

Final Report No. CDOT-DTD-R-2008-

Development of a City-Wide SR2S Model in Denver and Its Application at Munroe Elementary School

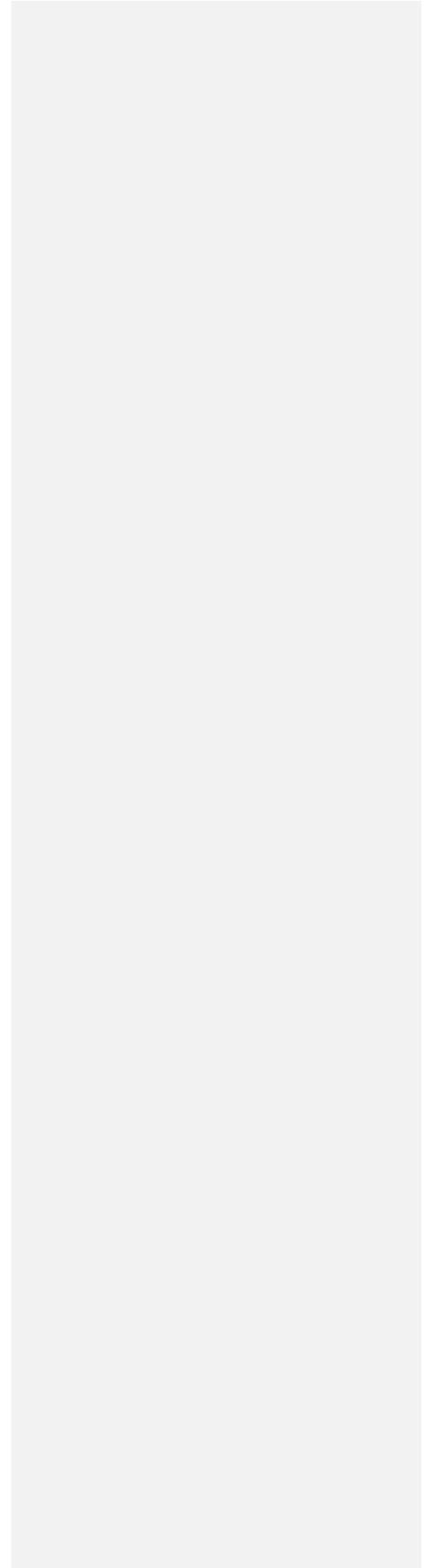
Brian Muller, Beverly Kingston, Pamela Wridt, and Kelly Zuniga



November 2008

COLORADO DEPARTMENT OF TRANSPORTATION
UNIVERSITY OF COLORADO DENVER

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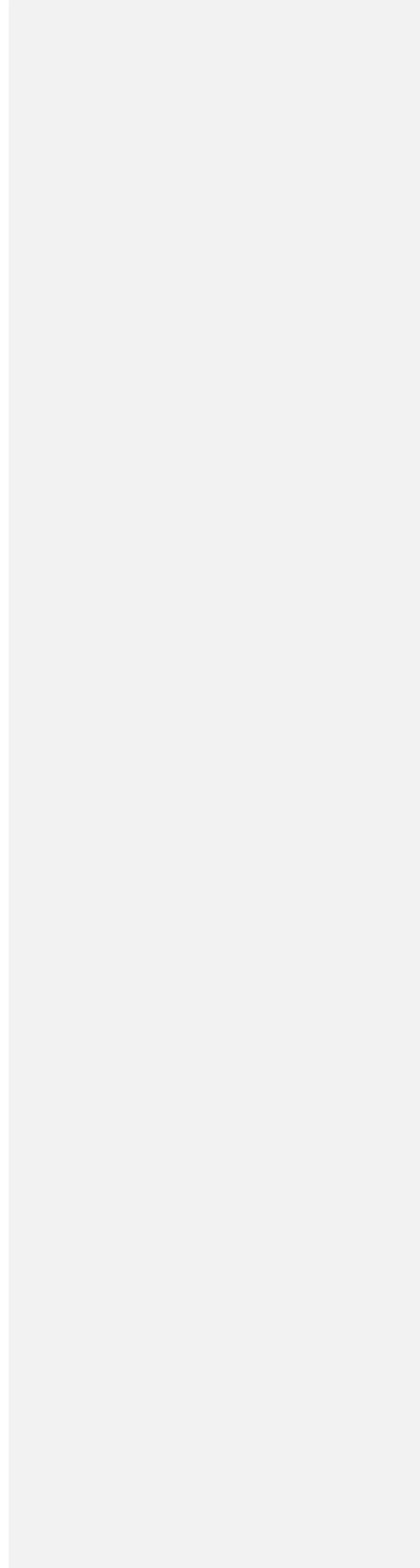


Technical Report Documentation Page

1. Report No. CDOT-DTD-R-2008-		2. Government Accession No.		3. Recipient's Catalog No.	
4. Title and Subtitle Development of a City-Wide SR2S Model in Denver and Its Application at Munroe Elementary School				5. Report Date	
				6. Performing Organization Code	
7. Author(s) Brian Muller, Beverly Kingston, Pamela Wridt, Kelly Zuniga				8. Performing Organization Report No.	
9. Performing Organization Name and Address University of Colorado Denver College of Architecture and Planning 1250 14th Street Denver, CO 80202				10. Work Unit No. (TRAILS)	
				11. Contract or Grant No. SRTS 07-HTD-00059 1593600K	
12. Sponsoring Agency Name and Address Colorado Department of Transportation - Research 4201 E. Arkansas Ave. Denver, CO 80222				13. Type of Report and Period Covered Final	
				14. Sponsoring Agency Code	
15. Supplementary Notes					
16. Abstract					
17. Keywords Colorado, Denver, Safe Routes to School, Public Schools, Walkability				18. Distribution Statement No restrictions. This document is available to the public through the National Technical Information Service 5825 Port Royal Road Springfield, VA 22161	
19. Security Classif. (of this report) None		20. Security Classif. (of this page) None		21. No. of Pages	22. Price

Form DOT F 1700.7 (8-72) Reproduction of completed page authorized

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Development of a City-Wide SR2S Model in Denver and Its Application at Munroe Elementary School

by

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for

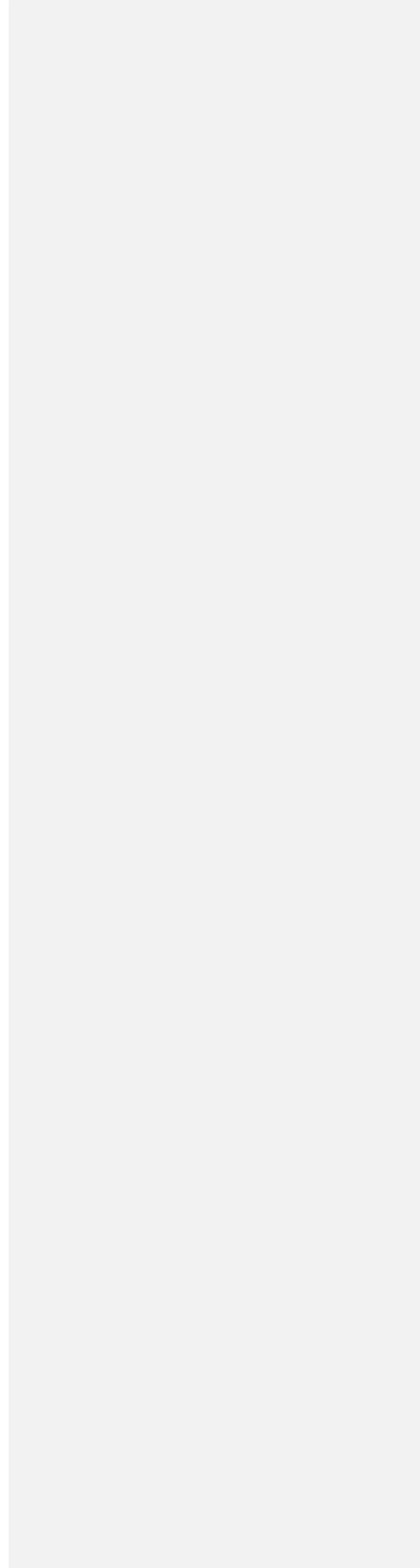
Colorado Department of Transportation

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ACKNOWLEDGMENTS

Faculty, professional research staff and graduate students at the University of Colorado Denver prepared software for the community workshops and information-gathering exercises, processed survey data, and provided other guidance. We acknowledge the contributions of the following: Chris Haller, Jon Miller, Avant Ramsey, Bo Yan, Nighat Parval and Rachel VanCleves. Brian Muller, Bo Yan, Avant Ramsey and Jonathan Miller analyzed the perceived and objective risk data.

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EXECUTIVE SUMMARY

This project was designed to provide children, parents, and other community stakeholders with a process for communicating and addressing concerns about the safety of the Westwood neighborhood. We used a comprehensive approach tailored to the needs of their neighborhood and based on the “4 E’s”: Education, Engineering, Enforcement, and Encouragement. During Phase 1 of the project, we conducted a comprehensive safe routes assessment utilizing a web and interview-based audit method developed by faculty in the Department of Planning and Design at the University of Colorado Denver. We conducted interviews with students in Grades 2 to 5 at Munroe Elementary School, and organized multiple meetings with community stakeholders (parents, teachers, school administrators, government officials, business leaders, law enforcement officials, health advocates, and professionals in transportation, urban planning, engineering, and health). At these meetings we presented the initial results of the student-driven community audit, identified additional neighborhood concerns, and prioritized the critical areas to be addressed through school programs, neighborhood plans, and capital improvement efforts. In Phase 2, the Planning Team used a comprehensive approach to implement a SR2S program. We worked with community-based programs and the parent organization at Munroe to recruit parents and school leaders to continue to implement and advocate for safe routes to school programs.

1. INTRODUCTION

The Colorado Department of Transportation (CDOT) is charged with developing and supporting Safe Routes to Schools programs throughout Colorado. This project was designed to (1) provide children, parents, and other community stakeholders with a **process** for communicating their concerns about the safety of the Westwood neighborhood; and (2) address these concerns through a comprehensive approach tailored to the needs of their neighborhood and based on the “4 E’s”: Education, Engineering, Enforcement, and Encouragement.

Comment [v1]: Method? Procedure? Process?

Phase 1: Participatory Planning Process. During Phase 1, we conducted a comprehensive safe routes assessment utilizing a web and interview-based audit method developed by faculty in the Department of Planning and Design at the University of Colorado Denver. Our approach is designed to help parents, law enforcement personnel, city planners, parks managers, school administrators and others to evaluate and address impediments and risks identified by children themselves. It provides schools and communities with an understanding of children’s own perspectives about their local environment. Research suggests children have the capacity to articulate their concerns and ideas about their local environment if provided with the appropriate tools and techniques. This approach provides children with a vehicle for communicating their concerns about their environment, and for integrating these expressions into a broader framework of data and analysis about the physical and social character of the routes to and from school.

We conducted interviews with students in Grades 5 at Munroe Elementary School. Students were recruited with the assistance of the school principal and the after school technology leadership program, Open World Learning, to represent the school’s gender and ethnic diversity and the geography of routes to and from school. Our approach goes beyond existing walkability audits in two ways: 1) it enables children as young as 7 or 8 years old to articulate their concerns about routes to school, and 2) the data students generate is GIS-compatible and can be easily linked to “objective” spatial data such as traffic volume, accident rates, absence of sidewalks, etc.. Based on this work and an interview protocol, students draw their routes to school, discuss their travel behaviors and assess hazards using web-based maps

and survey forms. Utilizing this protocol, we overlaid students' perceptions with GIS-based parcel, business, social, transportation and planning data on the neighborhood. Using high-resolution methods developed in our previous research, we analyzed hazardous areas based on the presence of vacant lots, business type, street congestion and other factors. This resulted in maps and information describing existing neighborhood hazards.

Meetings with community stakeholders (parents, teachers, school administrators, government officials, business leaders, law enforcement officials, health advocates, and professionals in transportation, urban planning, engineering, and health) were then be conducted to present the initial results of the audit, identify additional neighborhood concerns, and prioritize the critical areas to be addressed through school programs, neighborhood plans, and capital improvement efforts during Phase 2 of this project.

Phase 2: Safe Routes to School Program Implementation. In Phase 2, the Planning Team will use a comprehensive approach to implement a SR2S program that includes the four "E's": Education, Engineering, Enforcement, and Encouragement. While these program elements are essential for an effective SR2S program, it is important that the actual design of the program be driven by community stakeholders. In this description of Phase 2 of the project, we explain how these elements of effective SR2S programs may be applied to the Westwood neighborhood according to the needs identified in Section 1.

The project manager coordinated with the Denver Police Department, Denver Public Schools Risk Management, and other organizations promoting neighborhood safety to provide safety training for parents and students. We worked with community-based programs and the parent organization at Munroe to recruit parents and adopted a train-the-trainer approach to parent and student education by educating parent leaders to continue the project. Physical improvements to the infrastructure surrounding the school and enforcement of traffic laws must also be in place before encouraging children to walk or bike to school. Prioritizing engineering changes, we wrote a proposal to fund infrastructure changes during the next round of SR2S funding. We worked with city engineers and law enforcement to implement both short- and long-term solutions to these safety problems.

2. RISK MAPPING

The purpose of risk mapping is to identify areas for public improvement that would encourage students at Munroe Elementary school to walk to and from school. This component of the project included three parts: software development for data collection; survey; and survey analysis.

In the first phase of this project, we modified software used by the OWL after-school program to support simple icon-based simulation. We selected this software because it is already in use by a large number of schools, and students in each school are trained in its use. We modified the software code for three objectives: (1) enable placing a map of the neighborhood as a background image, (2) modification of icons to indicate locations of uses and threats, and (3) support for retention and collection of data indicating coordinate location and type of icon.

33 fifth graders at Munroe Elementary were surveyed on the route they took to school, the mode of transportation they used to get to school, and perceived hazards along these routes. We worked with youth leaders in the OWL after-school program to administer the instrument and train participants to use the software. Survey instruments are included in the appendix. Surveys were indexed by number to icons.

In the third phase of this project, surveys were analyzed using geographic information system [GIS] software. The results of these surveys were input into ArcGIS and evaluated to develop a list of blocks that are of high priority for improvement to encourage walking to school. We developed a Demand-Vulnerability-Risk-Perception (DVRP) method to identify priority areas for further consideration. Demand describes frequency and intensity of use related to specific geographical features (e.g., streets). Vulnerability describes attributes of users that makes them more or less susceptible to injury from hazards. Risk describes technically-defined attributes of the biophysical environment that makes it more or less hazardous. Perception describes subjective hazard defined by users of the environment. The product of this analysis is priority areas for further policy consideration.

$$\text{Priority Index} = 1*(\text{Frequency of Use}) + 1*(\text{Vulnerability of Users}) + 2*(\text{Traffic Index}) + 2*(\text{Perceived Threats})$$

The individual factors from the priority index were gathered as follows:

Frequency of Use: The routes of each user were mapped in ArcGIS, and each street block was given a score for the number of users that used it. This score is frequency of use. Frequency of use was also disaggregated into frequency of use by automobiles, bus and walkers.

Vulnerability of Users: Each user was assigned a vulnerability based on their age and gender. 11 year old boys were assigned a vulnerability of 1, 10 year old boys a vulnerability of 2, 11 year old girls a vulnerability of 3 and 10 year old girls a vulnerability of 4. Each street block was given a vulnerability index that is the average vulnerability score for all the users of that block.

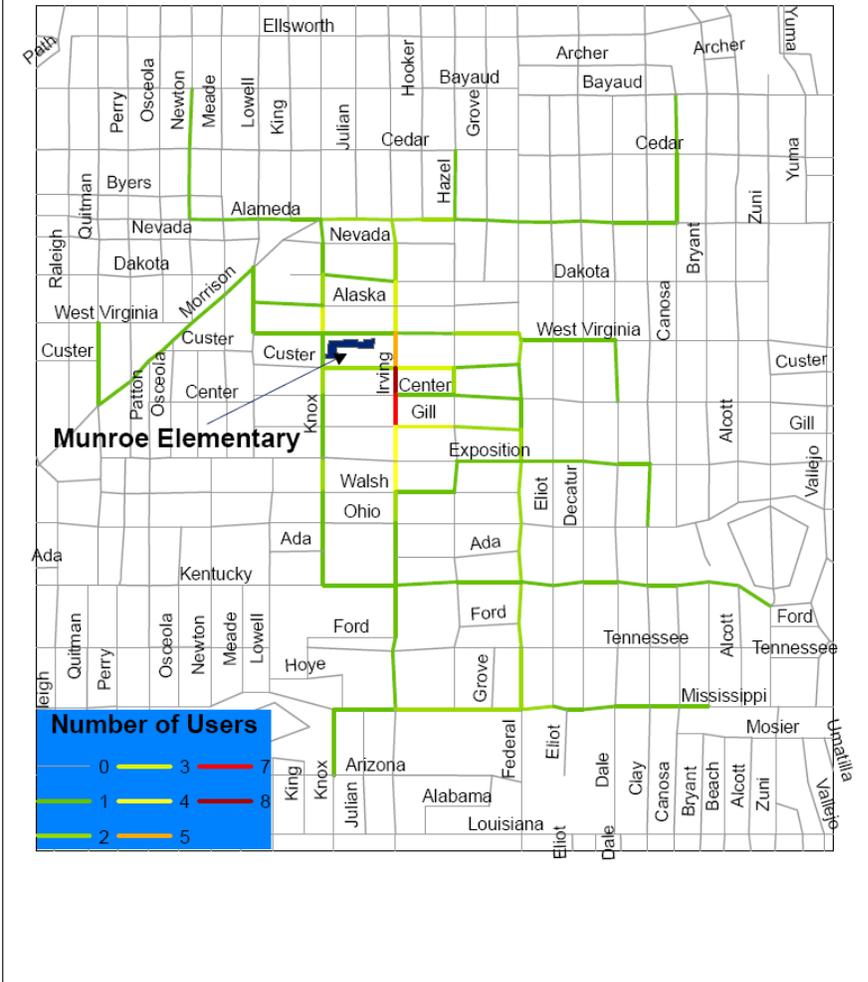
Traffic Index: The arterials and highways, as designated by CDOT, were given traffic index scores based on their CDOT calculated Average Annual Daily Trips [AADT], which is a measure of the vehicle trips on each segment per day. The traffic index was calculated by rounding the AADT up to the nearest 1000, and dividing by 1000. In this way, each block was given a traffic index. Local Streets, which did not have CDOT calculated AADTs were given traffic indexes of 1

Perceived Threats: The perceived threats were mapped based on geographic coordinates, and each street block was assigned a value that represents the number of these threats that are the closest to that block. This is the perceived threat value.

Weights: As the purpose of this study is to identify areas for improvement, the traffic index and perceived threats were weighted more heavily (weights of 2) than frequency of use and vulnerability of users (weights of 1), because neither frequency nor vulnerability can be changed through public improvements.

The results of this analysis indicate that 43 blocks had priority indexes greater than 1, and these indexes ranged from 7 to 89. These blocks are listed in the Priority Blocks table, and mapped in the Priority for Walkability by Block map. Example maps are as follows: frequency of automobile use, automobile-related hazards, and the final map describing the priority index.

Frequency of Automobile Use



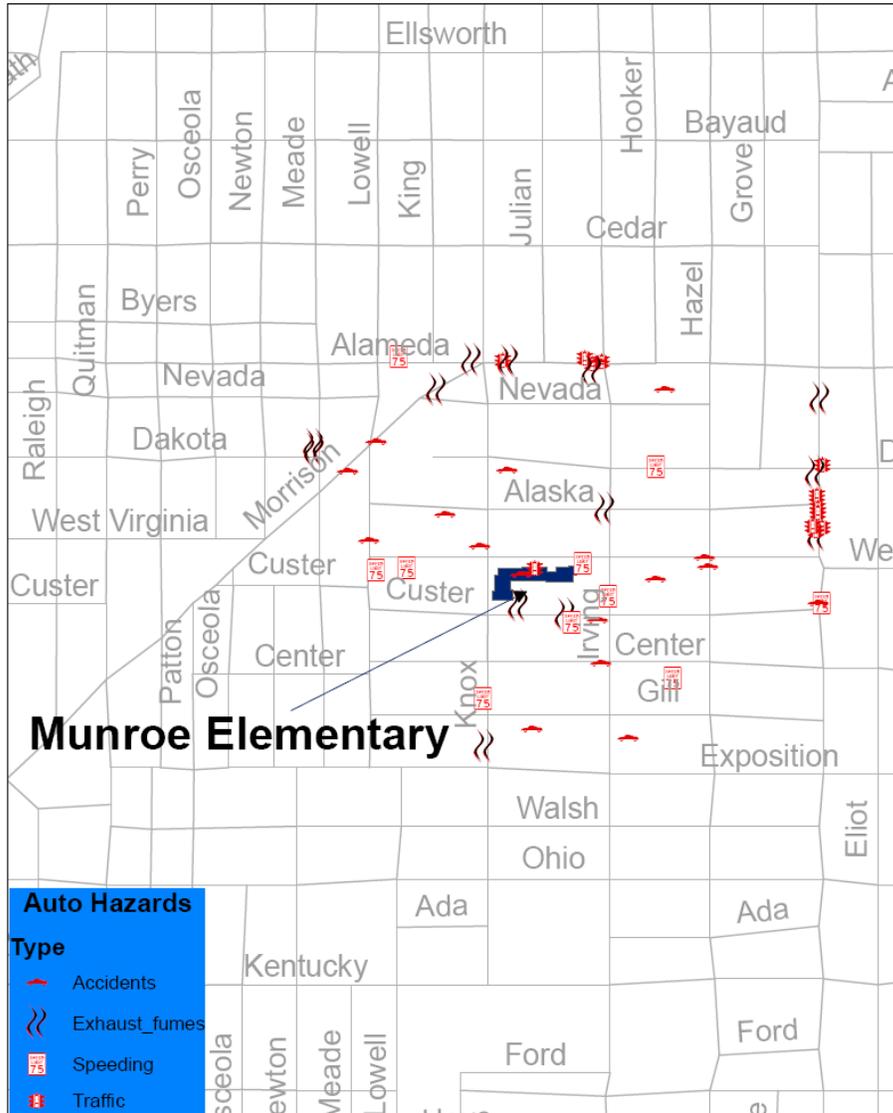
Safe Routes to School: Munroe Elementary

Prepared at University of Colorado- Denver By:
 Brian Muller, Bo Yan, Avant Ramsey, Jonathan Miller

0.3 0.15 0 0.3 Miles



Automobile Related Perceived Hazards



Life Routes to School: Munroe Elementary

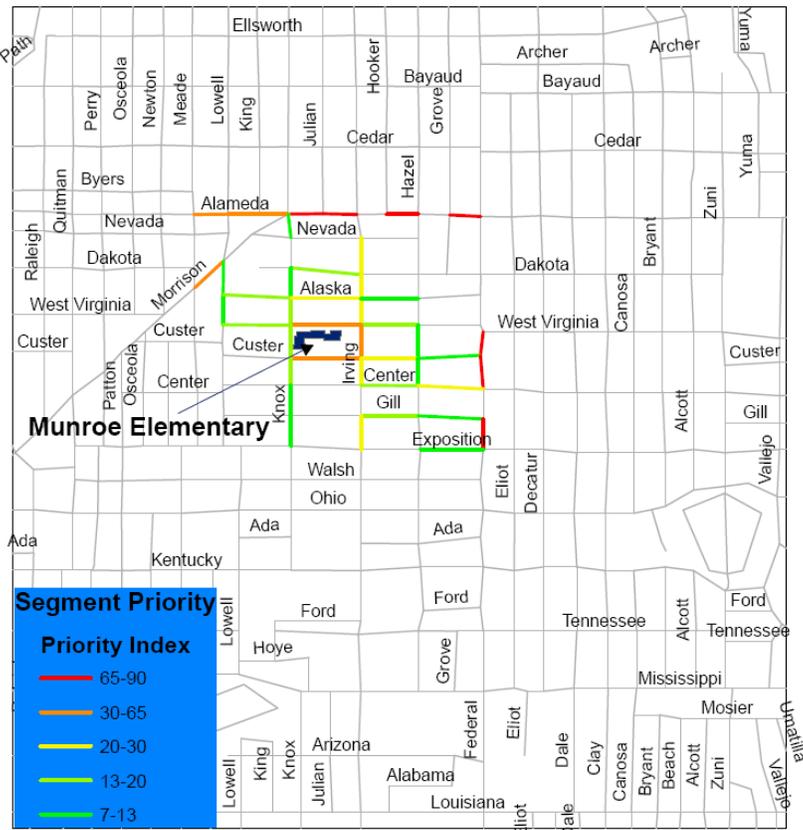
0.1 0.05 0 0.1 Miles



Prepared at University of Colorado- Denver By:
 Brian Muller, Bo Yan, Avant Ramsey, Jonathan Miller



Priority for Walkability Improvement by Block



Safe Routes to School: Munroe Elementary

Prepared at University of Colorado- Denver By:
Dr. Brian Muller, Bo Yan, Avant Ramsey, Jonathan Miller

0.3 0.15 0 0.3 Miles



3. TRAFFIC ASSESSMENT AND WALKING AUDIT

A Safe Routes Planning Team was formed during March of 2007 with parents and faculty from the school. The Team identified two needs: a traffic assessment and a walking audit for parents. With respect to the traffic assessment, the Safe Routes Planning Team determined that traffic congestion at school drop-off and pick-up was a primary planning concern and tasked the project staff to assess traffic congestion issues.

The traffic assessments was completed in two days, on Wednesday, March 7, 2007, in the morning and Thursday, March 8, 2007, in the afternoon. Project staff observed patterns of pedestrian and traffic movement at both drop off in the morning and pick up in the afternoon. Staff identified opportunities (promises) and issues (problems) based on discussion of observations. These led to set of recommendations that project staff brought back to school faculty and administrators and parents. The findings of the traffic assessment are as follows.

Promises

- Many students escorted by one or both parents.
- Waiting families socialize.
- Low volume from main entrance – kids come and go from all sides.
- Most traffic and problems occur within 10-minute periods am and pm.
- Teachers greet and oversee drop off and pick up.
- There is a friendly atmosphere around the school.
- Traffic along Knox is not heavy during either period

- Dogs were calm.

Problems

- Westbound cars drop kids off on the wrong side of the street or in the middle.
- Cars wait in westbound lane behind busses to pick up.
- Cars pass busses in both directions.
- Cars do u-turns in front of busses and school.
- Cars park all along no parking zone blocking busses.
- Children cross between cars to load in center lanes.
- Children cross all along Virginia to get to cars parked on north side.
- Thru traffic (cars and busses) moves faster.
- Bus exhaust collects at front entrance.
- Busses parked on south side of Virginia (front entrance) block lanes and visibility.

Possible recommendations

- Change Virginia to a one-way street going east.
- First lane for busses to wait. (Enforce no parking in bus zone)
- Second lane for cars to wait.
- Third lane for moving traffic.

- Fourth lane for parking.
- Eliminate thru traffic during loading (cars or busses).
- Create wide, raised crosswalk in front of the main entrance.
- Create secondary crosswalk at east edge of building.
- Discourage jaywalking.

Walking Audit

We conducted the Safe Routes Walkability Audit on April 17th. Approximately 50 parents participated and walked the neighborhood surrounding the school to prioritize problems. The goal of the walking audit was to help community members to map their observations about needs and opportunities to reduce risks for students walking to and from school. The audit was designed so that community members were in the lead, observing and describing their communities with little mediation by project staff. The instruments used in the audit were a map on which participants could indicate their concerns about specific places, and a set of audit questions. The neighborhood proximate to Munroe school was divided into quadrants so that each group of parents could walk through their assigned area and make comments on it in a reasonable time frame (about 45 minutes).

The audit program began with a presentation on the SR2S project in general, specific project work and the structure of the audit itself. We asked parents to go to the quadrant closest to where they live, and requested that each of the four groups to separate into English and non-English speaking sub-groups. We then asked one community member of each group to volunteer to lead a walk, traversing up and down neighboring streets. We asked them to note on the map the things they saw. Project staff also described some of the things children suggested about risk and indicated the easiest ways to make notes on the maps.

The summary results from the Walking Audit are as follows.

Also significant, the detailed questions did not include “narrow sidewalk” as an option. This was a topic of informal discussion with one of the walking tour groups (south of the school). They observed that sidewalks running North and South were very narrow, making it impossible to walk two abreast. With the large group, most people walked in the street. This was not true of East-West streets, which had generous sidewalk widths.

The most significant responses to detailed questions were that the sidewalks were broken and that there is too much traffic. The problem with traffic appears to be exacerbated by the narrow, broken and blocked sidewalks that cause pedestrians to walk in the street.

Question 2: Was it easy to cross streets?

The second question began by asking if it was easy for the respondent to cross streets during the walk. It then listed six possible obstacles that might impede street crossings (see items a thru f below). Similar to the first question, the wording of the second question implied that if the respondent initially answered yes, the remaining parts of the question could be skipped. However, 12 respondents who answered yes initially (out of 23 total) also marked one or more boxes in the more detailed questions. This could be interpreted to mean that 27 of the 38 respondents who answered this question experienced difficulty crossing streets.

Question 2	Results 1: n=36				Results 2: n=36				Total: n=72			
	y	N	y/n	--	y	n	y/n	--	y	n	y/n	--
Q2 easy to cross?	6	11	3	16	17	4	0	15	23	15	3	31
a. wide	2	34	-	-	6	30	-	-	8	64	-	-
b. long drive signals	3	33	-	-	6	30	-	-	9	63	-	-
c. no crosswalk	19	17	-	-	9	27	-	-	28	44	-	-
d. cars block view	15	21	-	-	6	30	-	-	21	51	-	-
e. trees block view	10	26	-	-	5	31	-	-	15	57	-	-
f. no/bad curb ramps	14	22	-	-	4	32	-	-	18	54	-	-
g. other	cars, garbage, arromuados											

The most significant responses for this question are a lack of crosswalks and ramps and views blocked by cars or shrubs. The length of time for crossing roads was in most cases limited by the speed and volume of traffic, since many blocks do not have traffic signals. Respondents did not express significant concern regarding the width of streets.

Question 3: Did drivers behave well?

The third question began by asking if behaved well. It then listed five possible actions that might be interpreted as poor behavior (see items a thru e below). Similar to the first question, the wording of the second question implied that if the respondent initially answered yes, the remaining parts of the question could be skipped. In this case, only 7 respondents who answered

yes initially (out of 26 total) also marked one or more boxes in the more detailed questions. This could be interpreted to mean that 23 of the 42 respondents who answered this question regarded drivers as behaving poorly.

Question 3	Results 1: n=36				Results 2: n=36				Total: n=72			
	y	N	y/n	--	y	n	y/n	--	y	n	y/n	--
Q3 drivers behave?	8	12	0	16	18	4	0	14	26	16	0	30
a. back out no look	4	32	-	-	3	33	-	-	7	65	-	-
b. no yield to ped/x	8	28	-	-	10	26	-	-	18	54	-	-
c. turned into ped/x	4	32	-	-	1	35	-	-	5	67	-	-
d. fast	21	15	-	-	9	27	-	-	30	42	-	-
e. sped thru lights	8	28	-	-	4	32	-	-	12	60	-	-
f. other	Vandalism											

The behavioral problems reported most frequently were driving speed, failing to yield to pedestrians, and speeding through lights. Respondents did not report drivers backing out of driveways or turning into pedestrian crossings without looking.

Question 4: Was it easy to follow safety rules?

This question began by asking whether it was easy to follow safety rules. It then asked four detailed questions. Because the initial question was rhetorical, there is no discrepancy in the results. The results do not include a blanket statement regarding the ease of following safety rules.

Question 4	Results 1: n=36				Results 2: n=36				Total: n=72			
Was it easy to follow safety rules?	y	N	y/n	--	y	n	y/n	--	y	n	y/n	--
a. cross at crosswalks	12	13	0	11	29	3	0	4	41	16	0	15
b. stop and look	6	16	1	13	17	5	0	14	23	31	1	27
c. sidewalks/shoulders	2	5	0	29	10	3	0	23	12	8	0	52
d. cross with light	6	6	0	24	8	5	0	23	14	11	0	47
f. other												

The response rates for this question were not good. There were few crosswalks beyond the first block around the school. Circumstances that would prevent a child from stopping and looking both ways might include a view blocked by parked cars or vegetation, as reported previously. The third sub-question had the worst response rate, but hearkens back to the results of the first question, in which respondents reported some difficulty using sidewalks. Many streets around the school do not have traffic signals.

This question may be misleading in the context of the survey. The majority of the group who came to the meeting enthusiastically agreed to participate and many described the walk as an enjoyable experience. However, since the larger purpose of the survey appears to be an opportunity to describe problems with the streetscape, respondents may have been reluctant to mark yes to the initial question.

The detailed questions reference more specific characteristics of the environment, rather than the experience of walking. The two most significant answers are that there are scary people and garbage along the way. The other sub-questions received fewer yes responses. However, that may be explained by the way the walks were organized. Each group or individual traveled in only one quadrant near the school, and only during daylight. Some problems, such as scary dogs, are concentrated in one quadrant. Sixteen responses regarding dogs may be more important than they look in the counts. Also, there is quite a bit of graffiti along the way, and this was not given as a response.

Some of the main concerns in the neighborhood surrounding the school are scary people, fast cars and unchained dogs. Results from a different survey show that many parents feel that their children lack walking companions. These problems are magnified by the condition of sidewalks (narrow, broken, blocked) that do not allow multiple pedestrians to walk abreast. A “buddy system” or walking school bus may be an appropriate way to address many of the circumstances that prevent parents from allowing their children to walk. But this must be preceded by infrastructure improvements that make those measures feasible and safe.

4. IMPLEMENTATION

In Phase 2 of this project we undertook initial implementation of physical improvements around the school, as a foundation for further community activity. Implementation actions included a traffic safety plan associated with the traffic assessment described above; reorganization of bus pick-up at the school; educational activities; police enforcement of traffic plan; and incentives for walking to school on certain days. In addition, we solicited additional funding and wrote proposals. Implementation activities were overseen by the Safe Routes Planning Team. Meetings were held monthly. Meeting minutes are attached in the appendix describing key activities undertaken in this Phase.

5. OUTCOMES

The project resulted in a variety of tangible outcomes. Egress from the school was shifted to another side as a result of the traffic assessment and plan, and buses were directed to pick up students on that side. A school area clean-up program was initiated, and the Learning Landscapes Project has continued the program through 2008. A “Walking Wednesdays” program has been established, with education and promotion among the students to encourage them to participate. Several proposals were written, including one for CDOT infrastructure funding. One additional project was funded. The student and parent audits and traffic plan provided a basis for these two proposals and for additional planning and development efforts by students and teachers. The audit techniques explored in this project were feasible, produced useful information, and generated relatively high rates of participation by both students and parents. Most participants felt that the modified use of OWL software in a walking audit was effective and could be replicated in other schools. In general, activity, discussion and project work to encourage walking to school have continued at Munroe, in part building on the momentum created through this project.

Appendix: Risk Mapping Interview Instructions - Youth leader protocol

OWL leaders:

- Pick a computer station.
- Wait for the first group to come to your station.
- They will come in groups of 3 people.

- Open the program.
- Widen the screen on the bottom to show the whole map.
- Write the group letter into the textbox.
- Save the file into the folder that Ryan showed you.
- Name the file the same as the group letter.

- Ask the group members what things they have seen (from the list) and where.
- Place a turtle on the location.
- Number the turtles in the text box and write comments.
- Click graphics button.
- Select the symbol for the item they want to map and click on the turtle.
- Repeat for each question.

- If the screen is crowded with icons – make turtle smaller with magnifying glass.
- Type “everyone[ht]” to hide the turtles. They will still be saved.
- SAVE the document at the end of the interview.

Wait for the next group to arrive.

There will probably be 1-2 groups for each of you.

**Munroe Safe Routes to School
Traffic Congestion Meeting Minutes
June 7, 2007**

Attended By: Kelly Draper, CYE; Barb Lorenz, Munroe; Stephen Finley, DPS Risk Management; Dan McNulty, Denver Police; Crissy Fanganello, Public Works; Beverly Kingston, CYE; Kelly Colvin, Public Works

The meeting began with a description of Munroe's traffic congestion problem. This is a common problem at DPS schools and the solution requires enforcement and education of the school's traffic safety plan. Below is a list of the main topics we discussed at the meeting:

Traffic Safety Plan

Create a traffic safety plan for Munroe prior to school starting and begin implementing the plan the first day of school – Get sample of plans from Debbie Beck; Kelly Draper to work on a draft of the plan

- Require drop-off clock-wise around the sidewalk surrounding the school so that kids do not have to cross the street
- Get a copy of the AAA safety tips from Debbie Beck
- Include plan for parking

Physical Improvements

- Move buses to the South side of the school – Kelly Colvin to work with DPS transportation
- City to highlight cross walks
- Police to paint walking tracks for kids to follow
- Work with Crissy to prioritize physical improvement needs and plan to submit a CDOT infrastructure grant in December

Education

- Distribute educational materials regarding traffic safety at registration, parent meetings, and back to school night
- Also teach traffic safety to kids
- Check with AI from DPS security about getting DPS Yard Signs before school starts

Enforcement

- Police to help with enforcement of traffic safety plan during the first week of school; teachers and administrators hand out the safety plan whenever it is not being followed
- Look into developing a model school safety patrol program for 5th graders at Munroe (e.g., Sidewalk Rangers); the kids would not cross the street but help to enforce drop-off in the appropriate areas around the school

Encouragement

Munroe to participate in International Walk to School Day on October 3rd

- Students to make posters about traffic safety

Timeline

DATE	MILESTONE	Person/s Responsible
June	Get sample traffic plans from Debbie Beck and check with her about school safety patrol programs	Beverly
June	Contact DPS transportation about moving buses	Kelly Colvin
June – July	Draft traffic safety plan	Kelly Draper
June – July	Analyze assessment data and prioritize physical improvements	Kelly Draper
June	Check with AI from safety about DPS yard signs	Beverly

Early August	Finalize traffic safety plan	Everyone
August	Create safety promotional materials in English and Spanish	Kelly Draper Beverly Barb
August	City to highlight crosswalks and police to create walking tracks	Kelly Colvin Officer McNulty
August	Police to assist in enforcing the traffic plan the first week of school	Officer McNulty
August – September	Plan for CDOT Infrastructure grant with Public Works	Beverly Kelly Draper Chrissy Safe Routes Planning Team
September	Students to make traffic safety signs in art class – post for Walk to School Day	Barb
October 3 rd	International Walk to School Day	Everyone
December	Submit CDOT Infrastructure grant	Chrissy Safe Routes Planning Team

Next Meeting: 11:00 a.m., August 2, 2007 at Munroe

Munroe Safe Routes to School
September 7, 2007

Attended By: Debbie Beck, DPS Risk Management; Rachel Cleaves, Learning Landscapes; Kelly Colvin, Public Works; Rosalba Guzman, Munroe; Beverly Kingston, CYE; Barb Lorenz, Munroe; Dan McNulty, Denver Police; Kelly Zuniga, CYE

Traffic Safety Plan

- The new traffic plan has been implemented at Munroe
 - It is better because everyone is entering from the back of the school
 - Strangers are not roaming the halls
 - Every crosswalk is now covered by a teacher in the a.m. and p.m.
 - One of the teachers is opening the car doors for the students being dropped off – this seems to be effective but is a lot for one person
 - Rosa is helping to coordinate and said that teaching children and parents about the plan is an important next step
- There are still problems with enforcement
 - kids not using crosswalks
 - parents parking in between bus spots
 - parents dropping off kids on the wrong side of the street
- School to use cones to designate no-parking areas and reserve space for buses

Enforcement

- Barb to try to get more safety vests from teachers that are not using them
- Munroe staff will identify a few 5th graders to help open car doors during school drop-off; The kids would not cross the street but help to enforce drop-off in the appropriate areas around the school

Physical Improvements

- Buses have been moved to the South side of the school with the exception of the No Child Left Behind bus that arrives at Munroe before 8:00 a.m.
- We met with Public Works to prioritize physical improvement needs and to determine whether we can submit a CDOT infrastructure grant in December
 - We are looking at the possibility of widening some of the sidewalks
 - Also, Public Works is evaluating possible solutions to the traffic problems on Morrison
 - Beverly submitted a request for research with DPS in order to get a scatterplot of where Munroe student's live – this will help with decisions for infrastructure improvements

Education

- Now that the safety plan has been implemented there is a great need for education of parents and children.
 - We talked about hosting some Safety Nights for parents at Munroe
 - Nancy Campbell to schedule free safety workshops for students by Community Resources Inc.
- Teachers to teach children about traffic safety plan and safe walking during breakfast

Encouragement

Munroe to participate in International Walk to School Day on October 3rd

- Letter announcing Walk to School Day needs to go out in the Wed. folders two weeks before event on September 19th; reminder letter the week before September 26th; we need to customize the letter for Munroe (include invitation to breakfast) and translate it into Spanish. Beverly will send draft of the letter in English to Munroe by Friday September 14. We should also send parents information on the new traffic plan and pedestrian safety
- Students to make posters and banners about traffic safety
 - Rachel to supply banners that students can decorate
- Walk to School Day materials are available on the DPS Risk Management website at this link: <http://riskmanagement.dpsk12.org/> Click on the Walk to School Day link.
- We invited Councilman Paul Lopez to attend Walk to School Day – Could he speak at the parent's breakfast?
- Officer McNulty to check about inviting the Mayor or other officials
- Rachel to plan Walk to School Day with Rosalba and parents
 - Parents can help publicize event by making signs, flyers, etc.
 - Parents can help organize – plan walking routes, help make and serve breakfast, participate with their kids
 - Also looking into having breakfast in the Cafeteria with parents and provide a short workshop about the traffic safety plan

Grant Applications

- Rachel submitted \$4,000 application to COPAN for Safe Routes Programs at Munroe
- Safe Routes CYE team to work with Public Works on infrastructure application

Timeline

DATE	MILESTONE	Person/s Responsible
August – September	Plan for CDOT Infrastructure grant with Public Works	Beverly Kelly Draper Crissy Rachel Brian Muller Pamela
September	Students educated on traffic and pedestrian safety by teachers during breakfast; schedule with Community Resources Inc for safety program in classrooms or as an	Jody Barb Debbie

	assembly	Nancy Campbell Teachers
September	Work with Rosalba, ESL classes, and PAC to plan International Walk to School Day	Rachel Rosalba
September	Students to make traffic safety signs in art class – post for Walk to School Day Rachel to provide banners to Munroe	Barb Jody Art teachers
October 3 rd	International Walk to School Day	Everyone
September – October	Finalize maps for use in planning and present information back to Munroe	Brian Pamela Beverly Rachel
December	Submit CDOT Infrastructure grant	Crissy Safe Routes Planning Team

Next Meeting: 9:30 a.m., Thursday, September 27, 2007 at Munroe

