



Safe Routes to School Plan

Kodiak Island, Alaska



2013 - 2018 Implementation Plan
June 2013



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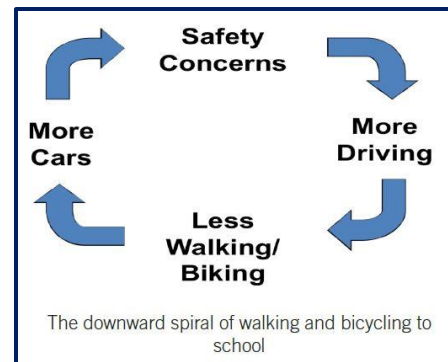
Drew Herman

Executive Summary

Background

Safe Routes to School (SR2S) is gaining popularity across the country due to its effect on national trends in health, safety, the environment and land use. Originating in Denmark in the 1970s, Safe Routes to School was developed to reduce the number of crashes and fatalities involving children near schools. The program extended to the United States in 1997 when local funds implemented a SR2S program in the Bronx neighborhood in New York City. One year later, the National Highway Traffic Safety Administration funded two pilot projects, and by 2005 Congress had allocated \$612 million among all 50 states. Island Trails Network was awarded a planning grant from the Alaska Department of Transportation in 2011 to prepare this plan.

Nationally, there are more parents driving their children to school today than ever before, and this has dramatically increased the amount of traffic congestion and air pollution around schools. Childhood obesity rates are similarly on the rise. From 1963 to 2004 the prevalence of obesity among children tripled. Participation in organized physical activity outside of school hours has decreased, and most children are not getting the recommended 60 minutes of physical activity per day. Many school officials, health professionals, and transportation authorities are advocating more walking and biking to school to improve the well-being of children and reverse these national trends. SR2S programs are sustained efforts to improve the health and safety of children through the application of the five E's. These include education, encouragement, engineering, enforcement and evaluation. This SR2S plan includes recommendations from each of these strategies.



The Kodiak SR2S Task Force was made of representatives from Island Trails Network, participating schools, the school district, Kodiak Island Borough and interested citizens. Representatives provided valuable feedback during the planning process. Generation of this plan included review of present policies and conditions (Chapter 2); survey of community input and attitudes (Chapter 3); and a comprehensive listing of recommendations (Chapter 4). Additional resources and program ideas are provided in Chapter 5.

Existing Conditions

All of the schools included in this plan are on the Kodiak Island road system. In Kodiak, pedestrian and biking infrastructure is limited. The city and surrounding area do not contain dedicated on-street bicycle accommodations; however, a paved multi-use path just over two miles long parallels Rezanof Drive, providing limited bike infrastructure on the north side of town. For pedestrians, sidewalks are limited to the downtown core and nearby residential areas. Outside city limits, the borough does not require sidewalks. There is a school district wellness policy that requires nutrition education, physical activity and school-based activities. In addition, planning documents such as the Borough Comprehensive Plan and Kodiak Master Trails Plan identify the need for improved pedestrian and bicycle infrastructure in Kodiak and outline specific improvement projects. Several surveys were administered as part of the planning process. These include the student travel tally, parent and community surveys, student route

mapping study and school site assessments. A discussion about each data collection effort and its results can be found in Chapter 3.



A walking and biking audit was conducted for each participating school in April and November 2012. The audits were performed by volunteers and facilitated by Island Trails Network. Primary issues identified include the lack of sidewalks in many locations, lack of desired traffic controls and difficult pedestrian crossings. Extensive interviews with school district administrators, principals, teachers, parents, crossing guards, local government officials, bike advocates, students and law enforcement provided additional information.

School Site and Communitywide Recommendations

Recommendations are categorized into two sections: 1. Communitywide Recommendations; and 2. Specific School Site Recommendations. The communitywide recommendations are more generalized activities and actions that should take place throughout the community. The school site recommendations are school-specific concepts and programs to improve the conditions for walking and bicycling at the school and in its immediate vicinity. The recommended improvements should occur in tandem to enhance their effectiveness.

Communitywide issues include the absence of bicycle and pedestrian facilities, lack of bicycle, pedestrian, and driver education, and the safety of intersections. The perception of walking and biking safety is also quite low. Recommendations include increasing the amount of educational programming available, including continuing Bicycle Rodeos and Walk & Roll programs, increasing enforcement of traffic safety issues and encouraging use of non-motorized transportation.

In terms of specific school site issues, increasing the visibility of crosswalks near schools and completing the sidewalk network in neighborhoods surrounding schools would enhance the perception of safety for walking or biking to school. Developing group walks to school or the bus stop, as well as developing encouragement programs to get students excited about walking or biking to school, is also recommended.

Implementation

The action plan in Appendix J outlines the components of the SR2S program for Kodiak. Implementation will require the collaboration of the city of Kodiak, borough, school district, Island Trails Network and local law enforcement agencies. Generally speaking, this plan recommends starting at each school site and then branching out into the community. For example, start with the crosswalk system at the school, then work to improve or install sidewalks and signage on surrounding streets, then connect the pedestrian network in the community. Education, enforcement and encouragement need to occur throughout the community.

Potential funding sources for implementation strategies are listed in the action plan in Chapter 5. Primary funding sources are anticipated to include federal funding through Safe Routes to School. This fund includes money for both infrastructure and non-infrastructure projects. Other programs may be implemented through volunteer efforts or fundraising, or earmarked as part of an approved expenditure in legislative, municipal or school district budgets.

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Chapter I: Introduction

Island Trails Network in partnership with the Kodiak Island Borough School District (KIBSD) and the Kodiak Island Borough (KIB), has taken the lead role in preparing a Safe Routes to School Plan for Kodiak. Safe Routes to School (SR2S) is a national program with the primary goal of encouraging more students in kindergarten through eighth grade to walk or bike safely to school. This plan encompasses Kodiak's four public elementary schools and the middle school. The planning process assessed the current patterns and methods of student travel, identified barriers to walking and biking safely to each school, and worked with partners to develop the solutions recommended in this plan.

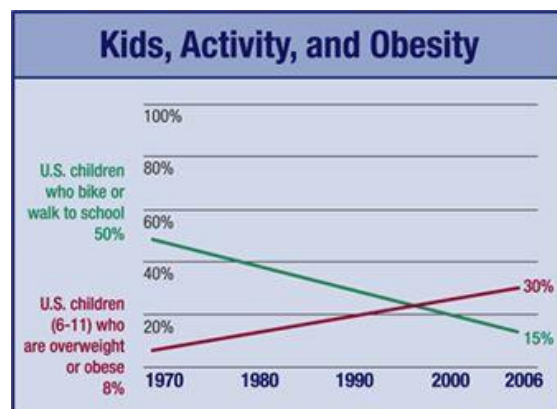
Funding for the Safe Routes to School planning process was awarded to Island Trails Network through a competitive grant from the Alaska Safe Routes to School program of the Alaska Department of Transportation. The Kodiak SR2S planning process launched in January 2012 with data collection occurring through the spring of academic year 2011/2012 and fall 2012/2013. The Kodiak SR2S plan was vetted by the community over the winter of 2012/2013 and the final plan completed in the spring of 2013. Island Trails Network anticipates pursuing additional funding to implement the recommendations in late spring 2013.

Island Trails Network is a 501(c)3 nonprofit organization formed in 2006 and dedicated to developing, maintaining and promoting sustainable trails, waterways, shorelines and access to those resources throughout the Kodiak Archipelago through action, advocacy and education. As a community-based organization, Island Trails Network has a history of advocating for safe pathways and encouraging community involvement in addressing access issues.

What is Safe Routes to School?

Safe Routes to School is an international movement to create safe, convenient and fun opportunities for children to bicycle and walk to and from school. In 2005, the U.S. Congress approved funding to implement SR2S programs in all 50 states in response to a national decline in children walking and biking to school and concern over the long-term health and traffic consequences of this trend.

Thirty years ago in the United States, 60 percent of children living within a two mile radius of a school walked or bicycled to school. Since then, that number has dropped to less than 15 percent. Today, roughly 25 percent commute by school bus, and well over half are driven to or from school in vehicles. Back then, 5 percent of children between the ages of 6 and 11 were considered overweight or obese. Today, that number has climbed to 20 percent. These national statistics point to a rise in preventable childhood diseases, worsening air quality, traffic congestion around schools and missed opportunities for children to grow into self-reliant, independent adults.



Source: Bicycleanberra.blogspot.com

The purpose of the Safe Routes to School program is to encourage and enable more children to walk and bicycle to school safely. Local SR2S programs are driven by collaborative partnerships among many stakeholders including educators, parents, teachers, students, municipal planners, businesses, community leaders, health professionals and bicycle and pedestrian advocates. The program allows each community to design programs around local conditions and may address challenges such as discontinuous walking routes, inadequate community infrastructure, traffic congestion around schools, improper driving behavior, motor vehicle emissions pollution and insufficient physical activity contributing to the obesity epidemic. SR2S emphasizes a holistic approach to create change that encompasses the five E's: engineering, enforcement, encouragement, education and evaluation.

Benefits of a SR2S Program

- Safer student travel to/from school
- Healthier children
- Cleaner environment
- Reduced fuel consumption
- Increased community security
- Enhanced community accessibility
- Increased community involvement
- Improved partnerships among schools, local municipalities, parents, & other community groups

- **Engineering:** physical improvements to the environment such as crosswalks, sidewalks and signals.
- **Education:** methods to teach children, parents and neighbors about the benefits of walking and bicycling to school as well as teaching appropriate walking, driving and bicycling behaviors to support safe travel in the school zone.
- **Encouragement:** programs such as Walk to School Day, the Walking School Bus, contests and other initiatives to entice children, parents and others to walk or bicycle to school.
- **Enforcement:** incorporates law enforcement efforts to ensure drivers, bicyclists and pedestrians obey traffic laws and practice appropriate behaviors.
- **Evaluation:** measures indicators such as the number of children walking or bicycling to school to ascertain the success of a SR2S program.

Purpose of Safe Routes to School Plan

The Safe Routes to School plan for Kodiak provides a blueprint for achieving the goal of encouraging more children to safely walk and bike to school. The plan identifies current conditions and barriers to safely walking and biking to each school, and provides recommendations for improvement. This plan includes infrastructure and non-infrastructure projects and focuses on encouragement, education, enforcement, engineering and evaluation strategies. This plan serves as an implementation guide for the SR2S Advisory Committee and as a foundation for future project budgets, funding proposals and scopes of work. The SR2S Advisory Committee will assist in the implementation of this plan over the next three to five years and monitor progress toward the goals.

Kodiak SR2S Taskforce

The Kodiak SR2S Taskforce was embedded as a function of the existing Kodiak Island Borough School District Community Wellness Committee. Using the Wellness Committee as the forum for guiding SR2S eliminates redundancy and ensures sustainability of SR2S as an ongoing

KIBSD priority. The composition of the SR2S Taskforce represents a broad range of community interests.

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Beth Cole, Principal, Peterson Elementary
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Bud Cassidy, Manager, Kodiak Island Borough
Kathy Powers, Principal, East Elementary
Janel Keplinger, Principal, North Star Elementary
Lucy Murdock, Health & Wellness Coordinator, Kodiak Island Borough School District
Nick Kesling, Action Coordinator, Island Trails Network
Michelle LeBeau, Owner, LeBeau Consulting
Ron Bryant, Principal, Kodiak Middle School
Sandra West, Community Member & Bicycle Advocate
Stewart McDonald, Superintendent, Kodiak Island Borough School District
Tom Pogson, Director of Outreach, Education & Marine Programs, Island Trails Network

Participating Schools

Main Elementary
East Elementary
North Star Elementary
Peterson Elementary
Kodiak Middle School

Project Goals

The Safe Routes to School planning process for Kodiak was a community-driven effort, with several work sessions led by Island Trails Network to gather community input during the plan's development. Public input was gathered throughout the planning process and was instrumental in creating the project goals, identifying challenges and establishing recommendations of the SR2S plan. The following goals were established for the Kodiak Safe Routes to School program.

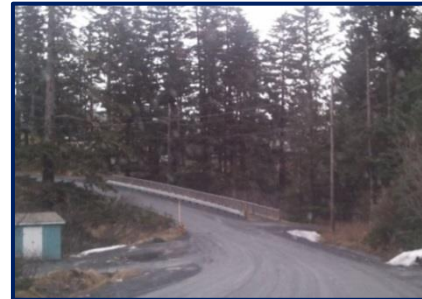
1. To enable and encourage children, including those with disabilities, to walk and bicycle to school.
2. To make bicycling and walking to school a safer and more appealing transportation alternative.

History of Safe Routes to School in Kodiak

This is the first SR2S planning effort to include all elementary and middle schools in Kodiak. In 2009, a SR2S planning effort was conducted at North Star Elementary. The North Star Elementary planning process identified a number of safe access challenges, some of which have been addressed, but many remain. The current SR2S planning process benefits from the data collected and results of the previous effort at North Star Elementary.

The North Star Elementary School Parent Teacher Association (PTA) and Kodiak Island Borough were awarded a Safe Routes to School planning grant to help identify solutions to hazards identified near the school. The area around North Star is characterized by unpaved, winding, steep roads that do not have separate sidewalks or pathways for students in nearby neighborhoods to safely walk or bike to school. Several improvements have been made, such as a Hazardous Bus Route in winter for students within one mile of school, installing school zone signage, stop signs in the parking lot and additional lighting. These are largely the result of the PTA's unrelenting advocacy for student safety. However, many safety concerns are still relevant today.

The North Star SR2S planning grant captured public feedback on safety issues and led to the borough commissioning a traffic flow study to increase safety in the parking lot and unloading areas of the school. See Appendix A for the proposed parking lot redesign approved by the PTA in 2009. The PTA and borough also successfully lobbied for a federal earmark to address the section of Lilly Drive where it descends in a sweeping curve as it crosses the Island Lake creek. At this location, guardrails on either side of the narrow road force children to walk in the roadway. A separate pathway outside the guardrail with handrails and signage was constructed to address this specific hazard. However, the trail is isolated to this small section of road and does not continue in either direction to provide safe access to school grounds or the existing multi-use path along Rezanof Drive.



About Kodiak Island

Demographics

The Kodiak Archipelago, a large group of islands approximately 250 miles southwest of Anchorage, Alaska, is rich in culture and natural resources. The local economy is largely dependent on the harvest of fish and other natural resources. Kodiak has the largest fishing port in the state of Alaska and the third largest in the country. In addition, Kodiak Island hosts the largest U.S. Coast Guard base. Thus, commercial fishing and the U.S. Coast Guard are the dominant industries, followed by transportation, timber and tourism. As of 2010, the population of Kodiak Island was 13,592. The Kodiak community is ethnically diverse with more than 17 percent Asian and Pacific Islander, 15 percent Native Alaskan and 6 percent Hispanic. The Kodiak community is also economically disadvantaged, with high costs of living and below-average wages.

Health

The Kodiak Community Health Assessment completed by Providence Kodiak Island Medical Center in 2008 indicates that 66 percent of the Kodiak community is obese or overweight. Although the assessment did not target childhood obesity, national trends indicate that youth are becoming a part of the rapidly rising obesity rate. According to the assessment, the effects of obesity on children include increased likelihood of adult obesity (70 percent of overweight children become overweight adults), reduced academic performance and distressed emotional health.

Land ownership

The Kodiak Island Borough has 4.8 million acres within its boundaries. According to the borough’s Comprehensive Plan, 76 percent of the land within the KIB is under federal ownership, with 5% owned by the state of Alaska. Approximately 15 percent is owned by Native corporations or tribal villages, while less than three percent is under nontribal private ownership. Most privately owned land is in communities on the Kodiak Island road system and used for residences, although remaining privately owned lands are used for a combination of commercial, industrial and other uses.

Jurisdiction

There are several jurisdictions that relate to SR2S in Kodiak. The Kodiak Island Borough Facilities and Engineering Department provides major maintenance and repairs for the school buildings in the school district. The school district is responsible for minor maintenance or repairs costing less than \$10,000. The city of Kodiak manages some school facilities used for community recreation (e.g., pool, gyms and playing fields) and assists the school district by providing some recreational facilities for school programs (e.g. track, playing fields, ice rink) within city limits.

Public roads are primarily maintained by three different entities: the city of Kodiak, Kodiak Island Borough and the Alaska Department of Transportation and Public Facilities. Major roadways surrounding schools are maintained as follows: The city of Kodiak maintains Mill Bay Road and Powell Street, Dept. of Transportation maintains Rezanof Drive and Benny Benson Drive, and KIB maintains Otmeloi Road, Antone Way and Mallard Way. Traffic is enforced by the Alaska State Troopers, city police department and Coast Guard Military Police.

The Engineering and Facilities as well as Community Development departments of KIB have joint responsibilities related to road construction and maintenance, as well as for guiding community growth through planning and zoning. These powers are enumerated in KIB Code Title 15, “Building and Construction,” and Title 16, “Subdivisions.”

Climate

Kodiak Island lies within the sub-polar oceanic climate zone and is marked by a strong marine influence, long winters and mild summers with moderate to heavy annual precipitation, high winds and frequent cloud cover and fog. During the summer, temperatures range from the low 70s Fahrenheit to approximately 40 degrees, with an average of 55 degrees. Rain and wind are common, and the weather can change quickly. On the longest day of the year in June, Kodiak experiences approximately 20.5 hours of daylight. The shortest day in December provides approximately six hours of daylight. See Table 1 for a summary of Kodiak weather statistics.

Table 1. Summary of Annual Weather Statistics for Kodiak Island

Average annual rainfall	67.6 inches
Average annual snowfall	77.5 inches
Average temperature: January	29.9 F
Average temperature: July	54.4 F
Average temperature: October	40.7 F

Source: National Weather Service

Chapter 2: Existing Conditions

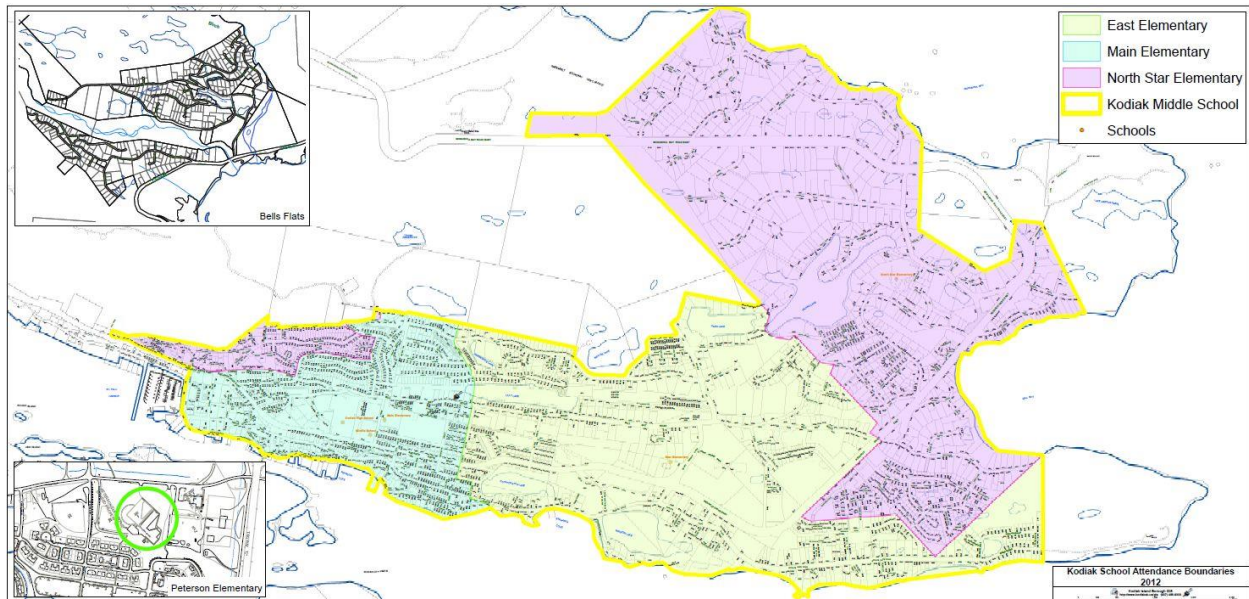
This section inventories the existing conditions in Kodiak as of the writing of this plan in spring 2013. The evaluation of the existing infrastructure and policies in place in Kodiak helped shape the recommendations in Chapter 4.

About the Schools

The SR2S planning process includes all four elementary schools and the middle school within the Kodiak Island Borough School District. These schools include Main, East, North Star and Peterson elementary schools and Kodiak Middle School. For each school, the school zone includes the school campus to the school attendance boundary and as much territory surrounding the school as has identifiable school-generated traffic. Basic information about each school is provided below.

1. Main Elementary School
 - Grades: K-5
 - 2011-2012 Enrollment: 239
 - Students within 1.5 miles: 99%
2. East Elementary School
 - Grades: K-5
 - 2011-2012 Enrollment: 317
 - Students within 1.5 miles: 85%
3. North Star Elementary School
 - Grades: K-5
 - 2011-2012 Enrollment: 216
 - Students within 1.5 miles: 45%
4. Peterson Elementary School
 - Grades: K-5
 - 2011-2012 Enrollment: 269
 - Students within 1.5 miles: 65%
5. Kodiak Middle School
 - Grades: 6-8
 - 2011-2012 Enrollment: 534
 - Students within 1.5 miles: 35%

Figure 1. Kodiak School Attendance Boundaries



School Attendance Boundaries

The School Attendance Boundary map (Figure 1), illustrates the geographic boundaries of all five schools and the distribution of student enrollment. For most elementary schools, a significant density of the student population can be found within a reasonably short distance of the school. The Main Elementary attendance boundary contains the most densely populated neighborhoods in the school district. Since the majority of the student population lives within 1.5 miles radius of the school, Main Elementary does not offer bus service. As indicated in the school attendance boundary map (Figure 1), a small proportion of the students living in the Aleutian Homes neighborhood near downtown is bused to North Star Elementary. The outlying neighborhood of Bells Flat’s is a significant distance (more than 10 miles to the middle school and four miles to Peterson) from the nearest school zone and this portion of Rezanof Drive is not currently a separated bike or pedestrian pathway, which is more desirable for elementary students.

Policies, Procedures and Ordinances

District and School Policies

The Kodiak Island Borough School District has a Wellness Policy (AR 5040) that promotes the lifelong health and well-being of students. Schools are encouraged to incorporate daily physical activities for students and “strive to allow all students the opportunity for moderate physical activity each day to include time before, during, and after school. Schools will encourage students to walk or bike to school where feasible as a way to promote physical activity. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts.”

Student handbooks for each school encourage students who walk or bike to school to practice good safety habits such as having parents accompanying children for the first time to identify

specific safety concerns, always wearing bike helmets, using crosswalks, wearing reflective tape, etc.

Although North Star Elementary doesn't have an official policy of discouraging students to walk or bike to school, it is the school district's policy to provide seasonal hazardous bus route service to students within one mile of North Star. During the winter, the lack of appropriate infrastructure to accommodate walking and biking to North Star creates conditions considered "hazardous" by KIBSD, prompting the hazardous bus route.

Borough and City Planning Policies and Ordinances

Bicycle and pedestrian policies and ordinances are important components to laying the general framework for safely accommodating these modes of transportation within a community.

Although there are few policies or ordinances specifically addressing walking and biking, the city of Kodiak and Kodiak Island Borough have considered these modes of transportation in their codes, and more recently in the Borough's Comprehensive Planning process. These references include: 1. the Kodiak Borough Strategic Plan; 2. Kodiak Island Borough Comprehensive Plan; 3. Sidewalk Ordinance; and 4. the Kodiak Road System Trails Master Plan.

■ **Kodiak Island Borough Strategic Plan**

D. Planning and Zoning Goals and Objectives – Community Development

6. Develop a transportation system that is multimodal and coordinated in order to create a system that makes it easy to travel throughout the Kodiak Island Borough, including remote communities and areas.

- Review new subdivision development to determine the impact of traffic generation on existing roads, incorporation of bike trails and public transportation opportunities.
- Incorporate pedestrian (bike and walking) trails where possible into existing roads and incorporate into new road construction.

H. Parks and Recreation Goals and Objectives

1. Evaluate and identify those lands under KIB ownership that would be appropriately developed for passive parks and recreation facilities.

- Create an interconnected system of multi-use bicycle and pedestrian paths for residents and visitors. This trail system should link schools, parks, neighborhoods and trails with multiple destination points.

■ **Kodiak Island Borough Comprehensive Plan**

The public participation process conducted in January and February 2006 as part of the Borough Comprehensive Planning process identified several issues important for Kodiak SR2S: 1. local connectivity; 2. intersection improvements; 3. new multi-use paths; 4. sidewalks in new urban neighborhoods; and 5. safe access to schools.

- Local connectivity: Better connected local street systems are needed to ensure adequate mobility, fewer miles traveled to reach nearby destinations (i.e. energy efficiency), and driver convenience. Better connected systems will also benefit bicyclists and pedestrians.

- Intersection improvements: Intersection improvement projects have been identified by city of Kodiak staff at separate locations along Mill Bay Road to enhance overall safety and operations: 1. the “T” intersections at Birch Street and Powell Avenue; and 2. the “T” intersections at Benny Benson Drive and Von Scheele Way. A study conducted in April 2003 by DOWL HKM analyzed existing and future traffic operations and safety, evaluated design concepts and identified viable alternatives.
- New multi-use paths: Residents have identified a need for new multi-use bicycle and pedestrian paths between Kodiak and other communities (i.e. Chiniak and Womens Bay) and within the Chiniak road corridor. Such pathways would improve connectivity between and within communities and would enhance access to recreational trails or lands.
- Sidewalks in new, urban neighborhoods: Residents have noted a need for sidewalks or pedestrian pathways within new residential developments or subdivisions in the Kodiak urban area.
- Safe access to schools: Safe routes for travel by foot, bicycle, car and transit between homes and schools are needed and should be considered in the location and design of residential areas and schools.

▪ **Sidewalk Ordinances**

There are few requirements related to sidewalks in city of Kodiak or Kodiak Island Borough ordinances. The city’s sidewalk ordinance (chapter 12.08) requires the abutting or fronting property owners to keep sidewalks clear of debris (including snow and ice removal). Outside of city limits the Kodiak Island Borough subdivision process does not require sidewalks as part of road improvement projects.

▪ **2011 Kodiak Road System Trails Master Plan**

The Borough Parks and Recreation Committee conducted a comprehensive analysis of existing trail conditions, gathered public feedback on community needs and proposed a network of urban trails and sidewalks and remote trails that increase the access, condition and connectivity throughout Kodiak Island.

Much like the Borough Comprehensive Plan, the Trails Master Plan indicates a lack of connected pathways, shoulders and sidewalks linking key destinations within the community such as schools, churches, the library, parks and recreation facilities. The recommendations for urban trail improvements include implementation of a Safe Routes to School planning effort as well as new trails leading to North Star Elementary, adding bike lanes along Monashka Bay road, extending the multi-use path, and rehabilitating the existing sidewalks near Kodiak Middle School.

Overall Biking and Walking Environment

Some bicycle and pedestrian infrastructure exists in Kodiak. Sidewalks are generally limited to the downtown core and within city residential neighborhoods, serving only the schools within city limits (Main, East and Kodiak Middle School). Sidewalks in older neighborhoods tend to be

narrow, often four feet wide instead of the five or six-foot width typically required by city ordinances today. Sidewalks frequently do not have a planting strip between the sidewalk and the roadway. Sidewalks and bus stops are often poorly maintained or not enough lighting. Several crosswalks exist at key locations immediately surrounding the three town schools. Crosswalks are periodically staffed with crossing guards to assist students across busy intersections.



A paved, urban multi-use path more than two miles long parallels Rezanof Drive and connects the downtown core with Fort Abercrombie State Historical Park. Although the multi-use path is slated to expand in both directions from White Sands Beach to the Coast Guard base and total approximately 19.4 miles, it will likely be many years before the project is fully implemented.

North Star and Peterson elementary schools lie outside city limits where pedestrian and bicycling infrastructure is even more limited and disconnected. Surrounding North Star roads are typically unpaved and sidewalks are not required in subdivisions. The multi-use path along Rezanof Drive crosses Otmeloi Way and Antone Way, both of which lead to North Star, but these steep, winding and unpaved roads provide no safe access for students to get the short distance from the path to school. A short, isolated trail across Island Lake Creek on Lilly Drive exists, but does not continue in either direction to provide safe access to school grounds or the multi-use path. Conditions in winter (low visibility, snow and ice) exacerbate the dangers and trigger a hazardous bus route for students living within one mile of school. The potential to encounter bears surrounding the more remote location of North Star presents another safety concern.

Although Peterson Elementary School is the farthest from the downtown core, it abuts the Coast Guard base and surrounding base housing. Coast Guard housing areas typically have well-maintained paved roads and sidewalks. A staircase at the back of Peterson provides pedestrian access from the adjacent Upper Government Hill Coast Guard housing area. A well-used bike rack is at the top of the stairs leading to the back of Peterson. The two other Coast Guard housing areas are on the far side of Rezanof Drive, a busy road with no sidewalks, crosswalks or lighting to provide safer crossing for students. Students from the Bell's Flats neighborhood are isolated from Peterson and Kodiak Middle School by a number of serious hazards, including a distance of at least four miles, no separate pathway, lighting or other safety improvements along a narrow road.

During much of the school year, snow and ice accumulation on sidewalks, the multi-use path, parking lots and roads cause a serious hazard. When roads are cleared the snow is often piled on sidewalks, forcing students to walk in the roadway. During Kodiak winters, high levels of precipitation and freezing temperatures result in persistent ice throughout the community.

Traffic & Accident Data

The most recent Alaska Department of Transportation traffic counts for the areas encompassing the participating schools include AADT (annual average daily traffic) data from 2011. Relatively high traffic volumes can be found near every school, increasing the likelihood that students

walking or biking to school will encounter a busy street or intersection during their trip. Major streets and traffic volumes by school are shown in Table 2.

Table 2. 2011 Department of Transportation Traffic Counts

School	Busiest Street Segment Near School	AADT
Main Elementary	Rezanof Drive intersection with 12 th Avenue (Powell)	5320
East Elementary	Mill Bay Road intersection with Benny Benson Drive	8650
North Star Elementary	Rezanof Drive Intersection with Otmeloi Way	3850
Peterson Elementary	Rezanof Drive near USCG Air Station Kodiak	2290
Kodiak Middle School	Mill Bay Road intersection with 12 th Avenue (Powell)	8200

Accident data provided by the Alaska Department of Transportation revealed a decreasing number of serious accidents since 1977. However, repeated observations of recent congestion on Powell Street at Mill Bay Road and Rezanof Drive as well as Benny Benson Drive, which are important biking and walking routes for students at Main, East and Kodiak Middle School, indicate the need to review all traffic control structures, signage, sidewalk and crosswalk design, and crossing guard programs to maintain a strong safety record.

Crossing Guard Program

The crossing guard program in Kodiak provides trained crossing guards at key intersections in the community. The city of Kodiak and the Kodiak Island Borough jointly sponsor the program and each year contract a third party through a competitive proposal process. The school district identifies where school crossing guards are needed, including the following locations:

- Intersection of Birch Street and Mill Bay Road
- Intersection of East Rezanof Drive and Benny Benson Drive
- Intersection of East Rezanof Drive and Powell Street
- Powell Street at Main Elementary
- Intersection of Von Scheele Way and Mill Bay Road

During the 2011/2012 and 2012/2013 school years the student government at Kodiak High School has been responsible for implementing the crossing guard program. Interested high school students are trained and volunteer to staff one of two intersections. Crossing guard positions for the 2012/2013 school year are at the intersection of Birch Street and Mill Bay Road at the flashing stop light and the intersection of East Rezanof Drive and Powell Street in front of the middle school. Both locations include morning and afternoon shifts.

Information collected from the crossing guard sign-up sheets indicate that during the period of September 2012 to February 2013 (excluding December), the Birch Street intersection was covered 93 percent of the time in the morning due to the diligence of an adult community volunteer and 46 percent in the afternoon by a high school crossing guard. The East Rezanof Drive and Powell Street intersection was covered by a high school crossing guard 32 percent of the time in the morning and 86 percent in the afternoon. High school crossing guards interviewed in the spring of 2013 identified two major concerns: The crosswalk at Rezanof and Powell is not very visible to motorists, and snow and ice puts students at greater risk crossing the street.

Chapter 3: Identifying Safety Issues and Attitudes

Broad community input was invaluable to the Safe Routes to School planning process. Over the course of the spring and fall of 2012, extensive information was collected on safety issues, attitudes, school campus infrastructure, walking and biking routes, traffic congestion and other assets and challenges for each school. Methods of collecting data included principal and stakeholder interviews, student travel tallies, student route mapping, biking and walking audits, community and parent surveys, as well as group discussions with parents and students. This information serves as a baseline assessment and a starting point for future discussions, monitoring, and evaluation.



Community Input

Input was solicited from school officials, parents, students, community leaders and residents throughout the development of the SR2S plan. The Safe Routes to School initiative was launched at a work session of the Kodiak Board of Education in February 2012 where community participation and feedback was welcomed. The public launch of SR2S and subsequent meetings with KIB representatives, parent teacher associations, school district administrators, the KIBSD Wellness Committee and others demonstrated a commitment to an open, transparent and inclusive planning process. The following were the key issues, pointed out by school board members and district personnel at the onset of the project:

- Lack of viable pedestrian/biking options around schools
- Congestion during peak hours (beginning and end of school day)
- Lack of lighting and signage around schools
- Inadequate snow/ice removal along pathways in winter
- Jaywalking across Mill Bay Road and Powell Street near Island Espresso

Parent and Community Surveys

In the spring of 2012, parents or guardians of kindergarten through eighth-grade students were invited to participate in a survey developed for the SR2S planning process. A copy of the Parent Survey is included in Appendix B. The survey was available both online and in hard copy format and translated into Spanish and Tagalog. Of the roughly 500 people invited to participate, 46 parents or guardians completed a survey. Respondents were asked to take the survey for only one child even if they had more than one child in a participating school.

The Parent Survey requested information about what factors affected whether parents allow their children to walk or bike to school safety conditions along routes to school, and related demographic information. The survey results will help improve opportunities for children to walk or bike to school, and measure attitude changes as the SR2S plan is implemented.

The majority of the responses were from parents of elementary school students. The survey results reveal that although 75 percent of survey respondents live within one mile of a school, only 22 percent walk to school in the morning and 20 percent in the afternoon. This indicates that some factor or combination of factors prevents children from walking to or from school. As

reported in the survey, the strongest factors affecting the parent or guardian's decisions to not allow their child to walk or bike to or from school include:

- Sidewalks or Pathways (69%)
- Safety of Intersections and Crossings (67%)
- Weather or Climate (67%)
- Amount of Traffic along Route (61%)
- Speed of Traffic along Route (58%)

Parents who allow their children to walk to school still rated the above five factors as the predominant concerns influencing their decisions to allow their children to walk or bike. The Safe Routes to School planning process, in collaboration with the city of Kodiak, Kodiak Island Borough and school district can offer solutions to address the above listed challenges.

Kodiak community members were invited to participate in an online Safe Routes to School community survey in the spring of 2012. The 10-question survey asked for an adult's perspective on the conditions that affect walking or biking around Kodiak. Of the approximately 150 members of the Kodiak community invited to participate, 25 completed a survey. A sample of the community survey is listed in Appendix C.

All respondents to the online survey were adults. Seventy-nine percent live within one mile of a school, although only 16 percent had school-age children in the household. Eighty-one percent of respondents walked or biked to businesses downtown, while 67 percent walked or biked to work, and 29 percent to school. According to the survey, more adults would walk or bike in Kodiak if: 1. there were more sidewalks and multi-use paths (80 percent); 2. sidewalks and multi-use paths were better maintained (76 percent); 3. there were safer crossings along Mill Bay Road and Rezanof Drive (67 percent); 4. bike lanes were added (63percent); and 5. if there were better lighting along the sidewalks and multi-use paths (52 percent).

Fifty-six percent of the respondents could never travel to their destination entirely by sidewalk, and only 40 percent can sometimes reach their destination. The most common barriers to safe walking or biking around Kodiak include lack of continuous sidewalks, poorly lit intersections and walkways, inadequate snow and ice removal in winter, and drivers' lack of concern for the safety of pedestrians or bikers. This survey data indicates a need for increased safety and conductivity among sidewalks and urban trails within the Kodiak community.

School Assessments

School assessments were conducted for each of the five SR2S schools in the spring and fall of 2012. The assessment process included walking the campus, inspecting access points, and photographing entrances, sidewalks, bike racks, signage, parking lots, crosswalks and other features that impact the safety of walking or biking to school.

The following general statements are true of all five SR2S schools in Kodiak:

- Crosswalks adjacent to schools need regular maintenance and in some cases additional signage or other indicators to increase visibility to oncoming traffic.

- With the exception of Main Elementary, each of the school grounds was difficult to reach by foot or bicycle from most directions.
- Each school is located adjacent to or near busy streets or intersections.
- With the exception of Main Elementary, each school campus is laid out for primary access by cars and buses.
- Winter conditions make walking or biking dangerous.

Walking and Biking Audits

Audits were conducted by Island Trails Network and volunteers as a way to better understand walking and bicycling safety at Kodiak schools by observing students arriving or departing during a normal school day. Audits were conducted simultaneously at each of the five schools, in April and November 2012 to describe seasonal variations. The data collection process included on-the-ground observations, interviews with principals and teachers and community feedback. Observations included counting students as they walked or biked to school and noting how they crossed streets, interacted with cars and buses on the school campus, and made their way to the school door. A copy of the School Audit form is included in Appendix D.

Main Elementary School

School site and surrounding area issues related to safe walking and biking include:

- There are high levels of vehicle and pedestrian congestion on Powell Street.
- Parents and guardians frequently fail to comply with the school's dropoff and pickup protocol.
- There is a lack of convenient off-street parking for parents and guardians on Powell Street.
- Students jaywalk across Mill Bay Road at Powell Street and cut behind Island Espresso.
- Crosswalks on Powell Street and Mill Bay Road at Birch Avenue have worn paint and are difficult for motorists and pedestrians to see.
- Poor visibility and snow and ice on the sidewalks and streets in the winter adds to the challenge of walking or biking to school safely.
- Motorists exiting the middle school parking lot have a blind spot to pedestrians on the sidewalk.
- Pedestrians and bicyclists were not always observed adhering to rules of the road or wearing protective gear such as bike helmets or reflectors to increase visibility.

East Elementary School

School site and surrounding area issues related to safe walking and biking include:

- Crosswalks at Benny Benson Drive, Mill Bay Road and Rezanof Drive have worn paint and are difficult for motorists and pedestrians to see.
- The crosswalk opposite the school on Benny Benson Drive does not directly line up with the multi-use path and there is no ramp on the sidewalk to accommodate bikes or students with special needs using the crosswalk.
- There is no school zone signage from secondary roads entering Benny Benson Drive.
- There is inadequate maintenance of brush, snow and ice along the multi-use path.
- The parking lot is too small for bus maneuvering and parent and teacher parking.
- The parking lot rules are not always followed or enforced consistently.

- Parking lot is poorly lit and needs more signage.
- Parents and students are concerned about potential encounters with bears.
- Poor visibility and snow and ice on the sidewalks and streets in the winter adds to the challenge of walking or biking to school safely.
- Pedestrians and bicyclists were not always observed adhering to rules of the road or wearing protective gear such as bike helmets or reflectors to increase visibility.

North Star Elementary School

School site and surrounding area issues related to safe walking and biking include:

- There are no consistent sidewalks or separate pathways on any road (Otmeloi Way, Antone Way and Mallard Way) leading to North Star.
- Dangerous walking conditions in the winter (October-March) necessitate a hazardous bus route for students living within one mile of school.
- Roads are narrow, winding, unpaved, steep, poorly lit and often lined with steep ditches or high cliffs and hillsides.
- There is a lack of connectivity between the school and the existing multi-use path.
- Poor visibility and snow and ice on the sidewalks and streets in the winter adds to the challenge of walking or biking to school safely.

Peterson Elementary School

School site and surrounding area issues related to safe walking and biking include:

- There are no safe access routes from Aviation Hill, Lake Louise or Bell's Flats neighborhoods due to lack of sidewalks and separate paths, and the difficulty of crossing Rezanof, a major road.
- Some traffic congestion was observed from personal vehicles dropping students on upper Polaris Road to enter the school from stairs behind school.
- Stairs and the adjacent path behind the school leading to Upper Government Hill are often very icy during the winter.
- Pedestrians and bicyclists were not always observed adhering to rules of the road or wearing protective gear such as bike helmets or reflectors to increase visibility.

Kodiak Middle School

School site and surrounding area issues related to safe walking and biking include:

- There is insufficient lighting on Powell Street.
- The existing crosswalk on Rezanof Drive at Powell Street is difficult for motorists to see.
- Drivers u-turn on Powell Street causing increased congestion.
- There is a lack of convenient off-street parking for parents and guardians on Rezanof Drive.
- No crosswalks exist on Rezanof Drive for students using the stairway from Mission Road neighborhoods.
- Students jaywalk across Mill Bay Road at Powell Street and cut behind Island Espresso.
- Poor visibility and snow and ice on the sidewalks and streets in the winter adds to challenge of walking or biking to school safely.
- There is potential for increased congestion caused by the remodeling of the neighboring high school.

Student Travel Tally Survey

Student Travel Tally Surveys were developed to measure how students get to and from school. Surveys were conducted at all five schools in May and November of 2012. Teachers in each classroom recorded how all students present arrived and departed from school (walk, bike, bus, personal vehicle, carpool or other.) on Tuesday, Wednesday and Thursday of the same week. On Wednesdays, elementary schools are dismissed 15 minutes to an hour and 10 minutes early depending on the school and grade level. A total of 112 classrooms were surveyed over the course of the study. It is important to note that Kodiak does not have a public transportation system. A copy of the Student Travel Tally Survey is included in Appendix E. The following information is broken down by school for a more complete analysis.

Main Elementary

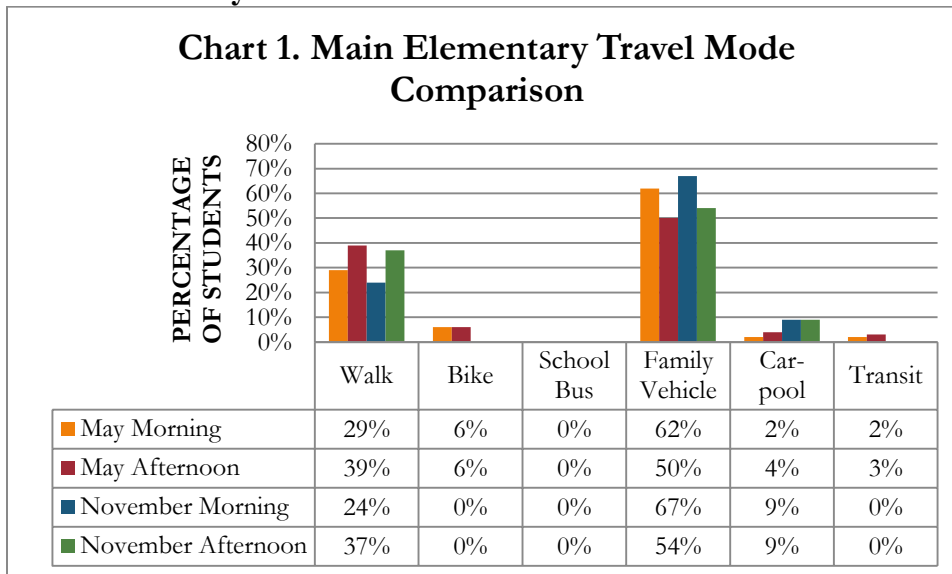


Chart 1 indicates that the majority of students get to and from school by family vehicle, walking or biking. The decrease in students leaving school via family vehicle is balanced by the increase in students walking in the afternoon. No busing service is offered at Main Elementary.

East Elementary

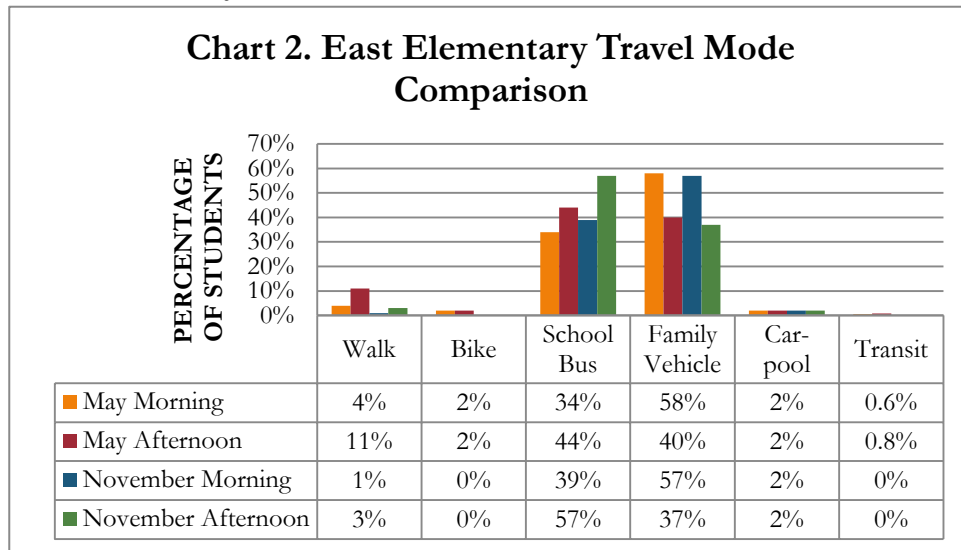


Chart 2 indicates that the primary modes of transportation for East Elementary are bus and family vehicle. The decrease in students leaving school via family vehicle is balanced by an increase of students walking or taking the bus in the afternoon.

North Star Elementary

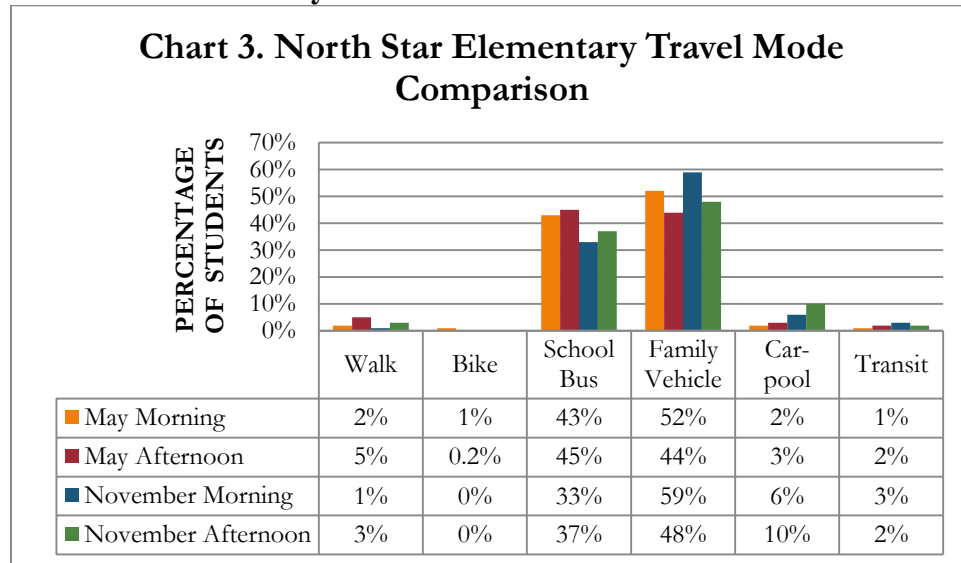


Chart 3 indicates an overwhelming preference for transportation to and from North Star Elementary by bus and family vehicle. North Star hazardous bus route for students living within a mile of school was in affect during the November survey, but not the May survey.

Peterson Elementary

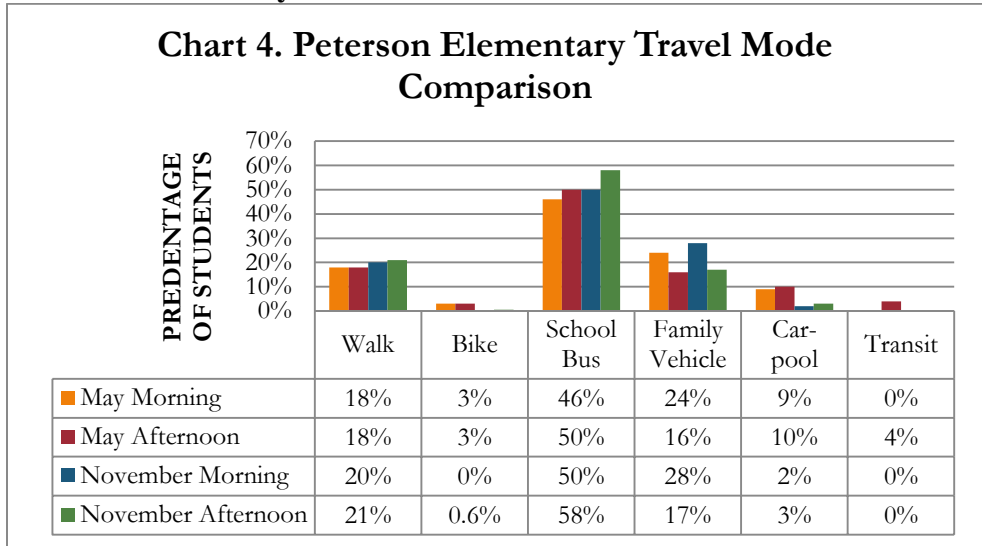


Chart 4 indicates the primary mode of transportation to and from Peterson Elementary is by school bus. A decrease in students leaving school via family vehicle is balanced by an increase of students taking the bus in the afternoon.

Kodiak Middle School

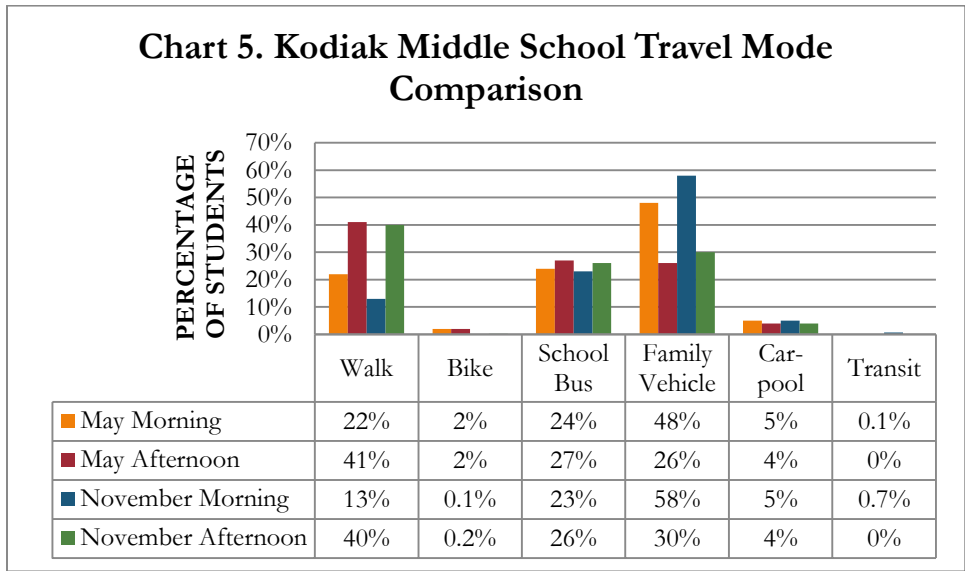


Chart 5 indicates a significant number of walkers from Kodiak Middle School in the afternoon regardless of season. The decrease in students leaving school in the afternoon via family vehicle is balanced by the increase in afternoon walkers.

Student Route Mapping Study

A comprehensive study of how Kodiak students commute to school was conducted to identify the distances students were traveling to get to school, the mode of transportation and the route they were taking. The study included 225 students in grades four-six from all five SR2S schools

during the winter of 2012/2013. Island Trails Network staff went into 15 classrooms and had students circle the locations of their homes, draw the routes they travel from home to school, and label the mode of travel they use - walking, biking, car, bus, or some combination - directly on a school attendance boundary map. Analysis of the route mapping data provides valuable information fundamental to understanding the challenges to biking and walking safely to school, as well as planning changes in school boundaries, bus routes and school travel routes. More detailed information on the study is available on request. The following summarizes the results of the study and highlights interesting findings from the analysis.

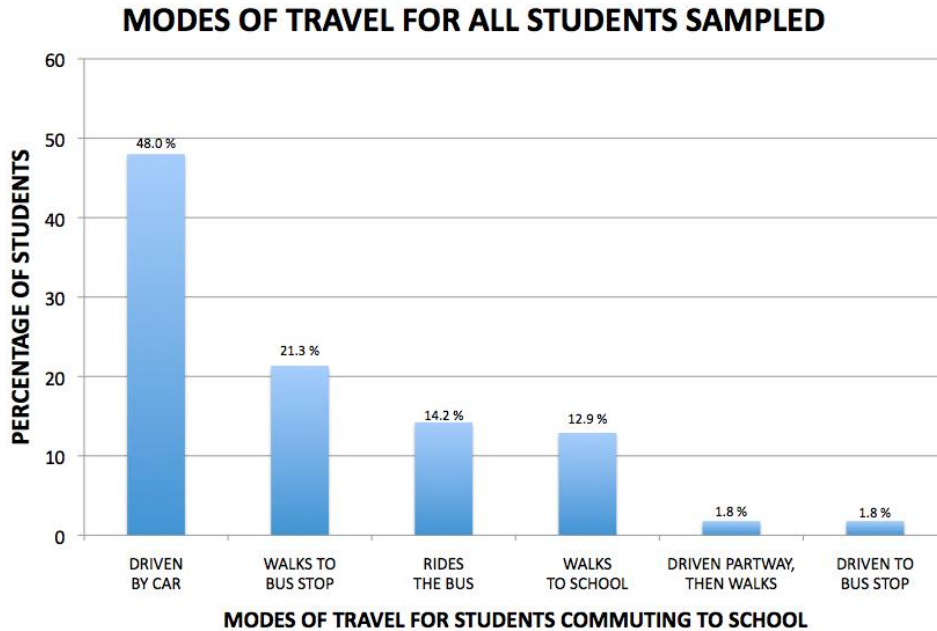


Chart 6 indicates an overwhelming preference for traveling to school by family vehicle and bus. However, 13 percent of the students who participated in the study walk to school and one-fifth (21.3 percent) of all students in the study walked to a bus stop, which results in 34 percent of students using some walking as part of their journey to get to school. Main Elementary does not offer bus service.

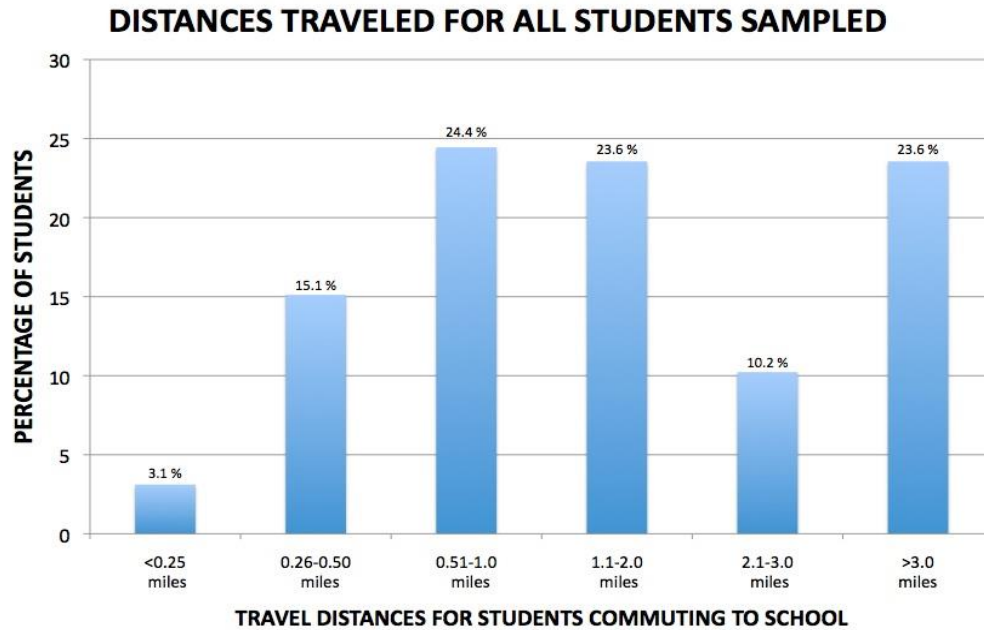


Chart 7 indicates that the range of distances the students sampled travel to get to school varied from 0.08 to 10.30 miles, but most students (48 percent) travel between 0.51 and 2.00 miles. Roughly equal numbers of students travel 0.51-1.0 mile (24.4 percent) and 1.1-2.0 miles (23.6 percent).

The Student Route Mapping Study produced several interesting findings, most notably that with 43 percent of students in the study living one mile or less from school, it seems reasonable that a much larger percentage of the students could walk to school, yet only 13% were found to walk the entire way from home to school in the study. Another finding was the detection that the majority of students who ride a bus to school (60 percent) walk to the bus stop and some bus riders are walking significant distances, up to 2,000 feet, to get to the bus stop. The walking activity of the bus riders was not detected by the student travel tally surveys, which simply record any student who uses the bus to get to school as a bus rider.

Safer Walking Routes

Safer walking route maps in Appendix I are a guide to help parents and students identify and follow the safest route from home to school. Pedestrians and bicyclists are safest when adhering to rules of the road and observing all marked crosswalks, stop signs, and other traffic controls. The maps do not indicate that the preferred route is entirely safe and students should always use caution when walking or biking to school.

Bike Rodeo

A youth bike rodeo was held Saturday, May 12, 2012, to celebrate National Bike to School Month and teach bike safety. This event was a way to educate students and parents on bike skills, safety tips and traffic laws. The bike rodeo included nine stations that focused on safety inspections such as helmet fitting, bike inspection and a fun bike skills course. Participants received an event card which was checked-off after the student completed each station. At the conclusion of the event, participants were given SR2S reflectors, bike pens, reflective tape and a certificate of completion. The event was sponsored by Island Trails Network and the KIBSD Wellness Program. Additional bike rodeo events are anticipated in 2013 and beyond. See Appendix F for a bike rodeo flyer.



Walk & Roll Program

The Walk & Roll program held October 15-26, 2012, encouraged more students to safely walk or bike to school as part of National Walk to School Month. This program was offered to kindergarten through eighth graders in partnership with the KIBSD Wellness Program. Students received a frequent walk and roll punch card from their teachers and tallied their trips walking or biking to and from school during the two-week program. The students who completed five or more punches received prizes, and the classroom with the most total punches won a candied apple party.

Walk & Roll Card

Your Name _____

Get a number punched on each day
you walk or bike to school!
October 15 – 26, 2012

1	2	3	4	5
---	---	---	---	---

Your Teachers Name _____

Return to your teacher

www.islandtrails.org

Students participating in the Walk & Roll program logged 389 walking or biking trips to or from school over the 10-days in October. Out of the two participating elementary schools, 84 students participated, earning 213 punches, and Kodiak Middle School had 29 students participate, earning 176 punches. This first year of the Walk & Roll program was very successful and will provide valuable baseline data to measure future participation. It is important to note that by mid-October students are walking or biking to school around sunrise and often still in the dark. Also, in the fall of 2012 an unusually high number of bear sightings and encounters occurred within Kodiak city limits and the surrounding area.

Two out of the five schools did not participate in the Walk & Roll program. The North Star Elementary administration did not feel comfortable encouraging more students to walk or bike to school because there are no sidewalks or safe pathways leading to school and it is dark in the mornings this time of year. East Elementary also did not participate in the Walk & Roll program due to concerns over the dark conditions in the morning decreasing the visibility of students walking or biking through their already congested parking lot. At both schools there was also concern over the large number of bear sightings in the surrounding neighborhoods. Principals at both schools were otherwise supportive of SR2S. See Appendix G for program flyer.

Chapter 4: Recommendations for Improvement

This chapter addresses the issues and opportunities observed by school officials, SR2S Task Force members, parents, students and community members throughout the development of this plan. The SR2S planning process has, to this point, examined current municipal and school policies, cited information regarding school travel, and revealed local attitudes and perceptions toward walking and biking. This chapter will present possible solutions to alleviate, improve or diminish existing concerns.

The recommendations in this chapter have been developed around the five E's for Safe Routes to School. The 5 E's are education, encouragement, enforcement, evaluation and engineering. A successful SR2S program incorporates components of each of these elements and attempts to comply with applicable local, state and federal traffic regulatory standards. Recommendations are categorized into two sections: Communitywide Recommendations and Specific School Site Recommendations. The communitywide recommendations are more generalized activities and actions that should take place throughout the community respective to the five E's. The specific school recommendations are concepts and programs to improve the conditions for walking and bicycling at the school site and its immediate vicinity. All of the recommendations should occur over the next five years to enhance their effectiveness.

In addition, it is recommended that the community of Kodiak continue to maintain an active SR2S Advisory Committee to oversee and evaluate the program. The SR2S Advisory Committee should consistently update the SR2S plan and implementation approaches to better serve the needs of parents and students. An Action Plan that consolidates the recommendations within a five year timeframe is in Appendix J. The Action Plan also assigns responsibility for implementation and provides an approximate timeframe for completion.

Communitywide Recommendations

1. Communitywide Issues
1.1 Bicycle and pedestrian infrastructure
1.2 Perception of community safety for walking and biking to school
1.3 Bicycle and pedestrian education
1.4 Motorist education
1.5 Enforcement of traffic rules and regulations
1.6 Enforcement of sidewalk maintenance and clearing
1.7 Transportation mode choice
1.8 Agency coordination and advocacy for improvements
1.9 Arrival and dismissal traffic at schools
1.10 Monitoring the short and long-term effects of SR2S

Issue 1.1 Bicycle and pedestrian infrastructure

Kodiak lacks a network of connected pathways and sidewalks linking key destinations such as schools and neighborhoods. Current ordinances do not include a requirement for installation of sidewalks as part of road improvement projects. There are currently no land use requirements to install new bicycle infrastructure. Where sidewalks exist they are sporadic and do not always contain curb ramps, may not have striped crosswalks at intersections and may end abruptly, not

leading anywhere. No school has a complete sidewalk network surrounding the school and linking to nearby neighborhoods.

Recommendations

- 1.1.1 Update subdivision ordinance to include sidewalk requirements for all new developments and constructed at the time street improvements are made.
- 1.1.2 Complete or install sidewalk systems on all school properties.
- 1.1.3 Propose the City/Borough establish a sidewalk and crosswalk reconditioning program that requires annual inspection of crosswalks for analysis of paint condition.
- 1.1.4 Restripe all crosswalks in the immediate vicinity of a school as a ladder crosswalk and in accordance with the Alaska Traffic Manual.
- 1.1.5 Ensure all crosswalks have adequate signage to warn motorists leading up to the crosswalk and at the crosswalk from all directions of traffic.
- 1.1.6 Inventory lighting in bus stop shelters and install additional lighting as needed.
- 1.1.7 Inventory lighting at crosswalks and in school parking lots and install additional street lights as needed.
- 1.1.8 Advocate for the expansion of the existing multi-use path.

Issue 1.2 Perception of community safety for walking and biking to school

The SR2S planning process revealed a variety of issues affecting the perceived safety of walking or biking to school in Kodiak.

Recommendations

- 1.2.1 Encourage city of Kodiak, KIB and KIBSD to reevaluate the crossing guard program and consider installing automatic crosswalk systems to provide consistent coverage and increase safety and visibility of high use crosswalks.
- 1.2.2 Offer parents and students bear awareness and safety information and materials.
- 1.2.3 Encourage in-class pedestrian and bike safety educational activities and take-home materials.
- 1.2.4 Increase visibility of crosswalks to motorists. Consider installing additional flashing lights or signs that indicate state law requires motorists to yield to pedestrians in crosswalks.
- 1.2.5 Develop a walking school bus program where groups of students walk together. Involve parents and parent facilitators to organize walking school buses for students walking from home to bus stops and from home to school.
- 1.2.6 Encourage students to dress in reflective gear to be more visible to motorists. Distribute reflective tape, bike reflectors and other reflective gear in the continuation of the SR2S program.
- 1.2.7 Conduct regular PSAs on rules of the road and safety tips such as reminding drivers to watch for pedestrians and bicyclists, stop for school buses and yield at crosswalks.

Issue 1.3 Bicycle and pedestrian education

Survey results and school audits indicate that students who currently walk or bike to school are not always riding their bikes safely, following traffic rules or exercising precautions to stay safe walking to school. KIBSD does not offer official bike or pedestrian safety education, but relies on parents and local police departments to teach bike and pedestrian safety.

Recommendations

- 1.3.1 Encourage in-class pedestrian and bike safety educational activities and take-home materials.
- 1.3.2 Continue to host a bike rodeo as a way to educate students and parents about bike skills, safety tips and traffic laws.
- 1.3.3 Include bicycle safety and maintenance programs in school curriculum through physical education or technical education programming.
- 1.3.4 Disseminate information in school newsletters illustrating the benefits of walking or biking to school. Develop PSAs for local radio and articles for the Kodiak Daily Mirror.
- 1.3.5 Work with KIBSD wellness coordinator to find additional ways to incorporate benefits of walking and biking into existing curriculum.
- 1.3.6 Encourage passage of an ordinance requiring the use of helmets for children aged 14 and under. Sponsor helmet giveaways at bike rodeos and other events.

Issue 1.4 Motorist education

Automobiles are the biggest danger to most bicyclists and pedestrians. Since Kodiak has limited separate pathways for other modes of transportation when pedestrians cross the street and bicyclists are on the roadways, they share the transportation network with automobiles. A serious concern is the behavior and attentiveness of motorists, particularly in school zones.

Recommendations

- 1.4.1 Disseminate school zone, crosswalk and drop-off and pick-up protocols to parents and guardians through school newsletters, student handbooks and other school communication networks.
- 1.4.2 Create PSAs for the high school encouraging young drivers to be aware of bicyclists and pedestrians. The close proximity of the high school to the middle school and Main Elementary adds inexperienced drivers to congestion at dropoff and pickup times.
- 1.4.3 Implement a communitywide encouragement campaign such as Keep Kids Alive – Drive 25, Share the Road, or Look.

Issue 1.5 Enforcement of traffic rules and regulations

Local law enforcement enforces traffic laws around schools in response to requests or complaints, but does not formally patrol school areas during dropoff and pickup times as a policy. The city of Kodiak Police Department, Alaska State Troopers or Coast Guard Military Police respond depending on the school. Although law enforcement resources are limited, increased involvement by law enforcement or other groups involved in public safety at busy student travel times can only help to improve safety of travelers, especially given the current lack of pedestrian and bicycle infrastructure on Kodiak Island.

Recommendations

- 1.5.1 Encourage local law enforcement to increase their presence at or around schools at dropoff and pickup times.
- 1.5.2 Work with local law enforcement to periodically enforce all applicable bicycle and pedestrian right of ways in high-use areas and discourage pedestrians from jaywalking across Mill Bay at Powell.

- 1.5.3 Work with local law enforcement to report incidents of speeding, parking violations and crosswalk violations in school zones.

Issue 1.6 Enforcement of sidewalk maintenance and clearing

The walking environment can be greatly improved through the enforcement of maintenance ordinances and policies. The city of Kodiak requires the abutting or fronting property owners to keep sidewalks clear of debris, including snow and ice removal.

Recommendations

- 1.6.1 Periodically remind property owners to regularly clear sidewalks of snow and ice through PSAs, utility bill inserts and newspaper articles.
- 1.6.2 Work with city of Kodiak Police Department to enforce sidewalk ordinance within city limits.
- 1.6.3 Encourage parents, teachers and students to report areas where improper sidewalk maintenance impedes walking safety, including lack of snow and ice removal.
- 1.6.4 Encourage city of Kodiak and KIB maintenance departments to regularly monitor and address sidewalk issues such as uneven surfaces, overgrown vegetation or other conditions that impede on pedestrian right of way.

Issue 1.7 Mode of Transportation

The national declines in children walking and biking to school and concern over the long-term health and traffic consequences of this trend are apparent in a community like Kodiak. Many community members and parents don't see walking or biking in Kodiak as a viable mode of transportation and students may not think to ask to walk or bike to school as a result. With private vehicles as the preferred mode of transportation, drivers are not accustomed to seeing people walk or bike along the roadways and are less likely to look for them while driving, whereas a critical mass of walkers and bikers would increase the expectation that drivers would encounter these users during any road trip.

Recommendations

- 1.7.1 Encourage more people to walk or bike as a regular mode of transportation. Celebrate International Bike to School Day in May and International Walk to School Day in October of each year. Develop incentive programs, media opportunities and student activities to increase community awareness and participation.
- 1.7.2 Coordinate the second annual Walk & Roll program to encourage students to walk or bike to school as many times as they can during a specified period.
- 1.7.3 Develop classroom activities. Work with principals and teachers to incorporate teaching about the importance and benefits of biking and walking in classroom activities. Classroom activities could include incorporating biking and walking into the physical education curriculum, art and essay contests on health and environmental benefits of walking and biking, or walking Wednesdays, where students walk with school staff once a week.
- 1.7.4 Invite guest speakers such as the Alaska State Troopers, volunteer fire department, public health nurse or others who can address bicycle and pedestrian safety or the health and environmental benefits of biking and walking.

- 1.7.5 Invite U.S. Fish & Wildlife, Alaska Department Fish & Game or Alaska State Troopers to deliver an annual bear awareness and safety program to elementary and middle school students.
- 1.7.6 Develop a media campaign to get the SR2S message to parents and communitywide. This may include posters, emails, newsletters, PSAs or stories in the local paper.

Issue 1.8 Agency coordination and advocacy for improvements

Many of the engineering recommendations in this SR2S plan require significant coordination and communication with the city of Kodiak, KIB and school district. Ordinance changes, enforcement of ordinances and installation of transportation infrastructure are all government functions.

Recommendations

- 1.8.1 The school district should remain active in discussions with the city and borough about future growth and transportation planning.
- 1.8.2 Encourage parents and community members to advocate for increased bicycle and pedestrian facilities, especially in school zones and immediately surrounding school sites.
- 1.8.3 Use the SR2S plan as the basis of walking and biking standards in the community and refer to the plan where appropriate in other city and borough planning efforts.

Issue 1.9 Arrival and dismissal traffic at schools

All schools experienced congestion from vehicles, buses, pedestrians and bicyclists using the same transportation network at dropoff and pickup times. Some schools in Kodiak have designated areas for automobile dropoff and pickup, but not all motorists observe the suggested rules. The locations where children exit and enter vehicles are also an issue because children become pedestrians in travel lanes or may dart between vehicles. Pedestrian and bicyclists also occupy the same sidewalks as those entering and exiting buses and vehicles, which can cause conflicts.

Recommendations

- 1.9.1 Develop on-site management plans that include designated dropoff and pickup zones, adult monitors and safety patrols for each school.
- 1.9.2 Encourage parents who want to escort their children to the building to park their cars in a parking lot or designated off-street parking and not in the loading and unloading areas or in the queue of cars waiting to load or unload.
- 1.9.3 Consider staggering student dismissal times, letting walkers and bikers leave first, then school bus riders then passengers of cars.
- 1.9.4 Develop a progressive enforcement campaign as a hybrid enforcement and educational effort that starts with an awareness campaign, followed by warning tickets, followed by actual traffic citations.
- 1.9.5 Instruct children who ride their bikes to school to dismount their bikes and walk them to a bike rack when on school property. Riding on congested sidewalks can cause conflicts and injury.

Issue 1.10 Monitoring the short and long-term effects of SR2S

The SR2S planning process used a number of tools such as surveys and audits to establish current conditions and attitudes. This provides the baseline from which to measure future improvements. Monitoring and evaluating the program's successes and challenges is essential to the long-term achievements of the SR2S program. The SR2S plan is considered a work in progress and should be revised and revisited annually in concert with other related planning processes.

Recommendations

- 1.10.1 Establish a standing SR2S Advisory Committee to advocate for the implementation of the adopted SR2S plan and evaluate progress achieving goals.
- 1.10.2 Continue to administer the Student Travel Tally and Parent Survey at least annually. The information collected during the planning process has established a baseline for comparison to future years. Monitor results of the surveys to help determine program effectiveness. Forward survey results to National Center for Safe Routes to School for analysis.
- 1.10.3 Annually review and revise SR2S plan to incorporate new data collected or updates.

School Site Specific Recommendations

The specific school recommendations are concepts and programs to improve the conditions for walking and bicycling at the school site and its immediate vicinity.

2. Main Elementary School

Issue 2.1 High vehicle and pedestrian congestion on Powell Street

A lack of convenient off-street parking for parents and guardians on Powell Street and failure to comply with dropoff and pickup protocol contributes to the congestion on Powell Street. The close proximity of Main Elementary and the middle school adds pedestrian, vehicle and bus traffic on Powell Street. Crosswalks on Powell Street and Mill Bay Road at Birch Avenue have worn paint and are difficult for motorists and pedestrians to see. Finally, motorists exiting the middle school parking lot have a blind spot to pedestrians on the sidewalk.

Recommendations

- 2.1.1 Install additional flashing lights or signs that indicate state law requires motorists to yield to pedestrians in crosswalks. Ensure that crosswalk signs are seen from all directions.
- 2.1.2 Restripe all crosswalks in the immediate vicinity of a school as ladder crosswalks.
- 2.1.3 Inventory lighting on Powell Street and add additional lighting where needed.
- 2.1.4 Conduct a traffic flow study to increase efficiency of dropoff and pickup process, including designating parent and guardian short-term parking.
- 2.1.5 Implement recommendations of traffic flow study, which may include additional signage, parent/guardian education and enforcement of dropoff and pickup protocol.
- 2.1.6 Collaborate with law enforcement, the school district and department of transportation to determine how to discourage u-turns on Powell Street.
- 2.1.7 Install watch for pedestrian signage for motorists exiting the middle school parking lot onto Powell Street.
- 2.1.8 Install green Main Elementary School information sign indicating presence of a school for motorists on Mill Bay Road and Rezanof Drive.

Issue 2.2 Jaywalking across Mill Bay Road at Powell Street

Students from Main Elementary and the middle school jaywalk across Mill Bay Road at Powell Street and cut behind Island Espresso rather than walk the short distance to the crosswalk at Birch Avenue and Mill Bay Road.

Recommendations

- 2.2.1 Request local law enforcement monitor Mill Bay Road and Powell Street at the beginning of the school year to encourage students to walk the short distance to the crosswalk at Birch Avenue and Mill Bay Road and not jaywalk.
- 2.2.2 Encourage the school district, city of Kodiak, and other appropriate entities such as the department of transportation to implement infrastructure barriers, signage or other means of discouraging jaywalking.
- 2.2.3 Work with the parent facilitator for Main Elementary to inform students and parents of the dangers to jaywalking.

3. East Elementary School

Issue 3.1 Visibility of crosswalks, pathways and signage

The crosswalks within the school zone at East Elementary have worn paint and are difficult for motorists and pedestrians to see. There is inadequate maintenance of brush, snow and ice along multi-use path directly across from the school entrance. School zone signs are not visible from secondary roads entering Benny Benson Drive.

Recommendations

- 3.1.1 Restripe crosswalk across Benny Benson Drive as a ladder crosswalk and align crosswalk with entrance to multi-use path.
- 3.1.2 Restripe crosswalks at Mill Bay Road and Rezanof Drive.
- 3.1.3 Install ramp in sidewalk to accommodate bikes or students with special needs using the crosswalk at Benny Benson Drive in front of East Elementary.
- 3.1.4 Install school zone signs visible from secondary roads entering Benny Benson Drive.
- 3.1.5 Regularly clear multi-use path of brush, snow and ice.

Issue 3.2 Congestion and safety in school parking lot

The tight configuration of the parking lot at East Elementary causes several issues of safety and efficiency. The parking lot is too small for adequate bus maneuvering and does not provide enough parking for staff and parents. Parents and guardians frequently fail to comply with the school's dropoff and pickup protocol. The recommendations were developed by the PTA with input from parents and staff.

Recommendations

- 3.2.1 Recruit and train staff and adult volunteers to supervise the student loading and unloading zone during arrival and dismissal times to ensure student safety and enforce dropoff and pickup protocol.
- 3.2.2 Install additional lighting at the following four locations of the parking lot: the back corner near the baseball field, the far side of the lot at the entrance, the dumpster area, and the student loading and unloading zone.

- 3.2.3 Explore the feasibility of adding additional parking by using some of the baseball field, constructing an access road up to the unused blacktop area of the primary playground, or by utilizing some of the wooded area at the back of the parking lot.
- 3.2.4 Designate a new area for piling snow in the winter that does not cover parking spaces or sidewalks. Explore using the area between the dumpster and the exit.
- 3.2.5 Conduct a traffic flow study to increase efficiency of bus and vehicle loading and unloading zones and explore the feasibility of designating a separate area outside the current parking lot to load and unloading school buses.

4. North Star Elementary School

Issue 4.1 No safe pedestrian or bicycle access to school

The roads surrounding North Star Elementary are narrow, steep, winding, unpaved and do not have sidewalks or separate pathways. The multi-use path is close to the school but there is no safe access for students to get the short distance from the path to school. Conditions in winter (low visibility, snow and ice) exacerbate the dangers and trigger a hazardous bus route for students living within one mile of school.

Recommendations

- 4.1.1 Advocate for the department of transportation to pave and install a sidewalk on Otmeloi Road.
- 4.1.2 Advocate for the installation of new trails as proposed in the Kodiak Master Trails Plan.
- 4.1.3 Pursue funding to implement results of 2009 Traffic Flow Study and parking lot redesign approved by the PTA.
- 4.1.4 Encourage law enforcement to periodically monitor traffic for speeding on Otmeloi Road, Antone Way and Mallard Way.
- 4.1.5 Work with the PTA to encourage parents to organize a walking bus program from nearby neighborhoods.
- 4.1.6 Work with appropriate agencies to identify any needs for additional signage such as school zone, watch for children, etc. to increase awareness of school children.

5. Peterson Elementary School

Issue 5.1 Safe access and maintenance of existing pathways

Peterson Elementary does not have safe access from Aviation Hill, Lake Louise or Bell's Flats neighborhoods due to lack of sidewalks or separate paths, and the difficulty of crossing Rezanof, a major road. The stairs and adjacent path behind the school that lead to the Upper Government Hill neighborhood are often icy during the winter.

Recommendations

- 5.1.1 Work with the PTA to encourage families that live far from school to drive to a designated safe dropoff location and walk or bike the remaining distance to school.
- 5.1.2 Regularly clear the stairs and adjacent path behind the school leading to Upper Government Hill of snow and ice.
- 5.1.3 Inventory lighting on the stairs and adjacent path behind the school and add additional lighting where needed.
- 5.1.4 Work with department of transportation to identify ways of making it safer for pedestrians and bikers to cross West Rezanof Drive near Peterson Elementary and the

main gate of the Coast Guard base.

6. Kodiak Middle School

Issue 6.1 High vehicle and pedestrian congestion on Powell Street and Rezanof Drive

A lack of convenient off-street parking for parents and guardians on Rezanof Drive or Powell Street contributes to the congestion. The close proximity of the middle school to Main Elementary adds pedestrian, vehicle and bus traffic. Crosswalks on Powell Street and Rezanof Drive are difficult for motorists and pedestrians to see.

Recommendations

- 6.1.1 Install additional flashing lights or signs that indicate state law requires motorists to yield to pedestrians in crosswalks.
- 6.1.2 Regularly restripe crosswalk across Rezanof Drive at Powell Street.
- 6.1.3 Inventory lighting on Powell Street and add lighting where needed.
- 6.1.4 Conduct a traffic flow study to increase efficiency of dropoff and pickup process including designating parent and guardian short term parking.
- 6.1.5 Collaborate with law enforcement, the school district and department of transportation to determine how to discourage U-turning on Powell Street.
- 6.1.6 Develop and implement a no jaywalking campaign to educate students about the dangers of jaywalking across and cite repeat offenders.

Chapter 5: Best Practices and Implementation Resources

There are many active Safe Routes to School programs across the country and around the world today. Many of the tools and ideas behind these successful programs are available to share for the benefit of other communities. Chapter 5 provides a toolbox detailing program suggestions and ideas, a list of web resources and potential funding sources for implementing a SR2S program.

General SR2S Web Resources

There is an abundance of information about SR2S on the web. The National Center for Safe Routes to School is a clearinghouse of information and materials collected from SR2S programs across the county. In addition, each state has a SR2S website with example plans from cities as well as many encouragement and education program ideas.

The National Center for Safe Routes to School provides a complete website with information and resources on all aspects of a Safe Routes to School program.

www.saferoutesinfo.org/

International Walk/Bike to School maintains an excellent website that shares SR2S information from around the world and organizes the International Walk to School Day in October and International Bike to School Day in May.

www.walkbiketoschool.org/

The Alaska Department of Transportation's Safe Routes to School website contains information on the state grant program and helpful information on planning and SR2S programs in general.

www.dot.state.ak.us/stwdplng/saferoutes/index.shtml

The Federal Highway Administration maintains a very useful SR2S website containing a broad overview of the program, frequently asked questions and funding information.

safety.fhwa.dot.gov/saferoutes/

The Safe Routes to School National Partnership provides links and contacts to businesses and organizations in each state that can help individuals building a SR2S program.

www.saferoutespartnership.org/

Marin County, CA was the first county in the nation to develop a successful SR2S program. The results of their efforts, including helpful how-to guides, are available for download at:

www.saferoutestoschools.org/

Engineering Toolbox

Engineering strategies include physical improvements to the environment such as crosswalks, sidewalks and signals. New trails, sidewalks and traffic control devices must comply with local, state and federal regulatory standards. It is also good practice to obtain maintenance and operating commitments prior to project implementation.

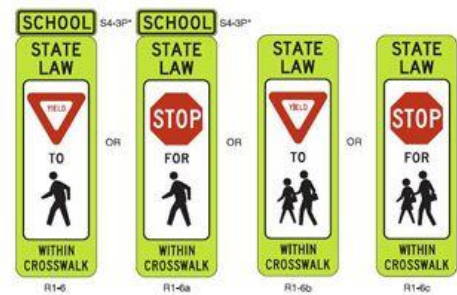
1. Complete and connect sidewalk network in critical student travel areas. A complete network of separate walking or biking pathways (sidewalks or multi-use paths) is one of the most

important tools for SR2S programs. Interconnected sidewalks and multi-use paths provide students with safe routes to and from home and school.

2. Install crosswalks and signage. Crosswalks define the area of the street where automobile drivers can expect to see pedestrians. It is important for both drivers and pedestrians to clearly see the crosswalks. In Alaska, a driver is required to yield to a pedestrian in a crosswalk. High-visibility crosswalks such as a ladder crosswalk (illustrated to the right) are recommended on crosswalks adjacent to school grounds.



In-street crosswalk signs on unsignalized pedestrian crossings make the crosswalk more visible and increase driver yielding. Crosswalk signage is most effective on two-lane, low-speed streets than on multi-lane, high-speed streets. In-street pedestrian crossing signs can be permanently installed in the roadway or mounted on a portable base to allow them to be taken in and out of the street during the school day.



3. Restrict turning movements. Particular restrictions such as only allowing right turns out of or into school properties (commonly called “right-in, right-out” access) can help alleviate congestion and traffic back-ups in some locations.

4. Install or improve street lighting and signage. Adequate street lighting is an important tool for walking or biking safely. It assures visibility and also provides a level of security to streets. Signage in school zones is especially important in notifying drivers of school traffic and maintaining safe speeds.

5. Install traffic calming measures. Traffic calming measures such as curb extensions, speed tables, traffic circles, raised crosswalks, narrowing lanes, etc. have become more popular in recent years and the engineering behind them has improved. Studies have shown that well designed traffic calming measures can reduce vehicle speeds considerably.

Education Toolbox

Education strategies teach children, parents and neighbors about the benefits of walking and bicycling to school as well as teaching appropriate walking, driving and bicycling behaviors to support safe travel in the school zone.

1. The Alaska State Troopers have a Safety Bear Program that teaches children pedestrian and bike safety along with other safety tips. The Safety Bear Program is available through the troopers branch in Kodiak for events such as bike rodeos and in-classroom presentations on request.

2. The League of American Bicyclists has a bike education program that includes curricula for adults and children taught by certified instructors. Programs include instruction for parents and

children to improve on-bike skills and motorist education that can be taught in driver's education curriculum. Getting a local league certified instructor to offer these classes would increase overall community traffic safety by improving driver and biker skills.

3. The National Center for Safe Routes to School has a plethora of programs, classroom activities and other educational resources developed by SR2S programs across the country. These materials are a great source of inspiration and ideas for implementing more educational programs in Kodiak.

4. The Alaska Department of Fish and Game has a selection of materials available from videos to coloring books on bear awareness. Fish and Game biologists in Kodiak are available for in-classroom presentations on bear awareness on request.

Encouragement Toolbox

Encouragement strategies are programs, contests and other initiatives that entice children, parents and others to walk or bike to school.

1. The walking school bus is a volunteer-based program where a parent or other trusted adult volunteers to walk a set route, picking up school children along the way and walking them to the school grounds. Another adult will pick up the children at the school grounds and walk them home. This type of program is also known as a school pool or a bike train.

2. International Walk to School Day occurs each October and creates an opportunity for communities and schools to plan their own media campaign, events and activities that encourage students to walk to school.

3. International Bike to School Day occurs each May and creates an opportunity for communities and schools to plan their own media campaign, events and activities that encourage students to bike to school.

4. Park and walk programs allow students who live too far away to walk the entire way to school a chance to participate in and receive the benefits of walking to school. By providing a remote parking lot within a mile of the school grounds, parents and children can leave the car and walk to school.

5. In a Walking Wednesday program participants meet with school staff at a public location such as a coffee house near the school. At a pre-determined time, the students and the staff walk together to school one day a week.

6. A walk and bike across America contest encourages students to keep track of the distance they walk and bike to school by calculating how far they live from school and multiplying that by the number of one-way biking and walking trips. If children are dropped off at staging areas near school they calculate the distance they travel from there. Similar counts are made from home to the bus stop. Each week at a designated time, the students add up the distance the whole class traveled during that week and plot it on a map. Then they travel to a destination chosen by the class within those miles. Students become aware that they can travel great distances on foot or by

bike. As the class continues to accumulate miles, they can research new destinations around the country. At the end of a designated time, the class that has traveled the farthest gets a special reward.

Enforcement Toolbox

Enforcement strategies incorporate law enforcement efforts to ensure that drivers, bicyclists and pedestrians obey traffic laws and practice appropriate behaviors.

1. Active speed monitors (or driver feedback signs) are signs permanently mounted near schools to make drivers aware of their current speed. They flash when a motorist is exceeding the posted speed limit.
2. Progressive ticketing is an educational effort that leads to enforcement if a driver receives multiple warnings. The first step is a community awareness campaign, followed by warning tickets, followed by actual traffic citations.
3. The strict enforcement of speed laws in school zones can improve the safety for children walking and bicycling to school as well as drivers in the area.
4. An adult school crossing guard program can improve safety of children crossing busy intersections along popular school routes. Local police departments often train and certify the crossing guards. Adults are legally allowed to stop traffic or traffic violators.
5. Safety patrols are comprised of specially trained adults, who are assigned tasks such as escorting students to buses, enforcing dropoff and pickup protocols and assisting students across streets.

Funding Resources

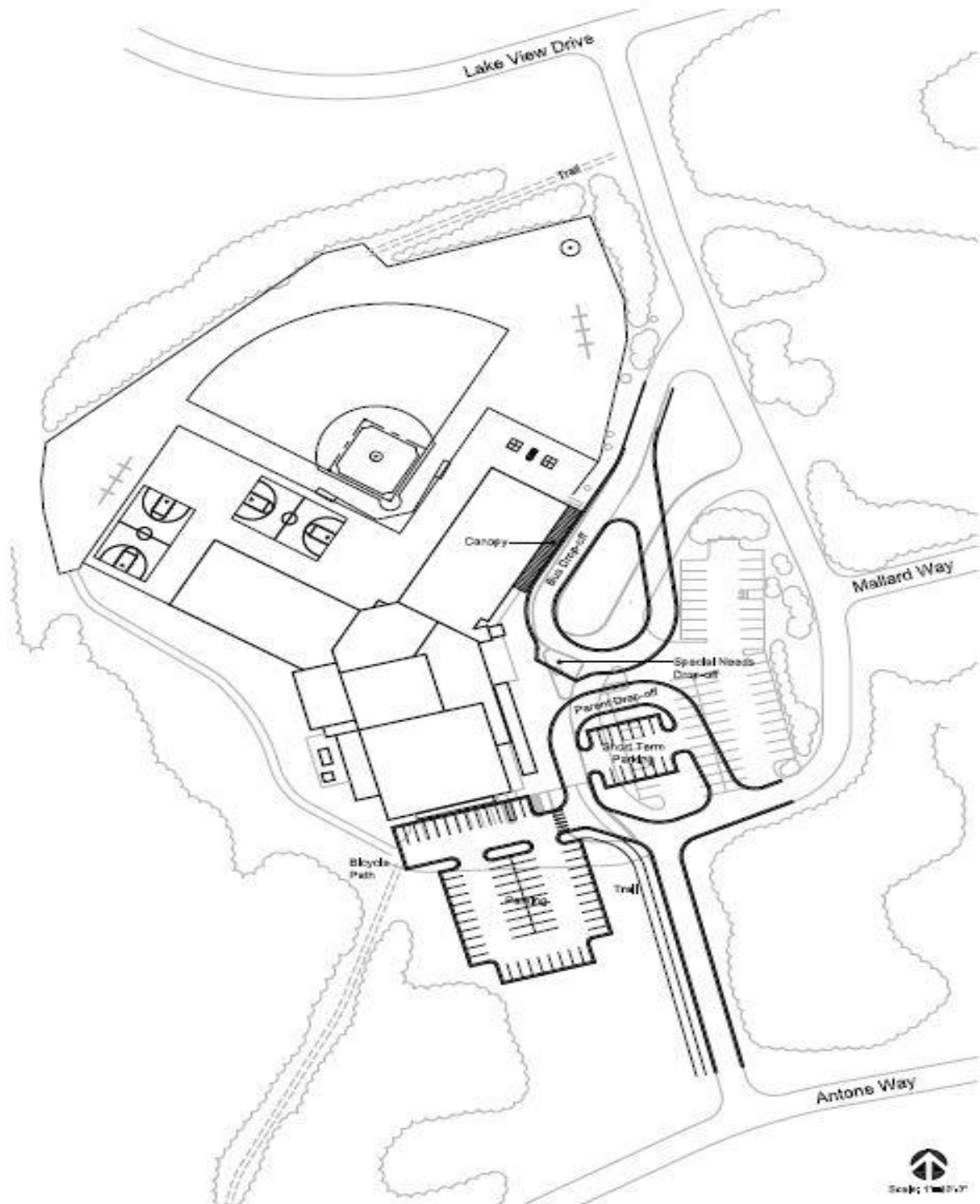
A variety of public grants and private sector funding sources are available to fund Safe Routes to School projects. The Summary of Funding Sources (Table 3) provides a sampling of grant prospects for funding the continuation of the SR2S program in Kodiak.

Table 3. Summary of Funding Sources

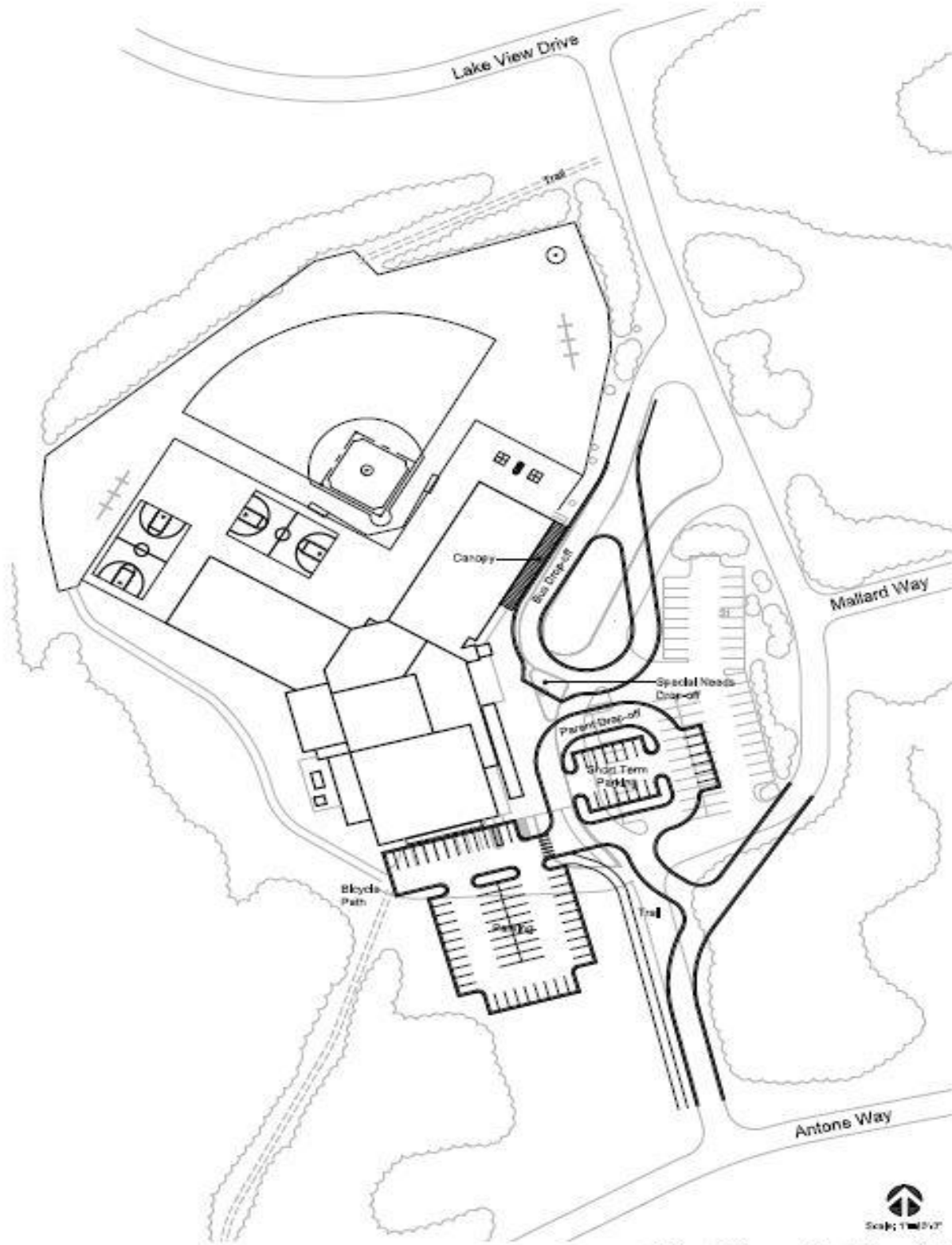
Grant/Funding		
Agency	Funding Priority	Contact Information
Government Grants		
Alaska Safe Routes to School program of DOT	Infrastructure improvements projects. Infrastructure projects must be accompanied by a SRTS Plan, within a two mile radius of a grade K-8 school and substantially improve the ability of children to walk and bike to school.	www.dot.state.ak.us
Alaska Safe Routes to School program of DOT	Non-infrastructure grants support education, encouragement, enforcement, or evaluation activities related to safe walking and biking to school.	www.dot.state.ak.us

Alaska DNR Parks & Outdoor Recreation	Recreation Trails Program: Develop and maintain recreational trails. Also provides funds for trail related environmental protection, safety and educational projects.	dnr.alaska.gov
Community Development Block Grants	There are three basic funding categories: community development, planning and special economic development.	www.commerce.state.ak.us
Capital Legislative Projects	Capital improvement projects for consideration in the capital improvement budget for House District 35 in Alaska.	Astrid Rose astrid.rose@akleg.gov
Private Sector Grants		
Bikes Belong	Community Partnership Grants: bike facility and advocacy projects.	www.bikesbelong.org
Wal-Mart Foundation	Wal-Mart Foundation's core giving areas: hunger relief & healthy eating, sustainability, women's economic empowerment or career opportunity.	foundation.walmart.com
Safeway Foundation	The Safeway Foundation supports numerous youth development organizations as well as a broad range of after-school and physical education programs.	www.safewayfoundation.org
Robert Wood Johnson	Offers grants through their Healthy Kids Healthy Communities initiative that address public health issues such as childhood obesity.	www.rwjf.org

Appendix A: North Star Proposed Parking Lot Redesign




Scale: 1" = 10' 0"
Site Plan - Option 2
March 12, 2009
Kodlak Northstar School
Kodlak, Alaska



Site Plan - Option 2B

March 12, 2009

Kodlak Northstar School
Kodlak, Alaska

Appendix B: Parent Survey

Parent Survey About Walking and Biking to School				
Dear Parent or Caregiver,				
Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.				
After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results.				
Thank you for participating in this survey!				
+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +				
School Name:				
<table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 10%; text-align: center;">and</td> <td style="width: 40%;"></td> </tr> </table>			and	
	and			
1. What is the grade of the child who brought home this survey? <input type="text"/> <input type="text"/> Grade (PK,K,1,2,3...)				
2. Is the child who brought home this survey male or female? <input type="checkbox"/> Male <input type="checkbox"/> Female				
3. How many children do you have in Kindergarten through 8th grade? <input type="text"/> <input type="text"/>				
4. What is the street intersection nearest your home? (Provide the names of two intersecting streets)				
<table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 10%; text-align: center;">and</td> <td style="width: 40%;"></td> </tr> </table>			and	
	and			
Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box.				
5. How far does your child live from school?				
<input type="checkbox"/> Less than ¼ mile <input type="checkbox"/> ½ mile up to 1 mile <input type="checkbox"/> More than 2 miles <input type="checkbox"/> ¼ mile up to ½ mile <input type="checkbox"/> 1 mile up to 2 miles <input type="checkbox"/> Don't know				
Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box. +				
6. On most days, how does your child arrive and leave for school? (Select one choice per column, mark box with X)				
<u>Arrive at school</u> <input type="checkbox"/> Walk <input type="checkbox"/> Bike <input type="checkbox"/> School Bus <input type="checkbox"/> Family vehicle (only children in your family) <input type="checkbox"/> Carpool (Children from other families) <input type="checkbox"/> Transit (city bus, subway, etc.) <input type="checkbox"/> Other (skateboard, scooter, inline skates, etc.)	<u>Leave from school</u> <input type="checkbox"/> Walk <input type="checkbox"/> Bike <input type="checkbox"/> School Bus <input type="checkbox"/> Family vehicle (only children in your family) <input type="checkbox"/> Carpool (Children from other families) <input type="checkbox"/> Transit (city bus, subway, etc.) <input type="checkbox"/> Other (skateboard, scooter, inline skates, etc.)			
+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box +				
7. How long does it normally take your child to get to/from school? (Select one choice per column, mark box with X)				
<u>Travel time to school</u> <input type="checkbox"/> Less than 5 minutes <input type="checkbox"/> 5 – 10 minutes <input type="checkbox"/> 11 – 20 minutes <input type="checkbox"/> More than 20 minutes <input type="checkbox"/> Don't know / Not sure	<u>Travel time from school</u> <input type="checkbox"/> Less than 5 minutes <input type="checkbox"/> 5 – 10 minutes <input type="checkbox"/> 11 – 20 minutes <input type="checkbox"/> More than 20 minutes <input type="checkbox"/> Don't know / Not sure			
+ +				

+		+
<p>8. Has your child asked you for permission to walk or bike to/from school in the last year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>9. At what grade would you allow your child to walk or bike to/from school without an adult? (Select a grade between PK,K,1,2,3...) <input type="text"/> grade (or) <input type="checkbox"/> I would not feel comfortable at any grade</p>		
<p>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>		
<p>10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)</p>	<p>11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)</p>	
<input type="checkbox"/> Distance.....	<input type="checkbox"/> My child already walks or bikes to/from school	
<input type="checkbox"/> Convenience of driving.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Time.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Child's before or after-school activities.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Speed of traffic along route.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Amount of traffic along route.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Adults to walk or bike with.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Sidewalks or pathways.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Safety of intersections and crossings.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Crossing guards.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Violence or crime.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<input type="checkbox"/> Weather or climate.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure	
<p>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>		
<p>12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?</p>		
<input type="checkbox"/> Strongly Encourages <input type="checkbox"/> Encourages <input type="checkbox"/> Neither <input type="checkbox"/> Discourages <input type="checkbox"/> Strongly Discourages		
<p>13. How much fun is walking or biking to/from school for your child?</p>		
<input type="checkbox"/> Very Fun <input type="checkbox"/> Fun <input type="checkbox"/> Neutral <input type="checkbox"/> Boring <input type="checkbox"/> Very Boring		
<p>14. How healthy is walking or biking to/from school for your child?</p>		
<input type="checkbox"/> Very Healthy <input type="checkbox"/> Healthy <input type="checkbox"/> Neutral <input type="checkbox"/> Unhealthy <input type="checkbox"/> Very Unhealthy		
<p>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>		
<p>15. What is the highest grade or year of school you completed?</p>		
<input type="checkbox"/> Grades 1 through 8 (Elementary) <input type="checkbox"/> College 1 to 3 years (Some college or technical school)		
<input type="checkbox"/> Grades 9 through 11 (Some high school) <input type="checkbox"/> College 4 years or more (College graduate)		
<input type="checkbox"/> Grade 12 or GED (High school graduate) <input type="checkbox"/> Prefer not to answer		
<p>16. Please provide any additional comments below.</p>		

Appendix C: Safe Routes to School Community Survey

Safe Routes to School Community Survey Questions

Island Trails Network is working to identify issues and find ways to improve walking and biking conditions to Kodiak schools and throughout the community. We invite community members to give feedback on what you are seeing when you walk, bike or drive around Kodiak. This survey will take about 5 minutes to complete. Please complete only one survey per person. Your survey responses will be kept confidential.

1. What is the street intersection nearest your home? Please provide the names of two intersecting streets.
2. How far do you live from a school?
 - a. Less than 1/4 mile
 - b. 1/4 mile up to 1/2 mile
 - c. 1/2 mile up to 1 mile
 - d. 1 mile up to 2 miles
 - e. More than 2 miles
 - f. Don't know
3. Do you ever walk or bicycle to the following locations in Kodiak?
 - a. School
 - b. Work
 - c. Church
 - d. Downtown businesses
 - e. Other
4. If you walk or bicycle to any of the above locations in Kodiak, why do you do so?
 - a. Personal enjoyment
 - b. Exercise
 - c. Convenience
 - d. To save money
 - e. Environmental reasons
 - f. To walk my dog
 - g. I do not have a vehicle
 - h. I do not walk or bike
 - i. Other
5. How often do you use the sidewalks or trails to get around Kodiak?
 - a. Extremely often
 - b. Very often
 - c. Somewhat often
 - d. Never
6. If the following conditions were improved would you WALK or BIKE more around Kodiak? (not very likely, somewhat likely, very likely)
 - a. More sidewalks
 - b. Better sidewalks
 - c. Better lighting along sidewalks and bike path
 - d. Confidence that drivers would STOP for pedestrians in crosswalk.
 - e. More crossing guards before and after school
 - f. Less traffic
 - g. Safer crossings along Mill Bay and Rezanof
 - h. Bike lanes
 - i. More places to safely park a bike
 - j. Shorter distance between destinations
 - k. More free time

- l. Being in better physical shape
 - m. More people out walking and biking
 - n. Other
7. If walking or bicycling, are you able to travel to your destination entirely by sidewalk or trail? (always, sometimes, never)
 8. In general, how safe do you feel walking and/or bicycling in Kodiak? (extremely safe, very safe, moderately safe, slightly safe, not safe at all) If you do not feel safe, please explain why you feel that way.
 9. How many children in grades K-8 live in your household? (0, 1, 2, 3, 4, 5+)
 10. Please share any unsafe traffic, pedestrian or biking situations you have recently witnessed in Kodiak. If you have any comments as to how we can improve walking and/or bicycling in Kodiak, include them here.

Appendix D: School Audit Checklist

General Information

1. School You're Auditing (circle one):

North Star East Peterson Main KMS

2. Name of Street You're Surveying:

3. Between which two Cross Streets:

_____ & _____

4. Day of the Week (circle one): M Tu W Th F

Time of Day: _____

Weather Conditions: _____

For the questions below, please mark the box or boxes that best describe(s) the conditions on the street you're surveying.

Sidewalks

5. The sidewalks on this street are:

Continuous for the entire street and connect to sidewalks on cross streets.

Continuous for the entire street but do not connect to sidewalks on cross streets.

In place on only part of the street, with gaps between sidewalk sections.

This street does not have any sidewalks.

6. With regard to the condition of the sidewalks on this street, all of the following are true:

Severely damaged to the point of being dangerous (for example, broken pavement creating potholes or bumps of 2" or more).

Showing signs of wear, including cracking or slight heaving, but perceived as mostly safe.

Overgrown with grass or weeds.

Snow/ice covered.

Under standing water at any one (or more) location(s) along the sidewalk.

The sidewalk is in good condition, and does not exhibit any of the above conditions.

This street does not have any sidewalks.

Other (please specify):

7. The following obstructions are present over at least part of the sidewalk:

Shrubs or other landscaping

Trash cans

Dumpsters

Signs

Temporary Fixed/permanent

Utility poles

Other (please specify):

None, the sidewalk is free of obstructions.

This street does not have any sidewalks.

8. Is the sidewalk accessible by wheelchairs (i.e., are there ramps at intersections)?

Yes No Not Applicable (no sidewalk)

9. In your opinion, is the sidewalk well-lit, or does it appear to have adequate lighting?

Yes No Not Applicable (no sidewalk)

Street Crossings

10. Are crosswalks present at this street's intersections?

Yes No

11. Traffic on this road can most accurately be described as (please pick one):

Constant Traffic – it would be impossible to cross safely without at least one vehicle stopping.

Heavy traffic – there are occasional breaks in

the traffic long enough to cross safely, but one would probably have to wait more than a minute for these breaks.

Moderate traffic – there are frequent opportunities to cross safely, although occasionally one would have to wait a minute or less for a break in the traffic.

Light traffic – Very few cars use the street and one shouldn't have to wait beyond "looking both ways" before crossing safely.

12. Do parked cars block the view of oncoming traffic at intersections?

Yes No

13. Are there any traffic signals or signs on this street?

Yes No

14. If you answered Yes to the last question, which of the following traffic control devices are there?

Traffic Lights

Stop Sign

Yield Sign

Crossing guard

Other (please specify):

15. Do traffic signals allow enough time for children to cross safely?

Yes No Not Applicable

16. Is there a pedestrian signal or warning on the street?

Yes No

Observed Driver Behavior

17. What is the posted speed limit? _____ mph

18. Do drivers appear to be obeying the speed limit?

Yes No I don't know

19. Do drivers appear to be speeding up to make it through traffic lights, or rolling through stop signs?

Yes No Not Applicable

20. Do drivers yield to pedestrians in the crosswalk?

Yes No Not Applicable

Bicycle Specific

21. Bicycles can currently travel on this street by riding on (check all that apply):

marked on-street bike lanes

unmarked but wide curb or shoulder lanes on the edge of the street

the sidewalk

an off-street, off-sidewalk bicycle path

traffic lanes they share with motor vehicles

other (please specify):

I don't think bicycles can safely travel on this street in its current configuration

I don't know

22. Is the road (or path) for bicyclists well maintained?

Yes No Not Applicable

23. Do drivers appear to give bicyclists space on the road?

Yes No Not Applicable

24. Are bicycle route signs showing the recommended routes present?

Yes No Not Applicable

25. Are bicyclists able to activate any traffic signals along or crossing the road?

Yes No Not Applicable

26. Do bicyclists appear to be following the rules of the road?

Yes No (please explain):

School Zone Specific

If the street you're surveying has signs indicating it is a "School Zone," please answer the following:

27. Are there signs specifying a school zone speed limit?

Yes: speed limit ____ mph No

28. Is the existing signage faded, damaged, outdated, obstructed, or otherwise difficult to see or understand?

Yes (please identify problem):

No

Other Issues

29. Are there abandoned buildings or cars along the street?

Yes No I don't know

30. Does loitering (i.e., people seeming to "hang around" without any purpose) appear to be a problem at any location along the street?

Yes No I don't know

31. Is there any (observed or suspected) drug activity or other crimes taking place in the area?

Yes No I don't know

32. Do any homes have scary dogs or loose dogs?

Yes No I don't know

33. Are any areas along the street isolated from homes or businesses?

Yes No I don't know

34. Is litter or trash a problem along the street?

Yes No I don't know

35. What is the air quality (including odors) like along the street?

Not a perceived problem

Air quality is a problem along this street

Please specify problem:

36. In your opinion, how does the landscaping along this street (whether on private property or immediately next to the roadway or sidewalk) contribute to the desire to walk or ride bicycles?

The landscaping is inviting and well maintained, and makes it feel comfortable and safe for walking or bicycling along this street

The landscaping is in poor condition and makes it appear uncomfortable or unsafe for walking or bicycling along this street

I think landscaping on this street has no impact on whether or not children walk or ride bicycles

I don't know or I don't have an opinion about landscaping

If you would like to share a specific comment or recommendation about how this street could more successfully function as a "safe route" to school, please share it in the space provided below:

Appendix E: Student Travel Tally Sheet

SAFE ROUTES TO SCHOOL STUDENT ARRIVAL AND DEPARTURE TALLY SHEET

School Name: Zip Code: -

Teacher: Grade (K-8)

Monday's Date / / # of students enrolled in class
M M / D D / Y E A R

Teachers, here are simple instructions for using this form:

- Please conduct these counts **on any two days from Tuesday, Wednesday, or Thursday of the assigned week**. Only two days worth of counts are needed, but counting all 3 provides better data.
- **Please do not conduct these counts on Mondays or Fridays.**
- Before asking your students to raise their hands to indicate the *one answer* that is correct for them, read through all potential answers so they will know what the choices are.
- Ask your students as a group the question **"How did you arrive at school today?"**
- Read each answer and record the number of students that raised their hands for each.
- **Place just one character or number in each box.**
- Follow the same procedure for the question **"How do you plan to leave for home after school?"**
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in class each day.			Step 2. Ask students "How did you arrive at school today?" and "How do you plan to leave for home after school?" (record number of hands for each answer)								
Weather S= sunny R= rainy O= overcast Sn= snow	Number of Students (in class when count made)		Walk	Bike	School Bus	Family Vehicle (only with children from your family)	Carpool (riding with children from other families)	Transit (city bus, subway, etc.)	Other (skateboard, scooter, inline skates, etc.)		
SAMPLE	S	2 7	4	2	1 1	7	3	0	0		
Tues AM											
Tues PM											
Wed AM											
Wed PM											
Thur AM											
Thur PM											

Comments (List disruptions to counts or any unusual travel conditions to/from the school on the days of the tally):

Thank you for helping gather this information!



FREE!

BIKE RODEO

Saturday, May 12, 2012

Ages 6-8: 9:00am - 11:00am
Ages 9 and up: 12:00pm - 2:00pm
at Kodiak Middle School

Bring your bike and helmet and cruise around a fun bike skills course to improve riding and safety skills.
Register by May 9th at the Kodiak Teen Center.

For more information contact Sandra West, 539-6429.



ISLAND
TRAILS
NETWORK



SafeRoutes
Alaska Safe Routes to School



Healthy
TOMORROWS



BIKE
TO SCHOOL DAY 2012



Bike to School Day

Parents & students getting to school safely.

- Students can get a Walk & Roll punch card from their teacher starting October 15.
- Students earn a punch each time they walk or bike to school.
- Collect 5 punches and win individual prizes.
- Return all punch cards to a teacher by October 26.
- The class with the most punches will earn a party.

Live too far away? Participate by riding part way to school and walking or rolling from a safe drop off point.

Be Safe:

- Look for traffic
- Wear reflectors
- Wear a bike helmet
- Walk with an adult or in groups
- Be Alert!



EAST ELEMENTARY PTA

East Elementary Parking Lot Safety Committee



PROPOSAL FOR EAST ELEMENTARY PARKING LOT SAFETY & EFFICIENCY MODIFICATIONS

OVERVIEW

At East Elementary concerns about safety and efficiency in the parking lot have been identified by both parents and staff for many years. In February 2007, the then East Elementary PTA Board through input from parents and staff came up with the current procedures to follow during morning arrival and afternoon dismissal of students. These procedures were designed with the #1 priority as student safety and the #2 priority as efficiency for students riding the buses and getting rides from parents or other adults. The design was to improve usability and safety until something more permanent could be done to ensure the safety of students and pedestrians. Since 2007 nothing else has been done to improve the school's parking lot issues.

The Objective

The overall objective is to make the East Elementary Parking Lot safe and efficient.

- Priority #1: Student & Pedestrian Safety
- Priority #2: Traffic Efficiency

The Issues

Both parents and school staff have identified the following issues.

- Supervision of students who are dropped off in the Student Loading/Unloading Zone. Parents are "waiting" to move out of the parent pick up and drop off line until their child is safely in the building. Parents and other drivers are not following the procedures during arrival and dismissal causing safety issues and additional risk for students and pedestrians.
- The parking lot is too dark to adequately see pedestrians or other vehicles in the winter months.
- There are not enough parking spaces to accommodate both parents and staff members needing to park their vehicles during arrival and dismissal times.
- Both staff and parents are not parking in the appropriate marked areas.
- Snow removal is piled up on the wooded back side of the lot and impinges the flow of traffic by not providing adequate space for the back row of parking.
- There is not enough room for buses to efficiently maneuver.

The Solutions

The East Elementary Parking Lot Safety Committee identified the following recommendations that would solve the problems of safety and efficiency.

- At least one school staff member should be posted at the Student Loading/Unloading Zone during arrival and dismissal times to safely escort or otherwise supervise students

actively getting in and out of parent vehicles. This staff member would also remind parents they may not park their car in this zone and also encourage them to move their vehicles as soon as possible when students have loaded or unloaded to maintain the efficiency of this parent pick up line.

- Volunteers both within the school parent community and outside the school from local service organizations should be actively sought to form teams of 2-3 volunteers to supervise the traffic of parents during arrival and dismissal times. These volunteers should be provided training from local law enforcement on how to manage traffic, crowds, or the occasional belligerent adults not willing to follow the parking lot procedures. They should also be provided with appropriate safety gear such as reflective vests and light wands.
- Additional new lighting is required in several areas of the parking lot. One in the back corner near the baseball field, one on the far side of the lot at the entrance, one in the dumpster area, and one in the Student Loading/Unloading Zone.
- Additional parking could be added by utilizing some of the baseball field, constructing an access road up to the unused blacktop area of the Primary Playground, and by utilizing some of the wooded area at the back of the parking lot.
- A new area for snow removal could be achieved by utilizing the area between the dumpster and the exit. The sidewalk would need to be maintained and not impinged by the piles of snow.
- Removing the school buses from the lot entirely would solve many traffic flow issues, get the students riding the buses into the building earlier so they arrive on time for school to start, and would improve the overall congestion in the lot. A Dedicated Bus Ramp or Loop utilizing the wooded lot and access road/path behind the City of Kodiak Public Works lot and extending out the current sidewalk to join that new School Bus Loading/Unloading Zone would eliminate all but the Special Education and Handicap buses from the lot. This would allow a much greater loading/unloading area for students needing rides from parents or other adults.

CONCLUSION

The parents and staff have identified the day to day safety issues of the East Elementary Parking Lot. Changes must happen and solutions to these issues are required BEFORE an incident happens that cannot be fixed like someone getting seriously hurt or killed. All of our children and pedestrians are at risk when walking in our parking lot under the current conditions. The solutions provided in this safety proposal are reasonable expectations to improve the safety of our school parking lot.

Thank you for your consideration,

East Elementary PTA





Kerry Halter, President
Melissa Magnuson, Vice President
Amy Johnson, Treasurer
Tammy Holforty, Secretary
Luke Smith, Member
Ericka Schauff, Member

Tania Silva-Johnson, Member
Susan Patrick, Teacher Representative
Chris Provost, Teacher Representative
Esther Furio, Teacher Representative
Kathy Powers, Principal
Ann Kirven, Parent Facilitator

December 1, 2012

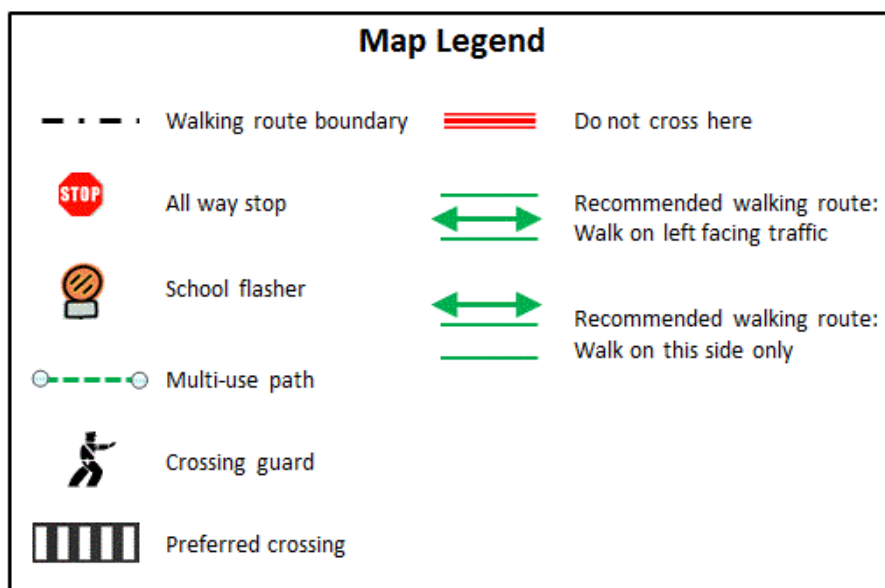
Appendix I: Walking Route Maps

The walking route maps help parents and students identify and follow the safest route from home to school. Pedestrians and bicyclists are safest when adhering to rules of the road and observing all marked crosswalks, stop signs, and other traffic controls. The maps do not indicate that the preferred route is entirely safe and students should always use caution when walking or biking to school.

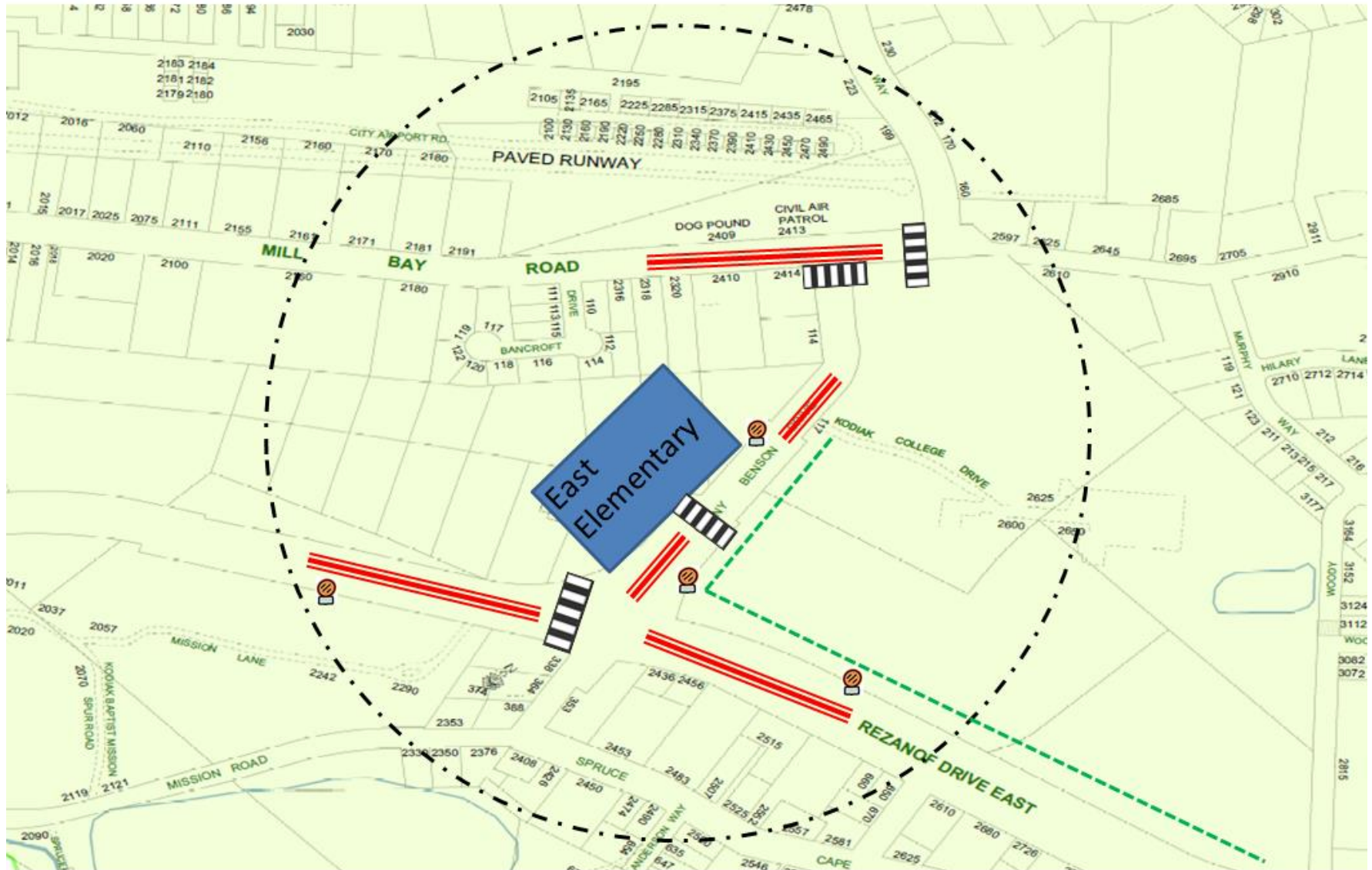
1. Use the maps to select the best route from home to school.
2. Where no arrows are shown, all routes are considered equally safe.
3. A double arrow in the roadway  indicates the safest available route.
4. A double arrow along the side of the roadway  suggests using a pathway or staying on that side of the street until reaching a safer crossing.
5. This symbol  indicates that the roadway should not be crossed, as the traffic conditions are less safe. Roadways should be crossed only at locations marked by the crosswalk symbol. 

General Safety

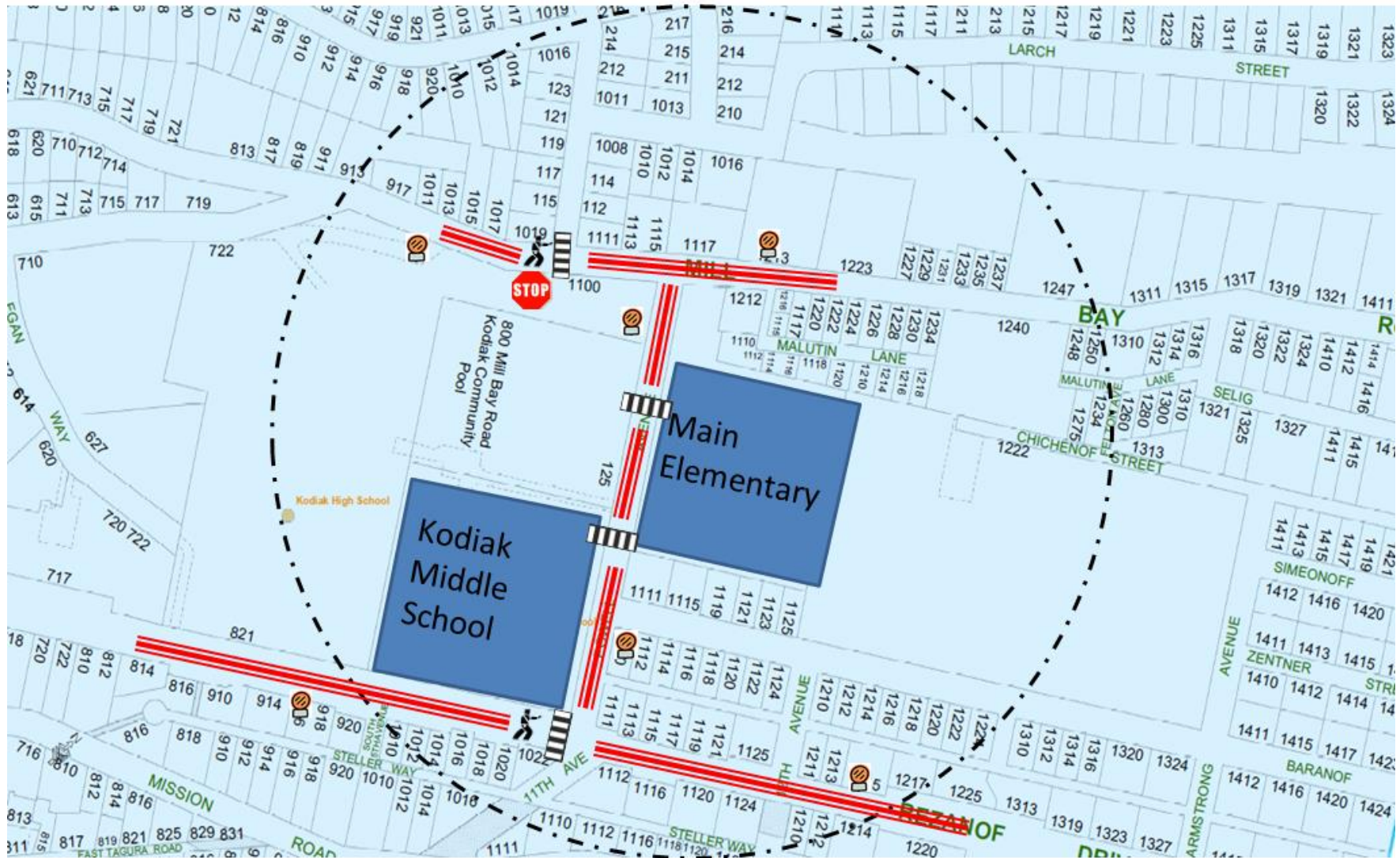
1. Whenever there are no sidewalks, students should follow safe pedestrian practice by walking on the left side of the street, facing any oncoming traffic.
2. Students should stop at the edge of the street, look right, left and behind when crossing at an intersection.
3. Students should wear protective gear such as bike helmets and reflectors to increase visibility.
4. In secluded or remote areas students are safer walking or biking in groups of three or more.
5. Students walking to bus stops should also practice safe walking.



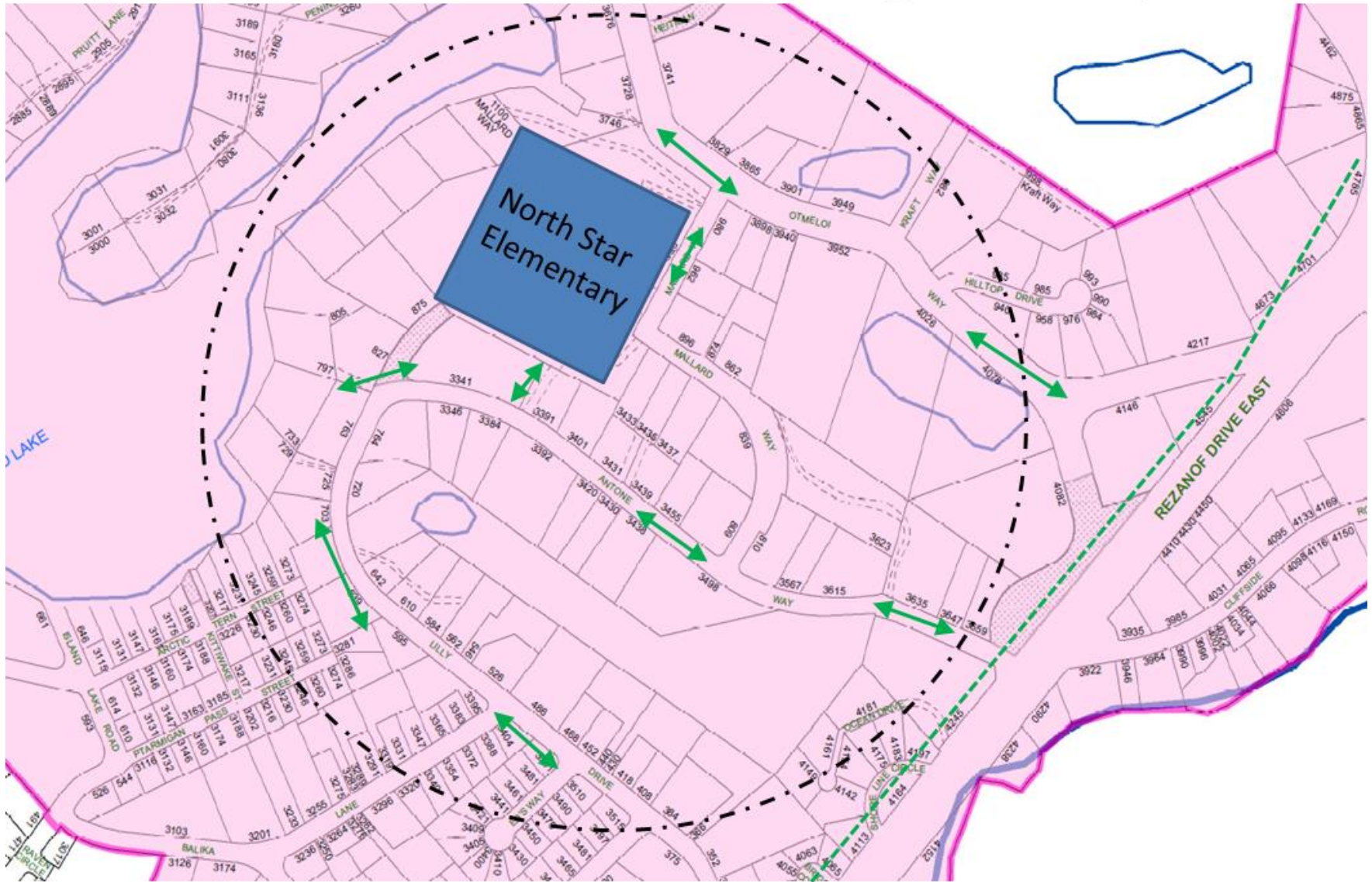
East Elementary Walking Route map



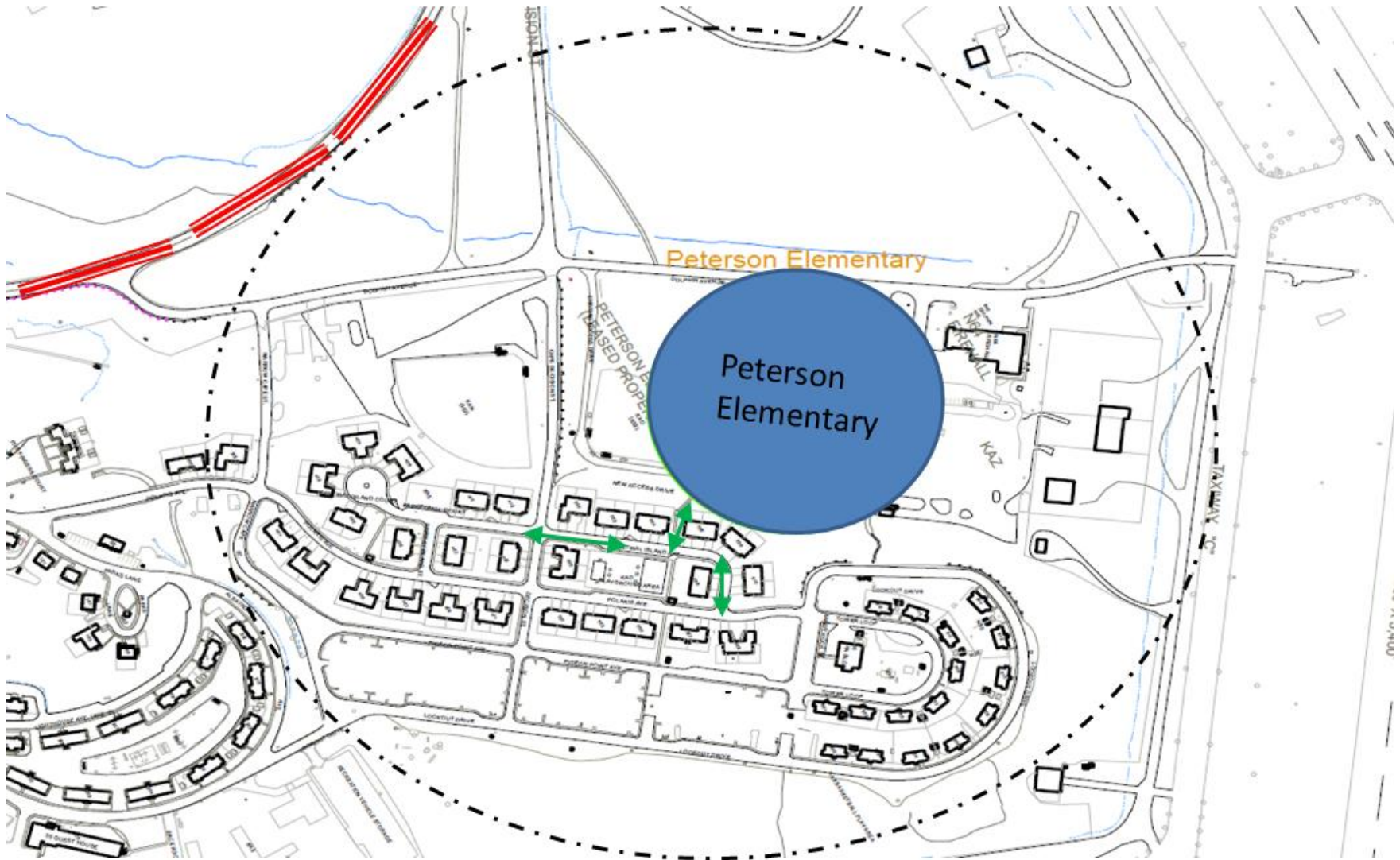
Main Elementary & KMS Walking Route map



North Star Elementary Walking Route map



Peterson Elementary Walking Route map



Appendix J: Action Plan

Action Plan		Project Area (School)					When	Who	Funding Source
		Main Elem.	East Elem.	North Star Elem.	Peterson Elem.	Kodiak Middle School			
Strategy	Action								
Engineering	Update subdivision ordinance to include sidewalk requirements.	✓	✓	✓	✓	✓			
	Complete or install sidewalk systems on all school properties.	✓	✓	✓	✓	✓			
	Establish a sidewalk and crosswalk reconditioning program.	✓	✓	✓	✓	✓			
	Restripe all crosswalks around schools as a ladder crosswalk.	✓	✓	✓	✓	✓			
	Ensure all crosswalks have adequate signage.	✓	✓	✓	✓	✓			
	Inventory lighting in bus stop shelters and install additional lighting as needed.	✓	✓	✓	✓	✓			
	Inventory lighting at crosswalks and school parking lots. Install additional street lights as needed.	✓	✓	✓	✓	✓			
	Install additional flashing lights and signs that indicate motorists to yield to pedestrians in crosswalks near schools.	✓	✓	✓	✓	✓			
	Expand the existing multi-use path.	✓	✓	✓	✓	✓			
	Conduct a traffic flow study to increase efficiency of dropoff/pickup process and designate additional parking.	✓	✓			✓			
	Implement recommendations of traffic flow study.	✓							
	Install green Main Elementary School information sign.	✓							
	Implement infrastructure barriers and signage to discourage jaywalking.	✓				✓			
	Align crosswalk with entrance to multi-use path.		✓						
	Install ramp in sidewalk to from the crosswalk on Benny Benson Drive.		✓						

	Install school zone signs visible from secondary roads entering Benny Benson Drive		✓						
	Regularly clear multi-use path of brush, snow and ice.		✓						
	Install additional lighting at the locations indicated by the PTA.		✓						
	Advocate for DOT to pave and install a sidewalk on Otmeloi Road.			✓					
	Advocate for the new trails around North Star proposed in the Kodiak Master Trails Plan.			✓					
	Regularly clear the stairs and adjacent path behind Peterson Elem. of snow and ice.				✓				
	Inventory lighting on the stairs and adjacent path behind Peterson. Add additional lighting where needed.				✓				
	Explore safer crossing of West Rezanof Drive near Peterson & Air Station Kodiak.				✓				
	Install additional signage such as watch for children, etc. surrounding North Star.			✓					
Education	Offer parents and students bear awareness and safety information.	✓	✓	✓	✓	✓			
	Encourage in-class pedestrian and bike safety educational activities.	✓	✓	✓	✓	✓			
	Host a bike rodeo to teach bike skills, safety tips and traffic laws.	✓	✓	✓	✓	✓			
	Send out regular PSAs on rules of the road, safety tips & SR2S message.	✓	✓	✓	✓	✓			
	Include bicycle safety and maintenance programs in school curriculum.	✓	✓	✓	✓	✓			
	Disseminate information in school newsletters on the benefits of walking or biking to school.	✓	✓	✓	✓	✓			
	Explore additional ways to incorporate benefits of walking and biking into existing curriculum.	✓	✓	✓	✓	✓			
	Disseminate school zone, crosswalk and dropoff and pickup protocols to parents and guardians.	✓	✓	✓	✓	✓			
	Create PSAs encouraging young drivers to be aware of bicyclists and pedestrians.	✓	✓	✓	✓	✓			
	Remind property owners to regularly clear sidewalks of snow and ice.	✓	✓	✓	✓	✓			

	Invite guest speakers who can address bicycle and pedestrian safety to schools.	✓	✓	✓	✓	✓			
	Inform students and parents of the dangers to jaywalking.	✓				✓			
Encouragement	Develop a walking school bus program where groups of students walk together.	✓	✓	✓	✓	✓			
	Encourage students to dress in reflective gear to be more visible to motorists.	✓	✓	✓	✓	✓			
	Implement a communitywide encouragement campaign such as Keep Kids Alive – Drive 25, Share the Road, or Look.	✓	✓	✓	✓	✓			
	Encourage more people to walk or bike as a regular mode of transportation.	✓	✓	✓	✓	✓			
	Coordinate the second annual Walk & Roll program	✓	✓	✓	✓	✓			
	The school district should remain active in discussions with the city and borough about future growth and transportation planning.	✓	✓	✓	✓	✓			
	Encourage parents and community members to advocate for increased bicycle and pedestrian facilities.	✓	✓	✓	✓	✓			
	Use the SR2S plan as the basis of walking and biking standards in the community.	✓	✓	✓	✓	✓			
	Develop on-site management plans that include designated dropoff/pickup zones, adult monitors and safety patrols.	✓	✓	✓	✓	✓			
	Encourage parents who escort their children to the building to park in a parking lot or designated off-street parking.	✓	✓	✓	✓	✓			
	Consider staggering student dismissal times, letting walkers and bikers leave first.	✓	✓	✓	✓	✓			
	Work with the PTA to encourage families that live far from school to drive to a designated safe dropoff location and walk or bike the remaining distance to school.	✓	✓	✓	✓	✓			
	Enforcement	Reevaluate the crossing guard program and consider automatic crosswalk systems.	✓	✓	✓	✓	✓		

	Encourage adopting an ordinance requiring the use of helmets for children.	✓	✓	✓	✓	✓			
	Encourage law enforcement to increase their presence at or around schools at dropoff/pickup times.	✓	✓	✓	✓	✓			
	Work with law enforcement to enforce all applicable bicycle and pedestrian right of ways.	✓	✓	✓	✓	✓			
	Work with law enforcement to report incidents of speeding, parking violations and crosswalk violations in school zones.	✓	✓	✓	✓	✓			
	Work with city of Kodiak Police Department to enforce sidewalk ordinance within city limits.	✓	✓	✓	✓	✓			
	Encourage parents, teachers and students to report sidewalk damage.	✓	✓	✓	✓	✓			
	Encourage city of Kodiak and KIB maintenance department to regularly monitor and address sidewalk issues.	✓	✓	✓	✓	✓			
	Develop a progressive enforcement campaign as a hybrid enforcement and educational effort.	✓	✓	✓	✓	✓			
	Instruct children who ride their bikes to school to dismount and walk bikes to a bike rack when on school property.	✓	✓	✓	✓	✓			
	Collaborate with law enforcement, the school district and department of transportation to discourage u-turns on Powell Street.	✓					✓		
	Request law enforcement monitor Mill Bay Road and Powell Street periodically to discourage jaywalking.	✓					✓		
	Recruit and train adults to enforce dropoff/pickup protocol and ensure student safety.	✓	✓	✓	✓	✓			
	Encourage law enforcement to monitor for speeding on Otmeloi Road, Antone Way and Mallard Way.			✓					
	Evaluation	Establish a standing SR2S Advisory Committee to advocate SR2S and evaluate progress toward goals.	✓	✓	✓	✓	✓		
Administer the Student Travel Tally and Parent Survey at least annually.		✓	✓	✓	✓	✓			
Annually review and revise SR2S plan.		✓	✓	✓	✓	✓			