Iowans Walking Assessment Logistics Kit
A SRTS Program

Redding, Iowa
Additional maps for
Mount Ayr Elementary
Spring 2013

Funding provided by
This report contains additional maps for other communities that were not included in the primary school report.

A PDF version of this report, the school report and other supplementary materials is available at www.I-WALK.org
Euclidean buffers (as the crow flies) are often used to determine the distance students live from a school and are illustrated in the map below. However, SRTS planning teams should be cautioned that the true distance for a child to walk along a network (street, sidewalk or trail) to the school could be a longer distance.

Network buffer maps take into account the street network and are more appropriate when determining the distance a student would travel to get to school if all streets provided adequate sidewalks and crossings.
Expanding upon the network buffer in the previous map, streets with walkable sidewalks on either side were identified and included in the network analysis. The result is a map that illustrates the distance a student could travel from the school if limited to only those streets that included at least one adjacent sidewalk. The city core, which is generally an older residential area typically has sidewalks along both sides of the street and presents a robust network of walking paths. Areas of newer development typically have an irregular or absent network with little or no connectedness, making safe walking a challenge for the student.
Sidewalk Availability

Using aerial photography and the data collected by the volunteers using the iPhone SRTS infrastructure tool, the map below identifies the streets that have incomplete sidewalks, sidewalks on one or both sides of streets, or with no sidewalks at all.
Damaged Sidewalks

Areas with damaged sidewalks identified by the volunteers using the iPhone device.
Sidewalk Setbacks and Sidewalk Width

Using the iPhone devices, volunteers identified sidewalks that were not set back from the street as well as sidewalks not wide enough for two adults to walk side-by-side.
Using the iPhone devices, volunteers identified areas that they thought as an adult that a student would not feel safe crossing. In addition, specific intersections were also identified as being equally unsafe for an adult to cross.
Using the iPhone devices, volunteers identified intersections where the data collector did not consider there to be sufficient time to cross the street safely as well as intersections where items might make it difficult for motorist to see children or for children to see motorists.
Using the iPhone devices, volunteers identified intersections where the sidewalks did not have curb cuts connecting to the street and where the street might be too wide for a child to safely cross.
Using the iPhone devices, volunteers identified various infrastructure challenges (e.g., car blocking a sidewalk) and assets (e.g., presence of a bike rack).

**Infrastructure Challenges and Assets**

No data submitted.
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