

**SAFETY ANALYSIS OF SCHOOL ZONES IN IDAHO: FINDING NEW
WAYS TO IMPROVE PEDESTRIAN AND BICYCLE SAFETY**

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Authorization to Submit Thesis

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Abstract

Many rural communities in Idaho have schools that are sited in the immediate vicinity of a high-volume, high-speed state highway. This roadway environment introduces a number of safety challenges for school-aged children, parents, the local community, and commuters, particularly during morning arrival and afternoon dismissal periods when pedestrian and vehicular traffic and pedestrian-vehicle interaction are at its highest. Throughout the state, over 180 communities have a population of less than 5,000, and identifying and evaluating the school safety practices currently in place is needed.

This research project performed a comprehensive safety analysis of school zones and the safety implications throughout Idaho along its two-way, two-lane highways. Existing practices related to speed zone implementation, signage, crosswalk installation, enforcement, and the use of technology to enhance the school zone environment were examined. Statewide accident information within these school zones was also analyzed. The tasks for this project included: conducting a literature review of current practices both statewide and regionally; administering a survey to all school principals statewide; completing a field inspection and review of case-study sites; establishing a statewide database of safety practices and treatments, and developing materials for Idaho schools so that the results of this research could be widely disseminated.

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Dedication

For my family and friends who have been a constant source of unwavering support. And especially to my mother, MerriDee Copeland, for making me who I am today.

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Chapter 1: Introduction

Many rural communities in Idaho have schools that are sited adjacent to or in the immediate vicinity of a high-volume, high-speed state highway (SH). This roadway environment introduces a number of motorized and non-motorized safety challenges for school-aged children, parents, the local community, and commuters, particularly during morning arrival and afternoon dismissal periods when pedestrian and vehicular traffic and pedestrian-vehicle interaction are at its highest. Throughout the state, with over 180 communities having a population of less than 5,000, identifying, logging, and evaluating current school safety practices is needed to ensure that pedestrian and bicycle safety needs are being met while providing efficient and effective travel for the motoring public. Given the rural and isolated location of many of these schools, the opportunity to share best practices and lessons learned is ever-present.

1.1 Research Objectives

This research project performed a comprehensive safety analysis of school zones along two-way, two-lane highways throughout the state of Idaho. The primary objective of this research was to assess the effectiveness of safety measures currently in place within these zones. Existing practices related to speed zone implementation, signage, crosswalk installation, enforcement, and the use of technology to enhance the school zone environment were examined. Statewide accident information within these school zones using Idaho Transportation Department's WebCARS electronic crash data system was analyzed. In addition, a statewide school survey was developed and administered to all schools to compare how school safety treatments across the state differ and to identify best practices that could be disseminated and shared with all school partners.

1.2 Thesis Organization

This report is organized as follows. Chapter 2 begins by presenting a literature review of school safety applications and selected research efforts. Chapter 3 describes the methodology used to collect safety data and develop the survey. Chapter 4 summarizes the results from the data collection efforts and Chapter 5 summarizes the analysis from this

study and provides a pictorial description of many of the school safety treatments currently in use. Lastly, conclusions and next steps are discussed in the final chapter.

Chapter 2: Literature Review

As population growth in our urban areas continues to increase, many schools are being sited and built near highways or high-speed roadways where land is more affordable and the school is easily accessible from a motorized transport perspective. Comparatively, in small towns served by a state highway, most schools will likely be already sited in close proximity to such a higher-speed, higher-volume roadway. This geographic orientation, however, compounds existing parental concerns with regard to their child's safety from a school travel standpoint. In some cases, walking or bicycling to school may no longer be a feasible option. In other cases where the busy arterial physically separates the nearby residential neighborhood from the school, parents and students alike are forced to accept the safety concerns associated with crossing a potentially high-speed, high-volume roadway at least twice a day.

School zone safety can be one of the most controversial and emotional issues that is raised in local and community discussions. When a school is located near a high-speed road there are increased risks associated with pedestrian and bicycle travel, and when a crash occurs in a school zone young children may be involved. A school travel-related crash is any accident or crash that occurs within a school zone, and more school travel-related crashes occur on highways and arterial roads than on local roads (1). Highways and arterial roads are typically designed with higher design speeds and wider lanes, while local roads are designed with lower design speeds and narrower lanes which reduce stopping sight distances; drivers simply have less time to react to an unexpected hazard when traveling on higher speed roads. According to one planning model, a one percent increase in arterial roads around schools led to a 186% increase in the likelihood of a school travel-related crash occurring. The model also showed that for every 1% increase in residential roads around schools, there was a 38% decrease in the likelihood that a school travel-related crash would occur. The study concluded that having connected sidewalks along streets on the local roads and residential areas decreased the probability of pedestrian-related crashes.

Wells looked specifically at schools located near or adjacent to highways(2). His report was based on twenty-four case studies that were conducted in six different states, and he developed twenty-six recommendations to ensure safety that could still be used to address present-day concerns. His recommendations included, but were not limited to, the

consideration of using a crossing guard to safely escort students across the highway, expansion of bus zones, and thoughtful considerations of school site locations so that the majority of children would not have to cross the highway and could utilize existing pedestrian crosswalks. Another recommended practice for schools to consider was to expand the distance public transportation (such as buses) traveled to pick up students, though there were added costs associated with expanding bus coverage. For example, buses with a more constrained pick-up area (typically a one-mile radius) force more parents to drive their children to school which increases congestion in the area and can lead to additional pedestrian hazards due to increased vehicle-pedestrian interaction.

Many of the concerns are attributed to a high or unsafe travel speed of drivers who traverse a school zone when children are present. Speeding levels will vary depending on time of day, day of week, and month of the year. Lower speeds are typically enforced when school is in session, and fluctuating schedules can leave the driver confused and unsure if the school zone is “active”. It has been found that the risk of a pedestrian injured or killed after being struck by a vehicle is directly related to the impact speed (3). One Australian study looked at 176 fatal pedestrian collisions in sixty kilometer per hour (37.3 MPH) school zones, with more than 85% of the collisions occurring on non-local roads. Out of the 176 accidents, 134 of them were considered to have an outcome related to vehicle speed. For each of these cases the difference in fatalities when the speed was reduced by five, ten, and twenty kilometers per hour was examined. The results found that small reductions in travel speed significantly reduced the severity of the pedestrian collisions. This relationship between crash severity and vehicle speed is extremely important in school zones due to the fact that children are at risk. A speed reduction of just five kilometers per hour (3 MPH) resulted in a thirty percent decrease in fatalities and ten percent of collisions could have been avoided completely(4).

There are indeed many different treatments and solutions that could be implemented or used to address school safety-related concerns. In the sections that follow, a series of tools that have either been implemented or studied are further described. These tools can generally be categorized into one of the “3 E’s”, namely engineering, enforcement, or education-related activities. Different traffic control devices can be implemented to help reduce speed and increase compliance such as: signage, flashing beacons, automated speed

enforcement, or pavement markings. The use of crossing guards and law enforcement will also be discussed.

2.1 School Zone Signage

Since vehicle speed can determine the severity of a crash, it is extremely important for drivers to comply with the school zone speed limit. The Washington Traffic Safety Commission (WTSC) looked at the effect of different types of school zone signs as well as the effect of different speed limits on the roads approaching schools. They compared signs that indicated specific times of day the speed limit should be enforced (“time of day” signs), signs with flashing yellow lights that indicated the school zone was in effect (“flashing light” or “flashing beacon” signs), signs stating the speed limit was enforced when students were present (“when present” signs), and signs that had orange flags attached when the speed limit was in effect (“when flagged” signs). WTSC looked at thirty-eight different schools with approach speeds of 25 and 35 miles per hour (mph) and all school zone speed limits were set, per Washington state law, at 20 mph. The results stated that with an approach speed of 25 mph, there was compliance with the 20 mph school zone speed limit, regardless of what type of sign was used. However, with an approach speed of 35 mph, it was found that average speeds were five to seven miles per hour lower when flashing beacon signs were used. On higher speed approaches flashing beacon signs were also found to have a significantly lower percentage of drivers (about three percent) traveling through the school zone at a speed higher than 35 mph, while “when children are present” signs and “when flagged” signs had thirty and twenty-three percent of drivers traveling at a speed higher than 35 mph(5).

2.2 Flashing Beacons

A flashing beacon (or flasher) can be an effective way to notify drivers to reduce their speed by making them more aware of the school zone. Many studies exclusively examining flashing beacons in school zones have been conducted though the results on their effectiveness have been mixed (6).

A Kentucky study reported speed reductions due to flashers were statistically significant at the 95-percent level at 84% of the forty-eight school site locations, with an average speed reduction of 3.6 mph (7) . The 85th percentile speeds decreased by 5 mph at

all locations, however speeds at all locations was around 19 mph over the speed limit. The higher speed approaches had lower speed reductions compared to the low speed locations, with a difference of around 2 mph.

A North Carolina study looked at thirty different schools with half of them having flashing beacons installed for at least three years. The locations chosen included a mix of geometric features and had school speed zone limits ranging from 25 to 45 mph. Speed data were collected during school and non-school times (when the school speed zone limit was not “active”). While the results showed a decrease in speed, the speed reductions were not significant enough to reduce driver speeds down to the school zone speed limit, and it was concluded that the flashers were not more effective at lowering vehicle speeds than signing and pavement markings (8). The study compared the difference in speed compliance and vehicle speed for the lower and higher (35 mph or higher) speed roads. The results showed an increase in speed compliance during school hours at locations where the flashing beacons were located on roadways with a posted speed limit of 35 mph or higher.

Research by Sparks and Cynecki concluded the potentially limited long-term benefit of flashing beacons(9). This study concluded that the longer the flasher operated, the more it became a part of the scenery and eventually lost its effectiveness. This study looked at flashers specifically in urban environments and suggested flashers may be more effective when placed on higher speed roads.

One alternative treatment was the placement of flashing beacons on school speed limit signs at the end of the school zone (rear-facing beacons)(10). Flashing beacons were already present on the signs at the beginning of the school zone. The purpose of this project was to determine if the rear-facing beacons increased speed compliance by providing a visual reminder to drivers to decrease their speed. Four different school sites were examined and it was concluded that there was significant speed reductions at three of the schools due to the rear-facing beacon, and around a ten percent reduction of speeding vehicles.

Effectiveness of flashing beacons depends on location and proper usage. While flashing beacons are not universally effective at reducing speeds, they can improve driver awareness and provide a safer environment for children to cross the street.

2.3 Automated Speed Enforcement

An automated speed enforcement (ASE) system is an enforcement technique that

collects photographic evidence of vehicles traveling at speeds higher than the speed limit. Motor vehicle sensors are used to detect vehicles traveling at a higher speed than the speed limit, and images are processed and reviewed later in an office environment by a law enforcement official. A review on the benefits and barriers to implementation of ASEs found that there was a 2 to 15% reduction in speed and a 9 to 50% reduction in crashes when ASEs were present (11). It was also found that ASEs were most effective at reducing serious crashes.

A Portland, Oregon study looked at ten different schools and set up ASEs at five of those schools 2 to 3 times per week(12). It was made very obvious to the public that the ASEs would be present due to a news report, public announcement, and door to door notification blitz to residents in the area. All school zones also had flashing beacons activated during school hours that indicated higher fines for speeding. The overall findings were that there was an increase in speed compliance when ASEs were present when the flashing beacons were either on or off, however, when the beacons were on the speed was decreased by an additional 3 to 5 mph.

2.4 Crossing Guards

Many studies recommend the use of a crossing guard to help improve safety. While crossing guards represent an additional cost for the school, crossing guards assist students across the street and teach children safe crossing techniques. Zegeer found that the use of crossing guards contributed to a decrease of vehicle speed by 9 mph at five different school locations(7). Without the crossing guard present, the speed reduction averaged only 2.7 mph. Another study found that having a crossing guard reduced speeds by about 2 to 5 mph (6).

The presence of school crossing guards typically occurs at elementary schools. Wells stated that when schools are located near highways traffic safety issues are often experienced that can result in dangers for students(2). Due to these increased student risks, he recommended the presence of a crossing guard for all grade levels to help increase pedestrian safety.

2.5 Pavement Markings

Pavement markings play an important role in school zones because the delineation increases awareness as he or she enters a school zone. The Manual on Uniform Traffic Control Devices (MUTCD) has specific guidelines for school zone pavement markings. When used properly, pavement markings make school zones more visible which increases safety. However, it is important to note that pavement markings can lose effectiveness due to weatherization or hard to see in certain conditions(6).

To increase pedestrian safety, school site plans should be located adjacent to or require controlled crosswalks where possible.

2.6 Law Enforcement

Proper law enforcement is important for maintaining speed compliance in school zones. The Federal Highway Administration (FHWA) looked at the attitudes and behaviors of drivers and pedestrians with goals to increase pedestrian safety(13). Focus groups were used to help provide insight into the thinking of members of the general public. It was noted that focus groups are not statistically significant but important to gain a deeper understanding of the issues being discussed. A key finding was that all drivers reported that the presence of law enforcement had a “strong effect” on their behavior and that they would slow down and drive more carefully. It was also noted that drivers were influenced more by the thought of getting a ticket than by endangering a life. FHWA developed a pedestrian safety campaign with this project and found that improving pedestrian safety involves three elements. The first element is making pedestrians aware of safe pedestrian behavior by ensuring they know the meaning of all signs and signals and educating them on how to improve their own safety. The second is making drivers aware of pedestrians, and the last element is making certain that engineers and planners think about pedestrian safety when designing roadways. These are important things to keep in mind to help increase safety in school zones.

Although routine law enforcement can be cost-prohibitive, Ash (2006) states that once law enforcement officials have established their presence and credibility in a school zone, the school zone does not need to be patrolled as frequently. It was concluded that only when drivers sensed a need for caution or when the likely presence of enforcement was

perceived that drivers complied with the school zone speed limit.

2.7 Educational Programs

Several educational and outreach programs have been developed to focus on school-related travel. Although many exist throughout the country, examples of a national program (Safe Routes to School) and state program (Precious Cargo Program) are described here. Each program seeks to ensure the safe travel of each student between his or her home and school.

Safe Routes to School (SRTS) is a program run by parents, schools, the community and the government that encourages children to walk to school while addressing health, fitness, and environmental awareness. SRTS makes it one of their goals to improve the routes that children walk or bike to school to ensure safety. SRTS has a seven step guide to safe routes success that children, parents, and school administrators can follow to help make a difference. These steps include bringing together the right people, setting a vision, gathering information and identifying issues, identifying solutions, making a plan, acting on the plan, and adjusting the plan accordingly to meet local needs.(14)

The Precious Cargo Program (15) started in Texas and allows the Texas Department of Transportation (TXDOT) staff to review school plan sites and make recommendations before a school is built. The Precious Cargo Program has been endorsed by the Federal Highway Administration (FHWA) and National Highway Traffic Safety Administration (NHTSA) and conducts reviews at no cost to schools. These reviews allow the Department of Transportation to look at the proposed school location and evaluate if it is a safe location for the school to be built. Since the program has been implemented, more than 180 schools throughout Texas have seen traffic safety improvement at and around their school sites. The program has won the National Quality Initiative- Silver Award, Texas Quality Initiative Award, and the American Association of State Highway and Transportation Officials (AASHTO) Presidents Award (and more) and continues to do research to improve the safety of school zones.

Chapter 3: Methodology

3.1 Crash Data

To assess the documented safety concerns in school zones, crash data from the Idaho Transportation Department's (ITD) WebCARS database was carefully reviewed and tabulated. Since school-related crashes are not uniquely identified in this database and in fact, are typically not isolated in any statewide crash reporting system, several assumptions were made in an attempt to isolate the crashes relevant to this study. Crashes were assumed to be potentially school-related if one or more of the following conditions were met:

- A school was located in close proximity to a state highway (typically within one-quarter mile),
- School-aged children were involved,
- A crash occurred during the school year (during weekdays and non-summer months), and/or
- A crash occurred during morning arrival or afternoon dismissal window.

For this study, crash data records were compiled from 2010 to 2015.

A pedestrian-related crash was defined as a crash between a motor vehicle and a pedestrian, while a bicycle-related crash or "pedalcycle" crash was defined as a crash between a motor vehicle and a bicyclist. All crashes included both pedestrian and pedalcycle crashes as well as motor vehicle to motor vehicle crashes.

The first step to obtain this potential school-related crash data was to use Google Maps to identify the marked school crossing located on the state highway. For our documentation folio, a street view image was obtained for every school crosswalk located on such a facility and accompanied the Google map image showing the location(s) of the school and crosswalk. The Idaho milepost log was used to obtain the segment code for the corresponding highway along with the exact milepost of the intersection where the crosswalk was located. A milepost range was determined based on identifying a distance one hundred feet to the north and south (or east and west) of the candidate crosswalk. These values were then used in WebCARS to obtain the crash data for that section of the road. The total number of accidents, in addition to the pedestrian-related and pedalcycle-related crashes, was recorded. This series of steps was repeated for all schools located on or adjacent to a busy or high-speed state highway in the state of Idaho, resulting in a

comprehensive folio comprised of 176 schools. Figure 3-1 shows an example of the format used to describe the crash history at each school.

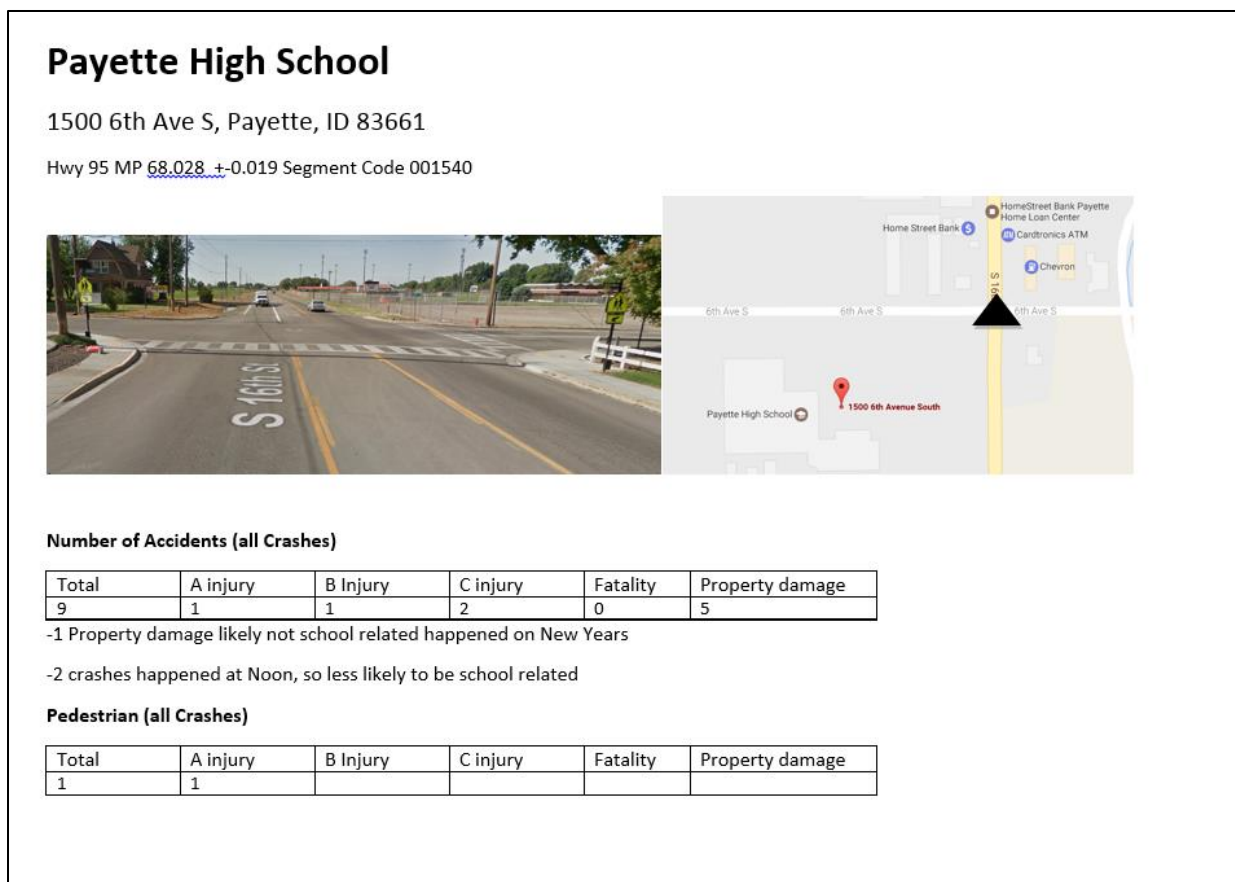


Figure 3-1: Crash Data Document Format

3.2 School Safety Survey

In addition to gathering school safety-related data, the researchers for this study felt strongly that the timely feedback and input provided by school principals – key individuals who serve as the caretakers of our Kindergarten to Grade 12 school children and who are able to provide first-hand knowledge and understanding of the issues at their school – would be essential to obtaining a more complete picture of how safety issues affect daily operations at each school. For these reasons, a survey to assess school zone safety and its implications throughout the state was developed using the Qualtrics platform. In order to obtain a broader and comprehensive statewide assessment, a list of public school principals was obtained from the Idaho State Department of Education. The survey was subsequently sent to all principals on this list. Private schools and charter schools were not included as part of this

survey since federal and state taxpayer funds typically are not used to facilitate the needs of private entities.

The final survey consisted of thirty questions and was divided into five sections: general information, mode choice, yellow school bus service, drop-off and pick up areas, and safety education and awareness.

The general information section captured classification characteristics of the school such as size (class 1AD2 to 5A), type (elementary, middle, junior high, high school), and presence of arterial or state highways that walking and bicycling students were required to cross when traveling to school. This last item was used to distinguish the survey participants that directly applied to this study with those that did not. Survey participants were also asked if there were any particular safety concerns associated with the arterial or highway, and if so, to briefly describe so that a clearer picture of ongoing issues could be compiled.

The mode choice section asked principals to identify the approximate percentages of students who walk and bike to school. The principals were also asked to estimate how frequently the other modes of traveling to school (walking, biking, yellow school bus, transit bus, driven by parent/adult, drive self) were used. Lastly, the principals were asked to approximate the percentage of walking and biking students who were required to cross a busy arterial or highway on a typical walk or bicycle trip to and from school.

The yellow school bus service section asked if there was a geographic threshold for the yellow bus service, which is also known as the minimum distance from the school that a school bus will travel to pick up students. A question related to the availability of hazard busing, where students who have to cross a busy arterial or state highway are provided with bus service to safely transport them to school, was also asked.

A section related to student drop-off and pick-up asked questions to assess its traffic flow effectiveness during loading and unloading times at the school and the specific operational practices associated with drop-off and pick-up. Principals were asked specific questions such as if instructions about unloading and loading times were provided to parents, if on-site supervision was provided during these times, and to qualitatively rate the current traffic flow environment for parent drop-off and pick-up from a safety standpoint.

The safety education and awareness section focused on identifying how and to what effect existing educational programs and practices are implemented at Idaho schools.

Principals were asked about the Safe Routes to School (SRTS) program, the level of involvement provided by local police and city traffic staff, and their education programs in relation to pedestrian and bicycle safety. The results from this section were used to gauge the level and effectiveness of these non-engineering-related practices.

A draft version of the survey was developed and reviewed by the advisory board for this project. The survey was subsequently sent to over seven hundred school principals throughout Idaho in March 2017. A personalized e-mail system service provided by Contactually was used and the first set of e-mails was sent on March 7th and March 8th. Two reminder e-mails were sent out during the following two weeks to any school principal who had not yet completed the survey. The window to respond to the survey was closed on April 7th, 2017.

Chapter 4: Results

Based on the activities described in the previous chapter, the results of this study are separated accordingly. First, a summary of the Idaho WebCARS data is provided. This is followed by a comprehensive breakdown from the school survey that was administered to school principals throughout the state of Idaho. Based on these findings, specific study outcomes are described in the next chapter.

4.1 Crash Records

Crash data were collected for 176 schools throughout the state of Idaho with a school crossing located on a state highway. After identifying the location of each school along with the milepost location of each school crossing and accounting for overlapping zones, 115 school zones and 171 crosswalks were identified. The majority of schools (N=83, 72.2%) had one school crossing, with 18 schools (15.7%) having two crosswalks in their school zone, nine schools (7.8%) having three, and five schools (4.3%) having more than three crosswalks.

The WebCARS data is based on the KABCO scale when defining crash severity. This scale defines K as a fatality, and O as a property damage only crash type. Crash types A-C describe the seriousness of the injury. Crash type A is a serious injury, crash type B is a visible injury, and crash type C is a possible injury. Crashes are labeled by the most severe injury among the people involved.

For each school, the number of total crashes (including pedestrian, pedalcycle, and vehicle on vehicle crashes), crashes involving a pedestrian and vehicle only, and crashes involving a bicyclist and vehicle only were tabulated. Table 4-1 shows a summary of the crash data collected. When looking at all crashes, the most common injury was a C injury, or a possible injury. For both pedalcycle and pedestrian crashes the most common was a B injury, meaning the injury was evident and visible.

Table 4-1: Crash Data Summary

	All Crashes	Pedalcycle Crashes	Pedestrian Crashes
A Injury	12	2	3
B Injury	46	5	6
C Injury	78	2	4
Fatal Injury	2	0	1
Property Damage	162	0	0
Total	300	9	14

4.2 School Safety Survey

The overall objective of the survey was to assess school zone safety and its implications throughout the state of Idaho. The survey was sent to a total of 730 school principals and 166 completed the survey for a response rate of 22.7%. Figure 4-1 shows the school location of the survey respondents, and Table 4-2 summarizes the number of responses from each region in the state.

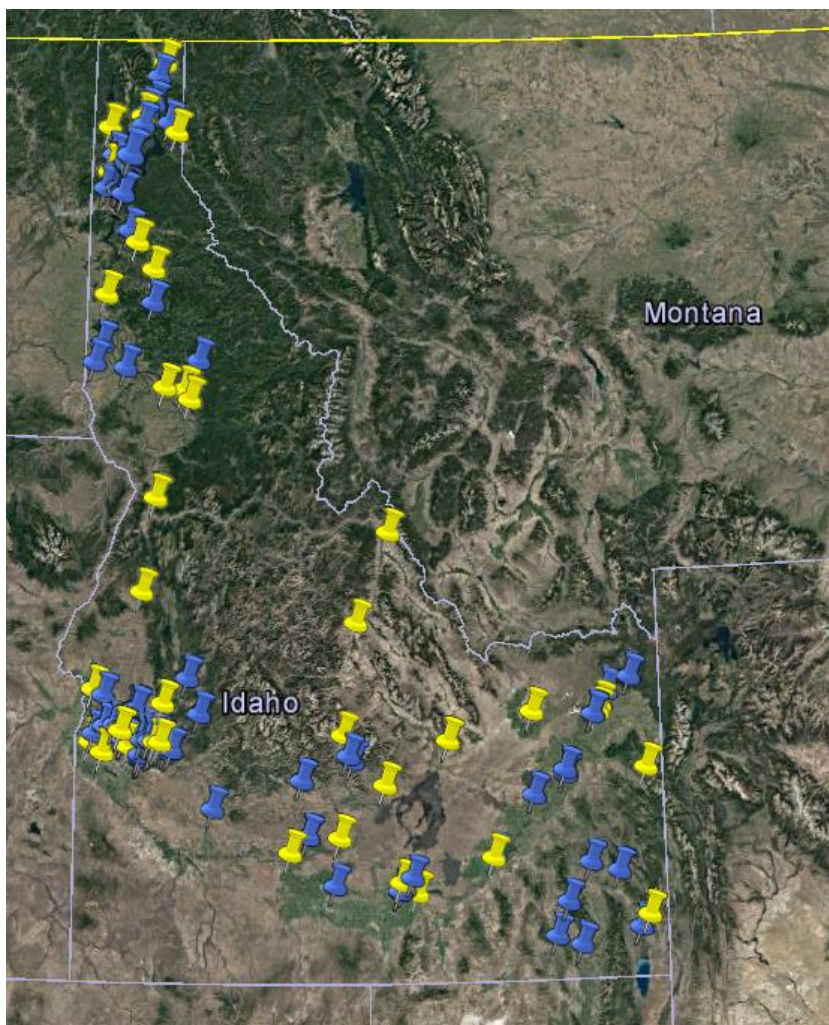


Figure 4-1: School Location of Survey Responders

Table 4-2: Number of Survey Responses by Region

Region 1	Region 2	Region 3	Region 4	Region 5	Region 6
33	12	60	17	12	16

Figure 4-1 was color-coded to differentiate between the school locations that were located adjacent to or near a state highway and those that did not. The blue pins represent the schools that were located in urban areas or non-highway locales, while the yellow pins represented schools located near a busy arterial or state highway. There were sixty different school districts that participated in the survey with the largest response coming from the Boise School District.

4.2.1 General Information

The first survey section was comprised of general demographics and was used to identify the types and size of schools, to help understand the traffic flow for each school, as well as identify the schools located near or adjacent to a busy arterial or state highway. Figure 4-2 shows the number of responses from each elementary, middle, high school, and other (combination) school, as well as the variation of school sizes based on the survey respondents.

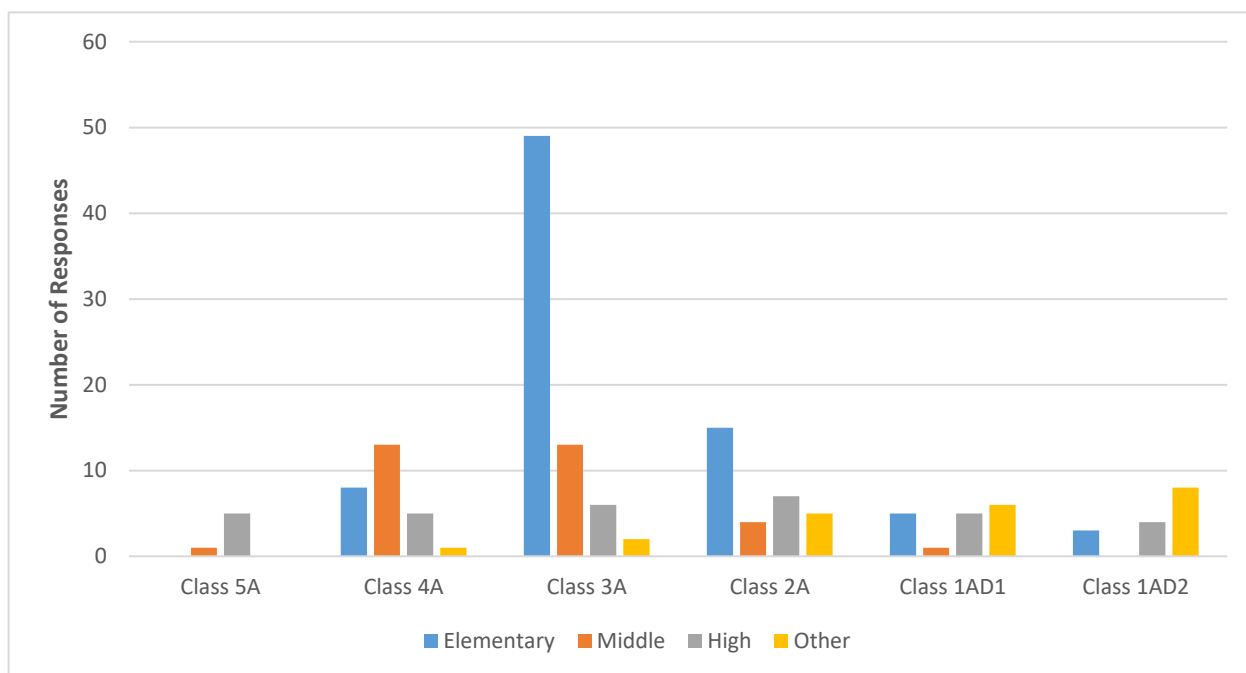


Figure 4-2: School Sizes and Types

Of the total number of responding schools (N=166), the majority were from elementary schools (N=80, 48.2%). There was an even distribution of Middle/ Junior High and High Schools (N=32, 19.3%), and the smallest response was from combination schools (N=22, 13.2%). Data were collected for every school size (1AD2-5A) with the largest response being from Class 3A schools (N=70, 42.2%), followed by Class 2A (N=31, 18.7%), Class 4A (N=27, 16.3%), Class 1AD1 (N=17, 10.2%), Class 1AD2 (N=15, 9.0%), and the least amount of responses was from Class 5A schools (N=6, 3.6%).

To better understand the travel choice decisions for each school, principals were asked if their campus was closed (implying that no students were allowed to leave school grounds during the day) or not. Of the total responders (N=166), 74.7% of the schools

(N=124) said their school was a closed campus and 25.3% of schools (N=42) said they were not. Of the schools who said they do have an open campus (N=42), the majority of them were high schools (N=24, 14.5%) and combination schools (N=13, 7.8%), with a smaller response rate coming from middle schools (N=3, 1.8%) and elementary schools (N=2, 1.2%).

Given the fact that state highways can be a deterrent for school crossings due to high vehicle speeds and high traffic volumes, principals were asked to state if they were located adjacent to a state highway that students must cross when traveling to school. Of the total survey responses (N=166), 25.9% (N=43) were located near a state highway and 74.1% (N=123) were not (Note: These results were reviewed and adjusted from the original survey responses to ensure that a school was located near a state highway and not just a busy arterial.). Of the 43 schools located near a state highway, 15 (9.0%) were elementary schools, 11 (6.6%) were middle schools, 10 (6.0%) were high schools, and 7 (4.2%) were combination schools.

The survey responders who were located near a state highway (N=43) were asked to identify if they had any concerns with the highway in question. Twenty-eight schools (65.1%) stated having concerns and 15 schools (34.9%) did not. Some of the main concerns identified by principals were: students having to cross high speed roads at unmarked crosswalks, a lack of understanding by both pedestrians and motorists with regard to proper pedestrian safety and crossing, and vehicle drivers not abiding by the school zone speed limit.

Because vehicle speed is a common concern for pedestrians crossing either a busy arterial or state highway, the survey asked principals to indicate their level of agreement with the following statement: "The majority of drivers drive at, or below, the posted speed limit in your school zone." Ninety-one schools (54.8%) stated that drivers follow the posted speed limit in their school zone the majority of the time but two schools (1.2%) stated that drivers "never" drive at the posted speed limit. Two schools (1.2%) said drivers always travel at the posted speed, while 46 schools (27.7%) stated half of the time and 26 schools (15.1%) said sometimes. Figure 4-3 shows the responses to this question broken down by elementary, middle school, high school, and combination schools.

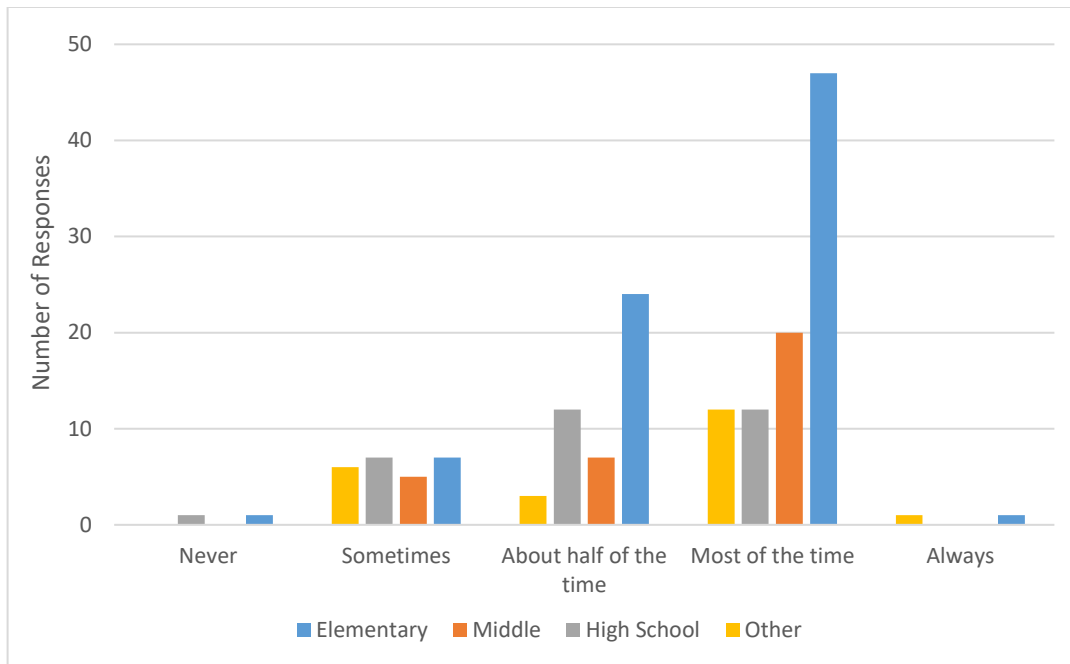


Figure 4-3: Frequency of Motorists Driving at Posted Speed Limit

4.2.2 Mode Choice

In the mode choice section, principals were asked to approximate the percentage of students who took or used the following modes of transportation to school: walk, bike, yellow school bus, other bus, driven by parent, drive self, or other (daycare van, driven by sibling, etc.)

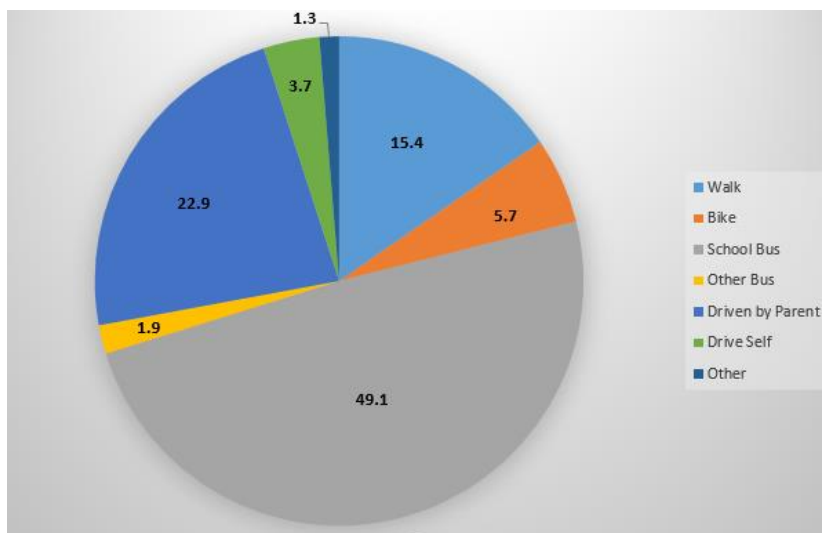


Figure 4-4: Student Mode Choice Percentages

The average for each mode, from highest to lowest percentage, was: yellow school bus (49.2%), driven by parent (22.9%), walk to school (15.4%), bike to school (5.7%), drive themselves (3.7%), other bus (1.9%), and other (1.3%). These mode choice percentages were separated for elementary, middle, high, and combination schools and are shown in Figure 4-5.

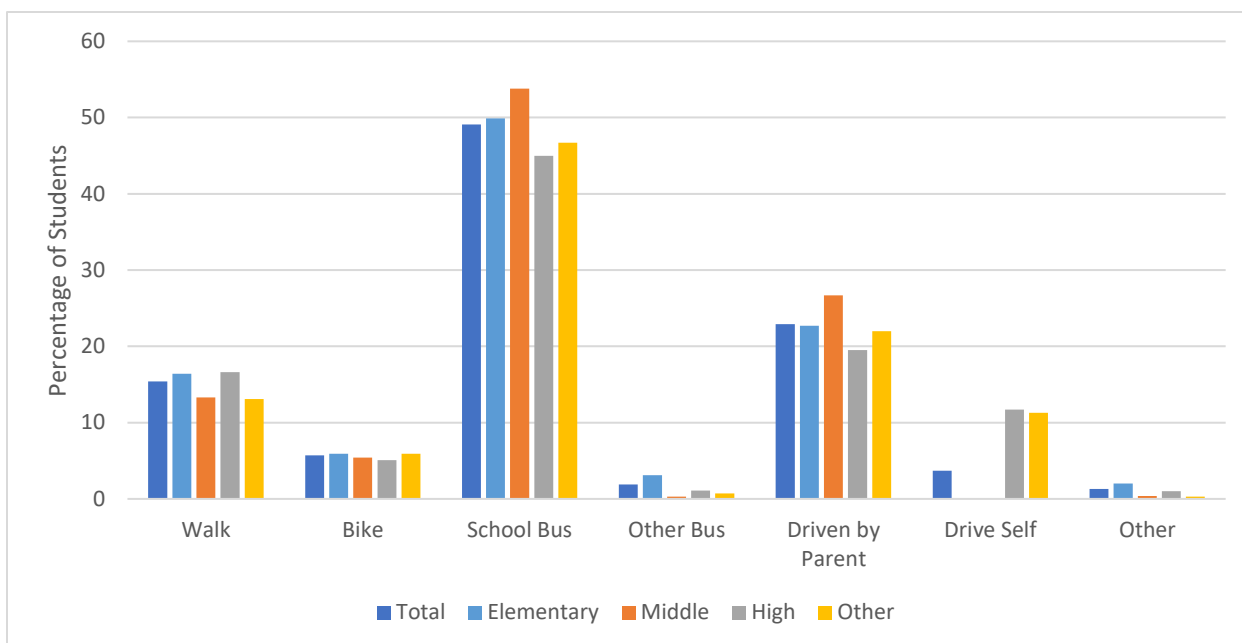


Figure 4-5: Student Travel to School Modes

The overall average of students who walk to school, as speculated by their respective school principals, was 15.4%. Figure 4-6 shows the walking percentage of students from elementary, middle, high, and combination schools by 10% intervals.

4.2.2.1 Walking to School

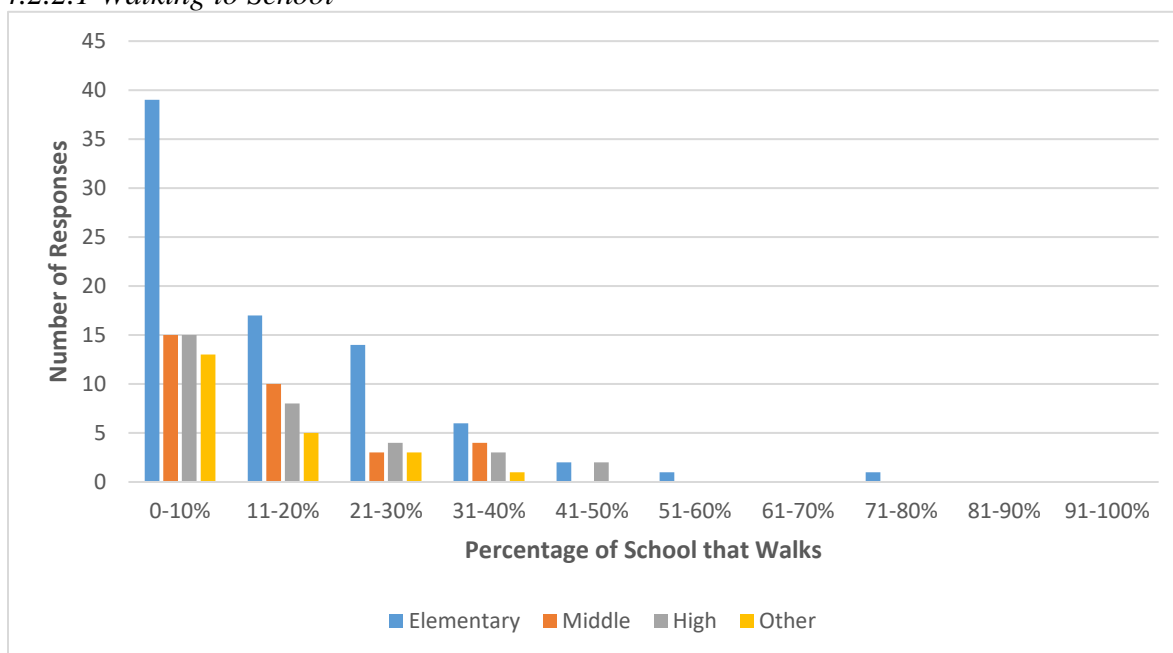


Figure 4-6: Student Walking Percentages by School Type

The majority of school principals (N=82, 49.4%) estimated that 0% to 10% of their students walked, while 78 school principals estimated the percentage between 11% and 40%. Only two school principals felt that over half of their students walk to school.

The mode choice section also asked principals to approximate, of those students who walk to school, the percentage that must cross a busy arterial or state highway when traveling to and from school. Figure 4-7 shows the responses from elementary, middle, high, and combination schools.

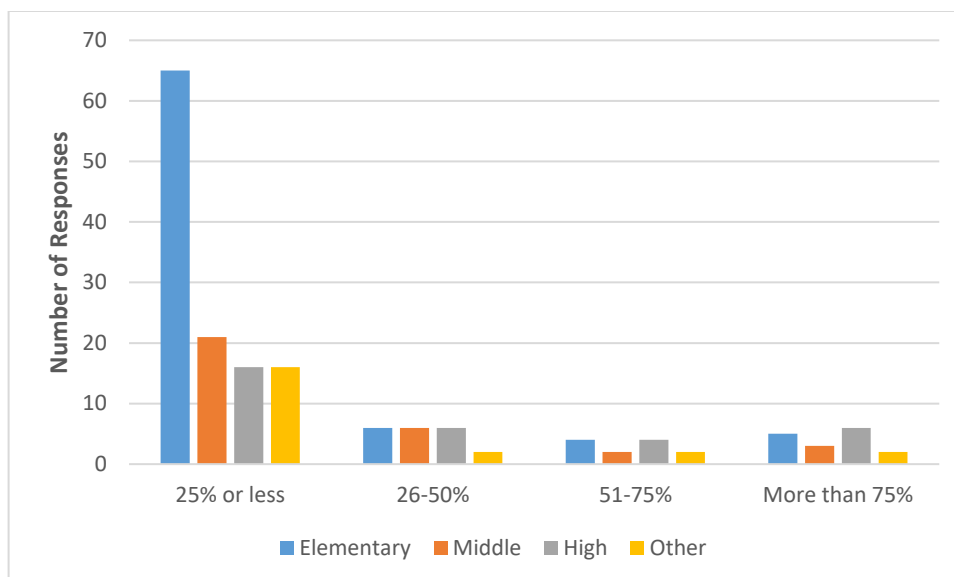


Figure 4-7: Percentage of Walking Students Who Cross an Arterial or SH

The results were mapped in quartiles and most of the schools (N=118, 71.1%) were in the 25% or less range. Twenty schools were in the 26% to 50% range (12.0%), twelve schools in the 51% to 75% range (7.2%), and sixteen schools (9.6%) that had more than 75% of their walking students crossing either an arterial or state highway in route to school.

4.2.2.2 Biking to School

The overall average of students who bicycled to school, as reported by school principals, was just under 6%. Figure 4-8 shows the percentage of students who bicycled to school broken down into elementary, middle, high, and combination schools.

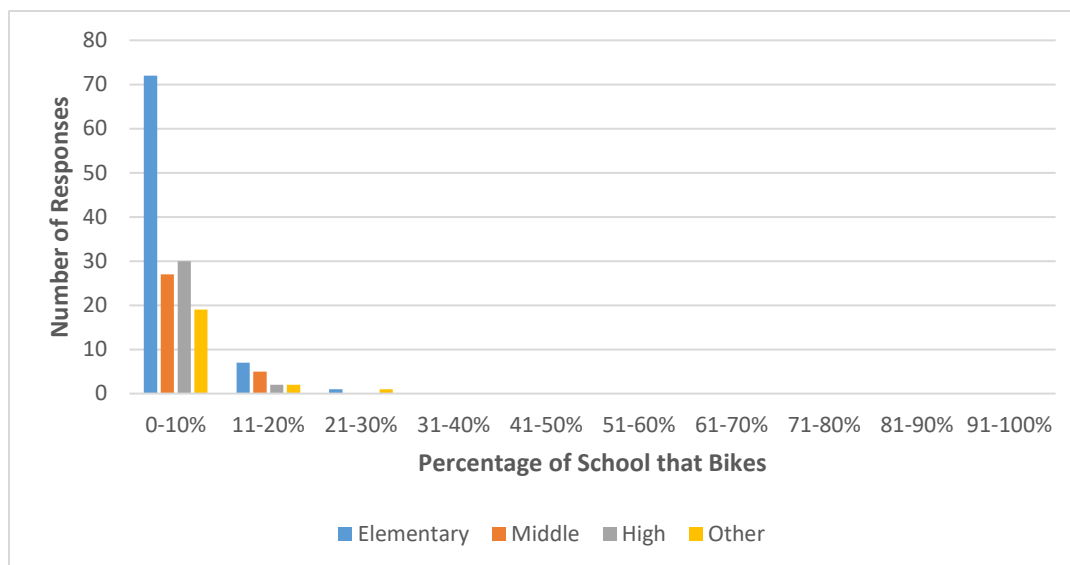


Figure 4-8: Student Bicycling Percentages by School Type

The results were very similar to the student walking percentages described earlier. The majority (N=148, 89.2%) of the schools fell in the 0% to 10% range of students who bicycled to school. Sixteen (9.6%) schools had 11% to 20% students bicycling to school, and two (1.2%) had 21% to 30%. There were no school principals who felt that over 30% of their students bicycled to their school.

When asked about the percentage of bicycling students who had to cross a busy arterial or state highway, 127 schools (76.5%) stated that they were in the 25% or less range. There were fifteen schools (9.0%) in the 26% to 50% range, eleven schools (6.6%) in the 51% to 75% range, and thirteen schools noted that more than 75% of their bicycling students crossed a busy arterial or state highway on their way to school. Figure 4-9 shows the responses to this question from the elementary, middle, high, and combination school perspective.

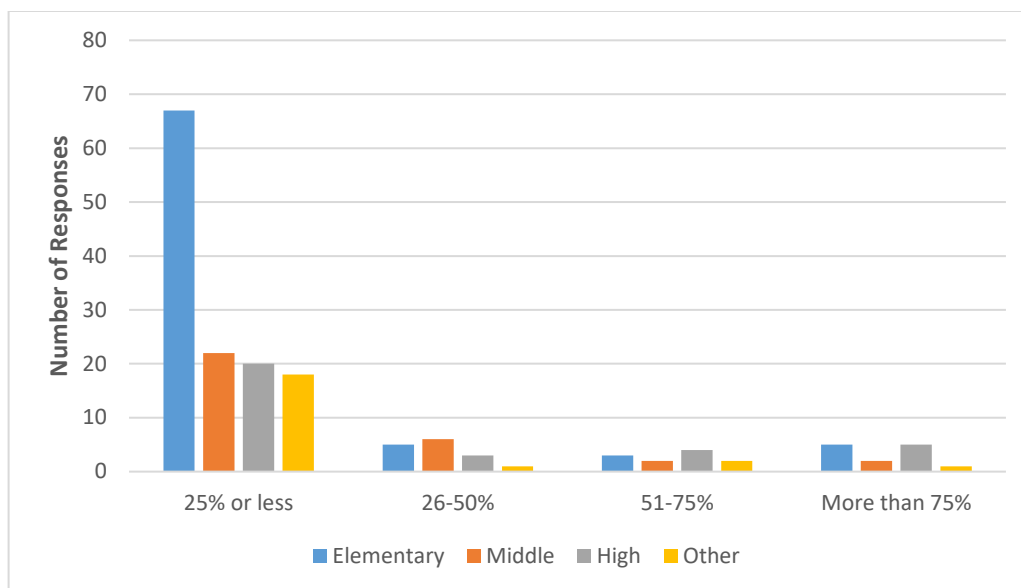


Figure 4-9: Percentage of Bicycling Students Who Cross an Arterial or SH

4.2.3 Yellow School Bus

Based on the feedback provided by principals, taking the yellow school bus to school was the most commonly used mode by students, representing nearly half of the students (Figure 4-4). Principals were asked if there was a specified distance or minimum geographic threshold from the school that students had to live in order to be provided with yellow school bus service, and most schools established either a 1.0 mile radius from the school (N=57, 34.3%) or a 1.5 mile radius (N=23, 31.9%). There were 46 schools (27.7%) that did not have a defined threshold while ten schools (6.0%) specified that their threshold extended to as much as 2.0 or 2.5 miles from the school. Principals were also asked if they provided hazard busing, which represents safety transport of children across a busy arterial or state highway even if the distance between their place of residence and the school is less than one mile. Seventy-one schools (42.8%) did not provide hazard busing, but 95 schools (57.2%) offer some form of it.

4.2.4 Parent Pick-Up/ Drop-off and Bus Loading Areas

The physical layout of parent pick-up / drop-off and bus loading areas can have a large effect on the flow of traffic during school loading times which typically occur during afternoon dismissal. This aspect is important since nearly one-quarter of students are driven

to school by their parents (Figure 4-4). Principals were asked to specify if their parent pick-up /drop-off and bus loading areas were separated or combined. Of those surveyed, there were 121 schools (72.9%) with separated areas and 45 schools (27.1%) with a combined parent pick-up / drop-off and bus loading area. Student safety can be enhanced when parents clearly understand the traffic flow design and intent associated with these areas. Of the 166 schools, 47 (28.3%) do not provide instructions to parents while 119 (71.7%) schools do provide instructions. A newsletter format was the most common way to distribute these instructions, while information in the student handbook and the use of e-mails and social media were also identified as methods. Some schools stated that maps showing how cars, pedestrians, and bicyclists should proceed through the area are distributed to the students and their parents must sign this form to acknowledge it's been received.

Another way to increase safety in these potentially high congestion areas is to provide on-site supervision. There were 24 schools (14.5%) that did not provide supervision while 142 schools (85.5%) did provide on-site supervision. Of the total number of responders who stated that supervision was provided, school faculty members comprised the majority (84%) of those supervisors, followed by a fairly even distribution of adult volunteers (3%), student volunteers (3%), law enforcement (6%), and other adults (4%). Those listed in the other adults category included transportation directors, school staff, hired crossing guards, and school administrators.

Principals were also asked to qualitatively gauge the pick-up / drop-off and bus loading area environment in terms of student safety. There were three schools (1.8%) who stated that their current environment felt unsafe, 22 schools (13.3%) acknowledging somewhat unsafe feelings, 10 schools (6.0%) who had a neutral feeling on the subject, 58 schools (34.9%) who rated their environment as somewhat safe, and 73 schools (44.0%) who rated it as safe. A cross-tabulation (Table 4-3) assessed the responses to the questions regarding parent pick-up / drop-off and bus loading area safety and compared the responses with how principals rated the safety of that area.

Table 4-3: Cross-Tabulation Comparing Safety Questions with Self-Rating

		Parent pick-up / drop-off and bus loading areas - separated or combined?			School provide instructions to parents with regard to pick-up / drop-off?		School provide on-site supervision during loading times?			
		Separated	Combined	Total	Yes	No	Total	Yes	No	Total
Rating of principals with regard to loading area environment	Safe	52	21	73	51	22	73	61	12	73
	Somewhat Safe	41	17	58	42	16	58	50	8	58
	Neutral	9	1	10	7	3	10	8	2	10
	Somewhat Unsafe	17	5	22	16	6	22	20	2	22
	Unsafe	2	1	3	3	0	3	3	0	3
	Total	121	45	166	119	47	166	142	24	166

4.2.5 Law Enforcement and Public Agency Involvement

School principals were asked to assess the involvement of their local law enforcement partners with regard to pedestrian and bicycle safety. Figure 4-10 summarizes the survey responses for both pedestrian and bicycle involvement.

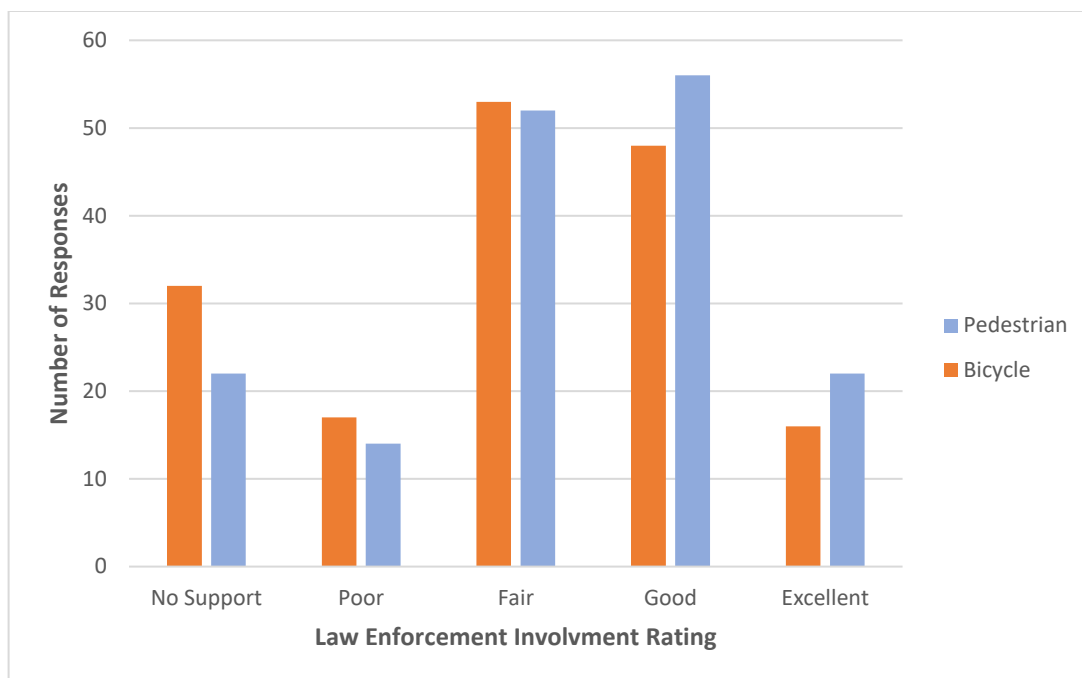


Figure 4-10: Law Enforcement Involvement

In general, the involvement by law enforcement with regard to pedestrian and bicycle safety were similar. When asked about local law enforcement involvement with regard to pedestrian safety, 56 schools (33.7%) stated having good involvement, 52 schools (31.3%) had fair involvement, 22 schools (13.3%) stated having excellent involvement, 14 (8.4%) stated having poor involvement, and 22 schools (13.3%) stated having no support.

Looking at the support with regard to bicycle safety, the results were similar to those described for pedestrian safety involvement. Fair and good involvement represented the two largest categorical responses with 31.9% (N=53) and 28.9% (N=48), respectively. Sixteen schools (9.6%) stated having excellent bicycle safety involvement, 12 schools (10.2%) stated having poor involvement, and 32 schools (19.2%) stated having no support.

Utilizing the same metrics, principals were also asked to rate the involvement of their local agency's traffic department. Figure 4-11 shows the responses to this question.



Figure 4-11: Local Agency Traffic Department Involvement

When asked about pedestrian safety involvement, 55 schools (33.1%) stated having fair involvement, 44 schools (26.5%) stated good involvement, 8 schools (4.8%) stated excellent involvement, 18 schools (10.8%) stated poor involvement, and 41 schools (24.7%) stated having no support.

With regard to bicycle safety involvement, the results were similar. Fifty-three schools (31.9%) stated having fair involvement, 37 schools (22.3%) stated good involvement, 7 schools (4.2%) stated excellent involvement, 20 schools (12.0%) stated poor support, and 49 schools (29.5%) stated having no support.

When comparing law enforcement involvement with local agency involvement, it was found that school principals generally viewed the support of law enforcement to be higher than that of their local agency for both pedestrian and bicycle safety. When the excellent and good responses were combined, the involvement by law enforcement for pedestrian and bicycle safety totaled 47.0% (N=78) and 38.5% (N=64) respectively, compared with 31.3% (N=52) and 26.5% (N=44) for local agency involvement.

4.2.6 Safety Education and Awareness

The last section of the survey focused on existing safety education and awareness programs. Anecdotally, the lack of understanding by both pedestrians and motorists with regard to proper pedestrian and bicyclist safety and crossing procedures can deter parents and children alike from considering these forms of non-motorized travel. The establishment of a robust safety education and awareness program can help to eliminate potential uncertainties regarding student safety and increase the likelihood of pedestrian and bicycle student travel in the long run.

Establishing a Safe Routes to Schools Program (SRTS) to assist with pedestrian and bicycle safety is one way to promote these forms of travel behavior. Of the schools surveyed (N=166), 43 schools (25.9%) currently have a SRTS program but 123 schools (74.1%) do not. Of the 43 schools that do have a STRS program, 26 (15.7%) are elementary schools, 10 (6.0%) are middle schools, 1 (0.6%) is a high school, and 6 (3.6%) are combination schools.

Another way to promote pedestrian and bicyclist travel to and from school is to create a school route map showing the safest routes to school. The Manual on Uniform Traffic Control Devices (MUTCD) suggests having a school route plan for every school serving elementary to high school students to help develop uniformity in the use of school area traffic controls and to serve as the basis for a school traffic control plan (MUTCD, 2009). Of the 166 schools, 20 (12.0%) have a walking or biking school route map but 146 schools (88.0%) do not. Of the 20 schools that do have a route map, 12 (7.2%) are elementary schools, 4 (2.4%) are middle schools, 1 (0.6%) is a high school, and 3 (1.8%) are combination schools.

School principals were asked if they had a safety education program that addresses pedestrian or bicycle travel (or both). There were 126 schools (75.9%) that did not have either a pedestrian or bicycle safety program and 40 schools (24.1%) that did. Of the 40 schools who did have a safety education program, 11 schools (6.6%) featured a bicycle-only safety program, 1 school (0.6%) had a pedestrian-only safety education program, and 28 schools (16.9%) had both a pedestrian and bicycle safety education program. Of the 28 schools with both programs, the majority were elementary schools (N=20, 12%), while 4 (2.4%) were combination schools, 3 (1.8%) were middle schools, and 1 (0.6%) was a high school.

The last part of the safety education section asked about crossing guards. Having a crossing guard program is another way to increase student safety when walking or biking to school, especially when students must encounter an arterial or highway. Of the schools surveyed (N=166), there were 106 schools (63.9%) that do not have a crossing guard program and 60 schools (36.1%) that do have a crossing guard program. The majority of schools with a crossing guard program were elementary schools (N=45, 27.1%), followed by 8 (4.8%) middle schools, 5 (3.0%) high schools, and 2 (1.2%) combination schools. Fourteen of the 60 schools (23.3%) with crossing guard programs apply to this study, indicating that they are located near or adjacent to a state highway.

Of the schools that do have crossing guard programs (N=60), 47 schools (78.3%) use adult crossing guards, 3 schools (5.0%) ask students to serve as crossing guards, and 10 schools (16.7%) use both adult and student crossing guards. Schools with crossing guard programs (N=60) were asked if their crossing guards were provided periodic training and if they were provided with safety vests and/or stop paddles. Forty-one schools (68.3%) provide their crossing guards with periodic training and 19 schools (31.7%) do not. All schools provided either safety vests or stop paddles, with the majority (N=56, 93.3%) providing both, while 3 schools (5.0%) provided safety vests only and 1 school (1.7%) provided STOP paddles only.

Chapter 5: Analysis

5.1 Crash Records

The crash data collected were labeled as “school related” crashes due to one or more of the following conditions: school aged children were involved, the crash occurred on a day when school was in session, and the crash occurred during the hours of the morning and/or afternoon commute to school. WebCARS did not have the capability of specifically identifying if a particular crash was school related or not. For this reason, it is important to reemphasize that while the crash data represented crashes occurring in the vicinity of the school crosswalk, due to the limitations of the crash data it would not be necessarily prudent to assume that all of the crashes were directly attributed to school-related travel.

This data set was also limited to reportable crashes. WebCARS defines a reportable crash as a crash that has occurred on a public street, is not the result of an intentional act, and the damage to any one property is greater than \$1500. Non-reportable crashes are crashes that happen on private property or have no injury to the people involved and damage less than \$1500. There is also an incomplete section in WebCARS that includes crashes that have not been fully completed for data analysis purposes. This could include any crash that was entered into the system incorrectly, for example having the wrong spelling for a street name, an incorrect intersection ID, or accidentally choosing the wrong number for a contributing event. These types of errors would have also excluded these crashes from the WebCARS output.

5.2 School Survey

The results from the school safety survey identified, at a statewide level, how school principals view safety around and in the vicinity of their school and captured some of the approaches being taken to promote an environment in which school children can walk or bicycle to their local school. Based on the results from the survey, there appears to be a significant opportunity for schools within the state of Idaho to learn from one another and to potentially share best practices. This analysis section, along with the next chapter that highlights several site visits to schools across the state, aim to dive into some of the opportunities that might be available to strengthen or support existing school safety practices.

As a starting point, the parent pick-up / drop-off and bus loading area design can impact traffic flow and safety. Based on the cross-tabulation (Table 4-3) showing the responses of the separated versus combined areas, if instructions were provided to parents, and if there was on-site supervision, a comparison based on the safety rating of the drop-off / pick-up and bus loading areas as provided by the school principals was conducted. A chi-square test was used to test if there was a significant difference between variables. One example of this would be to see if variable A has an effect on outcome B, or if it would be due purely to randomness. A chi-square test of independence was administered based on each of these questions to see if there was a significant difference between those who felt that these areas were safe and those who felt unsafe in the loading zone area. For this chi-square test, the safe, somewhat safe, and neutral responses were grouped into one category and the somewhat unsafe and unsafe were combined into a second category. An alpha value of 0.05 was used for this analysis.

A chi-square test of independence was performed to examine the relationship between having a separate versus combine loading area and feeling safe versus unsafe. The relationship between these variables was found to be not significant, with $X^2(2, N=166) = 0.144, p=0.704 > 0.05$. Having a separate loading area versus a combined loading area did not have a significant effect on feeling safe versus unsafe.

Another chi-square test of independence was performed to examine the relationship between providing instructions to parents had an impact on feeling safe versus unsafe, the result was found to be no significant. The chi-square test produced a $X^2(2, N=166) = 0.270, p=0.603 > 0.05$. With a probability larger than the alpha value of 0.05 it was found that providing instructions to parents has no effect on feeling safe or unsafe.

The last question was looking at schools who do provide supervision during loading times compared to schools who do not. A chi-square test of independence was performed to test if having supervision has an effect on feeling safe vs. unsafe. The result was found to be not significant, with $X^2(2, N=166) = 0.992, p=0.319 > 0.05$. Having supervision during loading times had no effect on feeling safe versus unsafe in the loading area.

Support provided by law enforcement or a local agency can help to improve the safety of pedestrians and bicyclists. Table 5-1 shows how school principals responded when

asked about law enforcement and agency involvement broken down by elementary, middle, high, and combination schools.

Table 5-1: Law Enforcement and Public Agency Involvement

		Elementary	Middle	High School	Other	Total
How would you rate the involvement of local law enforcement with regard to school pedestrian safety?	Excellent	9	4	5	4	22
	Good	23	13	10	10	56
	Fair	31	9	12	0	52
	Poor	7	4	3	0	14
	No Support	10	2	2	8	22
	Total	80	32	32	22	166
How would you rate the involvement of local law enforcement with regard to school bicycle safety?	Excellent	8	2	2	4	16
	Good	22	9	10	7	48
	Fair	27	13	11	2	53
	Poor	10	4	3	0	17
	No Support	13	4	6	9	32
	Total	80	32	32	22	166
How would you rate the involvement of the City Traffic Department with regard to school pedestrian safety?	Excellent	4	1	0	3	8
	Good	21	11	8	4	44
	Fair	25	13	15	2	55
	Poor	7	5	4	2	18
	No Support	23	2	5	11	41
	Total	80	32	32	22	166
How would you rate the involvement of the City Traffic Department with regard to school bicycle safety?	Excellent	3	1	0	3	7
	Good	18	8	7	4	37
	Fair	25	14	12	2	53
	Poor	7	6	5	2	20
	No Support	27	3	8	11	49
	Total	80	32	32	22	166

Based on this school principal feedback, it was found that local agency ratings were generally lower when compared with law enforcement (see Figure 5-1).

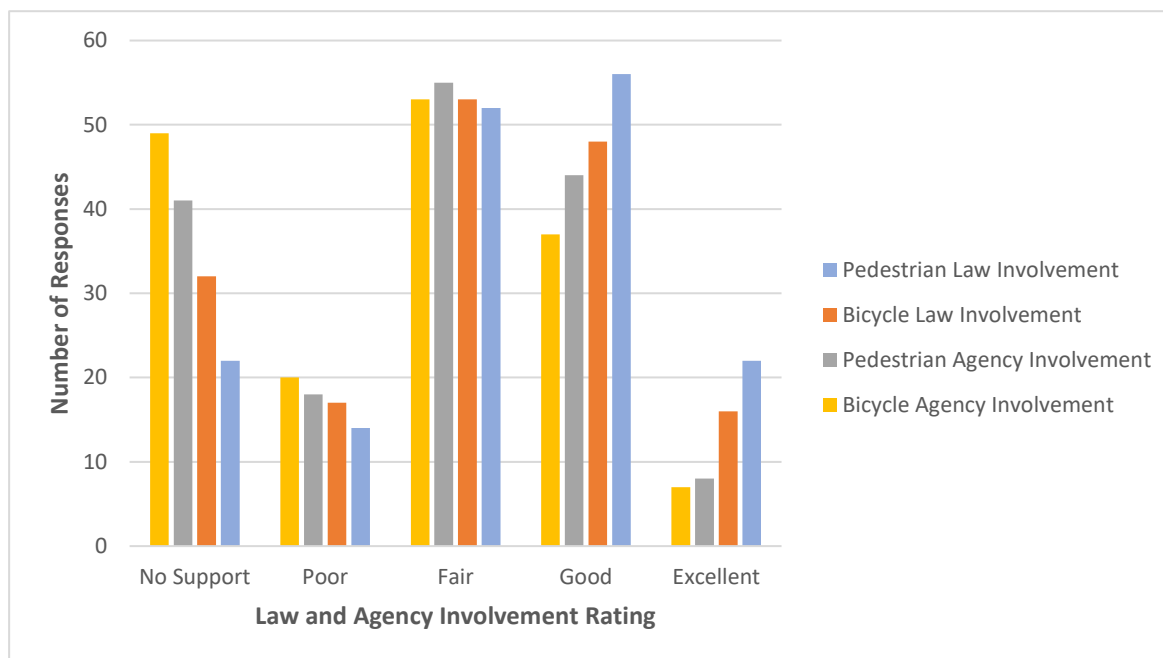


Figure 5-1: Comparing Law Enforcement and Local Agency Involvement

One approach to involve law enforcement is by using a school resource officer (SRO). A SRO can have many different functions or roles that could include, but would not be limited to: law enforcement officer, public safety specialist, community liaison, law-related educator, or as a positive role model. There is currently limited research with regard to the effectiveness of SROs in schools, but there have been studies comparing the wide range of responsibilities and programs run by the SRO. The National Criminal Justice Reference Service (NCJRS) collected data on 19 SRO programs and wrote about how they are implemented and what lessons were learned for other programs (16).

The survey results also showed that of the 166 schools, 20 (12%) have a walking/biking school route map and 146 schools (88%) do not. The Manual for Uniform Traffic Control Devices (MUTCD) states that “the best way to achieve effective traffic control is through uniform application or realistic policies, practices, and standards developed through engineering judgment or studies.” This is extremely important when involving pedestrian, bicycles, and other vehicles in the vicinity of schools. The MUTCD suggests that “a school route plan for each school serving elementary to high school students should be prepared in order to develop uniformity in the use of school area traffic controls

and to serve as the basis for a school traffic control plan for each school. The school route plan, developed in a systematic manner by the school, law enforcement, and traffic officials responsible for school pedestrian safety, should consist of a map showing streets, the school, existing traffic controls, established school walk routes, and established school crossings.”

The State of Washington, as an example, follows the guidance of the MUTCD by requiring all elementary schools to have a route map. The Washington Administrative Code (WAC) states that “suggested route plans shall be developed for each elementary school that has students who walk to and from school. It shall recommend school routes based on considerations of traffic patterns, existing traffic controls, and other crossing protection aids such as school patrols. These route plans shall limit the number of school crossings so that students move through the crossings in groups, allowing only one entrance-exit from each block to and from school. The route to school plan shall be distributed to all students with instructions that it be taken home and discussed with the parents.” The Washington State Department of Transportation (WSDOT) also provides the document, “School Walk and Bike Routes: A Guide for Planning and Improving Walk and Bike to School Options for Students” with direction on how to develop and implement school route plans, procedures to identify pedestrian safety deficiencies along walk routes, and ways for community members to work together to make improvements. Having a route map can help ensure student safety who walk to and from school by identifying the safest routes to take from an infrastructure standpoint. The development of a route map by those schools that currently do not have one is strongly encouraged.

Another key finding from the school safety survey was that 40 schools (24.1%) had either a pedestrian or bicycle safety program but 126 schools (75.9%) currently do not. An education program can bring attention to the safety measures needed for the trip to school and make walking or biking to school seem more appealing to parents and community members. According to the Safe Routes to School (SRTS), “a comprehensive program should include bicycle and pedestrian safety education curriculum, structured for appropriate grade and age levels, which can be implemented as part of a school-wide, communitywide, or statewide program.” SRTS also stated that pedestrian safety courses are most effective with Kindergarten to third grade students while bicycle safety courses are most effective with fourth through eighth graders (14). While many examples of safety education programs

exist, these program often differ in complexity and focus points. Some programs are more intensive, but according to SRTS a good bicycle or pedestrian safety curriculum should include the following themes:

- how to cross the street safely –stop, look and listen
- basic bike and helmet fitting – especially important for parents
- how to position yourself properly on the road – the three positions
- how to let drivers know your intentions – be predictable
- how to safely negotiate turns and intersections – hand signals, signs, traffic awareness
- the basics of traffic law – right of way and rules of the road
- skills practice – 3-6 adult-led hours on a bike; one hour walking in a neighborhood

Using these ideas for the basis of a safety education program can help increase pedestrian safety awareness by teaching school children the proper laws and routes, and can also increase the number of walking and bicycling students when parents and the community are provided with added reassurances knowing that their students have been taught and trained to be safe as they travel to and from school as either a pedestrian or bicyclist.

5.2.1 Survey Respondents Crash Data

As stated previously, 25.9% (N=43) schools that responded to the survey have school crossings located on a busy or high speed state highway. When comparing the crash data results to the survey responses it was found that 9 schools that responded to the survey had either a pedestrian-motor vehicle crash, or a pedalcycle-motor vehicle crash occur at the school crossing within the last 5 years. A summary of the crashes can be seen in Table 5-2.

Table 5-2: Crash Data for Survey Respondents

	Pedalcycle Crashes	Pedestrian Crashes
A Injury	0	1
B Injury	0	0
C Injury	4	5
Fatal Injury	0	1

There was a total of 11 crashes, with the majority being C injury crashes, 1 A injury, and 1 fatality. Of the 9 school crash locations, 4 schools (44.4%) said motorists drive at the posted speed limit half of the time, 3 schools (33.3%) said most of the time, 1 school (11.1%) said sometimes, and 1 school (11.1%) said never. It was found that none of the schools had a SRTS program, a school route map, or a safety education program for either

pedestrian or bicycle safety. It was also found there was no crossing guard program at the schools who shared the fatality crosswalk location.

5.3 Site Visits

The circumstantial conditions at a particular school crossing located on a two-way, two-lane state highway throughout the state of Idaho depend on a number of factors including, but not limited to, traffic volumes, traffic speeds, roadway alignment, roadway width, and shoulder width. While the signage, striping, signals and other devices all serve one single purpose of guiding school-aged children from one side of the facility to the other, the treatments that are currently used in the field significantly vary from location to location. The following section describes some of the treatments used and is intended to inform the reader as how certain treatments may be more effective than others.

Horseshoe Bend, Idaho is the largest city in Boise County and is located approximately 30 miles north of Boise along Highway 55. As of 2010, the population was 707. To facilitate school crossings, a flashing beacon is used in conjunction with the school advance crossing assembly (MUTCD sign codes: S1-1 and W16-9P). This is a visible way to provide the driver with some advance warning that a pedestrian may be crossing the road ahead.



Figure 5-2: Horseshoe Bend (1 of 3)

At the crosswalk, two additional devices are used (Figures 5-2 and 5-3). Orange-colored crossing flags can be utilized by the pedestrian and waved at an oncoming vehicle. An in-street sign (R1-6b) is also present; at the time the photo was taken (July), school was not in session so the sign was situated on the shoulder; it is expected that during the school year this sign would be moved into the two-way, left-turn lane either throughout the day or only during morning arrival and afternoon dismissal periods.



Figure 5-3: Horseshoe Bend (2 of 3)



Figure 5-4: Horseshoe Bend (3 of 3)

Hagerman, Idaho is a town in Gooding County and is located approximately 100 miles east of Boise. It is located along Highway 30 and as of 2010 the population was 872. To facilitate school crossings, the community utilizes a number of devices to draw attention to the driver. First, to provide an additional level of warning to drivers, a fluorescent-yellow green “SLOW SCHOOL ZONE” sign is used prior to the advanced school speed assembly (Figure 5-5). At the crossing, the school crossing assembly signage (S1-1 and W16-7P) is accompanied by a vertical flashing beacon; it is assumed that this beacon is turned on either throughout the day or only during morning arrival and afternoon dismissal periods (see Figure 5-6).



Figure 5-5: Hagerman (1 of 2)



Figure 5-6: Hagerman (2 of 2)

When approaching Shoshone, the county seat and largest city in Lincoln County with a population of 1,461 (2010 data), from the east along State Highway 24, a driver will encounter not only a sight distance issue but also a regulatory speed sign informing drivers that the posted speed limit, approaching the city, is reduced to 55 miles per hour (see Figure 5-7).

The driver will subsequently encounter the school crossing less than one-half mile to the west. To inform drivers on this crossing, a single flashing beacon has been installed above the school advance crossing assembly (see Figure 5-8). Furthermore, to provide additional information for the pedestrian, a “PROCEED WITH CAUTION” sign has been installed perpendicular to the crosswalk (see Figure 5-9).

Note: Based on field observations, it appears that this crossing, at this time, does not appear to be heavily used as there are only a few potential homeowners with school-aged children living on the south side on this highway.



Figure 5-7: Shoshone (1 of 3)



Figure 5-8: Shoshone (2 of 3)



Figure 5-9: Shoshone (3 of 3)

Richfield, Idaho is a city in Lincoln County with a population of 482 (2010 data). Located along Highway 26, it is located approximately 40 miles northeast of Twin Falls along Highway 26. The designated school crossing does not have any school area signs installed, although markings on the asphalt have been installed to delineate the location as a crossing. Orange flags are also present to assist with this crossing (see Figure 5-10).



Figure 5-10: Richfield

Similar treatment to those described earlier can also be found in Potlatch, Idaho, a town of 804 people (2010 data) located in North Central Idaho and approximately six miles east of the Washington border. The town is served by State Highway 6, and located just off the highway as you enter the town heading eastbound is Potlatch Junior-Senior High School.

The school zone begins as you enter Potlatch, and is identified with a S1-1 sign and a two-bulb flashing beacon (Figure 5-11). There is one designated school crossing identified with a S1-1 sign paired with a W16-7P arrow pointing at the crosswalk. The crosswalk, at the time the picture was taken, had faded and was difficult to see (Figure 5-12). When traveling from the eastbound direction (Eastbound) the school zone is identified with a S1-1

sign paired with an upward pointing arrow accompanied by two flashing beacons. In this case, the arrow sign appears to be a sign typically found to delineate a construction zone (Figure 5-13).



Figure 5-11: Potlatch Junior Senior High School (1 of 3)



Figure 5-12: Potlatch Junior Senior High School (2 of 3)



Figure 5-13: Potlatch Junior Senior High School (3 of 3)

Potlatch Elementary is also located on State Highway 6 in Potlatch, Idaho. The school zone is identified with a standard S1-1 school zone sign followed by a 20 MPH when flashing speed limit sign, with two flashing beacons (Figure 5-14). There are two marked school crossings in the school zone (Figure 5-15 and 5-16) that are identified with a S1-1 sign paired with a W16-7P arrow pointing at the crosswalk. There are flags provided to help facilitate the crossing for pedestrians. At this location, the signs should be updated to the fluorescent yellow-green background color when the signs are replaced during the next maintenance cycle.



Figure 5-14: Potlatch Elementary School (1 of 3)



Figure 5-15: Potlatch Elementary School (2 of 3)



Figure 5-16: Potlatch Elementary School (3 of 3)

Challis, Idaho is the largest city in Custer County with a (2010) population of 1,081 and located along Highway 93. At the school crossing, several features have been used to draw attention to pedestrians traveling from one side of the road to the other. In addition to pavement markings, an overhead beacon on a span wire is used to draw attention to the driver (see Figure 5-17). At this location, the orientation of the school crosswalk should be specifically described; it is angled so that all pedestrian must essentially face the direction of traffic as they enter the roadway. This subtle configuration design is a more effective way to engage interaction between the motoring and non-motoring public (see Figure 5-18).



Figure 5-17: Challis (1 of 2)



Figure 5-18: Challis (2 of 2)

Hailey, Idaho is the county seat of Blaine County with a population of 7,960 (2010 data). Located along Highway 75, it serves as the southern gateway to the Ketchum and Sun Valley resort communities. In town, Highway 75 spans across five lanes that include two lanes in each direction and a two-way, left-turn lane. For facilitate school-related crossings, a flashing beacon accompanies the school advance crossing assembly (Figure 5-19). At the actual crossing, solar-powered flashing beacons accompany signs that are located on both sides of the roadway (Figure 5-20).

(Note: Since the school advance crossing assembly was used prior to the next intersection, it appears consideration should be given to replacing the existing pedestrian (W11-2) signs with school crossing (S1-1) signs.)



Figure 5-19: Hailey (1 of 2)



Figure 5-20: Hailey (2 of 2)

In Twin Falls, Idaho's eighth largest city by population at 44,125 (2010 data), Highway 30 runs east-to-west through the southern portion of the city limits. Near downtown, westbound Highway 30, also known as 2nd Avenue East, serves two elementary schools. Since this one-way roadway is three-lanes wide with on-street parking on both sides, several school-related signs have been installed. When approaching the designated school crossing, drivers encounter a school speed limit assembly (S4-3P, R2-1, and S4-4P) accompanied by both a flashing beacon and radar feedback sign (see Figure 5-21).



Figure 5-21: Twin Falls

All of the previous locations were highlighted since they were located along varying state highway facilities. However, some treatments that are used in urban, non-highway environment may also deserve consideration for highway locations. For this reason, a selected number of urban sites are included as part of this overall discussion. One of the common characteristics of the sites selected here is the use of some form of technology.

American Falls, Idaho is the county seat in Power County, with a population of 4,457 (2010 data). Several schools are located along the business loop of Interstate 86, including American Falls Middle School and American Falls High School. The use of flashing beacons, radar speed signs, and pavement markings (see Figures 5-22 and 5-23) reinforce the presence of school-aged children and potential crossings along the corridor (also known as Lincoln Street or Fort Hall Avenue).



Figure 5-22: American Falls (1 of 2)



Figure 5-23: American Falls (2 of 2)

Boise, Idaho is the largest city in Idaho, with a population in excess of 200,000 people. A variety of in-city treatments are used in conjunction with school crossing. Near Monroe Elementary, a flashing beacon, similar to those seen earlier, is used to draw attention to student activity during school hours. Since this school is located on a lower-volume, lower-speed roadway, traffic calming in the form of speed humps can be used as a physical treatment to reduce driver speeds (Figure 5-24).



Figure 5-24: Boise (Monroe)

Another type of traffic calming that could be used on higher-volume, higher-speed roadway is seen in Figure 5-25. At this location near East High School in east Boise, a raised median serves two purposes. First, it is a form of traffic calming that serves as a visual impediment to drivers though driver speeds are not necessarily impacted, and second, it provides a refuge area for pedestrian in the event that their crossing needs to be divided into two segments.



Figure 5-25: Boise (East)

Kootenai, Idaho is a town located in Bonner County with a population of 678 people (2010 data). Kootenai Elementary school is not located on a state highway and has a high percentage of students who walk to school. The school zone is identified with a S4-3P florescent yellow school sign paired with an R2-1 15 MPH speed limit sign, and a S4-2P “when children are present sign (Figure 5-26). There are no designated school crossings, so drivers simply must stop at the stop line in the event of a crossing pedestrian. The S4-2P “when children are present” sign is no longer allowed for use in Idaho, so an alternate sign should be installed at this location.

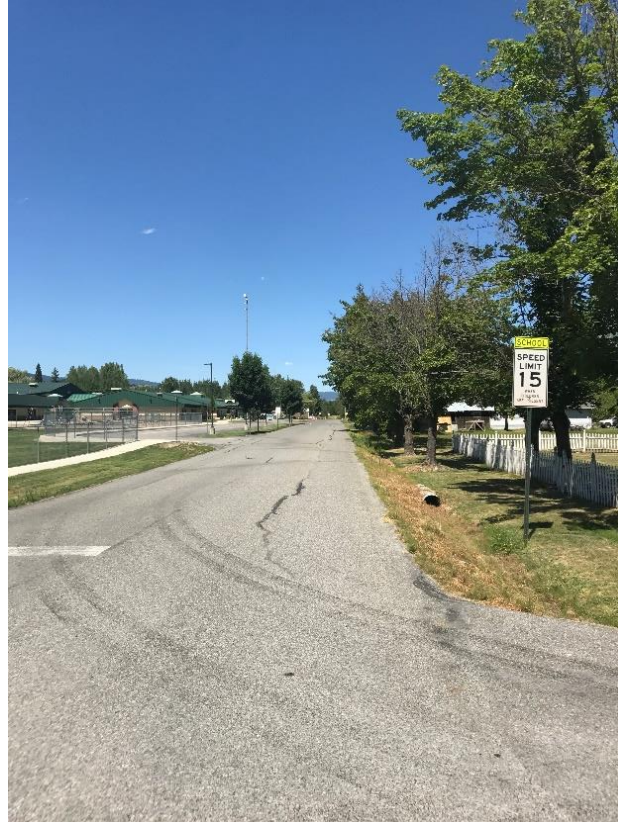


Figure 5-27: Kootenai (1 of 2)



Figure 5-26: Kootenai (2 of 2)

Priest River, Idaho is another town located in Bonner County, with a population (2010) of 1,751 people. Priest River Junior High School is located on State Highway 2 in Priest River, Idaho. The first time the school zone is identified is at the first school crossing shown in Figure 5-28. This crossing is identified by a S1-1 sign paired with a W16-7P arrow pointing at the crosswalk. There is no painted crosswalk, but a pedestrian button to begin flashing lights (Figure 5-29). There is a second school crossing, identified by the same signage but no pedestrian walk button (Figure 5-30).



Figure 5-28: Priest River (1 of 3)



Figure 5-29: Priest River (2 of 3)



Figure 5-30: Priest River (3 of 3)

In Lewiston, Idaho, a flashing beacon is installed on a span wire over the school crossing (see Figure 5-31). This device serves to warn drivers when a pedestrian may be present in the crosswalk, and the location of the beacon is helpful due to the vertical sight distance constraints that are present.



Figure 5-31: Lewiston

In Star, Idaho, a western suburb of Boise, the approach to the school crossing is equipped with both a overhead flashing beacon that accompanies the school speed assembly (Figure 5-32) and a high-intensity activated crosswalk beacon, or HAWK, signal at the actual crossing (Figure 5-33).



Figure 5-32: Star (1 of 2)



Figure 5-33: Star (2 of 2)

The HAWK signal is officially known as a pedestrian hybrid beacon, and can be used as an alternative at locations where traffic signal warrants prevent the installation of standard three-color traffic signals, as seen in Figure 5-34.



Figure 5-34: Boise (Lowell)

There are significant costs associated with the design, construction, and maintenance of any signalized device. For this reason, development of a methodology is recommended that stipulates the conditions under which such an enhanced device would be installed and is able to prioritize need from one location to another.

Chapter 6: Conclusions

There are many factors that can effect whether or not a student chooses to or is allowed to walk or bicycle to school. Some of these factors include, but are not limited to, age, distance, parental perceptions and safety. This research project performed a comprehensive safety analysis of school zones along two-way, two-lane highways throughout the state of Idaho. The primary objective of this research was to assess the effectiveness of safety measures currently in place within these zones.

A crash analysis using ITD's WebCARS database determined that from 2010-2015 there were nine accidents involving a motor vehicle and a bicyclist and fourteen accidents involving a pedestrian and motor vehicle that occurred at a school crossing located on a state highway. Crash data were collected for all schools located on state highways as well as a Google Earth data of the school crossing in each school zone.

In order to compare how school safety treatments across the state differed and to identify best practices, a statewide school survey was developed and sent out to schools addressing mode choice, yellow school bus service, drop-off and pick up areas, and safety education and awareness. The survey was completed by school principals who were able to provide first-hand knowledge and understanding about issues at their school and who served as important role models for students.

The survey results showed that there are areas of improvement in schools when it comes to pedestrian and bicycle safety, and identified three major concerns:

1. A lack of understanding from both motorist and non-motorist parties on the proper pedestrian safety and crossing.
2. Students having to cross at unmarked crosswalks.
3. Vehicle speed in school zones.

The survey found that one of the largest concerns among both motorist and non-motorist is a lack of understanding from both parties on the proper pedestrian safety and crossing. One way to address this concern is through safety education and awareness. Developing a school route map is recommended for all schools that have students who walk or bike to and from school. Figure 6-1 is an example of a school route map provided by the

MUTCD that shows the school location, existing traffic control, crossing guard locations, and a marked pedestrian route.

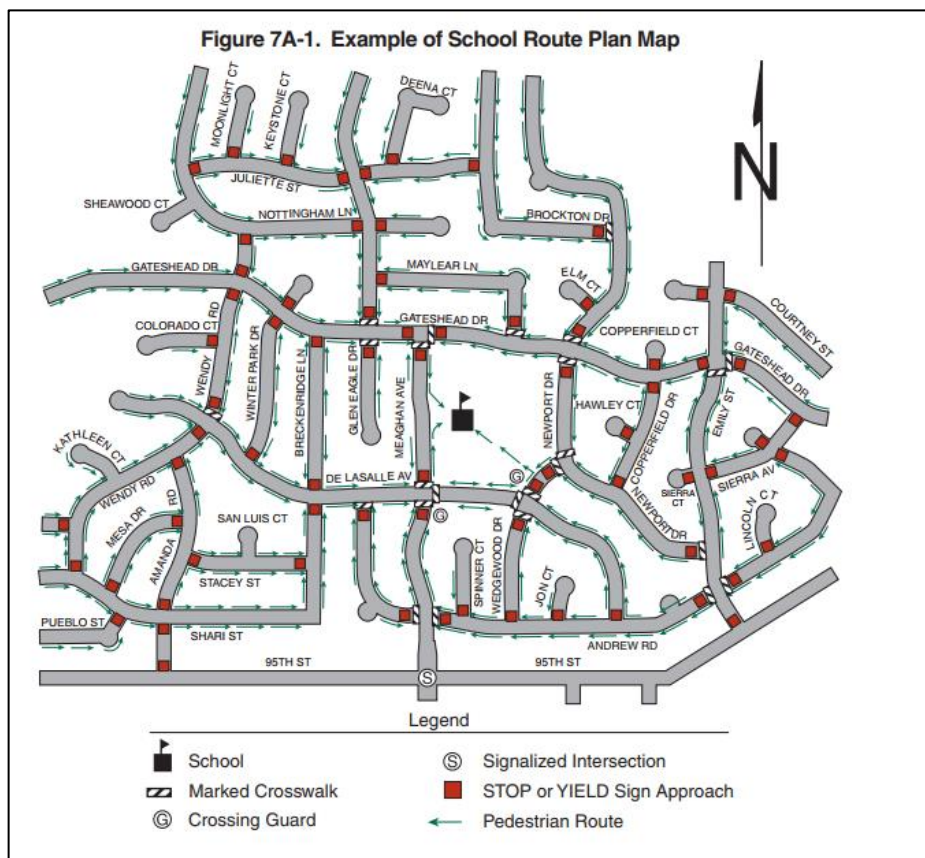


Figure 6-1: Example of School Route Map from MUTCD

A school route map should be developed by the school, law enforcement, traffic officials and school community and can be used to show the desired walking and bicycling routes for children en route to school. This map can be as simple as a printed out aerial map with highlighted paths. This information can be used to inform students that crossings at unmarked crosswalks should be avoided and help deal with the lack of understanding concern.

Providing a safety education course for students and those in the community can also help eliminate this confusion by creating a safer environment and developing a safety culture. Having a safety education program to educate students and community members of proper crossing techniques and safety tips is recommended. In addition, the survey showed that only 43 schools (25.9%) are partnered with a safe routes to school (SRTS) program at this time. A SRTS program would be beneficial in helping to create a school route map and developing a safety education program.

Another common concern was vehicle speed in school zones. Vehicle speed is known to have a large impact on the potential extent of personal injury. There are various ways to encourage drivers to slow their speed in schools zones including, but not limited to: additional signage, flashing beacons, crossing guards, or law enforcement.

Having law enforcement present is a good way to ensure drivers follow the school zone speed limit. The survey asked principals to rate the involvement of local law enforcement and also rate the involvement of the local agency traffic department in regard to pedestrian and bicycle safety. The survey found while some schools have excellent involvement from both parties, there are still some schools who have little to no support from law enforcement or the local agency traffic department. While it is important to note that the reasoning behind the lack of involvement between parties is not fully clear, collaboration between these parties would certainly help increase the safety in these school zones.

Collaboration between all professionals involved (law enforcement, local agency traffic departments, parents, etc.) was found to be highly supported by principals with regard to school zone safety. When principals were asked to offer their advice to give to other principals, the responses were similar in nature.

“Hold an annual safety meeting including a few key partners: parents, PTA, admin, teachers, and a student body officer.”

“Partnerships with the county, city and community rides programs are critical as well as making sure kids feel safe in knowing the safest routes to school.”

“Design a plan and involve staff, parents, law enforcement, and fire/rescue department. Train staff and student and practice often.”

“Employ a collaborative approach engaging law enforcement and other safety ‘players’ in the community”

Creating a safer environment for students to walk or bike to and from school is a common goal and working together makes the task that much easier. A safer environment can be created by doing things like creating a school route map, developing safety education courses for students and the community, and also working with those in the community to identify and solve problems in regard to pedestrian and bicycle safety.

This assessment also found that there is a need for more uniformity in school zones throughout Idaho. The MUTCD states “*The best way to achieve effective traffic control is through uniform application or realistic policies, practices, and standards developed through engineering judgment or studies.*”(17)

The site visits conducted showed a large variation in school zone signage and pavement markings, with some schools having little to no crosswalk designation or school zone delineation. It is recommended that all schools update their school zones according to MUTCD standards, focusing on developing a school route map and updating school crossings. Creating more uniformity throughout the state will help improve pedestrian and bicycle safety by providing more marked crosswalk locations and increasing awareness of all road users.

6.1 Recommendations

Along with organizations like SRTS and the precious cargo program there are funding resource programs that aim to address the needs of non-motorized users. The Idaho Transportation Department administers the Transportation Alternatives Program (TAP), which was formally known as Community Choices for Idaho. The goal of the TAP [<http://itd.idaho.gov/alt-programs/>] is to provide a variety of alternative transportation projects to address the needs of non-motorized users and to advance the Idaho Transportation Department’s strategic goals of Mobility, Safety and Economic Opportunity while maximizing the use of federal funds. The TAP provides funding for programs and projects defined as transportation alternatives, including on-and-off-road pedestrian and bicycle facilities, infrastructure projects to improve non-driver mobility and access to public transportation, and safe routes to school education projects. The link for more information can be found below.

Another program that looks to improve pedestrian safety is the Children Pedestrian Safety Program [<http://lhtac.org/programs/children-pedestrian-safety-program/>]. The Local Highway Technical Assistance Council (LHTAC) worked together with ITD to develop a joint program to fund projects addressing “children pedestrian safety on the state and local system.” The program has \$2 million of funds to be used for projects with the maximum award per city/county/highway district is \$250,000. The program has an application process and requirements that must be followed in order to be accepted. The projects are scored by

ITD and LHTAC professionals and are based on six categories: children, safety, mobility, right-of-way easements, support, and partners.

6.1 Future Work

This study has initiated an assessment of school safety throughout Idaho at a statewide level. A logical next step would be to determine how specific walking and bicycling programs could be implemented at individual schools. This could be done by comparing best practices and school-specific pedestrian and bicycle safety programs to develop an effective program that could be administered at the state level. An assessment of the most vulnerable age groups and the best ages to introduce these programs is also recommended.

Another interesting topic to examine how students explain why they do or do not walk to school. The schools that had a large walking percentage would be a good starting point so that information from students who do walk and students who do not walk could be collected. This information could be used to dive deeper into gaining a better understanding of non-motorist travel from the school child's perspective.

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Appendix A: Copy of Survey

The purpose of this survey is to assess school zone safety and its implications throughout the state of Idaho. The University of Idaho, in partnership with the Idaho Transportation Department, requests a few minutes of your time to share your insights on: school travel preferences by students, drop-off and pick-up procedures, and ongoing outreach programs. We are excited to conduct this statewide assessment and look forward to sharing our comprehensive results with all schools who help with this effort. Your responses are confidential and will only be used for this study. Only general outcomes will be reported and no responses will be linked to a particular school. Thank you in advance

General Information

Q1 Which of the following best describes your school?

- High School [Grade 9-12 or Grade 10-12]
- Middle / Junior High School [Grade 6-8 or Grade 6-9]
- Elementary School [K-Grade 5]
- Other: _____

Q2 How many students are currently enrolled in your school?

- 1,280 or more [Class 5A]
- 640-1,279 [Class 4A]
- 320-639 [Class 3A]
- 160-319 [Class 2A]
- 100-159 [Class 1AD1]
- 99 or less [Class 1AD2]

Q3 Is your school a closed campus (i.e., no students allowed to leave school grounds during the day)?

Yes

No

Q4 Are there any busy or high speed state highways that walking and bicycling students must cross when traveling to your school?

Yes

No

Display This Question:

If Are there any busy or high speed highways that walking and bicycling students must cross when t = Yes

Q5 Do you notice or have any concerns about this busy or high speed state highway crossing?

Yes

No

Display This Question:

If Do you notice or have any concerns about this busy or high speed state highway crossing? = Yes








Q6 Please briefly describe.

Q7 Please indicate your level of agreement with the following statement: The majority of drivers drive at, or below, the posted speed limit in your school zone.

- Always
- Most of the time
- About half of the time
- Sometimes
- Never

Mode Choice

Q8 On a typical day, what percentage of your students, to the nearest 5%, would you estimate use each of the following modes to travel to school? (For example, if approximately one-quarter of the student body walks to school, please slide the notch to “25%” next to “Walk”.) For 0%, please slide the bar fractionally over to the right.

Walk:	
Bike:	
Yellow School Bus:	
Transit Bus / Other Bus:	
Driven by Parent or Other Adult:	
Drive Self:	
Other:	

Q9 Of the students who walk to school, approximately what percentage of those students cross a busy or high speed state highway?

- 25% or less
- 26-50%
- 51-75%
- More than 75%

Q10 Of the students who bike to school, approximately what percentage of those students cross a busy or high speed state highway?

- 25% or less
- 26-50%
- 51-75%
- More than 75%

Yellow School Bus Service

Q11 Yellow school bus service is provided to all students who live at least:

- No threshold (i.e., can be less than 1.0 mile from the school)
- 1.0 mile from the school
- 1.5 miles from the school
- Other: _____

Q12 Is hazard bussing provided for students crossing a busy or high speed state highway?

- Yes
- No

Drop-off and Pick Up Areas

Q13 Are parent drop-off and bus loading areas at your school located in separate areas or as one combined area?

- Separated
- Combined

Q14 Do you provide specific instructions to parents with regard to the drop-off and pick up?

Yes

No

Q15 Please briefly describe what type of instructions are provided to parents (Web, Email, Newsletters, etc.).

Q16 Does your school provide on-site supervision (i.e, traffic control) during loading times?

Yes

No

Display This Question:

If Does your school provide on-site supervision (i.e, traffic control) during loading times? = Yes

Q17 Who supervises during loading times?

School Faculty

Adult Volunteer

Student Volunteer

Law Enforcement

Other: _____

Q18 Thinking about the current car traffic flow for parent drop-off/pick up, how would you rate the environment for your students in terms of safety?

- Safe
- Somewhat Safe
- Neutral / Neither safe or unsafe
- Somewhat Unsafe
- Unsafe

Safety Education and Awareness

Q19 Does your school have a Safe Routes To School Program that partners with your school to provide resources?

- Yes
- N

Q20 Does your school have a walking/biking school route map that it shares with members of the school community?

- Yes
- No

Q21 Does your school have a crossing guard program?

Yes

No

Display This Question:

If Does your school have a crossing guard program? = Yes

Q22 Are your crossing guards adults or students?

Adults only

Students only

Both

Display This Question:

If Does your school have a crossing guard program? = Yes

Q23 Are your crossing guards provided periodic training?

Yes

No

Display This Question:

If Does your school have a crossing guard program? = Yes

Q24 Are your crossing guards provided safety vests or STOP paddles?

- Yes, safety vests only
- Yes, STOP paddles only,
- Yes, both safety vests and STOP paddles
- No

Q25 Does your school have a safety education program that addresses pedestrian or bicycle travel?

- Yes, Pedestrian only
- Yes, Bike only
- Yes, Pedestrian and Bike
- No

Q26 To what extent does your school enforce helmet usage for students who bike to school?

- Strictly Enforced
- Enforced
- Neutral / No Opinion
- Somewhat Enforced
- Not Enforced

Q27 How would you rate the involvement of local law enforcement with regard to school pedestrian safety?

- Excellent
- Good
- Fair
- Poor
- No support

Q28 How would you rate the involvement of local law enforcement with regard to school bicycle safety?

- Excellent
- Good
- Fair
- Poor
- No support

Q29 How would you rate the involvement of the City Traffic Department with regard to school pedestrian safety?

- Excellent
- Good
- Fair
- Poor
- No support

Q30 How would you rate the involvement of the City Traffic Department with regard to school bicycle safety?

- Excellent
- Good
- Fair
- Poor
- No support

Q31 (Optional)

- Name: _____
- School (Full name please):

- City: _____
- District: _____
- E-mail Address: _____
- Additional Comments: _____

Thank you for your time.

Appendix B: Collected Crash Data

WebCARS Data:

Data from: 2010-2015

Is reportable, Day of week: Monday- Friday

Accident Hour Time: Between 07-09 AND 14-17

Legend:

Where intersection is located:



Crash Definitions:

Fatal: deaths that occur within twelve months of the crash

A (disabling): injuries serious enough to prevent normal activity for at least one day such as massive loss of blood, broken bones, etc.

B (evident): non-K or A injuries that are evident at the scene such as bruises, swelling, limping, etc.

C (possible): no visible injury but there are complaints of pain or momentary unconsciousness

Property Damage: No injuries but still reportable

Potlatch Elementary School

510 Elm St., Potlatch, ID 83855

2 main crosswalks

Hwy 6, Segment Code 001850

mp 2.006, +- 0.019

mp 2.124, +-0.019



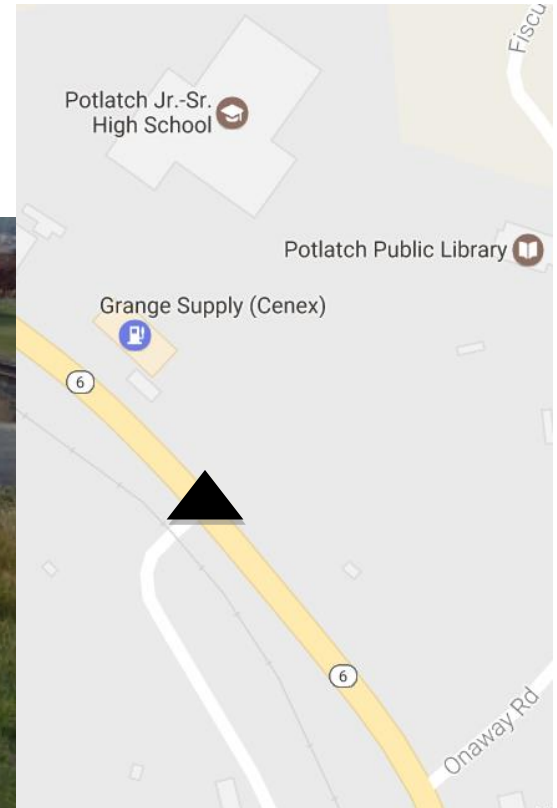
Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Potlatch Junior/Senior H.S.

130 6th St., Potlatch, ID 83855

Hwy 6 MP 1.416 +-0.019, Segment Code 001850



Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Preston Junior High School

450 E 800 S, Preston, ID 83263

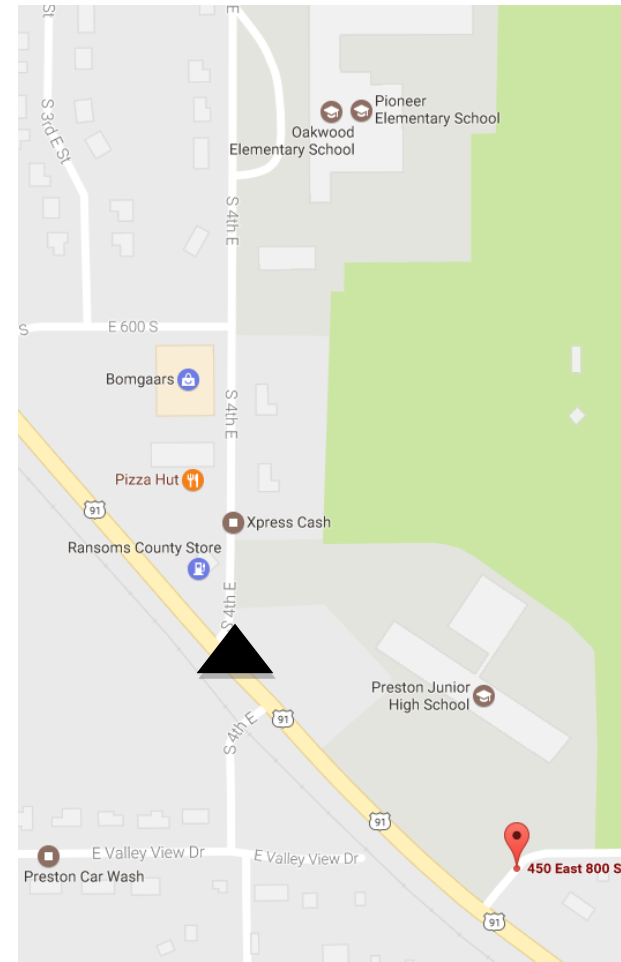
Oakwood Elementary School

524 S 4th E, Preston, ID 83263

Pioneer Elementary School

515 S 4th E, Preston, ID 83263

US 91 MP 7.251 +-0.019 Segment Code 002350



Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Richfield School

555 N. Tiger Dr., Richfield, ID 83349

US 93 MP 182.095 +-0.019 Segment Code 002240



Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Rockland K-12

321 E Center St, American Falls, ID 83211

ID 37 MP 55.72 +-0.19 Segment Code 002320

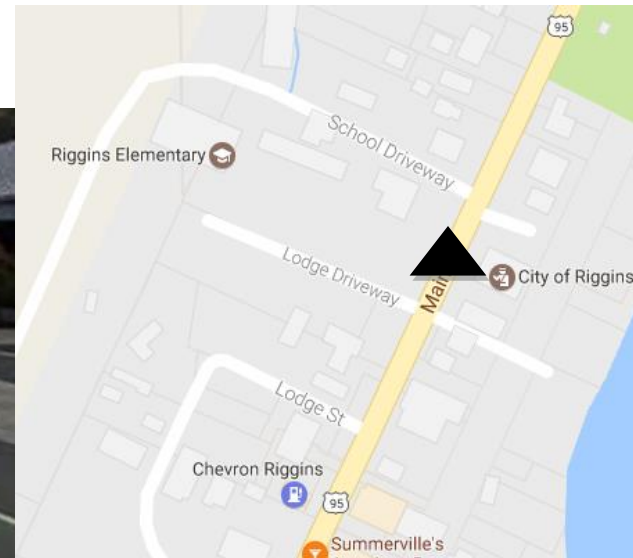


Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Riggins Elementary School

133 Main Ave. North, Riggins, ID
 US 95 MP 195.451-195.589 Segment Code 001540



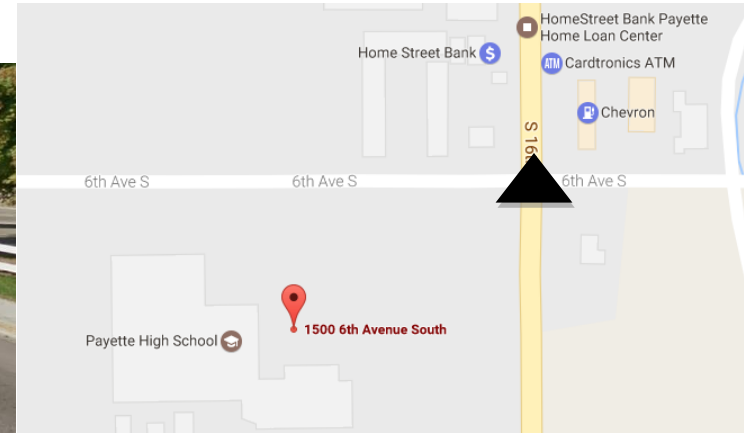
Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Payette High School

1500 6th Ave S, Payette, ID 83661

Hwy 95 MP 68.028 +-0.019 Segment Code 001540



Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
9	1	1	2	0	5

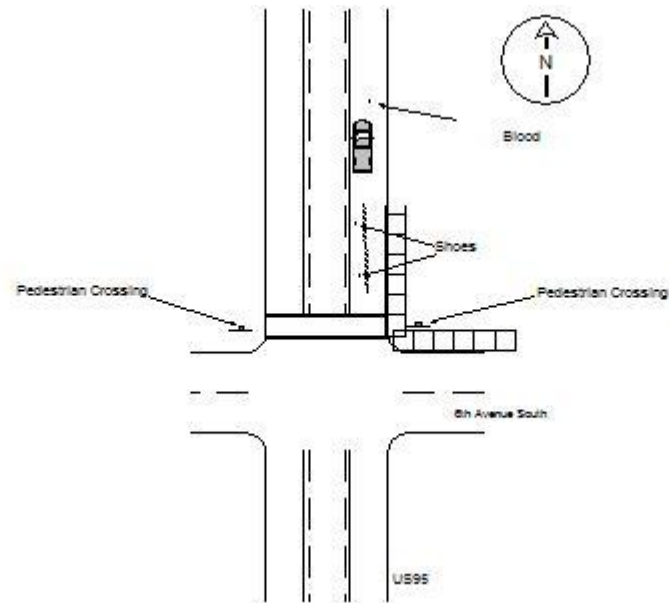
-1 Property damage likely not school related, happened on New Years

-2 crashes happened at Noon, less likely to be school related

Pedestrian

Total	A injury	B Injury	C injury	Fatality	Property damage
1	1				

Pedestrian Crash: Possibly school related: Thursday, 10/16/2014, 07 hour, dark, streetlights on

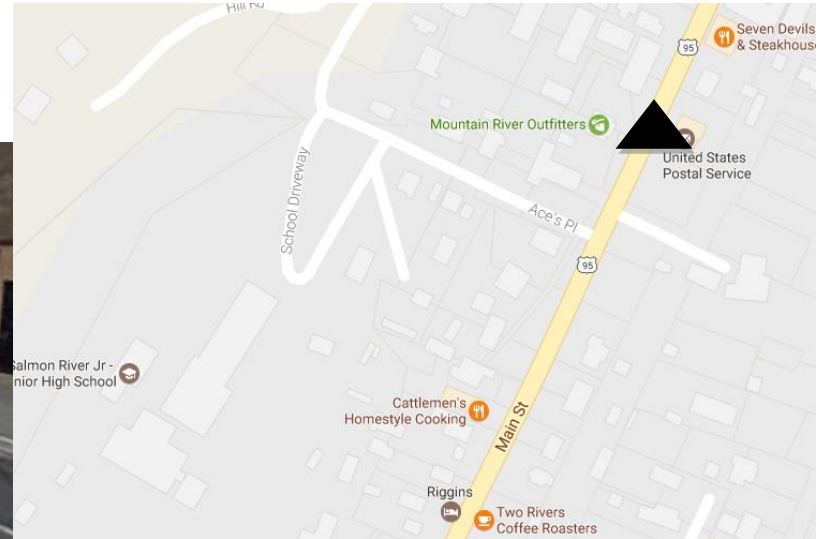


Shropshire was on the east side of the US95 preparing to cross in the crosswalk. Davis was traveling northbound US95. Shropshire began crossing the street. Davis did not see Shropshire and hit Shropshire with his truck. Davis was cited for inattentive driving.

Salmon River High School

711 Ace's Place, Riggins, ID

US 95 MP 195.262 +/-0.019 Segment Code 001540



Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Salmon Alternative High School (bridgeview)

1501 Bean Ln., Salmon, ID

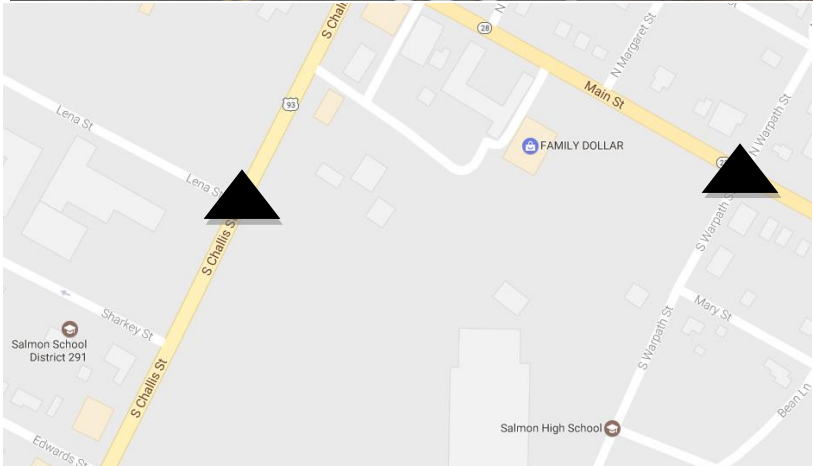
Salmon Jr/Sr School

401 South Warpath, Salmon, ID

2 Crosswalks

US 93 MP 304.624 +-0.019 Segment Code 002220

ID 28 MP 135.458 +-0.019 Segment Code 002500



Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Salmon Middle School

310 S. Daisy St., Salmon, ID

Pioneer Elementary School

900 Sharkey St., Salmon, ID

2 Crosswalks

US 93 MP 304.834 +/-0.019 Segment Code 002220

US 93 MP 304.624 +/-0.019 Segment Code 002220 (Same as Salmon River HS)

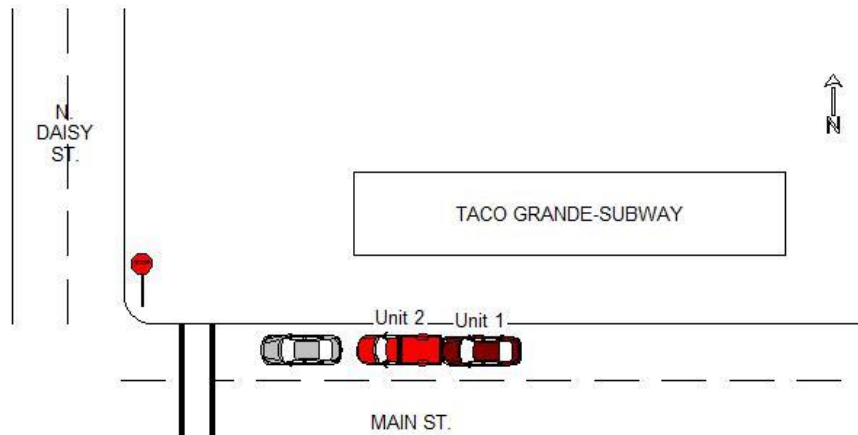


Number of Accidents (all Crashes) (all were at the MP 304.834 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
3		1	1		1

-All three were during times people travel to and from school.

-One crash was related to a pedestrian or pedalcycle, as the car was stopping at a crosswalk:



ON MAY 2ND, 2013 AT APPROXIMATELY 1624 HOURS DISPATCH ADVISED THIS WAS A VEHILCE THAT REAR ENDED ANOTHER IN FRONT OF TACO GRANDE. UPON ARRIVAL I MET WITH UNIT 1 AND UNIT 2 . UNIT 2 STATED A VEHILCE IN FRONT OF HIM STOPPED SHORT AT THE CROSSWALK SO HE BROKED AND UNIT 1 ADVISED HE SAW UNIT 2 STOP SUDDENLY BUT WAS NOT ABLE TO COME TO A COMPLETE STOP BEFORE REAR ENDING UNIT 2 PICK UP. TOOK PHOTO'S OF THE DAMAGE TO BOTH VEHILCES COLLECTED INSURANCE INFORMATION BOTH PARTIES HAD JUST GOTTEN OUT OF SCHOOL FOR THE DAY. END OF REPORT. 2L4, DET. L. MADSEN

Hobbs Middle School

350 E. Pine - Shelley, ID 83274

Stuart Elementary School

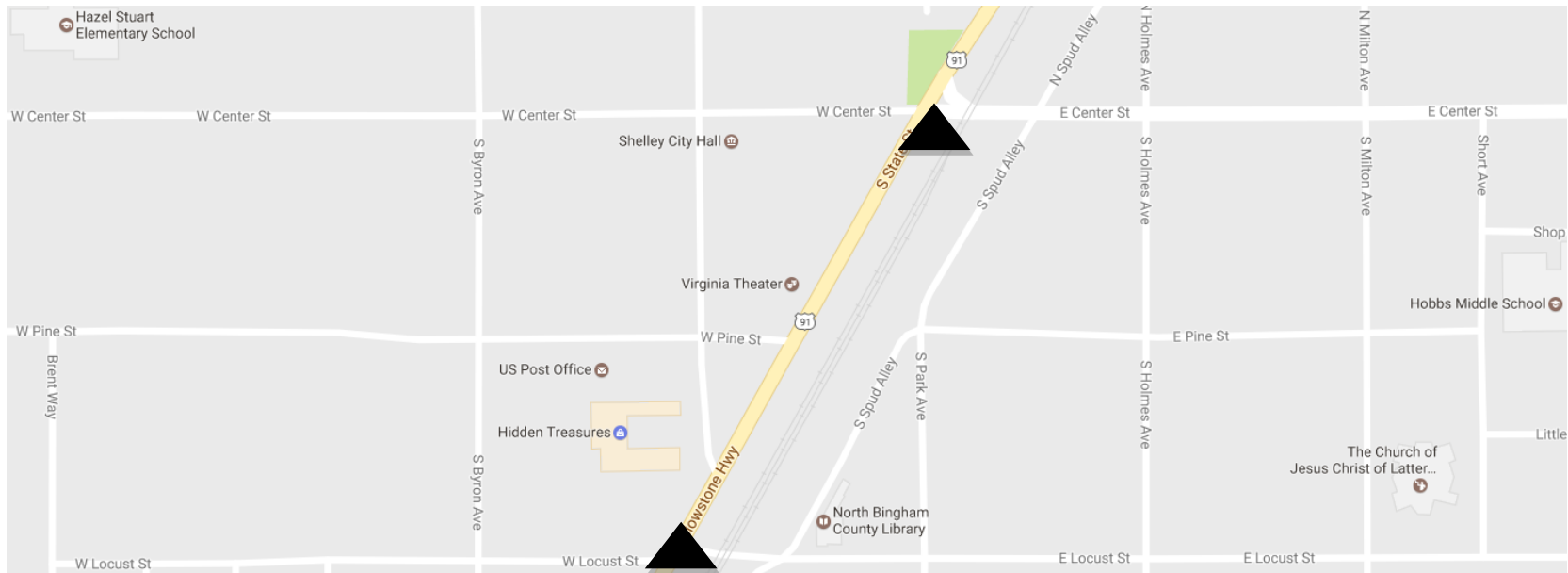
475 W. Center - Shelley, ID 83274

2 Crosswalks

US 91 MP 118.624 +-0.019 Segment Code 002350

US 91 MP 117.995 +-0.019 Segment Code 002350





Number of Accidents (all Crashes) (all were at the MP 117.995 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
5	1	1			3

-All except the pedalcycle crash happened at times people are going to/ leaving school, 7-8 am or 2-5pm

Pedalcycle

Total	A injury	B Injury	C injury	Fatality	Property damage
1		1			

-Likely not school related happened 6/26/2015, at 12 hr



Serial #: 15C400544

Unit 1 was southbound on S. State St. in the outside lane. Driver failed to see Hansen was westbound crossing in the crosswalk on a bicycle. Unit one hit the bicycle, throwing Hansen to the ground. Other: UnitfldDistractedBy = Driver was checking the rear view mirror and speedometer

Shoshone Elementary School Shoshone Middle/High School

61 ID-24, Shoshone, ID 83352

ID 24 MP 67.394 +/-0.019 Segment Code 002280



Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Snake River Junior High School

918 W. Hwy. #39 Blackfoot, ID 83221

Snake River High School

922 W. Hwy. #39 Blackfoot, ID 83221

ID 39 MP 47-47.45 Segment Code 002330

*This one is unusual as there is no designated crosswalk, just a school crossing “area”



Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
5	1		1		3

School crossing area

-3 Were 7-8am when people are heading to class. One of those involved a bus.

-2 happened at 12 hr so less likely to be school related

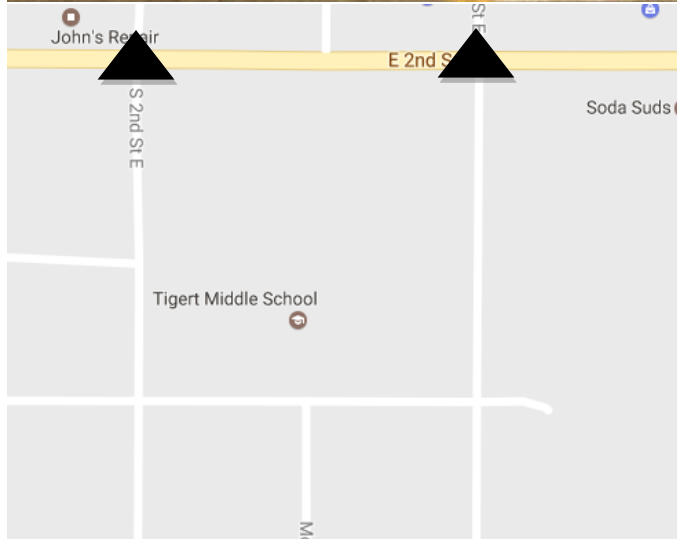
Tigert Middle School

250 East 2nd South, Soda Springs, ID 83276

2 Crosswalks

US 30 MP 405.392 +/-0.019 Segment Code 002040

US 30 MP 405.543 +/-0.019 Segment Code 002040



Number of Accidents (all Crashes) (All were at the 405.392 Intersection)

Total	A injury	B Injury	C injury	Fatality	Property damage
3					3

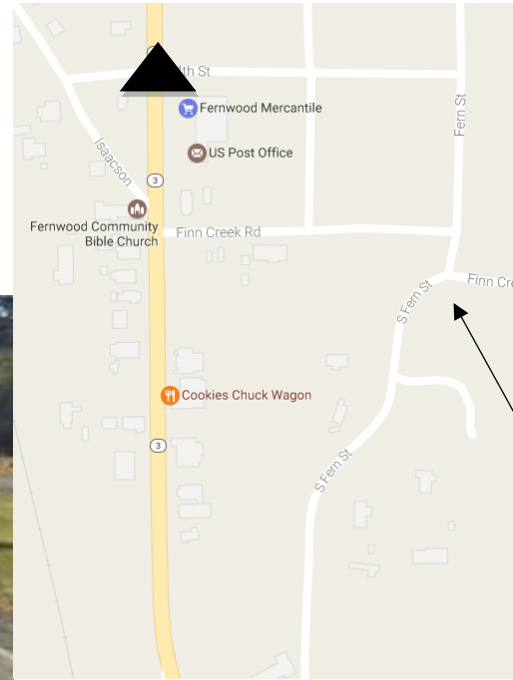
-2 Crashes were only trucks so unlikely to be school related

-Another was in early August at 4pm so unlikely to be school related

UpRiver Elementary

75 Fern St., Fernwood, ID 83830

ID 3 MP 64.132 +-0.019 Segment Code 001800



School

Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-Between car and truck at 8am so possibly school related

Heyburn Elementary School

1405 Main Ave., St. Maries, ID 83861

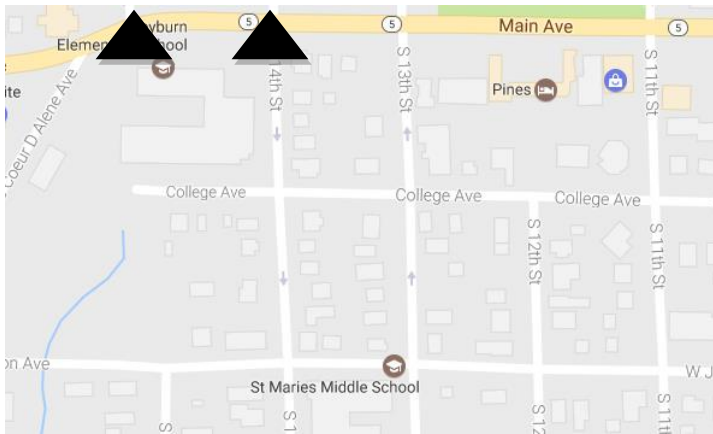
St. Maries Middle School

1315 Jefferson Ave., St. Maries, ID 83861

2 Crosswalks

ID 5 MP 18.466 +/-0.019 Segment Code 001820

ID 5 MP 18.523 +/-0.019 Segment Code 001820



Number of Accidents (all Crashes)

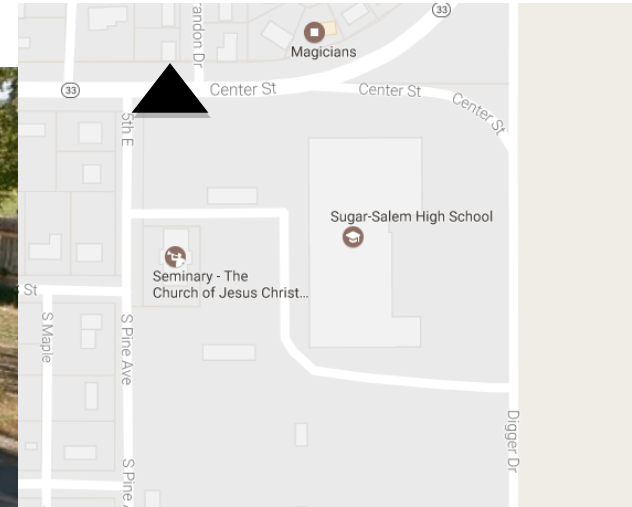
Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-Probably not school related, car hit animal at 4pm

Sugar–Salem High School

1 Digger Dr., Sugar City, ID

ID 33 MP 338.898 +-0.019 Segment Code 002075



Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
1			1		

-Crash due to due drug impairment at 8am, so possibly school related

Valley View Alternative High School

25 N. Cutler, Sugar City, ID

Sugar–Salem Junior High School

10 N. Cutler Ave., Sugar City, ID

2 Crosswalks

ID 33 MP 338.479 +-0.019 Segment Code 002075

ID 33 MP 338.551 +-0.019 Segment Code 002075



Valley View Alternative High School

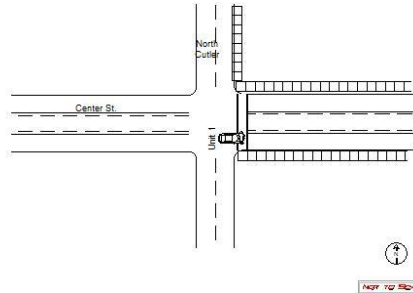
Number of Accidents (all Crashes) MP 338.447 Intersection

Total	A injury	B Injury	C injury	Fatality	Property damage
1	1				

Pedestrian

Total	A injury	B Injury	C injury	Fatality	Property damage
1	1				

Yes, School related. 7am Tuesday, 9/14/2010



Serial #: 10C276367

Unit 1 was traveling East on Center St. In Sugar City, The driver of unit 1 said she did not see any children in the crosswalk because the sun was in her eyes. She said when she struck the child she swerved to the left to try to avoid her then stopped the vehicle. She then pulled the vehicle to the right shoulder of the road and assisted the child to the edge of the road. The children were both in the crosswalk walking across Center St. in the North direction to school. The crosswalk lines were freshly painted and there are signs that say stop for pedestrians in the crosswalk in the middle of the road. The flashing speed warning sign on the West end of Sugar City was not on at the time of the crash due to timer malfunctioning but was supposed to be on. Speed limit when sign is on is 25 and off is 35. Driver of car stopped car a few feet into the crosswalk. Driver was cited with Fail to Yield to pedestrian and No Proof of Current Insurance.

Number of Accidents (all Crashes) MP 338.551 Intersection

Total	A injury	B Injury	C injury	Fatality	Property damage
3	0				3

-One likely not school related; biking accident at 11am in July

-Other two possibly school related

Swan Valley Elementary School (K-8)

3389 US-26, Irwin, ID 83428

US 26 MP 380.948 +/-0.019 Segment Code 002240



Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Basin High School

510 N. 1st East, Driggs, ID

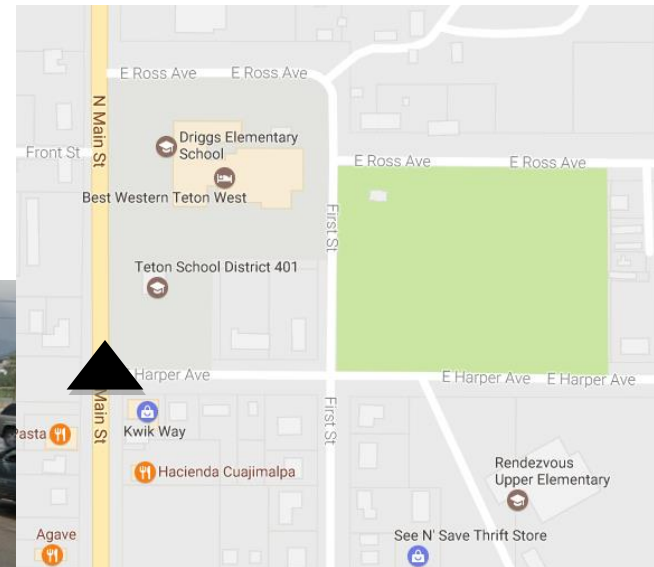
Driggs Elementary School

481 N. Main St., Driggs, ID

Rendezvous Upper Elementary

211 Howard Ave., Driggs, ID

ID 33 MP 140.893 +/-0.019 Segment Code 002460



Number of Accidents (all Crashes)

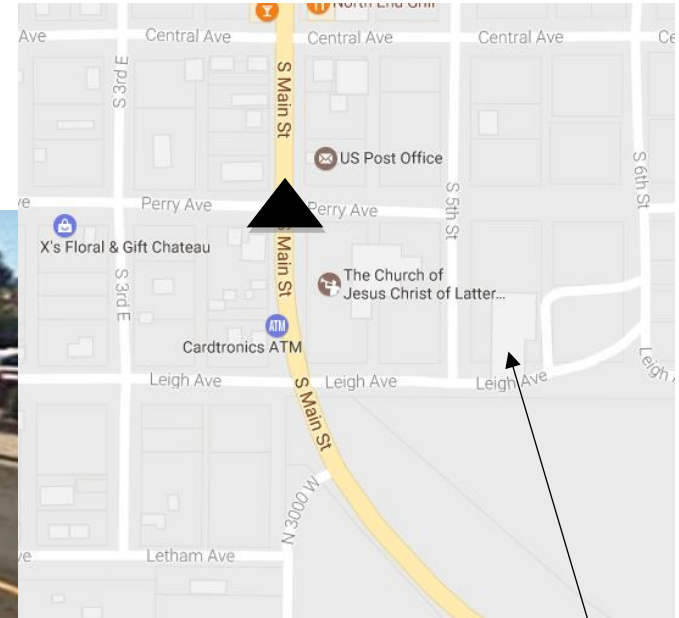
Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-10am in Early August so unlikely to be school related

Tetonia Elementary School

215 N. 5th St., Tetonia, ID

ID 33 MP 132.791 +-0.019 Segment Code 002460



School

Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

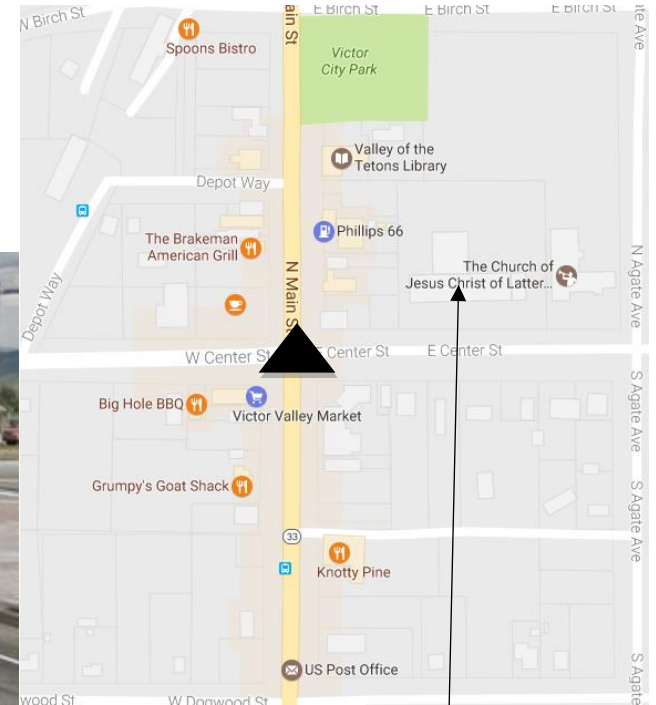
-2pm, parking car, so unlikely to be school related

Victor Elementary School

43 East Center, Victor, ID

ID 33 MP 149.622 +/-0.019 Segment Code 002460

*No Crosswalk signs at intersection, but school crossing ahead signs approaching light



Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

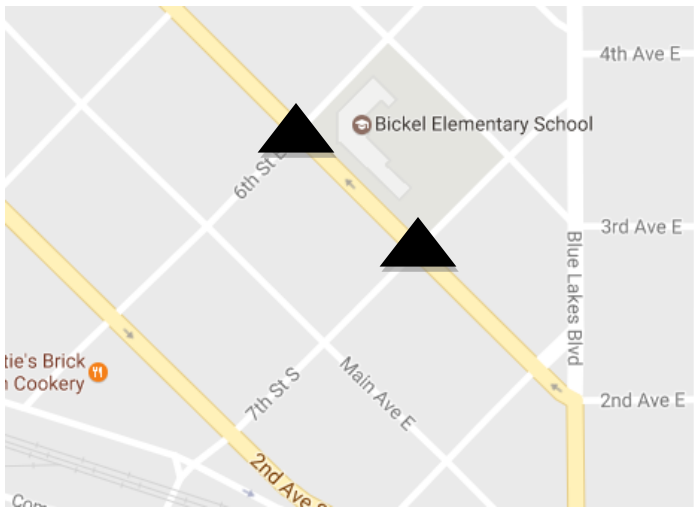
-4pm, possibly school related

Bickel Elementary School

607 2nd Avenue East, Twin Falls, ID

US 30 MP 218.472 +/-0.019 Segment Code 002043

US 30 MP 218.382 +/-0.019 Segment Code 002043



Number of Accidents (all Crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Lincoln Elementary School

238 Buhl Street, Twin Falls, ID 83301

Magic Valley Alternative High School

512 Main Avenue North, Twin Falls, ID 83301

5 Crosswalks

US 30 MP 217.492 +-0.019 Segment Code 002043

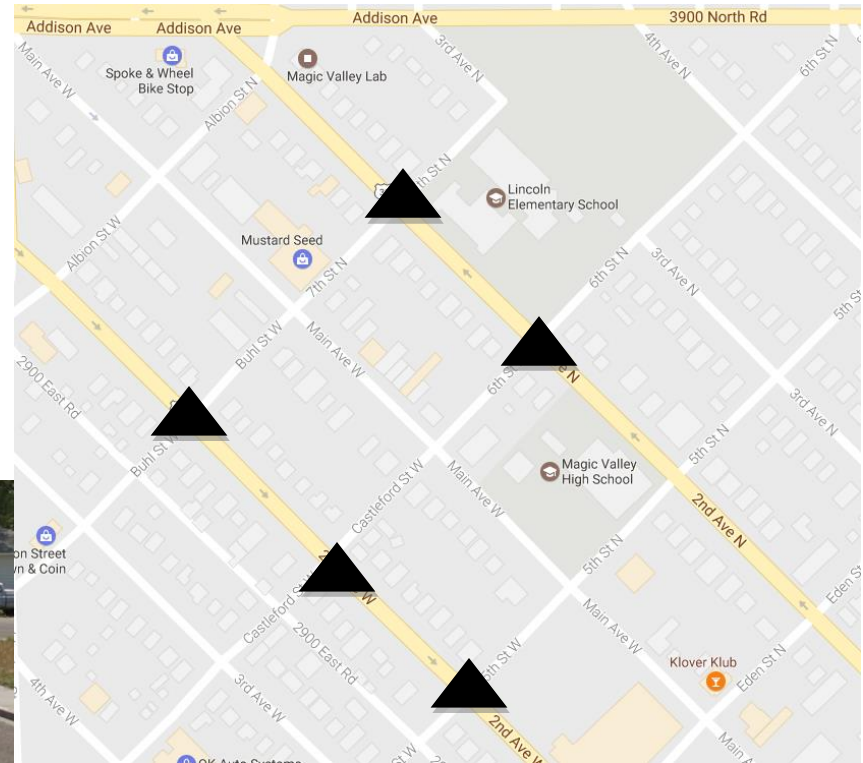
US 30 MP 217.412 +-0.019 Segment Code 002043

US 30 MP 217.389 +-0.019 Segment Code 002040

US 30 MP 217.478 +-0.019 Segment Code 002040

US 30 MP 217.565 +-0.019 Segment Code 002040





Number of Accidents (All crashes) (Segment Code 002043 MP 217.412 crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-Sideswipe crash of changing lanes so unlikely to be a school related crash. Happened at 8am on a Monday.

Number of Accidents (All crashes) (Other intersections)

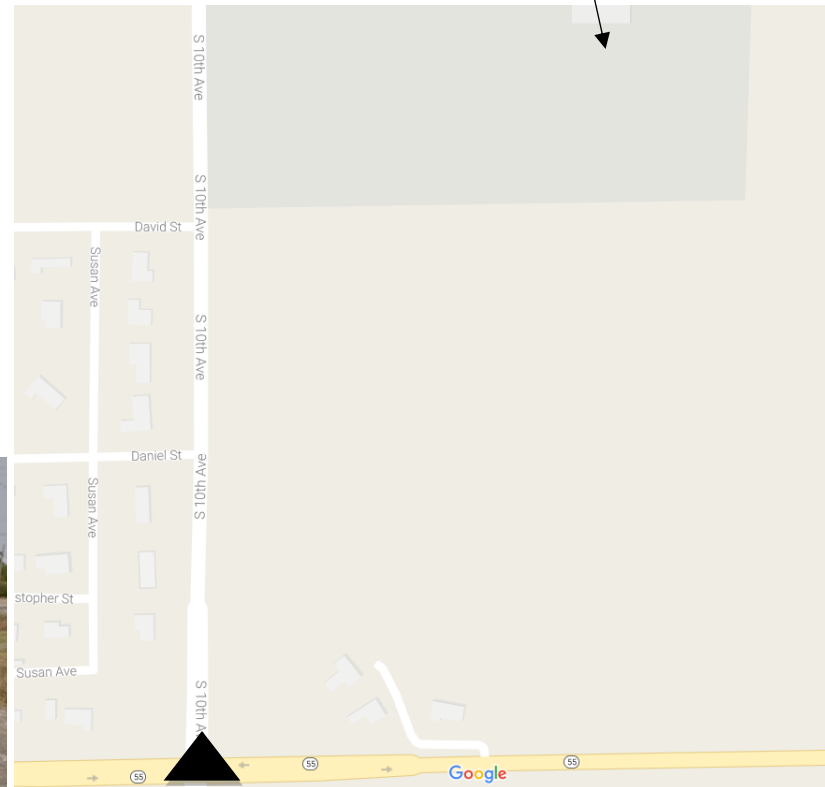
Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Vallivue Middle School

16412 S. Tenth Avenue, Caldwell, ID 83607

ID 55 MP 11.621 +-0.019 Segment Code 001990

School



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
3			2		1

-Two unlikely to be school related due to happening in fringe months, early Aug and mid June. Others more possible, 2pm in March.

Park Intermediate School

758 E. Park St., Weiser, ID

Weiser Middle School

320 E Galloway St., Weiser, ID

US 95 MP 81.995 +-0.019 Segment Code 001541



Number of Accidents (All crashes)

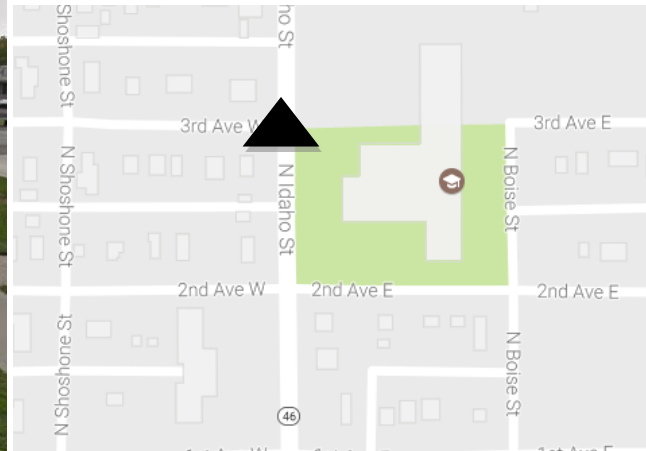
Total	A injury	B Injury	C injury	Fatality	Property damage
1			1		

-Crash at 8am so possibly school related

Wendell Elementary School

232 S Boise St, Wendell, ID 83355

ID 46 MP 100.907 +/-0.019 Segment Code 002200



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

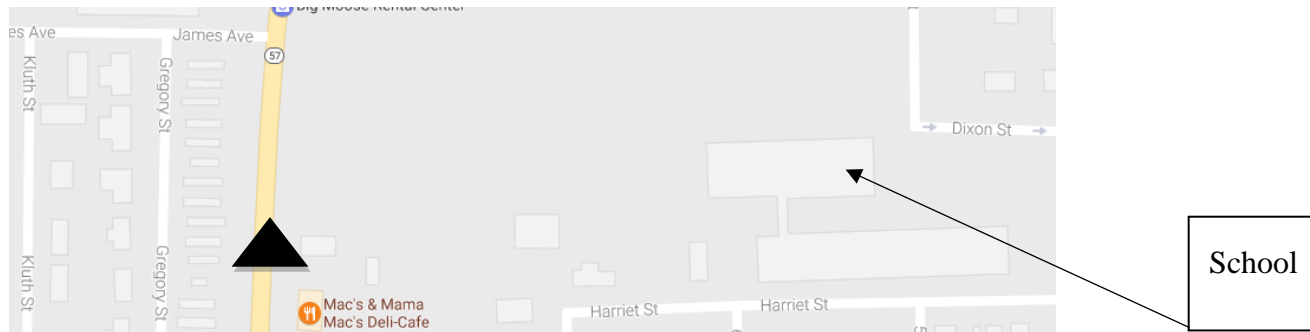
-Truck crash so most likely not school related

Priest River Elementary School

231 Harriet, Priest River, ID 83856

ID 57 MP ~0.356 +/-0.019 Segment Code 001620

*There was no milepost at the crosswalk from the milepost log so I calculated it from a nearby intersection using google maps



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Priest River Junior High School

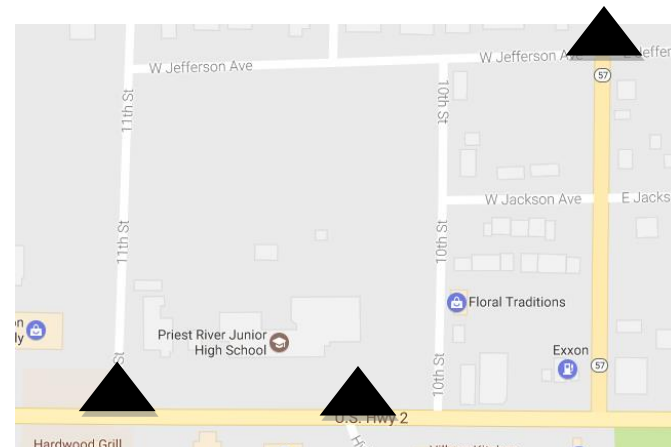
5709 Hwy 2, Priest River, ID 83856

3 Crosswalks

ID 57 MP 0.143 +/-0.019 Segment Code 001620

US 2 MP 5.736 +/-0.019 Segment Code 001590

US 2 MP 5.64 +/-0.019 Segment Code 001590



Number of Accidents (All crashes) (All happened at MP 5.64 crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
1			1		

-Happened at 11 am rear end crash, so unlikely to be school related

Harold B. Lee Elementary

4726 W. Hwy 36, Weston, ID 83286

ID 36 MP 126.633 +/-0.019 Segment Code 005510

*Doesn't seem to be much of a crosswalk, just a school crossing sign. Main school crosswalks are just north on a county road.



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Deary Elementary School

502 First Ave., Deary, ID 83823

Deary Jr/Sr School

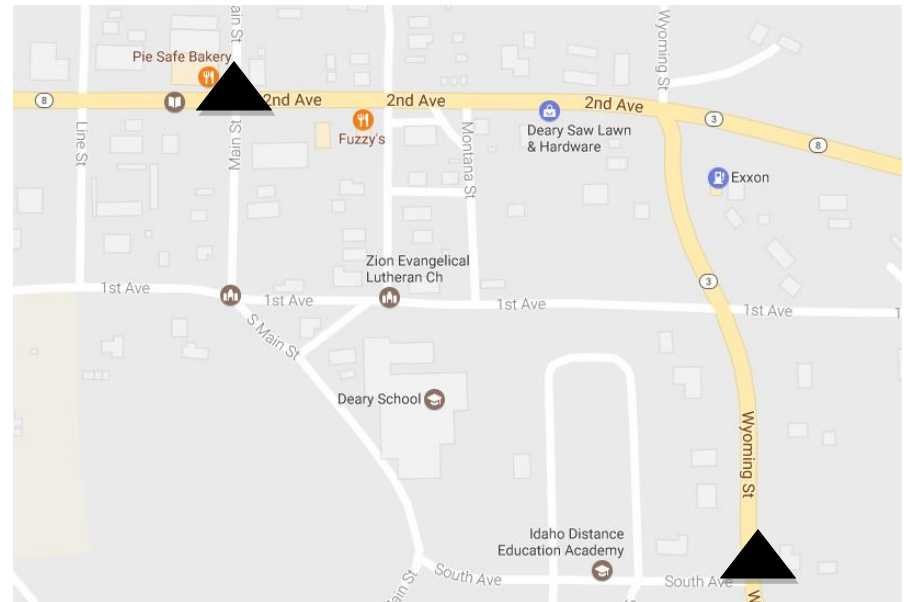
503 First Ave., Deary, ID 83823

2 Crosswalks

ID 3 MP 27.789 +-0.019 Segment Code 001800

ID 8 MP 26.123 +-0.019 Segment Code 001870

*ID 8 had school crosswalk signs a block over each direction from MP 26.123, but only on one side of the street



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Hillcrest Elementary School

1045 Bennett St, American Falls, ID 83211-1765

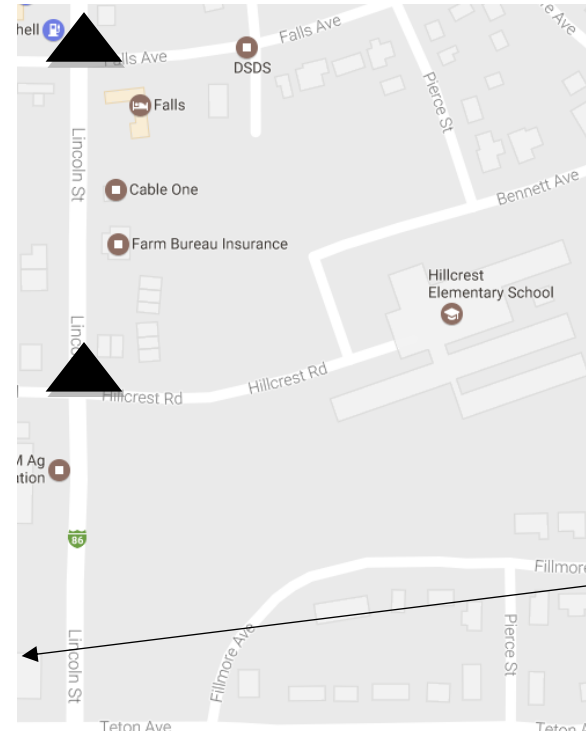
American Falls Academy

598 Lincoln, American Falls, Idaho 83211

2 crosswalks

I-86 Business MP 2.198 +/-0.019 Segment Code 001270

I-86 Business MP 2.324 +/-0.019 Segment Code 001270



American Falls Academy

Number of Accidents (All crashes) at MP 2.198 crossing

Total	A injury	B Injury	C injury	Fatality	Property damage
3	2				1

-All 3 crashes possibly school related, one a bus crash with 49 injuries

Number of Accidents (All crashes) at MP 2.324 crossing

Total	A injury	B Injury	C injury	Fatality	Property damage

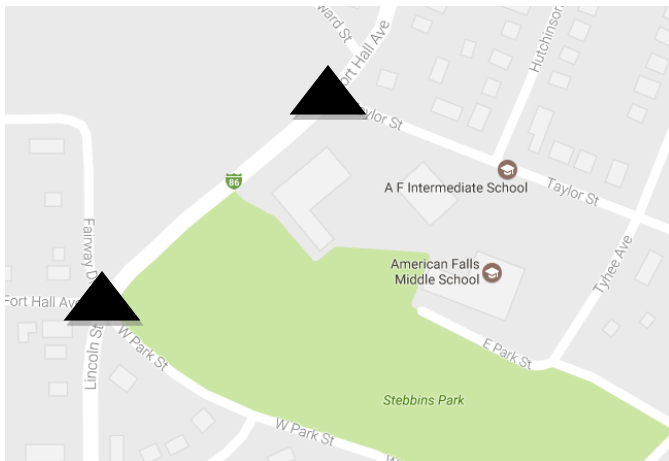
American Falls Intermediate School

254 Taylor Street, American Falls, Idaho 83211

2 Crosswalks

I-86 Business MP 2.494 +/-0.019 Segment Code 001270

I-86 Business MP 2.623 +/-0.019 Segment Code 001270



Number of Accidents (All crashes) at MP 2.494 crossing

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-possibly school related

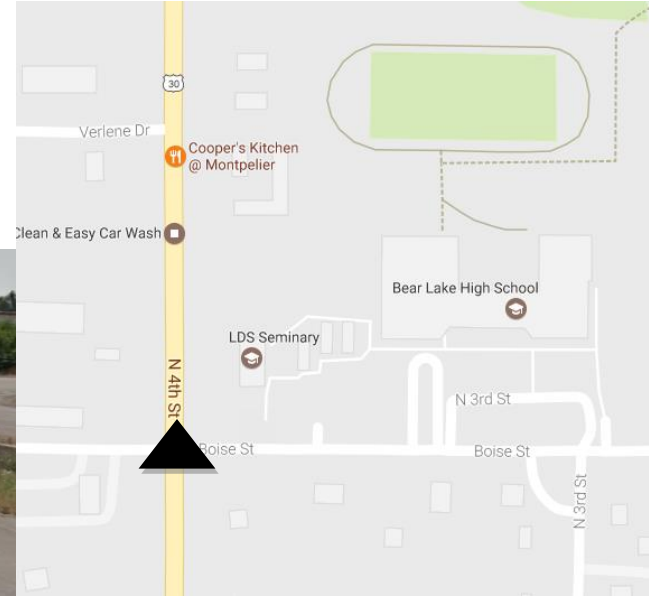
Number of Accidents (All crashes) at MP 2.623 crossing

Total	A injury	B Injury	C injury	Fatality	Property damage

Bear Lake High School

330 Boise St, Montpelier, ID 83254

US 30 MP 434.263 +/-0.019 Segment Code 002040



Number of Accidents (All crashes)

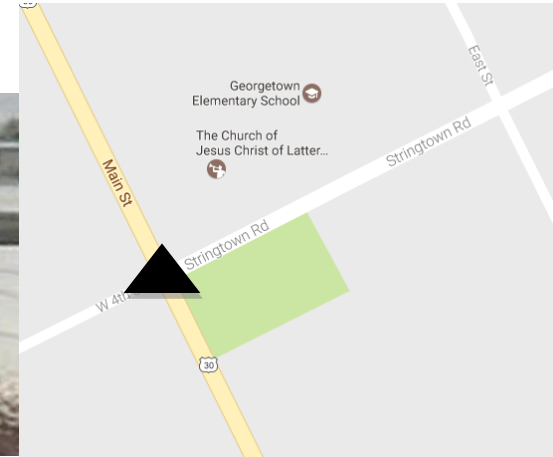
Total	A injury	B Injury	C injury	Fatality	Property damage
2					2

-One in July, so not school related

Georgetown Elementary School

142 Stringtown Rd, Georgetown, ID 83239

US 30 MP 423.264 +-0.019 Segment Code 002040



Number of Accidents (All crashes)

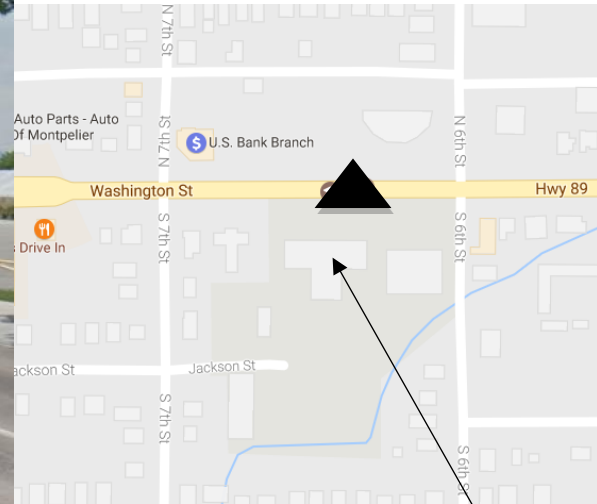
Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Bear Lake Middle School

330 Boise St, Montpelier, ID 83254

US 89 MP ~25.690 +-0.019 Segment Code 002380

*There was no milepost at the crosswalk from the milepost log so I calculated it from a nearby intersection using google maps



School

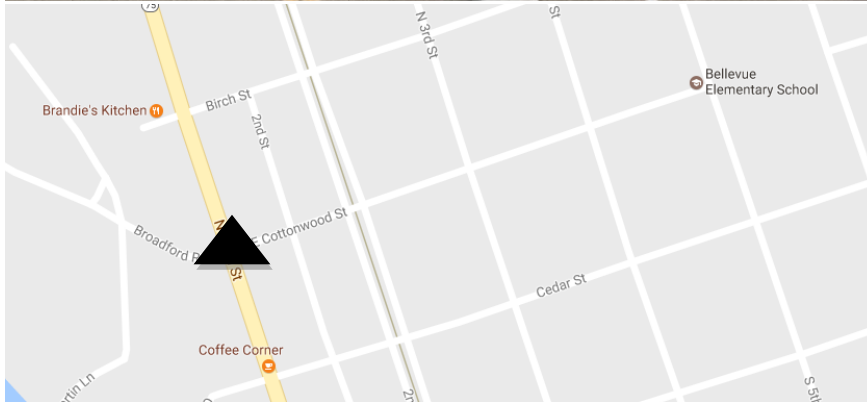
Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Bellevue Elementary School (K-2)

305 N. 5th St., Bellevue, ID

ID 75 MP 111.794 +-0.019 Segment Code 002230



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
4			1		3

-One property damage in July, another mid June so likely not school related,

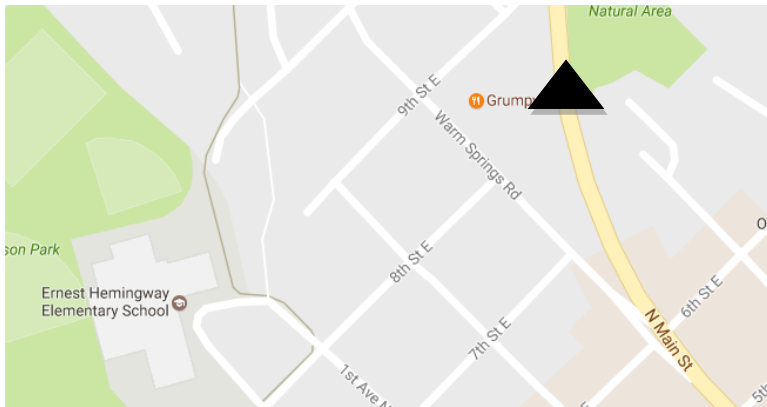
-others possible, happened during school commute times

Ernest Hemmingway Elementary (K-5)

111 8th Street West, Ketchum, ID

ID 75 MP ~128.626 +-0.019 Segment Code 002230

*There was no milepost at the crosswalk from the milepost log so I calculated it from a nearby intersection using google maps



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Hailey Elementary School

520 1st Ave., Hailey, ID

ID 75 MP 116.223 +-0.019 Segment Code 002230

*Signs at crosswalk are just regular pedestrian but signs and pavement markings approaching crossing say school xing



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
3					3

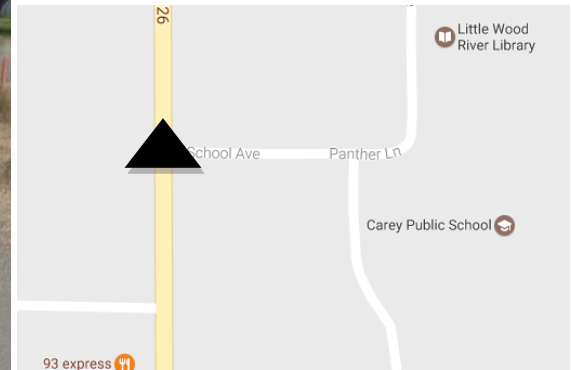
-One was a motorcycle crash, so unlikely to be school related

-Others during school commute times

Carey School (K-12)

20 Panther Lane, Carey, ID

US 93 (also US 20) MP 205.077 +-0.019 Segment Code 002240



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

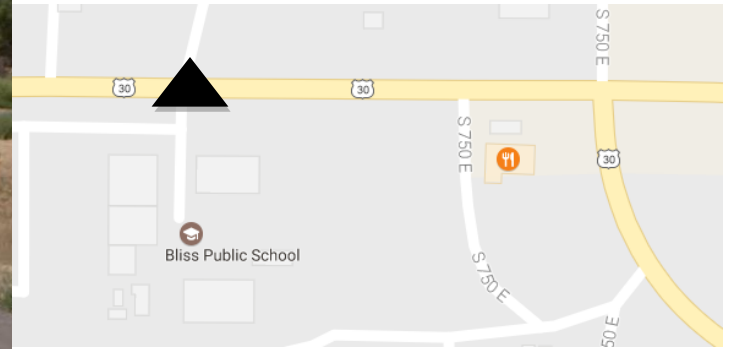
Bliss K-8 School

Bliss High School

601 U.S. 30, Bliss, ID 83314

US 30 MP ~172.495 +/-0.019 Segment Code 002040

*The milepost logs of Hwy 30 were missing this section, but I was able to calculate the milepost from a nearby intersection



Number of Accidents (All crashes)

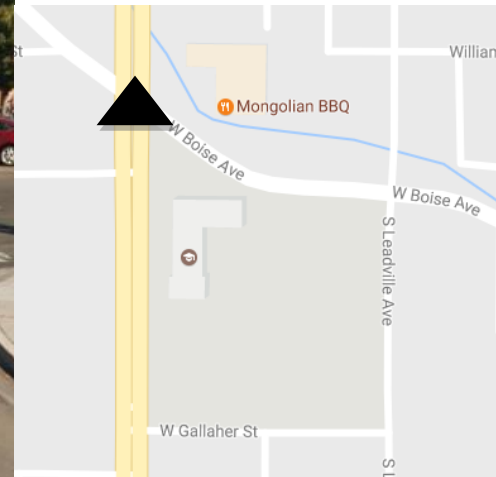
Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-Unlikely to be school related, u-turn crash in mid morning

Garfield Elementary School

1914 S Broadway Ave., Boise, ID 83706

US 20 MP 50.89 +/-0.019 Segment Code 002070



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
11		4	2		5

-2 in July, 1 in mid June so unlikely to be school crashes

-4 7-9 am or 2-4pm when most of school commuting happens

Bonnerr's Ferry High School

6485 Tamarack Lane, Bonners Ferry, ID 83805

Boundary County Middle School

6577 Main Street, Bonners Ferry, ID 83805

Valley View Elementary School

6750 Augusta Street, Bonners Ferry, ID 83805

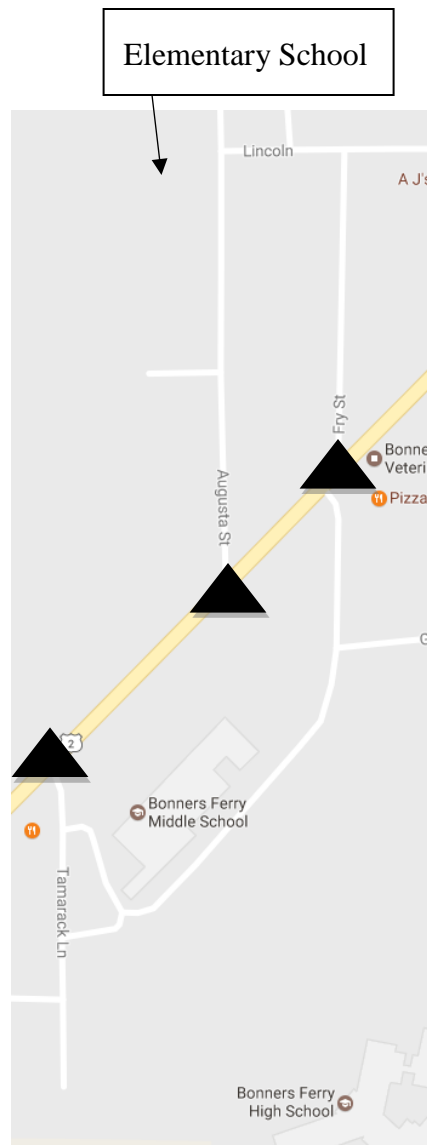
3 Crosswalks

US 95 (also US 2) MP 505.814 +/-0.019 Segment Code 001540

US 95 (also US 2) MP 505.995 +/-0.019 Segment Code 001540

US 95 (also US 2) MP 506.08 +/-0.019 Segment Code 001540





Number of Accidents (All crashes) at MP 505.995 crossing

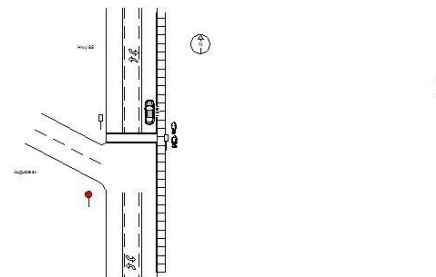
Total	A injury	B Injury	C injury	Fatality	Property damage
3			1		2

-One property damage in July so unlikely to be school related

Pedestrian

Total	A injury	B Injury	C injury	Fatality	Property damage
1			1		

-Possibly school related; kids; 6/10/2015 11:25 am



Serial #: 15C399400

Other: AccdfldTrafficControl =

Crosswalk with flashing caution lights, lights not activated On June 10, 2015 at around 11:25 A.M. I responded to a car vs. pedestrian crash at Hwy 95 and Augusta St. I arrived and made contact with two juveniles that were struck by a car as they were crossing Hwy 95 in a crosswalk. I also made contact with the driver of the vehicle that struck the pedestrians. Details are as follows. Unit One, a 2001 Volkswagen Jetta driven by 89 year old Earl Retford, was northbound on Hwy 95. Driver said he did not see kids in crosswalk at the Augusta Street intersection and struck both of them. The two pedestrians told me they stopped at the crosswalk and waited for traffic to yield. A southbound transit bus slowed to stop. They entered the crosswalk, headed east, and made it across two lanes before they noticed Unit One was not stopping. They tried to run off the road but did not make it. Parents to both kids said they were going to transport the kids themselves to be checked out. Both kids had road rash and bruising.

Number of Accidents (All crashes) at MP 506.08 crossing

Total	A injury	B Injury	C injury	Fatality	Property damage

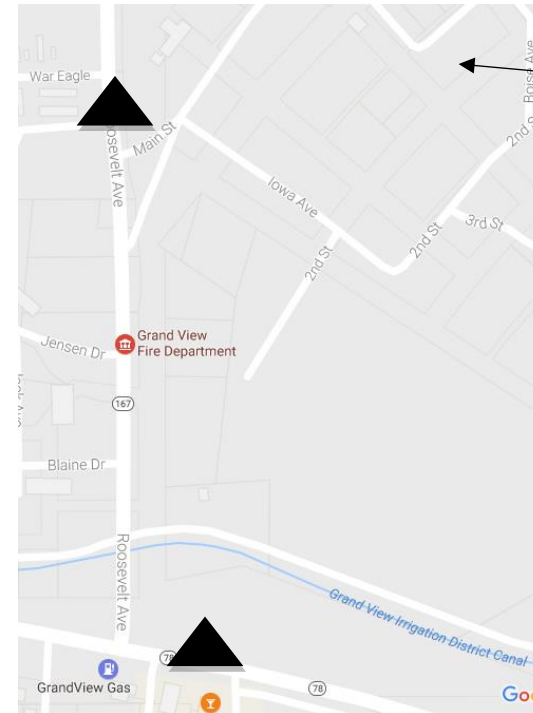
Grand View Elementary School

39678 ID-78, Grand View, ID 83624

2 Crosswalks

ID 78 MP 59.843 +/-0.019 Segment Code 002190

ID 167 MP 0.243 +/-0.019 Segment Code 005320



School

Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Buhl High School

1 Indian Territory, Buhl, ID 83316

Popplewell Elementary School

200 N 6th Ave., Buhl, ID 83316

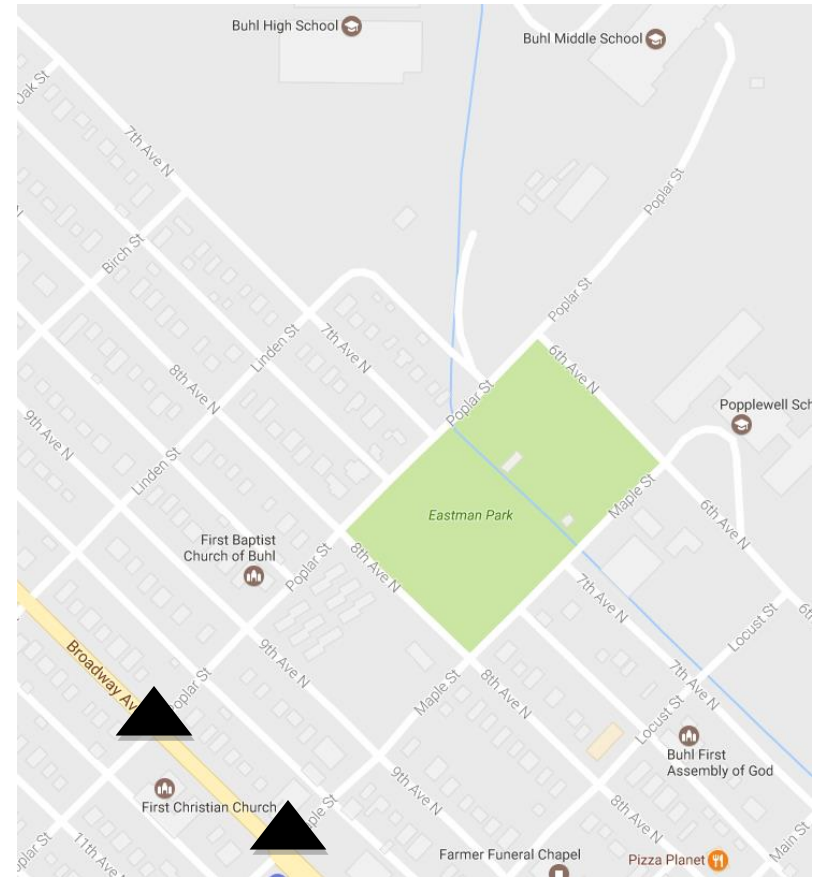
Buhl Middle School

525 Sawtooth Ave, Buhl, ID 83316

2 Crosswalks

US 30 MP 201.548 +-0.019 Segment Code 002040

US 30 MP 201.637 +-0.019 Segment Code 002040



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage

Arco Elementary

250 South Water St., Arco, ID

Butte High School

120 South Water St., Arco, ID

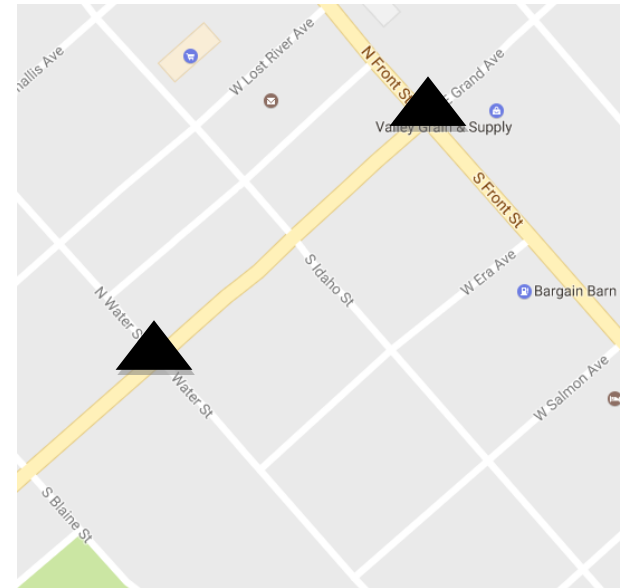
Butte Middle School

120 South Water St., Arco, ID

2 Crosswalks

US 93 (Also US 20/26) MP 248.369 +/-0.019 Segment Code 002240

US 93 MP 82.6 +/-0.019 Segment Code 002220



Number of Accidents (All crashes) at MP 248.369

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-11am, so less likely to be school related

Number of Accidents (All crashes) at MP 82.6

Total	A injury	B Injury	C injury	Fatality	Property damage
2		1			1

-One mid June, other in August so unlikely to be school related

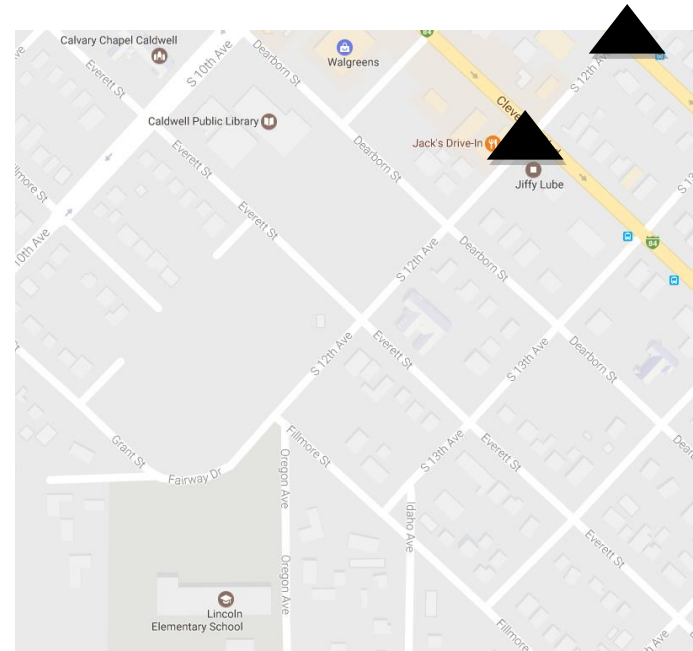
Lincoln Elementary School

1200 Grant St. Caldwell, ID 83605

2 Crosswalks

I-84 Business MP 50.227 +/-0.019 Segment Code 002040

I-84 Business MP 50.196 +/-0.019 Segment Code 002041



Number of Accidents (All crashes) at MP 50.227 Crossing

Total	A injury	B Injury	C injury	Fatality	Property damage
7	1	2	1		3

-All possibly school related, most from 2-5pm

Number of Accidents (All crashes) at MP 50.196 Crossing

Total	A injury	B Injury	C injury	Fatality	Property damage
16		3	7		6

-Only one in summer months, late June

-Evenly dispersed throughout times of the day

Cambridge Jr & Sr High School

40 N 4th St., Cambridge, ID

*Cambridge Elementary School is nearby. It wasn't on the list of schools though.

4 Crosswalks

US 95 MP 113.208 +/-0.019 Segment Code 001540

*A crosswalk sign on only one side of the street

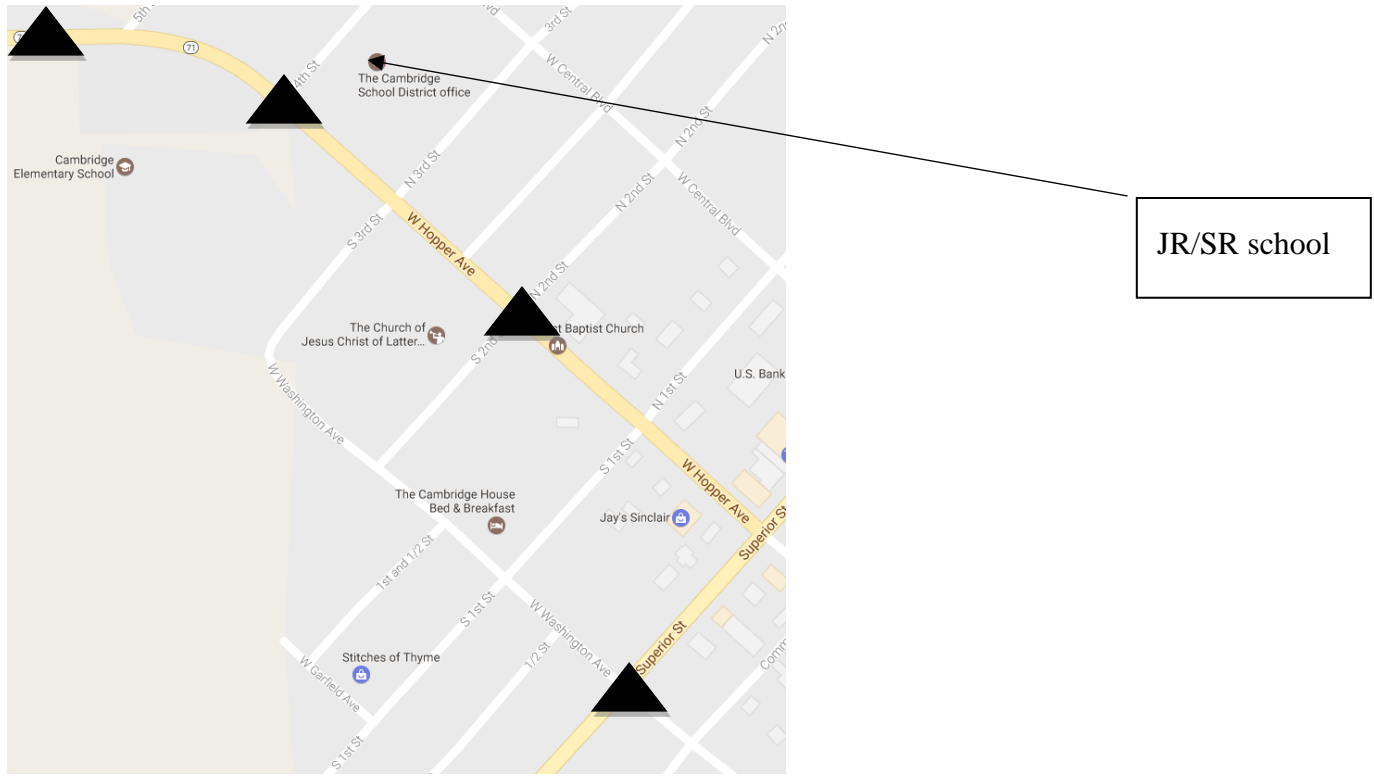
ID 71 MP 28.644 +/-0.019 Segment Code 001980

ID 71 MP 28.501 +/-0.019 Segment Code 001980

ID 71 MP 28.428 +/-0.019 Segment Code 001980

*In the streetview images they had just repaved the highway so the crosswalks hadn't been restriped yet





Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Declo Elementary School

120 Main St, Declo, ID 83323

Declo High School

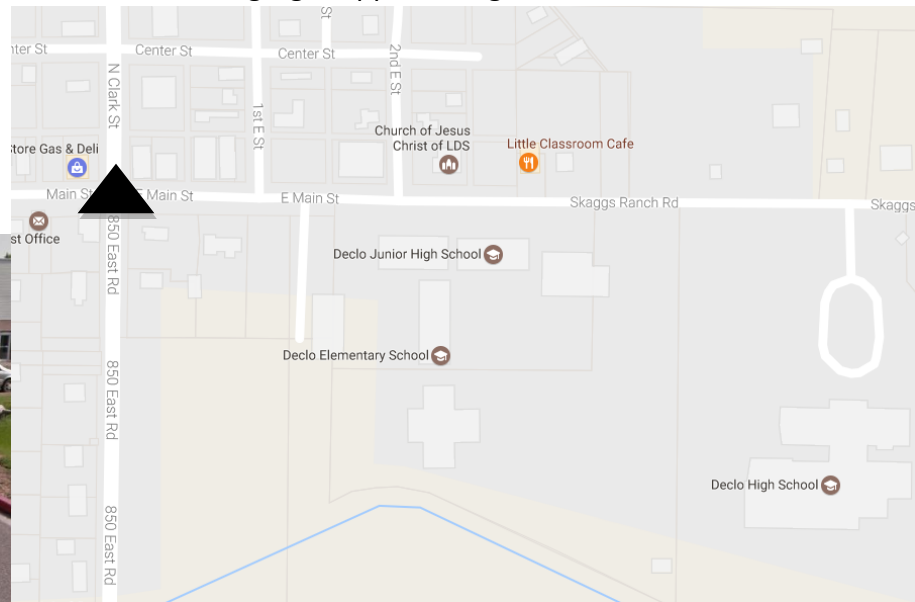
205 E Main St, Declo, ID 83323

Declo Junior High School

205 E Main St, Declo, ID 83323

ID 77 MP 27.151 +-0.019 Segment Code 002300

*There are no crosswalk signs at intersection, but there are school crossing signs approaching the intersection



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

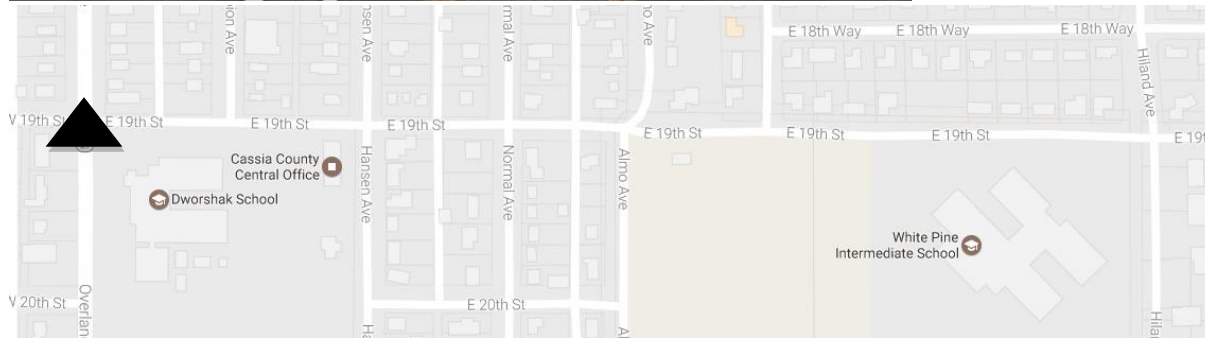
Dworshak Elementary School

102 E 19th St, Burley, ID 83318

White Pine Elementary School

1900 Hiland Ave, Burley, ID 83318

ID 27 MP 21.198 +/-019 Segment Code 002290



Number of Accidents (All crashes)

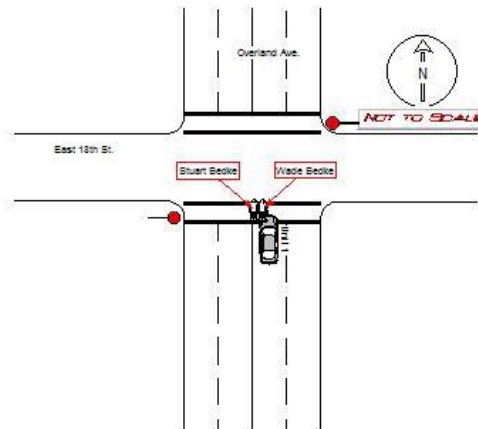
Total	A injury	B Injury	C injury	Fatality	Property damage
9		1	3		5

-All possibly school related

Pedestrian

Total	A injury	B Injury	C injury	Fatality	Property damage
1			1		

-Likely school related since it was a kid, 4:22 on school day. I believe the diagram has an error, since both the milepost and description say 19th St, while the diagram says 18th.



Serial #: 13C354785

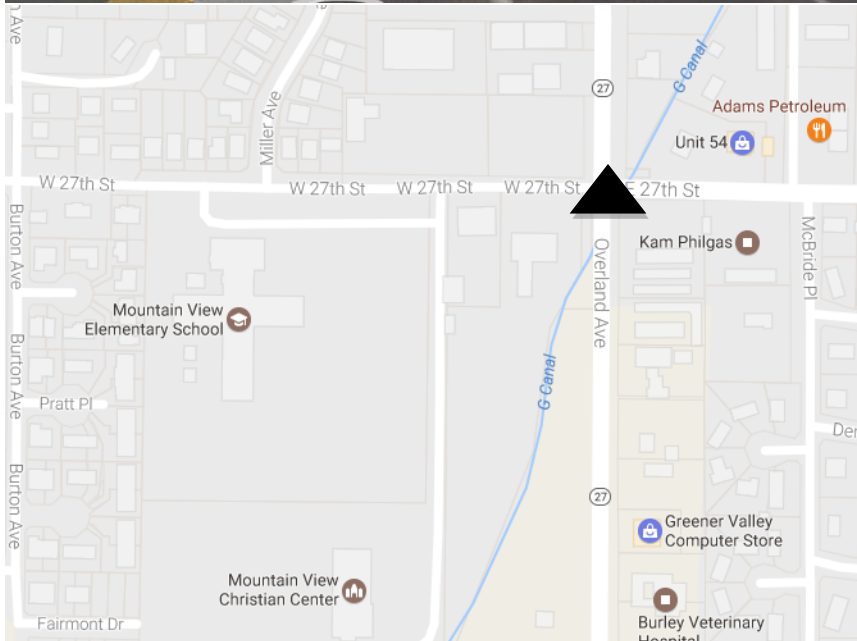
On 10/11/2013 at 1522 hours I responded to 19th and Overland Ave. for a vehicle vs. pedestrian crash. Dispatch advised that a child had been hit inside of the crosswalk that crosses Overland. Upon arrival I could see a small child sitting on the South West corner of the intersection. The small child leg was bleeding and he was being attended to by first responders. I identified the child as WB. WB's father Stuart Bedke was also on scene when I arrived. Stuart told me he was walking with his son westbound in the crosswalk at the time of the crash. Stuart said WB was carrying a fluorescent orange flag inside of the crosswalk. Stuart said that southbound traffic had stopped and said they proceeded across the street. Stuart said Unit #1 was northbound and did not yield to them in the crosswalk. Stuart said Unit #1 "clipped" WB and said that he didn't hit him straight on. Stuart said he could see that Unit #1 hit the brakes after he had struck WB. Stuart said he yelled and told Raymond Praegitzer, the driver of Unit #1, to stop and pull over. Raymond pulled his vehicle over and waited for the Sheriff's Office to arrive. I spoke to Raymond about what had happened. Raymond was very apologetic and told me he just didn't see anyone in the crosswalk. Raymond said he was northbound in the inside lane when the crash occurred and said he pulled over after realizing what had happened. Blair Smith, Amber Roberts, and Patricia Barksdale witnessed the crash. WB was transported to the Cassia Regional Medical Center. Raymond was issued citations for Inattentive driving per Idaho Code 49-1401(3) and failure to have current and valid driver's license per Idaho Code 49-301. I am also requesting for a re-evaluation or Raymond Praegitzer's driving privileges.

Mountain View Elementary School

333 W 27th St, Burley, ID 83318

ID 27 MP 20.448 +-0.019 Segment Code 002290

*No crosswalk signs, just school xing on pavement approaching traffic signal



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
2		1			1

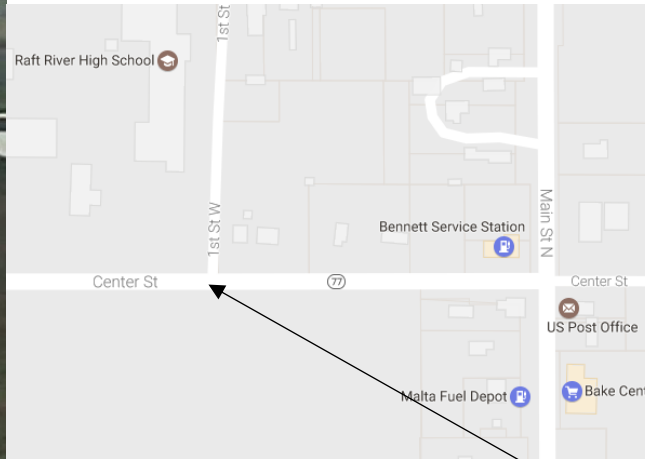
-One less likely to be school related, at 10 am

Raft River High School

55 1st West, Malta, ID 83342

*No crosswalk, but school Crossing Signs

ID 77 MP 0.128 +/-0.019 Segment Code 002300



Number of Accidents (All crashes)

Checked crash data at this intersection

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

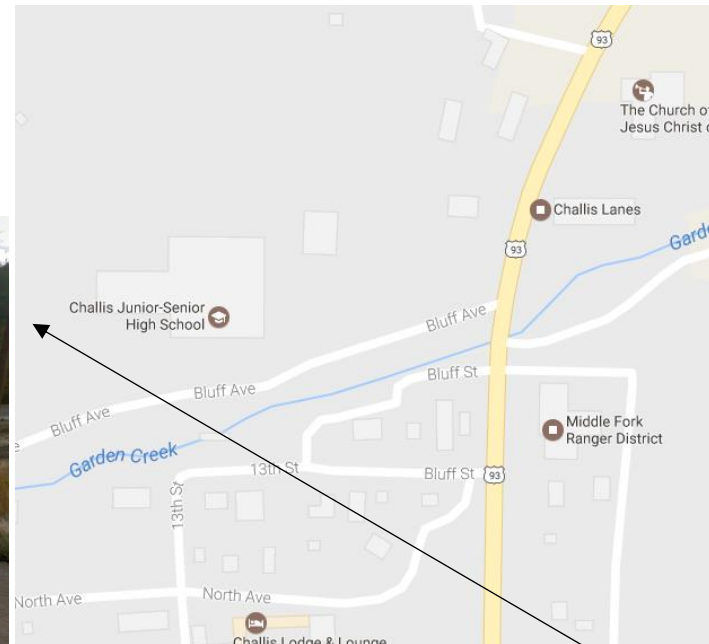
Challis Junior/Senior High School

1000 E. Bluff Ave., Challis, ID

Challis Elementary School

950 Bluff Ave., Challis, ID

US 93 MP 246.759 +/-0.019 Segment Code 002220



Elementary School

Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Winton Elementary School

920 W. Lacrosse, Coeur d'Alene, ID 83814

US 95 MP 429.995 +/-0.019 Segment Code 001540



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
9		2	4		3

-3 happened in July, so probably not school related

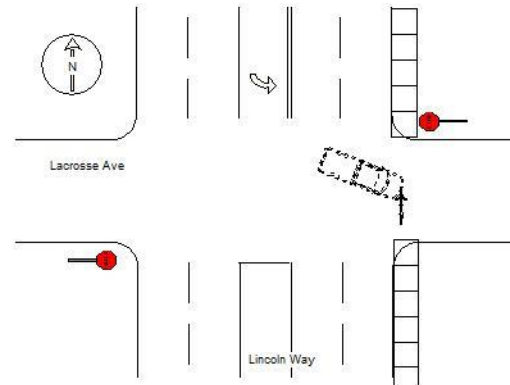
-2 happened at noon, and 1 at 10am, so not very likely to be school related

-Pedalcycle crash in late June

Pedalcycle

Total	A injury	B Injury	C injury	Fatality	Property damage
1		1			

-Likely not school related since it happened on 6/23/2011, 2pm



Serial #: 11C297568

I was dispatched to the intersection of Lincoln Way and Lacrosse Ave regarding a pickup vs bicycle accident. Dispatch advised the pickup had left the scene e/b on Lacrosse. Officer's Avriett and Sullivan also responded. Dispatch advised the pickup had returned to the scene prior to my arrival. Officer's Avriett and Sullivan spoke with witnesses on scene while I spoke with the driver of the pickup and the bicycle. See their supplements for further. I identified the driver of the pickup as Richard Willoughby by his Idaho driver's license. Willoughby told me the following. He was s/b on Lincoln Way and was turning e/b onto Lacrosse Ave. Willoughby said "He (Whitt) ended up right in front of me." Willoughby collided with Whitt in the intersection. When asked why he didn't stop Willoughby said "I went down and turned around. I got really shook up. I shouldn't even have drove away." I asked Willoughby why he didn't stop or turn around sooner. Willoughby replied "I couldn't really tell you." I spoke with Whitt, the rider of the bicycle. Whitt said he was n/b on Lincoln Way on the east sidewalk. Willoughby was s/b on Lincoln Way. Whitt said he was approx 1/3 of the way across the intersection when Willoughby turned the corner onto Lacrosse Ave. Whitt stated he was approx 1/2 way across the intersection when he was hit by Willoughby. Whitt complained of a sore left thigh, and had abrasions on his arms. The frame of Whitt's bicycle was broken and both rims were bent. Whitt was treated on scene by medical, but was not transported. I cited Willoughby for leaving the scene of an accident. No measurements were taken at the scene as the bicycle had moved to the side of the road prior to my arrival and I was unable to determine exact point of impact.

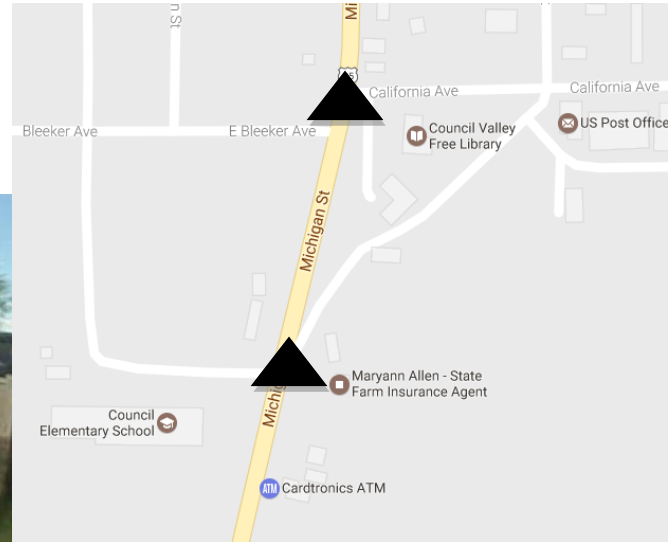
Council Jr/Sr High School, Council Elementary

101 E Bleeker St., Council, ID

2 Crosswalks

US 95 MP 135.598 +/-0.019 Segment Code 001540

US 95 MP 135.706 +/-0.019 Segment Code 001540



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

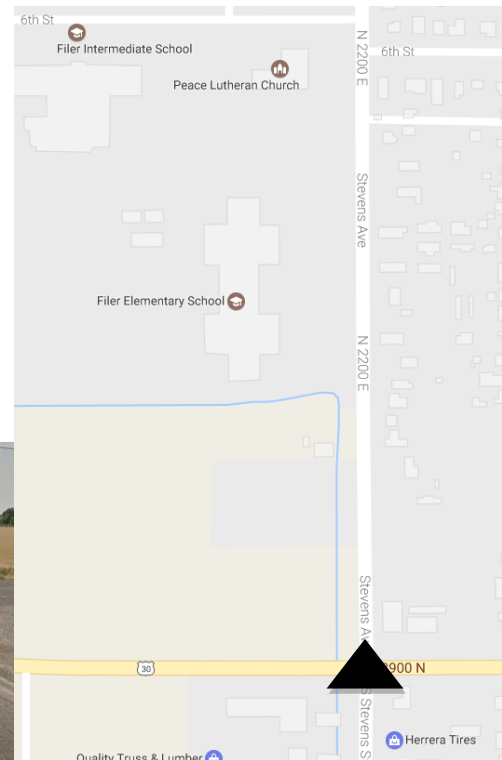
Filer Elementary School

700 Stevens Dr, Filer, ID 83328

Filer Intermediate School

833 6th St, Filer, ID 83328

US 30 MP 210.075 +/-0.019 Segment Code 002040



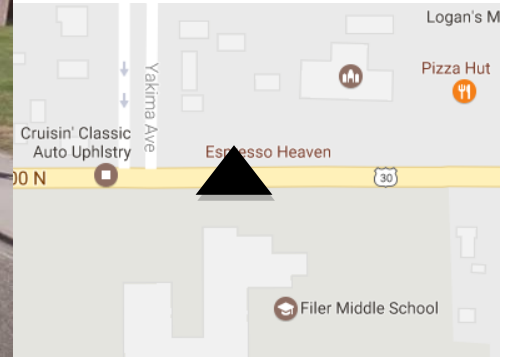
Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Filer Middle School

299 U.S. 30, Filer, ID 83328

US 30 MP 210.412 +-0.019 Segment Code 002040



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Firth High School

319 Lincoln St, Firth, ID 83236

Firth Middle School

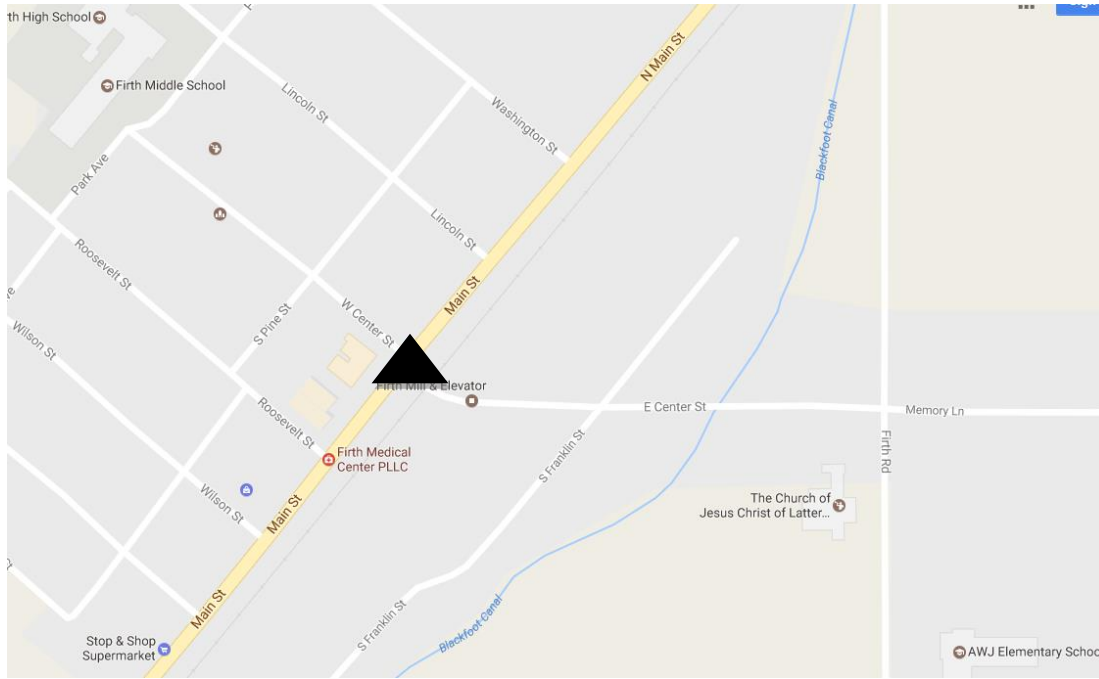
410 Roosevelt Street, Firth, Idaho 83236

A W Johnson Elementary School

735 N. 600 E., Firth, Idaho 83236

US 91 MP 112.175 +-0.019 Segment Code 002350





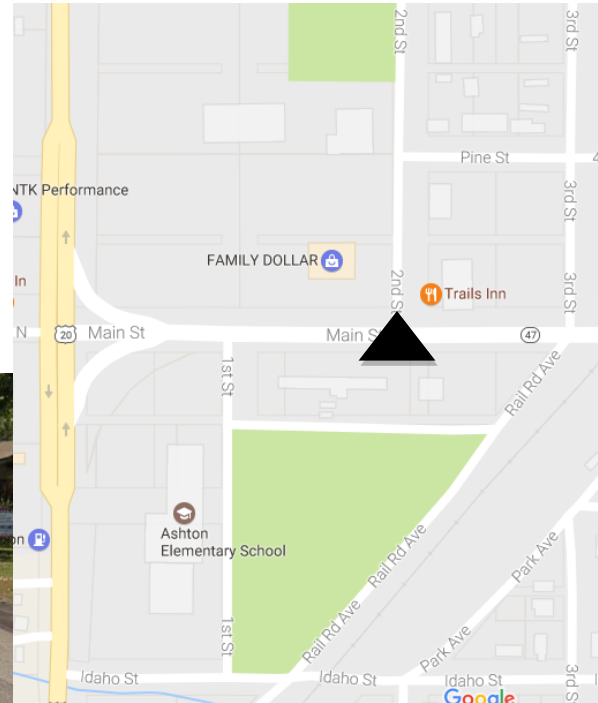
Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Ashton Elementary School

168 S 1st St., Ashton, ID

ID 47 MP 0.135 +-0.019 Segment Code 002490



Number of Accidents (All crashes)

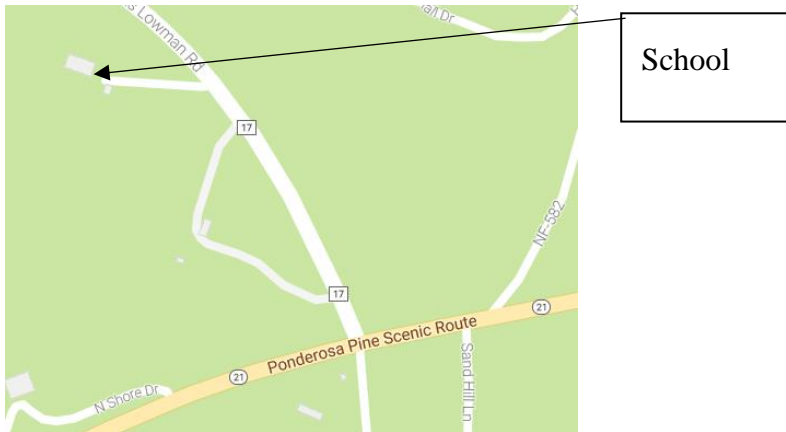
Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Lowman Elementary School

3484 Banks Lowman Rd, Lowman, ID 83637

ID 21 72.553 +/-0.019 Segment Code 002140

*Milepost log possibly wrong in this area, had the same milepost for two roads that are not in the same intersection



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Glenns Ferry (K-12)

639 N Bannock St, Glenns Ferry, ID 83623

3 Crosswalks

I-84 Business MP ~0.257 Segment Code 001040

I-84 Business MP ~0.298 Segment Code 001040

I-84 Business MP ~0.322 Segment Code 001040

*No mileposts at crosswalks so I calculated using google maps



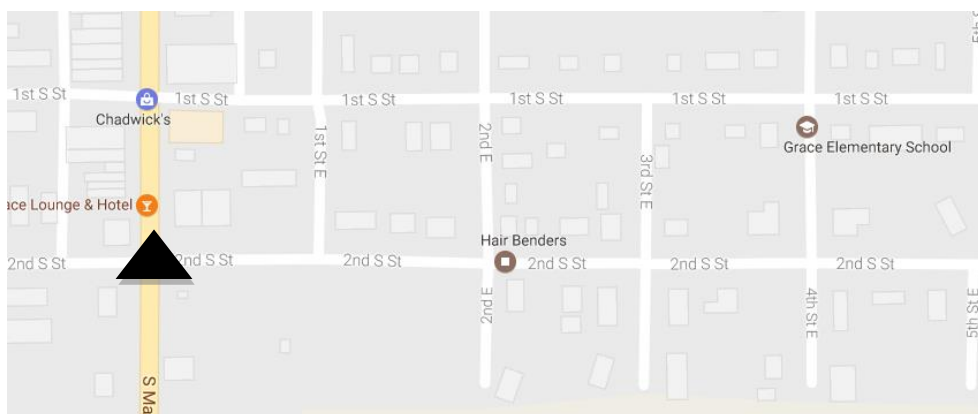
Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Grace Elementary School

117 West 4th South, Grace, ID 83241

ID 34 MP 45.332 +-0.019 Segment Code 002360



Number of Accidents (All crashes)

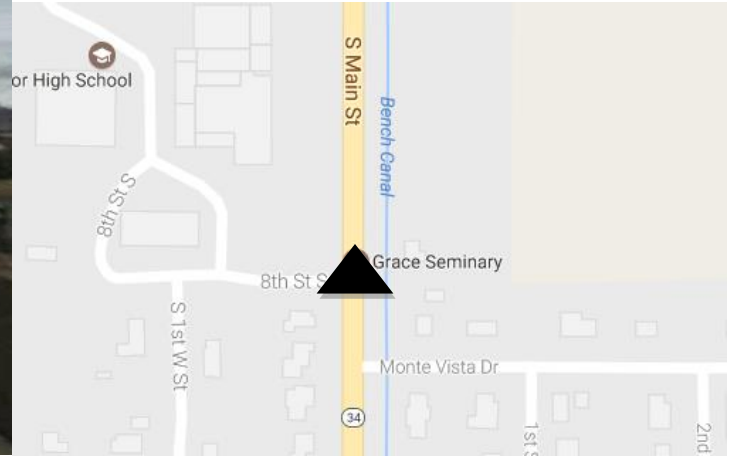
Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Grace Junior/Senior High School

704 South Main Street, Grace, ID 83241

ID 34 MP 44.958 +-0.019 Segment Code 002630

*No school crosswalk signs at intersection, but approaching school



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Hagerman Elementary School

Hagerman Junior/Senior High School

150 Lake St West Hagerman, ID 83332

6 Crosswalks

US 30 MP 180.745 +/-0.019 Segment Code 002040

US 30 MP 180.807 +/-0.019 Segment Code 002040

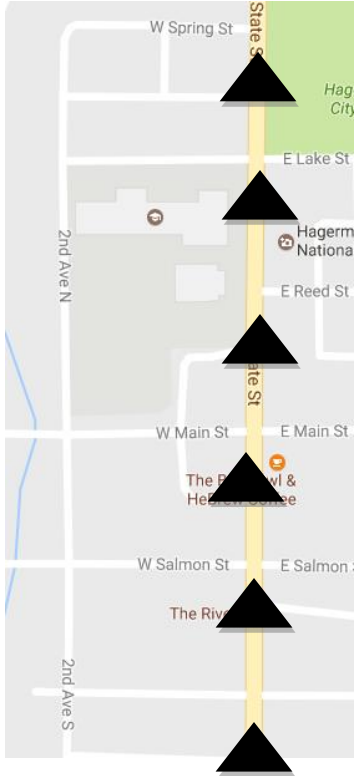
US 30 MP 180.869 +/-0.019 Segment Code 002040

US 30 MP 180.936 +/-0.019 Segment Code 002040

US 30 MP 180.996 +/-0.019 Segment Code 002040

US 30 MP 181.061 +/-0.019 Segment Code 002040





Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

-Pedalcycle and pedestrian crashes nearby, but midblock not near crosswalks

Highland Elementary/secondary School

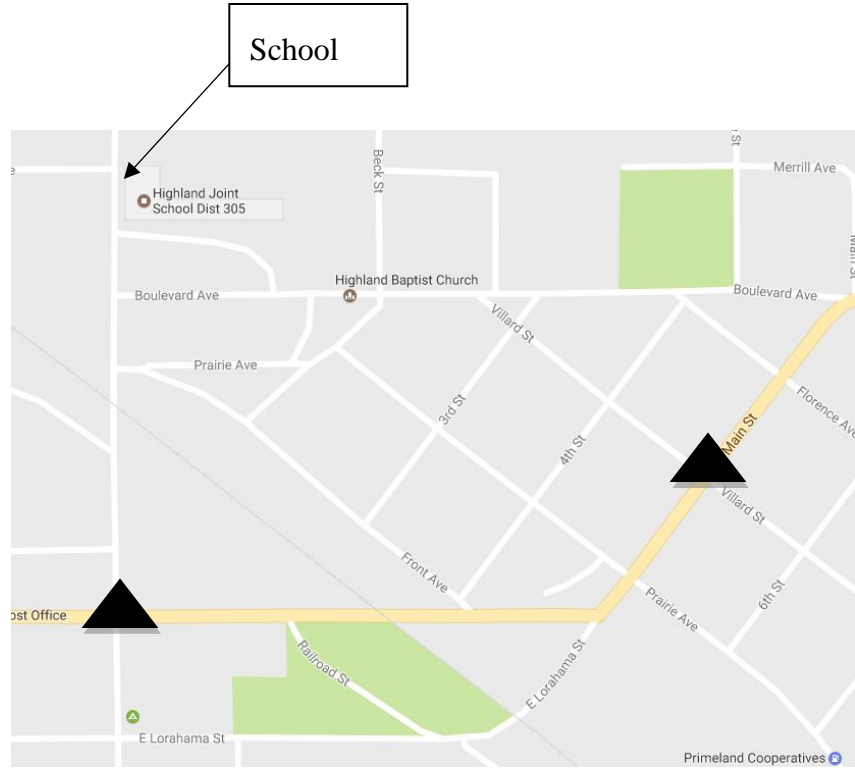
Highland High School

112 Boulevard Ave., Craigmont, ID

2 Crosswalks

US 95 Business MP 272.648 +/-0.019 Segment Code 001540

ID 62 MP 0.092 +/-0.019 Segment Code 001940



Number of Accidents (All crashes) (all at MP 272.648 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

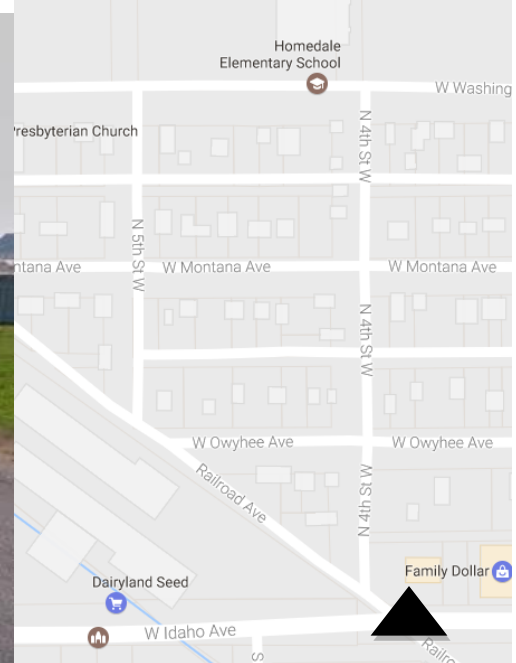
-Mid June, so less likely to be school related

Homedale Elementary School

420 W Washington Ave, Homedale, ID 83628

ID 19 MP 4.486 +-0.019 Segment Code 002050

*No crosswalk, just crosswalk sign on one side of street



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

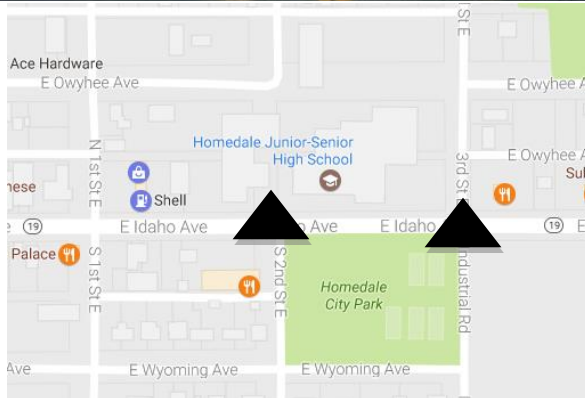
Homedale High School

203 E Idaho Ave, Homedale, ID 83628

2 Crosswalks

ID 19 MP 34.365 +-0.019 Segment Code 001540

ID 19 MP 34.447 +-0.019 Segment Code 001540



Number of Accidents (All crashes) (At MP 34.365 crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
2			1		1

-All 4pm so possibly school related

Number of Accidents (All crashes) (At MP 34.447 crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
4			1		3

-All 3-4pm so possibly school related

Horseshoe Bend Elementary School

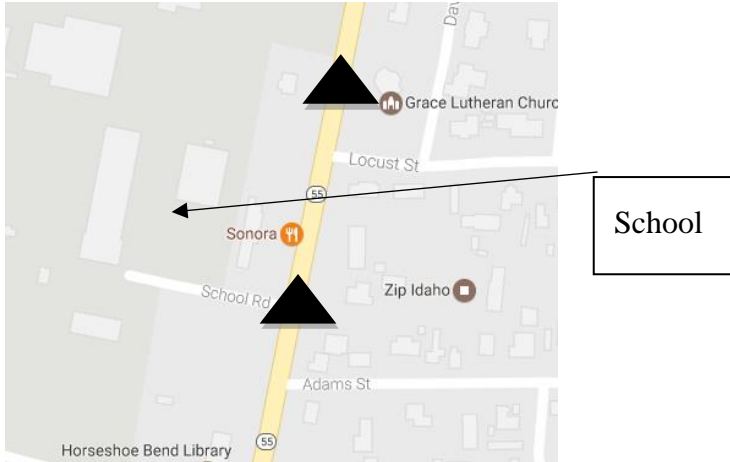
Horseshoe Bend Mid/High School

398 School Rd Horseshoe Bend, ID 83629

2 Crosswalks

ID 55 MP 63.918 +-0.019 Segment Code 001990

ID 55 MP 64.014 +-0.019 Segment Code 001990



Number of Accidents (All crashes) (All at MP 64.014 crossing)

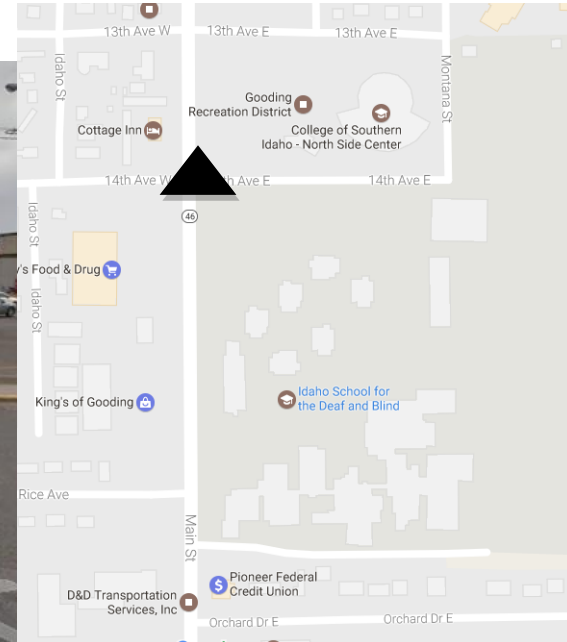
Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-11 am on a Friday so less likely to be school related

Idaho School for the Deaf and the Blind #596

1450 Main Street, Gooding, ID 83330

ID 46 MP 111.487 +/-0.019 Segment Code 002200



Number of Accidents (All crashes)

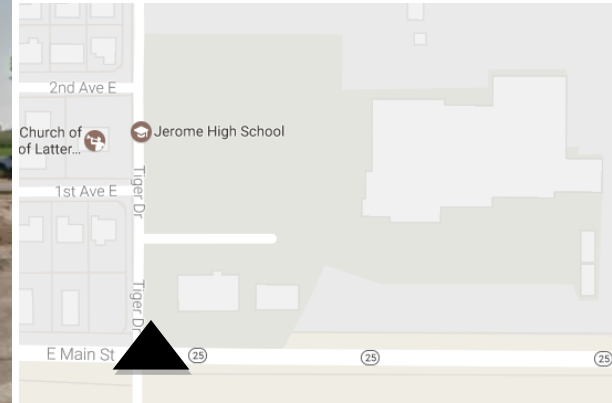
Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Jerome High School

104 Tiger Dr, Jerome, ID 83338

ID 25 MP 2.36 +-0.019 Segment Code 002270

*Intersection was being converted to a traffic signal as of 2012. School crossing signs were in place before construction



Number of Accidents (All crashes)

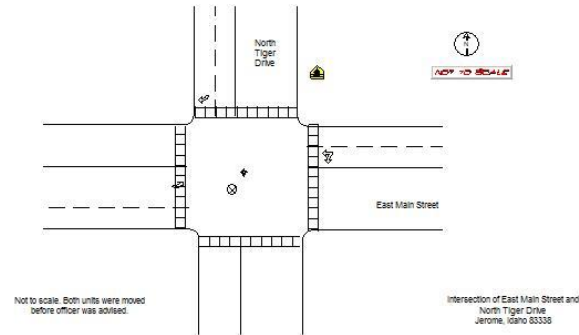
Total	A injury	B Injury	C injury	Fatality	Property damage
9		2	1		6

-All crashes happened at school commute times except one at 10am and two at noon

Pedalcycle

Total	A injury	B Injury	C injury	Fatality	Property damage
1		1			

-Yes, school related, 12pm, 9/9/2013



Serial #: 13C352484

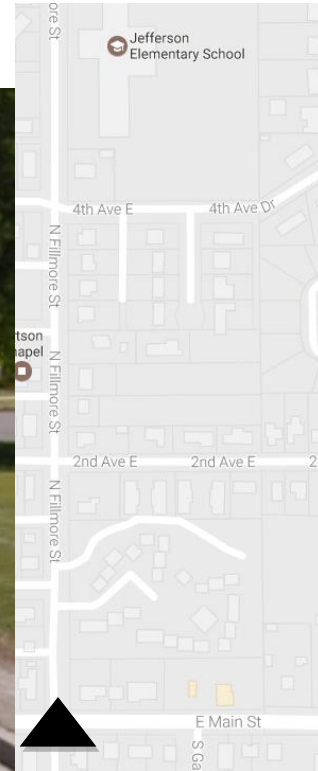
Bicycle vs. Car Accident On Monday, September 09, 2013

between 12:40 and 12:45 p.m. there was a bicycle vs. car accident at the intersection of East Main Street and Tiger Drive in the City of Jerome, Idaho. Both the driver of the car and the bicycle left the area after talking to each other. Jerome Police Officer Jay Gardner was called to the Jerome High School to talk to the cyclist regarding the incident. The high school secretary, Terri Gardner, had contacted Vice-principal Victor Arreaga regarding the incident and she contacted the police communications center and requested an ambulance to be dispatched to the school. Both boys were at the intersection of East Main Street and Tiger Drive. Both were at a red light. The light turned green for the driver of the car and he proceeded to make a left turn off of East Main Street onto North Tiger Drive. The cyclist stated that he still had a red light but started across the intersection once the light turned green for the cars. The cyclist was hit with the front right corner of the vehicle. The vehicle ran over both of his feet. The cyclist was injured when the car tire ran over his right foot. He was checked by the Jerome County Paramedics and his mother signed a release for the ambulance and transported her son to St. Lukes Medical Center in Jerome Idaho to be checked by a doctor. The driver of the car suffered no injuries. CASE STATUS: Closed. No charges are being filed at this time.

Jefferson Elementary School

600 North Fillmore, Jerome, Idaho 83338

ID 25 MP 1.974 +/-0.019 Segment Code 002270



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
4		1			3

-One happened 12/20 and 1 in July so less likely to be school related due to school breaks

-Others happened 2-3pm, so more likely to be school related

Kamiah Elementary School

805 9th St., Kamiah, ID

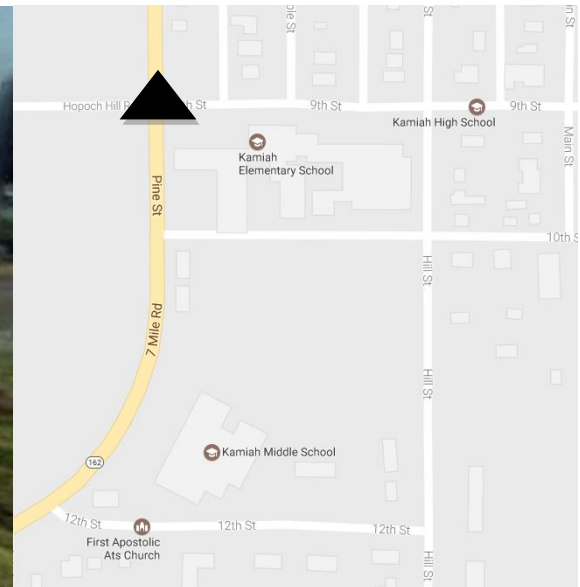
Kamiah High School

711 9th St., Kamiah, ID

Kamiah Middle School

906 12th St., Kamiah, ID

ID 162 22.812 +-0.019 Segment Code 1950



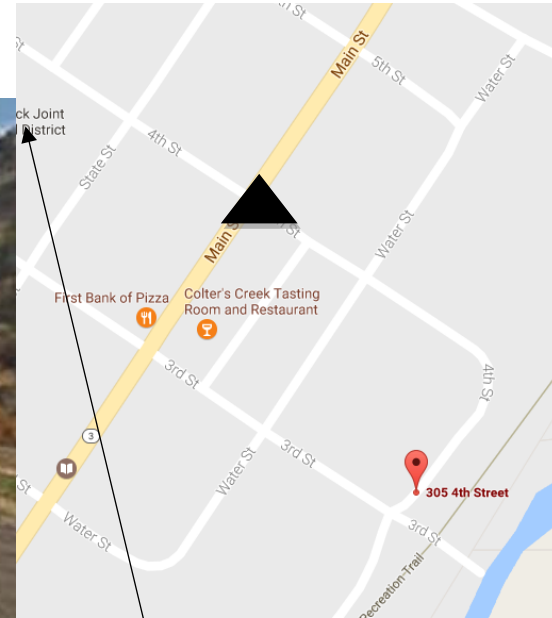
Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Juliaetta Elementary School

305 4th St., Juliaetta, Id 83535

ID 3 MP 8.925 +-0.019 Segment Code 001800



School

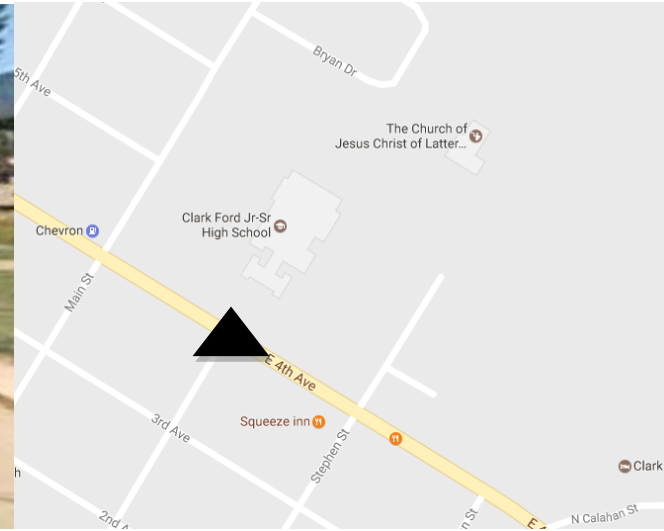
Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Clark Fork Jr/Sr High

121 E. 4th Ave, Clark Fork, ID 83811

ID 200 MP 55.122 +/-0.019 Segment Code 001610



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Sandpoint High School

410 South Division Ave., Sandpoint, ID 83864

Sandpoint Middle School

310 S. Division St., Sandpoint, ID 83864

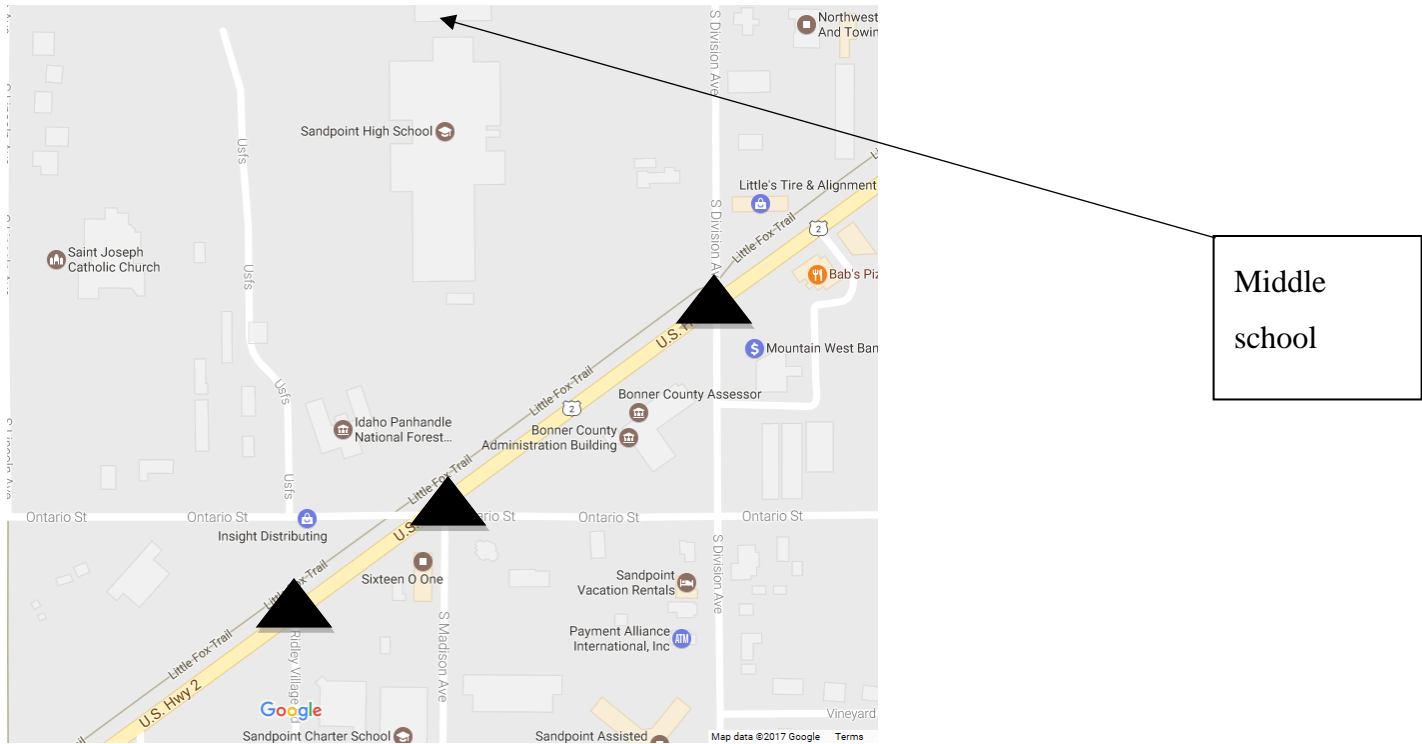
3 Crosswalks

US 2 MP 27.455 +/-0.019 Segment Code 001590

US 2 MP 27.544 +/-0.019 Segment Code 001590

US 2 MP 27.715 +/-0.019 Segment Code 001590





Number of Accidents (All crashes) (All at MP 27.715 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
5			2		3

-All during school commute times so more likely to be school related

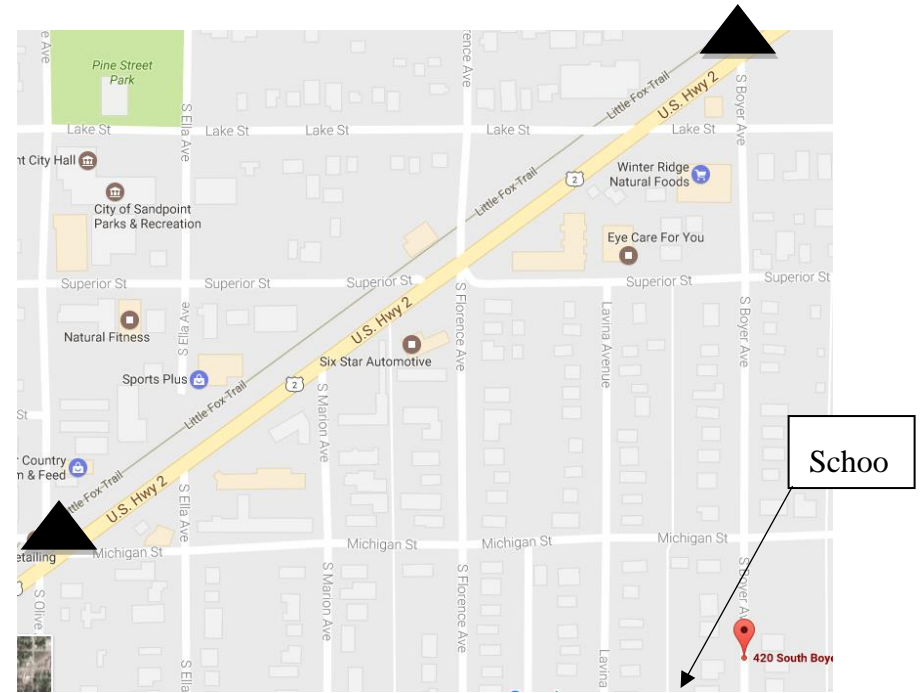
Washington Elementary School

420 S. Boyer Ave., Sandpoint, ID 83864

2 Crosswalks

US 2 MP 27.953 +/-0.019 Segment Code 001590

US 2 MP 28.335 +/-0.019 Segment Code 001590



Number of Accidents (All crashes) (At MP 27.953)

Total	A injury	B Injury	C injury	Fatality	Property damage
3					3

-One in July, so less likely to be school related

-One at noon so less likely to be school related

Number of Accidents (All crashes) (At MP 28.335)

Total	A injury	B Injury	C injury	Fatality	Property damage
4					4

-2 at noon so less likely to be school related

John Brown Elementary School

15574 N. Washington St., Rathdrum, ID 83858

Lakeland High School

7006 W. Highway 53, Rathdrum, ID 83858

Lakeland Junior High School

15601 N. Highway 41, Rathdrum, ID 83858

Mountain View Alternative High School

7802 W. Main St., Rathdrum, ID 83858

7 crosswalks

ID 53 MP 9.777 +-0.019 Segment Code 001560

ID 53 MP 8.802 +-0.019 Segment Code 001560

ID 41 MP ~7.541 +-0.019 Segment Code 001630 *There was no milepost in the milepost log, so I calculated it in google maps

ID 41 MP 7.46 +-0.019 Segment Code 001630

ID 41 MP 7.29 +-0.019 Segment Code 001630

ID 41 MP 7.203 +-0.019 Segment Code 001630

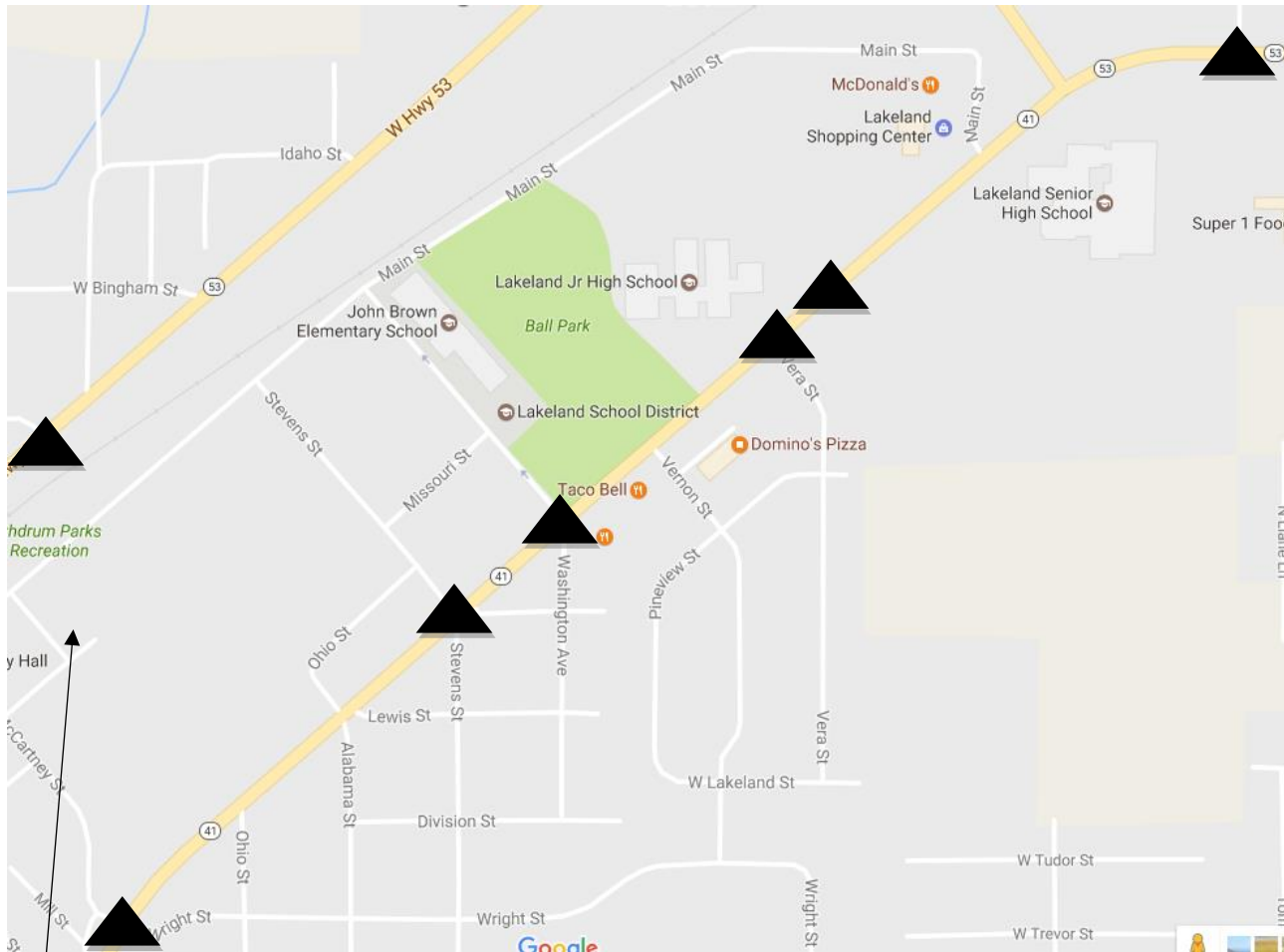
ID 41 MP 6.906 +-0.019 Segment Code 001630

ID 53 Crosswalks



ID 41 Crosswalks





Alternative School

Number of Accidents (All crashes) (At ID 53 MP 9.777 Crossing)

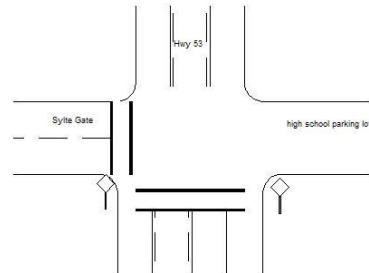
Total	A injury	B Injury	C injury	Fatality	Property damage
2		1	1		

-Non pedestrian crash at 4pm so possibly school related

Pedestrian

Total	A injury	B Injury	C injury	Fatality	Property damage
1			1		

Yes, school related, 3/12/2015, 7am



Serial #: 15C398753

1. Applicable crime and code section: FAIL TO YIELD TO A PEDESTRIAN; I.C. 49-702

2. Report narrative: ON 03-12-15 I, OFFICER BAKER, WAS ADVISED OF A PEDESTRIAN VERSUS VEHICLE CRASH AT LAKELAND HIGH SCHOOL. UPON ARRIVAL I LOCATED THE CRASH ON HWY 53 AT SYLTE GATE ROAD. CHIEF FUHR HAD ARRIVED ON SCENE AND WAS TALKING TO THE PEDESTRIAN, IDENTIFIED AS LESLIE WILLIAMS, AND SHE APPEARED TO BE FINE AND TALKING WITH CHIEF FUHR. I CONTACTED THE DRIVER, TY DANIELS, AND ASKED HIM WHAT HAPPENED. HE STATED THAT HE WAS TURNING LEFT IN HIS VEHICLE, A GREEN 2005 NISSAN ARMADA WITH IDAHO LICENSE PLATE 4517B, ONTO HWY 53 FROM THE "TEACHER PARKING LOT" AT THE HIGH SCHOOL. HE STATED THAT HE DID NOT SEE LESLIE IN THE CROSSWALK. TY THEN STATED THAT HE STRUCK LESLIE AND SHE FELL TO THE GROUND. HE STATED THAT SHE GOT UP AND STARTED WALKING AWAY AND HE HAD TO STOP HER AND TELL HER THAT SHE NEEDED TO STAY HERE. HE STATED THAT IT WAS HIS FAULT, HE JUST DID NOT SEE HER. I THEN WENT TO CONTACT LESLIE. SHE STATED THAT SHE WAS WALKING ACROSS HWY 53 FROM THE SYLTE INTERSECTION, IN THE CROSSWALK. SHE STATED THAT SHE HAD WALKED ACROSS THE WESTBOUND LANE AND WAS IN THE EASTBOUND LANE WHEN SHE WAS STRUCK BY THE VEHICLE. SHE STATED THAT SHE WAS KNOCKED TO THE GROUND. I ASKED HER IF SHE HAD ANY INJURIES AND SHE SAID NO AND SHE HAD REFUSED MEDICAL TREATMENT. (AT THE TIME OF TYPING THIS REPORT I RECEIVED A CALL FROM LESLIE'S BROTHER AND HE ADVISED THAT SHE WAS BEING TAKEN OUT OF SCHOOL BECAUSE HER SHOULDER AND BACK HURTS AND SHE HAS A HEADACHE.) I FILLED OUT A SWAPCARD AND HANDED A COPY TO LESLIE AND TY. I ISSUED CITATION NUMBER 22753 TO TY FOR FAILING TO YIELD TO A PEDESTRIAN. I HAVE ENTERED MY VIEVU RECORDINGS INTO EVIDENCE ON THE RPD SERVER. 3. Date, time, reporting Officer: Thu Mar 12 11:15:17 PDT 2015 J.BAKER Other: UnitfldEvent1RelToJunction = crosswalk

Number of Accidents (All crashes) (At ID 41 MP 7.541 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-At 4pm so during a school commute time

Number of Accidents (All crashes) (At ID 41 MP 7.46 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
1			1		

-At 4pm so during a school commute time

Number of Accidents (All crashes) (At ID 41 MP 7.29 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
2			1		1

-One at 3pm so during a school commute time

Number of Accidents (All crashes) (At ID 41 MP 7.203 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
3			2		1

-All 3 at noon so less likely to be school related

-One in late June so unlikely to be school related

Number of Accidents (All crashes) (At ID 41 MP 6.906 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
2		1	1		

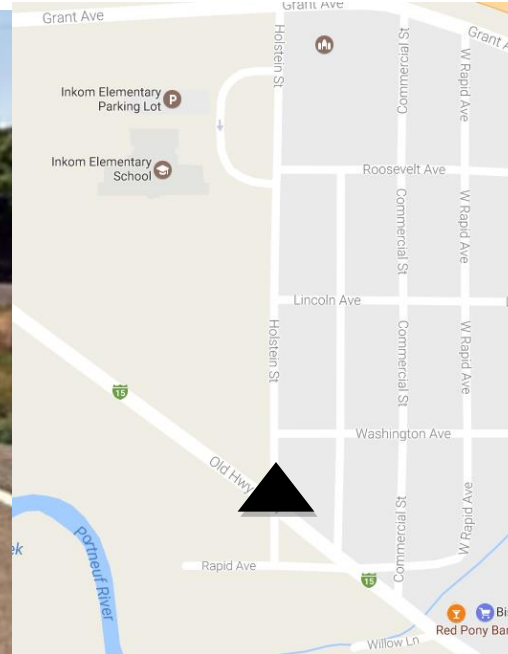
-One at 10am so less likely to be school related

Inkom Elementary School

300 Holstein St, Inkom, ID 83245

I-15 Business MP 0.509 +-0.019 Segment Code 001350

*No crosswalk, but school crossing signs



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Marsing Elementary School

207 8th Ave W, Marsing, ID 83639

Marsing Middle School

205 8th Ave W, Marsing, ID 83639

Marsing High School

301 8th Ave West Marsing, ID 83639

4 Crosswalks

ID 55 MP 1.997 +/-0.019 Segment Code 001990

ID 78 MP ~.1 +/-0.019 Segment Code 002190

ID 78 MP ~.2 +/-0.019 Segment Code 002190

ID 78 MP ~.3 +/-0.019 Segment Code 002190

*ID 78 mileposts were not in the milepost log so I used google maps





Number of Accidents (All crashes) (All at ID 55 MP 1.997 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
3					3

-2 at 10am so less likely to be school related

Middleton Heights Elementary School

611 Cemetery Rd, Middleton, ID 83644

Middleton Middle School

511 West Main, Middleton, ID 83644

ATLAS School

5 South 3rd Avenue West, Middleton, ID 83644

3 Crosswalks

ID 44 MP 3.702 +-0.019 Segment Code 002130

ID 44 MP 3.636 +-0.019 Segment Code 002130

ID 44 MP 3.409 +-0.019 Segment Code 002130



Picture below is the same intersection as the above, ID 44 MP 3.409, what it must have looked like when the fatality happened, before the HAWK crossing was installed.



Number of Accidents (All crashes) (At ID 44 MP 3.702 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
2			1		1

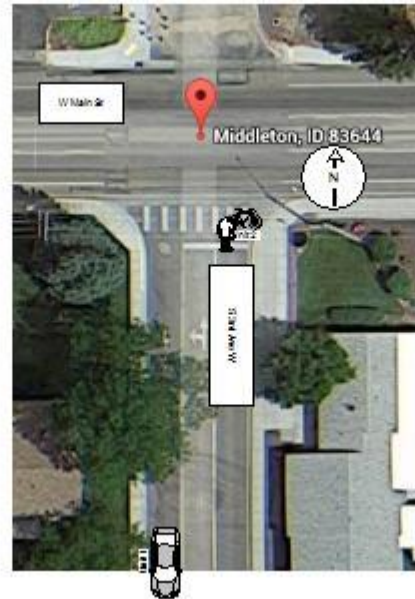
-Property damage possibly school related, happened at 3pm

-Pedalcycle crash in July

Pedalcycle

Total	A injury	B Injury	C injury	Fatality	Property damage
1			1		

-Unlikely to be school related since happened 7/1/2015, 8am. Cyclist was riding against traffic.



Serial #: 15C413308

was traveling West on W Main St approaching S 3rd Ave W in Middleton, Idaho. A cyclist was traveling East on W Main St in the intersection of S 3rd Ave W. Unit 1 driver stated he did not see the cyclist and turned South on S 3rd Ave W.

Unit 1

Number of Accidents (All crashes) (At ID 44 MP 3.636 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-4pm, so possibly school related

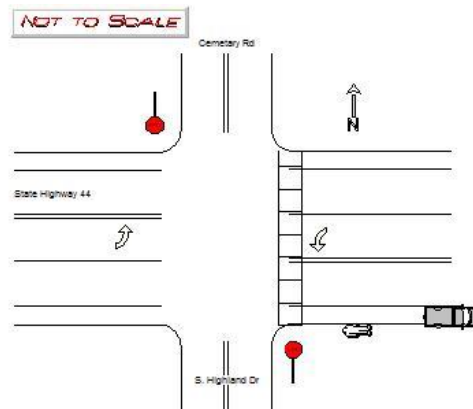
Number of Accidents (All crashes) (At ID 44 MP 3.409 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
1				1	

Pedestrian

Total	A injury	B Injury	C injury	Fatality	Property damage
1				1	

-Yes, school related, 7am, Friday September 10th, 2010



Serial #: 10C278264

Sharpe was traveling east on State Highway 44 crossing the intersection of S. Highland Dr. Sharpe was driving into the morning sunrise, creating a vision obstruction. At the same time Mackey was walking south across State Highway 44 in a painted crosswalk on his way to school. Sharpe didn't see Mackey and impacted him in the eastbound lane of travel. Mackey later died of his injuries at Saint Alphonsus Regional Medical Center in Boise. 02/13/2011 Update to Show Sharpe was cited for Vehicular ManSlaughter. CHANGES TO CRASH REPORT SINCE FIRST TRANSMIT: FIELD: PersonfIdCitation CHANGED ON: 2/14/2011 9:25:35 AM FROM: Pending TO: 18-4006 FIELD: PersonfIdCitation CHANGED ON: 2/14/2011 9:26:05 AM FROM: 18-4006 TO: 18-4006(3)(c) FIELD: PersonfIdIsOperator CHANGED ON: 2/14/2011 9:26:08 AM FROM: Yes TO: No

Midvale Alternative High School

Midvale Elementary School

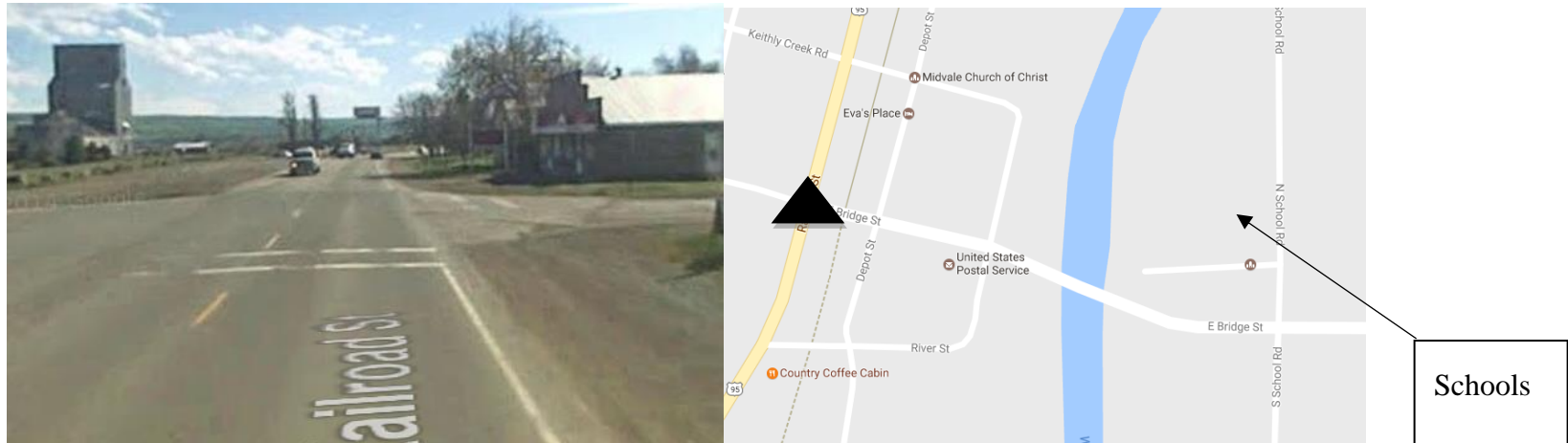
Midvale Jr/Sr High School

Midvale Professional-Technical Programs

56 N. School Rd., Midvale, ID

US 95 MP 104.932 +/-0.019 Segment Code 001540

*No school crossing sign at intersection, but signs approaching intersection with flashing lights, along with pavement markings



Number of Accidents (All crashes)

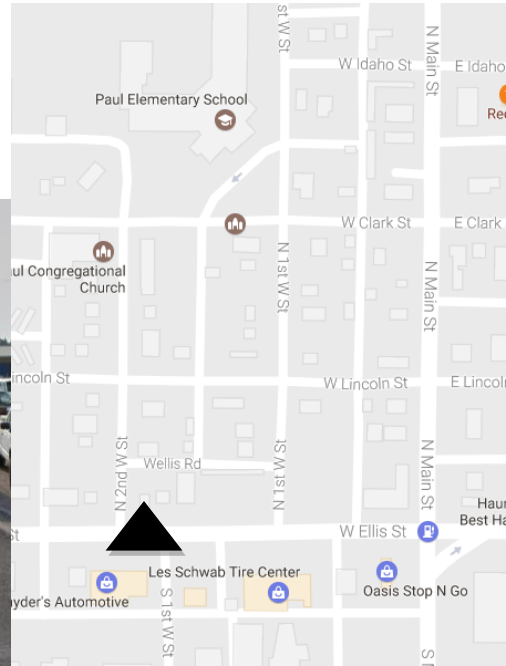
Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-9am, so possibly school related

Paul Elementary School

201 North 1st West, Paul, Idaho 83347

ID 25 MP 45.89 +/-0.019 Segment Code 002270



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
2			1		1

-Both 2-3pm so possibly school related

West Minico Middle School

155 South 600 West, Paul, ID 83347

ID 27 MP ~26.023 +-0.019 Segment Code 002290

*There wasn't a milepost in the milepost log so I calculated it using google maps



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Paradise Creek Regional High School

1314 S Main St., Moscow, ID 83843

US 95 MP 344.568 +/-0.019 Segment Code 001540

*I think the crosswalk is mainly due to the charter school across the street, but that wasn't in the excel file.



School

Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
13	1	5	1		6

-2 during Christmas holiday dates, so unlikely to be school related

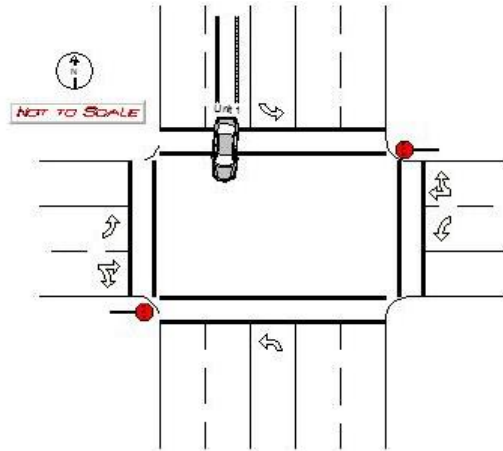
-One in early August so unlikely to be school related

-1 at noon and another at 10am so less likely to be school related

Pedalcycle

Total	A injury	B Injury	C injury	Fatality	Property damage
2	1	1			

-B injury crash, happened at 10am 8/4/2011, so less likely to be school related



Serial #: 11C299322

The driver of Unit 1, James E. Benson, said he was traveling south on Main St. just approaching the intersection of Main and Styner. Benson said he was traveling approximately 24 to 26 MPH. Benson said approximately 30 feet north, from the intersection, he saw a small female riding a bike in the crosswalk traveling west in front of his vehicle. Benson said he slammed on his brakes but could not stop in time and struck the girl on the bike in the crosswalk. Benson said he had been looking straight forward and did not see the female crossing the street until she was in front of his vehicle. Benson said he did not remember if any vehicles were next to him. Benson was cited for failure to yield to a pedestrian in a crosswalk. The skid mark, from Benson's vehicle, was 48 feet long, total, and 33 feet from the start to the point of impact. The female who was struck, Jazmin R. Baldwin-Wood, said she and her friend, Cheyenna L. McCorry, stopped at the northeast corner of Styner and Main and waited for a safe time to cross the street. Baldwin-Wood said she began to cross the street, in the crosswalk, and was struck by Unit 1 when she was almost across the street. Baldwin-Wood said her bike went under the vehicle and she fell to the ground. Baldwin-Wood said when she began crossing the street she did not see Unit 1 traveling south. Baldwin-Wood complained of pain in her right ankle and had a small scratch on her left leg. Baldwin-Wood's bike was damaged due to the crash. Cheyenna L. McCorry told me she was riding with Baldwin-Wood on her bike. McCorry said she and Baldwin-Wood came to a stop at the northeast corner of Styner and Main. McCorry said one vehicle, that was traveling north, came to a stop and waited for she and Baldwin-Wood to cross. McCorry said she remembered seeing Unit 1 near the intersection of Taylor and Main when they began to cross the street. McCorry said as they were crossing she noticed Unit 1 was not slowing down and said she felt he was speeding up. McCorry said the driver of Unit 1 slammed on the brakes but struck Baldwin-Wood in the crosswalk. Doug Wasankari told me he was traveling about two car lengths behind Unit 1. Wasankari said he remembered seeing McCorry crossing the street but did not see Baldwin-Wood because she was so small. Wasankari said he saw Benson slam on his brakes prior to the crosswalk. Wasankari said he saw Benson strike Baldwin-Wood. Cherylene Wood said she was traveling south on Main and was slowing in the left turn lane. Wood said she came to a stop and saw Baldwin-Wood and McCorry begin to cross the street. Wood said a male driving a red subaru was next to her traveling south. Wood said the male did not see Baldwin-Wood, slammed on his brakes, then struck Baldwin-Wood. Wood said her passenger, Amanda Cutlip, got out of her vehicle and assisted Baldwin-Wood. Cutlip told me she was a passenger in Wood's vehicle and they had just stopped in the left turn lane to wait for two girls to cross the street on their bikes. Cutlip said a red Subaru was to her right and failed to stop for the first girl on the bike, Baldwin-Wood. Several witnesses said they did not see Baldwin-Wood because she was small and ahead of McCorry, who they did see. Benson's vehicle was not moved prior to my arrival but Baldwin-Wood and her bike were moved.

-A injury accident, 4pm, 12/1/2015, so possibly school related



Serial #: 15C414011

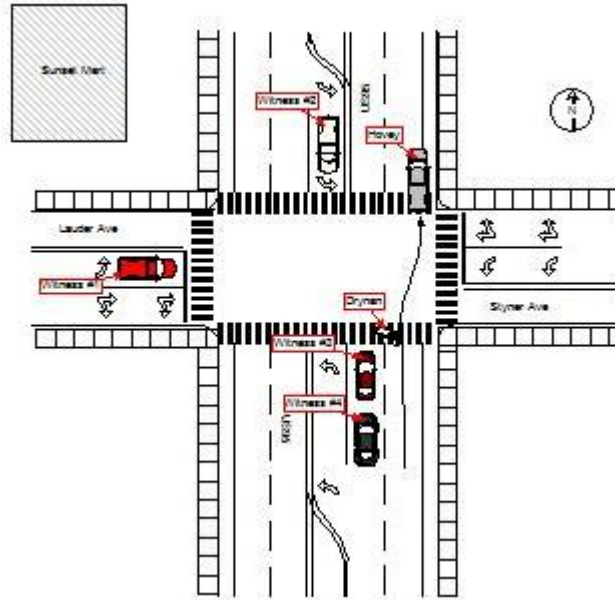
Unit 1, Curtis Balogh, was traveling south on S Main St. Unit 1 did not have a functioning rear reflector or flashing light facing the rear. Unit 1 merged from the right shoulder, toward the center turn lane, and slowed to turn east on Southview Ave. Unit 2, Driven by Brennan Mercier, was traveling south on S Main St, in the left southbound lane. Mercier saw Balogh in front of him and applied the brakes, locking the wheels on Unit 2. Unit 2 slid into the back of Balogh and pushed Unit 1 for several feet until both units came to rest half way into the center turn lane. Balogh was transported via Moscow Ambulance to Gritman Medical Center. When speaking with Balogh in the hospital, he complained of an abrasion to his lower right leg and slight neck pain. Balogh and Mercier's stories corroborated each other and matched with witness statements. Photos of scene were attached electronically in Spillman.

Pedestrian

Total	A injury	B Injury	C injury	Fatality	Property damage
3		3			

-4pm, 11/26/2012, possibly school related

Serial #: 12C332824



On November 26, 2012 at approximately 1636 hours I, Trooper Chad Montgomery, arrived on scene of a vehicle versus pedestrian crash on US95 at the intersection of Styner Road in Moscow, Latah County, Idaho. Just prior to my arrival, I overheard Moscow Police, Fire, and Ambulance get dispatched to the crash. I made contact with the woman laying in the crosswalk to determine the seriousness of her injuries. She was conscious and alert, and did not appear to be in any significant pain. Bystanders pointed me to the involved vehicle which was parked just north of the intersection in the northbound right lane. The vehicle was a silver colored 2007 Chevy Pickup with Idaho registration 1L975. I made contact with the driver, who identified himself with his Idaho driver's license as Norman HOVEY (date of birth: 08/06/1929). I noticed there was also a female passenger in the vehicle, who was identified as Sue Hovey. Moscow Police Officers arrived on scene to assist. Due to heavy call volume, they requested I conduct the investigation on the incident. Using road cones, I diverted northbound traffic into the center lane and around the crash scene. I identified four witnesses and provided them with witness statements. I directed them to move their vehicles to the Sunset Mart parking lot where I would collect their completed statements. I also directed HOVEY to move his pickup to the Sunset Mart parking lot and await my arrival. Once Moscow Ambulance retrieved the pedestrian and transported her to Gritman Medical Center, I took photographs of the intersection and fully opened northbound traffic up. I relocated my vehicle to the Sunset Mart parking lot where I collected all written statements from the witnesses. The witness statements were all very similar in stating the pedestrian was dressed in dark clothes and was crossing US95 in an eastbound direction. The pedestrian was using the marked crosswalk on the south side of the intersection, and was dressed in dark clothing with earbuds in her ears. As the pedestrian crossed in the crosswalk and approached the northbound lanes of traffic, a Hyundai Sonata travelling in the left northbound lane stopped to allow the pedestrian to continue crossing. There was a Kia Spectra stopped directly behind the Hyundai, also in the left lane. The pedestrian crossed in front of the Hyundai, and stepped into the right northbound lane without looking for traffic, and was struck by HOVEY's Chevy pickup along the left front quarterpanel. The pedestrian was knocked to the ground, and HOVEY stopped on the north side of the intersection. I collected written statements from HOVEY and his passenger. HOVEY stated he was travelling northbound in the right lane of travel, and did not notice that the other northbound vehicles in the left lane had stopped to allow the pedestrian to cross. HOVEY continued travelling toward the intersection at normal speeds. HOVEY further stated he never saw the pedestrian until he realized he had hit her with his pickup. After realizing he had struck a person, HOVEY stopped his vehicle and went

to make sure the pedestrian was ok. I took photographs of HOVEY's vehicle. I noticed the left headlight assembly was cracked, and the left front quarterpanel was dented in. There was scrapes/scuffs on the hood approximately 1-2 inches from the left edge which ran from the front of the hood to the left rear corner where the left mirror assembly begins. The left (driver's side) mirror was broken at the mount. I provided HOVEY with a copy of the Collision Information Form, and a citation for Inattentive Driving. I went to Gritman Medical Center and made contact with the pedestrian. She was awake and alert. She provided me with an Idaho Driver's License, identifying herself as Grace H. DRYNAN (date of birth: 04/07/1991). I gave DRYNAN a statement form to fill out, which she did. I also questioned DRYNAN further to better understand why she was struck by a vehicle. In DRYNAN's written statement, she stated she looked both ways before stepping into the intersection, but did not continue to watch for moving traffic as she crossed in the crosswalk. I asked DRYNAN if she had earbuds in and was listening to music while crossing the highway, and she stated she was. I asked if she was paying attention at all to traffic as she crossed, and she stated she wasn't looking at all; that she was looking straight ahead to the other side of the street. DRYNAN's clothes had been cut off her by EMS personnel, but were in her room. I noticed she had a large dark colored bag, and had been wearing short blue denim shorts with black leggings and a black and red flannel coat. Next to her clothes was her cell phone with white earbuds still attached to it. I photographed DRYNAN's visible injuries, which consisted of minor scrapes and cuts to her right buttocks, right knee, right elbow, and near her right ear. I provided DRYNAN with her copy of the Collision Information Form and a citation for Unsafe Use Of A Crosswalk. Based on my investigation of this crash, I determined there were significant contributing factors that led to the collision, which occurred at the actions of both HOVEY and DRYNAN, which is elaborated below: DRYNAN was dressed in dark colored, non reflective clothing and walking after sunset. The dark colors of DRYNAN's clothing likely would have made it more difficult for her to be seen by approaching motorists. DRYNAN was wearing earbuds and listening to music, which dulled her sense of awareness to approaching vehicles. DRYNAN also stated she was not looking for approaching vehicles and had the expectation that all vehicles had stopped while she was in the crosswalk. More specifically, DRYNAN had noticed the northbound Hyundai Sonata had stopped in the right lane to allow her to cross, and DRYNAN felt safe enough to cross in front of that vehicle. DRYNAN then continued beyond the Hyundai, and stepped into the right northbound lane without looking for approaching traffic which in turn caused her to collide with HOVEY's vehicle. This is a violation of I.C. 49-702(2), stating "No pedestrian shall suddenly leave a curb or other place of safety and walk or run into the path of a vehicle which is so close as to constitute an immediate hazard." HOVEY was operating his Chevy pickup northbound in the right lane. Northbound traffic in the left lane had come to a stop to allow DRYNAN to cross in front of them. HOVEY failed to recognize traffic had stopped and/or failed to appropriately evaluate what was causing that traffic to stop. HOVEY continued toward the intersection at normal speeds and struck DRYNAN with the left front quarter panel of his pickup. HOVEY stated in addition to not noticing traffic had stopped in the left lane, HOVEY did not see DRYNAN until after his pickup had hit her. HOVEY was in violation of I.C. 49-1401(3) stating "...applicable in those circumstances where the conduct of the operator has been inattentive, careless or imprudent..." While it is undeniable that HOVEY carried the highest burden of liability in this incident because he was operating a motor vehicle, it should not be overlooked that DRYNAN carries some liability as a pedestrian walking in a roadway. My investigation found both HOVEY and DRYNAN were in violation of the above mentioned Idaho Statutes, and were cited respectively.

-4pm 12/18/2015, so possibly school related



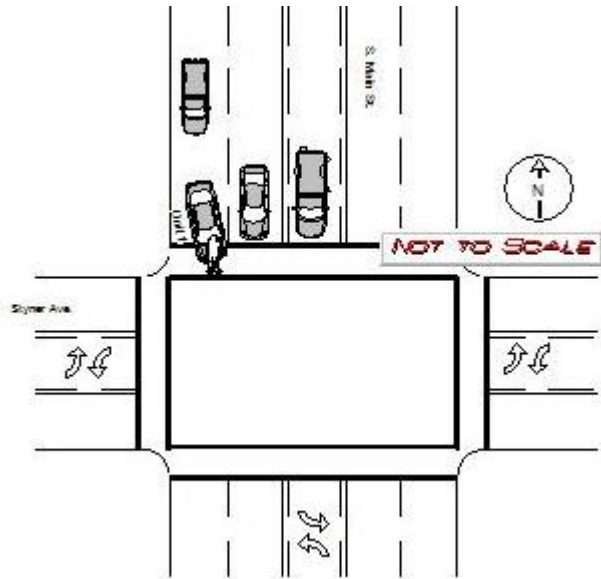
Serial #: 15C415012

On 12/18/2015, at approximately 1627 hours, Officer Miller, Officer Thueson and I responded to the area of S. Main St. and Styner Ave. for a vehicle vs. pedestrian injury crash. Upon our arrival I contacted Marion E. Smith in a 1991 white Subaru Legacy parked at the Moscow Alternative High School. Smith told me she hit a pedestrian (later identified as Khegan D. Davis) with her Subaru. Smith told me an unknown subject with PACT EMS arrived to assist. Smith said the subject from PACT told Davis he should be checked out at Gritman. Smith said Davis got in the PACT van and left for Gritman. Smith told me she was traveling north on Main St. in the far right lane. Smith said Davis was walking east across Main St in the north side of the crosswalk. Smith told me she did not see Davis until it was too late. Smith struck Davis with the front bumper of her Subaru causing him to land on the windshield and crack it. Witness, Mandy K. Maxcer told me she was traveling south on Main St. when she stopped for Davis crossing in the crosswalk at the intersection of Styner Ave. Maxcer said she saw a white Subaru Legacy traveling north on Main St. fail to stop for Davis in the crosswalk. Maxcer said the next thing she saw Davis fly up on the hood of the Subaru. Upon my arrival to Gritman, I saw a PACT ambulance van parked in the Gritman ER ambulance bay. I contacted Davis in the ER. I asked Davis how who transported him to Gritman ER. Smith said, "The EMT brought me." Davis said he was transported in the passenger's seat of the PACT van. Davis told me he was walking east across Main St. in the north side of the crosswalk. Davis said Smith traveling north on Main St. in the far right lane and struck him with her front bumper him to land on the windshield. Davis signed an authorization to release protected health information form. I cited Smith for failure to yield to a pedestrian in a crosswalk. J. Sieverding 135

On 12/18/2015, at

-4pm, 12/8/2011, so possibly school related

Serial #: 11C309064



Randall Driskell was crossing S. Main St., at Styner Ave., west bound on the north side of the intersection. Witnesses say a vehicle stopped in the east bound turn lane on the north side of the intersection to allow Driskell to cross. Witnesses say another vehicle, in the eastern most southbound lane, stopped to allow Driskell to cross. Witnesses said Unit 1 then approached, in the western most southbound lane. Witnesses say Unit 1 did not stop as the other vehicles did. Driskell stepped into Unit 1's lane, continuing to cross the road inside the crosswalk. Unit 1 slammed on its brakes and skid to a stop inside the crosswalk, hitting Driskell at the knees. Witnesses say Unit 1 was nearly stopped when it hit Driskell. Witnesses say Driskell rolled up, onto the hood, than back down, landing on his feet. John Padula, driver of Unit 1, says he was distracted and did not see Driskell until it was too late.

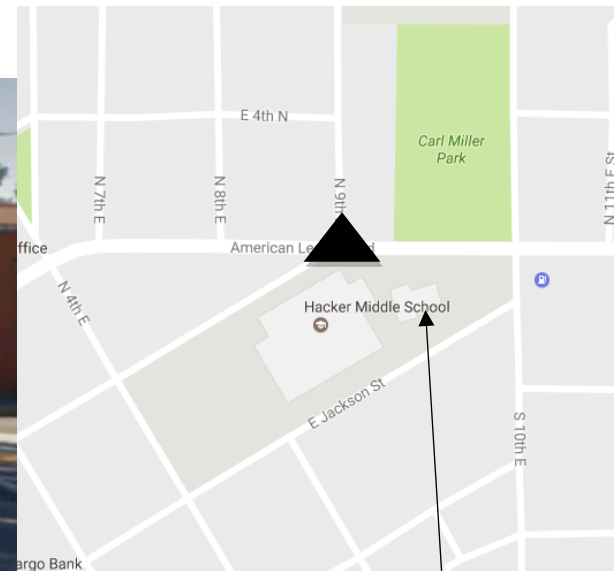
Hacker Middle School

550 East Jackson, Mountain Home, ID

Bennett Mountain High School

560 E Jackson St., Mountain Home, ID

I-84 Business (Also ID 51) MP 93.886 +-0.019 Segment Code 002170



High School

Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-Possibly school related, 3pm

Mountain Home High School

300 South 11th East, Mountain Home, ID

Mountain Home Jr. High School

1600 East 6th South, Mountain Home, ID

2 Crosswalks

I-84 Business (Also ID 51) MP 94.233 +-0.019 Segment Code 002170

I-84 Business (Also ID 51) MP 94.486 +-0.019 Segment Code 002170



Number of Accidents (All crashes) (At MP 94.233 crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
4			1		3

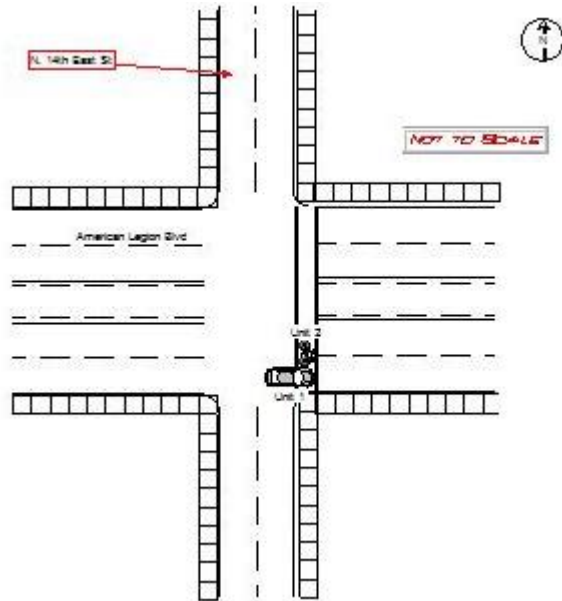
-All during school commute times so possibly school related

Pedalcycle

Total	A injury	B Injury	C injury	Fatality	Property damage
1			1		

-7am, 5/11/2011 so possibly school related

Serial #: 11C293031



Driver was East bound on American Legion Blvd when a female subject on a bicycle rode into the cross walk at American Legion and N. 14th E. Driver stated due to bright sunlight he did not see the cyclist. An independent witness on scene stated that she almost struck the cyclist as well due to the bright sunlight.

Number of Accidents (All crashes)(At MP 94.486 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
3		1	1		1

-2 crashes 1-3 pm, so possibly school related

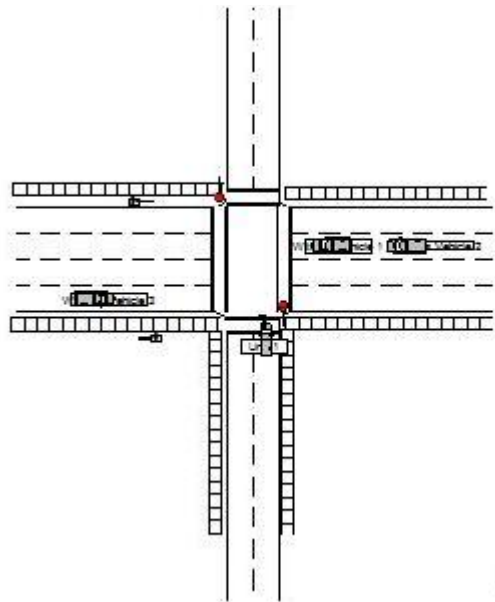
-Pedestrian crash in July

Pedestrian

Total	A injury	B Injury	C injury	Fatality	Property damage
1			1		

-7/27/2011 10am so likely not school related

Serial #: 11C298434



pedestrian came to intersection and was unable to make eye contact with driver of unit one, who was looking left. driver of unit one was stopped at the stop sign. Pedestrian proceeded to cross the street in the marked crosswalk and was then struck by driver of unit one. Pedestrian was transported to Elmore Medical Center for treatment. Driver of Unit 1 stated she did not see the pedestrian and did not look right a second time to see if the cross walk was clear. Witnesses on scene confirmed the collision and statement forms were completed by those who saw the accident.

West Elementary School

415 West 2nd North, Mountain Home, ID

4 Crosswalks

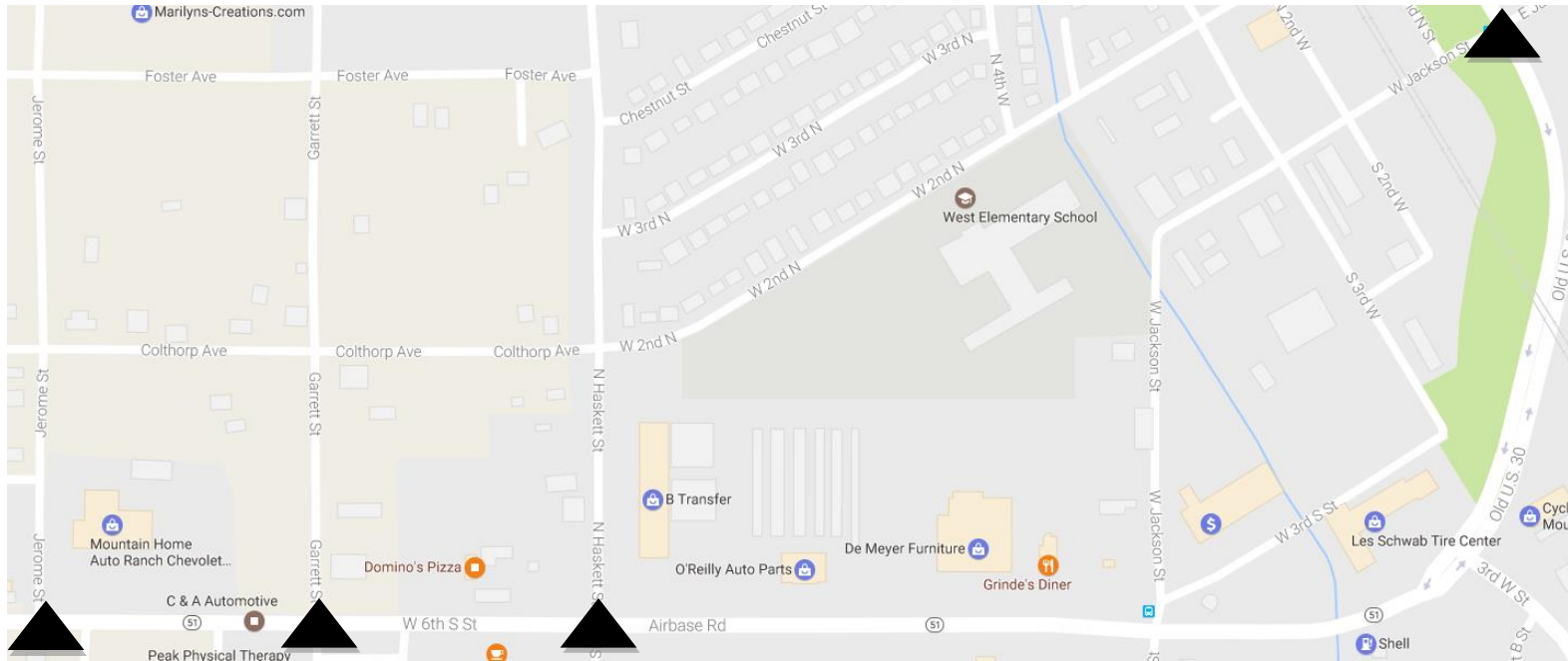
ID 51 MP 4.268 +/-0.019 Segment Code 001021

ID 51 MP 91.527 +/-0.019 Segment Code 002170

ID 51 MP 91.402 +/-0.019 Segment Code 002170

ID 51 MP 91.275 +/-0.019 Segment Code 002170





Number of Accidents (All crashes)(At MP 4.268 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
4		3			1

-One at noon so less likely to be school related

-Others at school commute times

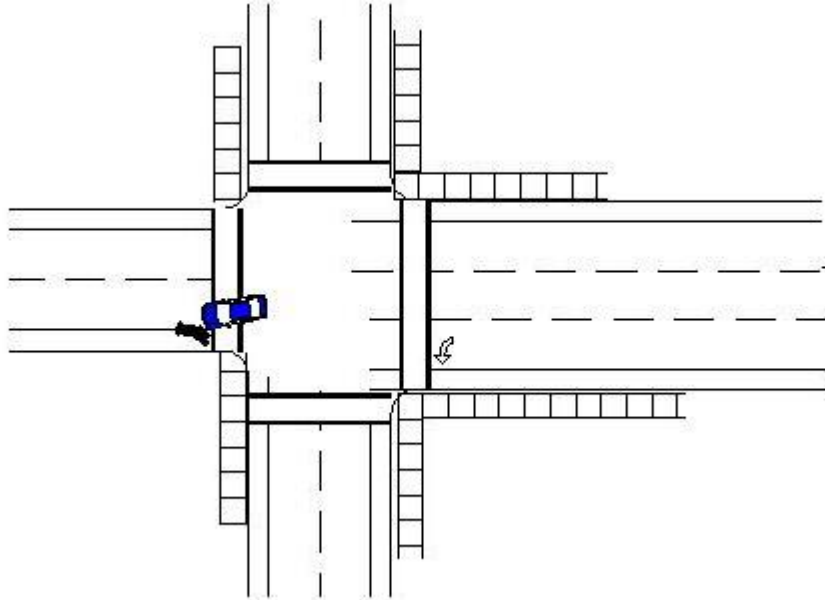
Pedestrian

Total	A injury	B Injury	C injury	Fatality	Property damage
1		1			

-12/14/2010 7am, so possibly school related



Serial #: 10C283432



Unit one was travelling southbound on Main St. and came to the intersection of Main and Jackson St. where some pedestrians were crossing at a designated cross walk. Driver of Unit one saw two pedestrians crossing the street wearing white. Unit one slowed and let those pedestrians cross, but driver did not see a third pedestrian wearing dark clothing crossing behind the pedestrians wearing white. Unit one struck pedestrian while he was still in crosswalk. Unit one has studded tires and the road was wet because of rain. Unit one tried to stop, but slid into pedestrian.

Number of Accidents (All crashes)(At MP 91.527 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
7			2		5

- One in late June so unlikely to school related
- Others at school commute times so possibly school related

Number of Accidents (All crashes)(At MP 91.275 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
2		1			1

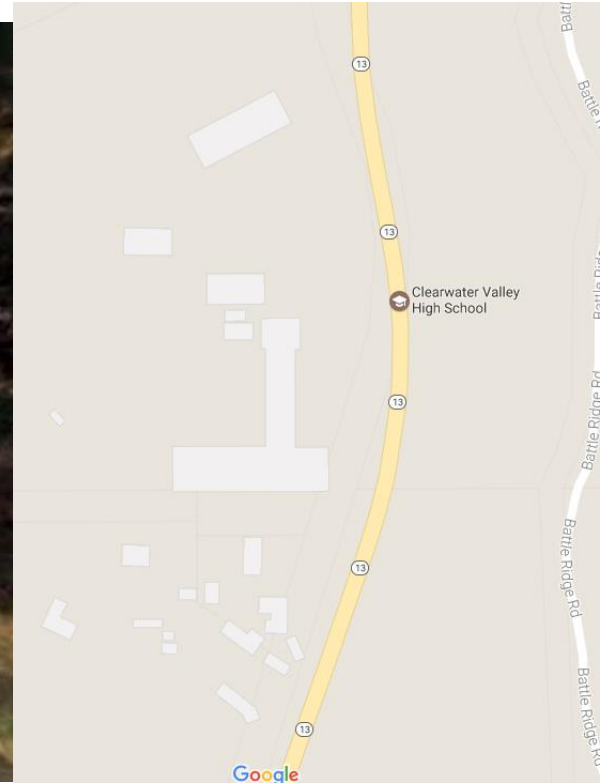
- Both 3pm, so possibly school related

Clearwater Valley Junior/Senior High School

4636 Hwy. 13, Kooskia, ID

ID 13 MP 24.029- 24.329 Segment Code 001960

*No designated crosswalk, but school crossing signs



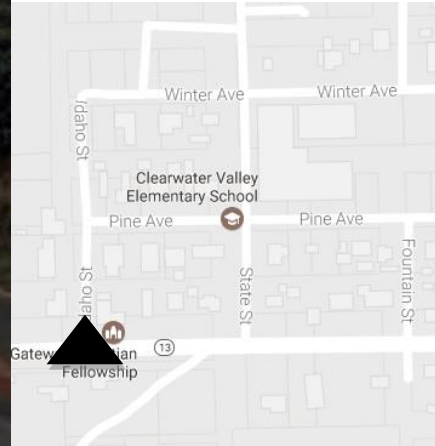
Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Clearwater Valley Elementary School

306 Pine St., Kooskia, ID

ID 13 Business MP 0.134 +-0.019 Segment Code 001961



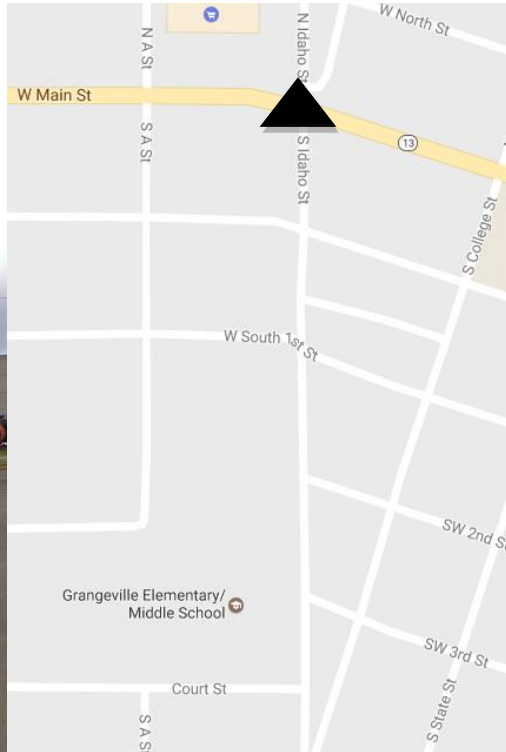
Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Grangeville Elementary/Middle School

400 South Idaho Avenue, Grangeville, ID

ID 13 MP 0.323 +/-0.019 Segment Code 001960



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-Possibly school related, happened at 7am

John Mullan Elementary School

Mullan High School

345 Park St, Mullan, ID 83846

I-90 Business MP 0.331 +/-0.019 Segment Code 001666

I-90 Business MP 0.203 +/-0.019 Segment Code 001666



Elementary School

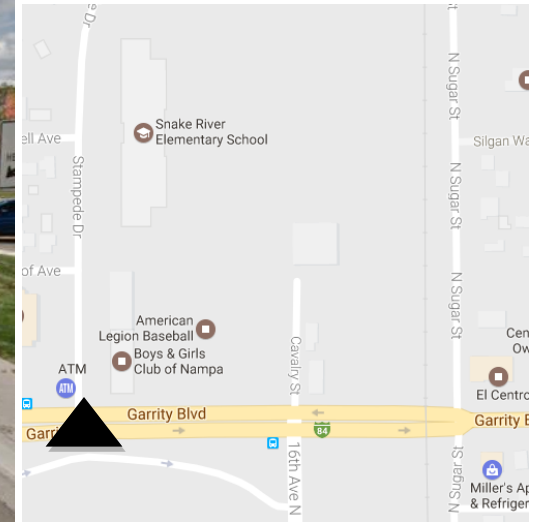
Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Snake River Elementary School

500 Stampede Dr., Nampa, 83687

I-84 Business MP 59.733 +-0.019 Segment Code 002040



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
3			2		1

-One in July, so not likely school related

-Another at 11am, so less likely to be school related

Nampa High School

203 Lake Lowell Ave., Nampa, 83686

ID 45 MP 26.109 +-0.019 Segment Code 002160



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
25	1	5	6		13

-3 in July, and 1 in late June so very unlikely to be school related,

-11 crashes 1-4pm, 7-9 am, school commute times so more likely to be school related

Pedestrian

Total	A injury	B Injury	C injury	Fatality	Property damage
1		1			

-5/13/2014, 1pm, possibly school related

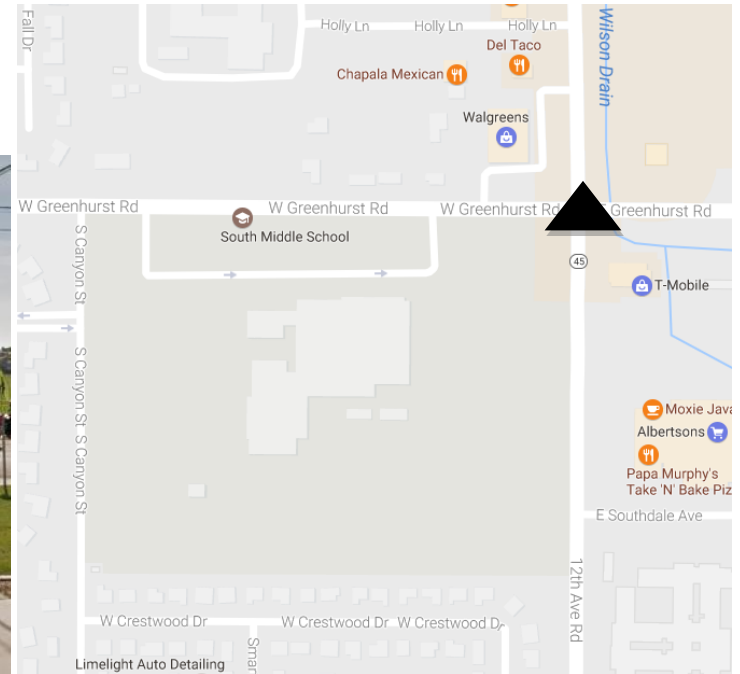


Serial #: 14C370453

On May 16 2014 I repounded to the area 12th Ave Rd and Colorado St for 2 vehicle and pedestrian collision. When I arrived on scene I received a male's drivers license that identified him as Wade T Bass. Bass was driving a 2008 multi-color Ford Ranger. Wade was southbound on 12th Ave Rd. The area is a school zone, Wade was looking around for students. He did not see the vehicle in front of him was stopped. He rear ended the vehicle in front of him. Bass rear ended a 2008 gold Lincoln MK7. The Lincoln was operated by a female that identified herself with her Idaho drivers license as Mistey D Kinghorn. Kinghorn said she was stopped in traffic at a crosswalk to allow two pedestrian's to cross. While she was waiting for the pedestrian to walk past her she was rearended by Bass. After she was rearended she was forced forward and she struck one pedestrian that identified himself as Arturo Ortez. Ortez said that he was on the west side of 12th Ave Rd standing in the crosswalk with Julian Flores. When vehicles in the southbound lanes stopped to allow them to cross they entered the intersection. They walked through the outside lane without incident. As they were walking through the inside lane the car was rear ended. When the car started lunging he pushed Flores out of the way and he was struck by Kinghorn's vehicle. Both Kinghorn and Ortez were transported to the hospital for possible injuries. Bass was issued a citation for Inattentive driving. All involved were provided the case number for insurance purposes. Nothing Further Woodbury 631 Other:
UnitfldEvent1RelToJunction = Crosswalk

South Middle School

229 W. Greenhurst Rd., Nampa, 83686
 ID 45 MP 25.259 +-0.019 Segment Code 002160



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
6		2	2		2

-One during Christmas break, so less likely to be school related

-Two at 3pm, so more likely to be school related

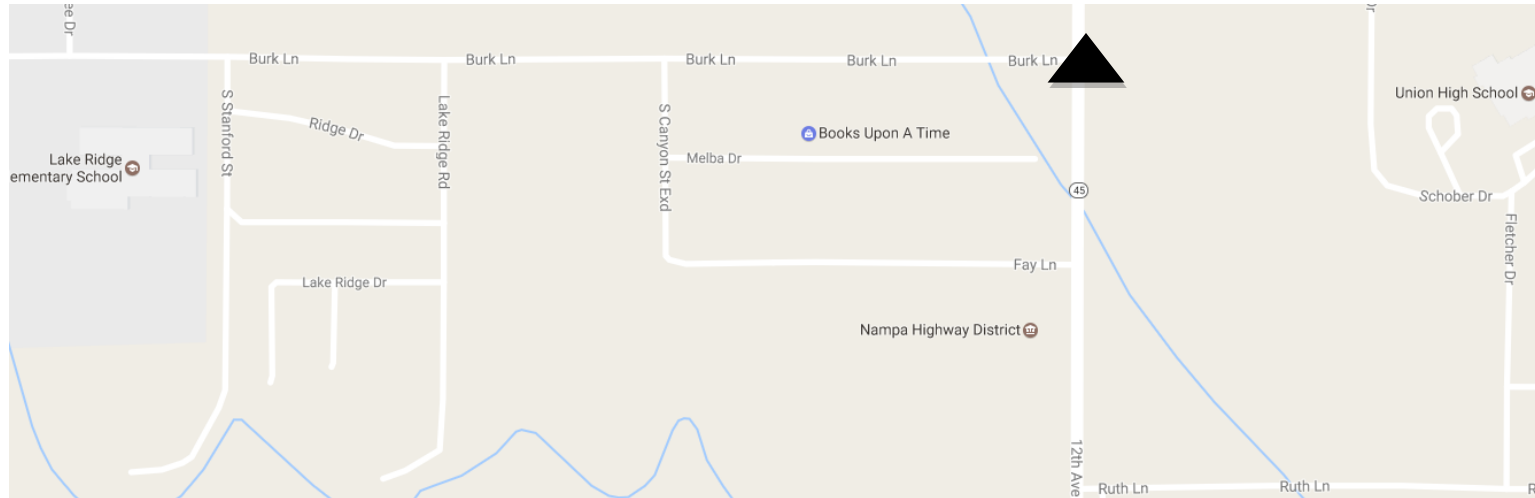
Lake Ridge Elementary School

615 Burke Lane, Nampa, 83686

Union High School

506 Fletcher Dr, Nampa, ID 83686

ID 45 MP 23.962 +-0.019 Segment Code 002160



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-4pm, so possibly school related

New Plymouth High School

207 S Plymouth Ave, New Plymouth, ID 83655

6 Crosswalks

US 30 MP 26.328 +/-0.019 Segment Code 002040

US 30 MP 26.421 +/-0.019 Segment Code 002040

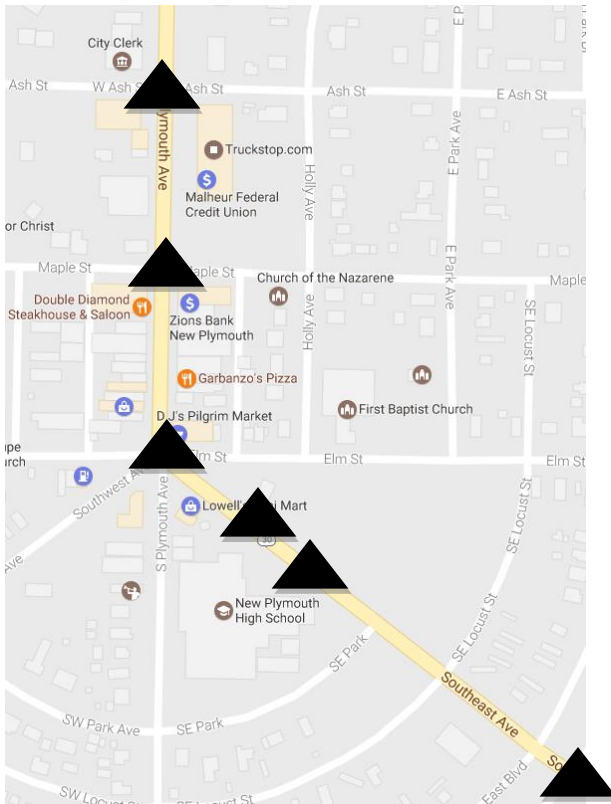
US 30 MP 26.516 +/-0.019 Segment Code 002040

US 30 MP ~26.567 +/-0.019 Segment Code 002040 *Was calculated with google maps

US 30 MP ~26.618 +/-0.019 Segment Code 002040 *Was calculated with google maps

US 30 MP 26.764 +/-0.019 Segment Code 002040





Number of Accidents (All crashes) (At MP 26.328 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
3		1	1		1

-2 during afternoon school commute hours so more likely to be school related
 -One in late June so unlikely to be school related

Number of Accidents (All crashes) (At MP 26.421 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-Crash during afternoon school commute hours so more likely to be school related

Number of Accidents (All crashes) (At MP 26.516 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
2			2		

-1 crash during afternoon school commute hours so more likely to be school related

Number of Accidents (All crashes) (At MP 26.567 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

- crash during afternoon school commute hours so more likely to be school related

Number of Accidents (All crashes) (At MP 26.618 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

- crash during morning school commute hours so more likely to be school related

Number of Accidents (All crashes) (At MP 26.764 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

- crash during afternoon school commute hours so more likely to be school related

Nezperce Elementary School Nezperce Junior/Senior High School

615 2nd Ave., Nezperce, ID

ID 62 MP 15.201 +-0.019 Segment Code 001940



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Westside Elementary School

609 N 5th Street, Payette, Idaho

3 Crosswalks

ID 52 MP 1.161 \pm 0.019 Segment Code 002010

ID 52 MP 1.084 \pm 0.019 Segment Code 002010

ID 52 MP 0.992 \pm 0.019 Segment Code 002010 *No sign at intersection, but approaching intersection



Number of Accidents (All crashes) (At MP 0.992 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
1		1			

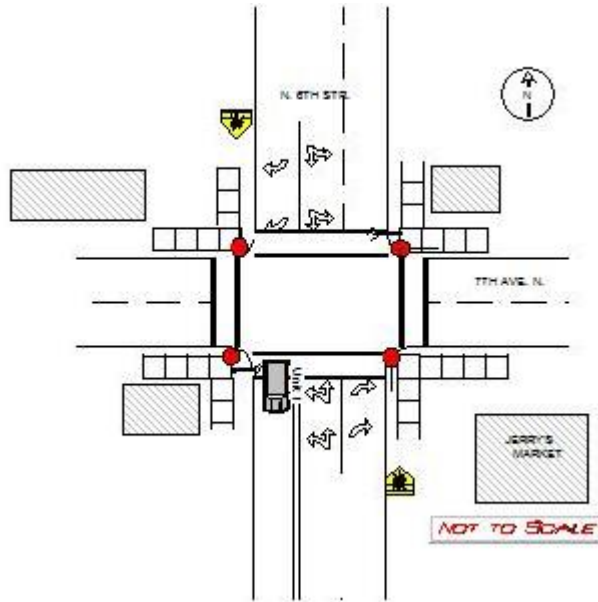
Pedestrian

Total	A injury	B Injury	C injury	Fatality	Property damage
1		1			

-7am, 10/21/2010, yes school related



Serial #: 10C284473



Other: Road Type = lanes on north side of intersection have broken yellow divider. At about 0744 hrs., 10-21-10, I was dispatched to the intersection of N. 6th Str. and 7th Ave. N., Payette, Id. 83661 in regards to a traffic accident involving a child pedestrian. Upon arrival, I observed a red in color 1998 Ford Explorer, Id. Lic. 1P-55253, stopped in the southbound traffic lane of N. 6th Street with the rear tires of the vehicle just south of the crosswalk on the south side of the intersection. I made contact with the driver of the Explorer, Lois Ruud, and discovered that she had the 9 year old female child, Annalise Robinson, and her 10 (almost 11) year old brother, Kolby Robinson, seated in the back seat of the vehicle. Annalise was the child who had been struck and was complaining of some pain on the upper outside area of her right leg, and also in fingers of her left hand. I saw no signs of bleeding or

any other injuries. Kolby had been with Annalise, but was not struck or injured. After confirming that Payette County Paramedics had been dispatched, I contacted and interviewed witnesses and also questioned Ruud about the incident. The witnesses, identified as Misty White and Damon Belcher, stated that they saw the 2 children stand at the southeast curb until all traffic was stopped, and then step off into the crosswalk and start jogging across the street within the crosswalk. After the children started across the street, the driver of the Explorer pulled away from the stop sign and apparently did not see the children crossing until just prior to her front bumper striking Annalise. This is an "ALL WAY" "STOP" intersection with street lights that were functioning properly and painted crosswalks. It was dusk and traffic appeared to be moderate. There were no visible blind spots noted. I provided White and Belcher with witness statements and gave Ruud a driver's statement to complete. I then marked and photographed the scene. In her statement, Ruud again indicated that she did not see the children crossing the street until it was too late. When paramedics arrived on scene, Annalise was briefly examined, and although she was not transported, her stepfather, Victor Flores Jr., was encouraged to have her seen by a doctor for a further evaluation and possible xrays to insure there were no underlying injuries. Prior to clearing from the scene, I informed Ruud that I would be reviewing the completed witness statements, and unless something changed, that I would be contacting her later to issue a uniform citation for Failing to Yield to Pedestrians in a crosswalk. At about 1110 hrs., I received a telephone call from Annalise's mother, Heather Flores, who informed me that they had just returned from the hospital and no additional injuries, and no broken bones were found. Heather said that the doctor did tell her that there would probably be additional bruising develop, and that Annalise would probably be sore for a few days. I requested that Heather obtain medical bills associated with medical treatment to Annalise for this and forward copies to me for inclusion in my report and for a request for restitution of medical bills. I will attempt to arrange a time on Saturday to take photographs of the injuries to Annalise. I have nothing further at this time.

Number of Accidents (All crashes) (At MP 1.084 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
1	1				

-Happened at 4pm, so possibly school related

Number of Accidents (All crashes) (At MP 1.161 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-In July, so not school related

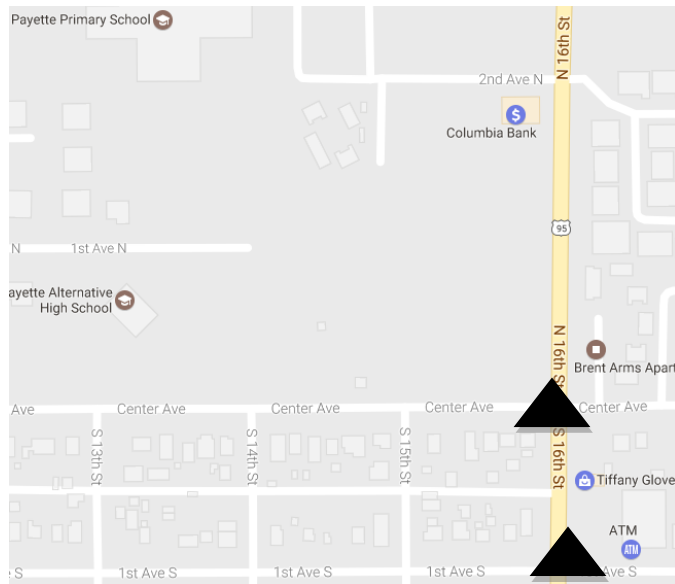
Payette Primary School

1320 3rd Ave North Payette, ID 83661

2 Crosswalks

US 95 MP 68.447 +/-0.019 Segment Code 1540

US 95 MP 68.523 +/-0.019 Segment Code 1540



Number of Accidents (All crashes) (At MP 68.447 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
4					4

-One in late June so unlikely to be school related

-Others during school commute times so more likely to be school related

Number of Accidents (All crashes) (At MP 68.523 Crossing)

Total	A injury	B Injury	C injury	Fatality	Property damage
6			4		2

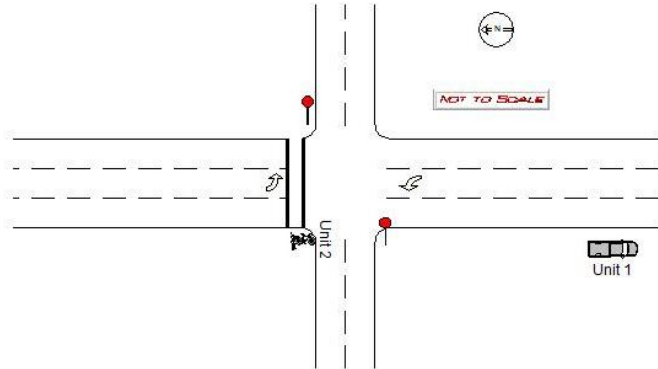
-3 during school commute times, so more likely to be school related

Pedalcycle

Total	A injury	B Injury	C injury	Fatality	Property damage
1			1		

-1pm, 8/1/2013, so unlikely to be school related

Serial #: 13C351675



On August 1, 2013 around 1321 hours I was dispatched to the area of Center Ave and N. 16th St for a pedestrian VS vehicle accident. I responded to the location with lights and sirens, I arrived a short time later. There was numerous people at the location and a Juvenile male being looked at by Rescue 1 first responder. The juvenile was later identified to me as Nathan Bejesky, 17 years old. Nathan was involved in the accident. Nathan was alert and only injury I could see was to his right hand, there was scrapes on the knuckles of his hand I began with identifying witnesses and handing out witness crash statements. I located the driver that had been struck by Nathan. I identified the driver as Gregory Randleman, identified by his drivers license. I asked Gregory for his insurance and registration on the vehicle. I spoke with Diana Sherer witness to the accident. Diana was in the turn lane facing south on N. 16th St., she was going to turn east on Center Ave. Diana witnessed Nathan on his bike riding west on Center. Nathan came to the cross walk and stopped to hit the cross walk button. The signs began to flash to warn drivers of a pedestrian in the cross walk. A van traveling north on S. 16th St. stopped. Nathan rode his bike in the cross walk when a white dodge, driven by Gregory slowed but failed to stop, Gregory was traveling south on N. 16th St. Nathan collided with the driver side rear of Gregory's pickup. Nathan was knocked to the ground. Nathan picked himself and the bike up and went to the corner. Police were contacted at this time. I spoke with Gregory about the accident. Gregory advised he slowed down, due to the flashing lights. Gregory advised that he thought the lights were for a school thing. Gregory advised that he did not see the bike rider until Nathan had hit the side of his vehicle. I inspected Gregory's vehicle. I observed a black mark on the rear driver side fender with a black transfer mark from Nathans bike tire. The scene and damage was documented with pictures. I observed Nathans bike and the damage was to the front tire, the tire was bent beyond repair. Nathan advised that he was riding his bike and was still on the bike when he pushed the button. Nathan advised traffic stopped and he proceeded through the crosswalk riding the bike. Nathan advised that he hit the side of the truck and fell to the ground. Nathan was complaining of pain in his hand and that was the only thing that he noticed. The Payette County Paramedics arrived and tended to Nathan, Medics did not transport Nathan. I advised Nathan if he would have been off his bike and walked it across he would have been a pedestrian. I advised him that riding the bike he has to obey all traffic control devices. Nathan was picked up by his parents and left the scene. From the information I gathered my findings are: Nathan as a bike rider has to obey all traffic control devices, if Nathan had removed himself from the bike he would have become a pedestrian, but Nathan had rode the bike he had to comply with the stop sign and yield to traffic on N. 16th St. Nathan failing to yield to traffic he was at fault. I explained to Gregory that the flashing lights was a indicator of pedestrians to the cross walk and there was inattention on his part for not being aware that there was someone crossing. But due to Nathan riding the bike he was at fault. I gathered all statement forms to attach to the report. I cleared with nothing further.

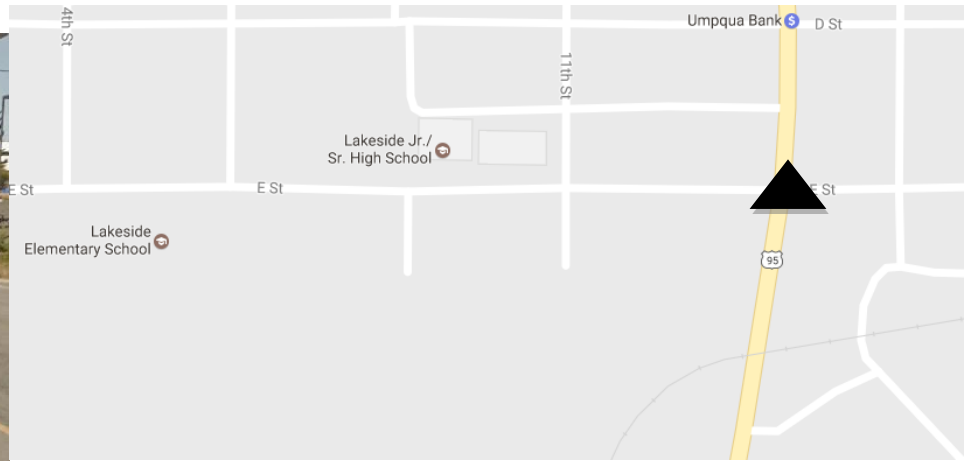
Lakeside Elementary School

1157 E St, Plummer, ID 83851

Lakeside Middle/High School

1150 E St, Plummer, ID 83851

US 95 MP 395.45 +/-0.019 Segment Code 001540



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Silver Hills Elementary School

1246 Silver Valley Rd., Osburn, ID 83849

3 Crosswalks

I-90 Spur MP 1.039 +-0.019 Segment Code 001664

I-90 Spur MP ~1.109 +-0.019 Segment Code 001664 *I used google maps to calculate this milepost

I-90 Spur MP ~1.209 +-0.019 Segment Code 001664 *I used google maps to calculate this milepost



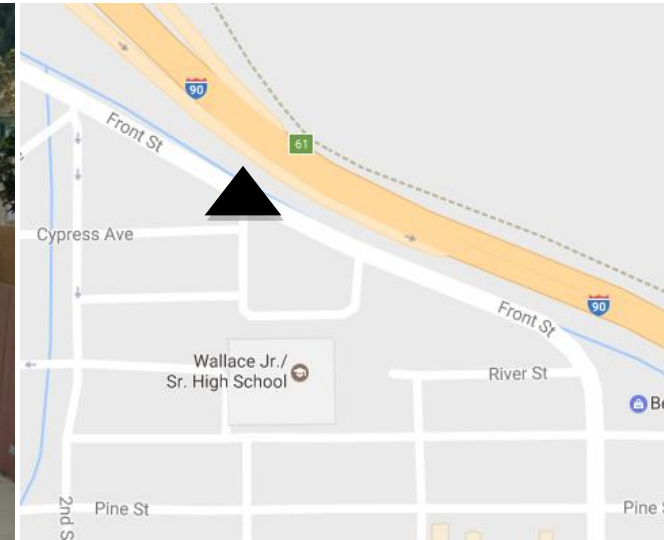
Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
0					

Wallace Junior/Senior High School

1 Miners Alley, Wallace, ID 83873

I-90 Business 61.276 +-0.019 Segment Code 001670



Number of Accidents (All crashes)

Total	A injury	B Injury	C injury	Fatality	Property damage
1					1

-Possibly school related, 2pm