schools show that they are suitable for pedestrians and bicyclists. While this is true for the neighborhood streets in the housing developments surrounding the schools, some discretion should be considered for Alburnett Road. A shortcoming with the Iowa

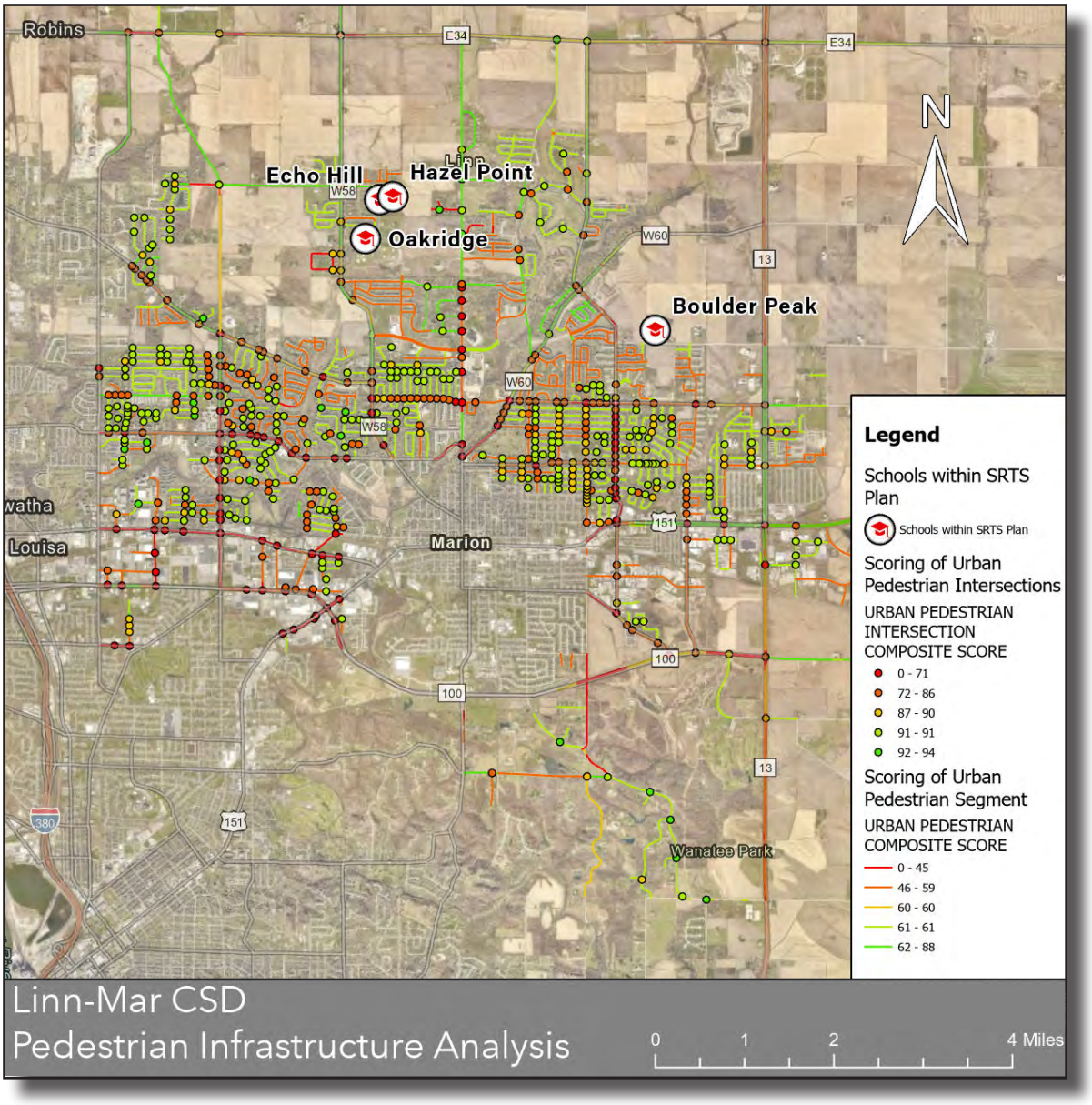


Image 16: Pedestrian Infrastructure Analysis for the Linn Mar Community School District.

Source: Iowa DOT

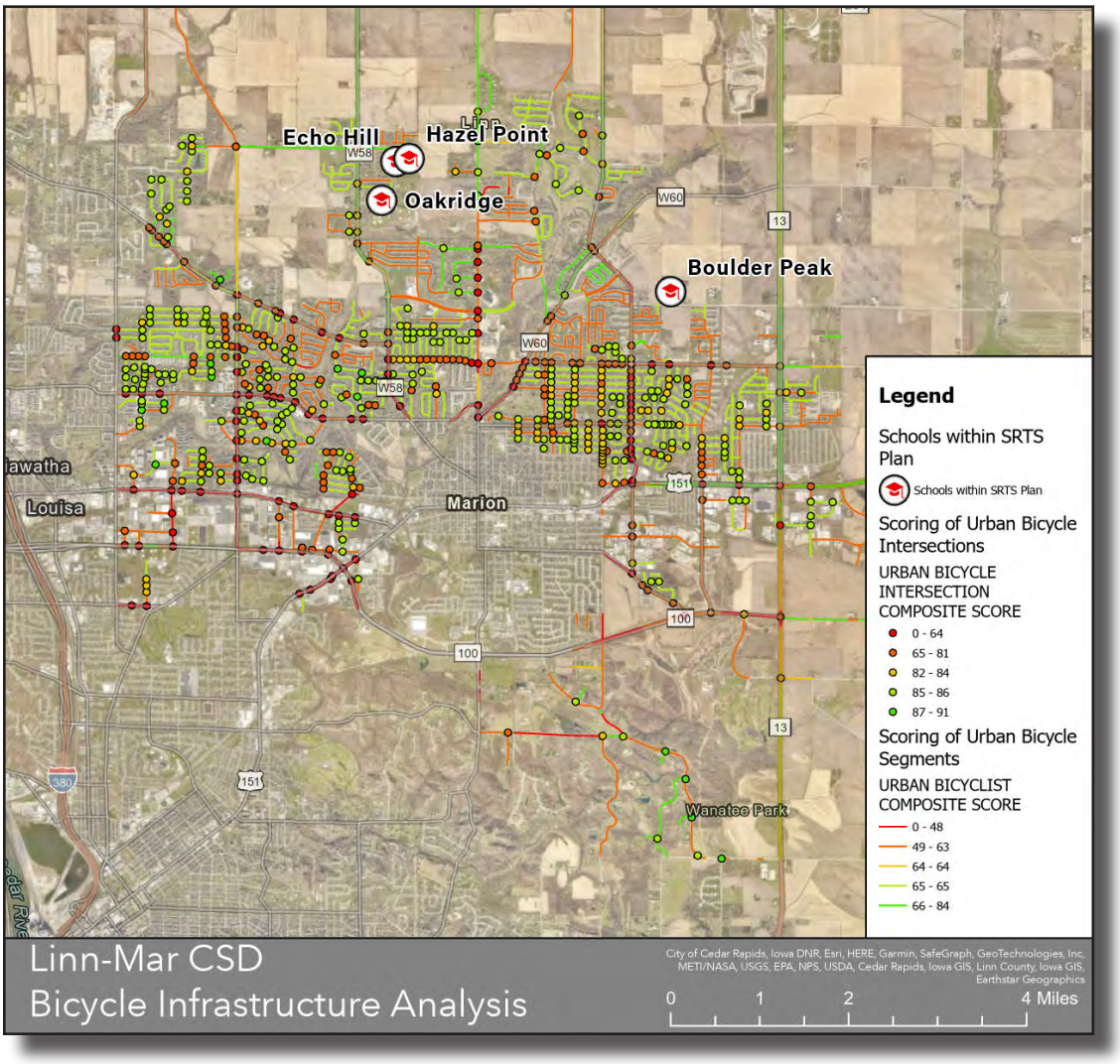


Image 17: Bicycle Infrastructure Analysis for the Linn Mar Community School District.
Source: Iowa DOT

DOT Pedestrian and Bicyclist Analysis is that it utilizes data from previous crashes. What then happens is that there are some segments of the roadway that bicyclists and pedestrians do not utilize, so the map shows that the roadway is safe when it may not be. It does also not take into consideration of near-misses. A few reasons why these areas may not be used is that there are a lack of network connections, lack of safe feeling due to vehicle speeds, there are few intersections and crossings on the rural cross-section of Alburnett Road. There is limited conflict between persons crossing the road and drivers because there is limited desire of folks to cross the roadway. A benefit for these three schools is that trails through Lowe Park provide safe connections from the schools to the surrounding neighborhoods. The Boulder Peak School is unique due to the recent construction of the building and housing developments surrounding the school. Due to the newness of this area, data for certain road segments are unavailable at this time.

The Pedestrian and Bicycle Infrastructure Analyses are largely very similar. Generally, where it is safe to walk also is likely to be a location where it is also safe to bicycle, and vice versa. There are some exceptions, however. Along C Avenue from the intersection Echo Hill Road to the north shows a Bicycle Composite Score between 49 to 63 whereas it has a Pedestrian Composite Score between 62 to 88.

The Iowa DOT's Pedestrian and Bicyclist Analysis tool is crucial for local decision-makers to utilize, as it gathers data to develop a deeper understanding of the built infrastructure around each of these schools. This will also allow the local decision-makers to gather community feedback about these areas to help improve the safety of bicyclists and pedestrians in these areas.

Future Roads, Arterials, and Streets

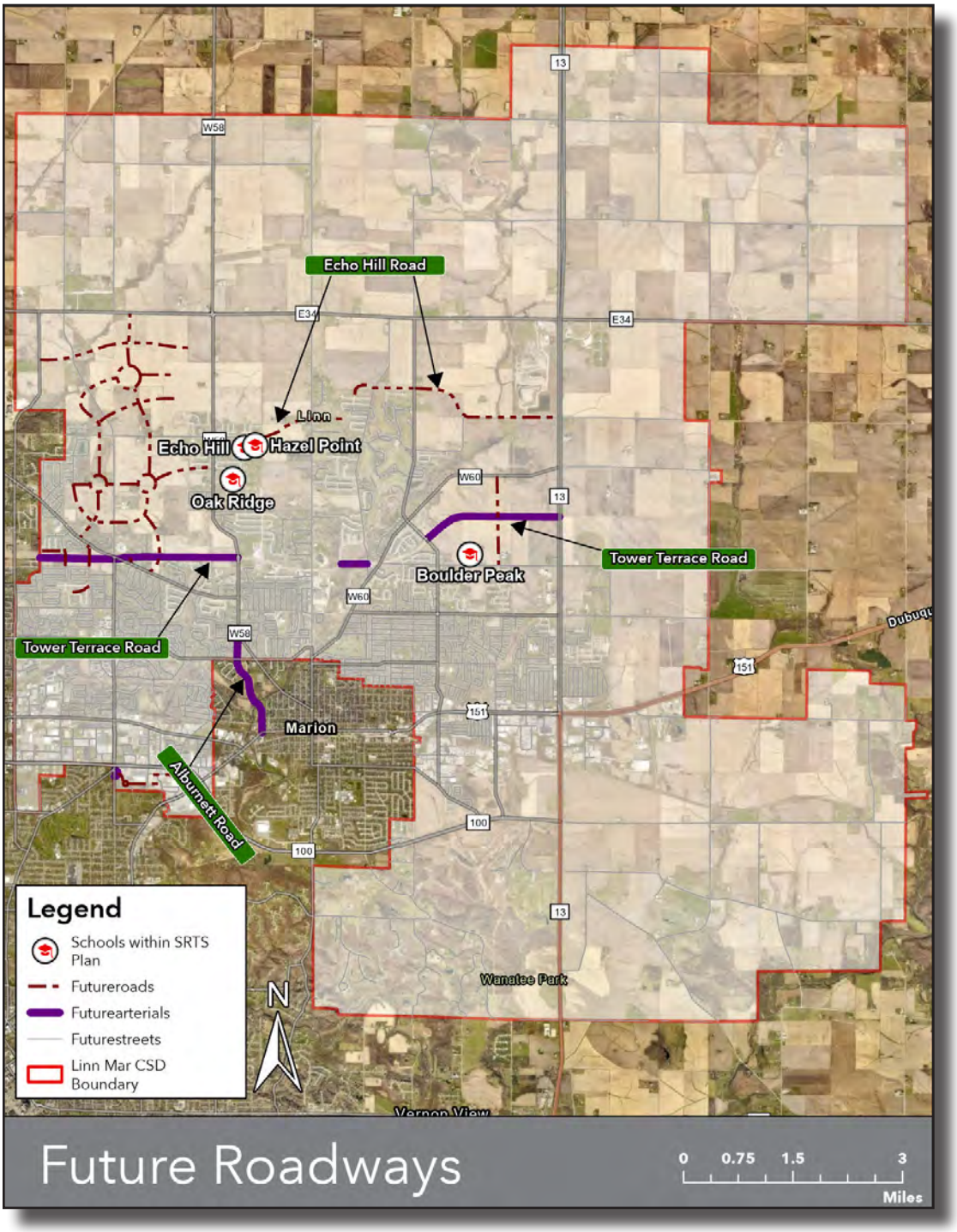


Image 18: Bicycle Infrastructure Analysis for the Linn Mar Community School District.
Source: City of Cedar Rapids and City of Marion

Due to much of the Linn-Mar School District falling within areas with high levels of new development, careful consideration about future roads must be given. To add complexity to this planning, the future roadways must align with land use future development in the cities of Robins, Cedar Rapids, and Marion. Due to this SRTS plan's scope focusing on only four of the schools in the district, the City of Robins will not be included as the four schools' catchment areas are not within the City of Robins.

Within the City of Cedar Rapids and the City of Marion's future land use maps, future roadways have been identified. These land use maps have been combined and can be seen in Image 18. It can be seen how almost all of the roadways align well. This needs to be maintained in the future. This can be done through active communication between these two cities and working with the Corridor MPO to note these future roadways within their next Long-Range Transportation Plan (LRTP).

Linn-Mar Community School District's Available Transportation

The Linn-Mar School District currently has non-bused and bused areas within its school district. The non-bused areas are locations further than two miles from the elementary, intermediate, and middle schools where a student would be expected to utilize active transportation or personal vehicles. The area outside of the

non-bused area is still within the individual schools' catchment areas. Students that reside within this area are able to utilize the buses provided by the school district. If a student is open enrolled, the student would need to request transportation, and the school district would assign them to an applicable bus stop.

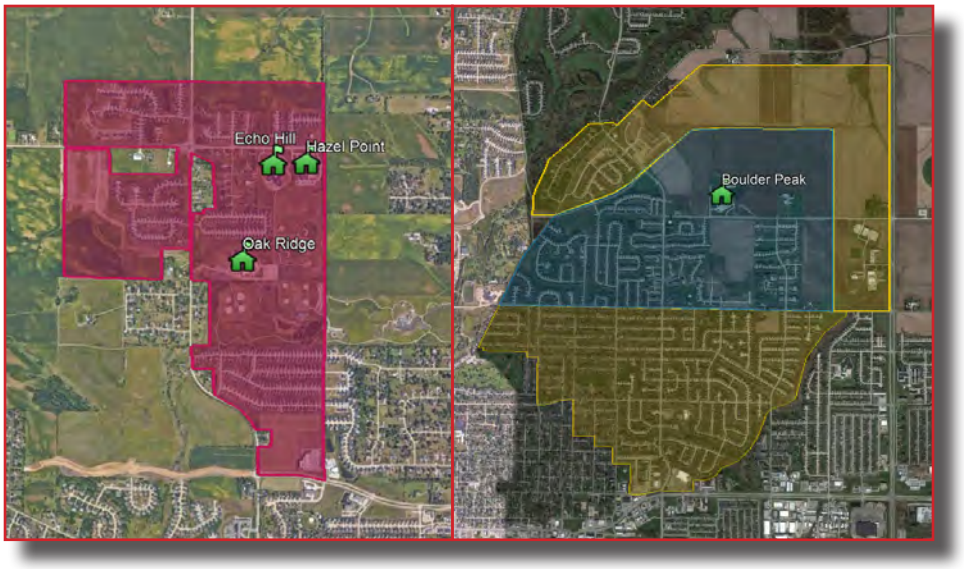


Image 19: The map on the left, in pink, shows the non-bused areas for Hazel Point Intermediate, Oak Ridge Middle, and Echo Hill Elementary Schools. **Image 20:** The image on the right is the non-bused area for Boulder Peak Intermediate School. The yellow area represents new non-bused areas for the 2023-2024 school year. The blue is the original non-bused areas for the school.

Source: Linn-Mar Community School District

The Echo Hill, Hazel Point, and Oak Ridge Schools' have their own non-bused areas. This non-bused area can be seen in Images 19. This walking boundary extends east from Silver Rock Drive to 10th Street and south from Marion's city limits to Tower Terrace Road. There are some residences that are not included within this non-bused area but lie close to the schools. This is due to the lack of sidewalks to provide safe access from a student's home to their school. The lack of pedestrian accommodations has reduced the walking shed for these schools to under one and a half miles from the schools. All students within this walking shed are encouraged to walk, bike, or roll less than a mile and a half mile to school, although a majority of students ineligible for busing are dropped off in a personal vehicle. Larger maps of non-bused areas is located in Appendix 2 on pages 117 and 118.

The Boulder Peak Intermediate School's non-bused area can be seen in Image 20. This area extends north from 29th Avenue to Indian Creek Road, Tower Terrace Road, and just north of 35th Avenue. The walking shed boundaries are within two miles of the school. Some students within this walking shed will walk, bike, or roll closer to three miles to school due because the walking routes are less direct.

Land Use

Cities throughout the United States of America utilize a planning tool called zoning. Zoning is a practice that determines what areas of the city can host certain uses and/ or activities. The naming of these uses range from civic, industrial, and residential areas. These different types of zones are called land use. Land use shapes the built environment in cities across the U.S. and the world. It influences how roadway networks look, how dense residential neighborhood areas are, and much more. Due to the strong influence land use has on the built, social, and economic structures of a city, the following section will analyze the current, and future land uses within the Linn-Mar School District, as well as land uses that enhance Safe Routes to School.

Current Land Use

The current Linn-Mar School District Boundaries contain land uses between four governmental entities. These entities include the cities of Cedar Rapids, Marion, Robins, and Linn County. With multiple, local governmental agencies within the school district boundaries, it will be important to examine the difference between

zoning ordinances and development processes in each government entity. In doing so, transportation connections for both motorized vehicles and pedestrians will be made. This will allow students the opportunity to get to school safely.

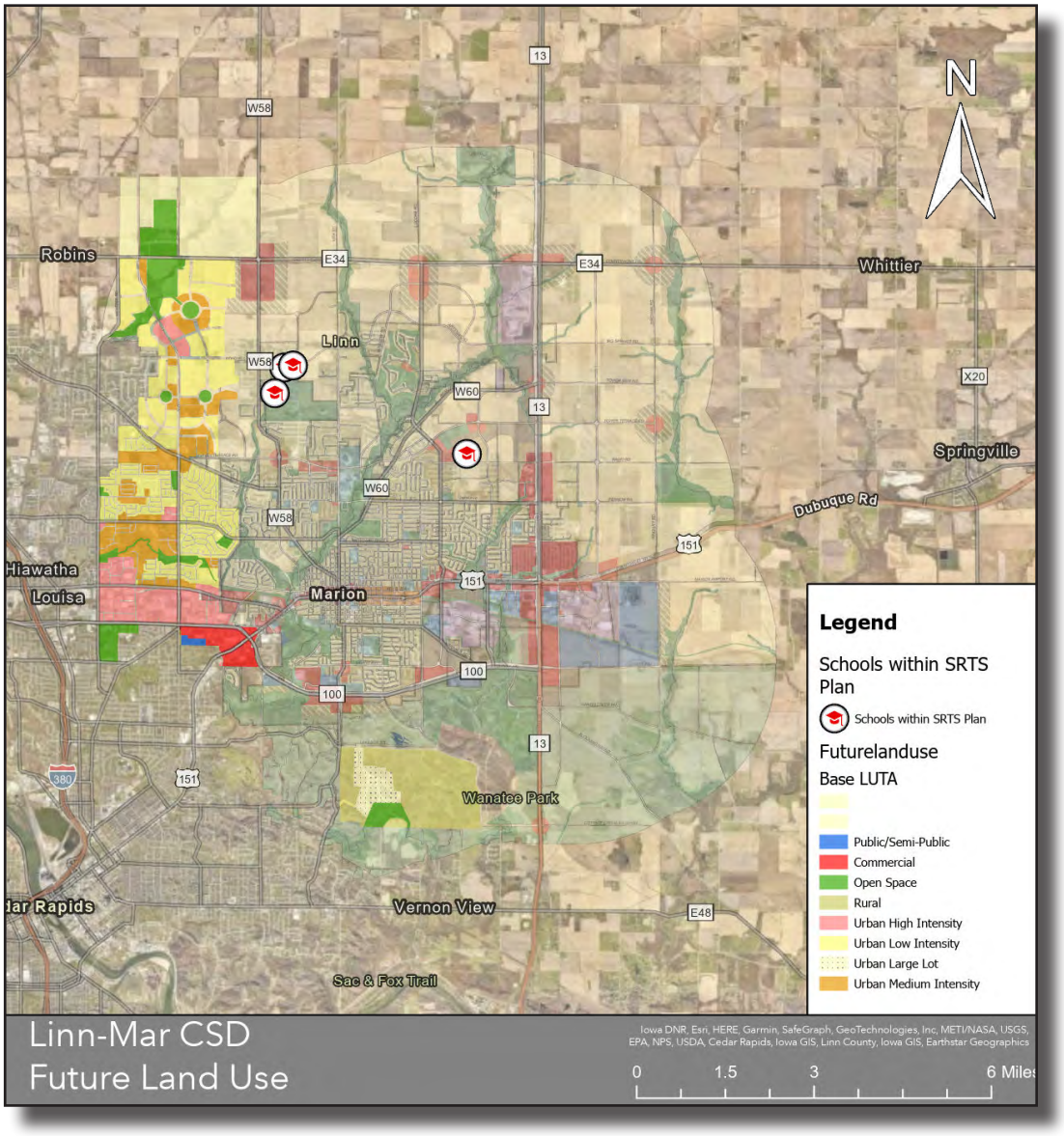


Image 22: Future land use for the Cities of Cedar Rapids and Marion within the Linn-Mar Community School District.

Source: City of Cedar Rapids and City of Marion

As seen in the Marion Current Land Use map on page 125 in the Appendix, the land surrounding Echo Hill, Hazel Point, and Oak Ridge schools has been zoned for low and medium-density single-family housing, public institutional, and park uses. He different types of land uses play well off of each other for a SRTS program. An example of this would be having parks near residential areas. This close proximity of residences to parks promotes active transportation and healthy living. Having residents live nearby parks will assist in promoting SRTS at Linn-Mar because the SRTS plan can leverage behaviors the community is currently making.

The land surrounding Boulder Peak School is zoned as medium-density single-family housing and a Planned Unit Development. Currently, the medium-density single-family housing immediately to the south of Boulder Peak School is being developed. Being in close proximity to the school means that the families that move into this neighborhood will be sending their children to school via walking, biking, or personally driving their child to school.

Future Land Use

Linn-Mar is in a unique area due to the transition from land cultivated for agricultural production into residential developments. Because of this transition, this plan will incorporate current conditions and future land uses for the surrounding areas around each of the four schools. Image 20 shows the Echo Hill, Hazel Point, Boulder

Image 23: Image from the "Neighborhood at Indian Creek Design Guidelines Manual" showing where residential, mixed-use, streets, and parks will be located surrounding Boulder Peak School.

Source: City of Marion

Peak, and Oak Ridge schools and their surrounding future land use.

As seen in Image 22, the future land use surrounding Echo Hill, Hazel Point, and Oak Ridge schools are low to medium-density single-family housing, public institutional, and parks. As this land continues to be developed with park space and residential neighborhoods, the culture of active transportation and healthy living will be supported.

Image 24: Uptown Marion is an example of a traditional street grid. Often, these street networks are uniform and located in the oldest parts of town, as is the case in Marion.

Source: Google Maps

The land surrounding Boulder Peak School is zoned as medium-density single-family housing and a Planned Unit Development. A planned unit development is defined by the United States Department of Housing and Urban Development as "a mixed-use residential development of single-family dwellings in conjunction with rental, condominium, cooperative or townhouse properties." In 2019, the City of Marion updated the planned unit developments design guide to the "Neighborhood at Indian Creek Design Guidelines Manual." Image 21 is from the plan that depicts where the residential and mixed-use areas, streets, and parks will be located in relation to the Boulder Peak School. The Neighborhood at Indian Creek design allows more room for vehicle movement than what is currently available to parents dropping off students at the school. By doing so,

before and after school traffic should not congest traffic as much as it currently does at Boulder Peak School due to the Indian Creek plan's design.

Pedestrian Friendly Development

Due to much of the Linn-Mar School District falling within agricultural land that has the potential to be developed in the future, there should be careful consideration of development styles, and land uses nearby schools. If done correctly, the development styles and land uses surrounding the Echo Hill, Hazel Point, Oak Ridge, and Boulder Peak Schools would promote SRTS. Through connected pedestrian infrastructure. There are many different development styles that can support active transportation, and this plan will identify three that have historically been utilized.

Traditional Residential Development

The traditional residential development style was common prior to the 1950s. This style of development often focused on pedestrian usability because post-WW2 car-centric development had not yet been widely adopted across the country. Traditional residential development areas oftentimes follow a grid-like street network. Community members were better able to utilize active transportation and maneuver through neighborhoods relatively easily because the built environment supported and were conducive to walking. An example of this development style can be seen in Image 24 and Image 25.

Suburban Developments

Suburban development has had evolving styles throughout the years. Suburbanization originated after World War 2 (WW2) with the adoption of the Servicemen's Readjustment Act of 1944, often referred to as the G.I. Bill. This federal legislation opened the doors to veterans seeking education, housing, and employment. The G.I. Bill provided low-interest loans to veterans for the purchase of single-family homes. With housing shortages in cities and the decreased need for rationing after the War, veterans and their families moved into areas just outside the city's limits. Families still needed to connect to work and activities in the city, so vehicles became viewed as a necessity. Suburban developments are typically automobile-focused styles with no sidewalks, limited sidewalks, or areas with sidewalk gaps and the increase in cul-de-sacs limiting connectivity for pedestrians. More recently, suburban developments have started to right their wrongs and are being constructed in a way to balance both automobile usage and walkability. This style will include trails that go through the development, sidewalks along roadways, and meandering streets to reduce vehicle speeds. An example of this style of planning can be seen in Image 25.

Walkable Neighborhoods

There are many ways to make walkable neighborhoods. This is usually accomplished by having a higher density in residences and commercial areas. An example of this in practice would be the Neighborhood at Indian Creek Plan. This plan outlines how the Planned Unit Development will be developed surrounding the Boulder Peak Intermediate School. Within this plan, there are higher-density residence and commercial areas with pedestrian-oriented spaces dispersed throughout the area. Image 23 on page 31 shows where the denser neighborhoods will be and pedestrian-oriented spaces.

Each of these development styles has its individual pros and cons. When developing this area, each entity surrounding these schools should work with the developer to implement a development that fits the

surrounding neighborhoods and encourages a walkable neighborhood. In doing so, future students will have safer access to their schools.

Linn-Mar

Student Observations

As part of the Linn-Mar Safe Routes to School Plan, members of the overseeing committee conducted observations of the pick-up and drop-off procedures at each of the schools identified within this plan. These observations were to gather an understanding of the current levels of students arriving and leaving school by walking or cycling. Those that utilized active transportation were tallied in the springs of 2022 and 2023 at

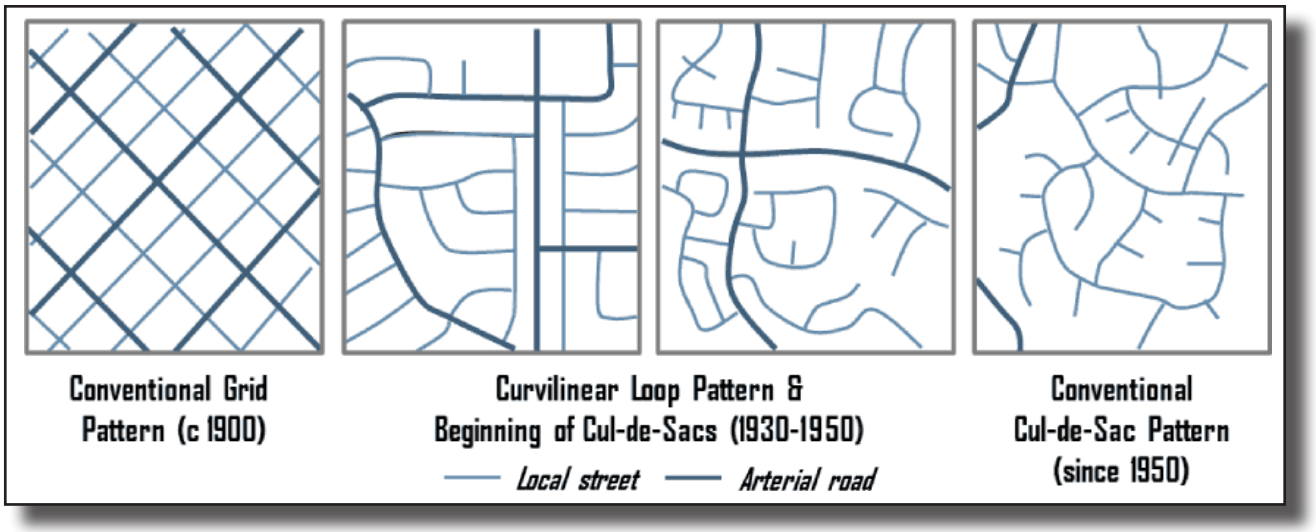


Image 25: Timeline showing the progression of the shift from most developments using a traditional grid street network to developments using suburban grids, with cul-de-sacs and loops.

Source: here.com

Echo Hill Elementary School, Hazel Point Intermediate School, Boulder Peak Intermediate School, and Oak Ridge Middle School. Counts were taken at each of the four schools, with 30 minutes allotted for each observation period in both the morning and afternoon.

The locations for the counts at Echo Hill Elementary School were taken in the "Little Lions" parking lot, the bus drop-off, and on the corner of Echo Hill Road and the School's driveway. Students at Echo Hill can access the school by the trail to the last of the school or the crosswalk to the north of the school. Around eight students arrived to the school by bike in the morning, and 26 by walking. In the afternoon, around four students left the school by bike and 18 by walking.

At the Hazel Point Intermediate School observations were taken in the main parking lot, the bus drop-off parking lot, and the school's front entrance. Students at Hazel Point can access the school by the trail to the last of the school or the crosswalk to the north of the school. Around 16 students arrived to the school by bike in the morning, and 12 by walking. In the afternoon, around 16 students left the school by bike and two by walking.

The locations for the counts at Boulder Peak Intermediate School were taken on the East and West sides of the main parking lot, as well as the front entrance. Students at Boulder Peak can only access the school by the sidewalk to the south of the school. Around 11 students arrived to the school by bike in the morning, and five by

walking. In the afternoon, around 13 students left the school by bike and 36 by walking.

At the Oak Ridge Middle School observations were taken in the main parking lot, the parking lot behind the school, and the front entrance. Students at Oak Ridge can access the school by trails to north, east, and south of the school. Around eight students arrived to the school by bike in the morning, and six by walking. In the afternoon, around four students left the school by bike and five by walking.

Student Enrollment

To better understand the demographics of the four schools within this plan Data from the Department of Education was utilized to better understand the demographics of the four schools within this plan, data from the Department of Education was utilized. By understanding the demographics of the four schools, a better understanding of any possible barriers can be addressed. The following sections provides an overview of the demographics of these four schools combined and broken down separately.

In 2022, the four schools identified in this plan had 2,200 students enrolled to attend that school. Of these 2,200 students 76.4% were white, 8.9% were Asian, 4.8% were multi-racial, 6.6% were Hispanic, 5.3% were black/ African American, and 0.2% were Native American. Of the 2,200 students at these four schools, 10.4% have a disability, 1.5% are part of the English Learners' program, and 16.5% are within a low socio-economic status.

Echo Hill Elementary School

In 2022, the Echo Hill Elementary School had 488 students enrolled to attend that school. Of these 488 students 79.3% were white, 10% were Asian, 4.7% were multi-racial, 3.5% were Hispanic, 2.3% were black/ African American, and 0.2% were Native American. Of the 488 students at Echo Hill Elementary School, 9.1% have a disability, 1.8% are part of the English Learners' program, and 5.9% are within a low socio-economic status.

Hazel Point Intermediate School

The Hazel Point Intermediate School had 556 students enrolled to attend that school in 2022. Of these 556 students 71.8% were white, 12.9% were Asian, 4% were multi-racial, 4.9% were Hispanic, 5.9% were black/ African American, and 0.2% were Native American. Of the 556 students at Hazel Point Intermediate School, 10.8% have a disability, 2% are part of the English learners' program, and 15.6% are within a low socio-economic status.

Boulder Peak Intermediate School

In 2022, the Boulder Peak Intermediate School had 616 students enrolled to attend that school. Of these 616 students 82.8% were white, 2.4% were Asian, 5.7% were multi-racial, 4.2% were Hispanic, 4.7% were black/ African American, and 0.2% were Native American. Of the 616 students at Boulder Peak Intermediate School, 12.2% have a disability, 1% are part of the English Learners' program, and 25.5% are within a low socio-economic status.

Oak Ridge Middle School

In 2022, the Oak Ridge Middle School had 540 students enrolled to attend that school. Of these 540 students

71.5% were white, 10.6% were Asian, 4.6% were multi-racial, 5% were Hispanic, 8.1% were black/ African American, and 0.2% were Native American. Of the 540 students at Oak Ridge Middle School, 9.3% have a disability, 1.3% are part of the English Learners' program, and 19.1% are within a low socio-economic status.
5th to 8th Grade Student Surveys

A total of 1,169 students in 5th through 8th grade filled out surveys at three of the schools: Oak Ridge, Hazel Point, and Boulder Peak. The Kindergarten through 4th graders had a survey done by classroom, with the teacher tallying students on how they arrived at school and plan to leave school. The classroom tallies were not done individually, so those results are not included in the 1,169 responses. Oak Ridge had the most survey participants at 481. Hazel Point had 402 and Boulder Peak had 286 survey participants. Students were asked 13 questions in the survey; the questions and data tables are available in Appendix 1 on page 80.

Surveys

4th Grade to 8th Grade Student Surveys

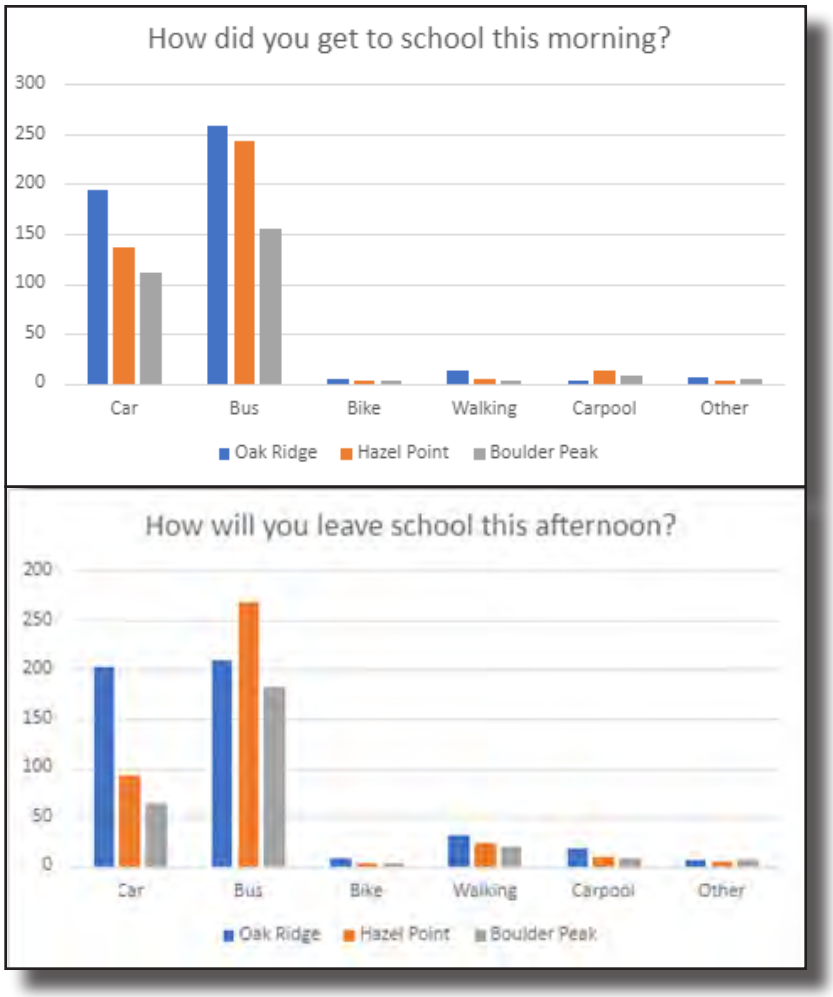
Themes

- Most students arrive by car or bus
- There did appear to be a mode shift between drop-off and pick-up: students that arrived via personal vehicle or bus would take another mode home
- Boulder Peak, Hazel Point, and Oak Ridge each have about or more than 20% of students reporting walking and biking to school per week
- A vast majority of students at Boulder Peak, Hazel Point, and Oak Ridge own a bicycle and bicycle helmet
- 27 students at Boulder Peak, 26 students at Hazel Point, and 51 students at Oak Ridge did not own a bicycle
- Most students also reported owning a pair of walking shoes in good condition
- 43 students total at Boulder Peak, Hazel Point, and Oak Ridge did not have a pair of walking shoes in good condition
- Hazel Point and Boulder Peak had zero students report living more than one mile from school
- Oak Ridge had most respondents state they lived more than a mile from school
- Most students stated they were "Neutral", "Comfortable", or "Very Comfortable" when it came to how comfortable they are walking or cycling through a roundabout
- Very few students reported viewing walking or cycling to school as "Unhealthy" or "Very Unhealthy"
- Students' favorite way to get to school was either bus or car at all three schools

Write Up and Charts

Most students got to school on the day they took the survey in a motor vehicle, either by personal automobile or the school bus (see Graph 3 on page 37). There was an increase in the number of students at Oak Ridge who choose or are able to walk home in the afternoon. 456 students arrived at Oak Ridge by a car or bus whereas only 430 students left by the same way, representing a mode shift of 26 students who chose a different way to make the trip after school.

246 of the 481 students at Oak Ridge walk at least one day per week on their trip to or from school along with 263 students reporting they bike to school at least once per week. Only two other days of the week did 10 or more students at Oak Ridge report walking to school: 246 walk at least once per week, 11 walk at least three



Graphs 3 and 4: How students arrived and left school

days per week, and 19 walk at least five days per week. 3 and 4 students walk two or four times per week, respectively. While 263 students reported biking to school once per week, only a combined 16 students biked more than twice or more per week.

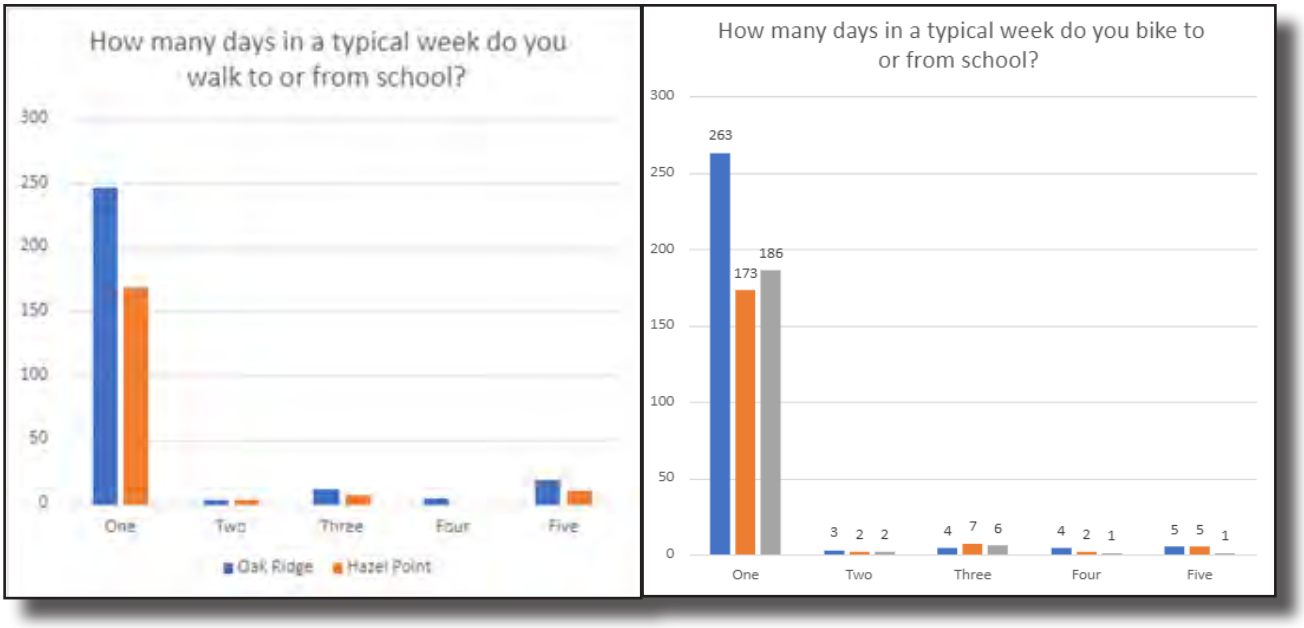
Boulder Peak students had a smaller proportion of students arrive to school in a vehicle than compared to nearby Hazel Point and Oak Ridge. At Boulder Peak 273 students arrived in a car or bus whereas in the afternoon 254 left in the same way: 118 students arrived in a car that day and 71 went home in a car and 155 students arrived at school by bus and 183 students left by bus. 47 students who arrived to school in a car that day went home by bus, bike, walking, or other. Boulder Peak did not report on the number and frequency of students walking or biking to or from school.

Due to an error with the survey, several questions did not have "Zero" as an option in the student or parent surveys. As further described in the Area of Improvement section of this plan, there are plans to continue annually surveying parents and students to understand attitudes and behaviors regarding active transportation. Those future surveys will include that option to ensure all possibilities are available.

Hazel Point had 370 students arrive to school via car, bus, or carpool and 21 fewer students left via those same transportation modes (see Graph 4). Like Boulder Peak, there were fewer students leaving school than arriving to school via personal car. 135 students arrived to school by car whereas 92 left school the same way, meaning 44 students who arrived by car left school by bus, bike, walking, carpool, or other. See Graph 5 for how often students bicycled to school.

168 students (35%) at Hazel Point Intermediate reported walking to or from school once a week (see Graph 5). 20 students reported walking two or more days per week, with 10 of those students walking five days per week, 5.6% of total respondents at Hazel Point. 173 students rode their bike to or from school once per week, 43% of student respondents at Hazel Point. There were 341 responses where students stated they either rode their bike or walked to or from school at least once per week, meaning there is some overlap where students both walked and biked at least once per week.

Most students who responded to the survey at their three schools reported owning a bicycle (see Graph 7). 51 students at Oak Ridge (10.7%), 26 students at Hazel Point (6.5%) and 27 students at Boulder Peak (9.6%)



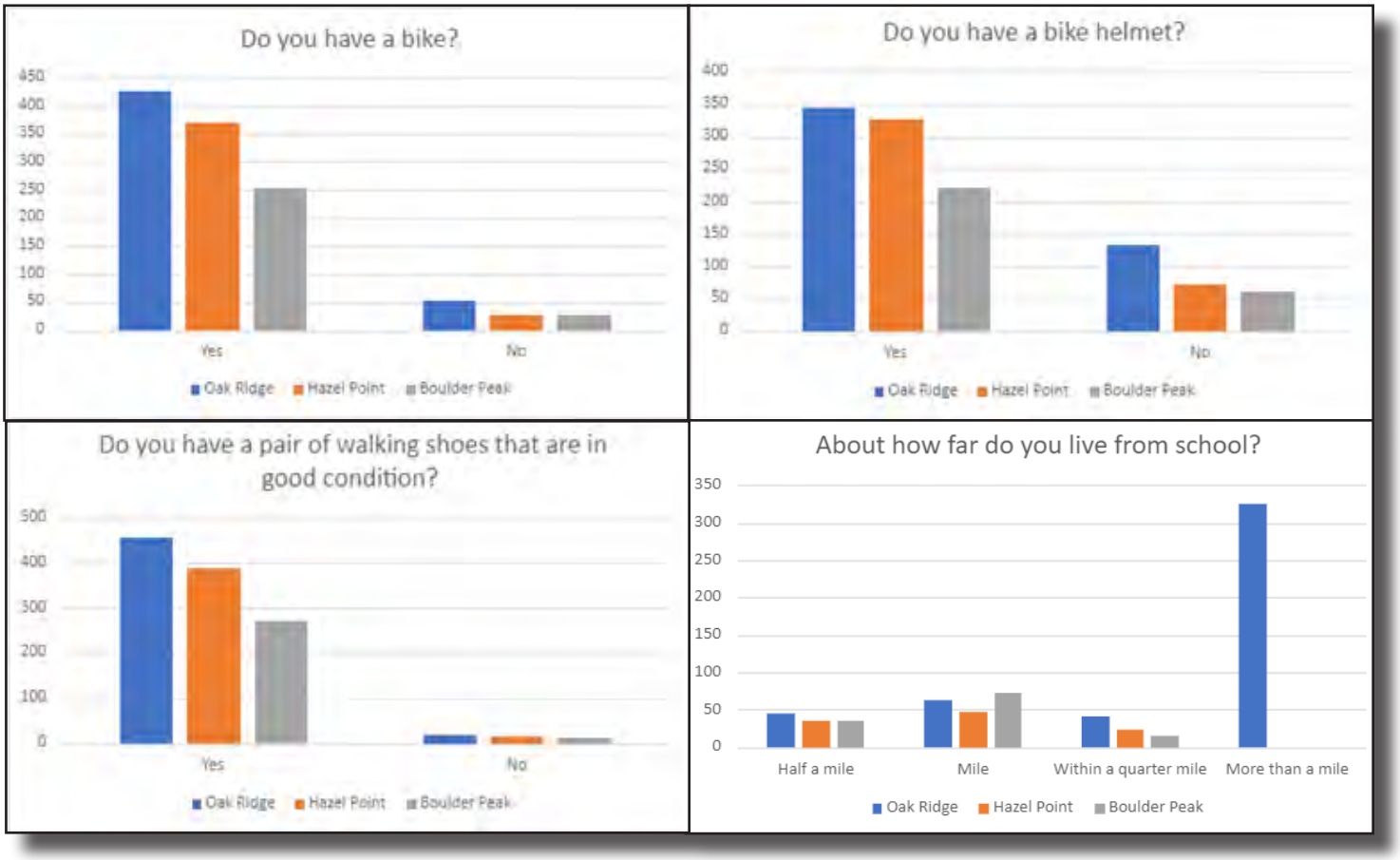
Graphs 5 and 6: How many days in a week students typically walk or cycle to school.

reported not owning a bicycle. While 427 Oak Ridge students reported having a bicycle, only 344 reported also owning a bicycle helmet. 371 and 253 students reported owning a bicycle helmet at Hazel Point and Boulder Peak, respectively. Graph 8 shows how many students have bicycle helmets. A total of 264 students at all three schools reporting not owning a bicycle helmet. Most students at all four schools were likely to own a pair of walking shoes in good condition: 456 at Oak Ridge (96%), 386 at Hazel Point (96.5 %), and 270 at Boulder Peak (96.4%). A total of 43 students at the three schools reported not owning a pair of walking shoes in good condition (see Graph 9).

Students were asked how far they lived from school, to gain an understanding of how far students must travel to get to school, using time as a helpful tool to allow students to think about how far they live in time and not necessarily distance, as that is still developing . The survey noted that half a mile was about a 7 minute walk.

Hazel Point and Boulder Peak both had zero students report that they lived more than a mile from school, whereas most respondents from Oak Ridge lived more than a mile from school (see Graph 10). Given the location of Oak Ridge and that there are more students that attend that school than the other two, therefore having a larger area of students that attend compared to Hazel Point and Boulder Peak. A total of 372 students reported living less than a mile from school at all three of the schools: 147 at Oak Ridge, 104 at Hazel Point, and 121 at Boulder Peak.

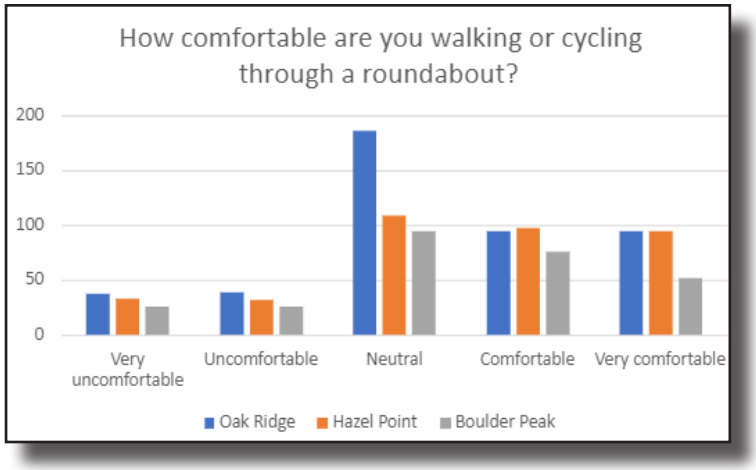
Students were asked about their comfort level either walking or cycling through a roundabout, with “Neutral” being the most common answer at all three of the schools. Additionally, more students at each school reported being either “Comfortable” or “Very Comfortable” than those who reported being “Uncomfortable” or “Very Uncomfortable”. 188 Oak Ridge students reported being “Comfortable” or “Very Comfortable”, 186 students reporting being “Neutral”, and 76 students reported being “Uncomfortable” or “Very Uncomfortable”. 192 Hazel Point students reported being “Comfortable” or “Very Comfortable”, 108 reported being “Neutral”, and 65 reported being “Uncomfortable” or “Very Uncomfortable”. 128 Boulder Peak students reported being “Comfortable” or “Very Comfortable”, 95 reported being “Neutral”, and 51 reported being “Uncomfortable” or



Graphs 7, 8, 9, and 10: Asking if students have a bicycle (Graph 7), bicycle helmet (Graph 8), and walking shoes in good condition (Graph 0). Graph 10 asks students how far they live from school.

"Very Uncomfortable".

Students were asked their opinions on active transportation regarding health and fun. Very few students at each of the three schools felt walking or cycling was "Unhealthy" or "Very Unhealthy": 17 at Oak Ridge, and 9 at both Hazel Point and Boulder Peak. The most common response at each school was "Healthy". 325 Oak Ridge students felt walking or cycling to or from school was "Healthy" or "Very Healthy" and 114 reported feeling "Neutral", which was the second most common answer at all three of the schools. 292 students at Hazel Point and 215 at Boulder Peak felt walking or cycling to or from school was "Healthy" or "Very Healthy". It was close to 50/50 at each of the three schools as to whether student respondents felt walking or cycling to school was fun. Oak Ridge was the only school where more students reported using active transportation to or from school was not fun, however it was only 7 more students than those who felt it was fun (230 to 223, respectively). More students at Hazel Point felt that walking or cycling to school was fun, with 220 saying it is fun and 144 saying it is not fun. Boulder Peak had 175



Graph 11: Asking students how comfortable they are walking or cycling through a roundabout.

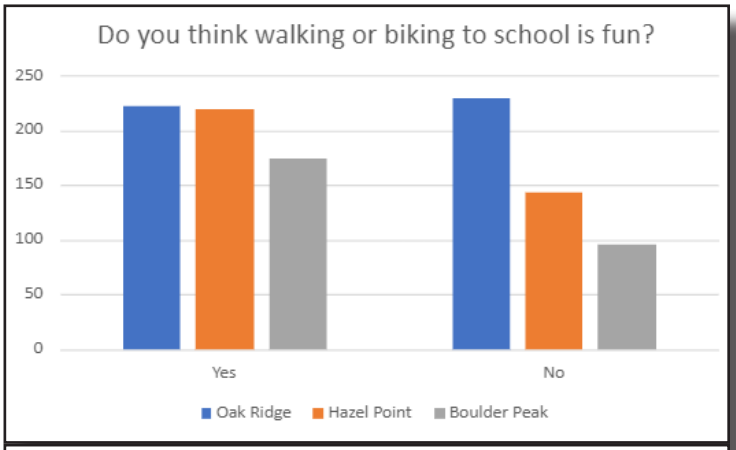
students who felt walking or cycling to school was fun whereas 96 felt it was not fun.

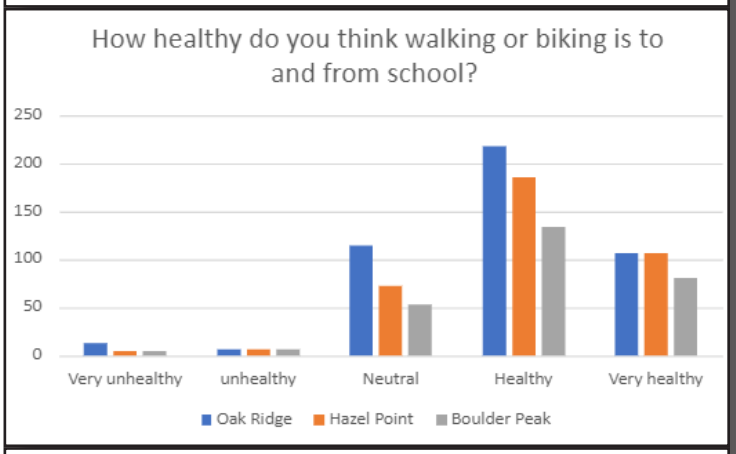
The last question asked of the intermediate and middle school students was what was their favorite way to get to school. While hundreds of students reported at each of the three schools that they walked or biked to school at least once per week, walking and bicycling were two of the least preferred ways to travel to school for students at all three schools. Most students at the three schools preferred to arrive via car or bus, not including carpool.

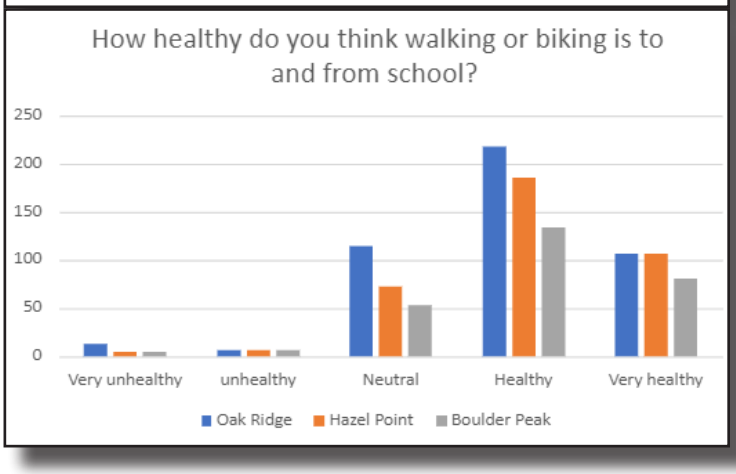
Kindergarten to 4th Grade Student Classroom Tallies

Themes

- Few students were missing the day classrooms were surveyed: only five of the nine classrooms surveyed had one to two students missing
- Most responses were taken on a Wednesday
- Every classroom reported cloudy, rainy, snowy, or windy weather
- Most students in each classroom reported arriving to school in their family or guardian's vehicle or by school bus
- The three 4th Grade classrooms all reported students walking to school; no classroom in any other grade reported students walking
- No students reported riding their bicycle







Graphs 12, 13 and 14: Asking students how healthy it is to walk/bike to school, how fun it is to walk/bike to school, and favorite way to get to school.

Write Up

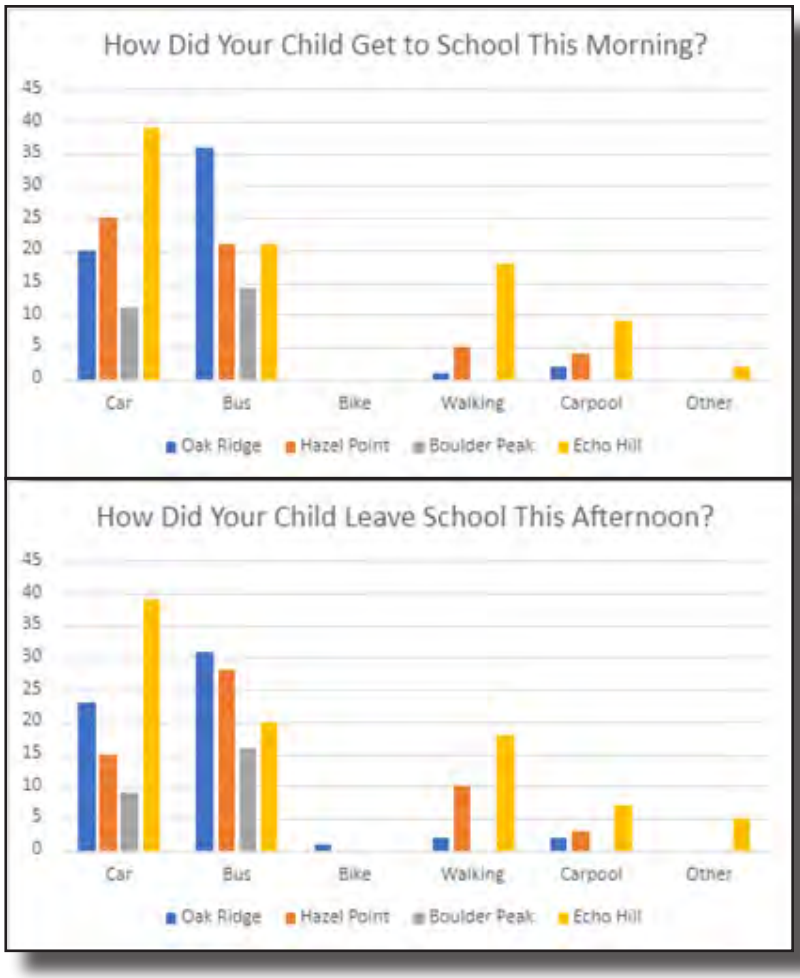
Nine classrooms reported classroom tallies for the SRTS plan. The results of these classroom tallies begins in Appendix 1 on page 100. Most tallies were taken on Wednesday, as it was requested that these classroom tally surveys be conducted during the middle of the week. The classroom tallies were taken mostly at the end of March, on the 30th or 31st. One classroom reported results on April 4. The average temperature for the classrooms was about 46.6 degrees, with the coolest temperature reported as 20 degrees on April 4, 2022, in the morning and the warmest temperature being 50 degrees in late morning on March 30, 2022. The average temperature was 41.4 degrees. Most of the days classroom tallies were conducted occurred when the weather was cloudy, rainy, with one classroom reporting snowy conditions when the survey was taken.

The enrollment size for each classroom was between 21 to 26 students, with each of the 9 classrooms more or less missing a student (an average of 0.77 students were absent from classrooms the day of the study). The number of actual students in the classroom ranged from 20 to 25 Kindergarten and fourth grade classrooms each provided responses from 3 classrooms of the 9 total classrooms that responded.

None of the Kindergarten, first, or second grade classrooms reported students walking or cycling to school. The only classrooms that reported any students walking to school was fourth grade classrooms. None of the classrooms surveyed had students who rode their bikes to school that day. Students in most of the classrooms reported coming to school in a personal vehicle or bus. A fourth-grade classroom was the only classroom to have more students walk than ride the bus with 5 walking and 2 riding; the most common way students arrived to school in that classroom was personal vehicle, however. Only 5 students of the total 207 K-4 students surveyed arrived to school in a carpool.

Kindergarten to 8th Grade Parent Surveys

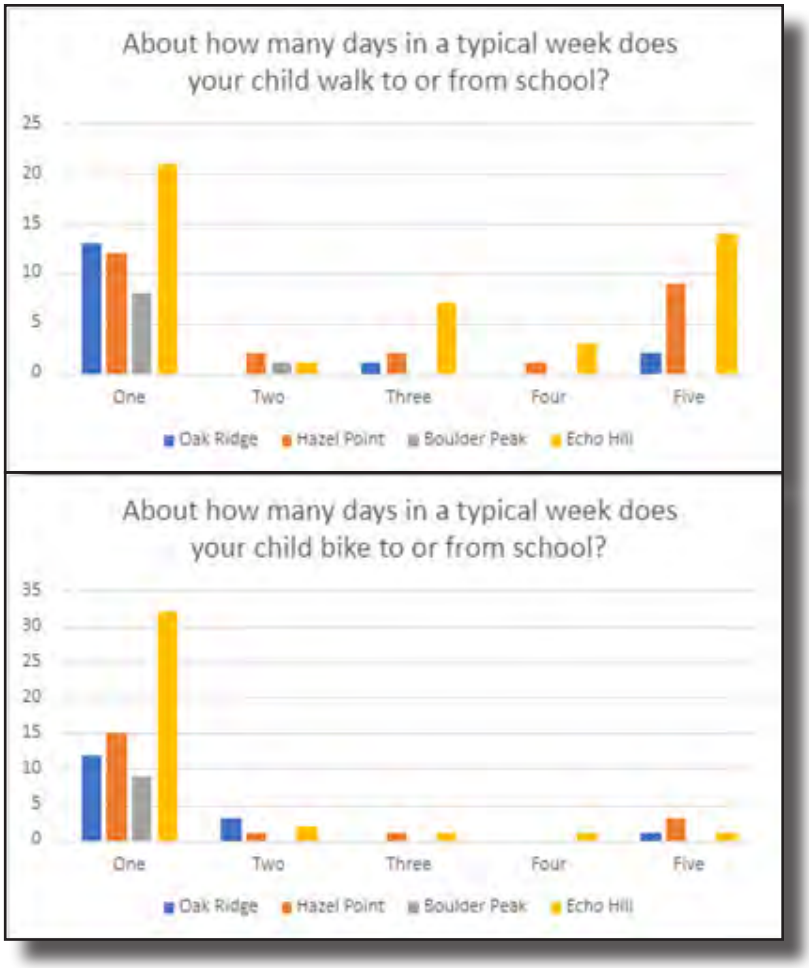
Parents were surveyed at all four of the schools included in the Linn-Mar SRTS Plan, with 238 parents responding from all four schools: 59 from Oak Ridge, 56 from Hazel Point, 31 from Boulder Peak, and 90 from Echo Hill. While those are the totals for each school, not every parent answered all of the questions, so while 31 parents at Boulder Peak responded to at least one survey question, not every parent answered every question. Most parents at all four schools had students who arrived to school by car or bus (see Graph 15). At Oak Ridge, about 20 students rode in a car to school and about 31 rode the bus. Hazel Point had about 25 students ride in a car to school and about 21 students took the bus to school. Boulder Peak had about 12 parents/guardians report that their student rode in a car to school and 14 rode the bus to school. At Echo Hill, 39 parents reported their students arriving to school via car and 21 parents reported students arriving via bus. Boulder Peak was the only school where no parents reported their student getting to school a different way than by car or bus. Additionally, no parents that answered the survey from the four schools reported their students riding their bicycle to school. Parents of Echo Hill students reported the highest number of students walking to school than any other school: Echo Hill parents reported 18 students walked to school that day, whereas Hazel Point had 5 and Oak Ridge had 1.



Graphs 15 and 16: Asked parents how their child get to school that morning and how did they leave school that afternoon.

Parents reported similar numbers for how

their students were leaving school that day (see Graph 16). Most parents at all four schools noted their students were going to leave school by car or bus. Oak Ridge parents reported 23 and 31 students would get home by car and bus, respectively. Hazel Point parents that took the survey reported 15 students left school by car and 28 left by bus. Hazel Point had 25 students arrive to school in a car that day but only 15 left in car, meaning there was a mode shift of 10 students arriving by car but leaving school via another transportation mode. Boulder Peak parents reported that 9 students left school by car and 16 left school by bus. Echo Hill parents reported that 39 students arrived by car and 20 by bus. Interestingly enough, Echo Hill had 39 students arrive to school by car and exactly 39 leave school by car. Only one student who arrived to Echo Hill by bus left school a different way (21 arrived to school by bus and only 20 left by bus). The same number of students walked from school that walked to school at Echo Hill (19 students).

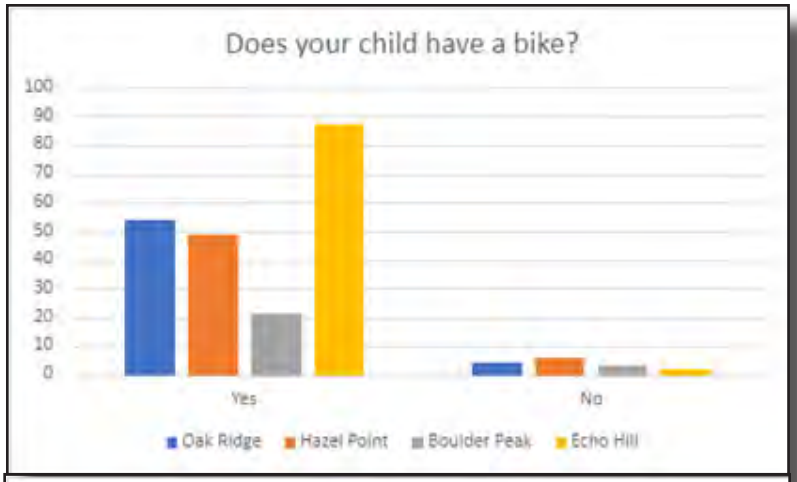


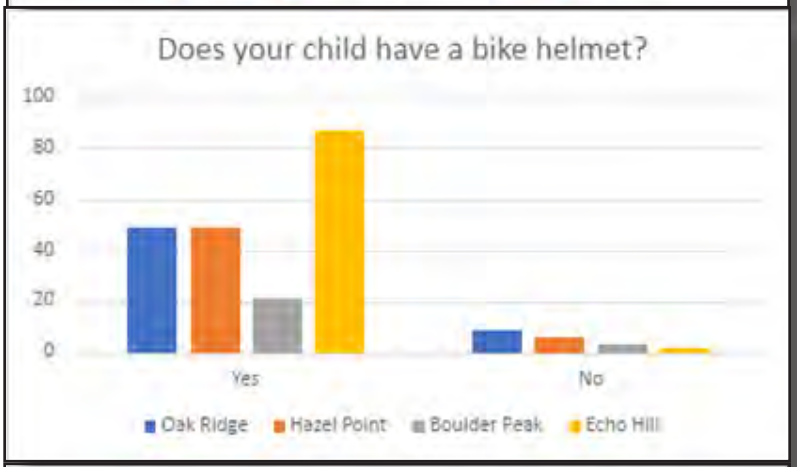
Graphs 17 and 18: Asked parents how many days in a week their child walks (Graph 17) and bikes (Graph 18) to or from school.

Parents were asked how their student arrived at school that day. At each of the four schools, most parents reported that their child got to school via car or bus. Oak Ridge had more parents report that their child arrived to school by car or bus than other modes. 14 parents reported their child as riding in a car to school and 42 riding the bus to school; only three Oak Ridge parents reported their child walking or cycling to school. No parents at Oak Ridge reported their student arriving to school via carpool or another transportation mode. Hazel Point parents reported that 14 students arrived to school via car, 27 via bus, 6 by cycling, and 9 by walking, with zero parents reporting their student carpooled or arrived to school via a different mode. Boulder Peak parents reported 9 students arriving to school via car and 15 arriving via bus, with one student carpooling and zero students walking or cycling. Echo Hill reported 48 parents whose child arrived to school via car or bus (21 and 27, respectively), with 37 parents reporting their student either walked or cycled to school (26 reported their student walked and 11 reported their child rode their bike). 3 students at Echo Hill arrived via carpool and one got to school via a different transportation mode.

Most parents reported that their child walks or cycles to school one day a week (see Graphs 17 and 18). Echo Hill had the most parents reporting their students walked more than one day per week as compared to the other three schools. Oak Ridge parents reported that 13 students walked to school that day, with no parents reporting students walking twice per week. 1 parent stated their student walks three times per week, no parent stated their student walks or rides their bicycle four days a week, but 2 parents reported their student walking

5 days per week. Hazel Point parents reported that most of their students (12) arrived to school by walking once per week. Hazel Point did have parents who reported their students walking two days per week (2 students), three days per week (2 students), four days per week (1 student), and 5 days per week (9 students.) Boulder Peak parents that took the survey reported none of their students walked to school more than two days per week: 8 parents reported their student walks about once per week to school and one parent reported their student walks about twice a week to school. Echo Hill had the greatest number of students reporting they walked two or more days per week, however most responses from Echo Hill parents noted their student walks about once a week to school. 21 parents reported their students walk about once per week at Echo Hill. 25 of Echo Hill parents reported their students walking twice or more a week: 1 reported twice per week, 7 reported three days per week, 3 reported four days per week, and 14 parents reported their student walked about 5 days per week to school.

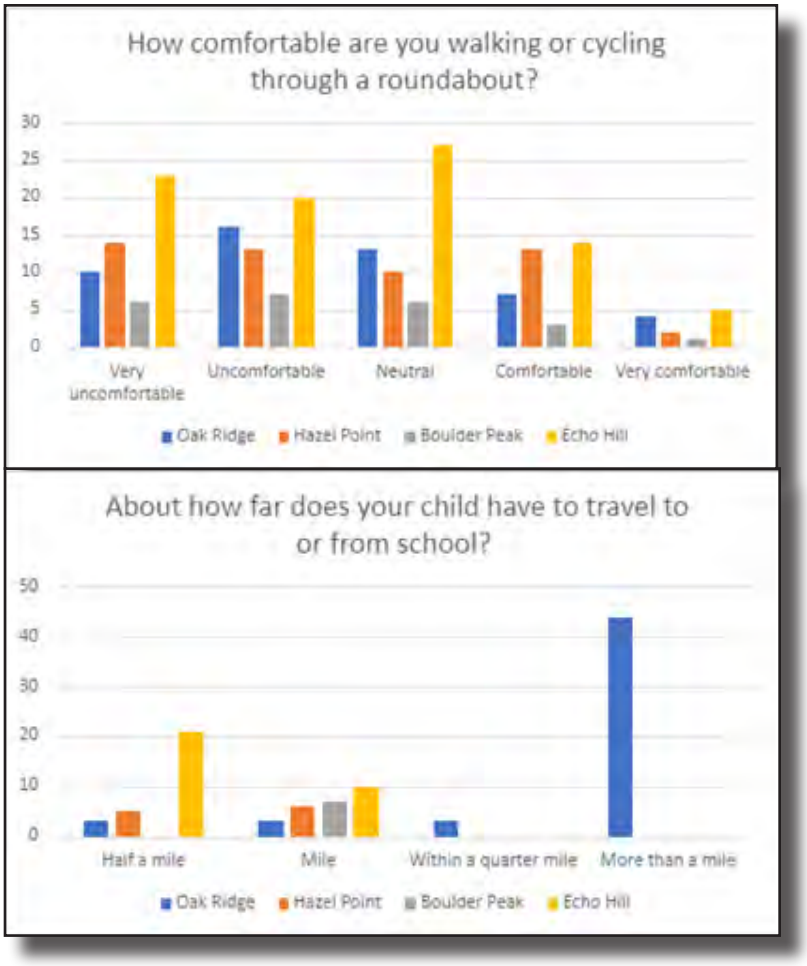




Graphs 19, 20, and 21: Asked parents if their children have a bicycle (Graph 19), bicycle helmet (Graph 20), and walking shoes in good condition (Graph 21).

Parents at all four schools were asked about how many days in a typical week does their child bike to school. As was the case for walking to school, most parents reported their students biked about once per week rather than two or more times per week. Oak Ridge parents reported 12 students who typically bicycle to school at least once per week, with three students biking twice per week, zero students biking three or four times per week, and 1 student riding their bicycle five times per week. Hazel Point parents reported that 15 students typically bicycle to school in a week, with 1 student biking twice and three times per week, zero students reported biking four days a week, and three students bicycling about five days per week to school. Boulder Peak had 9 parents respond to this question and all 9 reported their student biking at least once per week. Echo Hill had 32 parents who reported their student bicycling at least once per week, with 2 reporting their student bicycled twice per week, and one parent reporting their children bicycled three, four, and five days a week.

Parents at all four schools were asked questions about whether their child has access to a bicycle, bicycle helmet, and good walking schools, in order to gain an insight to how many students have access to these things already, required for active transportation, already. Parents at all four schools reported their child had a bicycle than not. 54 Oak Ridge parents reported their student had a bicycle, whereas 4 stated their student did not. At Hazel Point, 49 parents reported their child having a bicycle whereas 6 reported their childing not having one. Boulder Peak parents reported that 21 students have a bicycle and 3 do not. Echo Hill parents reported that 87 students had a bicycle whereas 2 did not.



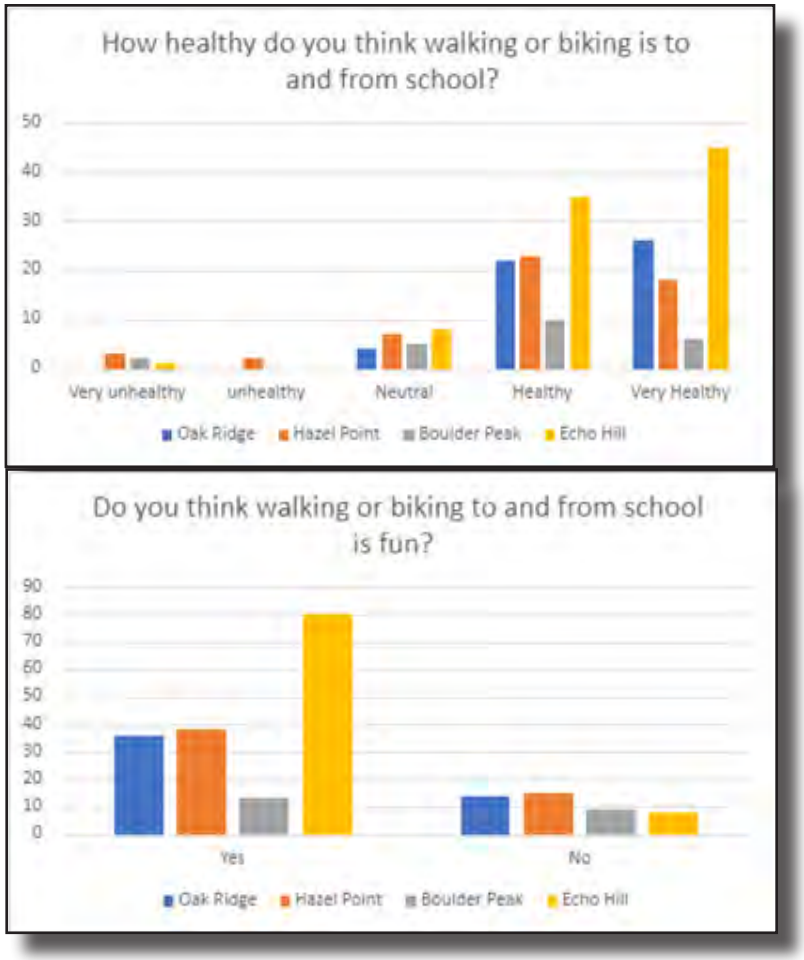
Graphs 22 and 23: Asked parents how comfortable they are with roundabouts and asked how far their student had to travel to school.

Parents were also asked about whether their student had a bicycle helmet. 49 parents at Oak Ridge reported their student had a bicycle helmet whereas 9 stated their child did not. However, 54 parents at Oak Ridge reported their student having a bicycle, so that means 5 students who have bicycles do not then also have bike helmets. Hazel Point had 49 parents report their student had a bicycle helmet whereas 6 reported their student did not. Boulder Peak had 21 parents who report their student had a bike helmet and 3 did not. Hazel Point, Boulder Peak, and Echo Hill were the only schools surveyed where the number of students who have a bicycle matched the number of students who have a bike helmet. 87 parents reported their Echo Hill student has a bike helmet whereas two reported their student did not.

All parents who filled out the survey, regardless of school, noted their child had a pair of walking shoes in good condition. There were no reports from parents who took the survey that their child did not have walking shoes in good condition.

In order to gain an understanding as to how far students would have to walk or cycle, parents were asked about how far do they live from the school. Parents were asked whether their student lived a quarter mile, half mile, mile, or over a mile from school. Additionally, to provide context, parents were provided with walking times for those distances (quarter mile is about 5 minutes walking, half a mile about 10 minutes walking, 1 mile about 15 minutes walking). Oak Ridge parents reported that 44 students lived more than a mile from school, and three parents each reported three students living a quarter mile, half a mile, or about one mile from school. Hazel Point parents reported 6 students living about a mile away from school and 5 parents reported their child living about half a mile from school. Boulder Peak parents all noted that their children live about one mile

from school. Echo Hill parents reported that 21 students lived about a half a mile from school and 10 lived within a mile. Based upon the responses from parents, 58 students at the four schools lived within a mile of school or less, with no parent reporting a non-elementary student living more than a mile from school. 44 Echo Hill parents reported their student lived more than a mile from school, the only school in the parent survey which had this result.



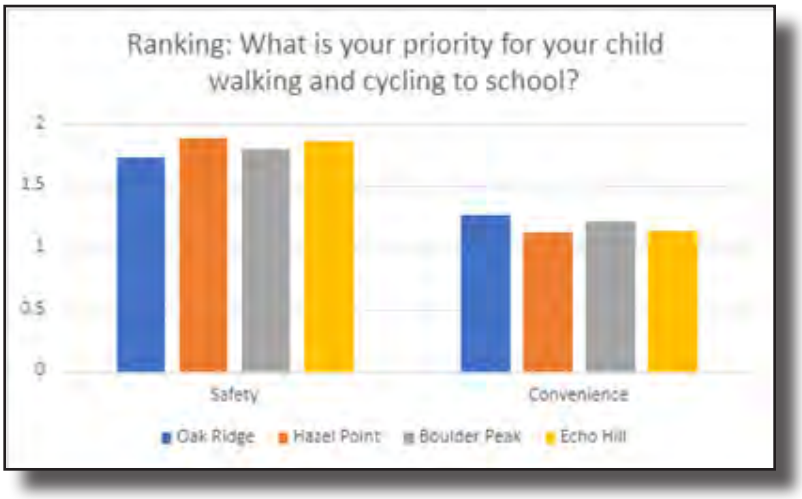
Graphs 24 and 25: Asked parents how healthy they think walking/ cycling is to school (Graph 24) and how fun they think it is (Graph 25).

In order to get a baseline of how people viewed active transportation and roundabouts, parents were asked whether they were comfortable walking or cycling through a roundabout. 109 of the 214 parents surveyed at the four schools answered with being “Very Uncomfortable” or “Uncomfortable”. 56 parents reported being “Neutral” walking or cycling through a roundabout. 49 parents reported being “Comfortable” or “Very Comfortable” with walking or cycling through a roundabout, with 37 reporting being “Comfortable” and 12 being “Very Comfortable”. 26 parents at Oak Ridge reported being “Very Uncomfortable” or “Uncomfortable” whereas 11 reported being “Comfortable” or “Very Comfortable” with 13 parents feeling “Neutral”. Hazel Point reported 27 parents being “Very Uncomfortable” or “Uncomfortable”, 15 being “Comfortable” or “Very Comfortable”, and 10 reported feeling “Neutral”. Boulder Peak had the fewest parents, 13, report being “Very Uncomfortable” or “Uncomfortable” whereas 4 were “Comfortable” or “Very Comfortable” and 6 were “Neutral”.

The survey asked parents about their views on active transportation and whether it is healthy or fun. Most parents, 185, reported that walking and bicycling to and from school is “Very Healthy” or “Healthy” whereas only 8 reported it as “Very Unhealthy” or “Unhealthy” with “Neutral” receiving 24 responses. No Oak Ridge parent who responded to the survey reported feeling walking and cycling to school was “Very Unhealthy” or “Unhealthy” whereas 48 reported walking and cycling to school as being “Healthy” or “Very Healthy” (4 Oak Ridge parents were “Neutral”). Hazel Point had 5 parents that felt walking and cycling to school was “Very Unhealthy” or “Unhealthy”, with 41 reporting it as being “Healthy” or “Very Healthy” and 7 parents feeling “Neutral”. Boulder Peak parents had two parents report that they think walking and cycling to school is “Very Unhealthy” (no parent at Boulder Peak reported viewing it as just “Unhealthy”). Boulder Peak had 16 parents who report walking and cycling to school as “Very Healthy” or “Healthy” and 5 report it as being “Neutral”. Echo Hill only had one parent that felt walking and cycling to school was “Very Unhealthy” (no parent at Echo Hill felt walking or cycling to school was just “Unhealthy”) and 80 parents felt like it was “Very Healthy” or “Healthy”

with 8 feeling “Neutral”.

At the four schools, parents were asked whether they believe walking or cycling to school is “fun” which was not defined and left up to their interpretation. All schools reported more parents thinking walking and cycling to school is fun than parents who felt it was not fun. 167 parents felt walking to school was fun (36 at Oak Ridge, 38 at Hazel Point, 13 at Boulder Peak, and 80 at Echo Hill) whereas 46 parents reported it as being no fun (14 at Oak Ridge, 15 at Hazel Point, 9 at Boulder Peak, and 8 at Echo Hill).



Graph 26: Parents were asked whether they prioritize safety or convenience with regard to their child’s travel to school.

The Linn-Mar Safe Routes to School Committee wanted to gain an understanding of whether parents prioritize “safety” or “convenience” regarding their child using active transportation to get to school. The survey asked parents to rank whether “safety” or “convenience” was more important to them. Parents at all four schools reported “safety” as a higher priority than “convenience”. Parents at Oak Ridge rated “safety” higher than “convenience” with “safety” being ranked first by 73% of respondents. 88% of parents at Hazel Point and 84% of parents at Boulder Peak ranked “safety” over “convenience”.

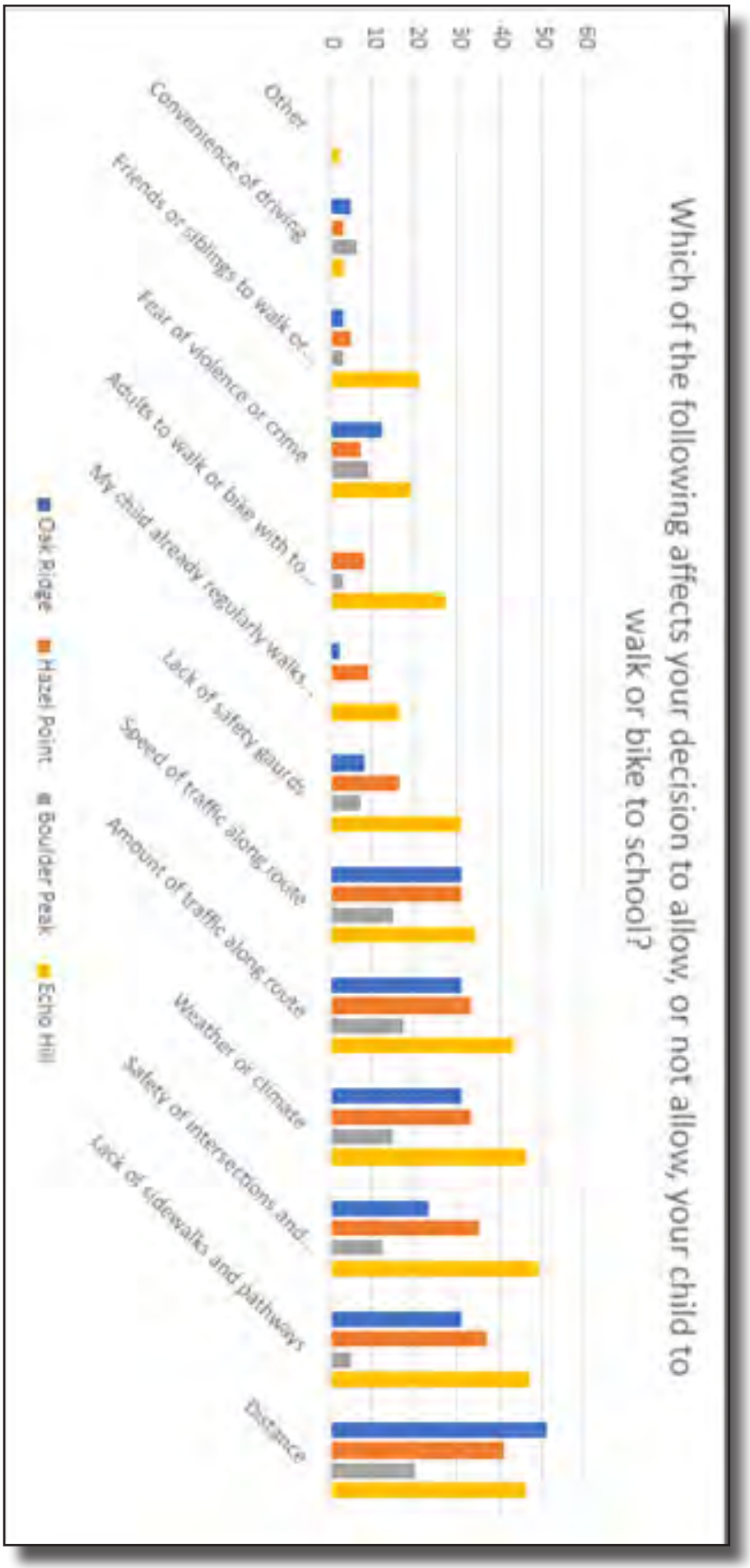
The final questions posed to parents asked what affects their decision to allow or not allow their child to walk to school (see Graph 27) Parents were prompted to select from responses about whether they allow their child to walk or bike to school: my child already regularly walks/cycles to school, distance, convenience of driving, speed of traffic along route, amount of traffic along route, adults to walk or bike with to school, lack of sidewalks and pathways, safety of intersections and crossings, lack of safety guards, fear of violence or crime, weather or climate, friends or siblings to walk/cycle with to school, or an open-ended “other”.
The most common answer from parents at Oak Ridge noted distance as the main thing affecting their decision to allow their child to walk or cycle to school. 51 cited distance affecting their decision, with 31 parents citing weather or climate, lack of sidewalks, amount of traffic along route, and speed of traffic along route on their decision to allow students to walk or cycle to school. 2 parents at Oak Ridge noted that their student already regularly walks/cycles to school. Based upon this survey question, parents at Oak Ridge had more concerns regarding the built environment than other factors.

Parents at Hazel Point also cited distance as the most frequent thing that affects their decision to allow their child to walk or cycle to school, with 41 submitting that response. Like Oak Ridge, parents had concerns regarding the lack of sidewalks (37), safety of intersections and crossings (35), weather/climate (33), amount of traffic along route (33), and the speed of traffic along route (31). 9 parents at Hazel Point reported their student already regularly walks or cycles to school.

Parents were also provided the opportunity to provide open-ended comments about their concerns with their child walking or cycling to school. The responses for the open-ended questions in the parent survey can be

viewed starting on page 84 in Appendix 1.

Graph 27: Parents shared what things affected their decision to allow or not allow their child to walk or bike to school.



Areas of Improvement

ENGINEERING			
Area of Improvement	Solution	Timeline	Responsible Party
Road connectivity: Echo Hill does not connect to 10th Street	Extend Echo Hill Road to 10th Street with multimodal accommodations	Dependent on LM District growth	Linn-Mar
Traffic Calming: Alburnett Road was designed and built for speeds higher than 35 mph	Implementation of traffic calming techniques	Five years	City of Marion Linn County
Student Drop-off/Pick-up Congestion: Traffic from pick-up/ drop-off at Boulder Peak backs up to 35th Avenue	Ensure future development provides proper vehicle dispersion and drop zones	10 years	City of Marion
Speed Reduction: Speeding along 35th Avenue	Plant trees within the Right-of-Way to reduce speeds on 35th Avenue	Five to 10 years	City of Marion
Pedestrian Safety: Vehicles not yielding at crosswalk at Oak Park Circle and Alburnett Road	Implement High-intensity Activated Crosswalk (HAWK) pedestrian crossing beacon	One to five years	City of Marion
Sidewalk connectivity: Sidewalk gaps are found in walking, biking, and rolling routes to school	Fill in sidewalk gaps	Five to 10 years	City of Marion
Trail usage: Students cutting through the Oak Ridge parking lot when utilizing trails	Encourage students to utilize the trail instead of cutting through the lot through signage and painting	Two to three years	Linn-Mar
Crossing 29th Avenue: More students will have to cross 29th Avenue with expanded walk shed/ non-bused areas	Implement a countermeasure to improve pedestrian safety at crossings using one of the seven FHWA's "Spectacular Seven" countermeasures	One to five years	City of Marion
EVALUATION			
Area of Improvement	Solution	Timeline	Responsible Party
Speeding: Speeding along Alburnett Road	Collect speeding data to understand current and future trends on motorized vehicle speeding throughout this corridor	One year	City of Marion
Access to schools: New developments in the area provide better access to schools	Review and update the walking route annually	One year	City of Marion
Incentivizing progress: Plan adoption needs incentives for all students to participate	Update and review incentives annually at the annual SRTS Committee meeting	Two years	Linn-Mar
Monitoring Progress: Ensuring the plan is meeting and working towards its goals	Hold an annual evaluation meeting with SRTS committee	One year	Corridor MPO
Data collection to assit in decision making: Lack of data for SRTS programming at all four schools	Annually gather data to understand current and future trends concerning SRTS	One year	Corridor MPO City of Marion

Table 2: All AOIs and Solutions included in LM SRTS Plan. Table starts on page 49 and ends on page 53.

EVALUATION continued			
Area of Improvement	Solution	Timeline	Responsible Party
Impact of LM SRTS Plan and local policies on children's active travel to school: Unsure how to measure the impact the Linn-Mar SRTS Plan and local, City of Marion policies on children's active travel to school	Use an agent-based model to stimulate children's active transportation to school	One to two years	Corridor MPO
EDUCATION			
Area of Improvement	Solution	Timeline	Responsible Party
Comfortability with roundabouts: Adults and children unsure and unfamiliar with how to move through a roundabout	Provide educational materials on how to maneuver through a roundabout as a pedestrian, cyclist, and driver	One year	Linn-Mar
How to Use Active Transportation: Students are unsure of how to use active transportation effectively and safely for travel to and from school	Provide curriculum for Physical Education class that teaches students about how to use and the benefits of active transportation	Two years	Linn-Mar
Best Routes to Walk to School: Unsure of best route to take to get to school safely and quickly	Provide parents with maps and information on walking routes to and from school	One year	Linn-Mar
Unhealthy Air: Parents idling their vehicles while waiting to pick up or drop off their student, emitting hazardous emissions from their vehicle, which affects susceptible children's health	Provide consistent messaging that idling vehicles leads to unhealthy, toxic air which affects developing and growing young people	One year	Linn-Mar
Promoting Bicycle Helmet Usage to Students: Students do not wear helmets to ride their bicycle	Educate students on why they need to wear a helmet when riding their bicycle	One year	Linn-Mar
Dealing with Unsafe People: Students utilizing active transportation may encounter tricky situations or unsafe persons	Provide education on how students can resonably deal with "unsafe people"	Two years	Linn-Mar
Crash Severity and Speed: Transportation culture in the United States prioritizes vehicle movement so streets are designed in a way that intuitively makes drivers feel like they can speed	Educate the community on the dangers of speeding and its effect on crash severity	One year	Linn-Mar
EQUITY			
Area of Improvement	Solution	Timeline	Responsible Party
Sidewalk Gaps and Connectivity: Verify connectivity and identify sidewalk gaps within school walking zones	Pursuing utilizing zoning code or city ordinances to ensure future connected active transportation infrastructure	Three years	City of Marion

EQUITY continued			
Area of Improvement	Solution	Timeline	Responsible Party
Lack of Shade for Active Transportation Users: Current walking routes have limited shade	Identify locations in the right-of-way where trees can be planted	Two years	City of Marion
Lack of Mature Trees: Mature trees are being torn out for new developments, depriving the developing, growing areas of shade for active transportation users	Create a policy to encourage developers to keep as many mature trees as possible when clear cutting land for new development	Three years	City of Marion
Students Lacking Items Needed to Use Active Transportation: Students at the four schools may not have the equipment or items needed in order to utilize active transportation to and from school	Determine whether students have necessary items to utilize active transportation to and from school	One year	Linn-Mar
Active Transportation Infrastructure is a Barrier to Students of all Abilities: Areas around the schools do not have the necessary infrastructure to allow everyone to participate in active transportation	Set up a walk audit to see whether equity-related infrastructure improvements are needed	One year	City of Marion
ENCOURAGEMENT			
Area of Improvement	Solution	Timeline	Responsible Party
Students Unsure of how to Navigate Intersections: Students unsure of how to walk, roll, or ride through intersections, including roundabouts	Demonstrate how to walk, roll, and ride through intersections and roundabouts at the Healthy Kids Day/ City Showcase	One year	City of Marion
Students Not Utilizing Active Transportation: Students are not using active transportation because there are no incentives	Provide students with Positive Behavior tickets when they use active transportation for school travel	Two years	Linn-Mar
Long Pick-up and Drop-off Lines: school traffic leads to long, time-consuming lines	Create and determine drop zones for each school	One year	Corridor MPO City of Marion
Dropping Students Off at RRFB on 35th Avenue: Adults dropping off Boulder Peak students at the RRFB on 35th Avenue	Discourage parents from dropping off at the RRFB on 35th Avenue	One year	Linn-Mar
Fewer Students Bused Leading to Increased Drop-Offs: Increased drop-offs due to decreased area of free busing	Encourage parents to drop students off at alternative drop-off zones	One year	Linn-Mar
Storing Active Transportation Items at School: Students do not have a place to safely store the things they need to walk, bike, or roll to school	Ensure suitable spaces are provided to store students' active transportation items	One year	Linn-Mar

ENCOURAGEMENT continued			
Area of Improvement	Solution	Timeline	Responsible Party
Safe Routes to School Champion: There are few champions modeling active transportation for young, impressionable students	Find a SRTS Champion at each school	Two years	Linn-Mar
Idling Cars and Unhealthy Air: School traffic lines release invisible harmful gases that students pass to get into school	Provide reminders that idling cars create unhealthy air for children	Three years	Linn-Mar
Unfamiliarity with Roundabouts: Parents and students do not understand how roundabouts work so they avoid them	Station crossing guards at roundabouts near Linn-Mar schools	Present, continued	Linn-Mar
Pace of Pick Up and Drop Off: Parents wait to drop off or pick up their student right in front of the door	Staff work school traffic lines, encouraging parents to drop or pick up their student close but not directly in front of the entrance	One year	Linn-Mar
Adults Uncomfortable with Students Using Active Transportation: Some students may want to use active transportation but their parent is uncomfortable	Have walking and/or biking school buses for each of the schools	One to two years	Linn-Mar
Driver Awareness of Active Transportation Users and Adult Apprehension: Drivers do not always expect active transportation users on a roadway which may make parents apprehensive about their childing using active transportation	Install signage along walking routes to provide awareness of pedestrian and cycling users to those without or with little knowledge of active transportation	Two years	City of Marion

ENGAGEMENT			
Area of Improvement	Solution	Timeline	Responsible Party
Unaware of Active Transportation and its Benefits: Lack of understanding about active transportation and its many benefits	Promote active transportation to parents and guardians by tabling at community events	One year	City of Marion
Parent Safe Routes to School Champion: Parents do not have a stake in SRTS at Linn-Mar	Have SRTS Parent Champion at each school	One year	Linn-Mar
Vehicle idling and Dropping Off at Front Door: With so many vehicles idling at one time, it creates a situation where children must walk through unhealthy air	Have an alternative drop-off location close to the school	One year	Linn-Mar
Volunteers to Lead Walking School Buses: Parents apprehensive about allowing their student to walk or bike for school transportation	Trusted adult leading a walking school bus	One year	Linn-Mar

ENGAGEMENT continued			
Area of Improvement	Solution	Timeline	Responsible Party
Getting Students to School Safely with Active Transportation: Parents unsure about the safety of using active transportation for travel	Inform parents how students can safely utilize active transportation	One year	Linn-Mar
Best Route to Walk/Roll/Bike to and from School: Students and parents are unsure of the best, most direct, and safest route to walk or cycle to school	Provide an opportunity for parents and guardians to comment on the proposed walking routes	One year	Linn-Mar
Community Awareness of Construction in Area: Citizens get information about their community in several ways and may be unaware of certain projects happening near or within the school boundary	Provide information to the Linn-Mar community about construction projects	Two years	City of Marion

Engineering

Road Connectivity

Area of Improvement: Echo Hill Road does not connect to 10th Street

The map in Image 26 shows that Echo Hill Road currently runs from North Mentzer Road to Hazel Point School. Due to the road ending at Hazel Point and not 10th Street, traffic can only enter and exit the Echo Hill and Hazel Point schools on one roadway. Limited access to the schools creates several vehicular and pedestrian traffic issues. During pick-up and drop-off times, it has been observed that the vehicular traffic almost backs up to the Alburnett Road and Echo Hill Road roundabout. Not only would this prevent the intersection from working

Image 26: Echo Hill Road Future Road Extension

*Map shows approximate road alignment

properly, but it will also block the pedestrian crosswalk at the Alburnett Road roundabout.

Solution: Extend Echo Hill Road to 10th Street with multimodal accommodations

By extending Echo Hill Road to 10th Street, vehicular traffic can approach Echo Hill and Hazel Point schools from the east and west. In doing so, traffic volumes will be dispersed because vehicles can access the schools in multiple ways. Multiple access points to the schools will prevent traffic from backing up into the Echo Hill Road roundabout. Another benefit of allowing traffic to flow in multiple directions to Echo Hill and Hazel Point will be increased pedestrian safety due to lower vehicular crossings at crosswalks.

Objective Timeline: Dependent on Linn-Mar School District growth

Currently, the Linn-Mar Community School District owns the land where Echo Hill Road will be extended to 10th Street. This roadway segment will not be constructed until the school district develops this land. Because this will not be done for several years, future collaboration between the Linn-Mar Community School District and the City of Marion is needed to develop and construct Echo Hill Road with a Complete Street design in mind. The USDOT describes complete streets as being "designed and operated to enable safe use and support mobility for all users. Those include people of all ages and abilities, regardless of whether they are traveling as drivers, pedestrians, bicyclists, or public transportation riders."

Responsible Party: Linn-Mar

Linn-Mar is currently responsible for constructing Echo Hill Road when development occurs on the land between Hazel Point and 10th Street. The City of Marion will work with Linn-Mar in designing the road for all modes and abilities.

Traffic Calming

Area of Improvement: Alburnett Road was designed and built for speeds higher than 35 mph

As Marion has continued to grow over the past few decades, roadways originally built for traffic at higher speeds were in areas with little development. Now, these areas have more homes, and the roads are still built to accommodate higher speeds. These roadways are in an environment where drivers unknowingly speed at the speed initially designed for the roadway, not the currently posted speed limits. Alburnett Road was initially built for a 55 mph speed limit, and the current speed limit is 35 mph. Parents and community members have observed frequent speeding along this corridor, creating a barrier to parents feeling comfortable letting their children walk to school.

Solution: Implementation of traffic calming techniques

To address speeding within this area of Alburnett Road, traffic calming techniques should be utilized to reinforce drivers to stay within the 35 MPH speed zone. These techniques include painting on roadways, signage, and other various items. The USDOT has studied traffic calming techniques for years to understand each technique's impact on speeding within an area. Each traffic calming technique, seen on the map in Image 27, has been identified as the most beneficial technique for a corridor such as Alburnett Road.

In 2009, the Federal Highway Administration conducted a study across Iowa to understand how well different traffic calming techniques are. Due to this study's focus aligning closely to this action item, the traffic calming

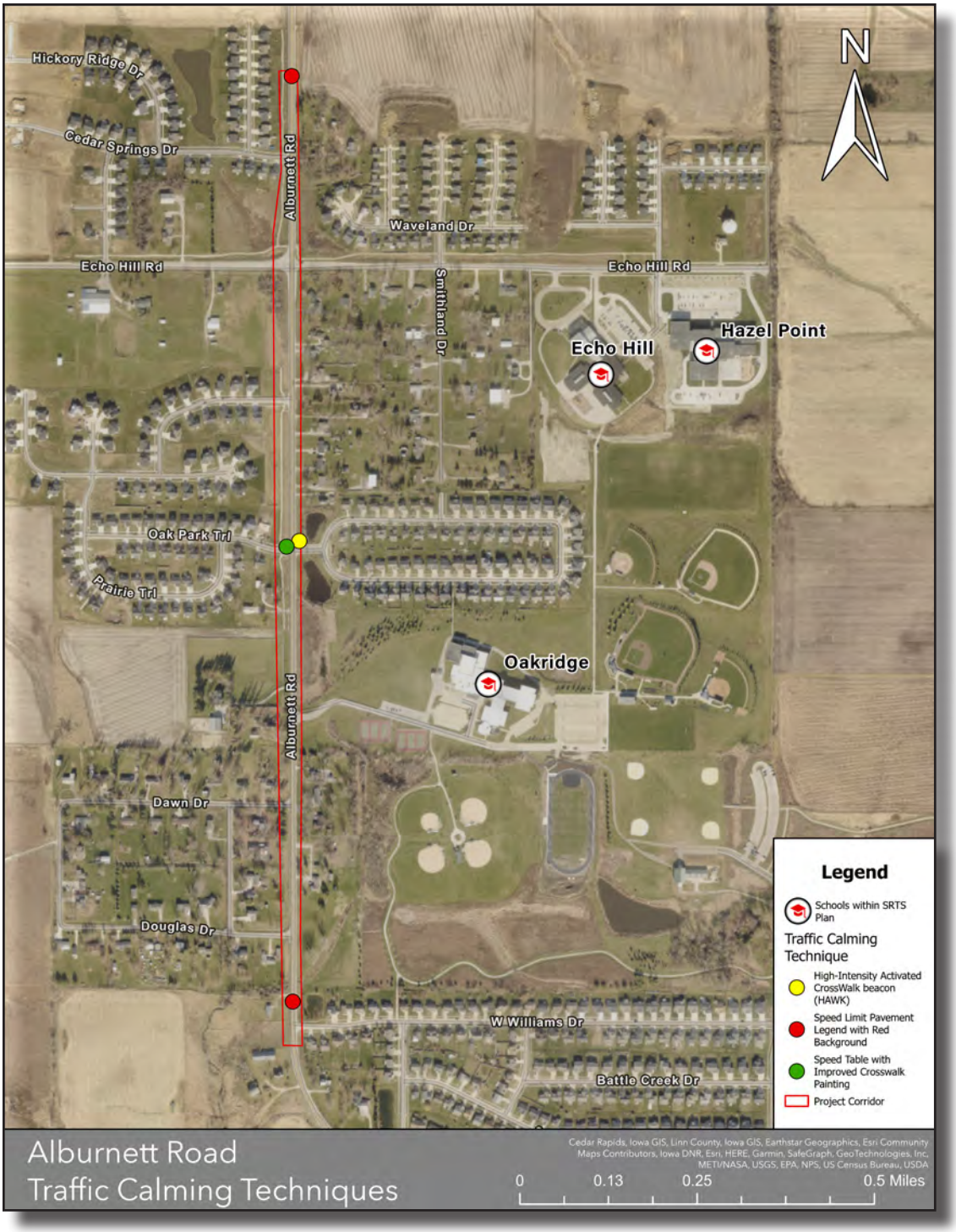


Figure 27: Proposed traffic calming techniques within the Alburnett Road Corridor

techniques outlined in the Table 1 were chosen based on the effectiveness within the "Traffic Calming on Main Roads Through Rural Communities" Techbrief. The traffic calming techniques proposed to be implemented include speed limit pavement legends, Rectangular Rapid Flashing Beacon (RRFB), and a speed table.

It is being recommended to implement speed limit pavement legends with a red background on the north and south ends of the project corridor. Examples of this and other traffic calming treatments is shown in the Appendix 6 on page 149. The pavement legends will provide additional notice to drivers about the upcoming roadway's speed limit. Within the FHWA study, this approach has seen effective results for one side of the roadway. This discrepancy is due in part to a curve in the roadway preventing speeding from already occurring. The overall speed reduction seen by implementing this traffic calming technique is between one to nine miles per hour. The data from this particular traffic calming technique can be seen in Table 1.

Located on Oak Park Circle and Alburnett road is currently a traditional crosswalk with a RRFB. Throughout the entire engagement process of the Linn-Mar Safe Routes to School Plan, parents have expressed concern about motorized vehicles speeding through this crosswalk and not yielding to pedestrians. To address this,

a speed table will make motorized traffic slow down when approaching the intersection. The intersection will also promote better safety for students getting to school because they are on an elevated surface. The speed tables will make it easier for drivers to see pedestrians trying to cross the road. Within the FHWA study, a reduction in speed by four to five miles per hour within the first year. The data from this particular traffic calming technique can be seen in the Table 2.

Treatment	Change in 85th percentile speed (mi/h)	Cost	Maintenance	Application
Transverse pavement markings	-2 to 0	$	Regular painting	community entrance
Transverse pavement markings with speed feedback signs	-7 to -3	$$$	Regular painting	community entrance
Lane narrowing using painted center island and edge marking	-3 to +4	$	Regular painting	entrance or within community
Converging chevrons and "25 MPH" pavement markings	-4 to 0	$	Regular painting	community entrance
Lane narrowing using shoulder markings and "25 MPH" pavement legend	-2 to 4	$	Regular painting	entrance or within community
Speed table	-5 to -4	$$	Regular painting	within community
Lane narrowing with center island using tubular markers	-3 to 0	$$$	Tubes often struck needing replacement	within community
Speed feedback sign (3-months after only)	-7	$$$	Troubleshooting electronics	entrance or within community
"SLOW" pavement legend	-2 to 3	$	Regular painting	entrance or within community
"35 MPH" pavement legend with red background	-9 to 0	$	Background faded quickly; accelerated repainting cycle	entrance or within community
$ under $2,500 $$ $2,500 to $5,000 $$$ $5,000 to $12,000				

Table 2: Break down of traffic calming techniques by effectiveness and
Source: Federal Highway Administration

These traffic calming techniques fall within the boundaries beginning at West Williams Drive and Alburnett Road intersection and ending at Cedar Springs Drive. Implementing multiple traffic calming techniques will help reinforce the lower speed limit within the Alburnett Road corridor.

Location	Analysis period	Sample size (veh)	Posted speed (mi/h)	85th Percentile (mi/h)	Change in 85th percentile speed from before period (mi/h)					
200 ft downstream	Before	2257	25	34						
	1-month	2199	25	30		-4				
	3-month	2763	25	30		-4				
	9-month	3885	25	30		-4				
	12-month	3886	25	30		-4				
15 ft downstream	Before	3685	25	32						
	1-month	3355	25	27	-5					
	3-month	3413	25	28		-4				
	9-month	3982	25	27	-5					
	12-month	3279	25	27	-5					

Table 3: Break down of Speed Table effectiveness at reducing speed
Source: Federal Highway Administration

Location	Analysis period	Sample size (veh)	Posted speed (mi/h)	85th Percentile (mi/h)	Change in 85th percentile speed from before period (mi/h)									
Before curve	Before	2190	35	52										
	1-month	2150	35	47					-5					
	3-month	2022	35	47					-5					
	9-month	4033	35	43	-9									
	12-month	2031	35	51									-1	
West entrance	Before	2,369	35	45										
	1-month	2,256	35	40					-5					
	3-month	2,119	35	41						-4				
	9-month	4,027	35	37		-8								
	12-month	3,168	35	41						-4				
East entrance	Before	4254	35	40										
	1-month	3998	35	38								-2		
	3-month	2900	35	39									-1	
	9-month	4087	35	40										0
	12-month	4031	35	39									-1	

Table 4: Break down of Speed Limit Pavement Legend with Red Background effectiveness at reducing speed
Source: Federal Highway Administration

Objective Timeline: Five years

The traffic calming techniques outlined in the solutions section are more straightforward projects because they require paint and signage. These techniques could be installed within five years of the adoption of this plan. This timeline allows each jurisdiction to include these traffic calming techniques within their respective budgets.

Responsible Party: City of Marion and Linn County

Due to Alburnett Road being within the jurisdictions of the City of Marion and Linn County, it will be crucial for collaboration to occur to ensure that the traffic calming techniques transition smoothly and are uniform. These two parties will be responsible for implementing the roadway pavement markings, signage, and improving the crosswalks within this corridor.

Student Drop-off/ Pick-up Congestion

Area of Improvement: Traffic from pick-up/ drop-off at Boulder Peak backs up to 35th Avenue

The Boulder Peak school is located within an area that has not been fully developed. Due to the lack of development surrounding the school, 35th Avenue is currently the only road providing access to the school grounds. Because there is only one road to access the school, traffic goes back onto 35th Avenue during student pick-up and drop-off times.

Solution: Ensure future development provides proper vehicle dispersion and drop zones

The Boulder Peak School is located within an area identified as a planned unit development (PUD). This PUD has an accompanying plan titled "The Neighborhood at Indian Creek." This plan lays out the proposed future

design of the streets and buildings within that PUD. This layout can be seen in Image 26 to the right Ensuring the installation of neighborhood streets surrounding Boulder Peak will promote vehicle dispersion and allow students to walk, bike, and roll to school on roadways with less vehicle traffic.

Figure 27: Proposed street network in the Neighborhood at Indian Creek Development
Source: The Neighborhood at Indian Creek - Design Guidelines

Objective Timeline: 10 years

Due to the Indian Creek PUD depending on private development and sanitary sewer capacity, this initiative has a 10-year horizon. This amount of time would be adequate to see if and when this development would begin around the Boulder Peak School.

Responsible Party: City of Marion

As the land around Boulder Peak School is developed, it will be more important than ever that the City of Marion, Linn-Mar Community School District, and the private developer work together. This relationship will allow the Linn-Mar Community School District to provide input about how the surrounding built environment is built to get their students to school safely. The City of Marion would receive this information and work with the developer to implement the school district's suggestions.

Speed Reduction

Area of Improvement: Speeding along 35th Avenue

35th Avenue is currently a roadway with buildings far away from the road and no infrastructure that makes a driver feel like there is no need to slow down. Due to this, drivers unknowingly speed due to not feeling like they are within a roadway that is 35 to 25 MPH zones.

Solution: Plant trees within the Right-of-Way to reduce speeds on 35th Avenue

Planting trees along 35th Avenue will create side friction for motorists. Side friction felt by the street trees will encourage drivers to slow down through this zone. With vehicles going slower, students crossing the street to get to Boulder Peak will be safer than before. Another benefit to implementing street trees along 35th Avenue

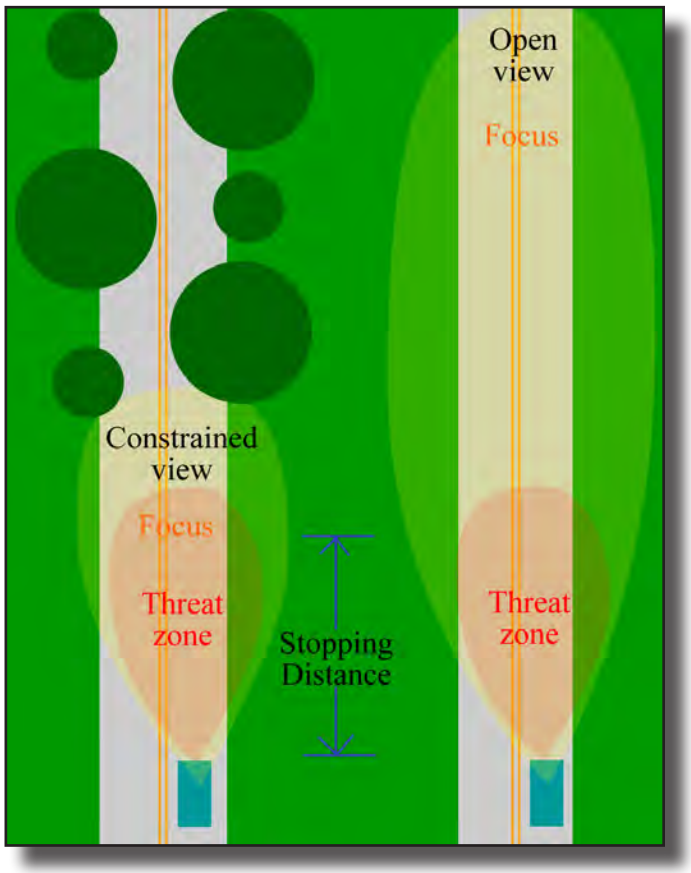


Image 28: Trees constrain a driver's view, keeping their focus on the roadway in front of them.
Source: Penfield NY Calm Roads Blog

is to shade students walking and rolling on the sidewalk. In doing so, students will be in a cooler area rather than exposed to the sun. The benefits of street trees for pedestrians have been mentioned in another area of improvement and underlines the importance of implementing street trees on 35th Avenue. See Image 27 to understand how trees help slow down traffic.

Objective Timeline: Five to 10 years

A timeline of 5 to 10 years should be enough time to get trees planted along 35th Avenue. Funding opportunities will need to be identified, and 5 to 10 years should be enough time to plan for trees along 35th Avenue.

Responsible Party: City of Marion

The City of Marion is responsible for the right-of-way on their city streets, so installing trees along 35th Avenue would be their responsibility. Over the past several years, the City of Marion has been working on implementing trees within rights-of-way throughout town. The Parks and Recreation Department has coordinated this task with the City Arborist as the lead. The City of Marion's Community Development and Engineering staff will work with the City Arborist to ensure that 35th Avenue becomes a priority.

Pedestrian Safety

Area of Improvement: Vehicles not yielding at crosswalk at Oak Park Circle and Alburnett Road

Throughout the public engagement process, the current Alburnett Road crossing at Oak Park Circle has been repeatedly discussed as an unsafe crossing area. This is due to drivers not yielding to pedestrians and speeding within this area being prevalent. There is currently a Rectangular-Rapid Flashing Beacon (RRFB) and painted crosswalk at this location, as shown in Image 27.

Solution: Implement High-intensity Activated Crosswalk (HAWK) pedestrian crossing beacon

Upgrading the current crosswalk from an RRFB to a High-intensity Activated Crosswalk (HAWK) will promote pedestrian safety. The HAWK system utilizes a red light that lets drivers know they must stop to let pedestrians cross the roadway. HAWKS look like a stop light, and with proper signage, motorists are more likely to stop for pedestrians at this crossing.

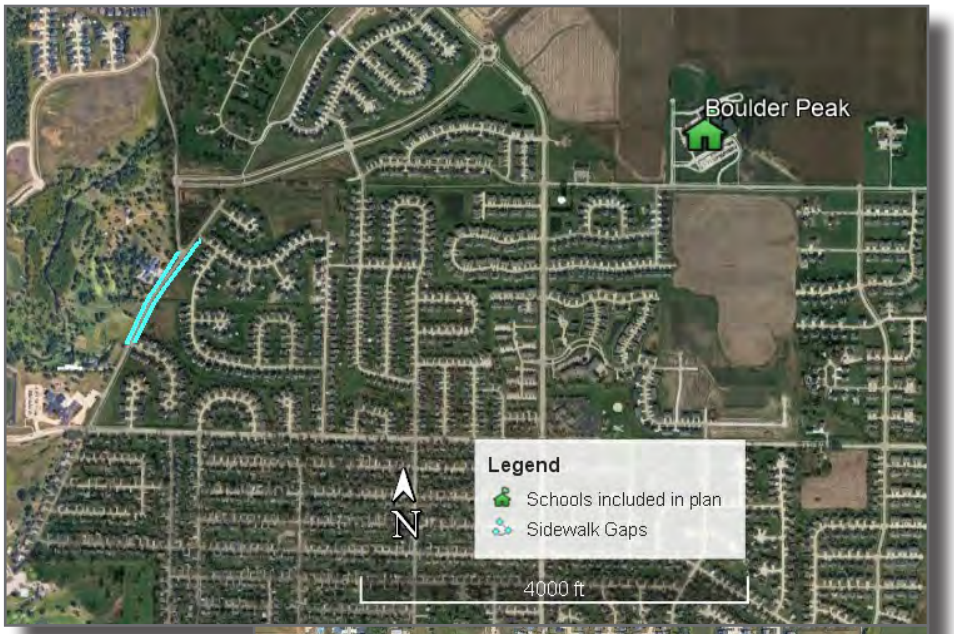
Objective Timeline: One to five years

An investment of approximately $100,000 is needed to implement a HAWK signal. One to five years will be appropriate to budget for and pursue alternative funding options for its installation. A funding opportunity for this project would be the State-wide Transportation Alternative Program funding. Within this funding, there is a category for Safe Routes to School projects.

Image 29: RRFB on Alburnett Road at Oak Park Circle.
Source: Google Earth/Maps

Responsible Party: City of Marion

Due to this action item being infrastructure related within the right-of-way on Alburnett Road, the City of Marion is responsible for implementing the HAWK signal. The City of Marion's Public Services Department will work on implementing the HAWK signal due to that department's responsibilities, including traffic control. The Community Development department will work with the Public Services Department in searching for funding. A funding program that the Community Development Department currently knows as a possibility would be the Iowa Department of Transportation's Transportation Alternatives Program. This program allots funding to Safe Route to School projects state-wide, for which the HAWK light would qualify.



Images 30 and 31: Sidewalk gaps nearby schools in the plan. Image X shows the sidewalk gap along Indian Creek Road near Boulder Peak and Image XX shows sidewalk gaps along Alburnett Road and Echo Hill Road nearby the three schools.
Source: Google Earth

Sidewalk Connectivity

Area of Improvement: Sidewalk gaps are found in walking, biking, and rolling routes to school

Several sidewalk gaps within the Linn-Mar Community School District cause safety concerns for parents and students when using active transportation to get to school. Multiple sidewalk gaps within each school's walking shed significantly impact student safety. These gaps include a sidewalk along Alburnett Road from Echo Hill Road to West Williams Drive, Indian Creek Road from 29th Avenue to Tower Terrace Road, and the south side of Echo Hill Road from Alburnett Road to Hazel Point school.

Solution: Fill in sidewalk gaps

A complete sidewalk network should be constructed within each of the Linn-Mar Schools' walking shed. In doing so, Linn-Mar students will have safe access to their schools. The three sidewalk gaps cannot likely be constructed simultaneously, so they must be prioritized to be implemented by the City of Marion. Images 29 and 30 show the sidewalk gaps along Echo Hill Road, Alburnett Road, and Indian Creek Road.

Objective Timeline: Five to 10 years

Community engagement, project development, and securing funds for construction are all required to fill the three sidewalk gaps. Each of these items could take several years, and the timeline to complete this solution was identified within 5 to 10 years.

Responsible Party: City of Marion

The City of Marion will work with the Linn-Mar Community School District to look at the sidewalk gaps within their walking shed boundaries for the schools within this plan. Through these discussions, the school district and the City will first prioritize which sidewalks to implement. The City of Marion will be responsible for ensuring the construction of these sidewalk segments.

Image 32: The back parking lot at Oak Ridge School.
Source: Google Earth/Maps

Trail usage

Area of Improvement: Students cutting through the Oak Ridge parking lot when utilizing trails

Currently, the trail from Lowe Park to Hazel Point and Echo Hill schools goes around two parking lots, Oak Ridge's back parking lot and Echo Hill's small parking lot. Students usually cut through these parking lots rather than staying on the trail. Having to walk, bike, or roll through two parking lots causes safety concerns due to motorized vehicles and pedestrians interacting in an environment that is not well suited to doing so. Image 31 shows the back parking lot at Oak Ridge.

Solution: Encourage students to utilize the trail instead of cutting through the lot through signage and painting

Signage and painting will be necessary to encourage students to stay on the trail. Installing signage and paint markings around the parking lot would help keep students on the trail because the paint would clarify what route they should take, and the signage will reinforce that.

Objective Timeline: Two to three years

Signage and paint are quick to install, and the timeline for this action item is 2 to 3 years. This timeframe allows the school to plan where the signs and markings will be most impactful and get the material expenses in the budget.

Responsible Party: Linn-Mar

As the Oak Ridge parking lot is on Linn-Mar Community School districts property, the school district is responsible for this action item. Coordination with the City of Marion and the Corridor MPO to implement

similar signage in Lowe Park and placement of signage and markings would be recommended.

Crossing 29th Avenue

Area of Improvement: More students will have to cross 29th Avenue with expanded walk shed/ non-bused areas

The district had to enact budget cuts and reducing bus service to students was the best answer to reduce costs. That leaves students that live within two miles of an elementary, intermediate, or middle school unable to ride the bus, unless their parent or guardian pays a fee to the district for bus service. Reducing bus service could result in more parents and guardians driving their students to school, particularly since Boulder Peak students will have to cross 29th Avenue to get to school. 29th Avenue is a buys road and does not have frequent intersections with adequate crossings.

Solution: Implement a countermeasure to improve pedestrian safety at crossings using one of the seven FHWA's "Spectacular Seven" countermeasures

Introduced in 2017 by the FHWA, the Safe Transportation for Every Pedestrian (STEP) program has a goal of reducing pedestrian fatalities at roadway crossings. The STEP program promotes seven "spectacular" countermeasures to improve safety: crosswalk visibility enhancements; raised crosswalks; pedestrian refuge islands; rectangular rapid flashing beacons; pedestrian hybrid beacons; road diets; and leading pedestrian intervals. STEP has documented more than 30 case studies that highlight the safety benefits of each of the countermeasures.

Objective Timeline: One to five years

The timeline for this solution is depends on which of the seven pedestrian safety countermeasures will be used to get students crossing 29th Avenue safely. The timeline is one to five years to reflect differences in cost and scope to construct the seven different countermeasures.

Responsible Party: City of Marion

The City of Marion will ultimately be the responsible party, as they own and maintain the right-of-way along 29th Avenue. The Corridor MPO is available to assist Marion City staff with determining the best pedestrian safety countermeasure for students crossing along the 29th Avenue corridor.

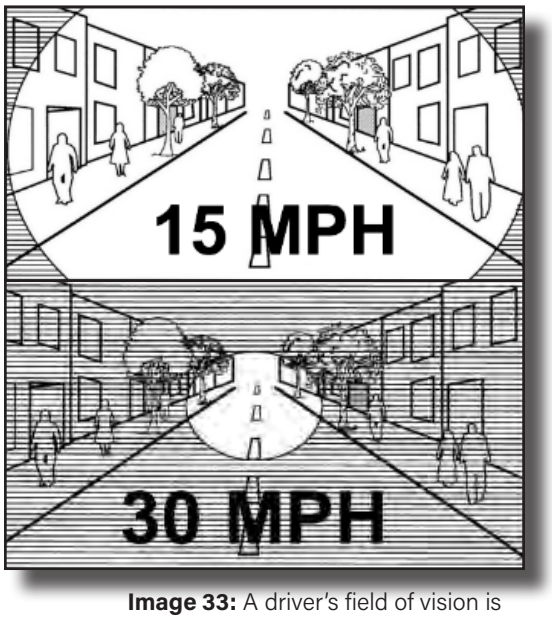


Image 33: A driver's field of vision is much wider at 15 mph than at 30 mph.

Source: CivicWell

Evaluation

Speeding

Area of Improvement: Speeding along Alburnett Road

Many survey results from parents and students discuss speeding or fast-moving vehicles along Alburnett Road. Due to there being no speed cameras or a speed study was done in this area, these comments cannot be addressed appropriately.

Solution: Collect speeding data to understand current and future trends on motorized vehicle speeding throughout this corridor

Collecting speed data will need to be conducted to understand the current speeding occurring on Alburnett Road. This speeding data will not be used for a speed study. The speeding data collected will be utilized to understand current speeding amounts and frequency. The speeding data will also be able to show how different traffic calming techniques impact speeding along this roadway.

Objective Timeline: One year

The initial speed assessment of this roadway will need to occur within a year to obtain a clear baseline for speeding data that will be utilized to understand future speeding trends. Upon collecting this data, the speed assessment will be conducted bi-annually or as seen fit by the Linn-Mar Safe Routes to School Committee. By obtaining the baseline and bi-annual speeding data, the Linn-Mar SRTS plan will be able to evaluate how the plan and its objectives impact speeding.

Image 34: Many parents feel uncomfortable with their child walking or biking toschool alone.

Source: The Globe and Mail

Responsible Party: City of Marion

The City of Marion has the equipment to collect roadway speeds. The City will be the lead on this action item due to their equipment being utilized, and the corridor being studied is maintained by the City of Marion. The Corridor MPO staff will assist the City of Marion as needed. After collecting the data, the Corridor MPO will house and refine the data.

Access to Schools

Area of Improvement: New developments in the area provide better access to schools

Pedestrian infrastructure continues to expand as residential developments are constructed around each of the schools. With new infrastructure, there may be a quicker and/or safer way to get to school. However, for various reasons, people may not be aware of these new connections and are unaware there is a new, quicker, or safer way to get to and from school.

Solution: Review and update the walking routes annually

Before the start of the school year, parents and students will be provided with maps showing the recommended route students could use to walk or cycle to school. These walking routes need to be reviewed and potentially updated annually based on the increased development occurring around the four schools.

Objective Timeline: One year

At the first evaluation meeting in the summer of 2024, the Linn-Mar Safe Routes to School Committee will review the existing walking routes to see whether the routes should be updated. This review and update to walking routes will be included as a standing agenda item for the plan's annual evaluation meetings.

Responsible Party: City of Marion

The City of Marion will be the lead for this item as they know which developments have seen recent

construction. The Corridor MPO will assist in updating the walking routes with the data provided by Marion.

Image 35: Incentives for students could help more transition to active transportation.
Source: KAALTV.com

Incentivizing Progress

Area of Improvement: Plan adoption needs incentives for all students to participate

When reviewing the student surveys for this plan, many identified that they would be interested in walking or biking to school if there was some incentive provided. There are currently no incentives for students to use active transportation. Because of this, students have stated that they would rather ride with their parents or on the bus to school.

Solution: Update and review incentives annually at the annual Safe Routes to School Committee Meeting

The Linn-Mar SRTS Plan will include an annual evaluation meeting where the Committee reviews the plan's progress. At these evaluation meetings, the Linn-Mar Safe Routes to School Committee will identify what incentives should be provided for students the following year. Updating these incentives annually will ensure that the incentive fits within the Linn-Mar School District's current missions, goals, and priorities.

Objective Timeline: Two years

This process will begin with the first annual Linn-Mar Safe Routes to School Committee evaluation meeting in the summer of 2023 and will be updated annually.

Responsible Party: Linn-Mar

The Linn-Mar district will determine what incentive they provide to students that participate in active transportation to school. Linn County Public Health should be included in this determination due to its expertise in distributing healthy incentives and how to do so equitably. This discussion will occur at the annual Safe Routes to School Committee meeting, so other community partners can assist in identifying potential incentives.

Monitoring Progress

Area of Improvement: Ensuring the plan is meeting and working towards its goals

Evaluation is a part of every planning process. A plan is more likely to meet its goals if the goals are continually reviewed and assessed.

Solution: Hold an annual Safe Routes to School Committee evaluation meeting

The Safe Routes to School Committee evaluation meeting will be held annually to ensure the plan ultimately meets all of its goals and

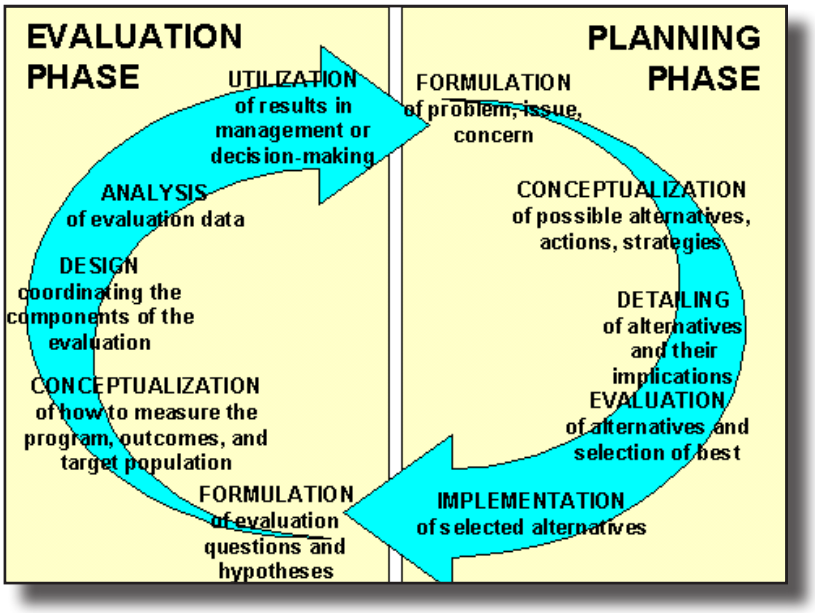


Image 36: The planning and evaluation cycle.
Source: conjointly.com

implementation. During these meetings, committee members will provide updates on each of their tasks for the previous year and decide on what will be accomplished in the next year. The meeting will go off the evaluation matrix, and the committee will also discuss standing items to be addressed (update walking routes, review incentives, etc.)

Objective Timeline: One year, annually

This process will be started in the summer of 2023 for the 2023-2024 school year. At the summer 2023 committee meeting, members will decide which tasks they will accomplish in the next year.

Responsible Party:

The Corridor MPO will be responsible for setting up and leading the annual Evaluation meeting. This meeting will include all the current Linn-Mar Safe Routes to School Committee members. Other people are welcome to attend the evaluation meeting if some feel that is needed, and committee members may be added or removed at any time as staffing changes occur.

Data Collection to assist in decision making

Area of Improvement: Lack of data for Safe Routes to School programming at the four schools

Historically, data that would benefit a Safe Routes to School program has not been collected or done so consistently. The lack of historical data, plus the COVID-19 pandemic, made it very difficult to collect data to create a baseline of data for this plan.

Image 37: Data must be collected as part of this planning effort to ensure we are making progress.

Source: bbc.co.uk

Solution: Annually gather data to understand current and future trends concerning SRTS

Data will need to be collected annually to understand the outcome of the Safe Routes to School plan's implementation. The Linn-Mar Safe Routes will decide on the data collection methodology to School Committee.

Objective Timeline: One year, annually

This process began with the student surveys sent out during the 2021 – 2022 school year and will be reviewed at the annual evaluation meeting for the Linn-Mar SRTS Plan. From this review, the committee will decide if they are satisfied with the current data collection methods or if they would like to pursue alternative data collection methods.

Responsible Party: Corridor MPO and Linn-Mar

The Corridor MPO and Linn-Mar Community School District will be the co-leads for this action item. The Corridor MPO will collect data at the four Linn-Mar Schools for the Safe Routes to School Plan with prior approval by the Linn-Mar SRTS Committee and School District. The Linn-Mar School District will ensure that the data collection method (surveying, student observations, etc.) is collected appropriately and disseminate when and how the data will be collected.

Impact of LM SRTS Plan and local policies on children's active travel to school

Area of Improvement: Unsure how to measure the impact the Linn-Mar SRTS Plan and local, City of Marion policies on children's active travel to school

There is no possible way that anyone can absolutely determine how many students are walking and biking to school. Surveys help, but some students may be missing that day surveys are taken. There are tools out there, like Census data, that shows how many school-aged children live in an area. But that does not take into account homeschooled children that live in the district but do not attend.

Solution: Use an agent-based model to stimulate children's active transportation to school

This will help determine a baseline, or a potential number of students, who could use active transportation to get to and from school. The numbers obtained from the agent-based model can then be compared to surveys and student observations to see whether the plan is having an impact in producing a mode shift in student travel.

Objective Timeline: One to two years

This process can begin within a year, but two is being provided as there are still some lingering effects from COVID.

Responsible Party: Corridor MPO

Corridor MPO will be the lead for this item. MPO staff will work to obtain or utilize an existing agent-based model to determine a baseline of students. The City of Marion can assist, as needed. Corridor MPO staff will share the results of the comparison of the agent-based model and survey/observation results with the LM SRTS Committee.

Image 38: Constructing the roundabout at Echo Hill Road and Alburnett Road. It opened in the fall of 2022.

Source: Google Maps

Education

Comfortability with Roundabouts

Area of Improvement: Adults and children unsure and unfamiliar with how to move through a roundabout

Roundabouts have not been very common in the greater Cedar Rapids metropolitan area, let alone in North America. But their numbers are increasing. Engineers and planners have seen the benefits of roundabouts, particularly about safety. The general public remains skeptical about the positive benefits of roundabouts because they are unfamiliar with them.

Solution: Provide educational materials on how to maneuver through a roundabout as a pedestrian, cyclist, and driver

A lack of information and familiarity can deter people from choosing active transportation, let alone trying to walk or bicycle through a roundabout. More roundabouts are planned and will be constructed in the coming years. Citizens need educational information and encouragement to overcome the barrier of roundabouts being unfamiliar. This solution aims to present and educate parents about how roundabouts are legitimate, safe intersections.

Objective Timeline: One year

The Linn-Mar Safe Routes to School Committee initiated this solution before the 2022-2023 school year, and education about roundabouts' benefits and usage will continue. If we want people to use active transportation to travel, let alone children, they will need to be confident encountering a roundabout intersection. This solution aims to show the community what to expect and how roundabouts work.

Responsible Party: Linn-Mar

Linn-Mar Communications and administrative building staff will be the lead, as they are the ones who send out information to parents, guardians, and the greater Linn-Mar community. Corridor MPO, City of Marion staff, and Marion Police Department will assist Linn-Mar in providing text, visual aids, and information about roundabouts and how they operate.

Image 39: Bike rodeos are a good way to help students understand how they can safely ride their bike to school.
Source: signalsaz.com

How to Use Active Transportation

Area of Improvement: Students are unsure of how to use active transportation effectively and safely for travel to and from school

Students in Kindergarten to 8th grade range in age from 5 years old to about 14 years old. Students within this age range generally do not have a lot of life experience. Their young age can prevent them from understanding how to use active transportation for traveling to and from school. Those students have had significantly less exposure to roadways and intersections than an average adult, so they have yet to learn some things that will come with age. Adults generally understand traffic patterns and safety better and have encountered these types of environments more than a child. Adults can better determine things like whether they can cross a road before a car reaches them than a child would. There may be some students who have had exposure to being a non-motorist, but may be apprehensive about how to do it safely or for school trips.

Solution: Provide curriculum for Physical Education class that teaches students about how to use and the benefits of active transportation

Having a set curriculum or special PE day dedicated to active transportation would educate students on how to use it and do so safely. Students would understand the benefits of active transportation and could further educate their peers on how to safely walk, roll, or cycle. The specific things taught to elementary, intermediate, and middle schoolers will help be identified by Linn-Mar staff.

Objective Timeline: Two years

Teachers are continually receiving additional tasks on top of their already busy schedules and requirements, and it is unfair to place another expectation on them. But students also deserve the freedom to use the transportation mode they want to get to where they are going. Ensuring that students receive education on active transportation from the most relevant teachers, instead of every single teacher, prevents another task from being added to all teachers' workload. However, teachers that do not teach physical education could also

be encouraged to weave active transportation into other lessons, like in a problem for math or in an article for reading. However, this solution is specifically addressing the need for active transportation units in physical education class.

Responsible Party: Linn-Mar

Gym and health teachers at the Linn-Mar schools are the lead for this item, as they are the ones who provide the PE and health education to students. School administrators are also included as a part of the lead as they are the ones who determine and approve the curriculum. Corridor MPO staff is always available and willing to provide information, text, and visual aids to assist in the active transportation curriculum.

Best Routes to Walk to School

Area of Improvement: Unsure of the best route to take to get to school safely and quickly

Parents want their child to get to school as safely and as quickly as possible, but may be unsure of the best route their student should take. Even for those parents who are open to active transportation, there may be some apprehension to provide their child with the opportunity to walk, roll, or bike to school because they are unsure about the best route to get there.

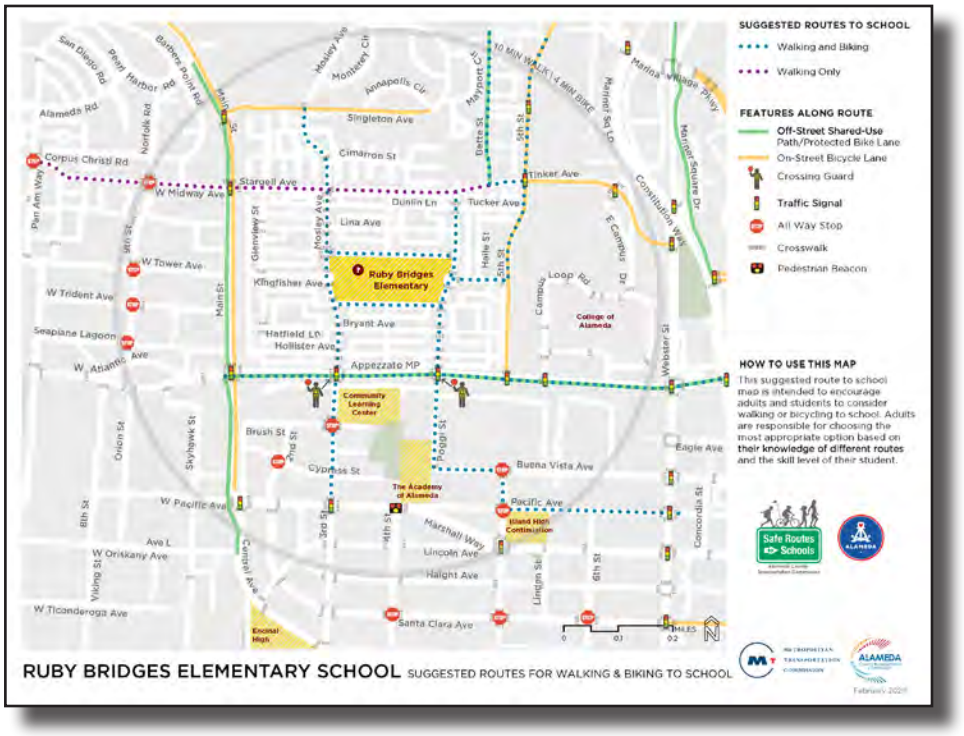


Image 40: A map, similar to the one provided by Alameda County Transportation Commission, could be provided to students and parents before the school year.

Source: alamedacountysr2s.org

Solution: Provide parents with maps and information on walking routes to and from school

Before each school year, parents and students will be provided maps showing the walking routes for students engaging in active transportation for travel. This solution will remove a potential barrier for people uneducated or inexperienced with the city setting and for those new to the area. Parents will be able to provide feedback on the routes before they become finalized and distributed to the community.

Objective Timeline: One year

The creation and distribution of walking route maps must be implemented within the first year to lessen the barrier about not knowing the best routes to take to and from school. The first year is important as the messaging of Safe Routes to School needs to be consistent make sure the solutions in this plan continue.

Responsible Party: Linn-Mar

Linn-Mar will ultimately lead this item, as they are tasked with sending this information to the Linn-Mar

community via email, social media, and newsletters. Using their understanding of the built environment, Corridor MPO and City of Marion staff will assist and guide Linn-Mar on the best walking routes utilized to get to and from school. Once walking routes have been established, parents and the community will be provided an opportunity to give feedback on the routes. After incorporating that information, the routes will adjust as necessary and then be sent out.

Unhealthy Air

Area of Improvement: Parents idling their vehicles while waiting to pick up or drop off their student, emitting hazardous emissions from their vehicle, which affects susceptible children's health

Parents or guardians that pick up and drop off their students are not necessarily inclined to turn off their vehicles. In Iowa, there can be numerous days below zero, and few people want to wait in the cold. Iowa can also be extremely hot, humid, and unpleasant. Turning off your car often makes sense when you are waiting for a very short amount of time in ideal weather conditions, but often school traffic lines can be long and time-consuming. Vehicles will sit and idle for several minutes, often 15 minutes or more. That is enough time to emit a lot of invisible hazardous fumes and gases. When inhaled by students with young, developing bodies it can lead to asthma and other air-pollution related problems, particularly for students with weakened immune systems.

Image 41: Idling more than 10 seconds uses more fuel than restarting the engine.
Source: bikeportland.org and supari.in

Solution: Provide consistent messaging that idling vehicles leads to unhealthy, toxic air which affects developing and growing young people

There is absolutely no way any one person can know anything and everything. Some parents may be unaware that their sitting, but the running vehicle, is emitting invisible toxic fumes that are harmful. Consistently providing information on the hazards of idling vehicle emissions, particularly their effects on children, adults may learn and change their behavior in the pick up/ drop off line. This messaging may also help influence some parents in the pickup line to instead let their child try active transportation.

Objective Timeline: One year

In order to ensure healthy students stay that way, parents must be educated as soon as possible about the hazards of idling their vehicle. Most students surveyed arrived to school by car, so that means many students encounter unhealthy air almost daily. Parents will continue to drop off and pick up their students by vehicle until active transportation is a part of the culture at Linn-Mar. It is important to start this as soon as possible.

Responsible Party: Linn-Mar

Linn-Mar will ultimately be the lead on this item, as they will provide the messaging to parents and the community via email and messaging. Corridor MPO, City of Marion, and Linn County Public Health staff are available to assist in providing the text, facts, and figures for the public, which the Linn-Mar School District will then send out.

Promoting Bicycle Helmet Usage to Students

Area of Improvement: Students do not wear helmets to ride their bicycle

Most other countries have a larger part of their population traveling to work some other way than by personal vehicle than the United States in general. Their culture accepts and includes other transport modes besides the car, leading to cycling and walking being more ingrained in the culture. Because cycling is an everyday thing and common way for people to get around, many if not most of the people cycling in these countries are not wearing a bicycle helmet. This is not the case in the United States. Roadway design that includes space for modes other than the car were not prioritized for decades and were more of an afterthought, if even considered. Cycling can seem unreasonable because of the conditions in which we put cyclists on our roads. Roadway planning has been trending towards designing streets for all transportation modes and abilities, but a large portion of urban areas in the U.S. still have little to no infrastructure to support walking, cycling, or rolling for transport and understand how traffic works, it is the most reasonable expectation that students should wear helmets to protect their heads in the event of a crash or collision. Until cycling infrastructure starts to become "normal" in American society, and American drivers can expect to encounter cyclists on every trip, the safe thing to do as a cyclist is to wear a helmet.

Solution: Educate students on why they need to wear a helmet while riding their bicycle

Students may be unaware of why they need to wear a helmet. They may worry it does not look "cool," but a helmet is lifesaving and will help prevent severe injury. It is important that students understand this fact so they can make good, healthy choices and grow up to become an adult. Facts, figures, and visual aids can be used to help show students why wearing a helmet is so important. This should also be included as part of the active transportation unit in physical education class.

Objective Timeline: One year

This is a major safety factor for students using cycling to travel to and from school. This needs to happen as soon as possible so students know that wearing helmets when bicycling is expected.

Responsible Party: Linn-Mar

Linn-Mar will be the lead for this item, as they will provide the information to students. The Marion Police Department can also be a lead for this item. Students often view police officers as a reliable, trustworthy sources of learning. Having this message come from them would help students realize the importance of wearing a helmet. Corridor MPO, City of Marion, and Linn County Public Health staff are available to assist in providing the text, facts, and figures to the District, which they will then send out.

Figure 42: Helmets can be life-saving. Bike helmets should be replaced every 5 to 10 years, or after a crash.

Source: news.mit.edu

Dealing with Unsafe People

Area of Improvement: Students utilizing active transportation may encounter tricky situations or unsafe persons

Students in elementary, intermediate, and middle school have not had a ton of life experience. Because they have not been alive for very long, they may be unaware of what to do in situations where they are uncomfortable or unsafe because they have never come across that before. These situations could be due to

the environment they are in, like riding in an unprotected bicycle lane on a high-speed roadway by lots of semi-trucks. But, there are also unsafe adults out there. Students need to be educated on how to use active transportation, and a comprehensive education on the topic should include information on how to deal with tricky situations involving people, not just how to be safe in uncomfortable travel conditions.

Figure 43: Students need to know how to deal with, and determine who is, a safe and unsafe person.

Source: Adobe Stock

Solution: Provide education on how students can reasonably deal with "unsafe people"

Being out in public means that you will more than likely encounter other people, leading to potential circumstances where students may feel uncomfortable or unsafe. Parents and students will become educated on what to do when they encounter these types of situations, so they both feel confident they would know what to do. This information should be included an active transportation unit in physical education or health class. This information will be communicated through messaging and out at community events. The information provided will be age-appropriate, include suggestions for dealing with unsafe people, and mimic the language and advice used by the school district. For younger students, this can include an explanation of physical boundaries and that any safe adult does not need help from a child. For students in intermediate school, they will learn about peer pressure, what a boundary is and why it is important, trusting your instincts, red flags and warnings signs. Older students will continue learning about the same things as elementary and intermediate students, but they will be more in-depth.

Objective Timeline: Two years

This solution needs to be handled with an abundance of caution, as parents know what is best for their children. However, there are ways to address these situations as they come up. In the unlikely event a student encounters a tricky person and becomes uncomfortable or unsafe it is better for that student to be prepared but not scared. The information provided on what to do in these situations would be age appropriate. In order to make sure the best information is being provided, this will be adopted into the curriculum within two years of the plan's adoption.

Responsible Party: Linn-Mar

Linn-Mar will be the lead as they will provide the messaging via email, social media, and newsletters about how to deal with tricky people and uncomfortable situations. The Marion Police Department can also assist Linn-Mar in educating parents and students about how they can safely manage these types of situations in an age-appropriate way.

Crash Severity and Speed

Area of Improvement: Transportation culture in the United States prioritizes vehicle movement so streets are designed in a way that intuitively makes drivers feel like they can speed

Travel time has become a major reason why construction projects get approved. Prioritizing the time it takes for

motorist to travel from one place to another leads to many roadway projects being justified because they shave off a little bit of travel time for drivers. Prioritizing travel time in decision-making and design often comes at the expense of other factors that ought to be considered first, like the safety for all users on roadway especially those outside of vehicles. Roads are designed to allow for efficient vehicle movement meaning they are constructed as straight and flat as possible with wide travel lanes. This type of roadway, without proper and safe spaces for vulnerable road users, is not supportive of a safe street for everyone.

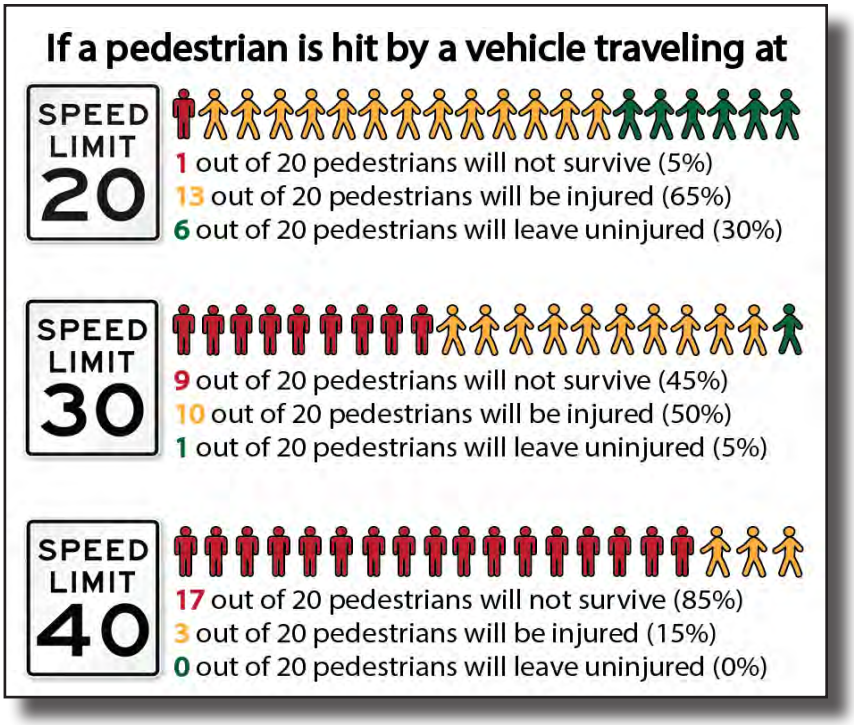


Figure 44: Impact speed and a pedestrian's risk of severe injury or death.
Source: Smart Growth America (used to create own image)

Solution: Educate the community on the dangers of speeding and its effect on crash severity

In prioritizing vehicle movement, safety has become a lesser priority and the culture is generally accepting of speeding. Yet people may adopt different behaviors after realizing that even a difference of 10 mph could mean life or death. A vehicle traveling at 35 mph is more likely to fatally hit someone than a vehicle driving 25 miles an hour. This is why neighbors sometimes have the "Keep Kids Alive, Drive 25" signs in their yards. Parents will receive information about speed and crash severity, why we are unintentionally inclined to speed on our roadways, and ways we can work towards safer roadway design to reduce vehicle speeds. This will be done through messaging and at community events.

Objective Timeline: One year

This objective needs to be implemented within the first year of the plan to ensure active transportation can eventually become a part of the culture at Linn-Mar . If drivers are allowed to continue speeding with no consequences, regardless of whether they know better, this behavior will continue to be acceptable. Additionally, if we allow our roads to be designed in a way that is unsafe for those outside of the car, this problem will continue to exist. Education is key in helping the understand why going faster is not necessarily better.

Responsible Party: Linn-Mar

Linn-Mar will be the lead as they will provide the communication to educate parents by email, social media, or newsletter. Corridor MPO and City of Marion staff can assist by providing the text, visual aids, and other information to Linn-Mar staff. Marion Police Department can assist by being trusted source of knowledge, with their messaging potentially being the most meaningful and impactful to students.

Equity

Sidewalk Gaps and Connectivity

Area of Improvement: Verify connectivity and identify sidewalk gaps within the school walking zones.

Much of the land within the Linn-Mar School District's boundary is seeing development occur. A common occurrence with housing developments in these areas is that lots of land take a while to sell. This delay in selling lots creates sidewalk gaps that can persist for many years. These gaps cause connectivity issues for those living in and around these neighborhoods when they utilize active transportation. Not only does this create barriers to accessing essential locations, but it also creates safety issues.

Solution: Pursuing utilizing zoning code or city ordinances to ensure future connected active transportation infrastructure

This action item is about the persisting issue of sidewalk gaps that occur with newer housing development. These gaps create issues in the transportation system users for years to come. To address this persisting issue, Corridor MPO staff and the City of Marion's Community Development Staff will discuss how to properly address this issue for future development. During these discussions, staff will look at the applicability of overlay zoning, city ordinances, and other items that are available to the City of Marion. One of the planning tools that will be discussed is implementing a one-mile overlay zone surrounding each public school. This overlay zone would prompt developers to construct the remaining sidewalk within a subdivision if there are five or less lots left to be sold. The developer would be required to install the sidewalk gaps on those lots within one year. A different planning tool that could be utilized is by enacting a city ordinance that would accomplish the same goal as the overlay zone. Both options have benefits and setbacks that staff will consider during discussions.

Objective Timeline: Three years

This process will begin after the adoption of the SRTS plan. Three years is being provided for this solution's timeline as it will take some time to get developers and Marion City Staff to develop a policy for addressing sidewalk gaps on land nearby public schools.

Responsible Party: City of Marion

The City of Marion Community Development staff will lead the discussion on the how the City of Marion will address sidewalk gaps through overlay zoning, ordinances, and other policy methods.

Figure 45: The August 2020 Derecho resulted in the loss of at least half of the tree canopy in Marion and Cedar Rapids

Source: strongtowns.org

Lack of Shade for Active Transportation Users

Area of Improvement: Current walking routes have limited shade

The areas in Marion that are being newly developed tend to generally be within the Linn-Mar boundary. Most housing developments are constructed on agricultural which often means trees have been cleared out of the area to make room for crops and then housing. Clear-cutting land and removing mature

trees, which provide more shade than young trees, make active transportation users more susceptible to heat-related illnesses, like sunburn and heat exhaustion.

Solution: Identify locations in the right-of-way where trees can be planted

Providing shade along active transportation routes will assist pedestrians and cyclists in remaining cool and reducing the risk of heat-related illness. Planting trees now ensures that they will grow into large, mature trees even sooner, as it takes a decade or more to get the benefits of shade from most trees.

Objective Timeline: Two years

Time to identify locations is within two years of the plan because tree planting is needed as soon as possible. The City of Marion has been working plant more trees, especially after the August 2020 windstorm. This timeline recognizes their current efforts while also working to incorporate regular tree planting in places where trees were removed. This also recognizes that funding will need to be secured to get trees into the ground.

Responsible Party: City of Marion

City of Marion staff from the arborist, engineering, and community development departments will lead the discussion and implement the process to review whether trees are necessary along routes. CMPO and Linn County Public Health can assist by identifying funding opportunities to assist in planting trees.

Lack of Mature Trees

Area of Improvement: Mature trees are being torn out for new developments, depriving the developing, growing areas of shade for active transportation users

The areas in which the Linn-Mar district is growing is in areas currently undeveloped without any infrastructure, including mature trees. Even in developing areas with mature trees, there is no incentive or policy to ensure their survival, and they are then removed. Mature trees provide the most assistance in reducing the risk of heat-related illnesses, like severe sunburn and heat exhaustion or stroke.

Solution: Create a policy to encourage developers to keep as many mature trees as possible when clear cutting land for a new development

Enact and create a new policy for the City of Marion where developers interested in building in Marion must keep a number or percentage of mature trees in the area they are developing. This policy would ensure that key, mature trees can continue to provide the shade benefits for years to come as the newly planted trees grow.

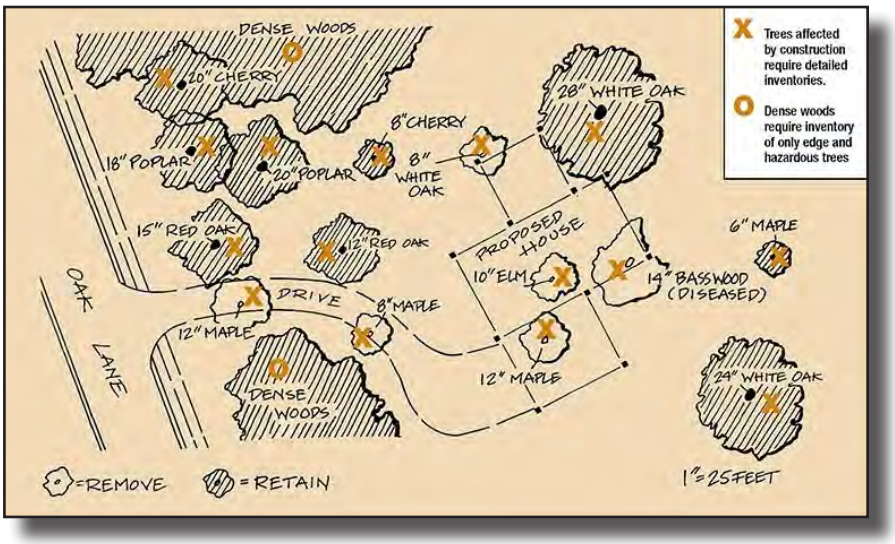


Figure 46: Keeping mature trees in a new development has several benefits, like reducing a home's energy bill, providing shade, acts as a windbreak, and reduce noise.

Source: extension.psu.edu

Objective Timeline: Three years

Within three years, the City of Marion will develop a policy that encourages the

preservation of mature trees in a development. This allows for time to engage with developers and city staff to ensure this is a rational policy.

Responsible Party: City of Marion

Staff from the City of Marion's Arborist, Engineering, and Community Development departments will develop the policy that encourages mature tree preservation.

Students Lacking Items Needed to Use Active Transportation

Area of Improvement: Students at the four schools may not have the equipment or items needed in order to utilize active transportation to and from school

Linn-Mar has students who are unable to participate in walking, rolling, or riding their bike to school because they do not have the right equipment. To ride a bike, a student needs a bicycle and helmet, which is not possible on every family's budget. Likewise, to walk to school, a student would need proper shoes to prevent injury. Without this equipment, it makes it more challenging to roll, cycle, or walk for transportation. This is a barrier for students that could be addressed with assistance from the community.

Solution: Determine whether students have the necessary items to utilize active transportation to and from school

Provide an opportunity for community members and their children who lack the necessary active transportation equipment to get these things via fundraising or donations from a third party. This is a need that can be identified by staff at the four schools or come from community members seeking assistance. Additionally, while doing surveys, it may be discovered that students do not have the proper equipment.

Objective Timeline: One year

Within one year, have a process where Linn-Mar figures out which students are in need so all students can participate in SRTS as soon as possible.

Responsible Party: Linn-Mar

Linn-Mar staff is the lead for this solution, as they would figure out or hear about which students are in need. Once the need is identified, a third-party organization could come in and do fundraising or solicit donations to get students the items to support active transportation. Corridor MPO and City of Marion staff can assist where needed.

Figure 47: In order to do active transportation safely and effectively, bicycles, bike helmets, and walking shoes should be in good condition.

Source: blog.schulershoes.com

Active Transportation Infrastructure is a Barrier to Students of All Abilities

Area of Improvement: Areas around the schools do not have the necessary infrastructure to allow everyone to participate in active transportation

Safe Routes to School is inclusive, and it is necessary to ensure students of all abilities can participate in using active transportation to and from school. The infrastructure in place may be an obstacle or barrier, preventing

those with differing abilities from walking, rolling, or cycling to and from school because there simply is not the space provided for them to do so within their abilities.

Solution: Set up a walk audit to see whether equity-related infrastructure improvements are needed

To understand the barriers people with differing abilities have, it is suggested that a walk audit is conducted to get the baseline for the area. This would identify projects that are needed to help with ensuring all can utilize active transportation. The projects identified can be included in the Safe Routes to School plan, and funding options will be discussed before committing to the projects. The aim will be two have two walk audits annually: one in spring and one in winter. The spring walk audit will be done in nice weather, to allow those on conducting the audit the ability properly assess the infrastructure and surrounding area. The winter walk audit will occur after a winter weather event. This will be done to assess the burdens, if any, with using pedestrian infrastructure in the winter, like uncleared sidewalks.

Objective Timeline: One year

Considering equity, this should be addressed as soon as possible. However, understanding there are limitations on funding and availability for the projects, this process can identify potential projects without committing funding. Identifying needed projects sooner rather than later helps get them built quicker, as there is more time to plan and identify funding sources.

Figure 48: An inaccessible curb. Curb cuts were installed after World War 2 for veterans with disabilities and physical limitations.

Source: Learning for Justice

Responsible Party: City of Marion

The City of Marion would be the lead for this item, with the Corridor MPO assisting. The City of Marion would be responsible for helping set up with walk audit, with any necessary assistance from MPO staff. Staff from the City of Marion, Corridor MPO, and Linn-Mar administrators would be required to participate. Every effort should be made to include people with differing abilities or people with disabilities be included to gain insight from their perspective. The phrase “Nothing about us, without us” applies here.

Encouragement

Students Unsure of how to Navigate Intersections

Area of Improvement: Students unsure of how to walk, roll, or ride through intersections, including roundabouts

Students in Kindergarten to 8th grade are young and therefore do not have much life experience to understand how intersections work. Additionally, younger students’ brains are still developing, and with that comes the learning process of gauging speed and timing.

Solution: Demonstrate how to walk, roll, and ride through intersections and roundabouts at the Healthy Kids Day/City Showcase

Many people, especially children, are apprehensive about trying something different if it is new to them. Additionally, parents could be worried about their students using active transportation for several reasons. At the City Showcase/Healthy Hometown event, have SRTS partners set up a demonstration of how to walk, ride, and roll through intersections and roundabouts. An intersection will be set up using items that mimic real-world conditions. For instance, demonstrate how intersections work by placing a map on a table showing a nearby intersection with Hot Wheels cars and small figurines. Another option would be to put out traffic cones and tape down in a parking lot. This solution aims show kids how intersections and roundabouts work without going in the real-world for practice.

Objective Timeline: One year

Within the year, demonstrate to students how they can safely walk, roll, and ride through an intersection or roundabout at the City Showcase event. This could be a source of confidence for students, and they may want to share what they learned about intersections with their peers.

Figure 50: Some kids need to build up their confidence in the built environment to feel more comfortable with walking and bicycling to school. Parents can help model how they work and what to do.

Source: as-they-grow.com

Responsible Party: City of Marion

The City of Marion will be the lead because they host the City Showcase event. Corridor MPO staff will assist Marion staff in creating the materials and running the demonstration at the event. Linn-Mar administrators and other school staff will also help assist with this solution, as they will need to send out the information regarding this event to their school networks and can have the option to participate.

Students Not Utilizing Active Transportation

Area of Improvement: Students are not using active transportation because there are no incentives

The United States, in the last 100 or so years, has been largely constructed to adapt the car and vehicle traffic. As such, this has reinforced the idea in the United States that cars are a superior mode to all other transportation modes. Additionally, especially in areas of the Midwest without high density, most residents who own a vehicle will drive to their destinations instead of taking another means to get there. Driving is often the fastest way to get somewhere, so it makes sense why a student would grow up learning through role models and their environment that cars are prioritized, which can lead to the belief that cars are the superior and "best" transport mode.

Solution: Provide students with Positive Behavior tickets when they use active transportation for school travel

To push back against the norm, some students will need incentives to use active transportation. This can help students, who may otherwise not be interested in active transportation, start to utilize it, and realize the benefits.

Objective Timeline: Two years

This objective is given two years, as we ideally want to develop a sustainable, consistent incentive that can be

used year after year. In the first year of the SRTS plan, an incentive will be provided and then evaluated at the annual Linn-Mar SRTS evaluation meeting.. Based upon how well the incentive worked to get students using active transportation, some changes may be needed from the first year to the second.

Responsible Party: Linn-Mar

Linn-Mar staff is responsible for this item, as they are the ones who will be providing the incentives to students. Linn-Mar SRTS Committee can assist, as needed, in finding incentives.

Long Pick-up and Drop-off Lines

Area of Improvement: School traffic leads to long, time-consuming lines

Most students within the Linn-Mar district arrive at school by vehicle, whether a personal vehicle or school bus. For those that are dropped off in a car, those adults often have to sit in lines for 15 minutes or more to pick up or drop off their student.

Solution: Create and determine drop zones for each school

Providing an alternative established drop off and pick-up zone for students allows parents to get their child to school by vehicle, going most of the trip that way. By dropping off or picking up their child at a location near the school, but not on site, parents do not have to wait in the long lines and their child gets some of the benefits of using active transportation for school trips.

Objective Timeline: One year

This is a high priority solution, as there are currently frequent issues at each of the schools with traffic backing out of the school site and onto the city street. The alternative drop off locations can be identified and promoted within the year. Even a few parents choosing to drop off their kid this way is a win as everyone benefits and experiences a shorter line. Students will be safer because there are fewer vehicles could cross paths with.

Figure 50: While speaking with parents at Echo Hill, one called the school traffic line the "line of death". It is a common sentiment that parents and guardians do not enjoy waiting in line.

Source: tampabaymoms.com

Responsible Party: Corridor MPO and City of Marion

Corridor MPO and the City of Marion will be co-leads for this item, as they both can determine where drop zones are be located. Linn-Mar staff will assist and provide knowledge regarding the drop zone sites.

Dropping Students Off at RRFB on 35th Avenue

Area of Improvement: Adults dropping off Boulder Peak students at the RRFB on 35th Avenue

Some parents have figured out a way to avoid the school drop off line, which can be long and arduous, by dropping off their kid at the rectangular rapid flashing beacon (RRFB) on 35th Avenue. Stopping on the side of the road to drop off their child at the RRFB has a cascading effect on traffic. This could lead to unsafe conditions for students using active transportation. Some of traffic on 35th Avenue is for non-school related trips and

drivers may avoid the inconvenience by going around a car stopped on the side of the road. Additionally, to drop off the student at the RRFB, the driver would need to pull into the bike lane along 35th Avenue, leading to more conflict points for everyone on the roadway. A cyclist could merge into the travel lane, which could be unsafe if they are unable to see hazards in front of them, like a car going around another car.

Figure 51: The RRFB on 35th Street in front of Boulder Peak Intermediate. While it may be tempting to stop to let a child out here instead of pulling into the school site, it adds to hazards on the streets - for all roadway users.

Source: Google Maps

Solution: Discourage parents from dropping off at the RRFB on 35th Avenue

While this has occasionally happened in the past, it is not a consistent thing. But when one person finds a way to dodge the school line, others may catch on and do this as well. One driver doing this is unsafe, let alone several people. Parents need to be dissuaded from cutting the line through signage and messaging.

Objective Timeline: One year

This is another high-priority solution as this behavior is not sustainable and is the opposite of the goals in this plan. Adding signage and sending out messaging can be done within a year of the plan's adoption. The signage could be simple and look like MUTCD standard signs. The sign could say something like "do not stop at flashing light". Messaging could go out before or after this behavior becomes an issue. An image could be provided showing the additional conflict points added to the roadway when someone pulls into a bike lane to drop their student off at a mid-block crossing.

Responsible Party: Linn-Mar

Linn-Mar will be the lead as they will need to provide the communication to dissuade people from dropping their student off at unsafe locations. They provide the emails to parents and the community and also maintains the school sites. The district could put in signage without needing to go the City of Marion's sign and permit process.

Fewer Students Bused Leading to Increased Drop-Offs

Area of Improvement: Increased drop-offs due to decreased area of free busing

The district has expanded the bus boundary, increasing the distance from school that students must live to be eligible for free busing. Students that live within two miles of school are no longer able to be bused for free. If parents want to continue having their child ride the bus, but they live within two miles of an elementary, intermediate, or middle school, then they have the option to pay the district for rides. The expanded walking shed, due to decreased bus service, could result in more students arriving to school by personal vehicle.

Solution: Encourage parents to drop students off at alternative drop-off zones

Parents are able to drive their child most of the way to school, but then the child will have a much shorter walk to school, without being dropped off right at the school site.

Objective Timeline: One year

Identify and promote the alternative drop off zones to parents and guardians.

Responsible Party: Linn-Mar

Linn-Mar is the lead for this solution, as they are in charge of student drop-off and pick-up. The Corridor MPO and City of Marion are able to support.

Figure 52: Every student needs somewhere safe and secure to store their school items

Source: Linn-Mar's Website

Storing Active Transportation Items at School

Area of Improvement: Students do not have a place to safely store the things they need to walk, bike, or roll to school

Riding a bicycle to school is great for many reasons. However, if there is no place to store the bike, they may not want to park their bicycle somewhere vulnerable or not locked up. Students also need a locker or other secure storage for helmets, shoes, socks, etc. If a student takes walks that day wearing snow boots or walking shoes, they may bring an extra pair of shoes to change into at school. Students will need a secure place to store their shoes or bicycle helmets.

Solution: Ensure suitable spaces are provided to store students' active transportation items

To use active transportation, you need to have a bicycle, helmet, walking shoes, etc. Students do not want to, nor do they can carry all these items. Some items, like a bicycles, are too large to store inside in the hallway. Students will not be encouraged to use active transportation if there is not a secure place to store their items.

Objective Timeline: One year

Within the first year of the plan, storage of active transportation items must be installed to support the rest of the solutions presented in the Linn-Mar SRTS plan. Shelving, lockers, and bike racks need to be installed at the schools, if not already provided. The location where these items are stored should be reasonable. Lockers should be in a secure location close to homeroom and bicycle racks should be close to the entrance.

Responsible Party: Linn-Mar

Linn-Mar is the lead for this solution, as they can provide and add storage options for students' active transportation items.

Safe Routes to School Champion

Area of Improvement: There are few champions modeling active transportation for young, impressionable students

Linn-Mar students' families all diverse, each having different backgrounds and structures. Some students may not have a parent or other trusted adult in their lives that role models how to safely use active transportation. There are also parents or other people they look up to that may be apprehensive about, or look down on, walking and cycling for transportation. That opinion could get passed down to the child, making them less likely to be interested in walking or cycling to school.

Solution: Find a SRTS Champion at each school

Identify a responsible adult (volunteer, teacher, administrator, parent, etc.) that can become involved in

advocating for students using active transportation for travel. This SRTS Champion could also inspire other parents and adults to use active transportation for trips. Humans frequently do not want to do something new or different without being shown how it works. It would be demonstrated safely by the SRTS Parent Champion.

Figure 53: The success of the SRTS relys on volunteers. Consider leading a walking school bus, or helping plan a bike rodeo event!

Source: nbc12.com

Objective Timeline: Two years

Ideally, it would be great to identify a SRTS Champion within the first year of the plan. However, this plan will be implemented for the 2023-2024 school year. This process should get started in the first year of the plan. A process to identify a SRTS Parent Champion must happen before the 2023-2024 school year to ensure the longevity of the plan.

Responsible Party: Linn-Mar

Linn-Mar would be the lead for this item because they are the organization that works directly with parents and guardians of students at the schools. They will be in charge of determining parent champions annually for each school. Corridor MPO staff can work to help identify potential persons that could be champion, if they are knowledgeable about the school. Corridor MPO staff will also have these SRTS champions as contacts to bring into their network and provide assistance on SRTS programs within the City of Marion. They are sort of a citizen representative that demonstrates how active transportation can be utilized for travel.

Idling Cars and Unhealthy Air

Area of Improvement: School traffic lines release invisible harmful gases that students pass to get into school

In addition to being time consuming, the school pick up and drop off lines cause vehicles to idle or stay still, while still turned on. Idling vehicle still release gases even though they are not actively driving. Those gases and fumes are invisible, but still greatly affects student health.

Image 54: Reducing idiling will prevent children's exposure to pollutants, save some money, and help the environment.

Source: cleantechnica.com

Solution: Provide reminders that idling cars create unhealthy air for children

Not everyone has the same knowledge or life experience, and therefore some adults may be unaware that their vehicle's emissions are extremely unhealthy and harmful to young, growing minds and bodies. Putting signage along the pick up and drop off line will remind parents that their actions, however well-intentioned, have consequences for those outside of their vehicle. Idling vehicles are opposite to student health and the signage will remind them of the cost of idling their vehicle.

Objective Timeline: Three years

Through initiatives in this SRTS plan, it is the hope that more students and parents will decide to get to school via active transportation. It will take time and effort to dissuade parents from using the pick up and drop off line and find another way for their kids to get to school. Until active transportation travel becomes more integrated

into the culture at Linn-Mar, parents will still drop off and pick up students in line, and they need to be reminded that there are unintended consequences (unhealthy air) to the way they want to get their child to school.

Responsible Party: Linn-Mar

Linn-Mar will be the lead for this item, as the pick-up and drop-off lines for each school are located within each school's site and are owned and maintained by the district. . If signs are desired in the City of Marion's right-of-way, then that would be the responsibility of the City to install reminder signage that idling leads to unhealthy air. Corridor MPO staff can provide assistance as needed.

Unfamiliarity with Roundabouts

Area of Improvement: Parents and students do not understand how roundabouts work so they avoid them

Parents and students may be avid cyclists or walkers, but they may be unsupportive and apprehensive about roundabouts. Installing roundabouts in the City of Marion and the greater Cedar Rapids metropolitan area is a new intersection type being introduced to the area. Most of the roundabouts constructed until now were built within the last ten years. People may not have had a lot of time to become used to using a roundabout as a driver, walker, or cyclist. Because there are more being installed, and they remain unfamiliar, people may choose alternative routes for their trips to avoid these intersections.

Solution: Station crossing guards at roundabouts near Linn-Mar schools

Crossing guards at roundabouts would allow a responsible adult can see students as they travel through roundabouts to ensure they get through the traffic circle. Crossing guards can notify drivers that children are present nearby, keeping an eye on students and helping with the flow of traffic. The crossing guards would provide a visual reminder that students are nearby. Some parents may find this eases some of their concerns about the safety of roundabouts. Crossing guard makes folks feel more secure using roundabouts.

Objective Timeline: Present, continued

The number of roundabouts constructed in area continues to grow after the first one was installed in Marion in the mid-2010s. City Engineers in the area understand the positives of roundabouts. However, the general public may continue to be apprehensive, especially older individuals who do tend to resist change. Corridor MPO, City of Marion staff, and Linn-Mar provided roundabout information prior to the 2022/2023 school year. Visual displays and text were provided about how to navigate a roundabout as a driver, pedestrian/roller, and cyclist. Providing this and similar information year-over-year will encourage more people to utilize active transportation for travel.

Figure 55: Parents, teachers, school staff or administratiors, and community members can all be advocates for SRTS.

Source: publicnewsservice.org

Responsible Party: Linn-Mar

Linn-Mar will be the lead with this solution because they manage and hire crossing guards. They will also

evaluate whether crossing guards are in the best location for student safety based upon their feedback of traffic conditions.

Pace of Pick Up and Drop Off

Area of Improvement: Parents wait to drop off or pick up their student right in front of the door

Parents prefer to drop off their student directly in front of the school's door to ensure they make it inside the school safely by seeing them walk into the building. It makes sense that a parent would want to do this, but it also is not sustainable if every parent, every morning and afternoon, does this too. Dropping off at the door leads to long lines and is time-consuming, in addition to leading to potentially unsafe conditions. Drivers are often impatient, and when an opportunity arises to no longer be inconvenienced by a car in front of them, they may decide to go around and speed off, not taking into account that young students are nearby. Many crashes between child pedestrians and vehicles that occur near school sites result in severe injury or fatality.

Solution: Staff work school traffic lines, encouraging parents to drop or pick up their student close but not directly in front of the entrance

Having fewer parents drop off and pick up their students directly in front of the entrance will lead to the line moving faster. This will help to prevent vehicle drivers becoming annoyed at the inconvenience and speeding off, forgetting that there are children present. School staff and volunteers will be stationed along the school line to tell parents they can pick up or drop off their student away from directly in front of the main entrance and that they have their child's back to ensure they get into school safely from their car to the door. The parent can then leave sooner, allowing all motorists behind them to move forward and drop off their students efficiently.

Objective Timeline: One year

As active transportation becomes more ingrained in the culture at Linn-Mar, parents will start to choose to have their child use it to travel to and from school more often. The solutions contained aim to get to this point. Until then, where most students do not use active transportation, accommodating vehicles and making conditions safer for students is necessary to make sure students are not severely or fatally injured by an impatient driver.

Responsible Party: Linn-Mar

Linn-Mar will be the lead as they are the day-to-day implementers of this plan. They are responsible for both ensuring students get into school safely and that the pick up/drop off line moves at a reasonable pace.

Adults Uncomfortable with Students Using Active Transportation

Area of Improvement: Some students may want to use active transportation but their parent is uncomfortable

As students become more educated and gain confidence, they may like the independence that active transportation provides them. However, a potential obstacle is a parent being unsupportive of active transportation. This could be due to perception of active transportation being inherently unsafe. Because of tricky people, bullying, worrying about other drivers' unsafe actions, etc.

Solution: Have walking and/or biking school buses for each of the schools

Having a trusted adult lead students in walking or cycling to school would alleviate parents' concern of their

child not being supervised while walking, rolling, or riding. An adult would be present with their child and a group of children. That adult or another child could take action if an emergency or unsafe situation happens.

Figure 56: As Blue Zones says, "A walking school bus is essentially a carpool without a car."

Source: bluezones.com

Objective Timeline: One to two years

Linn-Mar does have some parents that already walk or cycle with their student to travel to and from school. But each school needs to have at least one adult, once per week, lead a group of students walking or cycling to school. Often both parents work, leaving a limited amount of time and few people to able to lead a group of students. This objective will hopefully occur closer to one year, but it may take a little bit to get this to be consistent and more than once per week.

Responsible Party: Linn-Mar

This will be the responsibility of Linn-Mar, because they will help identify adults, or older trusted students seeking volunteer hours, that can help with this. They are also the ones with direct communication to parents and the community.

Driver Awareness of Active Transportation Users and Adult Apprehension

Area of Improvement: Drivers do not always expect active transportation users on a roadway which may make parents apprehensive about their childing using active transportation

Driving has become the default transportation mode over the last century, and multi-modal accommodations on streets were not considered a priority. Many drivers do not expect to see individuals walking, rolling, or cycling along or near them on the street because of this. Parents are themselves drivers and are probably aware that others do no know or understand active transportation. Parents may then be apprehensive about allowing their student to use active transportation due to unsafe driver behavior and their general unawareness of vulnerable traffic users.

Figure 57: Some parents may be apprehensive about walking or cycling in their community, which may lead them to not encourage their child to utilize them.

Source: highways.dot.gov

Solution: Install signage along walking routes to provide awareness of pedestrian and cycling users to those without or with little knowledge of active transportation

As has been stated before in this plan, everyone has different life experiences, and as such, some adults may not have been introduced to or informed about multi-modal, complete street infrastructure. To get those parents apprehensive about active transportation to become more accepting, information needs to be provided to motorists when pedestrians are near, using

the same transportation facility, and should be on alert for vulnerable road users.

Objective Timeline: Two years

As interest grows in active transportation, drivers will need to be eased into the fact that more vulnerable road users, particularly children, will be traveling along the same roadway as them. Both uses, walking/cycling or driving, are both valid forms of getting from one way to another, and that space needs to be shared between all travelers There are ways for all modes to coexist on a roadway and risky, unsafe behavior does to seek to accomplish that. This does not happen overnight but should happen soon so people can get used to the signage and then expectation to see pedestrian children present before and after school. This needs to occur as soon as possible to increase student health and reduce effects of climate change. Installing signage and approving permits can take time, months to years depending on the location and current conditions there.

Responsible Party: City of Marion

The City of Marion is the lead for this item because they manage the roadway and right of way within the City and have the authority to approve signage along roadways.

Engagement

Unaware of Active Transportation and its Benefits

Area of Improvement: Lack of understanding about active transportation and its many benefits

The average person does not know what "active transportation" refers to. Those outside the world of urban planning and similar professions or interests may not know how using your body's energy for travel is itself considered a form of transportation. Parents may understand what active transportation is but may not understand why advocates push for Safe Routes to School.

Solution: Promote active transportation to parents and guardians by tabling at community events

Promote and advocate for active transportation at a community event by providing information specific to Linn-Mar and SRTS in general and answering peoples' questions. Information can be provided on poster boards, through demonstrations, information sheets, plus others.

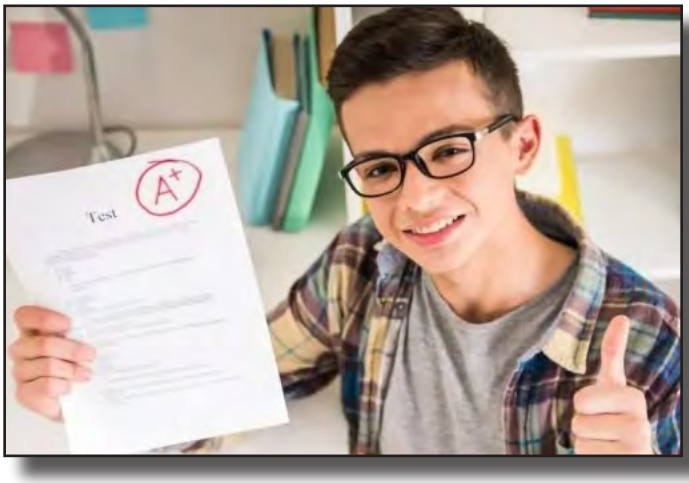


Figure 58: Walking or cycling to school can get students prepped and ready to learn, leading to improved academic performance..
Source: scholarlyoa.com

Objective Timeline: One year

In the Spring of 2023, the Linn-Mar SRTS Committee plans to attend the City of Marion Showcase event in April. This event will include a demonstration of safe active transportation and information about SRTS. After this first outreach event, and each one after, the Linn-Mar SRTS Committee will decide annually whether we will have another outreach event again in the next year.

Responsible Party: City of Marion

The City of Marion will lead this solution, as the City Showcase is one of their major events of the year. Corridor MPO and Linn-Mar staff will also will be a part of the City Showcase event and assist the City of Marion with the planning, set up, and execution for the tabling event.

Parent Safe Routes to School Champion

Area of Improvement: Parents do not have a stake in SRTS at Linn-Mar

For SRTS to be successful at Linn-Mar, parents must be engaged and understand what it is in order to support it. Not having parent ownership on the plan can lead to slow progress and may lead to a lack of trust. It needs to be reiterated throughout the Safe Routes process that parents are included and welcome to participate in this process.

Solution: Have SRTS Parent Champions at each school

To get parents to take ownership of the plan, they need to continually be engaged. This could be done through having a parent at each school be a champion for SRTS. This committee could operate a few ways, but it is suggested that at least one parent from each school would be that school's SRTS Parent Champion. The adults in this role at each of the four schools will take information from Linn-Mar, Corridor MPO, or City of Marion staff and then share that with their social networks. Many of the neighborhoods around the four schools have Facebook Groups where people can post information or ask questions. This is one place where many parents seem to get community information. The SRTS Parent Champions will be able to engage their own networks and could either post or have one of their contacts post in the Facebook Groups and generally get the information out. Receiving information from their fellow parents will help make parents feel like they are being engaged and that this is a community effort. While messaging from the government and district is important, it is also important to ensure there are conversations happening within the community. Engaging parents through another parent's network, and having them then share information with their networks, will help lead to greater ownership of the plan by parents at the Linn-Mar School District.

Objective Timeline: One year

Parent ownership of the plan is vital to its success. Because of that, parents need to be engaged and included in the SRTS processes from the beginning. After the adoption of this plan sometime in summer 2023, at least parent volunteer from each school should be identified to provide information to the other parents at that school.

Responsible Party: Parents/guardians

Depending upon the information provided, the responsible party is ultimately the parent(s) from each of the four schools that share to the Facebook Groups (or have their network do so). However, they will be provided information from City of Marion, Corridor MPO, and potentially others, like Marion Police Department, to share to those groups. This item can be supported by staff, however this is an item that parents should lead as they are largely vital in the plan's success.

Figure 59: Parents can drop off their children at a location nearby their school and then walk the rest of the way. There are two parking lots at Lowe Park that connect to the three schools by trail or sidewalk.

Source: Nebraska Safe Routes on flickr

Vehicle Idling and Dropping off at Front Door

Area of Improvement: With so many vehicles idling at one time, it creates a situation where children must walk through unhealthy air

Parents and guardians that drive their children to and from school will often have their car sit and idle until their child can get out right in front of the school entrance. Vehicles still burn gas even when parked but not turned off. The invisible fumes from vehicles idling in line can greatly affect a young person's health. Unhealthy air affects children more than adults, making them more susceptible to complications from air pollution-related health effects.

Figure 60: Parents can drop off their children at a location nearby their school and then walk the rest of the way. There are two parking lots at Lowe Park that connect to the three schools by trail or sidewalk

Source: Google Earth

Solution: Have an alternative drop-off location close to the school

By providing alternative drop-off zones for each school, parents can drop their students off at these locations, and then their students can walk a much shorter distance to school. Alternative drop zones allow parents to still drive their child nearly all the way to school but then enables the student to walk the rest of the way. Students will get in some physical activity before the school day and not be exposed to unhealthy air while entering the school building.

A similar way to do this is through parent networks, which would not be managed through this plan. Alternative drop off areas through a parent network would instead be an agreement between both parents. When meeting with parents at Echo Hill, it was noted that sometimes they would pick up or drop off their student at their friend's house, which was closer to the school than their own. This is another way to get fewer vehicles idling in the school traffic line.

Objective Timeline: One year

Having a organized pick up and drop off process is vastly important to ensuring all students can travel to and from school safely. This should be started in the school year after this plan is adopted because it is essential to get cars out of line to support SRTS.

Responsible Party: Linn-Mar Communications

The Linn-Mar Communications department will be the primary lead for distributing this information. The City of Marion and Corridor MPO will provide the information (visual aids, text, studies, etc.) that the District can send out via email or newsletter.

Volunteers to Lead Walking School Buses

Area of Improvement: Parents apprehensive about allowing their student to walk or bike for school transportation

Parents are often apprehensive about allowing their children to use active transportation to or from school

because they may encounter a non-trustworthy adult or a bad driver. Additionally, few people are out and about while on the street, particularly in residential areas, leading to a lack of “eyes on the street.”

Solution: Trusted adult leading a school bus

Having a trusted adult lead the walking school bus will allow parents, initially apprehensive about active transportation, to feel more at ease knowing their student will have adult supervision while traveling. This will also be an opportunity for students to walk as a group. Their safety increases due to safety in numbers. If something were to occur, there would be other people around to assist if needed. Additionally, walking school buses assist in keeping more eyes on the street.

Objective Timeline: One year

Establishing walking school buses should be done within the plan’s first year to ensure that walking school buses can be successful and sustainable.

Responsible Party: Linn-Mar Communications and Administration staff

Linn-Mar Communications and building administration staff will lead this item, as they will seek volunteers to lead the walking school buses. The Parent and SRTS Champions will also need to assist, as they may be leading the walking school buses or helping the schools find other trusted adults to help. Corridor MPO and the City of Marion will assist as necessary.

Getting Students to School Safely with Active Transportation

Area of Improvement: Parents unsure about the safety of using active transportation for travel

While it may seem like there is no possible way, you can safely travel to school by walking, cycling, or rolling. There are helpful tips that can make doubters realize that active transportation is often safe when done responsibly.

Solution: Inform parents how students can safely utilize active transportation

Through consistent messaging throughout the year, parents can be reminded and educated on how their child can get to and from school via active transportation. This messaging will give parents and guardians consistent information about active transportation, helping lead them to the conclusion that simply being a pedestrian or cyclist is not inherently dangerous, child or not. Some information provided to parents throughout the year includes information about walking school buses and school walking routes.

Objective Timeline: One year

Consistently messaging this will help make SRTS at Linn-Mar sustainable by working to change the culture to be more supportive of Safe Routes to School. This messaging needs to be started as soon as possible to get the expectation set that students do have the ability to use active transportation safely.

Responsible Party: Linn-Mar Communications and Administration staff

Linn-Mar Communications department and building administrative staff will be the leads for this solution. They will provide messaging via email, website, social media, and newsletter about how students can safely utilize active transportation for travel. The Corridor MPO and the City of Marion would assist by providing information,

visual aids, and text that Linn-Mar staff can utilize and send out to parents.

Best Route to Walk/Roll/Bike to and from School

Area of Improvement: Students and parents are unsure of the best, most direct, and safest route to walk or cycle to school

Parents and guardians will be provided walking routes for each of the four schools in the plan before the school year begins. While those determining the walking routes may have the best intentions, locals sometimes know certain things about their area that a professional may not know or pick up on. People in the neighborhood would be able to tell whether a walking route makes sense based on their local knowledge.

Solution: Provide an opportunity for parents and guardians to comment on the proposed walking routes

Parents will be provided draft walking routes to school for their students before the school year begins and given opportunity to comment and provide feedback. Parents will know the area where they live better than those determining the walking routes unless they happen to live there themselves. By engaging the parents on the walking routes, they can provide local context as to why the proposed routes are good, ways they can improve, areas to avoid, etc. SRTS advocates being open and receptive to comments about the project will lead the greater Linn-Mar community to feel a sense of ownership about the Safe Routes to School plan and program.

Objective Timeline: One year

Walking routes will be determined during the summer before the next school year begins. The Linn-Mar school district will allow parents to comment and provide feedback on the walking routes before they become official. The feedback from parents would be in the summer before the school year starts.

Responsible Party: Linn-Mar Communications and Administration staff

The Linn-Mar Communications department and school administrative staff will be responsible for asking input from parents on the walking routes. Corridor MPO and City of Marion staff can assist, as necessary, in determining the best walking routes or providing information.

Figure 61: Parents and students could be provided with maps that show the best route, or routes, for walking and cycling.

Source: nationalgeographic.co.uk

Community Awareness of Construction in Area

Area of Improvement: Citizens get information about their community in several ways and may be unaware of certain projects happening near or within the school boundary

There are numerous media and social media sources where citizens can find information about what is occurring in their community. However, people do not always use the same sources or they may simply be unaware of how to obtain this information. Additionally, local governments cannot be expected to use every single social media source to publish information, as there is not one dominant form of social media.

Solution: Provide information to the Linn-Mar community about construction projects

The City of Marion will provide Linn-Mar community members with information regarding projects via email, newsletter, website, or social media. Having parents informed about construction and development projects in the area will ultimately lead to greater transparency. Additionally, this gives everyone who receives information the same information and from the same source. As the City of Marion continuously reaches out to citizens, transparency about projects and developments around schools will be encouraged. With the City reaching out for the community's feedback earlier in project development, this helps prevent any potential issues that otherwise would have come up too late or never.

Objective Timeline: Two years

There will need to be a process in place whereby when a construction project occurs in or near the Linn-Mar district boundary, the community becomes informed of it. This could be a checklist used during project development. Marion staff will be engaged as to the best way to develop this working within their existing practices.

Responsible Party: City of Marion

The City of Marion will be the lead for this item, as they manage and construct a vast majority of the projects and developments within the city. Once a project is identified as being in or near the Linn-Mar boundary, this would trigger Marion City staff to notify Linn-Mar Communications and building administrative staff of the project. City of Marion or Linn County would provide the district relevant information which they then share with the larger Linn-Mar community.

Appendix

Appendix 1: Student and Parent Surveys

Student and Parent Survey Totals		
Population	**School**	**# of Survey Records**
Student	Oakridge	481
Parent	Oakridge	59
Student	Hazel Poin	402
Parent	Hazel Poin	56
Student	Boulder Pe	286
Parent	Boulder Pe	31
Parent	Echo Hill	90
Survey Totals		
Total surveys		1405
Total student surveys		1169
Total parent surveys		236

Student Survey Results

How did you get to school this morning?			
Transport Mode	**Oak Ridge**	**Hazel Point**	**Boulder Peak**
Car	194	136	111
Bus	259	243	155
Bike	4	3	3
Walking	13	5	3
Carpool	3	12	7
Other	6	2	5

How will you leave school this afternoon?			
Transport Mode	**Oak Ridge**	**Hazel Point**	**Boulder Peak**
Car	202	92	64
Bus	210	269	183
Bike	7	3	2
Walking	32	23	20
Carpool	18	9	7
Other	6	5	6

How many days in a typical week do you bike to or from school?			
# of Days	**Oak Ridge**	**Hazel Point**	**Boulder Peak**
One	263	173	186
Two	3	2	2
Three	4	7	6
Four	4	2	1
Five	5	5	1

How many days in a typical week do you walk to or from school?			
# of Days	**Oak Ridge**	**Hazel Point**	**Boulder Peak**
One	246	168	*
Two	3	3	*
Three	11	7	*
Four	4	0	*
Five	19	10	*

Transport Mode	**Oak Ridge**	**OR Change**	**Hazel Point**	**HP Change**	**Boulder P**	**BP Change**
Car	202	8	92	-44	64	-47
Bus	210	-49	269	26	183	28
Bike	7	3	3	0	2	-1
Walking	32	19	23	18	20	17
Carpool	18	15	9	-3	7	0
Other	6	0	5	3	6	1

Do you have a pair of walking shoes that are in good condition?			
Answer	Oak Ridge	Hazel Point	Boulder Peak
Yes	456	386	270
No	19	14	10

Do you have a bike helmet?			
Answer	Oak Ridge	Hazel Point	Boulder Peak
Yes	344	326	221
No	133	72	59

How comfortable are you walking or cycling through a roundabout?			
Comfortability	Oak Ridge	Hazel Point	Boulder Peak
Very uncomforta	37	33	25
Uncomfortable	39	32	26
Neutral	186	108	95
Comfortable	94	97	76
Very comfortable	94	95	52

What is your favorite way to get to school?			
Transport Mode	Oak Ridge	Hazel Point	Boulder Peak
Walk	21	17	14
Bike	23	29	29
Car	242	154	104
Bus	145	174	105
Carpool	32	19	25
Other	17	8	7

Do you have a bike?			
Answer	Oak Ridge	Hazel Point	Boulder Peak
Yes	427	371	253
No	51	26	27

How healthy do you think walking or biking is to and from school?			
Opinion	Oak Ridge	Hazel Point	Boulder Peak
Very unhealthy	12	4	4
unhealthy	5	5	5
Neutral	114	72	52
Healthy	218	186	134
Very healthy	107	106	81

Do you think walking or biking to school is fun?			
Answer	Oak Ridge	Hazel Point	Boulder Peak
Yes	223	220	175
No	230	144	96

About how far do you live from school?			
Distance	Oak Ridge	Hazel Point	Boulder Peak
Half a mile	44	34	34
Mile	63	47	72
Within a quarter	40	23	15
More than a mile	326	0	0

Student Survey Results - Open Ended Questions

Nearly 1,200 students 4th through 8th Grades responded to the SRTS Student Survey. Instead of listing every single response to the three open-ended questions students were asked, a text write up is provided to help summarize comments.

The three open-ended questions asked of students were:

1. If you did not walk or bike to school today, why?
2. Do you have any concerns about walking to or from school?
3. What would encourage you to walk or bike to school?

If you did not bike to school today, why?

Many students mentioned riding the bus or their parent taking them to school as why they did not walk or bike. This along with living too far away to walk or bike were two of the most common responses. The time it took to get to school was a factor for students: several commented about how long it would take to get to school given its distance from their house and they would have to get up earlier since it would take longer to walk or bike. A couple students mentioned carrying heavy things like instruments. Students also noted that there were few sidewalks available and busy streets to walk on. Weather was also a factor: several students mentioned it

being too cold to walk or bike. Students noted that they could be dropped off or picked up more easily because parents worked nearby or at their schoool another sibling or friend needed dropping off nearby school. Students did mention safety as a concern. Some students noted it was own or their parents' concerns about safety in general, and others were more specific about their safety concerns. Some students mentioned the route being unsafe or encountering unsafe people on the trip to or from school.

Do you have any concerns about walking to or from school?

The most common answer was along the lines of "no": "N/A", "No", "NA", "No.", "nope", "nah", etc. made up 69% of responses from Oak Ridge, 72% at Boulder Peak, and 68% at Hazel Point. Some variation of the word "kidnapped," including misspellings and abbreviations like "kidnapt", was used in 17 surveys at Hazel Point, 10 surveys at Boulder Peak, and 11 surveys at Oak Ridge. The word "live" was in the top 10 most common words used in all three of the open-ended questions at all three schools.

What would encourage you to walk or bike to school?

The most common response at all three of the schools, words along the lines of "No", "Nothing", and "I don't know" were the most common answer. 70 students at Hazel Point, 13 at Boulder Peak, and 64 students at Oak Ridge used the word "closer" in their response to the question. 12 students at Oak Ridge and 3 students at Boulder Peak stated money would be a motivator to walk or bike to school: one student said they would walk or bike to school for "10 buckeroos". "Friend" was also a common answer.

Parent Survey Results

How did your child get to school this morning?

Column1	Oak Ridge	Hazel Point	Boulder Peak	Echo Hill
Car	20	25	11	39
Bus	36	21	14	21
Bike	0	0	0	0
Walking	1	5	0	18
Carpool	2	4	0	9
Other	0	0	0	2

How did your child leave school this afternoon?

Column1	Oak Ridge	Hazel Point	Boulder Peak	Echo Hill
Car	23	15	9	39
Bus	31	28	16	20
Bike	1	0	0	0
Walking	2	10	0	18
Carpool	2	3	0	7
Other	0	0	0	5

About how many days in a typical week does your child walk to or from school?

Column1	Oak Ridge	Hazel Point	Boulder Peak	Echo Hill
One	13	12	8	21
Two	0	2	1	1
Three	1	2	0	7
Four	0	1	0	3
Five	2	9	0	14

About how many days in a typical week does your child bike to or from school?

olumn1	Oak Ridge	Hazel Point	Boulder Peak	Echo Hill
)ne	12	15	9	32
wo	3	1	0	2
hree	0	1	0	1
our	0	0	0	1
ive	1	3	0	1

Does your child have a bike?

Column1	Oak Ridge	Hazel Point	Boulder Peak	Echo Hill
Yes	54	49	21	87
No	4	6	3	2

Does your child have a bike helmet?

Column1	Oak Ridge	Hazel Point	Boulder Peak	Echo Hill
Yes	49	49	21	87
No	9	6	3	2

Does your child have a pair of walking shoes that are in good condition?				
Column1	Oak Ridge	Hazel Point	Boulder Peak	Echo Hill
Yes	58	55	24	89
No	0	0	0	0

About how far does your child have to travel to or from school?				
Column1	Oak Ridge	Hazel Point	Boulder Peak	Echo Hill
Half a mil	3	5	0	21
Mile	3	6	7	10
Within a c	3	0	0	0
More thar	44	0	0	0

How healthy do you think walking or biking is to and from school?				
Column1	Oak Ridge	Hazel Point	Boulder Peak	Echo Hill
Very unhe	0	3	2	1
unhealthy	0	2	0	0
Neutral	4	7	5	8
Healthy	22	23	10	35
Very Heal	26	18	6	45

Do you think walking or biking to and from school is fun?				
Column1	Oak Ridge	Hazel Point	Boulder Peak	Echo Hill
Yes	36	38	13	80
No	14	15	9	8

How did your child get to school this morning?				
Column1	Oak Ridge	Hazel Point	Boulder Peak	Echo Hill
Walk	2	9	0	26
Bike	1	6	0	11
Car	14	14	9	21
Bus	42	27	15	27
Carpool	0	0	1	3
Other	0	0	0	1

Ranking: What is your priority for your child walking and cycling to school?				
Column1	Oak Ridge	Hazel Point	Boulder Peak	Echo Hill
Safety	1.73	1.88	1.79	1.86
Convenie	1.27	1.12	1.21	1.14

How comfortable are you walking or cycling through a roundabout?				
Column1	Oak Ridge	Hazel Point	Boulder Peak	Echo Hill
Very uncc	10	14	6	23
Uncomfor	16	13	7	20
Neutral	13	10	6	27
Comforta	7	13	3	14
Very com	4	2	1	5

Which of the following affects your decision to allow, or not allow, your child to walk or bike to school?				
Column1	Oak Ridge	Hazel Point	Boulder Peak	Echo Hill
Other	0	0	0	2
Convenience of driving	5	3	6	3
Friends or siblings to walk or bike to school with	3	5	3	21
Fear of violence or crime	12	7	9	19
Adults to walk or bike with to school	*	8	3	27
My child already regularly walks and/ or bikes to and from school	2	9	0	16
Lack of safety gaurds	8	16	7	31
Speed of traffic along route	31	31	15	34
Amount of traffic along route	31	33	17	43
Weather or climate	31	33	15	46
Safety of intersections and crossings	23	35	12	49
Lack of sidewalks and pathways	31	37	5	47
Distance	51	41	20	46

Parent Survey Results - Open Ended Questions

If your child did not walk or bike to and from school today, why not?	School
We live too far for her to.	Boulder Peak
We live too far away and I take my child to school and pick him up.	Boulder Peak
We live to far from the school, and they take the bus	Boulder Peak
We live more than 2 miles out so we can either use bus transportation or drop off with car, we have chosen to drop off with car to ensure our child's safety.	Boulder Peak
We live 3.1 miles from the school and I do not feel comfortable sending my child to school via walking or biking as there are not complete sidewalks all the way from our home to the school.	Boulder Peak
We drive to and from school. He is a special needs kiddo.	Boulder Peak
We drive our child.	Boulder Peak
Walking or biking distance entails traveling across business highway 151 by HY Vee in Marion.	Boulder Peak
Too far, isn't awake enough to get moving that early	Boulder Peak
Too far	Boulder Peak
Too cold this morning! Both of my children walk/ride bikes when the weather is nice. Too far to walk in the cold!	Boulder Peak
they are a car rider	Boulder Peak
The distance we live from the school is too far to walk (approximately 8 miles).	Boulder Peak
The bus stops at our house. The school is about 3miles away and on the other side of 7th which is too busy for children to cross. There isn't sidewalk the whole way.	Boulder Peak
Student is bused	Boulder Peak
Spouse drive him to school.	Boulder Peak
She would have to cross Hwy 13 to get to school via walking or biking and I don't think that is a safe idea.	Boulder Peak
she was a car rider	Boulder Peak
Safety: busy road to cross no one to walk with distance in cold/hot temps. medical condition makes physical activity harder than average child this age Can ride bus but chose not to due to other student behaviors that impact my child (this happens at school, so would assumingly be worse on a bus)	Boulder Peak
rides bus	Boulder Peak
My child is provided transportation and rides the bus.	Boulder Peak
It would take him 45 min to 1 hour to walk and I'm not letting my 11 year old walk or bike that far to school with all the busy roads he'd have to cross.	Boulder Peak
I choose the drive my children to and from school every day. They never walk or bike to school, but "0 times" wasn't an option above.	Boulder Peak
He is a car rider	Boulder Peak
He is a bus rider, but walks to the bus stop.	Boulder Peak
Distance.	Boulder Peak
Child rides the bus	Boulder Peak
Bus	Boulder Peak
Because we live south of 29th Ave. My son busses and I feel that if safety is number 1 priority, this will continue.	Boulder Peak
Bus	Oak Ridge
Too far away	Oak Ridge
Would have to cross busy roads like C Ave.	Oak Ridge
Weathers bad, trail is full of bullies, trail doesn't get cleaned in a timely manner, they had sports after and are tired... I'm actually fairly upset they took away buying and we now wait in lines at 3 different schools for 20 minutes a line... nearly 2 hours a day when conditions are not favorable.	Oak Ridge
We open enroll. It is 8.5 miles in heavy and fast moving traffic.	Oak Ridge
We live very close to school. I am able to pick them up and drop them off if it is extremely cold or very rainy.	Oak Ridge
We live too far away.	Oak Ridge
We live too far away and no sidewalks on back roads	Oak Ridge
We live to far away from school to walk or bike	Oak Ridge
We live close to four miles away from Oak Ridge and it is not practical to walk or bike, considering the time it would take and the traffic/lack of bike lines/sidewalks between our home and the school.	Oak Ridge
We live 4 miles away.	Oak Ridge

We live 3 miles away from the school. Even for the few homes that are close to the school, there are no direct sidewalks leading to the school. You do not have a "zero" option for the number of days walked/biked up above - this is going to lead to really inaccurate results. I left it blank but others may just pick one at random.	Oak Ridge
We live 10+ miles away from the school.	Oak Ridge
Unsafe. No sidewalks and busy traffic .	Oak Ridge
Too far, no sidewalks for bike	Oak Ridge
Too far away to walk or bike.	Oak Ridge
Too far and unable to get on bus as they are full	Oak Ridge
Too far and busy roads	Oak Ridge
Too far	Oak Ridge
There is not a safe route to Oak Ridge for the 3.5 mile ride from our house.	Oak Ridge
she rides the bus	Oak Ridge
Safety of crossing Alburnett Road in addition to super heavy backpacks	Oak Ridge
Route not safe - too much traffic, busy, too far away, weather, too much to carry with them, backpack heavy and instrument	Oak Ridge
Rides with parent or rides bus.	Oak Ridge
Rides the bus	Oak Ridge
Rides school bus	Oak Ridge
My child goes to school by bus aa it’s far away from my residence.	Oak Ridge
My child can not stand the bus. She has asked us to take her.	Oak Ridge
More than a mile and no sidewalks	Oak Ridge
It's too far	Oak Ridge
It's over 1.5 miles away and the path to school on Alburnett south of the school is not safe for walkers or bikers.	Oak Ridge
Its more than 2 miles.	Oak Ridge
It is too far to walk/bike and be there at 7 am	Oak Ridge
It is too far - and it is not safe to travel by bike or foot on the road that we take to school.	Oak Ridge
I feel walking and biking it’s too far and the roads are too busy.	Oak Ridge
Her Mother is deployed with the Air Force. Our student is open enrolled because of an available before and after school care where our student feels safe and well cared for with someone she is comfortable talking to.	Oak Ridge
He takes the bus and get picked up by parents from track practice after school. We live too far to walk or bike- as well as there not being safe routes to and from school- Alburnett Rd, etc.	Oak Ridge
He rides the bus	Oak Ridge
Don’t feel safe letting my child walk or bike	Oak Ridge
Distance and traffic	Oak Ridge
Because the weather is terrible and the bus routes in our neighborhood were cancelled. We lare so close yet so far away, IA weather is not in favor of a 2 mile walk/bike ride, it's costing me work time and stress, my while life in this area we have had buying then this year there is an excuse. I wish you yourself had these problems just to see how difficult it has become. we live by all three schools, oak ridge, echo hill, and hazelpointe. But are in neighborhood by the new Ymca. Hopefully this can be changed next year. I don't think the transportation is high on the priority list, but maybe someone out there is fighting for our kids safety and health. The bullying is another terrible issue and schools aren't out there .onitoring these routes for safety. We personally know of several very bad physical and theft situations that were not handled. How about supervision on the trails. If we can't have that many drivers we can have volunteer spotters. It's getting out of hand and ignored	Oak Ridge
Weather	Hazel Point
rode the bus	Hazel Point
Will leave far from school.	Hazel Point
Weather. She would bike almost all of the time if there was a better bike path between Lowe Park & Oak Ridge/Hazel Point.	Hazel Point
Weather.	Hazel Point
We open enroll from Central City	Hazel Point
We love too far from school.	Hazel Point
We live too far away. My child does, however, walk to and from Hazel Point to Oak Ridge frequently 3+ times/week.	Hazel Point

We live more than a mile away from the school, so we drive him to school in the morning and he rides the school bus home after school.	Hazel Point
We live about four miles away and the primary roads to get from our house to the school do not have side walks for her to walk or bike safely, and the speed limits exceed 45 mph, so we don't feel it is safe for her to walk or bike by herself on these roads.	Hazel Point
We live a distance away from school. Needs to take the bus.	Hazel Point
We are over a mile and it is too cold, wet, rainy most of the year to be out on the trails with a heavy bag to get to school. Bags have lunch, computers, and books in them daily, so no way to reduce the load.	Hazel Point
Too far. They ride the bus	Hazel Point
Too far, not a safe route to bike or walk.	Hazel Point
Too far, no safe route with no sidewalks and too much traffic.	Hazel Point
too far away and not a safe walking pattern, no sidewalks	Hazel Point
Too far and not a good path for him to travel.	Hazel Point
Too far & no sidewalks to use	Hazel Point
Too far	Hazel Point
Too dangerous. Very far (would likely take him 25 min) no sidewalks and heavy traffic. No way I would let him.	Hazel Point
Too cold and rainy. When the weather is better she and a neighbor can walk.	Hazel Point
To cold and windy	Hazel Point
They rode the bus.	Hazel Point
There are no safe routs on C Avenue, Alburnett Rd, or Echo Hill road for my child to bike the 3.6 miles from our home to Hazel Point Elementary	Hazel Point
The school is not in walking distance and I don’t want my kids to ride a bike to school just not safe	Hazel Point
The route is too far and through Lowe park which is way too cold in the winter	Hazel Point
Riding school bus	Hazel Point
Not a very good route and no bike trails or walking trails traveling north on Alburnett road.	Hazel Point
My child walks to the bus stop and rides the bus. We live too far away for him to walk PLUS even if he wanted to the roads to and from the school don't all have sidewalks.	Hazel Point
My child rides the bus.	Hazel Point
My child did not walk today (or ever) because the path is not safe. The route required to walk to school requires walking a dimly lit nature trail, through a busy school parking lot. In total, it’s a 25 minute walk. The walk is an unreasonable expectation, especially when temperatures drop below freezing or on a rainy day like today. To expect an 8 year old to make this walk is as unreasonable as it is negligent. When bussing was pulled from our neighborhood, I looked at this as a total shortcoming from the Linn Mar District. Start investing in our students.	Hazel Point
It’s too cold.	Hazel Point
It is too far to walk and there are no sidewalks from Alburnett Rd all the way to Echo Hill Rd	Hazel Point
he rides the bus	Hazel Point
Cross walk at Oak Park Trail/Circle and Alburnett Rd is not safe.	Hazel Point
Because they are car riders because of our location. Also this survey is not going to be accurate. Because my child will never walk to or from school. So the question where we had to choose one answer my answer was not an option.	Hazel Point
Because school is 4 miles away and roads are not safe for kids to walk on their own.	Hazel Point
Because I feel like they shouldnt have to walk 1.1 miles to school. That's more then 20min and for a Kindergartener that's too far. For our oldest child he would be all sweaty walking to school in the mornings and in the winter time walking that far in the cold is a bit much.	Hazel Point
A bit far for biking. Alburnett rd is also very unsafe to bike or walk along. It is missing a lot of sidewalks, has barely any shoulder, and no bike lane. Many times cars go faster than the speed limit and can be quite impatient.	Hazel Point
The path they would have to walk on does not have houses all around it. I don’t feel comfortable having my elementary children walk on a path that is closed off by trees and isn’t around homes.	Echo Hill
When the weather is very bad I find alternate car ride from friend.	Echo Hill
Weather conditions. Once warmer we walk in the morning and afternoon.	Echo Hill
Weather conditions	Echo Hill
Weather - during nicer weather seasons my children walk much more frequently.	Echo Hill
Weather	Echo Hill
We usually walk unless its cold/windy/raining, etc.	Echo Hill

We live two miles from school.	Echo Hill
We live too far. There are not sidewalks that connect from our neighborhood all the way to school.	Echo Hill
We live too far from the school.	Echo Hill
We live too far away. Our babysitter lives on the other side of Lowe park, but we don't feel it is safe for him to walk through the park on his own.	Echo Hill
We live too far away.	Echo Hill
We live close enough to walk or bike, but we are on the other side of Alburnette and there is not a sidewalk that allows them to safely cross without an adult. (north on Alburnette to Echo Hill) or they would have to back track to Oak Park circle.	Echo Hill
We drive when it's cold or rainy and walk when it's nice outside.	Echo Hill
Way too far, busy roads	Echo Hill
way too far and they would have to go on areas with no sidewalks and heavy traffic. Not even a remote possibility.	Echo Hill
Walk unless weather (rain/snow/cold).	Echo Hill
Too young at this point but will in future	Echo Hill
Too far. No sidewalks.	Echo Hill
Too far. No sidewalks	Echo Hill
Too far, no safe path	Echo Hill
Too far to go around the block and walk through the neighborhood by Oak Ridge to get to the walking path.	Echo Hill
Too far in cold weather, no bus availability to our neighborhood	Echo Hill
too far - too dangerous	Echo Hill
Too far	Echo Hill
Too cold yet.	Echo Hill
They took the bus	Echo Hill
They have never walked or biked because there is no sidewalk on the west side of Alburnett Rd. and while the school speed limit is 25 mph, drivers are going way too fast for me to feel comfortable with them crossing Alburnett Rd., especially without any sidewalk. I also worry about the lack of a person serving as a cross guard.	Echo Hill
They go to daycare before and after school. I also would not feel it is safe for them to walk or bike without an adult.	Echo Hill
There are not sufficient sidewalks for my child to cross. We are on Prairie Trl and don't feel safe crossing at Alburnett Rd without a crossing guard	Echo Hill
There are no walkways or bike paths from our home that would be safe to travel. Our children would have to travel on East Robins and Alburnett roads which has no shoulder and has some of the busiest intersections in this part of town.	Echo Hill
The weather	Echo Hill
The temperature <45, and it was not dry.	Echo Hill
The route for us to walk/bike is too far and unsafe. We will not be walkers or bikers due to distance from school.	Echo Hill
The district took away our busing for our neighborhood. Our house is too far away for our third grader and kindergartener to walk/bike.	Echo Hill
takes more than 15 minutes to walk to school and its easier for me to drive her there with her brother that is in preschool at Echo Hill.	Echo Hill
She is too young to walk to school by herself.	Echo Hill
She is too young to walk alone. There is no good way for her to walk to school and cross Alburnett Road from our neighborhood. Also the traffic flies by the line of cars on Echo Hill Rd right in front of the school so that too feels unsafe, even with a cross guard there.	Echo Hill
She goes to before and after school care.	Echo Hill
Rides the bus	Echo Hill
Our kids attend before and after school care, and are driven to school each day because we do not live within waking or biking distance.	Echo Hill
our children walk to school when the weather is nice. Please keep the crossing guard on Alburnett and Oak Park.	Echo Hill
Not a safe route.	Echo Hill
No safe sidewalks to use… forcing the kids to use an unsupervised trail thru the park to walk/ride to school is unnacceptable.	Echo Hill

No safe route with sidewalks or bike paths.	Echo Hill
My kids are dropped off Am and walk PM on cold/rainy days and on warm days they bike 1 mile to and from school.	Echo Hill
My husband drives my child and the neighbors to Oak Park circle. On nice days, they can then walk on the trail to school. If it's raining/snowing/freezing temps/etc...he drives them and waits in line to drop off. The neighbor then picks up the children from school.	Echo Hill
Most of the time, it's weather related. A couple of times it might be due to a late start to the morning.	Echo Hill
It's too far.	Echo Hill
It is too far ; oak ridge to echo ridge estates; there is no direct route and it would take at least 20-30 minutes for my child to get to and from school, which is unacceptable in my opinion. There should definitely be a bus for the kids in this neighborhood to get to oak ridge. Now with a roundabout going in there is additional wait time since traffic won't be required to stop there, and there is no crossing guard to make traffic stop, and the light doesn't work at the crosswalk—my child informed me that it hasn't been working for some time.	Echo Hill
It is too cold. We have transportation through LM busing, but once it's warm my children will be asking to walk home	Echo Hill
Inclement weather; we try to carpool with neighbors in the mornings.	Echo Hill
Inclement weather; we carpool in the mornings with neighbors.	Echo Hill
I had an errand to run after taking him to school so we drove.	Echo Hill
I do not feel comfortable having my first grader walk over a mile through Lowe Park alone.	Echo Hill
He is a car rider. The route has high traffic and I'm not comfortable sending him alone.	Echo Hill
Have to be driven since no Bus anymore. Not sending my 5 year old to walk from our home by the Y to Echo Hill.	Echo Hill
Don't feel safe to have kids walk.	Echo Hill
Distance safety time	Echo Hill
Distance and busy route to get there.	Echo Hill
Despite us living less than a mile from the closest school, our assigned school is the 3rd closest and is 3.5 miles away with no continuous sidewalk or bike path.	Echo Hill
Daycare	Echo Hill
Currently in a before and after school program at a daycare that provides bussing. When she is older, we hope that she can safely ride her bike through Lowe Park to get to/from school.	Echo Hill
Cold weather and it would be a ~30 minute walk	Echo Hill
Cold / inclement weather	Echo Hill
Child needs to be dropped off before 7am so they attended before and after school care.	Echo Hill
Bus rider	Echo Hill
Because we live in Bedford heights and have no way for them to cross Alburnette Rd. There are no connecting sidewalks for our kids to walk or bike to school without crossing a busy unsupervised road.	Echo Hill
At this moment, they are too young but we hope that they can as they get a bit older. Replacing a bus route to our neighborhood would also be helpful! It'd be nice for them to walk/bike on nice days and have the bus option on bad weather days.	Echo Hill
1.) Weather conditions. Most school days in Iowa aren't suitable for walking. 2.) He is 6 and it is too far.	Echo Hill

Do you have any concerns about your child walking to or from school?	School
n/a	Oak Ridge
Yes. Traffic.	Oak Ridge
Yes. Distance and traffic.	Oak Ridge
Yes, to far	Oak Ridge
Yes, there are few to no sidewalks and such south of the school. Alburnett is not fully safe to bike or walk. It needs sidewalks connected down to Marion and a bike lane.	Oak Ridge
Yes, the school is in an isolated location.	Oak Ridge
Yes no side walks in many places	Oak Ridge
Yes - too far	Oak Ridge
We live way too far away and there are no sidewalks that they could take to get to school. There is one roundabout (dangerous for walkers, especially near a high school with new drivers) and one really dangerous 1 way stop on the way.	Oak Ridge
We live too far away. There are not enough sidewalks for her to bike to school.	Oak Ridge
We live too far away to walk or cycle to school	Oak Ridge
We live too far away and no safe route	Oak Ridge
We live too far away and no direct route to get there not using busy streets	Oak Ridge
We live too far and I am concerned about her safety on the roads with high traffic areas	Oak Ridge
We live in Toddville. It is too far.	Oak Ridge
Traffic on Alburnett Rd	Oak Ridge
Too much traffic and safety concerns	Oak Ridge
Too far; not applicable	Oak Ridge
Too far. Lack of sidewalks on route even if it was closer.	Oak Ridge
Too far.	Oak Ridge
Too far away, busy street, amount of things to carry and weight of it	Oak Ridge
Too far away and there are no sidewalks along Alburnette Rd.	Oak Ridge
Too far	Oak Ridge
No sidewalks on back roads and too far to walk/bike	Oak Ridge
No sidewalks between Winslow and Tower Terrace	Oak Ridge
NA	Oak Ridge
It’s just too far.	Oak Ridge
If they had to it would not be safe in bad weather conditions.	Oak Ridge
Even though I can watch my child walk 50% of the route to school, and even though my child never has to even cross a street to get to school, I still worry about dangerous things happening with other adults or students.	Oak Ridge
Drivers do not always pay attention to flashing lights at Alburnett Road	Oak Ridge
Distance -almost one hour to walk	Oak Ridge
distance	Oak Ridge
Bullying on trails, carrying laptops and school bag for 2 miles, WEATHER,there are more cold, rain, snow, windy days than there are nice in your calendar year	Oak Ridge
Again, would have to cross busy streets like C Ave	Oak Ridge
Yes. The roundabout IS NOT safe for drivers that don't know how to utilize it, much less walkers. With children who currently go to IC as well, they constantly complain about the unsafe conditions at a 4 way stop. My answers on this survey are geared towards walking/biking safety.	Boulder Peak
Yes. My child would have to travel for 20 minutes through a roundabout and across/along busy streets to get to a school to which I can drive her in 4 minutes. It makes no sense as far as tile or safety to have her walk or bike.	Boulder Peak
Yes, abduction is a high concern. I do not want my child walking alone to and from school.	Boulder Peak
Too many busy streets to cross	Boulder Peak
Too far. Busy streets. No sidewalk. Roundabouts	Boulder Peak
Too far from our house	Boulder Peak
they don't have a phone to call if something happens	Boulder Peak
There are no sidewalks north of 10th St passed Excelsior where we live. The speed limit is 45 MPH and people drive much faster than that. It is nerve racking to be on the side of the road walking with cars driving fast passing you. They don't slow down or go on the other side of the road. I try to have myself and kids wear bright clothes when we are walking on the side of the road, but that can't always be done. We live too far from Boulder Peak to walk or bike.	Boulder Peak

The distance. Busy streets and intersections. Weather impacting walk frequently.	Boulder Peak
see previous comments	Boulder Peak
Safety. In general, I think drivers aren't very cautious and I see many people not pay close attention. We also live a far distance from school.	Boulder Peak
no phone if they need help	Boulder Peak
na	Boulder Peak
N/A	Boulder Peak
My student would have to cross both 35th St and 29th Ave and/or try to cross at that roundabout. I don't even want to drive through it some times of the day, let alone have a kid try to walk or bike through it during rush hour	Boulder Peak
If we were close enough I am concerned about how busy the road to the school is and by the roundabout on 29th avenue.	Boulder Peak
If my child did not ride the bus to/from school, I would be concerned about the safety of my child walking on 35th St, needing to make it through a roundabout, not getting struck by a car, or being abducted, carrying a heavy backpack and whatever other items they'd need for school, and in order to make it to school on time, they would be walking when it is still dark (during the fall, winter, and some of the spring months) And if they were involved in any after school activities, it would be even later for them to get home	Boulder Peak
I do not want my child to have to cross traffics on 29th St from 44th St. There is not a crosswalk with lights and I feel that road is too busy for students to navigate themselves on foot or bike.	Boulder Peak
I do have concerns with traffic and students who are unsupervised and harass other.	Boulder Peak
I am not okay with my child crossing Hwy 13 on foot or bike unattended.	Boulder Peak
He's never going to walk to or from school. Timing would be difficult and we are not crossing 29th Ave to walk there and back.	Boulder Peak
Again, the distance is a huge factor and the safety of connected sidewalks.	Boulder Peak
NA	Hazel Point
N/A	Hazel Point
Yes. Kindergarten too little and takes too long. Older ones could do it but shouldnt have to. They have to walk a public trail and through middle school parking lot. They could run into dangerous people on the trail and no one would know.	Hazel Point
Yes. Crossing Alburnett Rd.	Hazel Point
Yes. The trail is not safe for a school aged kid. To be expected to get through the Oak Ridge parking lot is negligent, at best. Weather concerns, dim lighting, and poor shoveling/clearing of paths in the winter are a major concern. The drop off line is flat out unreasonable as well. At times, it backs clear to Alburnett Rd and takes 15 minutes to cycle through.	Hazel Point
Yes, young children whose parents are not able to walk them to school should not be walking alone.	Hazel Point
Yes, they have to walk more than a mile on the trails and most of the schoolnuear is windy, wet, cold, and/or snowy. We get bitter cold winters where the wind chills are not recommended for people to be outside for more than 10 or 15 min. He would have to walk longer than that. Plus, bags are heavy and that's a lot on their small bodies. Also, age is a factor. At a certain point, walking (if a little closer) is great when you are older and more responsible and have a group of friends to go with.	Hazel Point
Yes, there are no sidewalks available to walk on. I would not want my child walking in the road to school.	Hazel Point
Yes, see previous paragraph answer - not enough sidewalks, narrow shoulder on road, no bike path, fast and aggressive drivers.	Hazel Point
yes, it's too far.	Hazel Point
Yes, it simply would not be safe given the distance, the lack of sidewalks and the amount of traffic. Plus it is just too far. He would think it was a punishment.	Hazel Point
yes - we live more than a mile from school and there are not paths or sidewalks for him to get there	Hazel Point
What ever you do DONT PUT A ROUND A ABOUT at echo and alburnett.	Hazel Point
Weather during winter, length of travel	Hazel Point
We live 3 plus miles away with no safe route	Hazel Point
We live 25 minutes away	Hazel Point
too far away, not enough sidewalks	Hazel Point
This really doesn't apply to us as we live too far away. However, the lack of sidewalks on Alburnette road is a HUGE concern to me for all kids that do need to walk to school around that area.	Hazel Point

There are no sidewalks along Alburnett Rd. He would have to walk on the side of the road more than half of the way to school.	Hazel Point
The walk is too far and remote. Is something happened, no one would know.	Hazel Point
The pedestrian crossing of Alburnett Rd at Oak Park Cir is dangerous. There needs to be standard traffic signal lights or a crossing guard. The existing strobe lights do not require traffic to stop and are ignored by many drivers.	Hazel Point
The parking lot and the traffic driving down through the park at high speeds and police never being around. A child is going to get hit. Cars speed down irish at over 50 mph.	Hazel Point
The gravel path is not in the best condition after the rain.	Hazel Point
Sometimes there is no crossing guard.	Hazel Point
Not typically. My kids walked or biked to Bowman Woods every day.	Hazel Point
No sidewalks on East Robins Road & Alburnett Road	Hazel Point
No sidewalks from my house to school. Long distance for a young child alone. Must cross many busy roads including Tower Terrace and Alburnett Road.	Hazel Point
No good path between Lowe Park and Oak Ridget/Hazel Point	Hazel Point
No because he won't be walking or riding bike because there is about 2 miles of road that do not have sidewalk or bike lane.	Hazel Point
No	Hazel Point
My only concern is the water run off behind Echohill. In the winter kids like to walk out to the center on the ice.	Hazel Point
Lowe park is windy/cold with no shelter. My child ha s also been bullied walking home from school and threatened. Oak ridge doesn’t have a good sidewalk and kid must walk through traffic	Hazel Point
Lack of paved trails	Hazel Point
It’s a safety issue for me	Hazel Point
It would be unsafe for my child to bike to school	Hazel Point
it is a long distance and most of the way does not have sidewalks, there is also a lot of congestion at the Alburnett Rd intersection	Hazel Point
Incredible distance for an 11 year old, crossing and walking along main, busy roads.	Hazel Point
If my child did walk, which would be far, there are not sidewalks available in all locations for him to do so.	Hazel Point
I would love for her to be able to walk to and from school, but the lack of infrastructure and the distance from our house prevents this.	Hazel Point
Crossing Alburnett Road even with the flashing lights, it's hectic and people don't stop.	Hazel Point
crazy to ask these questions about walking when we live so far away	Hazel Point
Alburnette road is not a safe road for children to be crossing. The future addition of a roundabout at the intersection of Alburnette Rd and Echo Hill Rd is only more concerning as then traffic won't be forced to stop at the stop signs. Further there are not sidewalks along the entire route or along Alburnette Rd.	Hazel Point
N/A	Echo Hill
Three times in the last year, I’ve seen motorists go right through the intersection at Echo Hill Rd and Alburnett Rd without stopping at the stop sign. I have concerns that the planned roundabout will only add a layer of distraction/unfamiliarity to the area. Adding child-size, less-experienced pedestrians/cyclists into this mix is very concerning.	Echo Hill
Yes. My son walks to/from school because we don’t have another option. Busing is not a choice because we live too close, and school starts too late for my husband or me to drive him to school due to our jobs. He has to cross at Alburnett Rd/Echo Hill where the speed limit changes from 55 to 35mph. Having walked this route myself, I know traffic does not always follow that speed change, or stop at the crosswalk. The crossing guard was removed this year for them and moved to another location. Next year my son will walk his kindergarten sister home this route - this combined with a roundabout makes me very concerned.	Echo Hill
Yes, we don’t have a reasonable path between Bedford heights and echo hill so have to take a circuitous route and deal with traffic.	Echo Hill
Yes, we are 2 miles away and there is no side walk along Alburnette Rd.	Echo Hill
Yes, there doesn't appear to be a back-up for if the crossing guard is sick/gone.	Echo Hill
Yes, there are not any sidewalks from our neighborhood to the school. The children would have to cross Alburnett and I am not comfortable with that without an adult. It is about a 20 minute walk from our house to the school.	Echo Hill
Yes, there are no sidewalks all the way down Alburnett Road and I would never want there to cross where we live since we don't live by a stop sign or a light.	Echo Hill

Yes, the safety of them crossing the roads without an adult. We live so close and have walked before by back tracking and going up through Oak Park Circle, but only if I can go with them because drivers rarely slow down on Alburnette for kids to cross. I also think a roundabout on Echo Hill is a terrible idea. Cars will not stop or slow down for kids to cross the street.	Echo Hill
Yes, the path they would walk on isn't easily see. From homes or the street.	Echo Hill
Yes, the path they would walk on is not easily seen from homes or a street.	Echo Hill
Yes, the amount of traffic that travels north & south on Albernet Road. How will the roundabout be safer? for the children to cross this busy road	Echo Hill
Yes, she's 6 years old and its a long walk for them to do by themselves.	Echo Hill
Yes, safety.	Echo Hill
Yes, safety around strangers having access to my child.	Echo Hill
Yes, roads are too busy from our home.	Echo Hill
Yes, no sidewalk in west side of Alburnett Rd., cars driving way faster than 25mph and no crossing guard to make sure that they can cross safely	Echo Hill
Yes, it's too far, safety	Echo Hill
Yes, I am greatly concerned about the addition of the roundabout coming for the intersection of Alburnette Rd and Echo Hill Rd. A roundabout keeps traffic moving which for drivers is efficient. However, for little kids walking or biking home from school this is unsafe and what is needed is for traffic to come to a full stop like that of a stoplight.	Echo Hill
Yes, crossing traffic	Echo Hill
Yes, Alburnett and Oak Park is very dangerous. Vehicles do not stop. There are a lot of kids that walk this path with more increasing as more homes are being built. Please keep the crossing guard there. Also, sometimes the crossing guards leave at 3:30, the EH kids are not even to that spot yet due to school gets out at 3:15 and they have to take the sidewalks to get there. Please consider.	Echo Hill
YES! Next year, my children will be in second grade and kindergarten. They are not old enough to walk over a mile, through Lowe park, alone to get to and from school. And for several months out of the year when the weather is below freezing, that is not a realistic option even if they were old enough to safely do the walk.	Echo Hill
Yes we live way too far and you don't have sidewalks the entire way. Plus the weather in Iowa is so unpredictable and freezing for half the school year. Unless we lived right by the school I would not let my kids do this.	Echo Hill
Yes there is no crossing guard for my kid to walk across alburnett and echo hill and the traffic there in the morning and afternoon is terrible. Not to mention it takes more than 15 minutes for them to get home. Which is less than ideal in bad weather or dark mornings.	Echo Hill
Yes safety is a huge concern. No matter what age I don't feel comfortable with her crossing alburnett road or echo hill road. Even with a guard it's unsafe for littles.	Echo Hill
Yeah....no crossing guard at alburnett and echo hill.	Echo Hill
When she's old enough to walk , she would have to cross Alburnett where many on the road do not slow.	Echo Hill
Weather is unpredictable so more upfront planning is needed. My child doesn't have a way to contact me if he needs to En route. It is not a straightforward walk.	Echo Hill
We must keep a crossing guard at Alburnett and Oak Park - far too unsafe not to have someone there.	Echo Hill
We live too far from school for my child to walk to school. She would have to walk on E. Robins road and Alburnett Road, some parts of both streets not having sidewalks and both busy streets. It would take it my child close to an hour to walk to school.	Echo Hill
We live pretty far from the school, so it would take approximately an hour round trip to walk safely on the provided trails	Echo Hill
We live in the neighborhood that does not have bussing any longer (by lowe park). And we feel our son is still too young to be biking or walking all the way to EH and back.	Echo Hill
We live 1.4 miles away from Echo Hill. Most school days have cold temperatures and/or snow, rain. I don't feel comfortable having my 6 year old walk that distance independently.	Echo Hill
Way too far. Road is very dangerous. Witnessed way too many close calls on Alburnett road - kids crossing street and drivers not stopping.	Echo Hill
Walking across Alburnett Road I like having a signaled crosswalk. I'm unsure if or how safety will change with the new roundabout.	Echo Hill
Traffic, safety	Echo Hill

There is no supervision and too far for a 5 year old to walk even on a good day. I wouldn't even ask my 16 year old to walk from near the Y to Echo Hill.	Echo Hill
There has been some bullying from some of the other walkers.	Echo Hill
The sidewalk along the side of the school (the playground side) should be extended all the way along side the school until it reaches the main doors. Right now, kids are forced to choose whether they walk through the grass (often wet ir muddy), or through the side parking lot which can be unsafe.	Echo Hill
The lack of adult supervision on the playground after school while kids leave school and head home	Echo Hill
The distance. We are just far enough that it'd be a bit tough but we are too close for a bus.	Echo Hill
The crossing guard delay as they do not arrive before children. Other times they do not arrive at all. Our child was almost hit by a car as they did not know what to do and there was no crossing guard.	Echo Hill
She would have to cross Alburnett Road.	Echo Hill
Predators	Echo Hill
Please see previous answer. Too far, no crossing guards , heavy traffic.	Echo Hill
Our neighborhood has a walking trail that leads to Oak Ridge. Yes, there is a sidewalk, but we feel that our children would cut through the parking lot of Oak Ridge. I have also heard that there are some students from Oak Ridge that pick on the younger kids as they walk to or from Hazel Point and Echo Hill. The path that the district expects my kids to use to walk to school has no lights and unsure if path is maintained during the winter months. I am also concerned that my children might easily get distracted along the way and be late for school. The path that my children would be using is open to the public, I worry about strangers that they may meet on the path.	Echo Hill
Only concern is safety crossing main streets of alburnette and echo hill roads	Echo Hill
Not safe to walk through Lowe park without an adult or in a group.	Echo Hill
No.	Echo Hill
No sidewalks too much traffic	Echo Hill
My child would have to cross alburnett. We've only lived here 2 years and we've seen multiple accidents at that intersection.	Echo Hill
Mainly the weather. It's 3,900 ft one way. A strong west wind and our 2nd grader has a hard time making it home on the bike.	Echo Hill
Living off Boyson Road it just isn't reasonable to ask a 1st grader to walk to Echo Hill. If we lived closer, I would be concerned with kindergarten and 1st graders walking to school using the trails behind the schools because of a lack of "supervision". If something were to happen, there isn't anyone around to get help or many other people to deter something from happening.	Echo Hill
Kids sometimes are unsupervised on the playground and bike rack area and have seen some inappropriate behavior/bullying. So we take the time to ensure we are there to walk/bike them home.	Echo Hill
It's not feasible for my child to walk 3.5 miles to and 3.5 miles from school. If we were assigned to a closer school and had continuous sidewalks it would be possible	Echo Hill
It's too far, but if we lived closer, my concern would be for her safety.	Echo Hill
If they had a safe path down Alburnette I'm sure we would use it (together not alone) from time to time but not every day just because it's over 2 miles to school from out house	Echo Hill
I don't like her walking through Lowe park and middle school lot by herself. I'm more nervous about older kids/bullies.	Echo Hill
I am concerned that there is not a safe route to school for my son to walk or ride his bike. Currently he's expected to go through the Oak Ridge parking lot and take a trail that is not lit and not viewable from the street. Unfortunately without bussing this only leaves the option to stay in the excessively long car line.	Echo Hill
He cannot walk by himself due to age and distance.	Echo Hill
Fear kidnapping if she ever bikes unaccompanied by an adult. Need a safe route. Drivers don't seem aware of pedestrians and bicycle riders	Echo Hill
During the winter, the paths are not always plowed. They also are rarely salted or sanded when slippery. It is the same for the playground blacktop, which many kids walk on to get to school.	Echo Hill
Distance, safety	Echo Hill
As of now I walk with them, but have concerns about them walking alone someday.	Echo Hill
Alburnett rd crossing at oak park.	Echo Hill
1 Cross guard has to manage 2 different locations where cars cross walking path (Echo Hill Road and Driveway into School)	Echo Hill

What would encourage your child to walk or bike to and from school?	School
nothing	Oak Ridge
No	Oak Ridge
Living closer	Oak Ridge
Yes	Oak Ridge
We would have to move closer to school.	Oak Ridge
We used to walk when they were in elementary school.	Oak Ridge
Side walks	Oak Ridge
Separate bike/pedestrian paths not a part of the road	Oak Ridge
Nothing due to safety/distance issues	Oak Ridge
Nothing at this time	Oak Ridge
No too far	Oak Ridge
N/a	Oak Ridge
Living closer?	Oak Ridge
Living closer to the school	Oak Ridge
It would be nice to have a crossing guard at Oak Park Circle neighborhood to help kids get across Alburnett Rd safely.	Oak Ridge
If we lived closer, we have always had a bus, now this year they stopped, but there no shortage on people or money its displaced elsewhere	Oak Ridge
If we lived closer she would be all about it. But since we don't it's not even an option.	Oak Ridge
If the school is nearby my residence and the locality is safe for a child to ride alone to school.	Oak Ridge
I would encourage biking, but they're are no sidewalks	Oak Ridge
Having friends to walk with	Oak Ridge
Fully connected sidewalks & bike lanes from Marion to Echo Hill Rd on Alburnett Rd/Central Ave. Crosswalks at Boyson Rd & Alburnett.	Oak Ridge
Friends	Oak Ridge
Crossing guard available	Oak Ridge
Cross guards and no round abouts.	Oak Ridge
Bike trail along Echo Hill and Alburnett Crosswalk at intersection or school entrance	Oak Ridge
Bike	Oak Ridge
Besides the distance, if I felt it could be safely done I would encourage it.	Oak Ridge
A bike path or safe route - streets are too busy to use and cross safely no matter what age you are.	Oak Ridge
1. Living closer. 2. Sidewalks with walk lights.	Oak Ridge
No	Boulder Peak
Sidewalks on North 10th St.	Boulder Peak
She will not even try to ride a bike.	Boulder Peak
see previous comments	Boulder Peak
on certain days I cannot get them	Boulder Peak
Nothing. It is safer to go by car, and my child is an avid runner and soccer player. He gets a lot of exercise during the week.	Boulder Peak
Nothing. I would not allow it.	Boulder Peak
Nothing.	Boulder Peak
Nothing	Boulder Peak
No roundabout and police crossing guards on 29th Ave IF this unsafe action were to be taken.	Boulder Peak
Living closer to the school, not needing to worry about heavy traffic, not needing to carry backpacks/instrument cases/etc, and having a large group of peers to be with	Boulder Peak
If we were closer to the school and didn't have to cross busy streets to get there	Boulder Peak
If we lived closer I would like to know that she can safely get across 29th avenue by the roundabout and know that she could get from 29th ave to the school safely with so much traffic and no adult supervision.	Boulder Peak
If they were closer to the school.	Boulder Peak
I would encourage biking if there was a crosswalk at 29th and 44th. I don’t trust that intersection.	Boulder Peak
having a phone for safety	Boulder Peak
Being closer to school.	Boulder Peak
A closer school	Boulder Peak
Yes	Hazel Point
Nothing	Hazel Point
No	Hazel Point

Warm weather. Adults around to ensure their safety.	Hazel Point
they walk due to my work schedule and our close proximity to the school. Having a crossing guard is helpful and allows me to feel they are able to safely get to and from school each day considering the amount of traffic on Echo Hill Rd.	Hazel Point
Standard (red, yellow, green) traffic signal lights at the pedestrian crossing of Alburnett Rd at Oak Park Cir that require traffic to stop (alternately, a crossing guard to stop traffic).	Hazel Point
Sidewalks and cross walks	Hazel Point
School needs to be closer and there needs to be sidewalks and/or bike lanes.	Hazel Point
Safer crosswalks	Hazel Point
Safe options and other students traveling along the same path that she knows.	Hazel Point
nothing, too far.	Hazel Point
Nothing they don't have any choice but to walk or ride their bikes because of working parents	Hazel Point
No, we live too far away. Plus, the lack of sidewalks is VERY concerning.	Hazel Point
No, 4.6 miles is too far to walk or bike everyday	Hazel Point
No backpack to have to carry.	Hazel Point
Na	Hazel Point
N/A	Hazel Point
Maybe bike when she is in Middle School (Oak Ridge) IF there was a safe - low traffic, we'll lit path.	Hazel Point
Living closer or in a warmer environment.	Hazel Point
It's unreasonable to ask an 8 year old to ride their bike by themselves to Echo Hill on the route provided.	Hazel Point
Increasing safe crossing across Alburnett Rd.	Hazel Point
Improved safety conditions Full stop light intersection at Alburnette and Echo Hill with a pedestrian crosswalk Sidewalks along Echo Hill Rd and Alburnette Rd Crossing guards for Alburnette Rd	Hazel Point
If we moved closer to the school, that is about it, even then in the cold months he would be asking me to take him.	Hazel Point
If we lived closer to school	Hazel Point
If we lived closer and didn't have to cross Alburnett.	Hazel Point
If we leave close to the school	Hazel Point
If a guardian/adult was able to be with them.	Hazel Point
I would never have her walk or bike all the way to school	Hazel Point
He doesn't have a choice.	Hazel Point
Hazel Point is too far, but they did at Bowman Woods all the time.	Hazel Point
Having a biking trail.	Hazel Point
closer location and sidewalk/bike path	Hazel Point
Bike lanes and sidewalks on C Ave, Alburnett road, and Echo Hill Road.	Hazel Point
Better paths	Hazel Point
Appropriate road conditions	Hazel Point
A wide path-like sidewalk on Alburnett from Boyson to Echo Hill Rd.	Hazel Point
A safe route with good sidewalks	Hazel Point
A crossing guard to be present at Alburnett Road for Hazel Point and Oak Ridge kids.	Hazel Point
A safer path.	Echo Hill
Yes, as long as a crossing guard is there.	Echo Hill
Yes	Echo Hill
Weather	Echo Hill
We already walk 95% of the time - right now it is always with a parent.	Echo Hill
We already do most days	Echo Hill
We added a 250W electric motor to her bike. And she earns extra minutes on the iPad when she chooses bike vs getting a ride.	Echo Hill
Warmer weather and cross guard.	Echo Hill
Waiting for him to get older/wiser/more experience to be allowed to walk/bike that distance without an adult.	Echo Hill
Waiting for him to get a bit older before he's allowed to bike that distance alone.	Echo Hill
Sidewalks, a crossing guard, flashing lights that would alert cars if children are crossing the street, more police presence and even ticketing those who are driving faster than the school speed limit	Echo Hill
Sidewalks and safety	Echo Hill
Sidewalks along Echo hill Rd and Alburnett Rd Full stoplight intersection at Echo hill Rd and Alburnett Rd fully stopping traffic Nice weather :)	Echo Hill

Sidewalk along Alburnett Rd to Echo Hill Rd	Echo Hill
She already does and loves it.	Echo Hill
Safety, time, an adult that is able to walk them.	Echo Hill
Safe route	Echo Hill
Safe paths	Echo Hill
Once they are 10 or so. Depending if the walk ways and paths we're monitored.	Echo Hill
Once he is older we would consider it. Also, bike safety being taught in school would be an incentive	Echo Hill
Older adults helping to walk her to and from school. Would be great to rotate adults walking on days I'd be a part of that for sure. Bridges over both alburnett road and echo hill road. A system for me to know she made it safely to school.	Echo Hill
Nothing	Echo Hill
None	Echo Hill
No - live too far away. Alburnett road is not a safe option	Echo Hill
no	Echo Hill
Nicer weather.	Echo Hill
Nicer weather amd closer	Echo Hill
Needs to be a little older. Safe areas to walk and ride a bicycle	Echo Hill
N/A	Echo Hill
More safety measures, a sidewalk the entire way friends to go with	Echo Hill
Living in closer proximity to school	Echo Hill
Living closer to their school	Echo Hill
Living closer to school.	Echo Hill
Living closer or having a solid group of students to walk together.	Echo Hill
It is too far to walk, and since my student has to bring his bag and computer and sports bag it is a lot to take on a bike.	Echo Hill
If we lived closer and there were adults helping keep them on track to walk to school via the paths.	Echo Hill
If there were a walking group that would walk together through the park together.	Echo Hill
If there was sidewalk and a cross guard. (By sidewalk, I mean at the end of Adare Pass, the sidewalk ends so the kids would have to walk on the road along Alburnette and then cross Echo Hill road without a crossing guard to get to the side of Echo Hill Road with a sidewalk.	Echo Hill
If there was a large group of children who could walk together, if there were an adult escort, if the weather was decent.	Echo Hill
If there was a better path through lowe park and the OR parking lot. And his age..	Echo Hill
If other children from our neighborhood walked/biked and were accompanied by an adult.	Echo Hill
If it was possible and closer to our house.	Echo Hill
I would not have my child walk or bike to and from school based on us living close to 3 miles away from school	Echo Hill
I only allow it when the weather is nice and I'm able to go with her.	Echo Hill
Having an adult crossing guard present along Alburnett Road/Cedar Springs Dr before and after for Echo Hill and intermediate students.	Echo Hill
Groups to walk or bike with	Echo Hill
Groups of kids going together	Echo Hill
Friends to walk with.	Echo Hill
Extension of sidewalk on south side of Echo Hill Rd.	Echo Hill
Easy access and a safe route.	Echo Hill
Crossing guard, or even better, an underpass/overpass for kids over Alburnett Rd. North Liberty has this and it has provided safe transport for many Iowa City School District kids.	Echo Hill
Crossing guard and sidewalks for them to get from our neighborhood to school	Echo Hill
Closer school	Echo Hill
Better weather	Echo Hill
Better trail just for walking and/or for bike to travel on.	Echo Hill
An attendant in parking lot of Oak Ridge. Have an agreement with the city or the district to have the path maintained in the winter. Also have lighting on the path. A path that does not require my children to have to cut through the Oak Ridge parking lot.	Echo Hill
A Skywalk and monitored trail.	Echo Hill
A sidewalk the entire way.	Echo Hill

A safe route.	Echo Hill
A safe route is all it would take to encourage them because they love riding bikes	Echo Hill
A safe path and simply when it's age appropriate.	Echo Hill
A dedicated walking path preferably shielded from animals and weather as appropriate designated only for school walkers and an adult supervisor.	Echo Hill
A crossing guard at echo hill and alburnett roads in the morning and afternoon. For elementary and intermediate schools and oak ridge school.	Echo Hill

If a sidewalk was available along Alburnett Road, would your child use it? Why or why not?	School
Yes	Oak Ridge
No	Oak Ridge
Yes. He will bike.	Oak Ridge
Yes, my child loves to bike ride and used to bike to school all the time while in elementary school. Drivers on Alburnett rd tend to drive too fast and are quite impatient. A sidewalk would be preferable as it separates kids from the road (which has no shoulder at all). Both bike lanes and sidewalks would be great but I'd put the priority on wide sidewalks.	Oak Ridge
Yes my child would.	Oak Ridge
Yes if we let her but still too far away for me to feel comfortable with that.	Oak Ridge
Too far. We are past alburnett road	Oak Ridge
The bus is still the safest, most convenient method of traveling to school from our neighborhood 3.5 miles from school. There is not a sidewalk or safe route for the length of the ride to Oak Ridge even with a sidewalk on Alburnett Road.	Oak Ridge
That's not the safest route, too much traffic and too fast, id rather have monitors on the trails to the neighborhoods, if weather isn't a problem then neither should that request. Once the staff complains about how cold or sick they are then maybe you will get it	Oak Ridge
Still too far to walk	Oak Ridge
Still missing sidewalks along other roads	Oak Ridge
Probably not. We live too far, but a sidewalk on Alburnett Rd sounds like a good idea.	Oak Ridge
Probably not to go to school. It is too far in harsh weather too early in the morning to make sense.	Oak Ridge
Possibly if he rode his bike	Oak Ridge
Open enrollment	Oak Ridge
No. Still too far from our home. I think it would be a good thing for houses closer to the school though. They would also need safety measures at the roundabout and there is no way I would let my child near the intersection of Robins Road and Alburnett, especially given all the high school age drivers in the area.	Oak Ridge
No. Because we love too far from alburbett road.	Oak Ridge
No. We live in Robins	Oak Ridge
No. Too far	Oak Ridge
no, would not change her opinion	Oak Ridge
No, we live too far away	Oak Ridge
No, too far	Oak Ridge
no, to far to walk home	Oak Ridge
No, still too far away from our house	Oak Ridge
No too far and too much traffic lots of young drivers on the road/high school drivers in the area.	Oak Ridge
No because the intersection of Alburnett and E Robins Rd is so busy. There is no stop light. It is difficult for cars and buses to turn north at this intersection. It was be even worse if there were people crossing the street too.	Oak Ridge
My child would use the side walk if available as long as there is proper crossing at the 4 way intersection and no round about. Unless a tunnel was installed underneath to cross.	Oak Ridge
Maybe. We would still have to cross other super busy roads to get to this path.	Oak Ridge
Maybe. Don't want the sidewalk to be too close to the road. There is sooo much traffic on Alburnette Road and the speed limit is rarely followed.	Oak Ridge
It would still be pretty far away. Probably not practical. There is still a ton of traffic, on Alburnett/Robins Rd. where my child's path would be. Lots of high school drivers, etc. and it does not seem very doable.	Oak Ridge
It would definitely make the school a lot more accessible to him.	Oak Ridge
If we lived closer, possibly.	Oak Ridge
Distance	Oak Ridge

Please provide any additional comments here	School
Won't help, I've said enough, you still won't fix it. Transportation and bullying are your problems that are ignored. You don't care about what happens 50ft from the school as long as it's not inside	Oak Ridge
while our child does not walk or bike to school, i still think a sidewalk along Alburnett road and a way to get around the roundabout on Tower Terrace would be helpful in general.	Oak Ridge
We live off Newcastle.	Oak Ridge
None	Oak Ridge
My student does not live close enough for me to be comfortable with her biking or walking to school.	Oak Ridge
Most questions don't apply to my daughter. She is open enrolled and we live outside the district.	Oak Ridge
I will be putting in a complaint about the bus system	Oak Ridge
Alburnette road would make their walk longer . We do need a sidewalk on it. And it would meed maintained.	Oak Ridge
We do not have sidewalks that connect to our house. Our neighborhood has to cut through yards to get to the nearest sidewalk, or walk on a busy street. We find it is easiest and most comfortable to drive our children/carpool.	Boulder Peak
Walking or biking to school is simply not feasible for the distance we are from school.	Boulder Peak
My child has to walk across a city park to get to his bus stop.Last year he didn't have a cell phone. as parents that made us nervous from a safety perspective. Next year we will have even more children on our street who will utilize the bus (to Boulder Peak). Our neighborhood believes transportation bus routes in our area need to be re-examined more carefully to bring a bus stop closer to our street. We aren't even sure if the transportation dept. is aware that our street is no longer a dead end and feeds out to a main road leading directly to BP. As my child enters 7th grade in fall 2022 we won't be bused to Excelsior. Would love to have our child ride a bike to school but unfortunately there is no longer a crossing guard at the intersection of Tower T. Road & 10th street - it's just too dangerous there for students to cross on bike /foot - especially with many high school drivers moving through there at high speeds & not paying attention to the roads due to cell phone distractions	Boulder Peak
I'm too afraid of child abduction to allow my child to walk to school.	Boulder Peak
I'm not sure why the school is so interested in our personal family choice of transportation. This survey seems a bit odd and intrusive.	Boulder Peak
I did not answer the questions regarding on average how often does your child walk/bike to school... because they take the bus	Boulder Peak
I am WAY more concerned with the recently passed board policy on gender equity than I will ever be on walking or biking to school. All students deserve to be safe at school, not just a vocal minority. We are considering homeschooling.	Boulder Peak
Because my child lives over a mile from school, I prefer that she continue to bus.	Boulder Peak
Again, the roundabout and 29th Avenue in general are unsafe. This should not even be in discussion for a walking route	Boulder Peak
We need bussing back in our neighborhood. This is a safety concern. The logjam of traffic idling along Echo Hill Road mornings and afternoons also creates a major environmental concern. For safety and environmental reasons, bussing needs to be added for neighborhood including Williams, kinderhook, Battle Creek, bent creek, and saddle back. Anything less would be letting down the community.	Hazel Point
We live off Newcastle 2 miles- 40+mins walking	Hazel Point
unless you are in one of the surrounding neighborhoods, I just don't see this as something that parents are going to buy into. I know it is likely a goal but we live in Iowa. It is cold for a good part of the school year. Parents don't even want their kids out at the bus stop for more than a few min so they will pull their car up and let the kids sit in a warm car until the bus comes. You are not going to get traction on this unless you are targeting the homes right around the school.	Hazel Point
This survey makes me feel like you are trying to get rid of all busing and want all the kids to walk to school which is absolutely crazy. Schools should be providing transportation to all kids.	Hazel Point
Thanks for taking the time to think through how children get to and from school safely and efficiently!	Hazel Point
Thank you for doing this survey and I hope at the end we enjoy positive results for the best of our kids.	Hazel Point
Over a mile away and no bus. Path is not covered. Frigid/unsafe in winter	Hazel Point

Need more trails to schools from Alburnett Road south to East Robbins road	Hazel Point
NA	Hazel Point
Lowe park is a barrier to walking to school especially in the winter.	Hazel Point
How about questions about bussing. Bullying on the bus?	Hazel Point
Do not put a ROUND ABOUT on Echo and Alburnett. It needs to be a 4 way stop.	Hazel Point
We would prefer busses to be added for those neighborhoods who it was taken away from in the last years. Busses would be better for those over 0.5 miles away	Echo Hill
Very dissatisfied with the availability of busing in this school district. Hard to believe we can't get enough school bus drivers. There is no crossing guard at echo hill and alburnett road, soon to be a roundabout which doesn't require traffic to stop at all. Oak ridge is too far to walk to, there is no direct route and takes almost 20-30 minutes to walk to. I also know buses go by our neighborhood that are not full and could very well have enough room and time to get kids from this neighborhood.	Echo Hill
Two 1st graders both bike to and from 1 mile when it's nice outside. Bike through the middle school parking lot.	Echo Hill
There should be some adult supervision for crossing alburnett road and echo hill road, especially if they are planning for a round a bout, which definitely does not require drivers to stop at all. Also my child has informed me that the crossing light doesn't work there either. I also think the buses that pass our neighborhood everyday could have the time and space on the bus to pick up the kids in our neighborhood to avoid that dangerous crossing.	Echo Hill
The crosswalk to get on the sidewalk to travel Echo Hill Rd is on the opposite side of the building that the walkers are released from. Inconvenient for those that don't live in the development directly adjacent to it. It adds to our trip — welcomed during beautiful weather; but makes us take the car when cold, raining or super windy. Not a life shattering inconvenience, but providing feedback as requested.	Echo Hill
Thanks for keeping this a priority.	Echo Hill
Thank you.	Echo Hill
Thank you for the opportunity to take this survey.	Echo Hill
Safety is my main priority	Echo Hill
Please fund safer walking paths to Echo Hill Elementary.	Echo Hill
PLEASE bring the bus back to Country Club Estates. The fact the neighborhood had a bus was part of the reason we moved to the house we did.	Echo Hill
Love the idea of enhancing kids ability to walk or ride their bike to school, something needs to be done about the traffic and walkways available.	Echo Hill
It was very upsetting to our neighborhood when they stopped busing the kids and expect them to walk or bike to school. There is no path that is safe for my children and their friends to use to get to school. No direct path. It would be nice if the district and city would work together to create a direct path. I think our neighborhood is too far for elementary students to walk or bike to school.	Echo Hill
I'd love for my child to be able to walk to school, but I dont see it ever happening	Echo Hill
I still think it is appalling that children can not be bused from a neighborhood 3/4 a mile away crossing a very busy road. Every single bus drives by thia neighborhood on the way to school. Zero point zero percent reason they can't stop and pick up kids. Makes a world of difference when it's raining or 10 degrees out. I especially love in the winter when the kids get home crying because they're so cold.	Echo Hill
I have two children 1st grade female and 4th grade male	Echo Hill
Gender of the child should play no part in this survey and the options even presented about and elementary student is sad.	Echo Hill
Anyone under 10 should have transportation available regardless of location. It is a serious burden on parents to try to transport especially when working. Also the amount of crime and child related crime is way to high to allow kids to walk without supervision. I hear near daily about bullies and even adults on the pathways that are threatening or acting suspicious.	Echo Hill
Alburnett Road needs sidewalks. Too much traffic and no safety at intersections.	Echo Hill

Kindergarten to 4th Grade Classroom Tallies

What is today's date and time?	What day of the week is it?	What is the temperature outside?	What is the weather like today?	Whose classroom is this?
Mar 30, 2022. 8:14 am	Wednesday	43 degrees	rained earlier and is not cloudy	Heather Agnew
Mar 31, 2022. 8:35 am	Wednesday	48	cloudy	Mrs. Forsyth
Mar 30, 2022. 8:35 am	Wednesday	44	rained earlier but it's cloudy now	Jelinek
Mar 30, 2022. 8:40 am	Wednesday	45	rainy	Mrs. Lam
Mar 30, 2022. 10:45 am	Wednesday	50*F	Cloudy, spotty rain	Mr. Kreher
Mar 30, 2022. 12:48 pm	Wednesday	45	rainy/cloudy	Mrs. Oxley
Mar 30, 2022. 8:00 am	Wednesday	45 degrees	Rainy	Mrs. Adams
Mar 31, 2022. 8:55 am	Thursday	33 degrees, feels like 23	snowy	Polniak
April 4, 2022. 9:00 am	Monday	20 degrees	cold and windy	Diane Irvine

Kindergarten to 4th Grade Classroom Tallies continued

What is today's dat and time?	Whose classroom is this?	What grade is this classroom?	How many students enrolled in classroom?	Difference Enrolled Vs Actual	How many students are in class today?
Mar 30, 2022. 8:14 am	Heather Agnew	Kindergarten	23	2	21
Mar 31, 2022. 8:35 am	Mrs. Forsyth	Kindergarten	23	0	23
Mar 30, 2022. 8:35 am	Jelinek	kindergarten	25	0	25
Mar 30, 2022. 8:40 am	Mrs. Lam	4	26	1	25
Mar 30, 2022. 10:45 am	Mr. Kreher	4th	26	1	25
Mar 30, 2022. 12:48 pm	Mrs. Oxley	1st	21	1	20
Mar 30, 2022. 8:00 am	Mrs. Adams	Fourth	25	0	25
Mar 31, 2022. 8:55 am	Polniak	First Grade	21	0	21
April 4, 2022. 9:00 am	Diane Irvine	2nd grade	24	2	22

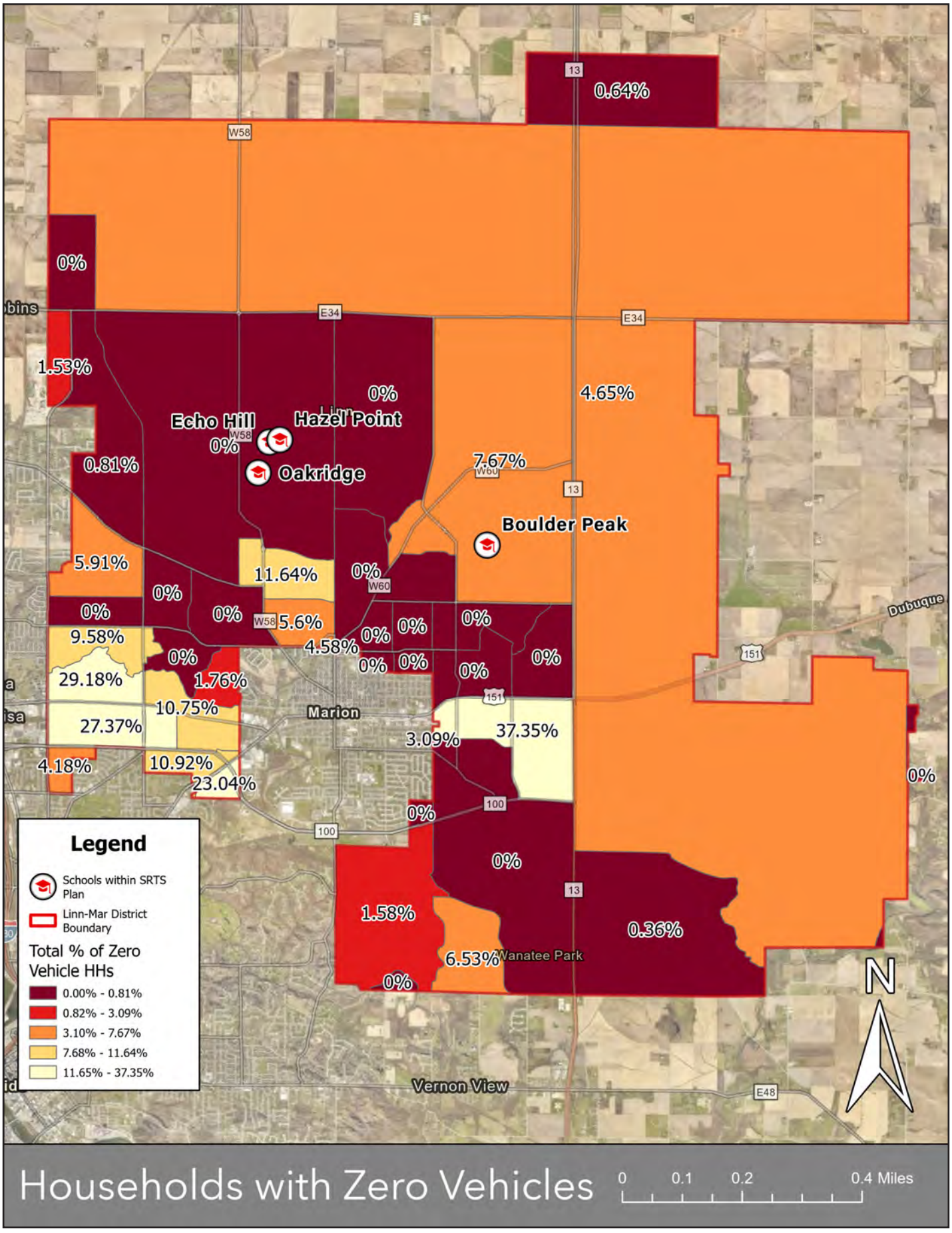
Kindergarten to 4th Grade Classroom Tallies continued

How many students are in class today?	How many students walked today?	How many students rode a bicycle today?	How many students rode the bus today?	How many students rode in their family's/guardian's
21	0	0	7	14
23	0	0	6	17
25	0	0	11	12
25	3	0	14	7
25	5	0	2	17
20	0	0	8	11
25	5	0	12	8
21	0	0	9	11
22	0	0	8	14

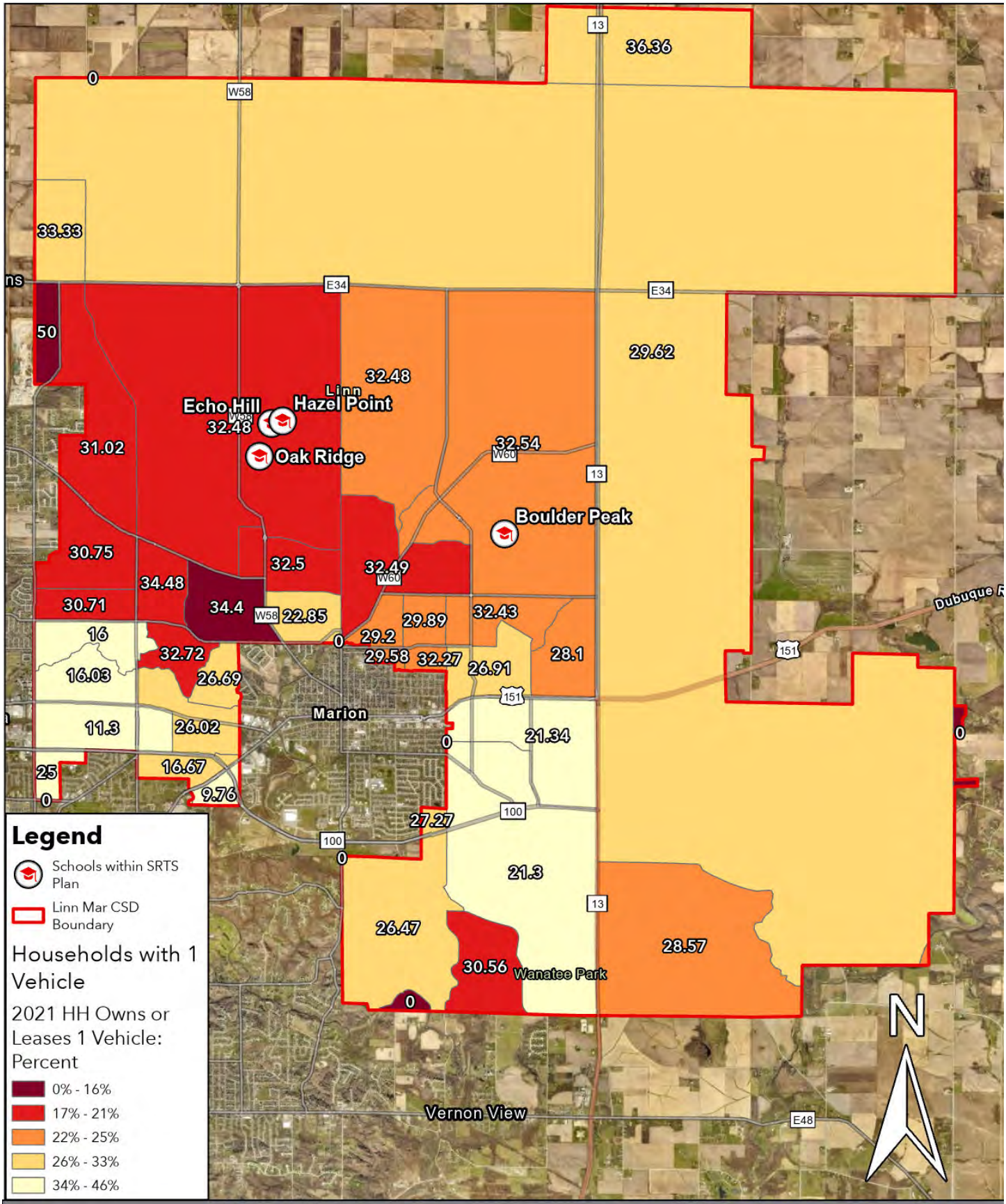
Kindergarten to 4th Grade Classroom Tallies continued

How many students walked today?	How many students rode a bicycle today?	How many students rode the bus today?	How many students rode in their family's/guardian's	Ask how many students rode in a carpool?	How many students got to school a different way than above?	Any disruptions to counts or unusual travel conditions that would affect tally?
0	0	7	14	0	0	NA
0	0	6	17	0	0	NA
0	0	11	12	0	2 - go to hand in hand daycare at school in the morning	no
3	0	14	7	0	NA	
5	0	2	17	1	0	Many 4th graders participated in a before school club today, meaning they needed to ride in their family's car instead of taking the bus.
0	0	8	11	1	N/A	N/A
5	0	12	8	1	None	no
0	0	9	11	0	1 student rode a daycare van	although there was a special event this morning, all children came to school in their typical fashion. There was nothing that disrupted the norm.
0	0	8	14	2	0	None

Households with Zero Vehicles



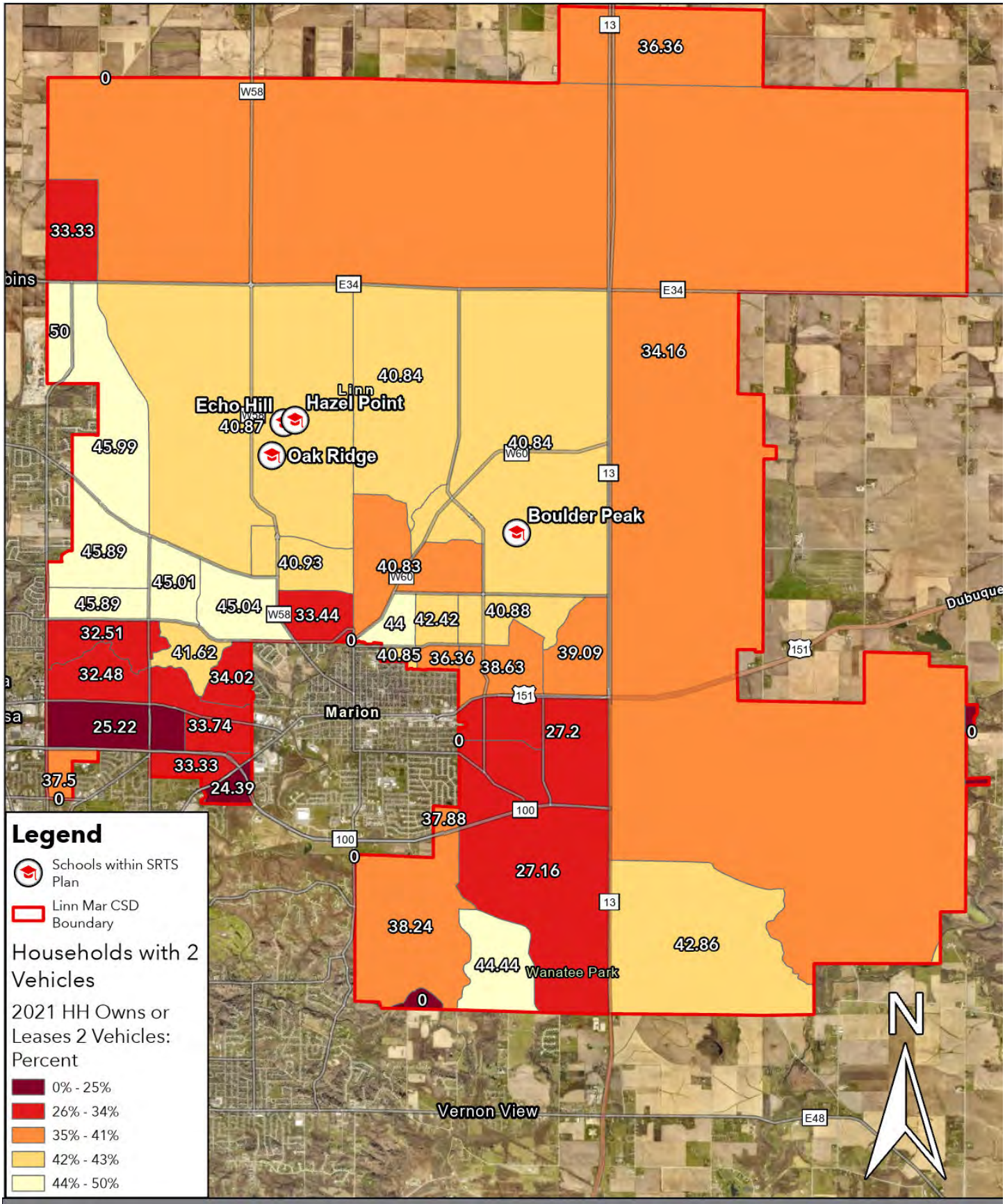
Households with One Vehicle



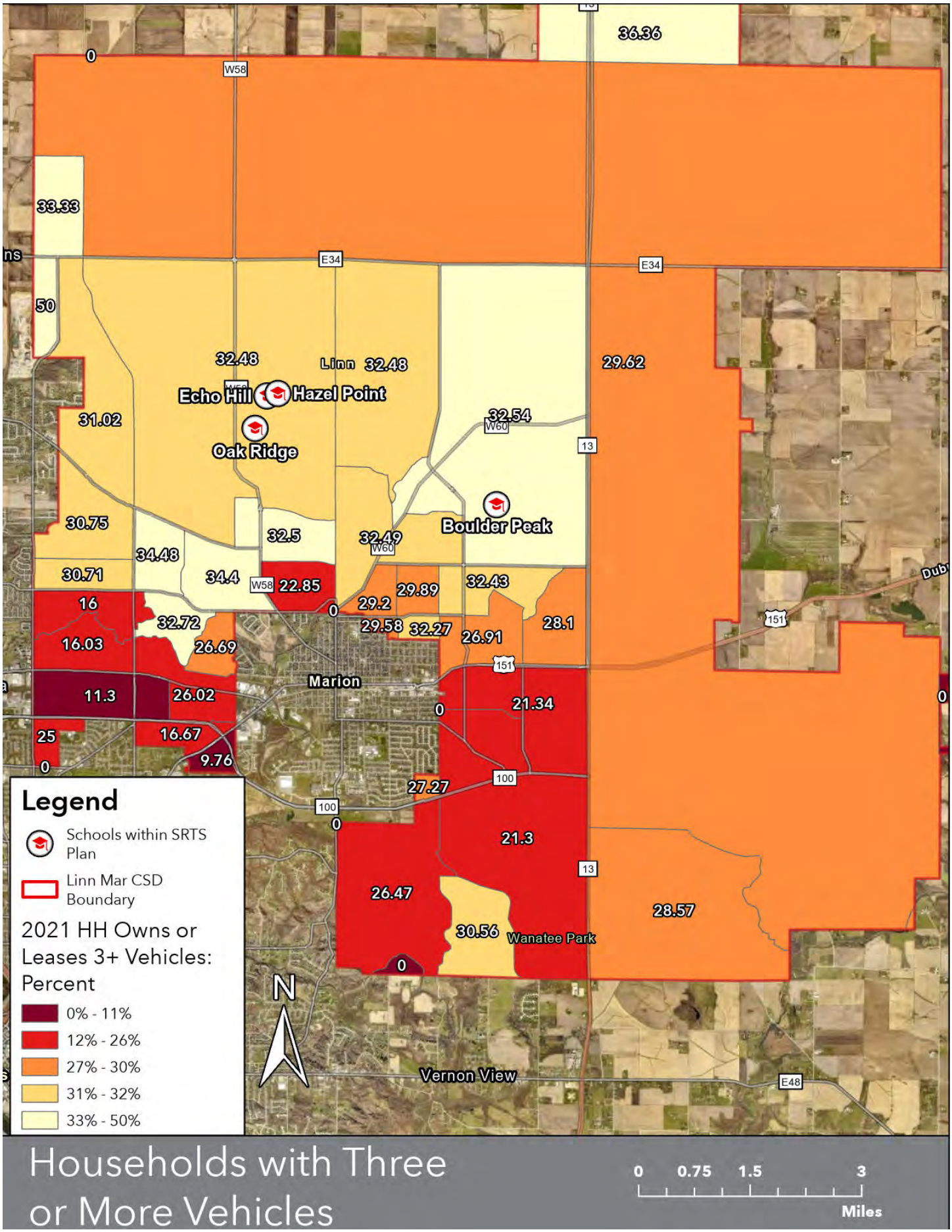
Households with One Vehicle

0 0.75 1.5 3
Miles

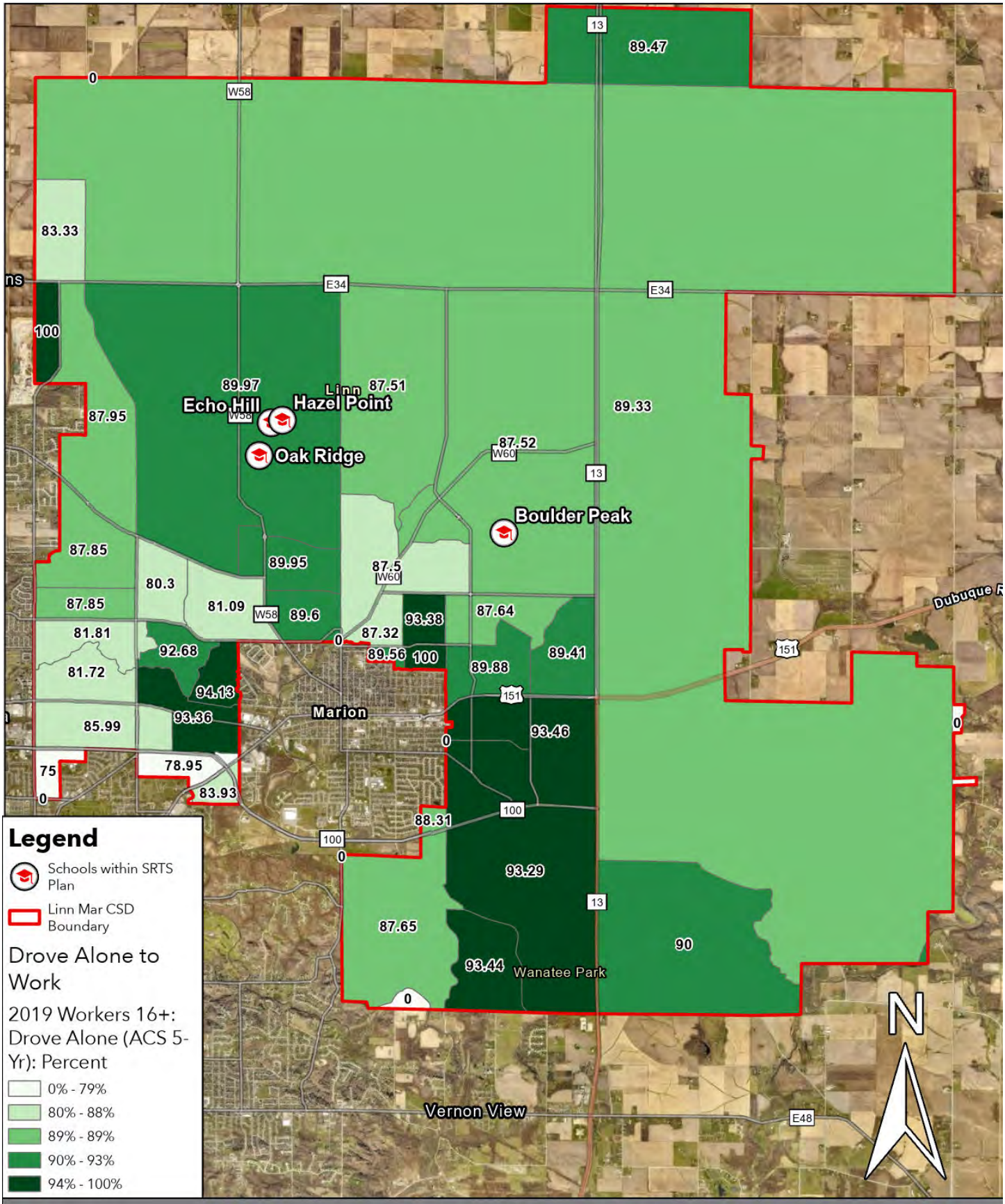
Households with Two Vehicles



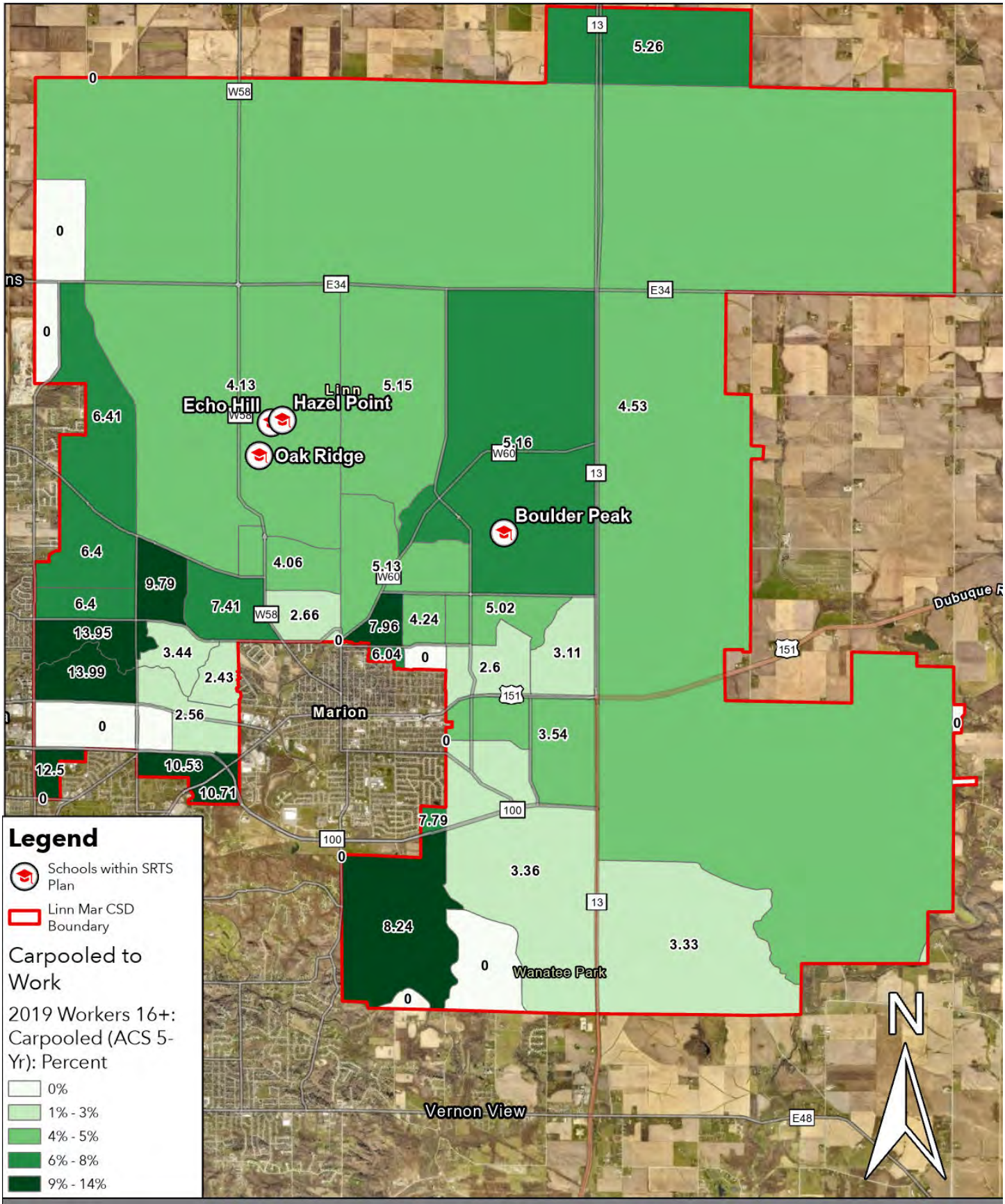
Households with Three or More Vehicles



Travel to Work - Drive Alone

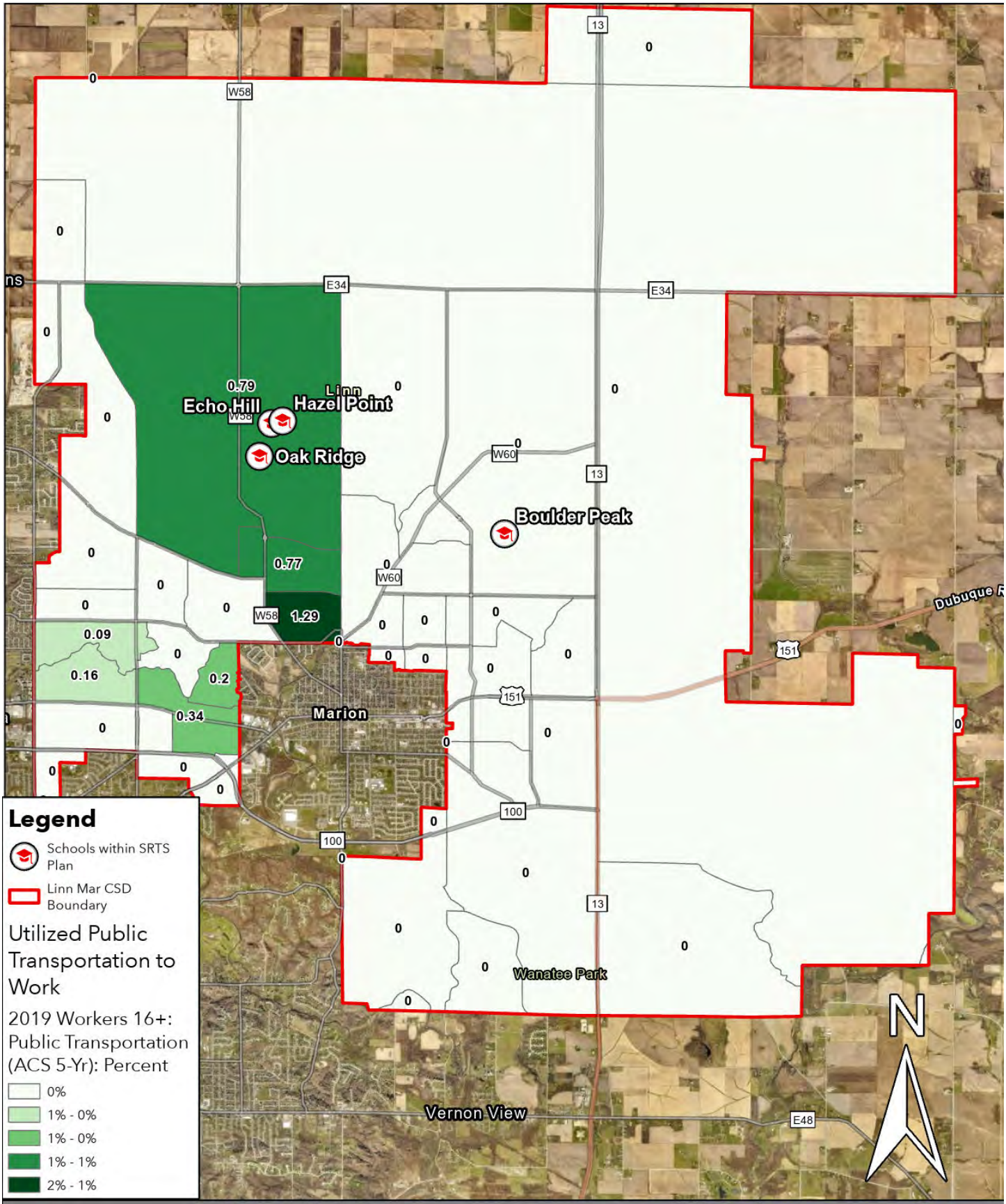


Travel to Work - Carpool

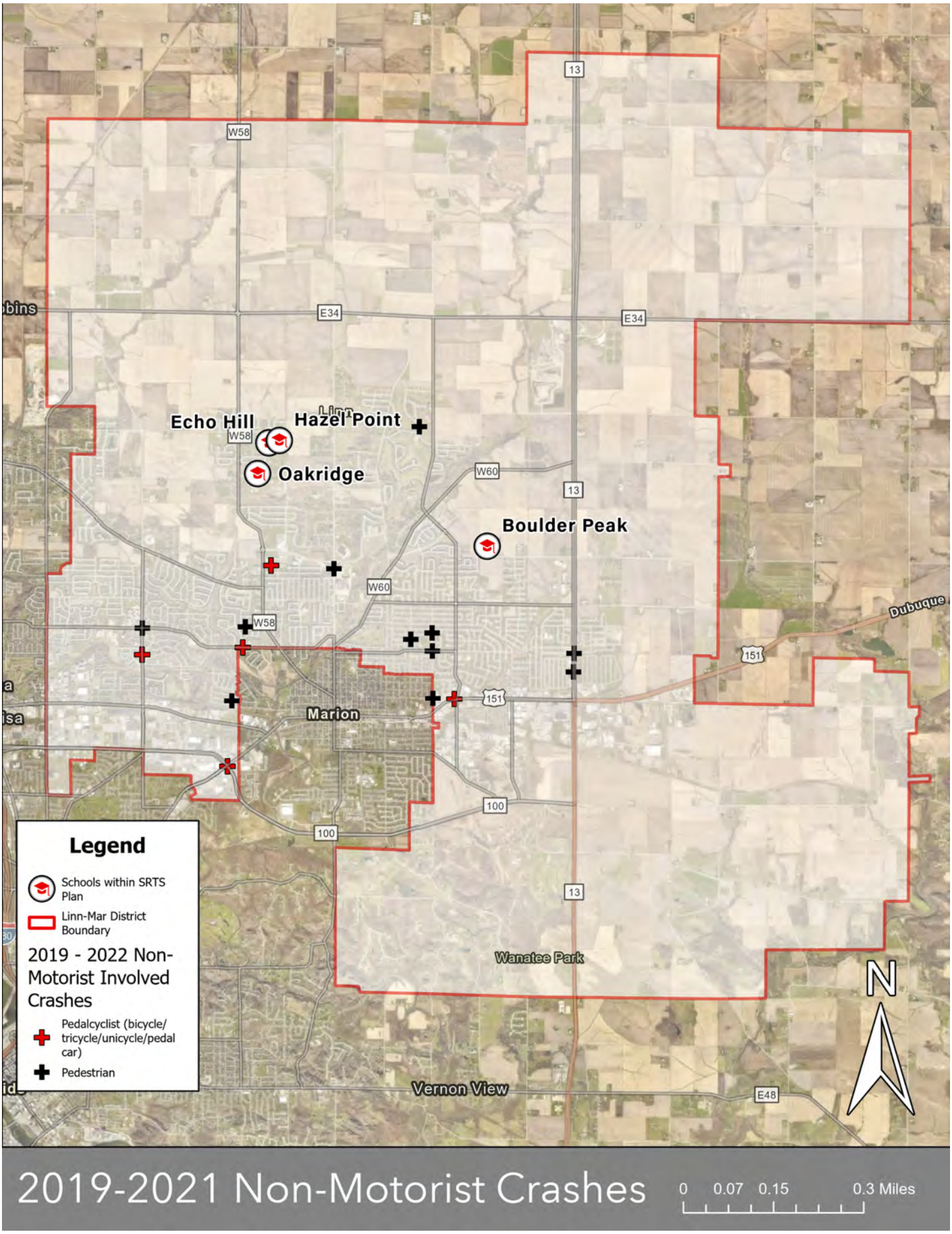


Commute to Work - Carpool

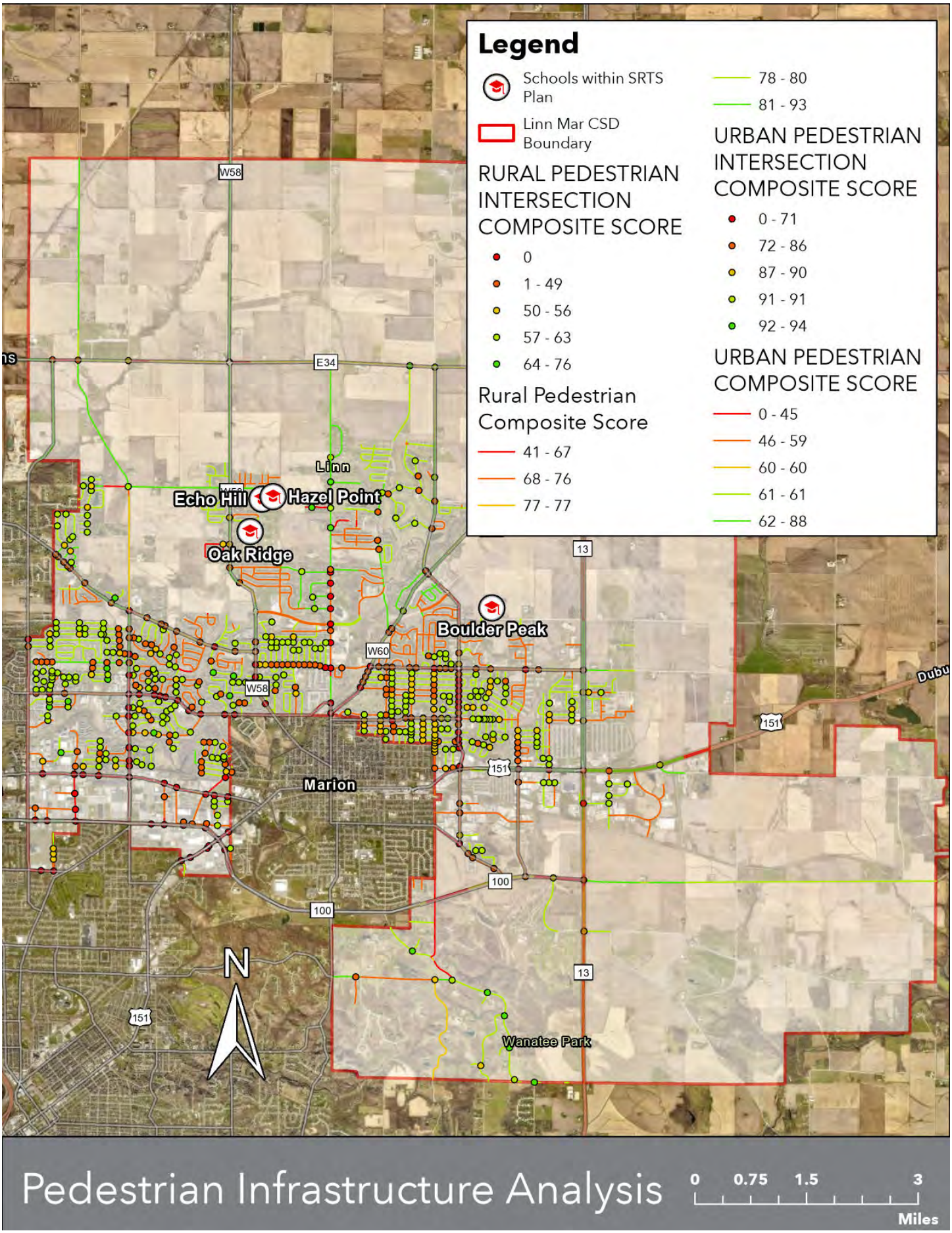
Travel to Work - Public Transit



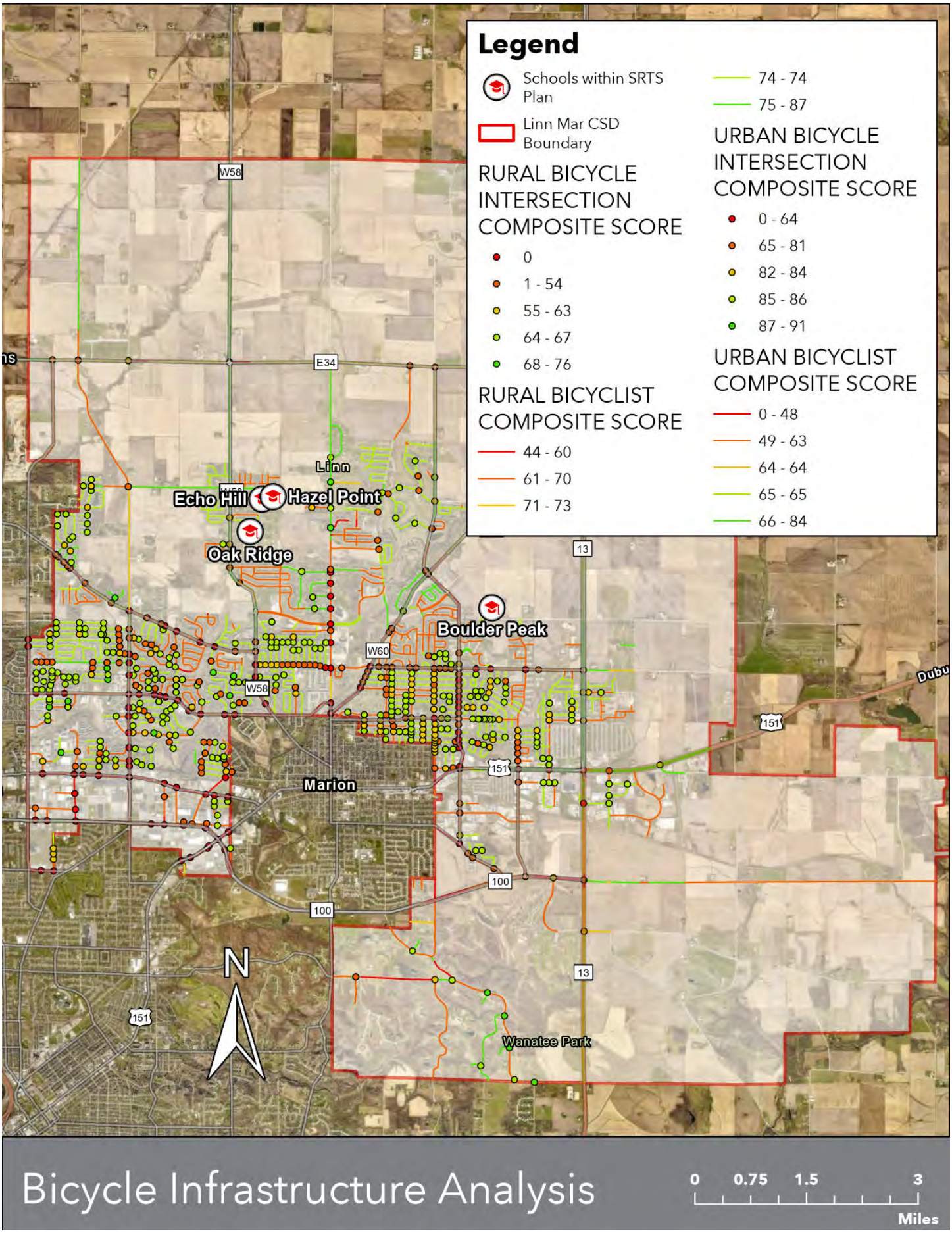
Non-Motorized Crashes (2019-2021)



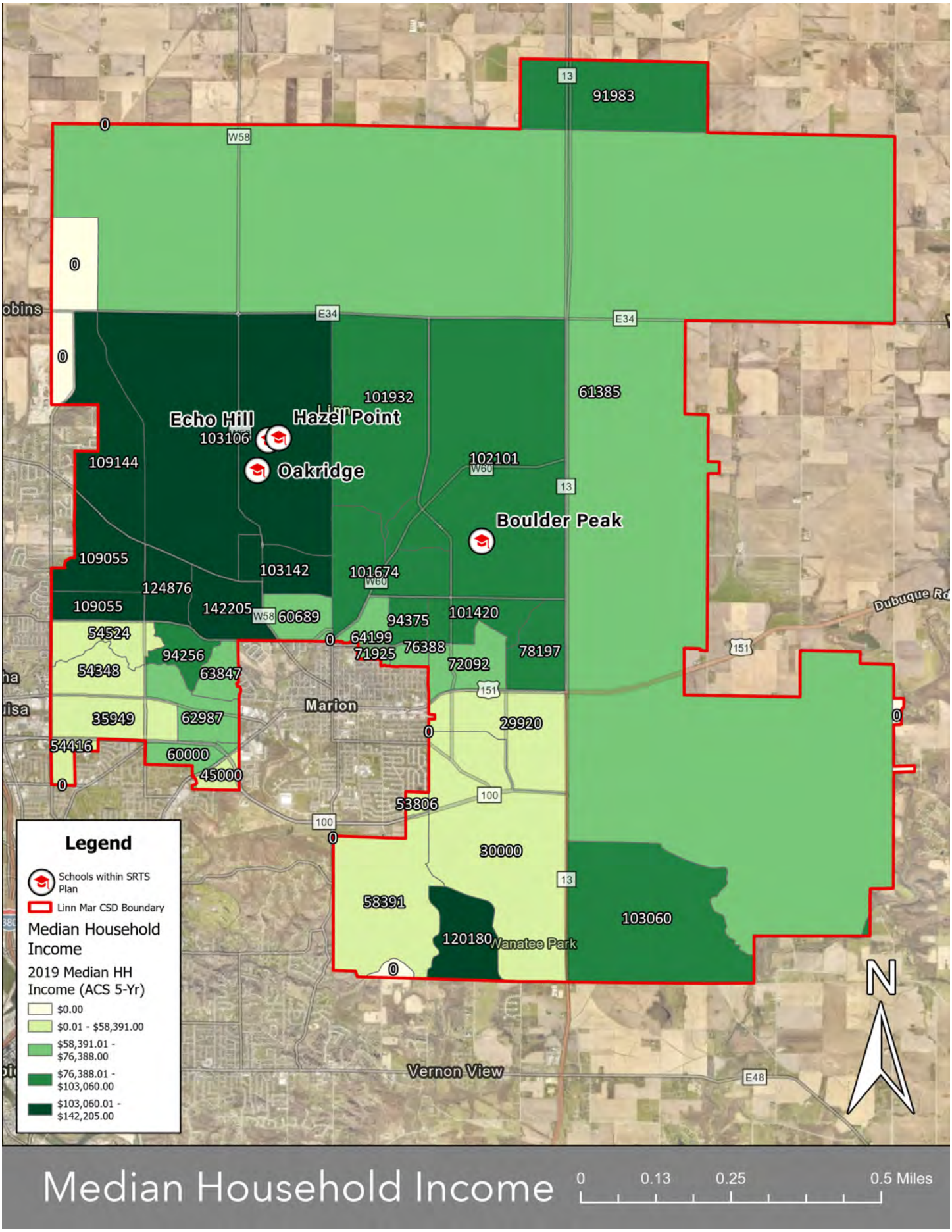
Pedestrian Infrastructure Analysis



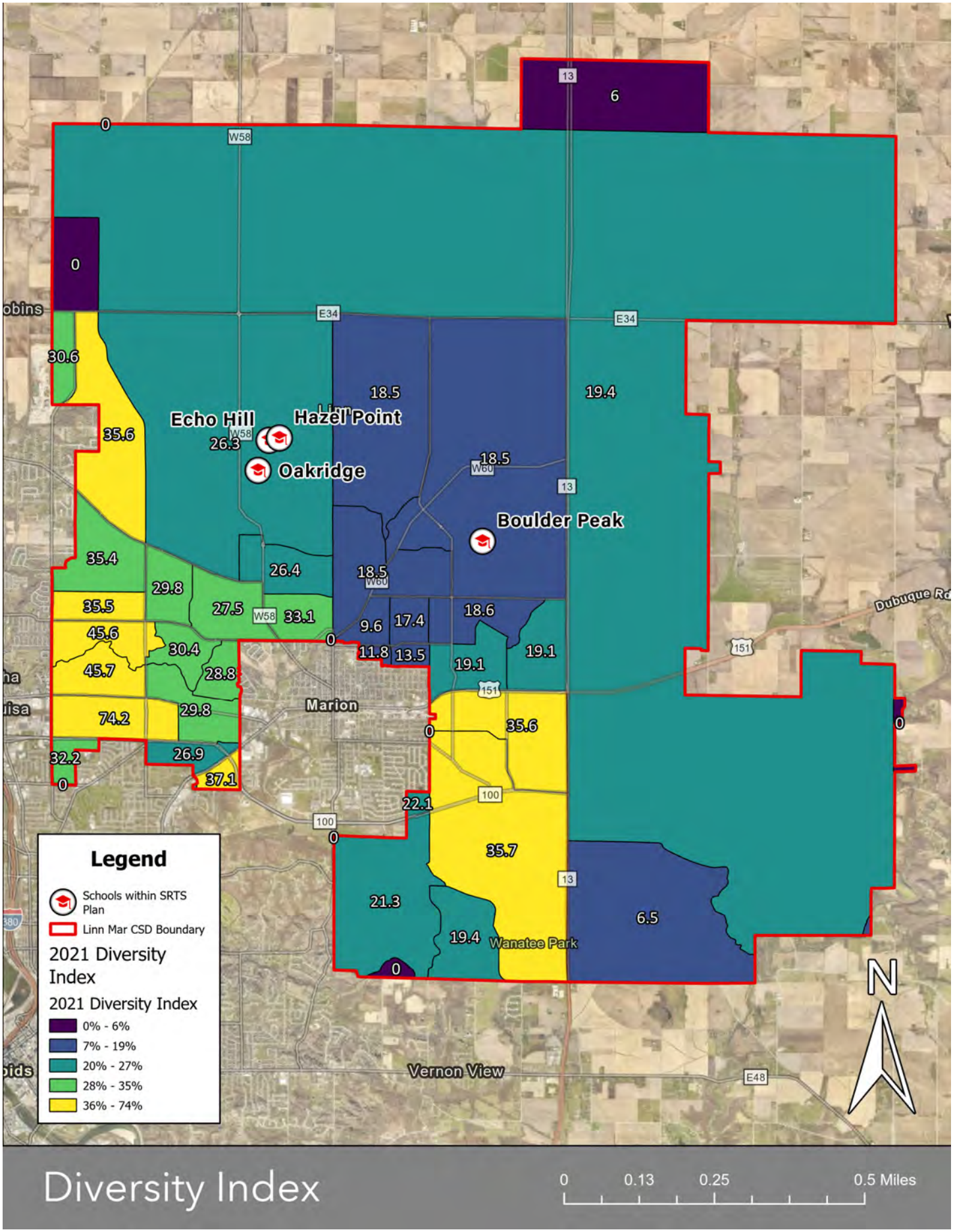
Bicycle Infrastructure Analysis



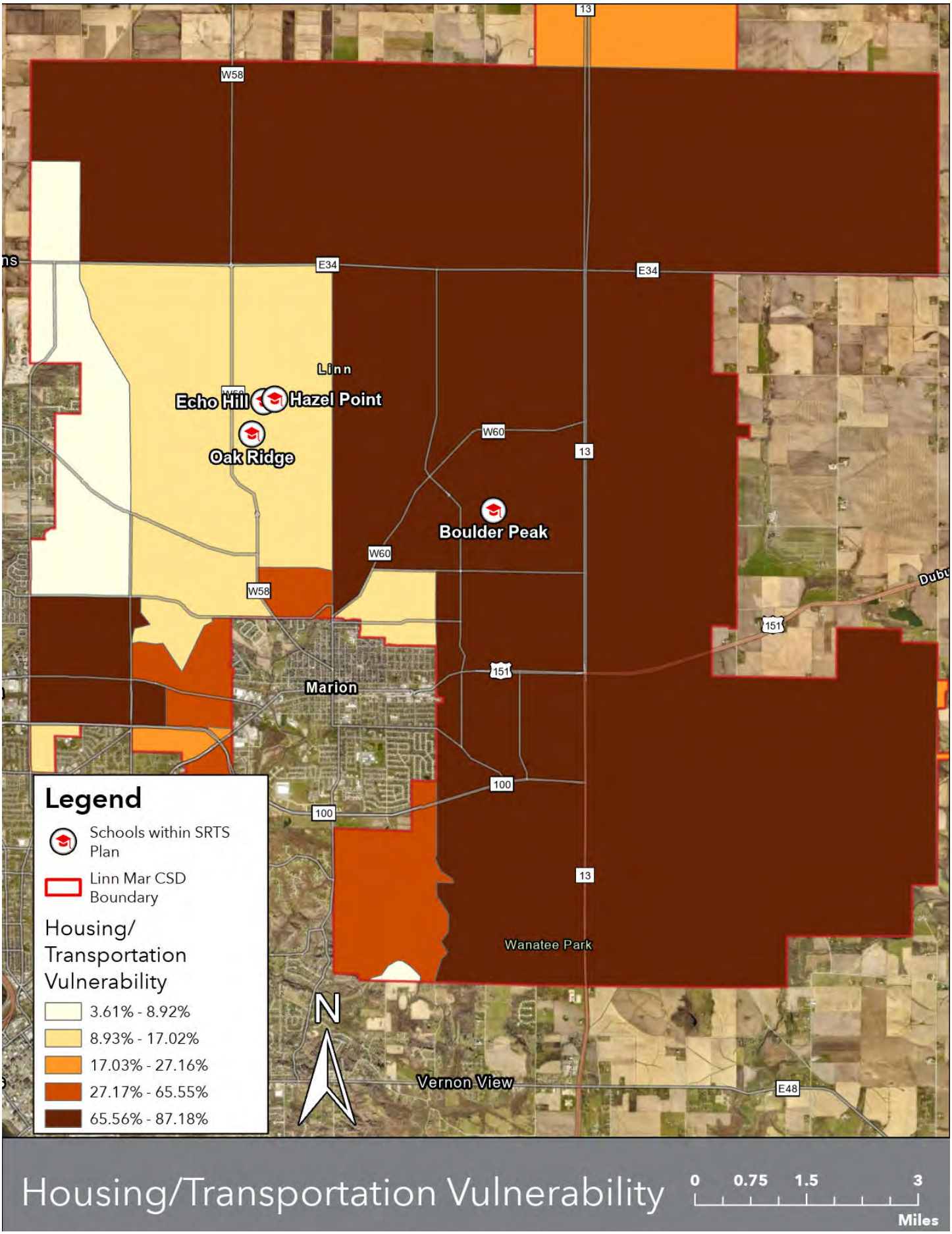
Median Household Income



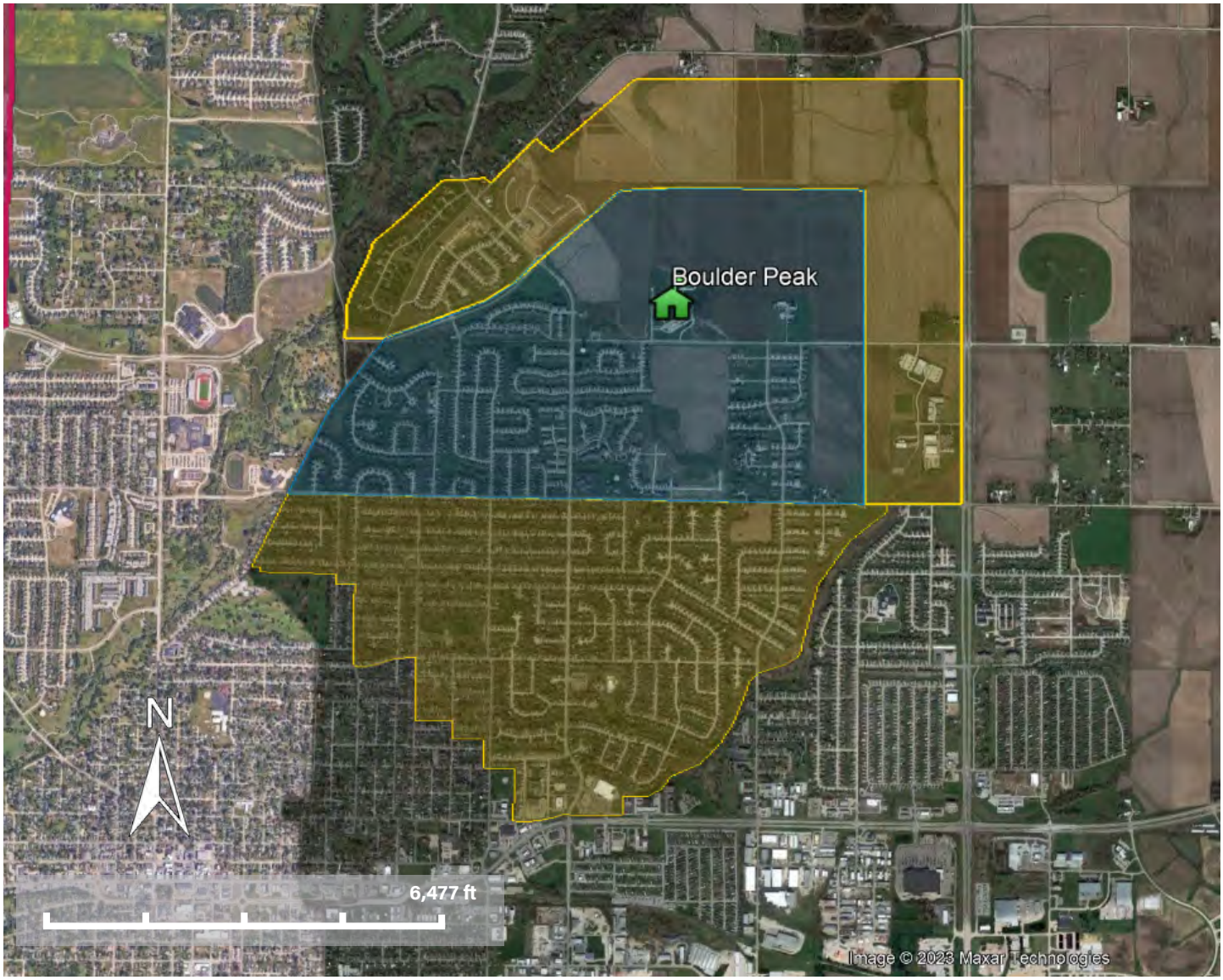
Diversity Index Score



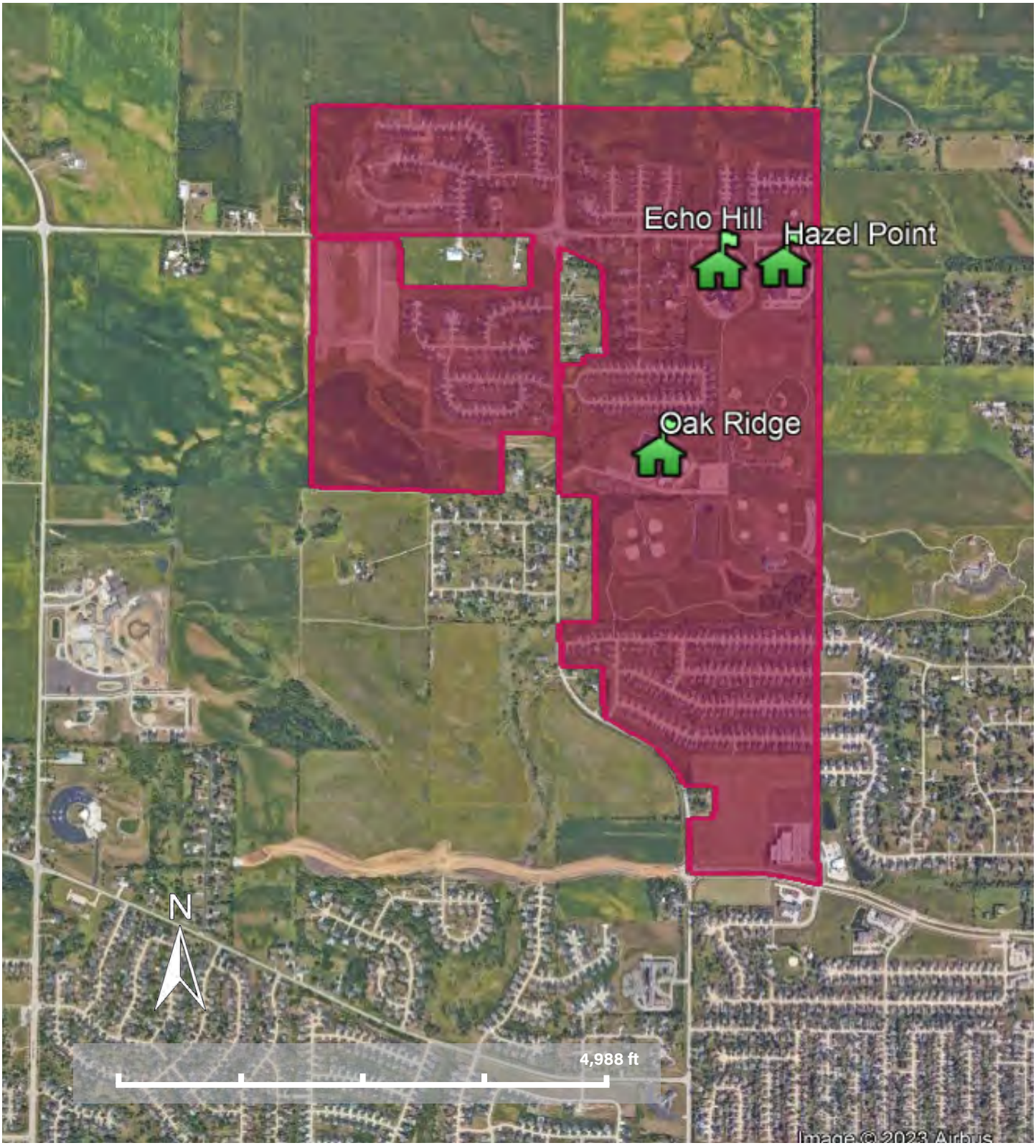
Household/Transportation Vulnerability



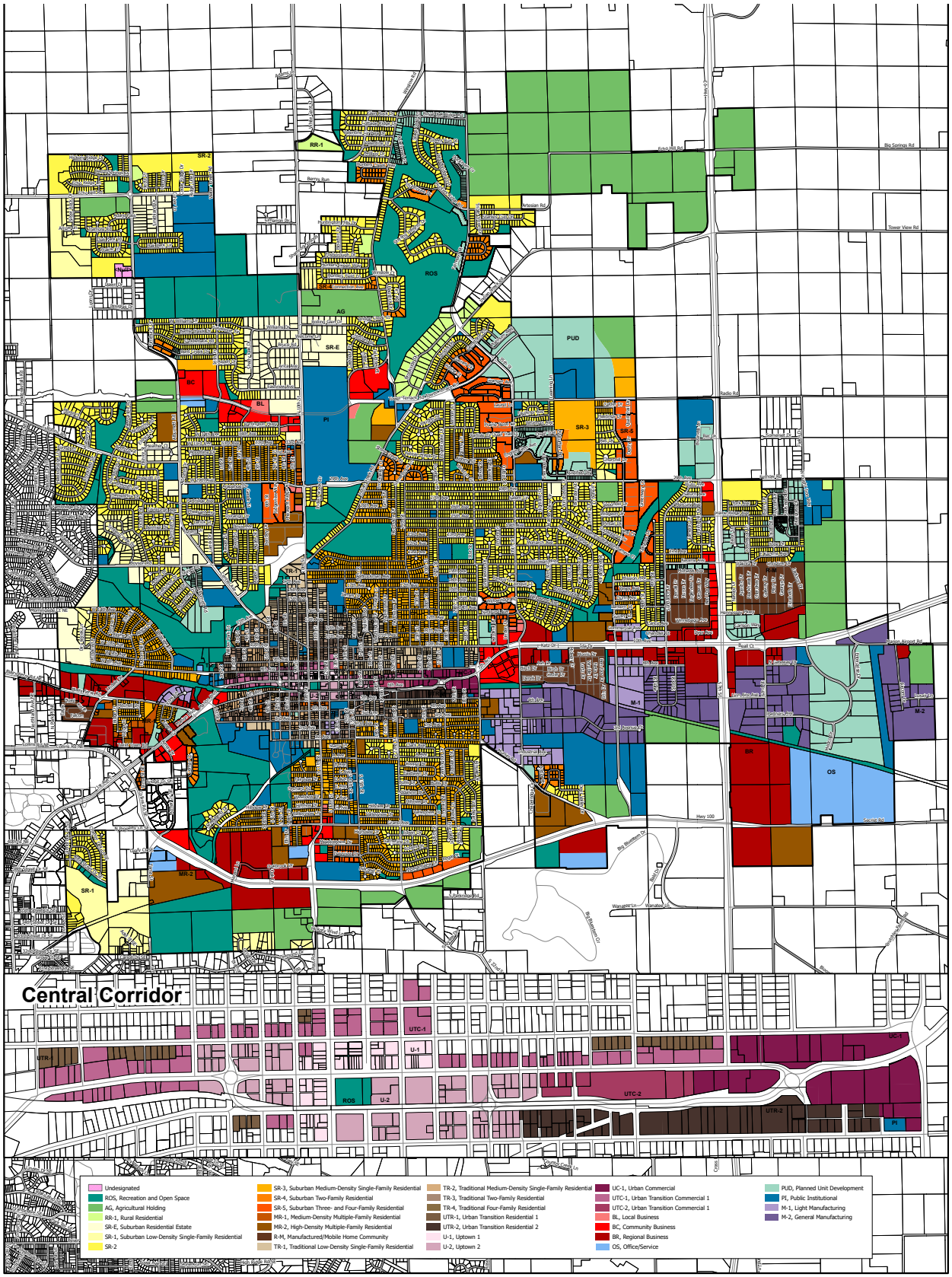
Boulder Peak Non-Bused Areas



Boulder Peak Non-Bused Areas



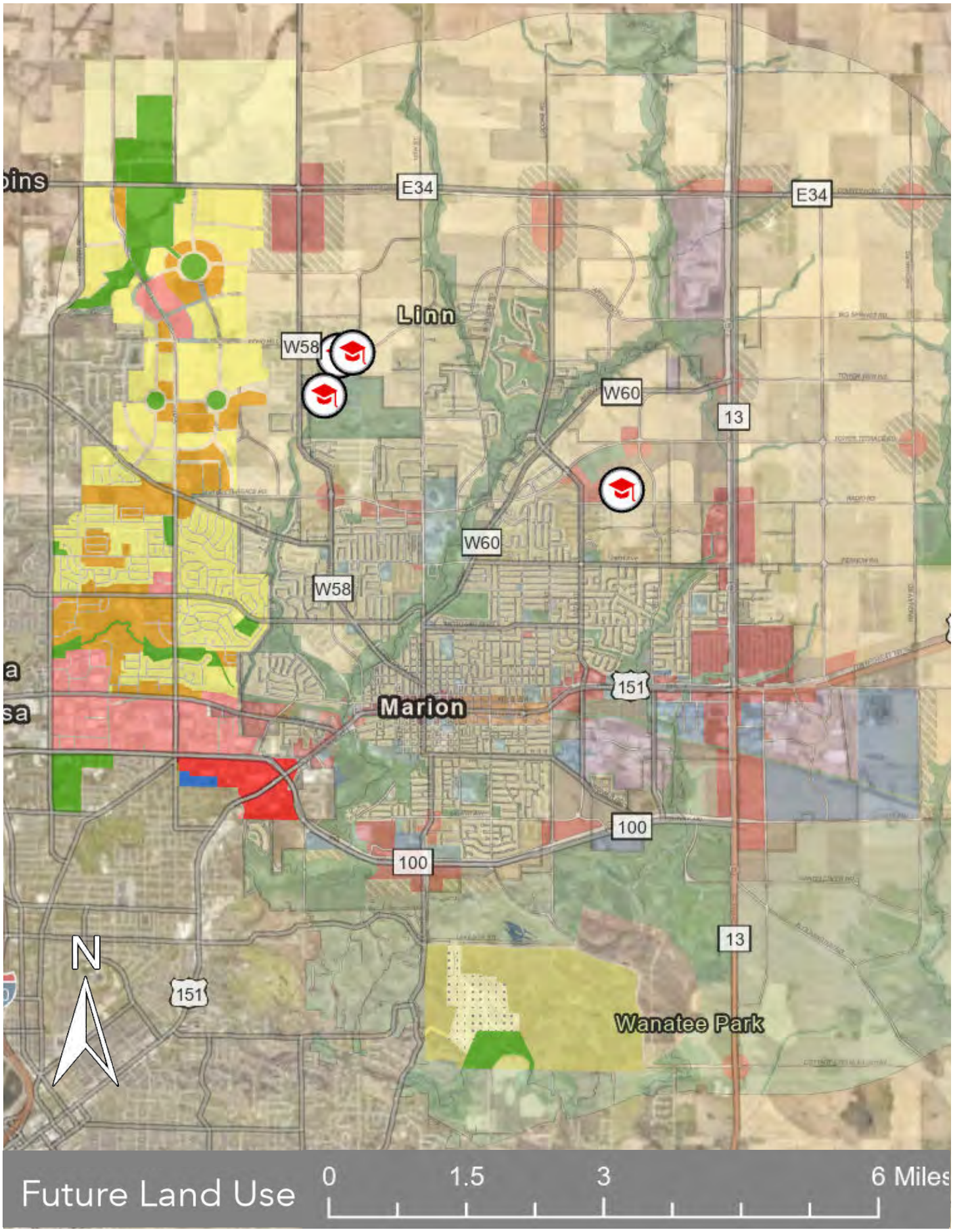
City of Marion Current Land Use



Marion Zoning Map

October 2022

City of Cedar Rapids and City of Marion Future Land Use



Appendix 3: SVI Social Factors and Methodology

Español

ATSDR Agency for Toxic Substances and Disease Registry

Place and Health

Place and Health Home

CDC SVI Documentation 2020

View print only PDF of CDC/ATSDR SVI 2020 Documentation [PDF – 671 KB]

CDC/ATSDR SVI 2020 Documentation – 8/5/2022

Introduction

What is Social Vulnerability?

Every community must prepare for and respond to hazardous events, whether a natural disaster like a tornado or a disease outbreak, or an anthropogenic event such as a harmful chemical spill. The degree to which a community exhibits certain social conditions, including high poverty, low percentage of vehicle access, or crowded households, may affect that community's ability to prevent human suffering and financial loss in the event of disaster. These factors describe a community's social vulnerability.

What is CDC/ATSDR Social Vulnerability Index?

ATSDR's Geospatial Research, Analysis, & Services Program (GRASP) created the Centers for Disease Control and Prevention and Agency for Toxic Substances and Disease Registry Social Vulnerability Index (CDC/ATSDR SVI or simply SVI, hereafter) to help public health officials and emergency response planners identify and map the communities that will most likely need support before, during, and after a hazardous event.

SVI indicates the relative vulnerability of every U.S. Census tract. Census tracts are subdivisions of counties for which the Census collects statistical data. SVI ranks the tracts on 16 social factors, including unemployment, racial and ethnic minority status, and disability, and further groups them into four related themes. Thus, each tract receives a ranking for each Census variable and for each of the four themes as well as an overall ranking.

In addition to tract-level rankings, SVI 2010, 2014, 2016, 2018, and 2020 also have corresponding rankings at the county level.

Notes below that describe "tract" methods also refer to county methods.

How can SVI help communities be better prepared for hazardous events?

SVI provides specific socially and spatially relevant information to help public health officials and local planners better prepare communities to respond to emergency events such as severe weather, floods, disease outbreaks, or chemical exposure.

SVI can be used to:

- Assess community need during emergency preparedness planning
- Estimate the type and amount of needed supplies such as food, water, medicine, and bedding.
- Decide how many emergency personnel are required to assist people.
- Identify areas in need of emergency shelters.
- Create a plan to evacuate people, accounting for those who have special needs, such as those without vehicles, the elderly, or people who do not speak English well.
- Identify communities that will need continued support to recover following an emergency or natural disaster.

Important Notes on SVI Databases

- SVI 2014, 2016, 2018, and 2020 are available for download in shapefile format from https://www.atsdr.cdc.gov/placeandhealth/svi/data_documentation_download.html. SVI 2014, 2016, 2018, and 2020 are also available via ArcGIS Online. Search for "CDC's Social Vulnerability Index."
- For SVI 2000 and 2010, keep the data in geodatabase format when downloading from https://www.atsdr.cdc.gov/placeandhealth/svi/data_documentation_download.html. Converting to shapefile changes the field names.
- ACS field names changed between SVI 2018 and 2020. Name changes are noted in the Data Dictionary below.
- For US-wide or multi-state mapping and analysis, use the US database, in which all tracts are ranked against one another. For individual state mapping and analysis, use the state-specific database, in which tracts are ranked only against other tracts in the specified state.
- Starting with SVI 2014, we've added a stand-alone, state-specific Commonwealth of Puerto Rico database. Puerto Rico is not included in the US-wide ranking.
- Starting with SVI 2014, we've added a database of Tribal Census Tracts (https://www.census.gov/newsroom/blogs/random-samplings/2012/07/decoding-state-county-census-tracts-versus-tribal-census-tracts.html). Tribal tracts are defined independently of, and in addition to, standard county-based tracts. The tribal tract database contains only estimates, percentages, and their respective margins of error (MOEs), along with the adjunct variables described in the data dictionary below. Because of geographic separation and cultural diversity, tribal tracts are not ranked against each other nor against standard census tracts.
- Tracts with zero estimates for total population (N = 645 for the U.S.) were removed during the ranking process. These tracts were added back to the SVI databases after ranking. The TOTPOP field value is 0, but the percentile ranking fields (RPL_THEME1, RPL_THEME2, RPL_THEME3, RPL_THEME4, and RPL_THEMES) were set to -999.
- For tracts with > 0 TOTPOP, a value of -999 in any field either means the value was unavailable from the original census data or we could not calculate a derived value because of unavailable census data.
- Any cells with a -999 were not used for further calculations. For example, total flags do not include fields with a -999 value.
- Whenever available, we use Census-calculated MOEs. If Census MOEs are unavailable, for instance when aggregating variables within a table, we use approximation formulas provided by the Census in Appendix A (pages A-14 through A-17) of *A Compass for Understanding and Using American Community Survey Data* here: https://www.census.gov/content/dam/Census/library/publications/2008/acs/ACSGeneralHandbook.pdf

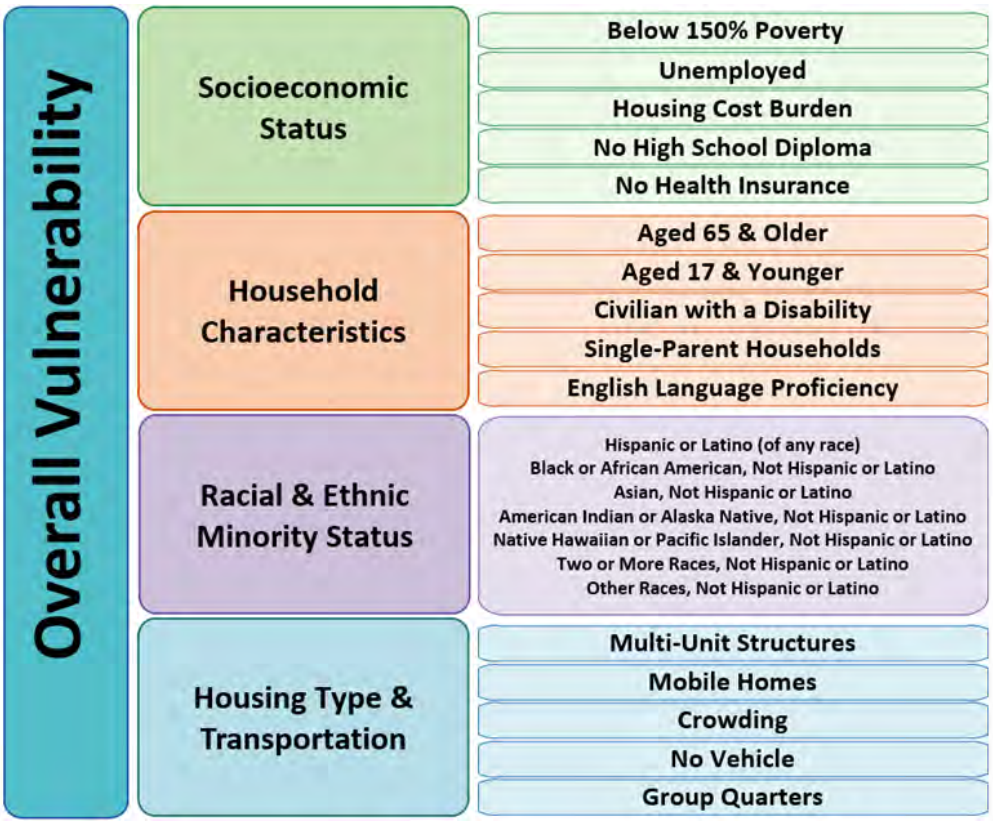
If more precise MOEs are required, see Census methods and data regarding Variance Replicate Tables here: https://www.census.gov/programs-surveys/acs/data/variance-tables.html . For selected ACS 5-year Detailed Tables, "Users can calculate margins of error for aggregated data by using the variance replicates. Unlike available approximation formulas, this method results in an exact margin of error by using the covariance term."

- FIPS codes are generally defined as text to preserve leading zeros (0s). While working with csv files, leading 0s are required to properly join or merge tables. ArcGIS maintains leading 0s in the FIPS code fields of csv files. To preserve leading 0s and create an Excel file in Excel for Office 365, follow these steps:
  - Open a blank worksheet in Excel.
  - Click Data in the menu bar and choose the icon From Text/CSV
  - Navigate to the csv file and choose to Import
  - In the dialog box that opens, choose to Transform Data
  - In the Power Query Editor dialog box, for each of the FIPS columns (ST, STCNTY, FIPS for tracts and ST, FIPS for counties), right click the column name and choose to Change Type to Text.
  - As prompted in the Change Column Type dialog box, choose to Replace current. Click Close and Load.
  - Save As an Excel xlsx file.
- See the ***Methods*** section below for further details.
- Questions? Please visit the SVI website for additional information or email the SVI Coordinator at svi_coordinator@cdc.gov.

Methods

Variables Used

American Community Survey (ACS), 2016-2020 (5-year) data for the following estimates:



Text version of overall vulnerability image:

- Socioeconomic Status
  - Below 150% Poverty
  - Unemployed
  - Housing Cost Burden
  - No High School Diploma
  - No Health Insurance
- Household Characteristics
  - Aged 65 & Older
  - Aged 17 & Younger
  - Civilian with a Disability
  - Single-Parent Households
  - English Language Proficiency
- Racial & Ethnic Minority Status
  - Hispanic or Latino (of any race); Black and African American, Not Hispanic or Latino; American Indian and Alaska Native, Not Hispanic or Latino; Asian, Not Hispanic or Latino; Native Hawaiian and Other Pacific Islander, Not Hispanic or Latino; Two or More Races, Not Hispanic or Latino; Other Races, Not Hispanic or Latino
- Housing Type & Transportation
  - Multi-Unit Structures
  - Mobile Homes
  - Crowding
  - No Vehicle
  - Group Quarters

For SVI 2020, adjunct variables were included:

- An estimate of daytime population derived from LandScan 2020 estimates
- 2016-2020 ACS estimates for households without a computer with a broadband Internet subscription
- 2016-2020 ACS estimates for Hispanic/Latino persons, Not Hispanic or Latino Black/African American persons, Not Hispanic or Latino Asian persons, Not Hispanic or Latino American Indian and Alaska Native persons, Not Hispanic or Latino Native Hawaiian and Other Pacific Islander persons, Not Hispanic or Latino persons of two or more races, and Not Hispanic or Latino persons of some other race

These adjunct variables are excluded from SVI rankings. We include these variables as adjunct variables because they can be helpful to explain more about the local areas in certain circumstances, and we want to make them easily accessible.

Raw data estimates and percentages for each variable, for each tract, are included in the database. In addition, the margins of error (MOEs) for each estimate, at the Census Bureau standard of 90%, are also included. Confidence intervals can be calculated by subtracting the MOE from the estimate (lower limit) and adding the MOE to the estimate (upper limit). Because of relatively small sample sizes, some of the MOEs are high. It is important to identify the amount of error acceptable in any analysis.

Rankings

We ranked Census tracts within each state and the District of Columbia, to enable mapping and analysis of relative vulnerability in individual states. We also ranked tracts for the entire United States against one another, for mapping and analysis of relative vulnerability in multiple states, or across the U.S. as a whole. Tract rankings are based on percentiles. Percentile ranking values range from 0 to 1, with higher values indicating greater vulnerability.

For each tract, we generated its percentile rank among all tracts for 1) the 16 individual variables, 2) the four themes, and 3) its overall position.

Theme rankings: For each of the four themes, we summed the percentiles for the variables comprising each theme. We ordered the summed percentiles for each theme to determine theme-specific percentile rankings.

The four summary theme ranking variables, detailed in the Data Dictionary below, are:

- Socioeconomic Status – RPL_THEME1
- Household Characteristics – RPL_THEME2
- Racial & Ethnic Minority Status – RPL_THEME3
- Housing Type & Transportation – RPL_THEME4

Overall tract rankings: We summed the sums for each theme, ordered the tracts, and then calculated overall percentile rankings. Please note taking the sum of the sums for each theme is the same as summing individual variable rankings. The overall summary ranking variable is RPL_THEMES.

Flags

Tracts in the top 10%, i.e., at the 90th percentile of values, are given a flag value of 1 to indicate high vulnerability. Tracts below the 90th percentile are given a flag value of 0.

For a theme, the flag value is the number of flags for variables comprising the theme. We calculated the overall flag value for each tract as the number of all variable flags.

For a detailed description of SVI variable selection rationale and methods, see A Social Vulnerability Index for Disaster Management (https://www.atsdr.cdc.gov/placeandhealth/svi/img/pdf/Flanagan_2011_SVIforDisasterManagement-508.pdf).

Caveat for SVI State Databases

The order of overall SVI rankings and SVI theme rankings of census tracts and counties may differ between the U.S. and state SVI databases. A detailed explanation follows.

Overall and theme rankings are based on cumulative values that are relative to the number of census tracts or counties being compared. Thus, differences between the order of overall and theme rankings in the U.S. database and that of state databases may arise from the accumulation of differences in summing the percentile ranks for the individual SVI variables.

For example, using the 2018 Georgia SVI database, Fulton County has an overall SVI score of 0.2658 with a ranking of 117 out of 159 Georgia counties. However, using the 2018 U.S. SVI database, Fulton County has an overall SVI score of 0.5268, giving Fulton County a ranking of 125 out of the 159 Georgia counties. The ranking differences between the two databases are due to differences in summed percentile ranks caused, in turn, by differences in the number of counties being compared in the U.S. database versus Georgia database.

In short, because Georgia (or any state) has far fewer census tracts and counties than does the nation, differences in one or more variable percentages from one census tract or county to another are more pronounced at the state level than at the national level. Such differences, when summed across all variables, will in some cases result in a rank order change between the two databases.

If there are any questions, please contact the SVI Coordinator at svi_coordinator@cdc.gov.

SVI 2020 Updates

As our understanding of social vulnerability evolves over time, SVI must evolve as well. Beginning with SVI 2020, we made modifications to SVI theme names, individual SVI indicators, and adjunct data. We modified the name of Theme 2 from Household Composition & Disability to Household Characteristics, and we modified the name of Theme 3 from Minority Status & Language to Racial & Ethnic Minority Status. Within Theme 1 Socioeconomic Status, we modified the Below Poverty variable from the 100% federal poverty level to the 150% federal poverty level, considering the federal poverty line thresholds established for several federal health coverage policies.[1] Similarly, we included a No Health Insurance variable in Theme 1 Socioeconomic Status as a lack of health insurance coverage is increasingly considered a marker of lower socioeconomic status and a barrier to healthcare access.[2] Also, within Theme 1 Socioeconomic Status, we exchanged the Per Capita Income variable for Housing Cost Burden, which are households that spend 30% or more of annual income on housing costs. Recent studies have emphasized the importance of examining housing cost burden as opposed to per capita income as a better indicator of insufficient disposable income among households.[3,4] Further, we moved the English Language Proficiency variable from Theme 3 Racial & Ethnic Minority Status to Theme 2 Household Characteristics because the ACS variables are based on language spoken at home and are better suited in the Household Characteristics theme. Additionally, although people in racial and ethnic minority groups are overall more likely to have limited English language proficiency than non-Hispanic whites, most (90.9%) are English language proficient.[5] Thus, we moved the English Language Proficiency out of the Minority theme because it may have adversely affected the vulnerability ranking of communities in high minority areas of the country. Lastly, we included new adjunct variables: households without a computer with a broadband Internet subscription, and breakdowns of racial and ethnic minority populations. The coronavirus disease 2019 pandemic has underscored the importance of broadband Internet access as a social determinant of health, justifying the inclusion of data on the lack of broadband Internet access as an adjunct variable.[6] While we aggregate all racial and ethnic minority persons in Theme 3 Racial & Ethnic Minority Status, we recognize that SVI users may be interested in its component populations. A thorough literature review and internal validation were conducted to finalize the construction of SVI 2020.

1. https://www.healthcare.gov/glossary/federal-poverty-level-fpl/
2. McMaughan DJ, Oloruntoba O, Smith ML. Socioeconomic status and access to healthcare: Interrelated drivers for healthy aging. *Front Public Health*. 2020;8:231. doi:10.3389/fpubh.2020.00231
3. Hernández D, Swope CB. Housing as a platform for health and equity: Evidence and future directions. *Am J Public Health*. 2019;109(10):1363-1366. doi:10.2105/AJPH.2019.305210
4. Swope CB, Hernández D. Housing as a determinant of health equity: A conceptual model. *Soc Sci Med*. 2019;243:112571. doi:10.1016/j.socscimed.2019.112571
5. U.S. Census Bureau; American Community Survey (ACS), Five-Year Public Use Microdata Sample (PUMS), 2016-2020; accessed via MDAT; ; (27 July 2022).
6. Benda NC, Veinot TC, Sieck CJ, Ancker JS. Broadband Internet Access Is a Social Determinant of Health! *Am J Public Health*. 2020;110(8):1123-1125. doi:10.2105/AJPH.2020.305784

More information on the methodology used can be found online at https://www.atsdr.cdc.gov/placeandhealth/svi/documentation/pdf/SVI2020Documentation_08.05.22.pdf

2020 VARIABLE NAME	2020 DESCRIPTION	THEME	CENSUS or SVI TABLE(S)	FIELD NAME CHANGED SINCE 2018?	2020 TABLE FIELD CALCULATION	CALCULATION DESCRIPTION	NOTES	2 F C if
ST	State-level FIPS code		SVI	No	FIPS	In Excel, from Tract-level FIPS code, LEFT (FIPS, 2)		
STATE	State name		S0601	No	NAME	In Excel, use DATA|Text to Columns to extract state name		
ST_ABBR	State abbreviation		N/A	No	N/A	Joined from Esri state boundary shapefile		
STCNTY	County-level FIPS code		SVI	No	FIPS	In Excel, from Tract-level FIPS code, LEFT (FIPS, 5)	In the county-level SVI database, the 5-digit STCNTY field is the FIPS field, used for joins.	
COUNTY	County name		S0601	No	NAME	In Excel, use DATA| Text to Columns to extract county name		
FIPS	Tract-level FIPS code		S0601	No	GEO_ID	In Excel, RIGHT (GEO.id, 11)		
LOCATION	Text description of tract, county, state		S0601	No	NAME			
AREA_SQMI	Tract area in square miles		Census Cartographic Boundary File - U.S. Tracts 2020 500K	No	ALAND * 3.86102e-7	Conversion from square meters to square miles		
E_TOTPOP	Population estimate, 2016-2020 ACS		S0601	No	S0601_C01_001E			

IOWA DOT
GETTING YOU THERE

2020

Statewide Bicycle and Pedestrian Systemic Safety Analysis 2020

SYSTEMS PLANNING BUREAU

Introduction

NHTSA reports that “In the United States, the number of traffic crashes involving a bicyclist or pedestrian has been increasing since 2009.” Similar to national trends, Iowa has also seen an increasing number of crashes involving bicyclist and pedestrians. Particularly concerning is that bicyclists and pedestrians are overrepresented in fatal and serious injury crashes when considering their mode share. Although biking and walking only comprise 3.8 percent of the state’s commuting mode share (US Census Bureau), these forms of travel are represented in just over seven percent of the fatal and serious injury crashes. One reason for this over representation is that pedestrians and cyclists are often more vulnerable to the effects of speed and lack physical protection. This is especially true for pedestrians, where vehicle speed at impact directly increases the likelihood and risk of severe injuries.

In order to effectively address this over representation, an analysis to identify the risk associated with particular road segment and intersection features on Iowa’s roadway network was developed. In contrast to traditional safety analysis, which focuses on identifying locations of high crash frequency, this analysis focuses on roadway or intersection features that are associated with higher risk of crashes involving a pedestrian or bicyclist. The main reason for this is the underlying assumption that crashes involving pedestrians and bicyclist are infrequent and broadly spread across the network. Therefore, high concentrations of these crashes are very rare, and relying solely on a traditional safety analysis framework would be ineffective. The systemic analysis approach that is described in further detail below allows agencies to focus on crash risk rather than crash history to identify and prioritize sites for improvements. This, in conjunction with a traditional safety analysis, supports a comprehensive safety framework that addresses both the risk associated with particular features along with the crash history.

Purpose

The purpose of this analysis is to is gain a better understanding of the crash risk of particular roadway and intersection features for pedestrians and bicyclists in Iowa. This understanding will provide decision makers with a data-driven approach for identifying roadways and intersections with the greatest risk of crashes for pedestrians and bicyclists. The intent is that the results of this analysis will lead to more efficient use of the limited resources to make improvements that have the greatest chance of minimizing risk and the frequency of these crashes.

The development of a statewide analysis addressing bicyclist and pedestrian crashes was identified in several state long-range planning documents including the Iowa in Motion 2045 State Transportation Plan, Iowa Bicycle and Pedestrian Long-Range Plan, and 2019-2023 Iowa Strategic Highway Safety Plan. These strategies either directly addressed the development of this analysis or

indirectly identified a need for such an analysis to systematically identify locations. Below is a brief description of the related strategies identified in these plans.

- Iowa in Motion 2045 State Transportation Plan
  - "Evaluate key safety challenges pertaining to bicycling and walking and develop crash reduction strategies."
- Iowa Bicycle and Pedestrian Long-Range Plan
  - "Identify the primary urban and rural crash types occurring in Iowa and develop strategies for reducing crashes."
  - "Develop methodology for bicycle and pedestrian safety audits of high crash corridors and intersections to identify adequate countermeasures."
- 2019-2023 Iowa Strategic Highway Safety Plan
  - "Conduct enforcement campaigns related to bicycle and pedestrian awareness at targeted intersections."

Challenges

There are several challenges with analyzing bicyclist and pedestrian crashes that makes a traditional safety analysis approach difficult. Below are some examples of the challenges faced when analyzing bicyclist and pedestrian crash data.

- Frequency of Crashes
  - Unlike vehicle crashes, bicyclist and pedestrian crashes occur much less often. In performing a traditional safety analysis, the frequency of crashes is typically used to identify hot spots and statistically significant trends. Consequently, when traditional approaches are applied to bicyclist and pedestrian crashes, it often results in misleading conclusions or identifies locations with variable safety performance.
- Exposure data
  - Exposure data for vehicle traffic is common and is typically expressed in terms of Vehicle Miles Traveled (VMT) or Average Annual Daily Traffic (AADT). Pedestrian and bicyclist travel is counted less often and typically only for certain projects or locations. Currently, Iowa does not have either statewide count data or estimated counts for either pedestrians or bicyclists.
- Underreporting
  - Traditionally, crashes involving pedestrians and bicyclists have been underreported. This underreporting occurs for a number of different reasons. In Iowa, for a crash to be officially reported it requires injury or property damage exceeding $1,500. This threshold means that in crashes involving a vehicle and a non-motorist, an injury must have

occurred, typically to the non-motorist, or damage to the vehicle or bicycle would need to exceed the $1,500 threshold. It is likely that many crashes occur between a non-motorist and a vehicle that don't meet these thresholds. These reporting thresholds also point to another issue related to underreporting, which is that a vehicle needs to have been involved. There are circumstances in which a pedestrian or cyclists may crash, and a vehicle is not present or is present and unknowingly involved and thus continues on its way. Additionally, there could be circumstances in which a non-motorist crashes with another (likely bicyclist to bicyclist or bicyclist to pedestrian), and there is no formal mechanism in Iowa for those incidents to be reported.

Approach/Methodology

The underlying approach to this analysis is a systemic one in which locations are identified based on a high risk of crashes as opposed to a traditional analysis which typically focuses on a high frequency or rate of crashes. The fundamental reason for choosing to use a systemic approach rest with the challenges stated above. The systemic approach is best when crash occurrences are few and when exposure of the mode is limited or unknown at specific locations. In Iowa, over a ten-year period there were just over 8,500 crashes involving a pedestrian or bicyclist. With relatively few crashes or exposure data available to use in a traditional analysis, the systemic approach provides an ideal approach for our department and other agencies to identify areas of greatest risk.

General Systemic Analysis Approach

The systemic safety approach "involves widely implemented improvements based on high-risk roadway features correlated with specific severe crash types. The approach provides a more comprehensive method for safety planning and implementation that supplements and complements traditional site analysis." The systemic approach gives agencies another tool to address safety by allowing them to consider the risk of a site instead of its crash history. The general attributes of a systemic safety analysis include:

- Identifying focus crash types and risk factors
  - Agencies need to identify a crash type to focus on, based on either statewide data or on an area identified in prior planning activities such as the State Strategic Highway Safety Plan (SHSP). Often the crashes associated with a focused crash types are randomly distributed across a network with few locations experiencing a cluster of crashes.
- Defining risk factors
  - After identifying a focus crash type, agencies associate those crashes with roadway or intersection characteristics. This association helps identify roadway characteristics that are correlated with a higher

frequency or rate of that crash type. These characteristics, also known as risk factors, can be used to identify and prioritize similar locations where no crash history currently exists.

- Screening and prioritizing the network
  - Risk factors (or roadway characteristics) are typically scored and weighted by agencies. This process of prioritizing characteristics allows agencies to take that information in combination and find areas within their roadway network that have higher concentrations of risk factors.

The resulting analysis will identify roadways and intersections that have the greatest risk, regardless of existing crash history at those locations. Agencies can in turn use this to help select appropriate countermeasures and prioritize projects.

Data Used

- Crash Data
  - Ten years of crash data from 2009-2018 was used in this analysis. Only non-motorist crashes involving pedestrians, skaters, those using a personal conveyance, wheelchair occupants, bicyclists, and bicycle passengers were included in the analysis. Data as accessed July 8th, 2019.
- Roadway data and Jurisdictional data
  - Roadway data was extracted from the Road Asset Management System (RAMS). The analysis included all paved roads within the state. Attributes included in the dynamic segmentation included number of lanes, average annual daily traffic (AADT), route name, shoulder width, shoulder type, shoulder rumble, speed limit, parking type, and median type. Jurisdictional data was also spatially joined to all the segments in the analysis including city, county, Regional Planning Agency (RPA), and Metropolitan Planning Organization (MPO). Roadways with minimum speed limits were eliminated from this analysis because pedestrian and bicyclist are prohibited from using facilities with minimum speed limits. The most recent access of this data was from September 20th, 2019.
- Intersection Data
  - All paved intersections within the state were analyzed by utilizing the department's intersection database. The intersections not included in this analysis were intersections on unpaved roads and intersections with more unpaved legs than paved. Additionally, intersections on minimum speed facilities were also excluded however, intersections at interchange ramp termini were retained. The intersection database was developed by Iowa State University's Institute for Transportation (InTrans) from 2013 to 2017 using roadway data, aerial imagery, and Google Streetview images. The version of the database used in this analysis was last updated on April 2017.

Analysis Methodology

Categorization of Crash Data

Each bicyclist or pedestrian crash within the analysis was assigned to one of eight categories that binned them according to crash type, urban or rural, and segment or intersection (see Figure 1). The initial split of the data was between pedestrians and bicyclists. For this analysis, we defined pedestrian crashes as those coded as involving pedestrians, skaters, people on personal conveyance, or individuals in wheelchairs. Bicyclists in this analysis were defined from the crash data as including pedalcyclists (bicycle/tricycle/unicycle/pedal car) and pedalcycle passengers.

The next binning of this data was the designation of crashes as urban or rural. There are many ways in which rurality is defined. For example, the Census Bureau defines metropolitan as urbanized areas of 50,000 or more population and urban clusters of at least 2,500 and less than 50,000 populations. The Census Bureau uses the term “urban area” to refer to both urbanized areas and urban clusters collectively. Similarly, FHWA defines “Urbanized Area” as 50,000 population or more, “Small Urban Areas” (from Clusters) between 5,000-49,999, and “Urban Areas” as 5,000+ in population. In order to mirror prior analysis in the State Bicycle and Pedestrian Long-Range Plan, we defined pedestrian or bicyclists crashes in incorporated areas as urban and all crashes outside of these areas as rural.

The final way in which crashes were binned for this analysis was by either segment or intersection. The same methodology for spatially selecting intersection and segment crashes in American Association of State Highway Transportation Officials (AASHTO’s) Highway Safety Manual (HSM) was adopted for this analysis. The HSM methodology for defining intersection crashes has two criteria that need to be satisfied. First, crashes must be within 250 feet of the intersection. Second, the crashes must be identified as intersection crashes in the crash report form. If these two thresholds are satisfied, then the crash was defined as an intersection crash. All other crashes were defined as segment crashes.

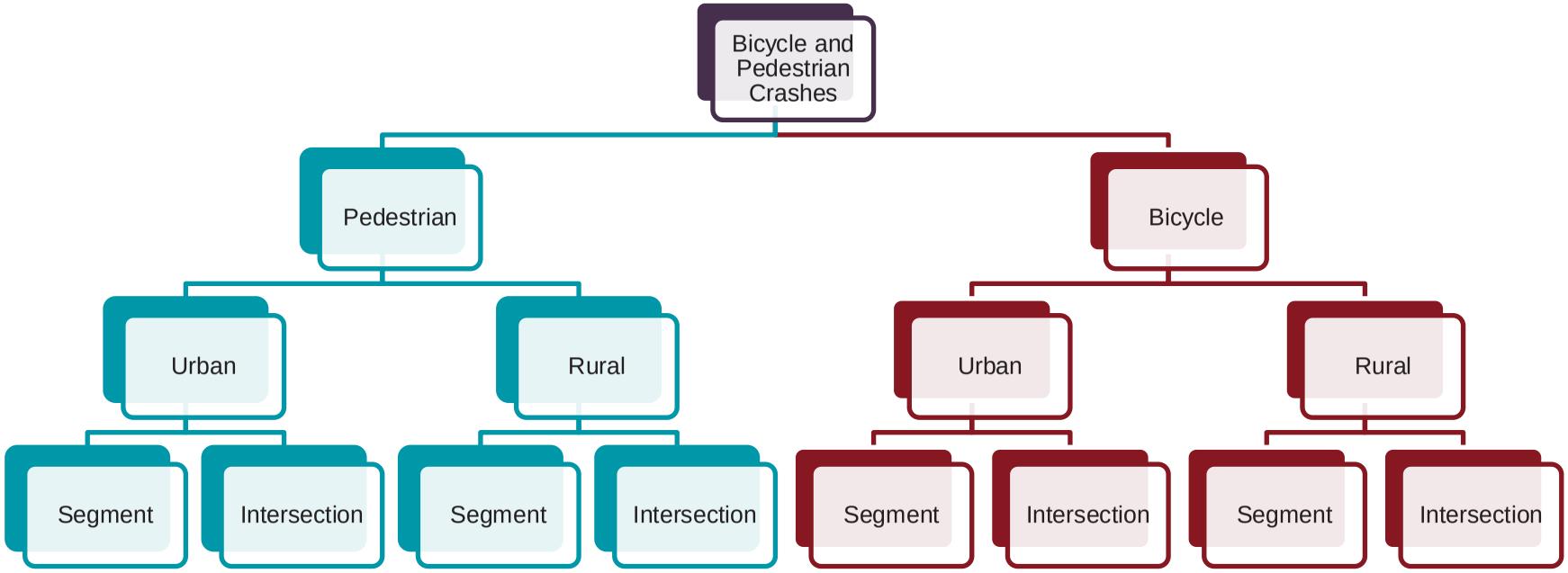


Figure 1: Category bins for systemic safety analysis.

Normalization, Weighting, and Composite Score Methodology

One objective of this analysis was to develop a composite score for every segment and intersection within Iowa. This composite score would represent the associated risk for a pedestrian or bicyclist at that location based on the combination of physical roadway or intersection characteristics (here after called attribute elements). The following is a description of the process by which the crash, roadway, and intersection data was analyzed to develop a composite score for each segment and intersection. The process of normalizing and weighting the data mirrors the approach used in Iowa's Infrastructure Condition Evaluation (ICE) tool.

After crashes were binned to one of the eight possible categories (described in the prior section), they were then further associated with the attribute of the segment or intersection they were spatially linked with. Figures 2 3 list the attributes for the segments and intersections, respectively. For segments, eight attributes were analyzed in urban areas and seven attributes were analyzed in rural areas. For intersections, seven attributes were included in the analysis.

Segment Attributes

- AADT
- Median Type
- Number of Lanes
- Parking Type (only urban)
- Shoulder Type
- Shoulder Rumble
- Shoulder Width
- Speed Limit

Figure 2: Segment attributes used in this analysis.

Intersection Attributes

- AADT
- Intersection Angle
- Intersection Type
- Number of Lanes
- Number of Legs
- Speed Limit
- Traffic Control

Figure 3: Intersection attributes used in this analysis.

Each attribute was represented by continuous values (such as AADT) or categorical values (such shoulder type). For attributes that had continuous values, categories were defined in order to associate the crash data. For example, for the AADT continuous values were binned into four categories including: 0-700, 701-1,500,1,501-3,000, and more than 3,000. For the attributes that represented continuous values, an effort was made to ensure that the bins or categories either mirrored or were similar to binning done in prior analyses, or were logical relative to its overall category. For example, the way that AADT was binned for this analysis was similar to how AADT was binned for the development of the State Bicycle and Pedestrian Map. For categorical values such as shoulder type, categories already existed, meaning all that needed to be done was to associate the crashes to the existing attribute values.

Rates

Crash rates were calculated after bins were assigned and crash data was associated with all the various attributes. These rates were based on either a per-mile or per-intersection calculation to emphasize the exposure of each attribute relative to its associated number of crashes within each bin. These rates are important to the analysis because they identify the relative risk associated with each attribute value. An example of this is presented in Figure 4 looking at AADT for Rural Bicycle Segments. In this example, the most crashes were associated with roadway segments with 3,000 or more AADT, these segments also had the highest calculated rate (0.16 bicycle crashes per mile). In contrast, the bin of 700-1,500 AADT had the second highest frequency of crashes but only the third highest rate. This demonstrates that within this analysis although frequency of crashes is considered, the rate of crashes is the key component used in identifying higher risk locations. Rates were calculated for every attribute in each category bin. Therefore, the rates calculated for rural bicycle segment AADT would be completely different than the rates calculated for urban bicycle segment AADT.

Normalization

To develop a composite score that effectively identified the segments and intersections with the greatest associated risk, it was important to develop a common numeric scale from 1-10 to analyze the rates described in the prior section. In order to do this, the range of rates for each attribute were analyzed by identifying the minimum and maximum rate. Again, using the example in Figure 4, the minimum rate calculated was 0.004 and the maximum

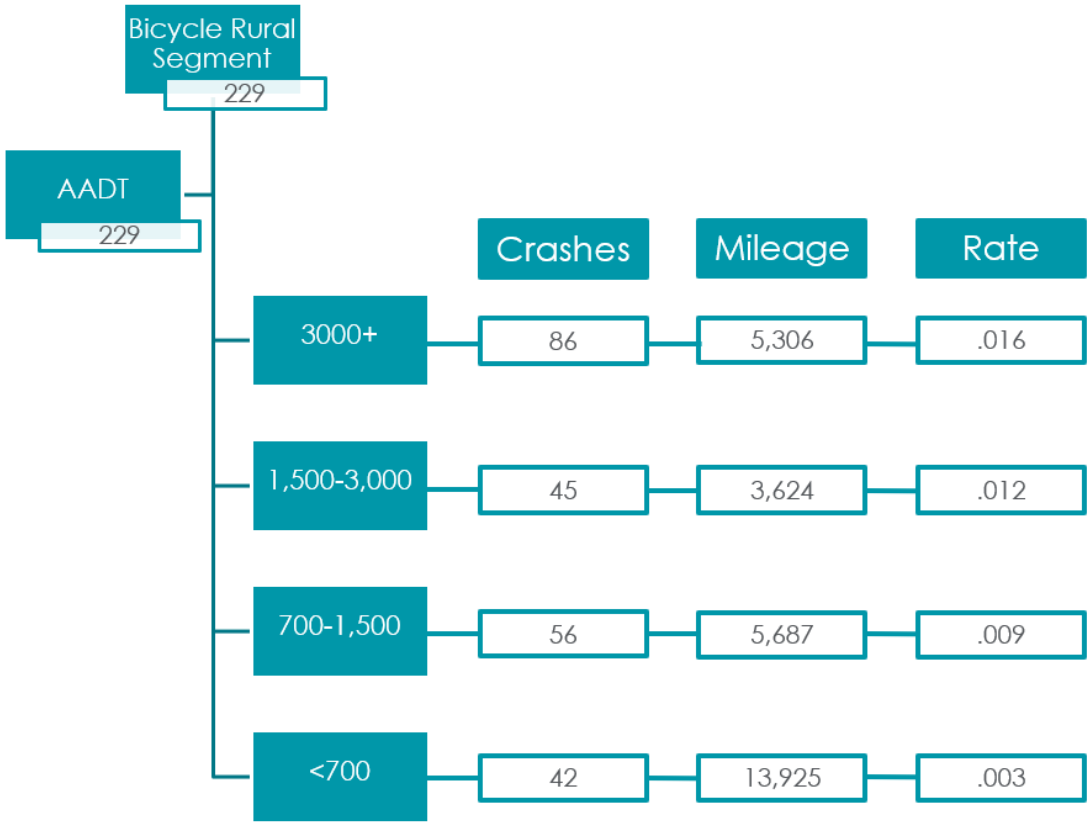


Figure 4: Example of rate calculation for bicycle rural segment AADT.

value was 0.027. The range between these two values

was 0.023. Applying this to a 1-10 numeric scale means that an interval of 0.0023 was used between the minimum rate to the maximum rate to determine the numeric scaling. The numeric scaling for this example is presented in Table 1. Again, a unique numeric normalized scaling was created for every attribute within each category bin. The normalized scales for each attribute are presented in Appendix 2.

Rural Segment Bicyclists AADT Normalized Scale		
Min Rate	**Max Rate**	**Normalized Score**
0.015	0.016	1
0.014	0.015	2
0.012	0.014	3
0.011	0.012	4
0.010	0.011	5
0.008	0.010	6
0.007	0.008	7
0.006	0.007	8
0.004	0.006	9
0.003	0.004	10

Table 1: Rural segment bicyclist AADT normalized scale.

Weighting

The primary reason for developing a weighting factor was to compare values across category bins. By including a weighting factor, a maximum composite score of 100 could be established for each of the eight categories. A secondary reason for building in a weighting factor was to ensure that in future iterations of this analysis, singular attributes could be emphasized over others, if desired. The value for each weight was simply calculated by dividing 100 (ultimately the maximum composite score desired) by the number of attributes in each category bin. This value was further divided by 10 because each attribute value had normalized scaling from 1-10. For example, in the bicycle rural segment category, seven attributes were analyzed. Since there were seven attributes and the desired composite score is 100, we divided 100 by seven to get 14.28. Since all attribute values were normalized to a common scale from 1-10, we further divide the 14.28 weight by 10 to reflect this scaling which ultimately makes the weight 1.428.

Composite Scoring

Once the weighting factor was defined for each category bin, they were then applied to the normalized value for each attribute by multiplying the normalized value by the weighting factor. The result is a weighted normalized score. In continuation of the example from prior sections, Figure 5 presents this process for rural bicycle segment AADT.

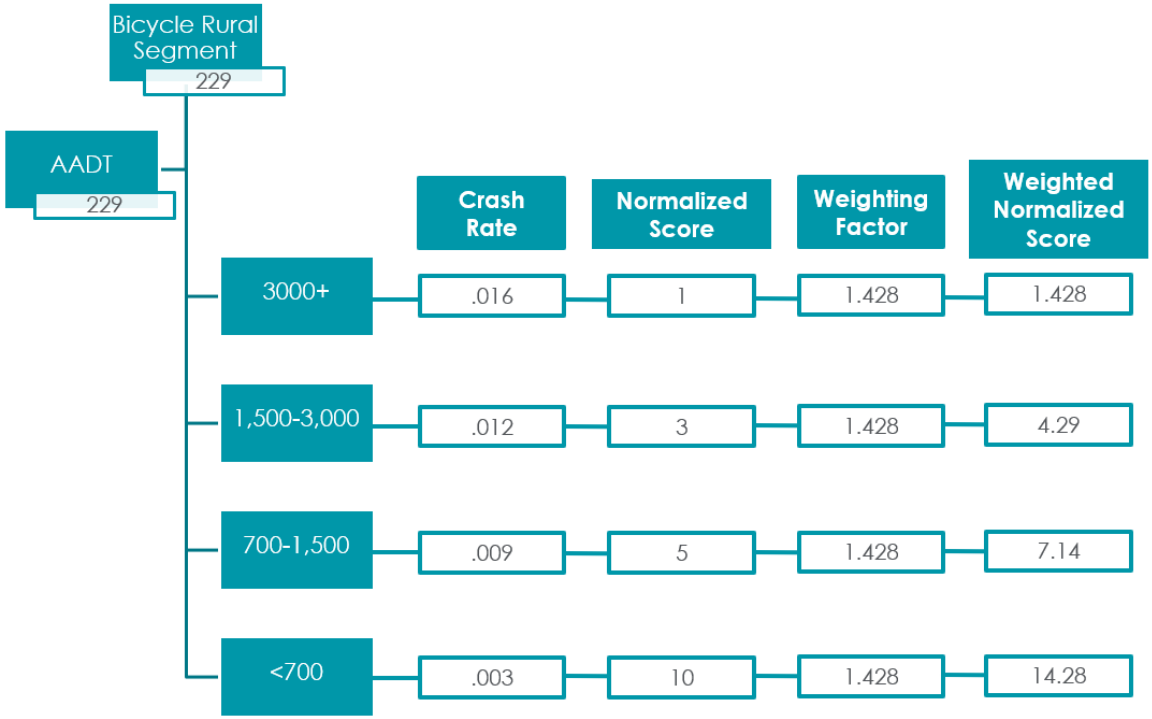


Figure 5: Example of Normalized Score, weighting factor, and weighted normalized score for bicycle rural segment AADT.

After a weighted normalized score is developed for all attributes, the final step is to calculate a composite score. The composite score is calculated by summing the weighted normalized score of each attribute for the segment or intersection. Please see Figure 6 for an example. The result is a composite score that, through an evaluation of the distinct attributes, emphasizes segments or intersections with a higher risk of crashes for pedestrians or bicyclists. The maximum composite score across all eight category bins is 100. In evaluating the composite score of the segments or intersections, the lower the composite score is the higher the risk.

Rural Segment Bicyclist	
Number of lanes	14.28
AADT	14.28
Shoulder Width	01.42
Shoulder Type	14.28
Shoulder Rumble	01.42
Speed Limit	10.00
Median Type	14.28
Composite Score	70.00

Figure 6: Example of overall composite scoring.

Results

As mentioned above, all paved roadways and intersections with at least two paved legs within Iowa were included in this analysis. This meant that over 46,000 miles of roadway and over 95,000 intersections were analyzed in this systemic safety analysis. Presented in Table 2 are summary statistics for the overall composite scoring. These statistics breakdown the composite score by the eight categorical bins defined previously in this analysis. As mentioned previously, Appendix 1 presents the breakdown of crashes, rates, and normalized values for all eight categorical bins used in this analysis. Further, Appendix 2 presents the normalized scales for each attribute for all eight categorical bins.

Category	Min	Max	Mean	Skewness
Rural Bike Segments	21.4	100.0	76.2	-1.2
Rural Pedestrian Segments	24.3	100.0	79.2	-.8
Urban Bike Segments	25.0	96.3	61.8	-1.3
Urban Pedestrian Segments	17.5	95	60.3	-0.8
Rural Bike Intersections	12.9	87.1	64.0	-0.5
Rural Pedestrian Intersections	20.0	87.1	60.2	0.02
Urban Bike Intersections	14.2	100.0	78.9	-1.8
Urban Pedestrian Intersections	22.3	100.0	83.8	-1.8

Table 2: Summary statistics for overall composite scoring.

Table 2 above provides an overall picture of the composite scoring for each of the categories examined in this analysis. This information is useful in understanding how a particular segment or intersection scores relative to its category. As mentioned previously, lower composite scores indicate higher risk and higher composite scores indicate lower risk. The composite score provides a useful numeric indicator to summarize the results of this systemic analysis, but it is important to also provide a description for each category of the attributes associated with the most risk. Similarities were found for bicyclists and pedestrians in the below categories, so their descriptions were combined.

Rural

The attributes found to have the most risk for bicyclists and pedestrians outside of incorporated limits were those with speed limits between 45-50 mph, a high number of lanes (4-5), and a median type which included hard surface without barriers. Risk was also associated with higher AADT (3000+ AADT) and areas where shoulder accommodations provided less than 2 feet and rumble strips

were not present. For rural intersections higher risk for bicyclist and pedestrians were associated with four-legged intersections that had higher AADT (1500-3000+), entering speed limits between 45-50, and skew angles between 45-90 degrees. Higher risk was also associated with intersections that were signalized or had some level of control and those that had four or more lanes entering the intersections. Collectively, segments and intersections that are associated with these attributes are typically found just outside of incorporated areas in the transitional areas between rural driving environments and urban development. Even though the volume of bicyclists and pedestrians typically diminish as you move away from a downtown, a number of non-motorists might be found near these transitional areas to access multi-use trail heads that are often located just on the edge of incorporated areas. The presence of a bicyclist or pedestrian in these areas may be unexpected for drivers and thus poses a greater risk for both.

Urban

In urban or incorporated areas drivers are likely to be cognizant of the fact that pedestrians and bicyclists are more likely to be present in these areas because the frequencies of non-motorist are higher. It also means that there is more probability of conflicts as higher volumes of both non-motorist and vehicles exists in these areas. Additionally, the driving environment of these areas is more complex and visually taxing for drivers, therefore even though a driver may be expecting a pedestrian or bicyclist, they might not see them because of visual distraction or sight issues. For segments, the attributes associated with the highest risk for bicyclists and pedestrians in urban areas were roadways with speed limits between 25-35 mph, AADTs above 3000, and segments with more than five lanes. Diagonal parking and hard surface medians without barriers were also associated with higher risk in these areas. These roadway attributes are typically associated with commercial downtown areas in towns or cities. For urban intersections, higher risk for bicyclist and pedestrians were associated with intersections with five or more legs intersecting roadways or trails with AADT above 3000. Other attributes associated with higher risk were speed limits between 25-35 mph, entering roadways of 5 or more lanes, and intersection skew angles between 45-90 degrees.

Interactive Mapping

The summary statistics presented in Table 2 above and the detailed attribute information provided in both appendices serve as a high-level overview of the overall results of this analysis. However, the ultimate goal of this analysis was to develop a metric that identifies the estimated risk associated with every segment and intersection within Iowa. Therefore, as part of pursuing that goal, an important product of this analysis is an interactive map that allows users to visualize in a spatial format the relative risk for pedestrians and bicyclist for roadways and intersections of interest (please see Figure 7 below for an example of this output).

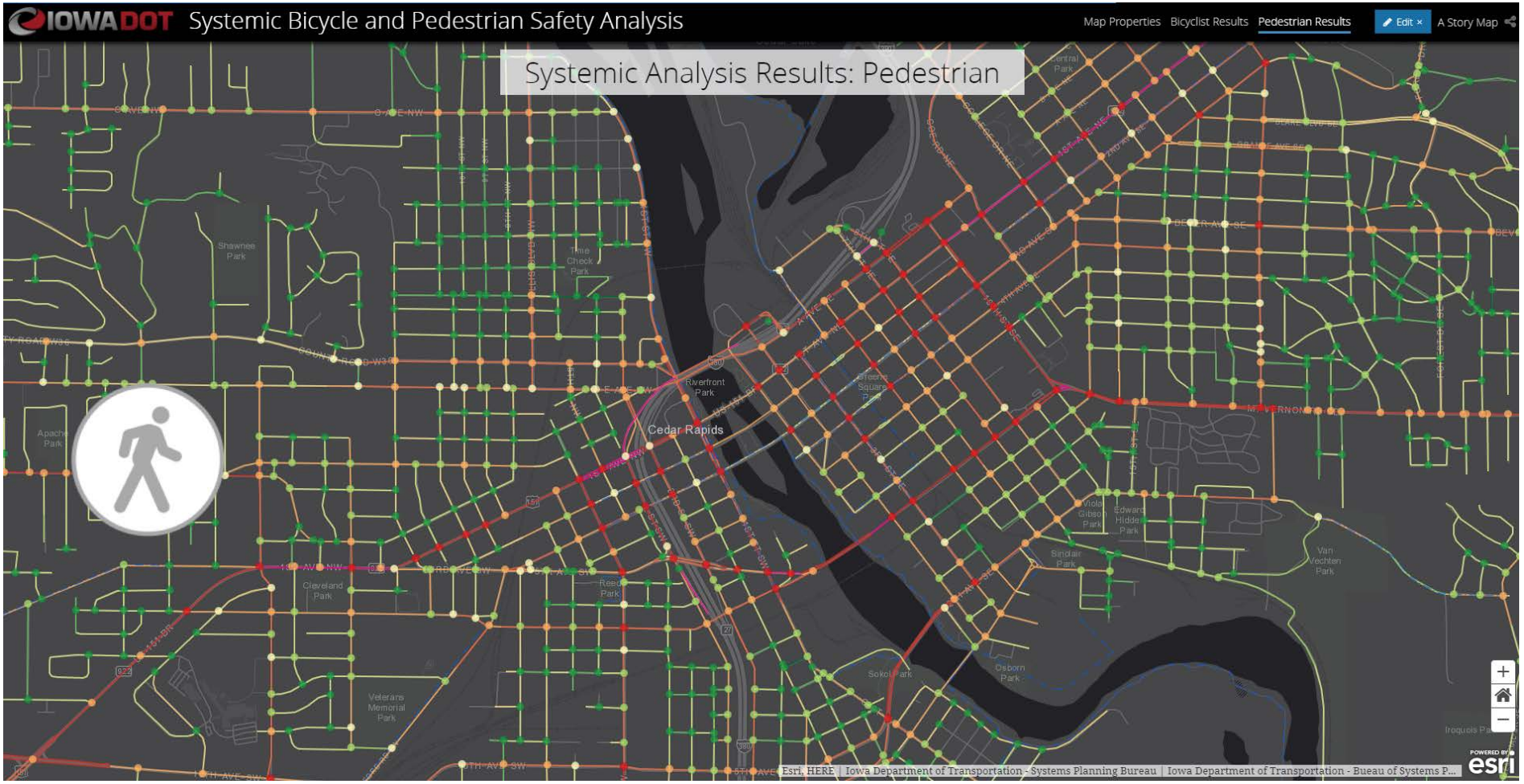


Figure 7: Interactive web map depicting the systemic analysis results for pedestrians.

Limitations to analysis

As with any analysis, there were certain aspects of this analysis that limited the completeness or accuracy of the outputs. The primary limitation was the completeness and accuracy of the data inputs, including the crash, roadway, and intersection data. Even though a limited number of attributes were used in the development of this analysis, it is understood that some values may not correctly reflect the segment or intersection as they exist today. This is a limitation most agencies accept when performing larger statewide screenings as it is not feasible to perform a quality check on every attribute for every data input.

A second limitation to this analysis was the iterative process of developing the final results. This first iteration of the analysis required several steps of processing, transforming, and synthesizing the data using multiple forms of software. As with all iterative processes, there are multiple opportunities where mistakes can occur. In future iterations of this analysis, an effort will be made to reduce the number of steps needed to achieve the final output.

A third limitation of this analysis is the composite scoring of some roadways and intersections that have inherent risk associated with them but high composite scores. For example, for a pedestrian or bicyclists a divided high-speed facility is inherently risky because of the speed and volume of traffic. In the analysis, these facilities often received high composite scores indicating less risk. The main reason is that this analysis was purely data driven. In the example of a divided facility, there are very few crashes involving a bicyclist or pedestrian (a major contributing reason for this is that bicyclists and pedestrians are not permitted on minimum speed facilities). Therefore, since very few crashes existed on these facilities and we have a good amount of mileage, these facilities received high composite scores indicating low risk.

The final limitation to note for this analysis relates to balanced weighting of all the attributes. While balanced weighting was preferred for this iteration, it is understood that some of the variables likely influence the risk of a crash occurring more than others. For example, speed is theoretically more likely to influence both the occurrence and severity of a non-motorist crash, which may suggest it should receive a higher weight.

Resources

City of Seattle Bicycle and Pedestrian Safety Analysis. (Sept. 30, 2016). Report. Seattle Department of Transportation. Available at https://www.seattle.gov/Documents/Departments/SeattleBicycleAdvisoryBoard/presentations/BPSA_Draft_Public_093016.pdf.

Iowa Department of Transportation. Iowa Bicycle and Pedestrian Long-Range Plan. (2018). https://iowadot.gov/iowainmotion/Modal-Plans/Bicycle-Pedestrian-Plan

Iowa Department of Transportation. Infrastructure Condition Evaluation (ICE). (2020). https://iowadot.gov/systems_planning/pr_guide/Plans%20and%20Studies/ICE-2018.pdf

Iowa Department of Transportation. Iowa in Motion 2045. (2017). https://iowadot.gov/iowainmotion

Iowa Department of Transportation. Strategic Highway Safety Plan (SHSP). (2019). https://iowadot.gov/traffic/shsp/home

FHWA. Systemic Safety Project Selection Tool. Report No. FHWA-SA-13_019. U.S. Department of Transportation, 2013.

FHWA. Toolbox of Pedestrian Countermeasures and Their Potential Effectiveness. Publication FHWA-SA-18-041. U.S. Department of Transportation, 2018.

FHWA. Non-Motorized User Safety: A Manual for Local Rural road Owners. Report. FHWA-SA-12-026. U.S. Department of Transportation, 2012.

Kimley-Horn and Associates, Inc., Lee Engineering, and C. Zegeer. (2017). ADOT Pedestrian Safety Action Plan. Final Report. Kimley-Horn and Associates, Tucson, Ariz.

National Academies of Sciences, Engineering, and Medicine 2018. NCHRP Research Report 893: *Systemic Pedestrian Safety Analysis*. Washington, DC: The National Academies Press. https://doi.org/10.17226/25255.

U.S. Census Bureau. American Community Survey, 2018 American Community Survey 5-Year Estimate, Table S0801. https://data.census.gov/cedsci/table?q=S0801&tid=ACSST5Y2018.S0801

More information on the methodology used can be found online at https://iowadot.gov/iowainmotion/files/Statewide-Bike-and-Pedestrian-Safety-Analysis.pdf

Appendix 5: FHWA Traffic Calming Techniques

Example of Speed Table
Source: Federal Highway Administration

Example of Speed Limit Pavement Legend with Red Background
Source: Federal Highway Administration

Exhibit 303.1

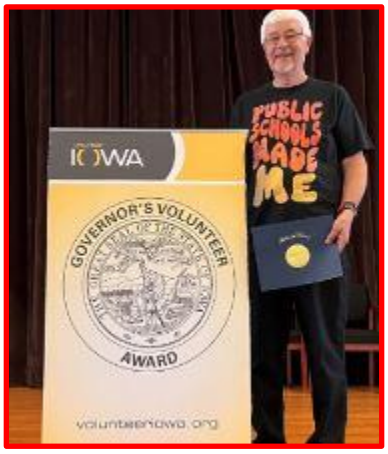
Updates from the Cabinet

July 10, 2023

Cabinet Members: Assoc. Superintendents Nathan Wear and Bob Read, David Nicholson, (CFO/COO), Karla Christian (Human Resources), Melissa Frick (Student Services), and Jeri Ramos (Technology)

Highlights & Honors

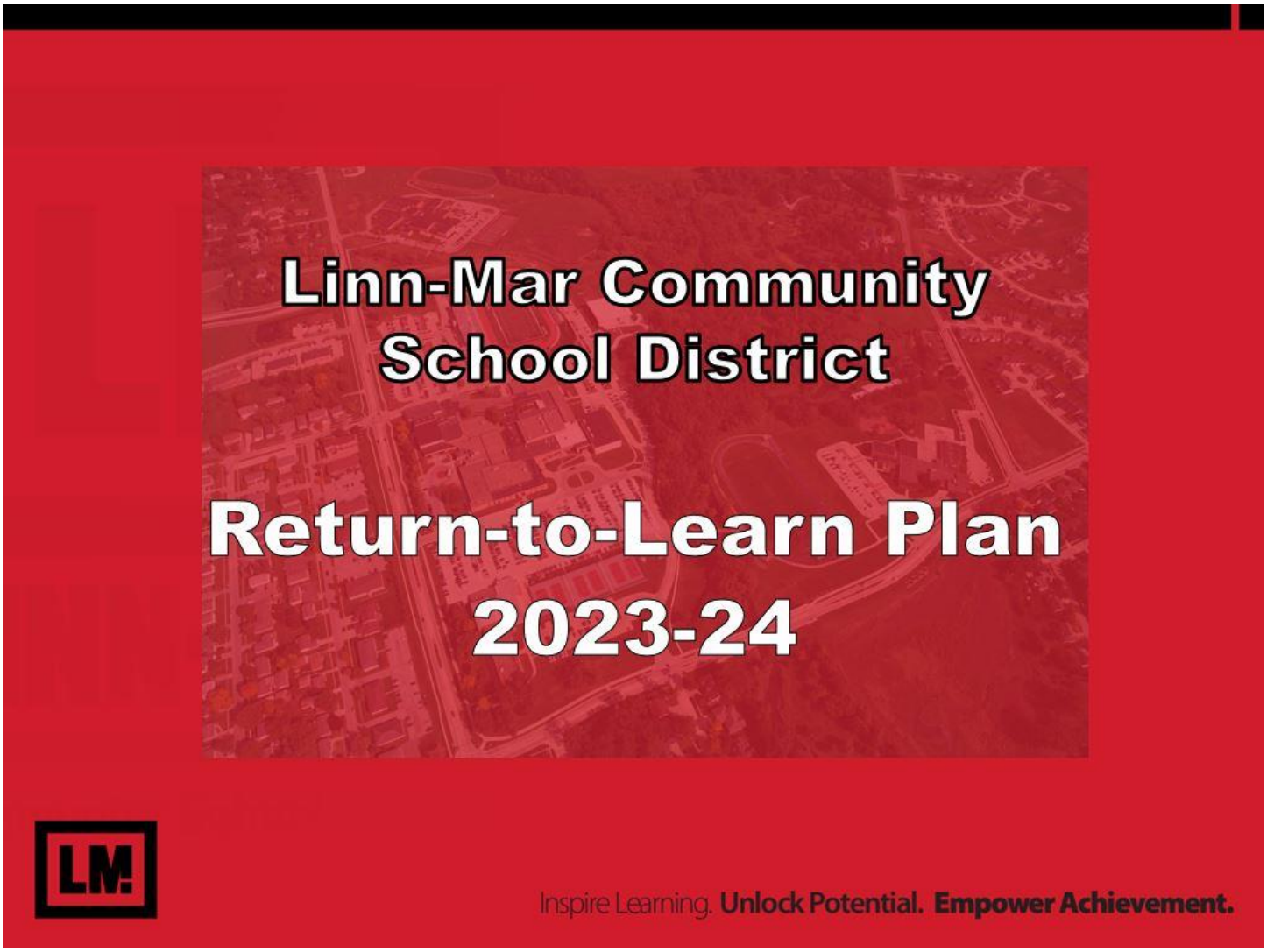
Academic Honor: Congratulations to Sanya Oli, 2023 Graduate, on being named one of the 10 Iowa seniors on *The Des Moines Register* Academic All-State Team!



Volunteer Honor: Congratulations to Al Alcock, Linn-Mar Volunteer, for receiving the Iowa Governor's Volunteer Award for contributing over 3,000 volunteer hours over the last 10 years to Linn-Mar.

Special Recognition: Congratulations to the Linn-Mar School Foundation and the Linn-Mar Booster Club for receiving the Award of Appreciation from the Linn-Mar Future Farmers of America for all they do in support of the district and Linn-Mar FFA.

Exhibit 401.1



Initially approved by the Linn-Mar Board of Directors on August 9, 2021
Updated: 9/16/21, 12/13/21, 1/24/22, 3/7/22, 8/8/22, 1/23/23, ***7/10/23***

WE ARE LINN-MAR®

Linn-Mar Community School District
2999 N 10th Street, Marion, IA 52302
319-447-3000 / www.Linnmar.k12.ia.us

The Elementary and Secondary School Emergency Relief Fund requires school districts to review and/or update their Return-to-Learn Plan every six months until September 2023. This document serves as the required update for the Linn-Mar Community School District as of ***July 10, 2023****.*

Overview

For the ~~2022-23~~ 2023-24 school year, the Linn-Mar Community School District will continue in-person, traditional learning. The district will also continue to reference guidance from the Centers for Disease Control and Prevention (CDC), Linn County Public Health (LCPH), and the Iowa Department of Public Health (IDPH) regarding COVID-19 safety protocols.

Visitors and Volunteers

Visitors and volunteers are welcome in all of the district facilities.

Social Distancing

No social distancing measures will be implemented at the start of the school year but will be put in place as deemed necessary in the future.

Online Learning

Students that were enrolled in the online learning program during the ~~2021-22~~ 2022-23 school year that did not fail classes will be allowed to continue participating in the program during the ~~2022-23~~ 2023-24 school year. For questions on Edmentum contact ~~Bob Read~~ Nathan Wear, Associate Superintendent and Principal of Online Learning, at ~~bread@Linnmar.k12.ia.us~~ nathan.wear@Linnmar.k12.ia.us.

Technology

Every student is assigned a district-owned learning device. PreK-K students are assigned an iPad. Students in grades 1-12 are assigned a laptop. Additional information regarding device pick up is provided to families by the individual schools. If a family needs support to access internet services at home, they are encouraged to contact the media specialist at their student's school to check out a hot spot.

Transportation

The district no longer requires face masks to be worn on district transportation. Protocols include the disinfecting of buses ~~after each route~~, windows and vents opened

to allow for air circulation whenever possible, and the availability of hand sanitizing stations.

Extracurricular Activities

All extracurricular activities will operate with no limitations on attendance.

Hand Washing

Frequent hand washing and/or hand sanitizing is encouraged. Hand sanitizer stations will be available in all district facilities.

Facility Cleaning

Increased emphasis regarding cleaning and disinfecting district facilities on a daily and weekly basis will occur. Additional cleaning and sanitizing procedures will be followed throughout the school year. Examples include, but are not limited to, hand sanitizing stations, disinfecting wipes, and increased time for student handwashing.

Facility Rentals

The district will continue the practice of opening facilities for use by outside groups. Visit the following link for additional information on LM facility rentals/use: https://www.linnmar.k12.ia.us/district/departments/support-services-facilities/

COVID-19 Reporting and Information

The district will continue to reference guidance from the Centers for Disease Control and Prevention (CDC), Linn County Public Health (LCPH), and the Iowa Department of Public Health (IDPH) regarding COVID-19 safety protocols and/or reporting.

Students who are exhibiting COVID symptoms, awaiting COVID test results, or are diagnosed positive should notify the school nurse and/or health assistant immediately.

Students and staff members waiting on results from a COVID-19 test should remain home until the results are received to assist in limiting exposure to healthy individuals.

COVID in PK-4th grade classrooms will be communicated through a letter to families per the same guidelines as other communicable diseases and according to the Iowa Department of Public Health.

For questions, students/staff should contact their individual building's health office.

Stay Home When Feeling Ill

Even though attendance is a priority for students and staff, we do encourage everyone to stay home if they are not feeling well:

- Fever of 100.0 degrees or above with signs and symptoms such as sore throat, rash, vomiting or diarrhea;
- The illness prevents the student from participating comfortably in activities and/or academics as observed by the school staff; and
- Exhibiting any COVID-19 symptoms:
    - High risk symptoms including fever/chills, new cough, shortness of breath, difficulty breathing or a loss of taste or smell; and
    - Other symptoms including sore throat, headache, body aches, fatigue, runny nose, congestion, rash, nausea, vomiting, and diarrhea.

Students with COVID-19 symptoms should contact their healthcare provider for further evaluation and testing.

Visit the following link for information on the district's COVID-19 Health Services Procedures: https://www.linnmar.k12.ia.us/covid-19-information/health/

Continuity of Services

If school is interrupted due to challenges resulting from COVID-19, the district will continue to provide educational services to ensure that student learning continues in a safe manner. Any decisions regarding the potential interruption of school services will be made in accordance with the Iowa Department of Public Health, Linn County Public Health, and the Iowa Department of Education.

- Academics – In the event school is interrupted due to COVID-19, the district will ensure continued learning by utilizing one of the following methods:
    - If school is not able to be held on a daily basis, the district will move to an A/B hybrid model of learning. In the A/B hybrid model, students will attend school every other day with the same cohort of students. This model will allow for smaller class sizes and better social distancing. On days that students are not engaged through in-person learning, they will complete work assignments via their school-assigned devices to ensure continued learning.
    - If COVID reaches a point that school cannot be held in-person, the district will move to a fully online model of learning. Students will access learning through their school-assigned devices.

- Social/Emotional Health – Students will continue to have access to school counselors and at-risk support staff, in addition to classroom teachers. These supports will continue regardless of which learning model the district is utilizing.

- Nutrition Services – Meals will be available for students throughout the 2022-23 school year. If school is not able to be held in-person, designated meal pickup locations will be available for families to access.

Exhibit 402.1

2023-24 Student Fee Schedule

STUDENT FEES	2022-23	2023-24
TEXTBOOKS/SUPPLY FEE		
AK-4th Grades	$50.00	$50.00
AK-4th (Reduced)	$25.00	$25.00
5th-8th Grades	$60.00	$60.00
5th-8th (Reduced)	$30.00	$30.00
9th-12th Grades	$90.00	$90.00
9th-12th (Reduced)	$45.00	$45.00
9th-12th Towel Fee	$1.00	$1.00
KIRKWOOD CLASS DROP FEE	$250.00	$250.00
INSTRUMENT RENTALS (HS/MS/INTERMEDIATE)		
School-Owned	$55.00	$60.00
Percussion	$55.00	$55.00
Reduced	$25.00	$25.00
MARCHING BAND		
Marching Band Fee	$60.00	$60.00
Intrument Rental	$20.00	$20.00
JAZZ BAND		
Instrument Rental	$35.00	$35.00
ORCHESTRA UNIFORM RENTAL	$10.00	$10.00
CHOIR CONCERT APPAREL FEE	$10.00	$10.00
SHOW CHOIR		
10th Street	$500.00	$500.00
10th Street (Reduced)	$250.00	$250.00
In Step	$475.00	$475.00
In Step (Reduced)	$237.50	$237.50
Hi-Style	$450.00	$450.00
Hi-Style (Reduced)	$225.00	$225.00

HIGH SCHOOL	2022-23	2023-24
ALL SPORTS PASS	N/A	$300.00
HS ACTIVITY TICKET	$50.00	$50.00
25 SCAN PASS	N/A	$140.00
15 SCAN PASS	N/A	$84.00
10 SCAN PASS	N/A	$56.00
VARSITY ATHLETIC ADMISSIONS		
K-12 Football	$7.00	$7- 1 game; $10- 2 games
Adult Football	$7.00	$7- 1 game; $10- 2 games
K-12 (Other Sports)	$5.00	$7.00
Adult (Other Sports)	$5.00	$7.00
All Day Events (VB tourney, Wrestling tourney, Track invite, Softball tourney)	$5.00	$10.00
FRESH/SOPH/JV ATHLETIC ADMISSIONS		
K-12 (All Sports)	$5.00	$7.00
Adult (All Sports)	$5.00	$7.00
All Day Events (VB tourney, Wrestling tourney, Track invite, Softball tourney)	$5.00	$10.00
MUSIC EVENTS		
K-12 Students	$2.00	GWD
Adults	$3.00	GWD
Senior Citizens	$2.00	GWD
MUSCIALS		
Single Ticket	$12.00	$12.00
DRAMA EVENTS		
K-12 Students	$5.00	$5.00
Adults	$5.00	$5.00
PARKING FEES		
Parking Pass	$25.00	$25.00
Parking Fines (per occurrence)	$25.00	$25.00
YEARBOOKS		
5th-8th Grades	$25.00	$25.00
9th-12th Grades	$70.00	$70.00
CAPS & GOWNS		
Graduates	$40.00	$40.00

MIDDLE SCHOOL	2022-23	2023-24
FINE ARTS	$1.00 or GWD	GWD
ATHLETICS	$1.00 or GWD	GWD

SUMMER PROGRAMS	2022-23	2023-24
KIRKWOOD DRIVERS EDUCATION		
Full Tuition	$400.00	$400.00
Reduced Tuition	$200.00	$200.00

MEALS	2022-23	2023-24
LUNCH		
K-4th Grades	$3.00	$3.10
5th-8th Grades	$3.05	$3.15
9th-12th Grades	$3.15	$3.25
K-12 (Reduced)	$0.40	$0.40
Adult or Add'l Student Meal	$4.15	$4.85
BREAKFAST		
K-5th Grades	$2.00	$2.10
6th-8th Grades	$2.00	$2.10
9th-12th Grades	$2.00	$2.10
K-12 (Reduced)	$0.30	$0.30
Adult or Add'l Student Meal	$2.40	$2.50
MILK	$0.50	$0.50

Exhibit 501.1

LINN-MAR Community School District

Use this form to move dollars between District accounting codes.

Examples of use:

- Account code posting errors
- A school is paying Nutrition Services for cookies provided for a special activity.
- Student Council has approved giving fund raising dollars to another District group.

TRANSFER OF FUNDS REQUEST

$_____23594.90_____

FROM ACCOUNT CODE(S):	21.0109.1900.920.6720.000612
TO ACCOUNT CODE(S):	**10.0000.1900.920.0000.000612**

REASON FOR TRANSFER: Instructional Support Equipment – PO # 202303677 – 6256.20 and PO # 202302184- 17338.70

Requested by:____**Joyce Dayton**_____ **Date:** __**5/30/2023**__

Administrator Authorization: _____ **Date:** 5/30/23

Accounting Authorization: _____ **Date:** _____

Please send completed form to Accounting.

Purchase Order

Linn-Mar Community School District
2999 North 10th Street
Marion IA 52302

No.202303677

Show PO# on all invoices, packages & communications

Invoices must be rendered in duplicate

Public School Districts are exempt from State Sales Tax by State Law

PO Date: 04/21/2023 **Questions ?** Sandy Clabough (319) 447-3010 **Ext:** **Account:**

PO Issued To:

RIDDELL ALL-AMERICAN
7501 PERFORMANCE LANE
NORTH RIDGEVILLE OH 44039

Ship To:

Linn-Mar High School
Attn: Tim Lovell
3111 N. 10th Street
Marion IA 52302
(319) 447-3101

Contact: **Location:** High School
Phone: (800) 275-5338 **Fax:** (800) 275-2412 **Project:** .UNDESIGNATED **Req #:** 233851
Reference: **Date Required:** 04/29/2023 **Award Number:**

Line	Qty	Unit	Part #	Description	Account Number	Unit Price	Extended	Tax	Freight
1	10.00	EA		Football Helmet Flex (s-l)	21.0109.1900.920.6720.000618 GENERAL SUPPLIES	385.00	3,850.00	0.00	0.00
2	5.00			Football Helmet Flex (Xl)	21.0109.1900.920.6720.000618 GENERAL SUPPLIES	400.00	2,000.00	0.00	0.00
3	15.00			Paint	21.0109.1900.920.6720.000618 GENERAL SUPPLIES	13.00	195.00	0.00	0.00
4	5.00			jaw upgrade	21.0109.1900.920.6720.000618 GENERAL SUPPLIES	2.75	13.75	0.00	0.00
5	1.00			shipping	21.0109.1900.920.6720.000618 GENERAL SUPPLIES	197.45	197.45	0.00	0.00

APPROVAL SIGNATURES:

David Nicholson

Sub-Total:	$6,256.20
Freight:	$0.00
Tax:	$0.00
Total Amount:	$6,256.20

Received By: _____

Notes:

Order Via: Send check to vendor

ENTITY COPY

Purchase Order

Linn-Mar Community School District
2999 North 10th Street

Marion IA 52302

No.202302184

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PO Date: 12/13/2022 **Questions ?** Sandy Clabough (319) 447-3010 **Ext:** **Account:**

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7501 PERFORMANCE LANE
NORTH RIDGEVILLE OH 44039

Ship To:

Linn-Mar High School
Attn: Jay Lehman
3111 N. 10th Street
Marion IA 52302
(319) 447-3101

Contact: **Location:** High School
Phone: (800) 275-5338 **Fax:** (800) 275-2412 **Project:** .UNDESIGNATED **Req #:** 232232
Reference: **Date Required:** 12/21/2022 **Award Number:**

Line	Qty	Unit	Part #	Description	Account Number	Unit Price	Extended	Tax	Freight
1	29.00	EA		Speed Flex (S-L)	21.0109.1900.920.6720.000612 INSTRUCTIONAL SUPPLIES	365.00	10,585.00	0.00	0.00
2	5.00			Speed Flex (XL)	21.0109.1900.920.6720.000612 INSTRUCTIONAL SUPPLIES	380.00	1,900.00	0.00	0.00
3	34.00			Speed Flex Paint	21.0109.1900.920.6720.000612 INSTRUCTIONAL SUPPLIES	11.50	391.00	0.00	0.00
4	5.00			non-std jaw pad upgrade	21.0109.1900.920.6720.000612 INSTRUCTIONAL SUPPLIES	2.75	13.75	0.00	0.00
5	2.00			SPX LB/FB shoulder pad	21.0109.1900.920.6720.000612 INSTRUCTIONAL SUPPLIES	205.00	410.00	0.00	0.00
6	2.00			SPX OL/DL shoulder pad	21.0109.1900.920.6720.000612 INSTRUCTIONAL SUPPLIES	205.00	410.00	0.00	0.00
7	6.00			SPX QB/WR Shoulder Pad	21.0109.1900.920.6720.000612 INSTRUCTIONAL SUPPLIES	205.00	1,230.00	0.00	0.00
8	8.00			SPX RB/DB Shoulder Pad	21.0109.1900.920.6720.000612 INSTRUCTIONAL SUPPLIES	205.00	1,640.00	0.00	0.00
9	1.00			freight/handling	21.0109.1900.920.6720.000612 INSTRUCTIONAL SUPPLIES	758.95	758.95	0.00	0.00

APPROVAL SIGNATURES:

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_____

Sub-Total:	$17,338.70
Freight:	$0.00
Tax:	$0.00
Total Amount:	$17,338.70

Received By: _____

Notes:

Order Via: Send check to vendor

ENTITY COPY

Exhibit 502.1

IASB
Iowa Association of School Boards

2023 Legislative Platform

Vision & Voice for Public Education

2023 Legislative Beliefs

PUBLIC EDUCATION

Public education is the foundation of our democratic society and the key to successful futures for Iowa children. Quality public schools strengthen our communities and are the cornerstone of any sound economic development policy. The state must put public education first and provide sufficient funding and support services to provide all students with a world-class education. The state should provide full funding to public schools to meet the evolving needs of public-school students before additional financial support of nonpublic schools is provided.

Iowa's public schools are the backbone of our communities and provide quality education for Iowa students and:

- Operate under the guidance of locally elected board members who are entrusted with taxpayer dollars for the purpose of improving student achievement and skill proficiency for all students.
- Welcome all students regardless of race, religion, gender, gender identity, sexual orientation, socio-economic status, or disability.
- Provide parents and taxpayers with accountability and transparency for the use of taxpayer dollars.

All schools that receive any public funds, including property taxes, state aid or federal monies, should be subject to the same governance and educational standards as public-school districts.

EDUCATIONAL EQUITY

The promise of public education is for every child to succeed. As locally elected leaders, school boards are uniquely positioned to set expectations for educational equity, ensuring that each child is given supports and interventions based on need. Educational equity requires that discriminatory practices, barriers, prejudices, and beliefs be identified and eradicated. Leaders must hold themselves accountable for deliberate actions, including the examination of policies and practices, intentional allocation of resources according to student need, support for rigorous curriculum and instruction, and engagement of families and communities.

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GOVERNANCE

Iowa has one of the finest public educational systems in the United States. The federal government, governor, General Assembly, Iowa Department of Education, school boards, professional educators and the public should strive to keep it strong. There must be a proper balance of state and federal control designed to ensure quality and a standard of education for all students, with local control which allows local school boards flexibility and decision-making authority to innovate and adapt to local needs and community values.

School districts are governed by boards that, as elected representatives, must be responsive and responsible to the citizens of the school district. Citizen involvement is the key to our representative form of government.

Local boards are, within the guidelines established by state law, vested with the authority to make the final decision on matters pertaining to a school district, area education agency (AEA) or community college. Local board members, who are closely connected to students, families and the communities in which they live, are best capable of understanding student needs and identifying effective solutions. The statutory duties and responsibilities of the local board cannot be delegated to persons who are not elected by the voters of the school district.

Locally elected school boards must have control over the content and management of their educational program, including the calendar and the flexibility for innovation and decision-making. A leadership team composed of the superintendent, principals and supervisory personnel working with the board is necessary for the efficient operation of the school district. Locally elected school boards should have the authority to determine the school calendar to best meet student needs, including but not limited to school start dates, year-round schools, and the use of virtual learning opportunities in response to natural disasters, weather or other emergencies.

SCHOOL CHOICE

Iowa law provides sufficient choice through public charter schools, open enrollment, home school assistance, postsecondary enrollment options and nonpublic school alternatives. Additional investments in tax credits for nonpublic tuition or other options are not necessary to provide educational choice.

SCHOOL BOARD MEMBERS

School districts and board members are entrusted with public funds for the purpose of improving student outcomes including but not limited to student academic achievement and skill proficiency, and the school board is responsible for overseeing such improvement.

Through original research and a close evaluation of highly effective board practices across the country, IASB recognizes the following six essential roles of effective school boards and encourages all Iowa board members to incorporate these principles in carrying out the mission of public education in their communities:

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- **Setting Clear, High Expectations:** The board sets a vision which expresses a commitment to high expectations, consistently communicates the expectations, sets clear and focused goals and focuses on improving instruction.
- **Belief that All Children Can Learn:** Effective boards have strong shared beliefs and values about what is possible for students and their ability to learn. Board members expect to see improvements in student achievement as a result of implemented initiatives.
- **Creating the Conditions that Support Successful Teaching and Learning:** The board creates the conditions for success by showing commitment via board actions, resource allocations, a strong communications structure, and system alignment; provides quality, research-based professional development for educators; builds commitment and focus throughout the system and stays the course, solving problems along the way so improvements have time to work.
- **Holding the System Accountable for Student Success:** The board uses data and monitoring to hold the system accountable and to make decisions at the board table; identifies clear, understandable indicators that the board will accept as evidence of progress and success; and supports and monitors progress regularly at the board table with staff leaders.
- **Building Collective Will:** Within the school staff and throughout the community, the board creates widespread awareness and urgency of the improvement required to meet students' needs, instills hope that it's possible to change, and connects with and engages the community in a frank and ongoing effort to encourage each facet to fulfill its responsibility.
- **Leading and Learning Together as a Board/Superintendent Team:** Effective school boards lead as a united team with the superintendent with strong collaboration and mutual trust. The board also establishes board learning time around school improvement efforts, engages in deep conversations about the implications of learning, and leads thoughtful policy development.

ELECTIONS

Participation in the democratic process is integral to the success of schools. School districts have a responsibility for promoting more community involvement in the election process to foster better-informed citizens and greater ownership in public education. Student achievement should drive decisions that impact school elections.

In keeping with the principles of democracy, IASB is committed to the concept of each vote having equal value and a simple majority vote as sufficient to determine election or taxation decisions.

School board elections should coincide with the opening of school. Due to boundary differences and to help maintain the nonpartisan status of school board elections, they should be separate from any other election.

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School board members should be elected in a non-partisan manner in which decisions are based on the best interest of the school and students without regard to party affiliation. Boards should have less than a majority of board members elected in any one year.

School boards should have flexibility to determine when special elections are necessary and to schedule these to best suit the district's needs. There should be a minimum of four special election dates per calendar year for bond referendums, votes on levies, and revenue purpose statements and filling school board vacancies.

IOWA ASSOCIATION OF SCHOOL BOARDS

IASB is committed to statewide leadership to ensure high achievement for all Iowa students. IASB recognizes that school boards are in a strategic position to bring about continuous improvement in public education through governance, public policies, and advocacy.

We believe that IASB is the organization most appropriate to deliver training and board development to school board members about their role and responsibilities to contribute to high student achievement.

SCHOOL DISTRICT ORGANIZATION

School boards, and the residents of the school districts involved, have the primary responsibility to determine the makeup and boundaries of school districts and attendance centers.

The school board and the citizens of a school district assess the quality and extent of its educational program and determine whether the school district continues to operate within its present geographical boundaries.

In order to reduce costs and maintain or enrich quality education, IASB encourages school districts to share administrators, teachers, equipment, facilities and transportation, including the scheduling of joint classes and extracurricular activities. Sharing does not necessarily lead to eventual reorganization.

IASB believes school district reorganization, dissolution or sharing may be in the best interest of Iowa's public school students when:

- The best interest of students is the most important factor considered.
- The reorganization or dissolution is voluntary—initiated and voted upon by the citizens of the school districts involved.
- The state offers sufficient incentives to make the reorganization or sharing financially attractive to the school districts involved.

Geographical issues are considered, including minimizing the amount of travel time by students and allowing for continued community participation by the communities involved.

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PUBLIC RECORDS AND OPEN MEETINGS

Every citizen has the right to examine and copy all public records. The news media may publish public records unless the law expressly limits the right or requires public records to be kept confidential.

The schools belong to the people - the citizens and taxpayers of the school district. The public has the right to know what decisions are being made regarding the education of their young people and the expenditure of their tax dollars. School districts should have the ability to determine the method of public notice dissemination that maximizes public access to records at a minimal cost to the district.

Although it may not always be easy to publicly consider and discuss some of the tough issues confronting school boards, school boards should be responsive to the open meetings and public records policy established in state law. Compliance with the intent of the public records and open meetings law is best achieved through education, training and consistent enforcement.

SCHOOL FUNDING

School finance decisions, whether at the local, state or federal level, should put student achievement first in all decisions. Iowa's school funding system must provide all Iowa children an equal opportunity to a quality public school education. The funding system must recognize that a high-quality public education is the first and foremost economic engine of our state.

A sufficient funding system provides equitable, sufficient, predictable, and timely funding, based on these foundational principles:

Equity: Iowa should fund public education with a student-driven formula, ensuring Iowans that the education of each student is supported equitably. The formula must provide sufficient revenue to cover the actual cost of the educational program, including on-time funding for districts experiencing increasing enrollment. The state should allow school districts with declining enrollment to maintain sufficient funding so the school district can adjust operations to meet student needs. The state should minimize the disparity for property taxpayers due to variances in property valuation per pupil.

Excellence and Opportunity: School finance must provide for continuous improvement of classroom instruction and promote excellence. A critical attribute of increasing the achievement of all children is the skill level of teachers and administrators in the school. Therefore, the school funding system must provide for the professional training and development of teachers and administrators, and school improvement that will promote Iowa as a national leader in public education.

Stability: The school funding system must continue to be a fair balance between property taxes, which are a stable and reliable revenue source, and other revenue sources. Iowa school boards are grateful for categorical funds but encourage the state to provide resources through the funding formula to maximize local flexibility and provide growth through an equity-based system. School districts should have spending authority for any reduction in state funding.

Efficiency: A diverse system of school finance helps schools control costs. To ensure well-managed and efficient schools, the school funding system must encourage cooperative ventures and the

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pooling of resources and services. The school funding system must address increased costs due to inflation and other economic factors.

Local Control: State funding must support local control. Locally elected school boards should have the authority to utilize and allocate funding to best meet the needs of students. If the state decides to intervene in local education policy, any mandated changes, particularly those taking energy and focus away from real comprehensive school improvement and student achievement, must be fully funded by the state without a shift from other education resources.

SCHOOL INFRASTRUCTURE

The state has a role to ensure that all Iowa public school students have equitable access to high-quality educational programs, provided in safe, efficient, accessible, and technology-ready facilities that promote student learning.

Revenues from the Secure an Advanced Vision for Education (SAVE) fund provide school districts with a stable, long-term, and equitable funding stream for infrastructure purposes and should not be negatively altered or discontinued.

EDUCATION'S ROLE IN ECONOMIC DEVELOPMENT

Growth focused on economic stability, wealth creation, entrepreneurship and knowledge-based enterprises is a vital objective for the state of Iowa. Our public schools contribute to the growth of Iowa's economy through the education and development of our children and by providing good jobs. Our public-school districts are often the largest employer in many Iowa communities.

A quality public education system is both a key factor contributing to Iowa's quality of life and is a critical attractor of business to Iowa. While education contributes to Iowa's economy, it is also dependent upon economic growth for securing sufficient financial resources to provide quality education services.

Public education and economic growth are interdependent. It is therefore imperative that Iowa invest in viable and sustainable economic development and foster partnerships between education and the private sector.

Collaboration between public schools and the business community can enhance students' knowledge of career paths and future employment opportunities.

EDUCATIONAL STANDARDS AND ACCOUNTABILITY

It is the responsibility of local school boards to ensure that all students are educated for success in a 21st-century global society. Collaboration between Pre-K-12 and postsecondary institutions should be encouraged to help increase student opportunities.

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School boards must ensure that their district operates from clear, measurable student learning standards and improvement goals; sufficient resources are allocated to improve instruction; and there is public accountability for improved results for students.

It is appropriate for the state to establish high and rigorous educational standards for the accreditation of public and nonpublic schools. Standards should be designed to ensure that all students have the opportunity to receive the educational program that meets their needs. The students of Iowa who attend public and nonpublic schools should receive their education instruction from licensed teachers. All public-school accreditation standards must also be applied to nonpublic schools.

Data collection and reporting is necessary to improve instruction and increase student achievement. Data collection and reporting is valuable when:

- It is possible to accurately determine student achievement gains, gaps between subgroups and level of attainment for all students;
- Purposes are clearly understood and worthy;
- Assessments are aligned with the intended purposes;
- Results are easily accessible to maximize school district use of the information to provide quality professional development and improve instruction; and,
- Results lend themselves to widespread understanding and evaluation by all school stakeholders.

The state or federal government must not use single-source data to issue sanctions, make generalizations about student performance or shift resources away from schools that require support to improve learning.

Iowa school districts should have the opportunity to comply with standards using various structures and mediums, including sharing and interactive telecommunications.

IASB supports assessment systems that measure student growth for all students, also known as value-added growth or gain, to improve student outcomes by driving professional development, teacher and administrator evaluation, and school improvement decisions.

EDUCATION TECHNOLOGY

Technology is an important tool in providing a quality education. School districts must have equitable access to technology. Access includes provision of hardware and software, technological support staff and access to a variety of Internet, broadband and network services including the Iowa Communications Network (ICN).

Administration of the ICN should continue to prioritize educational access above other users. The state has a role in ensuring equitable access to technology and should provide sufficient resources to

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purchase technology, support school technology plans and include professional development for educators on how to use technology to improve instruction and student outcomes.

EARLY CHILDHOOD

Exposure to education in the first years of life is critical, and young children have an innate desire to learn. That desire can be supported or undermined by early experiences.

Research indicates that high-quality early childhood education promotes intellectual, language, mathematical, physical, social, emotional, and creative development, cultivates a child's curiosity and desire to learn, and builds a strong foundation for later academic and social success. The state plays a critical role by defining and supporting quality early childhood education programs.

STUDENTS

All students can achieve at high levels when the state, local school boards and communities provide resources and support to ensure each child's success in school. It is the responsibility of school boards to meet the needs of every student. It is the responsibility of parents/guardians and communities to work collaboratively with school districts to meet the needs of every student.

SCHOOL SAFETY

IASB believes that schools must be a safe environment for all students, staff, and visitors.

Each member of the school and community must take a holistic approach to school safety by providing schools with resources, quality leadership, and united support for the development of a locally determined approach to ensure a safe and secure learning environment for all children. IASB supports a comprehensive view of safety that considers threats such as:

- Crime and violence;
- Hazards such as natural disasters or accidents;
- Health risks such as pandemics; and
- Internal threats such as bullying, unintentional biases and adverse childhood experiences.

Security planning efforts must include prevention, preparedness, mitigation, and response efforts. These planning efforts must be practiced, evaluated, and updated on an ongoing basis. All individuals in the school community must be well-trained and knowledgeable of the best practices in school safety.

While all members of the school community benefit from accurate and timely information on safety efforts, school boards must have the authority to maintain appropriate levels of confidentiality to protect security plans and measures.

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TEACHER QUALITY

IASB believes, and research confirms, that teacher quality is the most important factor in determining a child's academic success.

It is the responsibility of the school board through the superintendent and administrators to ensure teachers in their district are qualified for the job they are hired to do. School boards have the authority to set high performance standards and expect demonstrated academic and instructional excellence from their teachers.

Therefore, boards need to ensure teachers, as a part of their job, continuously and collaboratively study content, instruction and the effect on students based upon identified student needs.

It is a board responsibility to expect and confirm that the district is fully implementing the Iowa Core Standards and Iowa Professional Development Model for the purpose of improving instruction measured by improved student achievement.

Quality teaching is essential to high student achievement. In order to recruit the best and the brightest teachers into Iowa and the profession, keep the best and the brightest teachers we now have, and increase respect for the profession that most impacts our children's future, IASB strongly advocates for school funding levels sufficient to pay competitive wages. In addition, IASB believes school boards must focus on ensuring a school culture that supports engaging educators in decision making, providing teachers with leadership opportunities and professional development, and exploring compensation and evaluation systems designed to enhance performance and retention.

EDUCATOR PREPARATION AND LICENSURE

IASB supports improved alignment between teacher preparation and the PK-12 education systems. Preparation programs should be evaluated continually with the objective of providing training that reflects innovative and proven education methods designed to assess and maximize student achievement. Student needs must drive preparation programs. School boards, teacher preparation institutions, and the state must cooperate to ensure teachers obtain the knowledge and skills they need to teach to ensure all children can learn. Educators should be prepared to effectively teach the wide variety of students in Iowa classrooms. All Iowa educators must have the appropriate licensure, endorsements and accreditation from the board of educational examiners.

PERSONNEL EVALUATION

School employees must be accountable for raising student achievement. An objective evaluation of all employees, performed on a regular basis, benefits the employee and the community and assists students in obtaining a quality education. IASB supports the right of school boards to exercise their authority to set standards of performance and establish rules of conduct for all employees.

Administrators or their designees must have the authority and resources to evaluate personnel whom they supervise.

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EMPLOYEE RELATIONS AND COLLECTIVE BARGAINING

Labor and employment laws should balance the rights of the employees with the rights of management, with an emphasis on student achievement and student safety. Positive labor relations enhance the ability of employees and school boards to work together for improved student achievement. Ideally, collective bargaining should end in a voluntary settlement between parties.

School boards should be guaranteed sufficient management rights necessary to operate the school district efficiently and effectively. Labor and employment laws should balance the rights of the employees with the rights of management, with an emphasis on student achievement and student safety.

The results of collective bargaining should be to:

- Advance excellence and equity in public education with the outcome of improved student achievement for all.
- Reflect sound research and proven best practices with a demonstrated positive impact on improving student achievement.
- Promote accountability by all for improved student outcomes.
- Include a regular evaluation of the impact of changes on student achievement.
- Preserve the constitutionally protected due process rights of school boards.
- Promote safe, healthy, effective, and respectful work environments for students and staff.

BENEFITS

It is important to establish employee benefits necessary to attract and retain qualified employees. Benefits paid and contribution rates should maintain the actuarial soundness and affordability of employee benefit programs.

Unemployment compensation benefits should be reserved for those who experience sudden and unexpected job loss. It should not be extended between academic terms to employees who have contracts for less than 12 months or who have reasonable assurance of continued employment.

Substitute employees should not be eligible for unemployment compensation.

School district employees whose employment is terminated because of a reduction or realignment of staff, or for other reasons that would qualify them for unemployment compensation benefits, should be eligible to receive such benefits on the same basis as employees in private sector employment.

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DEPARTMENT OF EDUCATION

A State Board of Education, made up of laypersons, determines and adopts necessary rules and regulations for the proper enforcement and execution of the provisions of school laws, and adopts and prescribes standards for carrying out the provisions of the school laws. The State Board of Education must seek advice and counsel from a broad range of citizens and educational organizations in the formulation of rules and policies.

The Department of Education (DE) plays a significant role in facilitating school improvement efforts and supporting school districts, area education agencies and community colleges.

The DE should cooperate with IASB, area education agencies, community colleges, the federal government and state to streamline requests for information.

The DE should consider other student achievement measures, such as value-added or growth measures, for all students, in defining and negotiating the Iowa plan for school district compliance with federal requirements.

By its very nature, the DE is a state regulatory agency; however, Congress and the General Assembly should carefully consider the number and size of the regulatory tasks assigned to the DE and financially support the tasks assigned, including the provision of sufficient staff.

AREA EDUCATION AGENCIES

Area education agencies (AEAs) are highly important in helping develop curriculum. AEA assistance to local schools in the areas of emerging technology, professional development and curriculum assessment is of vital importance to assist schools with the mandates of the federal Every Student Succeeds Act.

AEAs are established to provide school districts with specified services in special education, media, and other educational areas. Apart from special education, the Legislature and the Department of Education must not require these agencies to perform services that are regulatory in nature.

AEAs must retain their primary function as support agencies for local school districts, including developing and delivering services and programs to support local school improvement plans.

School improvement is a key strategy to meeting economic, political, and societal needs. AEAs can assist public schools with career development and transitions to facilitate business/community collaborations offering further opportunities for students.

The governance structure of AEAs must continue to be tied closely to PK-12 public school districts with students who receive the benefits of AEA services. AEAs should not be merged with community colleges. Directors of PK-12 school boards should continue to elect AEA directors.

AEAs should be assured of equitable, consistent, and timely funding and receive adequate funding for mandated programs and services.

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COMMUNITY COLLEGES

Community colleges are an integral part of public education and are strong partners with Pre-K-12 schools in the delivery of career and technical education and of enhanced educational offerings at the high school level through concurrent enrollment. As such, they must be funded by both state and local sources in a consistent and equitable manner.

FEDERAL GOVERNMENT

Generally, IASB opposes a centralization of decision making on local and state educational issues in the federal bureaucracy and the United States Congress. Iowa citizens have the ability and desire to make decisions affecting the education of their young people. IASB urges Congress, the President of the United States and the U.S. Department of Education to support local control of school districts, continue the commitment to local flexibility, and reward local efforts to improve student achievement. If the federal government decides to intervene in state and local education policy, any mandated changes, particularly those taking energy and focus away from real comprehensive school improvement and student achievement, must be fully funded by federal dollars without a shift from other education resources.

Iowa schools should receive the federal commitment to help with the cost of educating students with special education needs combined with the federal support equal to other states, based on student needs, to maintain our level of educational excellence. The federal government should not impose intrusive or unnecessarily restrictive or prescriptive laws governing our community schools.

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2023 Legislative Resolutions

STUDENT ACHIEVEMENT AND ACCOUNTABILITY

1. STUDENT ACHIEVEMENT

Iowa students benefit from rigorous content standards and benchmarks that reflect the real-world knowledge and skills students need to graduate from high school prepared for college, trade school, military service, or to enter the workforce. We support state policies to:

- Provide technical assistance for school districts to fully implement the Iowa Content Standards which define what students should know and be able to do in math, science, literacy, social studies, and 21st century skills.
- Ensure research-based professional development that provides educators with training, support and time to work together.
- Support intensive, high-quality tutoring to improve student literacy and math proficiency.
- Continue evidenced-based literacy materials to help improve student achievement.
- Expand programming for career and technical education and apprenticeships.
- Ensure assessments are aligned to high expectations, improve and align instruction, and quality professional development.
- Support curriculum decisions that are made by locally elected school boards.
- Allow a consideration process that engages stakeholders, the Department of Education, and the state board of education in new graduation requirements.
- Provide full access to technology and online learning through Infrastructure investments, including:
    - Provide incentives to expand service with a priority on those areas with access to the slowest speeds.
    - Guarantee minimum download and upload speeds as a condition to receive grant funding or other financial incentives.

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2. PRESCHOOL

Research demonstrates that children who take part in early childhood education are more likely to succeed in school. We support state policies to:

- Ensure all school districts have the capacity to serve all 4- and 5-year-olds.
- Allow districts to provide services such as full-day programming, transportation and wraparound care.
- Additional support and resources to provide the necessary behavioral and educational services to 2-5 year olds.

3. EARLY LITERACY

Early literacy programs are the building block for future student achievement. To achieve the goal of all students meeting literacy expectations by the end of third grade, we support state policies to:

- Enhance development and research on best practices for improving proficiency in early literacy strategies.
- Increase support for professional development and classroom intervention strategies focused on implementing best practices for early literacy in grades PK-3.
- Continue to focus on programs funded by the early intervention block grant program with flexibility to use those funds for other PK-3 literacy programs if approved by the school board.

4. ENGLISH LEARNERS

The demographics of Iowa students are ever-changing, and an increasing number of our students do not speak English as a first language. We support state policies that ensure success for these students with the expansion of programming for English-learners (EL) until the students reach proficiency.

5. SCHOOL SAFETY

Every student and staff member should have a safe and secure environment in which to learn and work. We support state policies to:

- Expand resources and evidence-based training for staff and adults working with students to address behavioral issues.
- Provide early identification, intervention, and school violence prevention programs.
- Enhance flexibility for schools to work with parents, the community, law enforcement and emergency personnel to institute safety measures in and around schools.
- Provide evidence-based school safety training for students and staff.

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- Allow maximum flexibility and equitable distribution of resources to meet student, staff and building safety needs.

6. DROPOUT/AT RISK

School boards strive to provide every student with the services they need to remain in school, progress, and graduate to become productive citizens. We support state policies to:

- Include dropout prevention and funding for at-risk students in the foundation formula and the socio-economic status as a factor in determining a student's at-risk status.
- Equalize the ability of all districts to generate dropout prevention funds.

7. MENTAL HEALTH

Student mental health issues are increasing and impacting student achievement. To address these concerns, we support state policies that would establish comprehensive school and community mental health systems to offer preventative and treatment services to:

- Increase access to in-school and telehealth services.
- Increase access to mental health professionals via in-person or telehealth visits.
- Improve awareness and understanding of child emotional and mental health needs through ongoing teacher, administrator, and support staff training.
- Integrate suicide prevention and coping skills into existing curriculum.
- Support the mental health needs of educators and staff.
- Provide a comprehensive mental health resources clearinghouse for schools and community providers.
- Expand training that includes a referral plan for continuing action provided by mental health professionals outside of the school district.
- Designate a categorical funding stream for mental health professionals serving students and ongoing teacher, administrator, and support staff mental health training.
- Support development of a mental health workforce to provide services to children.

8. SPECIAL EDUCATION

All students deserve a world-class education, regardless of disability. To ensure the success of students receiving special education services, we support policies that will:

- Ensure predictable and timely state funding that is reflective of the actual cost and needs of these students, including educational programming and healthcare.

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- Support federal funding that covers 40% of the cost of educating students receiving special education services through the Individuals with Disabilities Education Act (IDEA).
- Modernize and fully fund IDEA by emphasizing improved outcomes for students with disabilities.

9. SHARING AND REORGANIZATION

Many school boards face the difficult task of providing educational opportunities to every student because of declining enrollment. Rural districts rely on sharing and reorganization incentives to provide a world-class education to their students. We support state policies that will:

- Continue sufficient incentives and assistance to encourage sharing or reorganization between school districts, including the establishment of regional schools.
- Expand maximum supplementary weighting and increase the number of positions eligible for operational sharing incentives.

10. AREA EDUCATION AGENCIES

Area education agencies (AEAs) provide essential services to PK-12 students. We support state policies that provide full and equitable funding across all area education agencies to provide essential services in a cost-effective manner to students and school districts including, but not limited to:

- Special education;
- Technology;
- Professional development;
- Curriculum assessment;
- Student assessment data analysis;
- Teacher training on social-emotional learning and mental health services for students in schools; and
- Online remote learning platform for students.

EDUCATOR QUALITY

11. TEACHER RECRUITMENT AND LICENSURE

A highly skilled teacher workforce is essential to student achievement and can be supported by state policies that:

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- Ensure high-quality teacher preparation programs, including alternative licensure programs for individuals with non-traditional or international education backgrounds.
- Provide research-based pedagogy training in addition to content knowledge in a curricular area.
- Encourage initiatives and programs that diversify Iowa's teaching profession to better match our student demographic makeup.
- Expand programs such as Teach Iowa Scholar, Teacher Intern Program, and others as approved by the Board of Educational Examiners.
- Create programs for student teaching grants and stipends and expand teacher apprenticeship programs to make education careers a more attractive and affordable option.
- Use the management fund to offer recruitment incentives to attract high-quality teachers.
- Create reciprocity agreements with other states that have high-quality teacher preparation programs to increase diversity among certified teachers and administrators.

12. TEACHER PROFESSIONAL DEVELOPMENT AND RETENTION

Developing effective teachers and keeping them in every Iowa school district is crucial to student success and can be supported through state policies that:

- Provide teacher leadership and quality professional development programs.
- Provide beginning teacher mentoring programs.
- Use the management fund to offer retention incentives to maintain a high-quality teacher workforce.
- Allow flexibility and resources to pay school staff market competitive wages.
- Provide resources to school districts for ongoing cultural competency training.

FISCAL RESPONSIBILITY AND STEWARDSHIP

13. SUPPLEMENTAL STATE AID

The school aid formula is the biggest driver in providing resources for a high-quality education that translates to a successful future for our students and economic growth in our state. A school's general fund supports a high-quality teacher workforce, critical for student achievement. We support state policies on supplemental state aid rate that:

- Sufficiently supports the ability of local districts to meet parent and community expectations and provide a world-class education for all students.

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- Provide the resources to recruit and retain a high-quality teacher and staff workforce.
- Incorporate inflation and cost-of-living increases to minimize the negative impact on a district's general fund from these increased costs.

14. SCHOOL FUNDING POLICY

Schools and school boards have a longstanding commitment to provide students with the programs and services they need to be successful. We support state policies on public school funding that:

- Sufficiently supports the ability of local districts to meet parent and community expectations and provides a world class education to all students.
- Equalize per-pupil funding for all program areas.
- Equitably funds all Area Education Agencies (AEAs).
- Maintain the funding mechanism for transportation costs that reduces the pressure on the general fund and addresses inequities between school districts.
- Include factors based on changes in demographics, including socio-economic status, remedial programming, and enrollment challenges.
- Reflect actual costs for special education services.
- Support flexibility in the use of voter and board-approved special levy funds.
- Incorporate categorical funding in the formula within three years.
- Include a mix of state aid and property taxes.
- Increase the budget guarantee to 103 percent to provide additional stability to support student achievement for districts with declining enrollment.

15. PROPERTY TAXES

A strong connection between school districts and the community is important to ensure local accountability. Property taxes provide a stable form of financial support for public schools. We support state policies that:

- Ensure efforts to minimize property tax disparities created by the additional levy rate without compromising additional resources to school districts.
- Maintain the ability of districts to determine discretionary levies
- Improve transparency and limits on the use of Tax Increment Financing (TIF) including:
    - Input from all affected taxing bodies before creation of a TIF district; and
    - A limit on the duration of all TIF districts.

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16. TAX BASE

A stable and growing tax base is essential to ensure sufficient funding to school districts to support a world class education for all students. We support state policies to:

- Conduct a non-partisan annual review and analysis of all current income, sales, or property tax exemptions and any other tax credits or deductions currently, including an analysis of the impact on Iowa's economy and state and local tax revenues.
- Conduct a non-partisan cost-benefit analysis, including the impact on Iowa's economy and state and local tax revenues prior to the creation of a new tax credit
- Eliminate any tax credits that are proven ineffective.
- Limit the authority to approve any tax law changes that restrict future tax bases or provide additional tax breaks to the legislature.
- Ensure transparency of current tax laws and proposed tax law changes on the direct and indirect impact on public school funding.

We oppose a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education.

17. BOND ISSUES

Local community investment in world-class education facilities is an important part of providing the best opportunities for student achievement. We support state policies to:

- Allow school bond issues to be passed by a simple majority vote.
- Provide the authority to levy a combination of property taxes and income surtaxes to pay the indebtedness.
- Clarify that revenue bonds do not count toward a 5% statutory debt limit.

18. UNFUNDED MANDATES

Mandates on school districts that are imposed without funding put pressure on the school's general fund budget and can negatively impact efforts to provide a high-quality education for all students. We oppose any mandate that does not provide adequate and direct funding for successful implementation.

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GOVERNANCE

19. LOCAL ACCOUNTABILITY AND DECISION-MAKING

Locally elected school board members are closely connected to students, their families, and the communities in which they live, and are in the best position to understand student needs and identify effective solutions. Restrictive limitations on decision-making authority inhibit innovation, efficiency, and the ability of school boards to make locally based decisions about student achievement.

Local accountability and decision making include:

- Student Achievement: As locally elected officials, school boards should have the ability to set priorities, customize programming, and maximize community strengths to improve outcomes for all students;
- Accountability & Reporting: Data collection for state accountability should enhance the ability of school boards to focus on student learning and school improvement. IASB supports streamlining state-level reporting on management operations and eliminating duplicative or inefficient reporting processes;
- Funding flexibility: School boards should have the ability to maximize existing resources to meet local needs;
- Transparency: School boards should have flexibility to provide public access to records in ways that promote transparency for citizens while balancing the cost to taxpayers; and
- Flexibility on Health and Safety Measures: School boards should have the ability to make decisions, in partnership with local officials, regarding the health and safety needs of students, staff, families and the community.

20. PUBLIC SCHOOL INNOVATION

Students and their families benefit most when their public school has the authority and capacity to innovate. We support state policies that:

- Invest in magnet and innovation schools; expand flexible program offerings; and allow greater partnerships among schools and community organizations.
- Allow charter schools only when under the direction of the locally elected public school board.
- Establish or continue use of accredited online schools or classes.
- Continue collaboration between public and nonpublic schools, provided that no funds are redirected to private schools at the expense of public schools.

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21. PRIVATE SCHOOL CHOICE

Private schools are not required to accept all students regardless of race, religion, gender, gender identity, sexual orientation, socio-economic status, and disability. Private schools are not held to the same standard as public schools with respect to accountability and transparency. Parents should have the choice to enroll their children in private schools, but not with taxpayer money.

We oppose state policies that:

- Establish vouchers, educational savings accounts or any other program that uses taxpayer dollars to fund private schools.
- Provide direct payment of taxpayer funds to private schools or to home school education.
- Increase tax credits or deductions directed toward private schools or home school education.

22. HOME SCHOOL EDUCATION

Parents and guardians have school choice in many forms, including through home school education. We support state policies that:

- Continue Home School Assistance Programs (HSAP) provided by public schools to help home-schooled students achieve success.
- Require registration of all home-schooled students within their district of residence to facilitate assistance through the HSAP.

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