

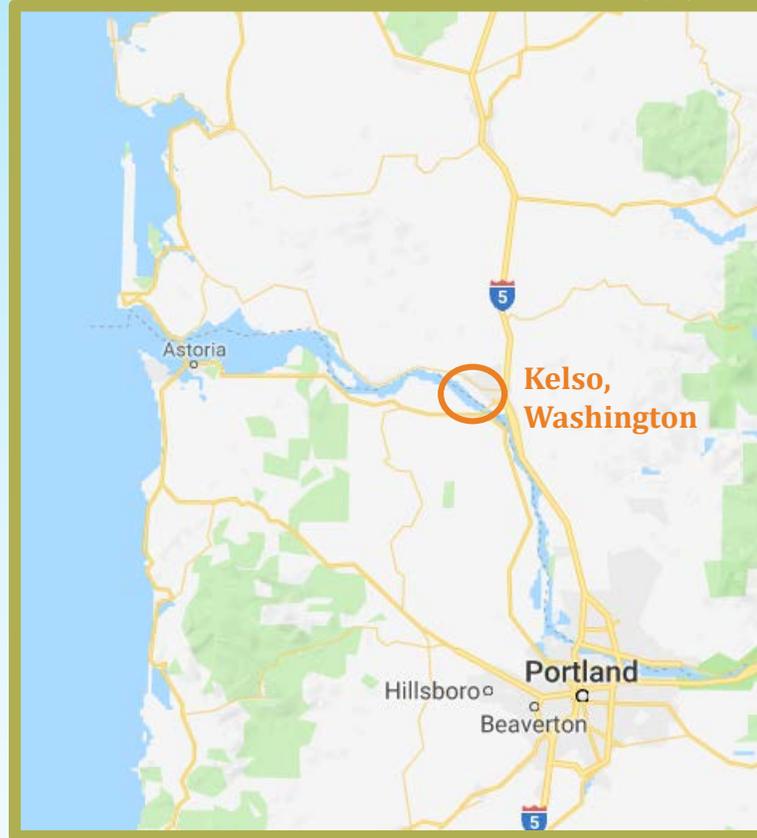


# Safe Routes to School

Walking Audit  
Kelso, WA  
2016

# Kelso SRTS Planning Team

- Kelso School District Transportation Manager
- City of Kelso planners and engineers
- Wallace Elementary School Counselor
- Community Health Advocates (2 + their coach)
- Local Public Health rep (me)
- Law Enforcement



South Kelso Neighborhood



# Wallace Elementary School

91% free and reduced lunch rate at Wallace

353 kids live in 1 mile of the school

203 kids walk to Wallace

56 kids bus

109 ride in a vehicle



# Safe Routes to School: Timeline

Feb 2016

- Convened a planning group
- Parent surveys (CHAs)
- Complete district data collection (HHS)

March 2016

- **Walking Audit (CHA & Public Health)**

April 2016

- City of Kelso did project engineering scope
- Bike/ped counts (City and CHA)
- City of Kelso wrote the grant proposal

Grant draft complete May 6<sup>th</sup>. Submitted May 13<sup>th</sup>, 2016

# Walking Audit: The Process

## Participants:

- Parents, community, students, engineers
- Outreach to PTO, school newsletter, and used connections Community Health Advocates had in the community
- Community Health Advocates choose the route that would touch as many well-traveled routes and issues as possible

## Walkability Checklist

How walkable is your community?

**Take a walk with a child and decide for yourselves.**

Everyone benefits from walking. These benefits include: improved fitness, cleaner air, reduced risks of certain health problems, and a greater sense of community. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.

### Getting started:

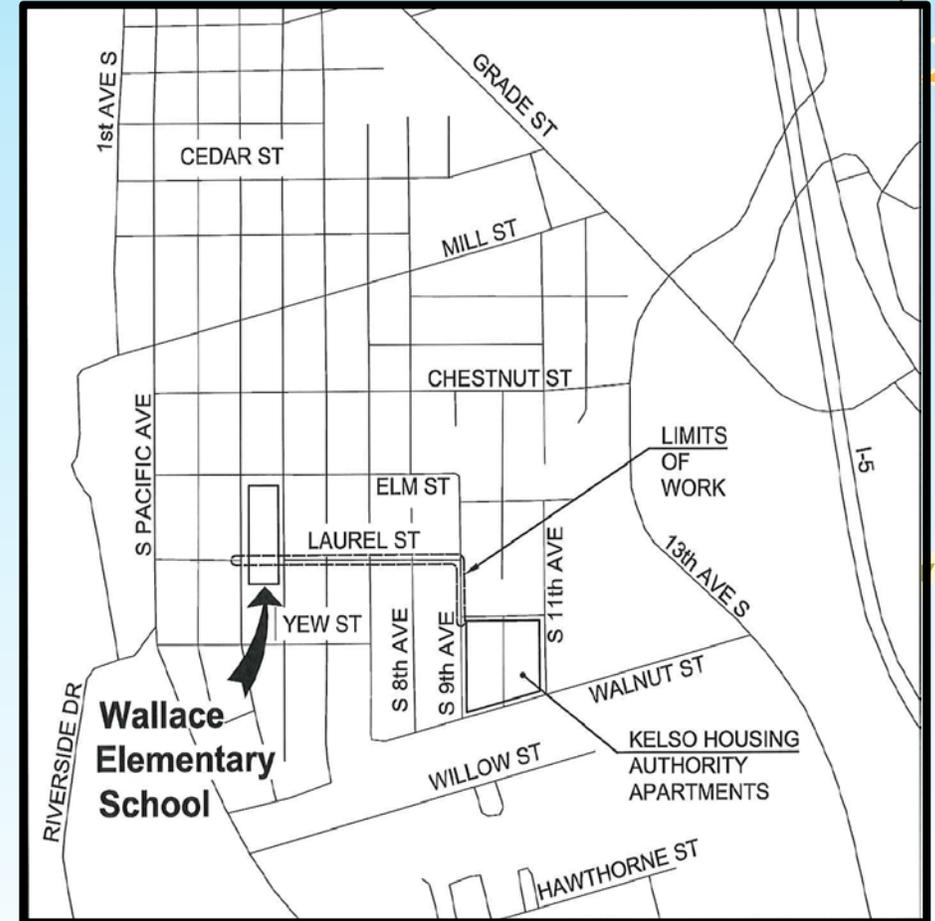
First, you'll need to pick a place to walk, like the route to school, a friend's house or just somewhere fun to go. The second step involves the checklist. Read over the checklist before you go, and as you walk, note the locations of things you would like to change. At the end of your walk, give each question a rating. Then add up the numbers to see how you rated your walk overall. After you've rated your walk and identified any problem areas, the next step is to figure out what you can do to improve



## Tool:

- Walkability Checklist from National Center SRTS, Bike/Ped info center
- You can find a link in the SRTS Walking Audit Toolkit or [here](#)

- **Goal: Identify project priorities by getting community input on SRTS potential projects**



# Walking Audit Results

## Wallace Safe Routes to School Community Recommendations

25 Family Surveys, Before/After School Observations, and Walking Audit completed

### I. Wallace School Perimeter

1. Between Laurel & Elm on 5<sup>th</sup> Street: Add lighting either from sidewalk lamp posts or attached to exterior school wall especially near the gymnasium- all after school events take place here.
2. Regular School Bus Stop between Laurel & Elm on 5<sup>th</sup> Street: Curb is too high, school bus has to park 3 ft. from curb to open doors, children jump from bus to curb or else land in deep puddles. (City and school district already working on a solution)
3. Student with special needs School Bus Stop between Laurel & Elm on 4<sup>th</sup> Street
4. Family vehicle pick-up/drop-off designation routes: Work with school to figure out better method.
5. Re-paint No Parking Areas (possibly city summer help project)
6. More parking for staff and Head Start families

### II. Yew Street

7. City has plans to rebuild road from 1<sup>st</sup> to 7<sup>th</sup> Ave. (Possibly use as in-kind)

### III. Laurel Street

8. Laurel & 4<sup>th</sup>: Crosswalk goes straight into bushes and needs ADA ramps (take out bushes and add ADA ramp)
9. Laurel & 5<sup>th</sup>- 9<sup>th</sup>: Add sidewalks on one side to connect children walking from housing authority (Top priority project from community standpoint)
10. Laurel & 5<sup>th</sup>- 9<sup>th</sup>: Add school zone and flashing speed limit signage

### IV. Elm Street

11. 4<sup>th</sup> & Elm: Four way stop
12. Blind corner after 8<sup>th</sup> Ave: Need traffic calming (speed humps or mural), better signage, sidewalk route
13. 6<sup>th</sup> & Elm: Need sidewalks
14. Lads and Lassies Park: More lighting
15. ADA ramps on 4<sup>th</sup> & 5<sup>th</sup>

### V. Chestnut Street: City working on large storm water drain project- possibly use as in-kind

16. 4<sup>th</sup> & Chestnut: Cracked sidewalks, pot holes, and no crosswalk.
17. 4<sup>th</sup> - Grade Street: New sidewalks, fix roads/potholes
18. 6<sup>th</sup> & Chestnut: cannot see through parked cars on ongoing traffic

### VI. Mill Street: Grant covers 2 mile radius

19. 4<sup>th</sup> & Mill: 4-way stop to reduce speeding on 4<sup>th</sup> Ave. in school zone
20. Blinking speed limit signage/more enforcement of speed. (Mobile speed trailer)
21. Change Mill Street to 20mph during school walking hours 7-9am and 1-4pm
22. Dog poop on sidewalk is a problem- Need doggy poop bags and garbage receptacles

### VII. Other grant ideas:

23. Personal safety assemblies with KPD
24. Walking School Bus
25. New bike racks
26. Print professional walking routes maps for children and families

- **Summarized** priorities from the parent surveys and the walking audit into one document
- **Shared** priorities with the city planning team spearheading the SRTS grant application
- After discussion, **agreed** on Laurel street improvements as our project
- SRTS Funding Received! **Celebrated!**
- **Communicated** back with the community

## Lessons Learned

- Walking Audits are useful tools in helping those who are spearheading the application process to **engage** the community and think about **equity**
- Be open to walking audits being **reciprocal**. Residents who felt their infrastructure needs were being ignored came to new understandings about the barriers and new understandings about the city's plans, even though that wasn't a goal of ours
- **Feedback** after the walking audit is really important, so create a plan for how you will tell walking audit participants about what you did with the results, and keep grant writers accountable to informing participants about where they're at in the process

