2017
Safe Routes to School Plan
For
City of Dighton

Submitted to KDOT
August 14, 2017

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I. **History**

In the summer of 2014, the City of Dighton applied to the Kansas Department of Transportation (KDOT) seeking funding to create a Safe Routes to School Plan. The City was selected to receive reimbursable funding in the amount of $15,000 to create a Safe Routes to School Plan.

Upon notification of award, the City chose to hire an engineering consultant to assist in the creation of the plan and to perform necessary engineering analysis. The City elected to use RMA Engineering, LLC (RMA).

The City of Dighton is located in Western Kansas as shown on page 4 in Figure 1: Site Map. The City has a population of approximately 1,050 people. The school district (USD 482) has approximately 192 students whom attend the Elementary school. The school is shown in page 5 in Figure 2: Location Map.

A committee comprised of City, USD 482 personnel/students, law enforcement and RMA Engineering was formed to create a Safe Routes to School plan for the community of Dighton.

The committee’s responsibility was to create and promote a community wide Safe Routes to School Plan that would be viable and implementable. The plan addresses five topic areas: **education, encouragement, enforcement, engineering and evaluation**. The five topic areas are commonly referred to as the 5’E’s. The committee members are indicated in Table 1: Committee Members, shown on page 8.

The committee met on a regular basis for throughout the 2016-2017 school year to create a plan and promote the program. RMA facilitated the meetings by providing training manuals, examples and making suggestions regarding what had and had not been successful in other communities. RMA also provided engineering analysis and evaluation. Throughout the planning stages the committee was required to answer four questions pertaining to prospective activities, “**What, When, Who and How**.”
Figure 1: Site Map
Figure 2: Location Map
To receive feedback from students and parents, baseline surveys were conducted. Surveys consisted of an in-class tally sheet completed by teachers over a one week period and a take home survey completed jointly by parents and students as a homework project. In addition to the standard survey forms provided by the National Safe Routes to School Clearinghouse, a walking map project was included with the take home survey. The walking map project is also part of the education/encouragement curriculum. Students were asked to sit down with their parents and map out the travel route they do or would use to walk or bicycle to school.

The surveys served multiple purposes. First, the survey enabled parents and students alike to be involved in the planning process. Secondly, the results helped identify issues parents and students felt required improvement to encourage walking and/or bicycling to school. Finally, the surveys establish a baseline from which to measure future program success. Blank survey forms are included in Appendix A: Survey Forms.

The standard survey forms were collected and the data was entered into the National Safe Routes to School Clearing House database at the University of North Carolina in Chapel Hill. The walking map projects were analyzed by RMA to determine primary travel routes where engineering analysis was focused. Results from the National Safe Routes to School Clearing House evaluation are included in Appendix B: Survey Results.

Throughout the planning process the committee promoted the program and participated in annual community events such as the Health Fair and June Jaunt.
The committee also collected letters of support from various community organizations, parents and businesses in support of the program which are included in Appendix C: Letters of Support. The initial resolution of support from the Phase I application is included in Appendix D: Resolution of Support.
<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryan Kough</td>
<td>LESO</td>
<td>Undersheriff</td>
</tr>
<tr>
<td>Tyler Lingg</td>
<td>USD 482</td>
<td>Student</td>
</tr>
<tr>
<td>Kelly Arnberger</td>
<td>USD 482</td>
<td>Superintendent</td>
</tr>
<tr>
<td>JP Metzler</td>
<td>RMA</td>
<td>Engineer</td>
</tr>
<tr>
<td>Jason Rourke</td>
<td>RMA</td>
<td>Engineer</td>
</tr>
<tr>
<td>Chelle Anderson</td>
<td>City</td>
<td>City Clerk</td>
</tr>
</tbody>
</table>

Table 1: Committee Members
II. Summary

The Safe Routes to School committee met throughout the 2016-2017 school year to create a unique plan for the community of Dighton. The committee’s purpose was to create a community wide Safe Routes to School Plan that would be viable and implementable. To create such a plan the committee focused on the 5-E’s: education, encouragement, enforcement, engineering and evaluation.

This plan is intended to serve as a ‘living’ document. It is not meant to be a rigid handbook. Rather, it has been constructed such that summary tables and activity lists can be modified or changed in the future. This is intended so the program will stay flexible and viable for years to come.

A summary table of proposed activities and projected funding requirements is shown on the following page in Figure 4: Summary.
**Education/Encouragement Summary**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bicycle Rodeo</td>
<td>$1,200</td>
</tr>
<tr>
<td>Safety Education Program</td>
<td>$150</td>
</tr>
<tr>
<td>Safe Route Maps</td>
<td>$150</td>
</tr>
</tbody>
</table>

**Enforcement Summary**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crossing Guards</td>
<td>$3,600</td>
</tr>
</tbody>
</table>

**Engineering Summary**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidewalk Installation</td>
<td>$137,025</td>
</tr>
<tr>
<td>ADA Ramp Installation</td>
<td>$40,090</td>
</tr>
</tbody>
</table>

**Evaluation Summary**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Forms</td>
<td>$185</td>
</tr>
</tbody>
</table>

Figure 4: Summary
III. **Education**

As the committee began work on the education component they had to determine ‘Who’ the target audience was to be? The committee decided the answer was to divide the component into Student and Community Education. However, many of the activities overlap.

**Students**

Home education and encouragement is vital to the program’s success. A walking map project similar to that completed during the baseline surveys will be continued to provide parents the opportunity to review the safe routes program annually during the fall semester. The students are asked to sit down with their parents and map out the travel route they use or would use when walking or bicycling to school. The homework will also include information for parents regarding the benefits of educating and encouraging their children to develop healthy habits.

Student education is intended to be both school based and community based. The “Maryland Pedestrian and Bicycle Safety Education Program” is an example of student based education. The pre-developed lesson plans are intended to be utilized in the Physical Education curriculum and include education components related to crossing streets, bicycle safety, safety equipment, parking lot dangers and much more. The lesson plans are included in Appendix E: Safety Education Program.

The Healthy Habits for Life Grant has been implemented in the grade school. This program incorporates science, technology, English Language Arts, art and math. The primary goal is to get students out into the fresh air and have fun while learning about healthy diet and exercise. Each fifth and sixth grade student will have a gardening plot. They will plant and care for their plots and then be able to harvest, eat and share the bounty. A copy of the Healthy Habits for Life Grant Application can be found in Appendix F.
Community
In addition to providing educational materials, the City has been promoting public awareness and encouraging students and adults alike to walk or bicycle. The City, USD 482 and Lane County Sheriff’s Department formed a partnership to implement a Safe Routes to School Program. They have utilized the community’s message board to display Safe Routes information, set up a safe Routes booth at the Health Fair and conduct clinics for children the annual June Jaunt.

A bicycle rodeo is held annually in August. This is a well-attended event for all community members. Bicycle raffles have been done in the past and safety inspections are performed on bicycles for the kids.

Figure 5: Community Message Board
## Education Summary

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>How/When</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bicycle Rodeo</td>
<td>City Police Dept.</td>
<td>Held in August</td>
<td>$1,200</td>
</tr>
<tr>
<td></td>
<td>Health Dept.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Education Program</td>
<td>USD 482</td>
<td>Throughout School Year</td>
<td>$150</td>
</tr>
<tr>
<td>Safe Route Maps</td>
<td>USD 482</td>
<td>Update Annually</td>
<td>$150</td>
</tr>
</tbody>
</table>
IV. Encouragement

Encouragement and education overlap in many areas. The Health fair is an example of overlapping components. At the Health fair a booth is set up. They give away bicycle helmets and hold a drawing to give away two bicycles to students. Printed material is distributed pertaining to safety and education.
## Encouragement Summary

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>How/When</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bicycle Rodeo</td>
<td>City Police Dept.</td>
<td>Held in August</td>
<td>$1,200</td>
</tr>
</tbody>
</table>
V. Enforcement

Enforcement is essentially an extension of the education and encouragement components. However, when discussing enforcement one must ask “What” really needs to be enforced. Obviously, speed limits and other traffic regulations require enforcement but “What” additional enforcement protocol could be implemented to improve safety and encourage walking/bicycling? The answer seemed to be enforcing through encouragement and educating students to use the proper crosswalk locations.

Utilizing crossing guards at the designated crossings enforces drivers to stop and also encourages children to cross at the proper locations. Although this is an enforcement component it really serves as an encouragement component for parents to permit their children to walk or bicycle to school as they know adult supervision is present at the designated cross walks.

Figure 6: School Zone Crossing Guard
**Enforcement Summary**

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>How/When</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crossing Guards</td>
<td>Police Dept. And EMS</td>
<td>Located at designated crossings. Daily</td>
<td>$3,600*</td>
</tr>
</tbody>
</table>

*Note: Computation as follows: 180 days * 1 locations * $20/hr * 1 hr/day = $3,600*
VI. Engineering

The engineering component required evaluating the walking map projects to identify principle routes. This enabled engineers to identify where primary analysis should be focused. In addition to creating walking maps, engineering analysis included visual traffic flow evaluation, sidewalk and ADA ramp inventory along primary travel routes and school zone sign inventory.

Walking Map Projects
The walking map project was completed simultaneously with the baseline surveys which will be continued as part of the education component. As a homework project students were asked to sit down with their parents and map out the travel route they use or would use when walking or bicycling to school. They were also asked to identify on the maps any deficiencies they felt required improving to encourage additional students to walk or bicycle to school. Using the data from the maps engineers were able to determine the routes that were utilized by the largest number of students. This enabled engineers to focus their efforts along paths receiving the greatest traffic. The paths identified based on walking map projects are shown on the following page in Figure 7: Primary Travel Paths.

Drop Off and Pick-Up
There were no changes recommended for the drop off and pick up procedures. There was minimal congestion and traffic moved smoothly.

Sidewalk Inventory
The primary travel routes determined from the walking map project were inventoried with global position satellite (GPS) equipment and entered into a geographic information system (GIS) for analysis. Utilizing the GIS enabled engineers to perform preliminary sidewalk design utilizing spatially correlated aerial photography and data collected with GPS. The GIS also enabled recapitulation of quantities regarding existing sidewalk/ADA ramps and proposed sidewalk/ADA ramps. The route inventories showing where ADA ramps and new sidewalk is needed are shown on page 20 in Figure 8: Sidewalk Inventory.
Figure 7: Primary Travel Paths
Figure 8: Sidewalk Inventory
General Conditions
The following photographs are taken throughout the community and show both operational and infrastructural conditions such as concrete condition, ramp conditions, vegetative obstructions and lack of connectivity. These are all items that are proposed to be corrected along the primary travel routes as funding is available.

Figure 9: Walking Assessment, No ADA Ramps
Figure 10: Walking Assessment, No ADA Ramps and Sidewalk

Figure 11: Walking Assessment, No Sidewalk
Figure 12: Walking Assessment, bulging sidewalk

Figure 13: Walking Assessment, No ADA ramp
Engineering Summary

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>How/When</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidewalk Installation</td>
<td>Bid</td>
<td>Dependent Upon SRTS Phase II Funding</td>
<td>$137,025</td>
</tr>
<tr>
<td>ADA Ramp Installation</td>
<td>Bid</td>
<td>Dependent Upon SRTS Phase II Funding</td>
<td>$40,090</td>
</tr>
</tbody>
</table>

Infrastructure Cost Opinion

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Total</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidewalk Repair/Installation</td>
<td>3,045</td>
<td>Sq Yd</td>
<td>$45.00</td>
<td>$137,025</td>
<td>Sidewalk Const (4&quot;)(AE)</td>
</tr>
<tr>
<td>ADA Ramp Installation</td>
<td>38</td>
<td>Each</td>
<td>$1,050.00</td>
<td>$40,090</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL $177,115

Note: ADA Ramp is computed as 6 yd$^2$ at $175/yd^2$
VII. Evaluation

The National Safe Routes to School survey forms will be utilized to gather student information. The surveys will continue to be analyzed by the National Safe Routes to School Clearinghouse to track changes in program participation. Blank survey forms are included in Appendix A: Survey Forms.

Evaluation Summary

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>How/When</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Forms</td>
<td>USD 482</td>
<td>Distribute to Students</td>
<td>$185</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bi-Annually*</td>
<td></td>
</tr>
</tbody>
</table>

*Note:
Survey frequency may be increased dependent upon Phase II funding requirements if received.
Appendix A: Survey Forms
Safe Routes to School Survey

Background Information:

The City of Stockton and School District are currently working together to apply for funding to create a ‘Safe Routes to School’ Plan. The purpose of the ‘Safe Route to School’ program is to educate and encourage students to walk to school. The country is experiencing epidemic rates of obesity and diabetes amongst our children and we as a community want to help our children foster a lifestyle of healthier living and lifestyles. As part of the ‘Safe Routes to School’ program there is potential funding to make improvements to sidewalks and ADA ramps throughout the community so we can provide safe direct routes to school. We are needing your help in completing this survey to not only show support for the program but to identify what you as a parent feel are the greatest obstacles discouraging students in town from walking or bicycling to school. Please help us make a difference.

Questions:

1. Do your children currently walk to school? [ ] [ ]
2. Do your children currently bicycle to school? [ ] [ ]
3. Do you drive your children to school? [ ] [ ]
4. Does your child’s route to school have ‘good’ sidewalk all the way to the school? [ ] [ ]
5. Does your child’s route to school have ADA ramps all the way to the school? [ ] [ ]
6. Is your child’s route to school well lit all the way to the school? [ ] [ ]
7. Does your child cross a major high-way on the way to school? [ ] [ ]
8. If your children do not currently walk or bicycle to school is the reason due to safety (please check Yes) or convenience (please check No)? [ ] [ ]
9. If your children do not currently walk or bicycle to school would you be more inclined to encourage walking or bicycling if you knew there were sidewalks and ADA ramps the entire distance to the school? [ ] [ ]
10. Would you as a parent be interested in walking with your child to school and possibly other children if sidewalks and ADA ramps are in place the entire distance to school? [ ] [ ]
11. If you have other suggestions or know obstacles that have not been represented in this survey please take a moment and tell us your thoughts below.
Appendix B: Survey Results
This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.
Grade levels of children represented in survey

<table>
<thead>
<tr>
<th>Grade in School</th>
<th>Responses per grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>PreK</td>
<td>14</td>
<td>16%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>12</td>
<td>14%</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>15%</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>14%</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9%</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>11%</td>
</tr>
</tbody>
</table>
No response: 0
Percentages may not total 100% due to rounding.
Parent estimate of distance from child's home to school

<table>
<thead>
<tr>
<th>Distance between home and school</th>
<th>Number of children</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>31</td>
<td>36%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>28</td>
<td>32%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>16</td>
<td>18%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>11</td>
<td>13%</td>
</tr>
</tbody>
</table>

Don't know or No response: 2
Percentages may not total 100% due to rounding.
## Typical mode of arrival at and departure from school

<table>
<thead>
<tr>
<th>Time of Trip</th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>89</td>
<td>10%</td>
<td>2%</td>
<td>1%</td>
<td>87%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Afternoon</td>
<td>87</td>
<td>44%</td>
<td>2%</td>
<td>2%</td>
<td>48%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

No Response Morning: 0
No Response Afternoon: 2
Percentages may not total 100% due to rounding.
Typical mode of school arrival and departure by distance child lives from school

Morning  Afternoon

- Walk
- Bike
- School Bus
- Family Vehicle
- Carpool
- Transit
- Other

Percent of Trips - < ~ 1/4 mile

Percent of Trips - 1/4 to 1/2 mile

Percent of Trips - 1/2 to 1 mile

Percent of Trips - 1 to 2 miles

Percent of Trips - > 2 miles
Typical mode of school arrival and departure by distance child lives from school

**School Arrival**

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number within Distance</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>31</td>
<td>23%</td>
<td>3%</td>
<td>0%</td>
<td>74%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>28</td>
<td>7%</td>
<td>4%</td>
<td>0%</td>
<td>89%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>16</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>11</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>91%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Don't know or No response: 2
Percentages may not total 100% due to rounding.

**School Departure**

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number within Distance</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>30</td>
<td>53%</td>
<td>3%</td>
<td>0%</td>
<td>40%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>27</td>
<td>56%</td>
<td>4%</td>
<td>0%</td>
<td>41%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>16</td>
<td>31%</td>
<td>0%</td>
<td>0%</td>
<td>63%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>11</td>
<td>18%</td>
<td>0%</td>
<td>18%</td>
<td>64%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Don't know or No response: 4
Percentages may not total 100% due to rounding.
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

<table>
<thead>
<tr>
<th>Asked Permission?</th>
<th>Number of Children</th>
<th>Less than 1/4 mile</th>
<th>1/4 mile up to 1/2 mile</th>
<th>1/2 mile up to 1 mile</th>
<th>1 mile up to 2 miles</th>
<th>More than 2 miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>61</td>
<td>83%</td>
<td>82%</td>
<td>43%</td>
<td>100%</td>
<td>55%</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>17%</td>
<td>18%</td>
<td>57%</td>
<td>0%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Don’t know or No response: 5
Percentages may not total 100% due to rounding.
Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school

Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school
Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

<table>
<thead>
<tr>
<th>Issue</th>
<th>Child does not walk/bike to school</th>
<th>Child walks/bikes to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety of Intersections and Crossings</td>
<td>68%</td>
<td>67%</td>
</tr>
<tr>
<td>Amount of Traffic Along Route</td>
<td>59%</td>
<td>38%</td>
</tr>
<tr>
<td>Speed of Traffic Along Route</td>
<td>50%</td>
<td>33%</td>
</tr>
<tr>
<td>Weather or climate</td>
<td>47%</td>
<td>76%</td>
</tr>
<tr>
<td>Sidewalks or Pathways</td>
<td>35%</td>
<td>29%</td>
</tr>
<tr>
<td>Distance</td>
<td>35%</td>
<td>43%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>26%</td>
<td>33%</td>
</tr>
<tr>
<td>Convenience of Driving</td>
<td>21%</td>
<td>29%</td>
</tr>
<tr>
<td>Time</td>
<td>15%</td>
<td>24%</td>
</tr>
<tr>
<td>Child’s Participation in After School Programs</td>
<td>12%</td>
<td>38%</td>
</tr>
<tr>
<td>Adults to Bike/Walk With</td>
<td>12%</td>
<td>19%</td>
</tr>
<tr>
<td>Violence or Crime</td>
<td>9%</td>
<td>29%</td>
</tr>
</tbody>
</table>

**Number of Respondents per Category**

<table>
<thead>
<tr>
<th></th>
<th>Child does not walk/bike to school</th>
<th>Child walks/bikes to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response: 34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
--Each column may sum to > 100% because respondent could select more than issue
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column’s number of respondents because the two numbers can differ dramatically.
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school

Parents' opinions about how much fun walking and biking to/from school is for their child
Parents' opinions about how healthy walking and biking to/from school is for their child

- 49, Very Healthy
- 40, Healthy
- 12, Neutral
- 0, Unhealthy
- 0, Very Unhealthy
<table>
<thead>
<tr>
<th>SurveyID</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1541577</td>
<td>My kids don't live in town but they do walk to their grampa's from time to time or to their fathers workplace.</td>
</tr>
<tr>
<td>1541296</td>
<td>We are lacking good sidewalks and crossing guards at major intersections. The kids have to cross a highway to get to school.</td>
</tr>
<tr>
<td>1541310</td>
<td>Dighton is safe. There are times the crosswalk is unattended but a group of kids will go together. Sometimes a parent will block the road with their vehicle.</td>
</tr>
<tr>
<td>1541367</td>
<td>Place my child walks to after school is daycare. That is the intersecting streets that were used.</td>
</tr>
<tr>
<td>1541389</td>
<td>Cash asks to ride his bike everyday. I would let him if he didn't have to cross main street.</td>
</tr>
<tr>
<td>1541571</td>
<td>If we lived in town my child would love walking/riding bike to/from school and I would let him with an adult now and by himself when older.</td>
</tr>
<tr>
<td>1541305</td>
<td>We live out of town, but they walk most days after school.</td>
</tr>
<tr>
<td>1541329</td>
<td>Thanks for taking the time to help make getting to and from school more safe! Thanks!</td>
</tr>
<tr>
<td>1541388</td>
<td>I am a teacher so my child comes to and from school with me.</td>
</tr>
<tr>
<td>1541294</td>
<td>If we lived in town I would let them walk/bike to school.</td>
</tr>
<tr>
<td>1541349</td>
<td>We live 15 minutes in the country, so it would be nearly impossible to walk or bike. But before we moved, they always biked to school.</td>
</tr>
<tr>
<td>1541376</td>
<td>I was always concerned with the drop off at the elementary school in the mornings and I felt more comfortable taking my children. Not safe.</td>
</tr>
<tr>
<td>1541581</td>
<td>The main highway is an issue and only having one crossing that's supervise is an issue. My son isn't old enough to understand safety precautions. But I love taking him!</td>
</tr>
</tbody>
</table>
Appendix C: Letters of Support
May 22, 2014

Ms. Becky Pepper
State Safe Routes of School Coordinator
Kansas Department of Transportation
700 SW Harrison, 2nd Floor
Topeka, KS 66603-3754

RE: SAFE ROUTES TO SCHOOL PROJECT

Dear Ms. Pepper,

On behalf of the Lane County Health Department, I would like to extent our support to the City of Dighton for applying for the Safe Routes to School Project.

As a public health department we are most interested in projects that focus on childhood obesity and increased physical activity that will promote healthy lifestyle. Lane County Health Department supports any initiative that promotes walking, biking and increased physical activity with our youth. The Safe Route to Schools project will hopefully increase physical activity by allowing more children to walk or bike to school in a safe environment.

Lane County Health Department will assist the City of Dighton by supporting and promoting the Safe Routes to School Project.

Sincerely,

Crystal Hoffman

Lane County Health Department

Lane County Commissioners
Tom Bennett; Kathleen Delaney; Jon Risley
May 9th, 2014

Safe Routes to School Application

The Lane County Sheriff's Office is writing this letter to show support to the City of Dighton in the participation for the safe routes to school. Our Department has been involved with bicycle safety programs in the previous years with the Dighton Unified School District 482.

Our department will be participation with the Safe Routes to School Committee as I personally will be on the committee. We have provided a school crossing guard for as many years as I can remember. Our department has not been unable to do any type of enforcement in the school zones for many years, due to the lack of officer availability because they are crossing guards.

We are happy to assist the city with the Safe Routes to School Program; our students are crossing multiple highways and several main streets through town. The city has taken steps on their own and has improved signage, and has expanded school zones around the schools.

As a small city we have a lot school age children commuting to school on bicycles and walking to school. We believe that with some assistance we can greatly improve the safety of our students in our community.

By:   
Sheriff Steven R. Edler
Lane County Sheriff’s Office
June 2, 2014

Ms. Becky Pepper
State Safe Routes to School Coordinator
Kansas Department of Transportation
700 SW Harrison 2nd Floor
Topeka, KS  66603-3754

RE: Safe Route to School Application

Dear Ms. Pepper,

Lane-Scott Electric Cooperative enthusiastically supports the application for the Kansas Department of Transportation Safe Routes to School funding program. As a member of the business community, we see the need to improve the routes to our local schools.

Walking and biking routes provide a safer environment as students travel to and from school. Parents will also feel more secure when allowing their children to walk or bike to school.

We whole-heartedly support USD 482, the City of Dighton and Kansas Department of Transportation with the Safe Routes to School Program. This is an excellent opportunity to help our students and community.

Best Regards,

[Signature]

Ed Wiltse
General Manager
Lane-Scott Electric Cooperative, Inc.
May 28, 2014

RE: CITY OF DIGHTON – SAFE ROUTES TO SCHOOL APPLICATION

I would like to take this opportunity to provide support for the application by the City of Dighton for a Kansas Department of Transportation Safe Routes to School funding program. I have observed the need for improvement on the routes to school in our community. I believe the City of Dighton, has in the past and will continue in the future, to make the safety of children as thy go to school and return from school a high priority.

The improved walking and biking routes will give our students safe routes to travel and parents a secure feeling letting their students walk or bike to school.

Very Truly Yours,

[Signature]

Dale E. Pike
Dighton City Attorney
Appendix D: Resolution of Support
RESOLUTION NO. 2014-4

A RESOLUTION DECLARING THE ELIGIBILITY OF THE CITY OF DIGHTON TO SUBMIT AN APPLICATION TO THE KANSAS DEPARTMENT OF TRANSPORTATION FOR USE OF SAFE ROUTES TO SCHOOLS FUNDS SET FORTH BY MAP-21 FOR THE SAFE ROUTES TO SCHOOL PROJECT IN DIGHTON AND AUTHORIZING THE CITY CLERK TO SIGN THIS APPLICATION.

Whereas, the City of Dighton, Kansas, has the legal authority to apply for, receive, and administer federal, state, and other monies through Home Rule Power under the Constitution of the State of Kansas and authorized by K.S.A. 12-1662, regarding the expenditure of federal aid to public agencies; and

Whereas, the City of Dighton, Kansas, desires to submit an application to the Kansas Department of Transportation for Safe Routes to Schools funds set forth by MAP-21; and

Whereas, the City of Dighton, Kansas, is participating in the Kansas Department of Transportation’s Safe Routes to Schools program set forth by MAP-21; and

Whereas, Federal monies are available under a Safe Routes to Schools program set forth by MAP-21, administered by the State of Kansas, Department of Transportation, for the purpose of creating safer routes to schools in Kansas; and

Whereas, after appropriate public input and due consideration, the Governing Body of City of Dighton, Kansas has recommended that an application be submitted to the State of Kansas for the Safe Routes to School project.

NOW, THEREFORE, BE IT RESOLVED BY THE GOVERNING BODY OF THE CITY OF DIGHTON, KANSAS:

SECTION 1. That the City of Dighton, Kansas, does hereby authorize the City Clerk to submit an application to the Kansas Department of Transportation for Safe Routes to Schools program funds set forth by MAP 21 on behalf of the citizens of City of Dighton, Kansas.

SECTION 2. That the City of Dighton, Kansas, hereby assures the Kansas Department of Transportation that sufficient funding for the Safe Routes to School project is available, as the Safe Routes to Schools Program is a reimbursement program.

SECTION 3. That the City of Dighton, Kansas, hereby assures the Kansas Department of Transportation that sufficient funding for the operation and maintenance of the Safe Routes to School project will be available for the life of the project.

SECTION 4. That the City of Dighton, Kansas, hereby assures the Kansas Department of Transportation that the City of Dighton, Kansas, will have title or permanent easement to the Safe Routes to School project by the time of project letting, if necessary.
SECTION 5. That the City Clerk of City of Dighton, Kansas, is authorized to sign the application to the Kansas Department of Transportation for Safe Routes to Schools program funds set forth by MAP-21 on behalf of the citizens of City of Dighton, Kansas. The City Clerk is also authorized to submit additional information as may be required and act as the official representative of the City of Dighton in this and subsequent related activities.

SECTION 6. That the City of Dighton, Kansas, hereby assures the Kansas Department of Transportation that the City of Dighton, Kansas, is willing and able to, if the Safe Routes to School project is selected for funding, administer all activities involved with the Safe Routes to School project.

ADOPTED AND PASSED by the Governing Body of the City of Dighton, Kansas, this 9th of June, 2014.

[Signature]
Doyle Capra, Mayor

ATTEST:

[Signature]
Chelle J. Anderson, City Clerk
Appendix E: Safety Education Program
Health Curriculum Information

Pre K – Nutrition, School Nurse, periodically (once a week)

1st grade – Extension Office – Spring, once a week for 3-4 weeks – Nutrition

5th – Puberty discussion, school nurse

Whole grade – Western Kansas Child Advocacy Center – Personal Safety

7th – Sex Ed. – One week, school nurse

9th Grade – health curriculum – once a week throughout year

Jrs/Srs – Advanced Sex education – Every two years – One week – School nurse

HS Offerings –

Nutrition and Wellness 9-12 elective – Year long

8th – Two eight sessions on nutrition in 8th FACS

Human Development

Consumer/Personal Finance – Healthy lifestyle for adults on a budget
Appendix F: Healthy Habits for Life Grant Application
Healthy Habits for Life Grant Application
Dighton Elementary School
Overview

This project is a unit which incorporates science, technology, English Language Arts, art, and math. It targets the fifth and sixth grade students but it will encompass all grade levels K-6 at Dighton Elementary School. The primary goal that we have set is to get students out into the fresh air and have fun while learning about healthy diet and exercise.

We want children to realize that there is more to exercise than calisthenics and physical education programs. Being outside and working in the garden provides healthy exercise. The students will learn how to provide food for themselves and be self-sustaining adults if necessary. We will help them establish the requirements necessary to grow their own food. They will acknowledge that physical work and planning are important components of gardening because they are required to do the work in their gardening plot.

Each fifth and sixth grade student will have a gardening plot approximately 3 ft. by 4 ft. They will plant their starter from seed or bulb and grow it in our existing greenhouse before transplanting it to their gardening plot in the spring. All weed removal, fertilization, harvest, and monitoring the health of the plant will be the responsibility of the student. Data collection will be taken which is to include growth, yield, and cost involved. The student will be required to research prior to planning to find appropriate plants for this geographical area.

The students will study plants and flowers that repel harmful insects, so that pesticides will not be necessary in our gardens. We will also be researching plants that will attract pollinators to aid in gardening success.

Using ChooseMyPlate.gov, the students will participate in a ten-lesson series about healthy eating habits. For example, students will design a poster picturing a balanced meal in which their
product is a part of the meal. This will include a drawing of their plate and appropriate serving size from all food groups.

We have an existing greenhouse on school property, but it does not have adequate ventilation or heating. We need funds to help us get the greenhouse to the point where it is usable. We have done some fundraising, and the district will match funds on the heater and electric to help us. We need to purchase tools to help with the planting and weeding process, plus hoses and timers so water efficiency is being implemented. Due to the hardness of our city water, we will need to put a filtration system on the water hydrant.