



# Oak Hill Community School

# Safe Routes to School Plan

St. Cloud Area School District | St Cloud, Minnesota | August 2013

*Upon request, information in this plan is available in alternate formats by contacting the author of the plan.*

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## Acknowledgements

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Jodi Gertken - BLEND Coordinator/ CentraCare Health Foundation

Tom Mastey – City of St Cloud Police Department

Joni Olsen - Principal of Oak Hill Principal

Michelle Pooler – Minnesota Department of Transportation

Tiffany Thompson - City of St Cloud Police Department

Steve Ryyananen – City of St Cloud

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Angie Stenson - St Cloud Area Planning Organization

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## Attachments

1. County Road 136 Cross Section Discussion

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## Introduction

### What is Safe Routes to School?

Safe Routes to School (SRTS) is a program with a simple goal: helping more children get to school by walking and bicycling. Envision active kids using safe streets, helped by engaged adults (from teachers to parents to police officers), surrounded by responsible drivers.

Safe Routes to School programs use a variety of strategies to make it easy, fun and safe for children to walk and bike to school. These strategies are often called the “Five Es.”

- **Education:** programs designed to teach children about traffic safety, bicycle and pedestrian skills, and traffic decision-making.
- **Encouragement:** programs that make it fun for kids to walk and bike. These programs may be challenges, incentive programs, regular events (e.g. “Walk and Bike Wednesdays”) or classroom activities.
- **Engineering:** physical projects that are built to improve walking and bicycling conditions.
- **Enforcement:** law enforcement strategies to improve driver behavior near schools.
- **Evaluation:** strategies to help understand program effectiveness, identify improvements, and ensure program sustainability.







## Benefits of Walking and Bicycling to School

Safe Routes to Schools programs directly benefit schoolchildren, parents and teachers by creating a safer travel environment near schools and by reducing motor vehicle congestion at school drop-off and pick-up zones. Students that choose to bike or walk to school are rewarded with the health benefits of a more active lifestyle, with the responsibility and independence that comes from being in charge of the way they travel, and learn at an early age that biking and walking can be safe, enjoyable and good for the environment.

Safe Routes to Schools programs offer ancillary benefits to neighborhoods by helping to slow traffic and by providing infrastructure improvements that facilitate biking and walking for everyone. Identifying and improving routes for children to safely walk and bicycle to school is also one of the most cost-effective means of reducing weekday morning traffic congestion and can help reduce auto-related pollution.

In addition to safety and traffic improvements, a SRTS program helps integrate physical activity into the everyday routine of school children. Health concerns related to sedentary lifestyles have become the focus of statewide and national efforts to reduce health risks associated with being overweight. Children who bike or walk to school have an overall higher activity level than those who are driven to school, even though the journey to school makes only a small contribution to activity levels. Active kids are healthy kids. Walking or bicycling to school is an easy way to make sure that children get daily physical activity.

### SRTS benefits children:

- Increased physical fitness and cardiovascular health
- Increased ability to focus on school
- A sense of independence and confidence about their transportation and their neighborhood

### SRTS benefits neighborhoods:

- Improved air quality as fewer children are driven to school
- Decreased crashes and congestion as fewer children are driven to school
- More community involvement as parents, teachers and neighbors get involved and put "eyes on the street"

### SRTS benefits schools:

- Fewer discipline problems because children arrive "ready to learn"
- Fewer private cars arriving to drop off and pick up children
- Opportunities to integrate walking, bicycling and transportation topics into curriculum (e.g. "Walk & Bike Across America,"
- Increased efficiency and safety during drop off and pick up times





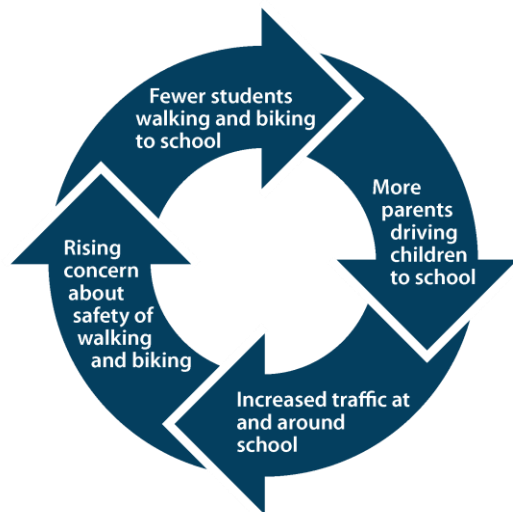
## Why is a Safe Routes to School Program Important?

Although most students in the United States walked or biked to school pre-1980's, the number of students walking or bicycling to school has sharply declined. Statistics show that 48 percent of students between 5 and 18 years of age walked to school in 1969, with 87 percent walking or bicycling within a mile of school. In 2009 fewer than 14 percent of all students walked to get to school<sup>1</sup>. This decline is due to a number of factors, including urban growth patterns and school siting requirements that encourage school development in outlying areas, increased traffic, and parental concerns about safety. The situation is self-perpetuating: As more parents drive their children to school, there is increased traffic at the school site, resulting in more parents becoming concerned about traffic and driving their children to school.

According to a 2005 survey by the Center for Disease Control, parents whose children did not walk or bike to school cited the following barriers:

- Distance to school 61.5%
- Traffic-related danger 30.4%
- Weather 18.6%
- Crime danger 11.7 %
- Prohibitive school policy 6.0%
- Other reasons (not identified) 15.0%

A comprehensive Safe Routes to School program addresses the reasons for reductions in walking and biking through a multi-pronged approach that uses education, encouragement, engineering and enforcement efforts to develop attitudes, behaviors and physical infrastructure that improve the walking and biking environment.



***The downward cycle of traffic and reduced walking and bicycling***



<sup>1</sup> National Safe Routes Partnership, 2009



## Oak Hill SRTS Planning Background

Through its partnerships, programs, and planning processes, Oak Hill Community School has demonstrated a commitment to Safe Routes to School despite the challenges associated with the location of the school. Oak Hill has important partners and local support from the Better Living: Exercise and Nutrition Daily (BLEND) Initiative, the St. Cloud Area Planning Organization (APO), Stearns County, City of St. Cloud Public Works Department, St. Cloud Area ISD 752 Transportation Services Department, Statewide Health Improvement Plan (SHIP), as well as significant support from school staff and parents, including the Watch DOG Dads volunteer safety group and the PTSA. Local support has also come in the form of policies such as the City of St. Cloud and the APO's adoption of Complete Street Policies. Stearns County supports efforts to make County Rd 136, a major barrier for Oak Hill Community School, more accessible for pedestrians and bicyclists.

A number of existing policies are in place which will act as support for SRTS work. The ISD 742's Wellness Policy, which stresses the district's commitment to providing a healthy environment that supports healthy lifestyles. Currently Oak Hill School and the PTSA are exploring the development of a "Walkathon" program to encourage physical activity. The first 'Oak Hill Walk n' Rock' event is scheduled for September 2013. Additionally, community programs such as the Bernick's Family Fitness Series encourage physical activity at a community-wide level.

The goals of Oak Hill Community School's SRTS team include the exploration of alternatives and feasibility for bicycle and pedestrian access to the school from areas within a mile walk/bike shed; promoting awareness of active transportation benefits to parents and students through education, encouragement, enforcement, and evaluation measures; and addressing traffic and safety concerns during pick-up and drop off times.

### Support for Implementation

All aforementioned local partners will participate in implementation support, including BLEND who will champion Walk-to-School fundraising, provide advocacy and social media, play an active role in Complete Streets and SRTS policy encouragement, and work with the Statewide Physical Education Bill. The St. Cloud Police Department has put on bike rodeos in the past, and will likely continue this practice in support of SRTS. Additionally, previous work with SHIP has helped to pave the way for SRTS practices and policies by encouraging healthy lifestyles.

In spring of 2013, the BLEND initiative was awarded a MNDOT SRTS Non-Infrastructure Implementation Grant to support 5 schools in Stearns & Benton counties. Oak Hill will receive support from this program. The program will hire a coordinator to implement education and enforcement activities, provide support for crossing guards and purchase supplies/materials for SRTS programs.

### Related Community Planning

The following plans, programs, and efforts have taken place in St. Cloud separate from this project's SRTS process, and may have important implications for student walking and biking to area schools:

- **2030 St. Cloud Metropolitan Area Bikeway and Pedestrian Plan**

This 2005 plan includes policy, infrastructure, and program recommendations for increasing the safety, convenience, and attractiveness of walking and bicycling. The plan highlights the importance of Safe Routes to School programs and also identifies 22<sup>nd</sup> St S from W St. Germain St to Cooper Ave S as a "desired bikeway."



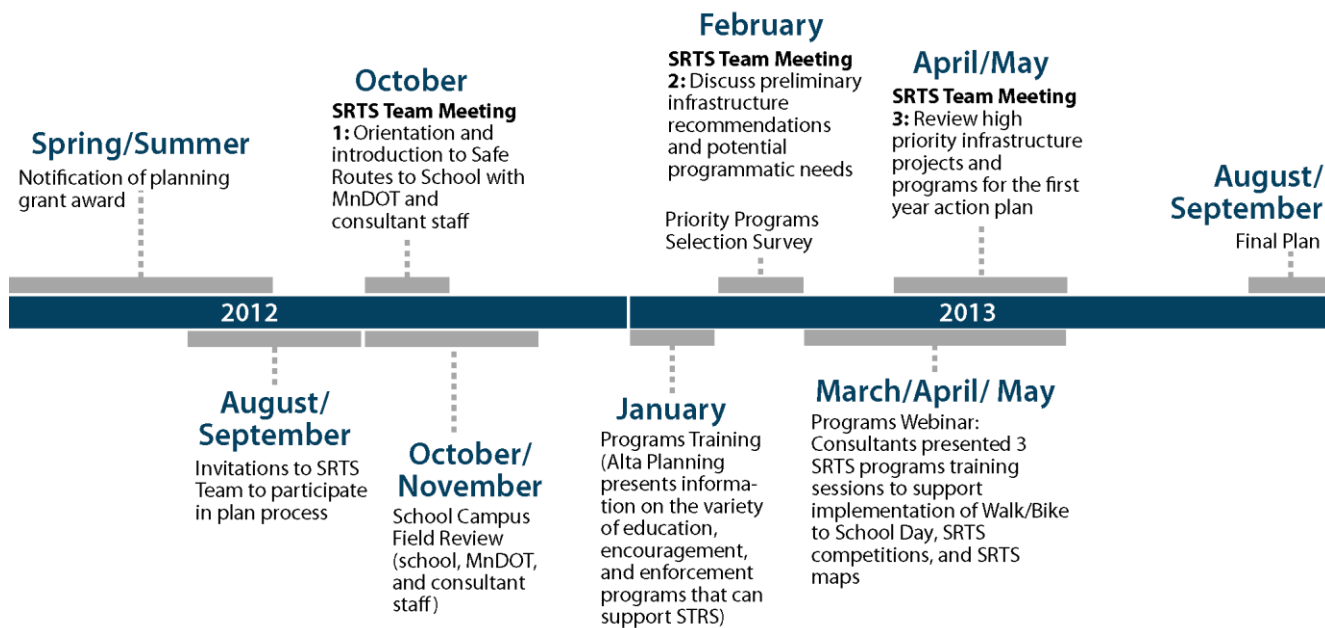
- The City of St. Cloud Comprehensive Plan

This 2003 supports the provision of pedestrian and bicycle facilities, stating that “Sidewalks and trails must be part of a logical system that connect to major activity centers such as schools, parks, and commercial areas” (pp. 6-19). The plan includes numerous recommendations aimed at completing gaps in the bikeway and sidewalk system, and continuing to develop off-road trails throughout the city.

## Planning Process

The year-long planning process for this SRTS Plan included building a SRTS team; gathering data and information about existing conditions; developing recommendation for the 5 E’s; and developing a written document that set forth a path for the SRTS program at Oak Hill Community School. The graphic below depicts key milestones in the planning process.

## SRTS Plan Milestones





## How to Use this Plan

This SRTS plan provides an overview of Safe Routes to School with specific recommendations for a 5 E's approach to improve the safety and the health and wellness of Oak Hill Community School students. The specific recommendations in this plan are intended to support infrastructure improvements and programs over the next 5 years.

It should be noted that not all of these projects and programs need to be implemented right away to improve the environment for walking and biking to school. The recommended projects and programs listed in this plan should be reviewed as part of the overall and ongoing strategy for Oak Hill Community School. Some projects will require more time, support, and funding than others. It is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects.

A clear goal of SRTS programs is simply to increase the number of students that bike and walk to school, however, many schools are located in neighborhoods or along roadways that do not have the infrastructure to support students biking or walking to school. This does not mean that the school community will not benefit from a SRTS program. The infrastructure will likely improve over time, but the school community can begin to improve safety and healthy options for students through programs and innovative approaches that meet the unique school context.

Oak Hill Community School currently has significant gaps in pedestrian infrastructure and thus major barriers to walking and biking to school. While the first priority is to increase the number of students walking and cycling, there are a number of priority objectives that will improve the safety and health of students and will serve to make the environment better for bicycling and walking to school and in the greater community.

### Secondary priority SRTS objectives include:

- **Reducing the number of private cars on campus.** This can be accomplished via increasing bus ridership, carpooling for students and staff. Fewer private cars on campus reduces congestion and potential for conflicts.
- **Improving air quality.** Introduce 'no idling' campaigns and enforcement for buses and private cars. District policy currently requires buses to idle for no more than five minutes.
- **Establish programs that build on safety in numbers.** Developing programs to encourage students to bike or walk to school with adult supervised events such as walking Wednesdays, and remote drop off locations for parents to walk their students in to school. Walking and cycling in large groups with adult supervision can overcome some of the issues associated with a lack of infrastructure.
- **Incorporate daily activity into the student's school day.** Establish opportunities for students walk or run throughout the day while at school to create healthy lifelong habits in the students.
- **Teach students pedestrian and bicycle safety and competence.** Safe walking and biking skills are life skills, and will be useful for students traveling to friend's houses, soccer games, aquatic centers, etc, with and without their parents. Knowing how to walk safely in the road on neighborhood streets, and how to determine if a street is appropriate to walk or bike in are useful skills at all ages.





This plan includes recommendations for infrastructure projects both long and short term as well as programmatic recommendations. At the heart of every successful Safe Routes to School comprehensive program is a coordinated effort by parent volunteers, school staff, local agency staff, law enforcement and community advocates, such as, public health. The following paragraphs highlight the unique contributions of key partners in Safe Routes to School.

**Parents** can use this report to understand the conditions at their children’s school and to become familiar with the ways a SRTS program can work to make walking and biking safer. Concerned parents or city residents have a very important role in the Safe Routes to School process. Parent groups, both formal and informal have the ability and the responsibility to help implement many of the educational and encouragement programs suggested in this plan. Parent groups can also be critical to ongoing success by helping to fundraise for smaller projects and programs that are implementable without serious effort on behalf of the district or local agency.

**School district and school administrative** staff can use this report to prioritize improvements identified on District property and develop programs that educate and encourage students and parents to seek alternatives to single family commutes to school.

District officials are perhaps the most stable of the stakeholders for a Safe Routes to School program and have the responsibility for keeping the program active over time. District staff can work with multiple schools sharing information and bringing efficiencies to programs at each school working on Safe Routes.

**School Administrators** have an important role in implementing the recommendations contained within this SRTS Plan. This plan is unique to Oak Hill Community School; as such the impetus for change and improvement must be supported by the leadership of the school.

School administrators can help with making policy and procedural changes to projects that are within school grounds and have the responsibility to distribute informational materials to parents within school publications.

**City and County staff** can use this report to identify citywide issues and opportunities related to walking and biking and to prioritize infrastructure improvements. City staff can also use this report to support Safe Routes to School funding and support opportunities such as:

- MnDOT Safe Routes to School (SRTS) grants
- Federal Safe Routes to School (SRTS) grants
- Future Statewide Health Improvement Program (SHIP)

For all infrastructure recommendations, a traffic study and more detailed engineering may be necessary to evaluate project feasibility, and additional public outreach will be conducted before final design and construction. For recommendations within the public right-of-way, the responsible agency will determine how (and if) to incorporate suggestions into local improvement plans and prioritize funding to best meet the needs of each school community.



***Parents lead students on walking school bus from a park and walk site.***



**Police department** staff can use this report to understand issues related to walking and biking to school and to plan for and prioritize enforcement activities that may make it easier and safer for students to walk and bike to school. The Police Department will be instrumental to the success of the enforcement programs and policies recommended in this plan. As noted, the City of St Cloud Police Department has been a key partner in providing officers to conduct bike rodeos. The Police Department will also have a key role in working with school administration in providing officers and assistance to some of the proposed education and encouragement programs.

**Public health** staff can use this report to identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors in school children and their families. The staff of BLEND are already actively involved in SRTS at Oak Hill. BLEND and other public health staff will continue to play a key role in programmatic efforts.



***Bicycle rodeos help students learn important safety lessons and riding skills***



## School Site Description

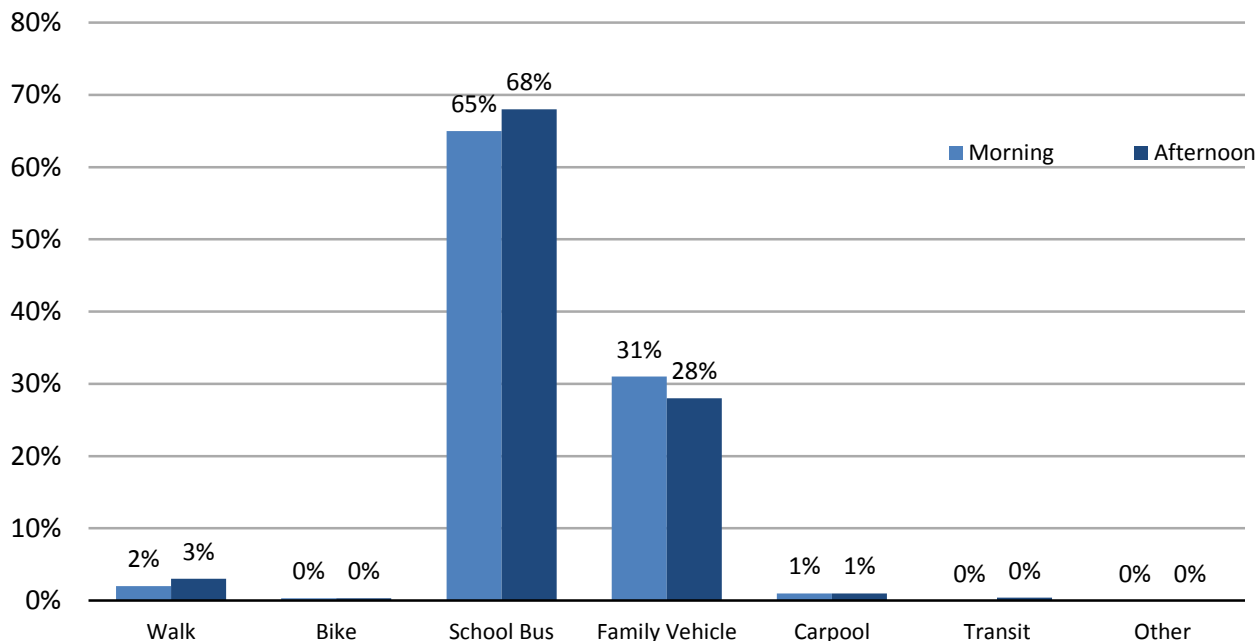
### School Context:

Oak Hill Community Elementary is a K-5 school located on County Road 136 (Oak Grove Rd) in southern Saint Cloud, a city of 65,842 people located about 65 miles northwest of Minneapolis. The land directly surrounding the school is low density residential to the east, and undeveloped open land immediately to the west. Beyond that sits the Germain Street corridor, where commercial and multi-family residential uses predominate. The average age of St. Cloud residents was 28.8 years at the time of the 2010 U.S. Census, below the state average of 37.4 years. Median household income in St. Cloud is \$40,687, below the statewide average of \$58,476, based on 2007-2011 American Community Survey 5-Year Estimates. School enrollment for the 2012-2013 school year was 844 students.

### Current Travel Modes:

In-classroom tallies of students' arrival and departure modes were conducted at Oak Hill Community School in December of 2012 over 3 days. A total of 732 trips were tallied in the mornings and a total of 716 were tallied in the afternoons. As shown in the chart, an average of 2-3% of students currently walk to school, and 0% bike. The predominant mode to and from school is by school bus, with 65% arriving this way and 68% departing. The school site is adjacent to a hazard road, which contributes to the high number of students taking the school bus.

### Current Travel Mode Split







## School Campus:

Oak Hill Community School is located on the outskirts of the City of St Cloud along a county road with a posted speed of 40 MPH in the school zone. The school campus is a large site, with roughly 3/4 of the site greenfield and play fields that also serve the larger community outside of school hours. The school building is located on the northwest corner of the site. There is a small visitor lot on the front (west) side of the school which is combined with the main parent pickup/drop off lot. There is a second pickup/drop off loop on the south side of the school building. There is a larger staff and event parking lot on the northeast side of the school building, and a bus lot on the east side. A driveway wraps around the perimeter of the building, linking each of the parking lots and staging areas. Sidewalks exist around the perimeter of the building, save for one short gap on the south side.

## Surrounding Land Use:

The surrounding area is primarily low density residential. There is also a quarry to the west, across Co Hwy 136. Co Hwy 136 serves as a major barrier and hazard road for bicyclists and pedestrians, as there are no designated facilities and the shoulder is no more than 2' wide before becoming a ditch near the school grounds. Speeds of 50 mph are posted along Co Hwy 136 prior to the school zone. The neighborhoods to the north, east, and southeast, can be accessed by the trail connections on the school campus. There are two large, high density housing developments west of the intersection of 22nd St S and Co Hwy 136. South of the school site is open space and wetlands.



*Current pedestrian link between school building and trail connection to the north*

## Student Walking and Biking - Existing Conditions:

Currently, a large portion of students face the insurmountable pedestrian/bicycle barrier that is Co Hwy 136. Students living in neighborhoods directly to the north, east, and southeast of the school can connect via paved trails which join the school campuses with nearby neighborhood streets. Sidewalks exist in some of these neighborhoods. Access to the trails east and southeast of the building is good; however, access to the neighborhood connection to the northeast takes students through a painted walkway in the parking lot which is at grade and obscured during winter months.

A key intersection for students from the west and north is located at 22nd St and Co Hwy 136. This intersection is currently stop controlled with a history of numerous minor automobile accidents. Currently 22nd Street does not have contiguous bicycle or pedestrian facilities.



*Existing path connection to neighborhoods east of the school*



Bike racks can be found on the front side of the school; however, this requires students riding to school to go all the way around the building from the side they will arrive on (currently no students arrive by bike on the front side of the school due to Co Hwy 136).

There are no crossing guards or student patrols at Oak Hill Community School.

### **Parent Driver Staging Area:**

The main parent driver loop is on the front side of the school. Parking is located along the curb, so parents do not pull up directly to the curbside for pickup. Cones are placed along the curb directly in front of the school entrance. No major conflicts occur despite the unconventional setup. A secondary loop that serves kindergarten families exists on the south side of the school which connects with the driveway that wraps around the school perimeter. School administrators expressed concerns about students being dropped off before safety of the curb.



*Current pedestrian link between school building and trail connection to the north*

### **Bus Staging Area:**

The bus lot is located on the back (east) side of the school. Buses enter the driveway to the north of the school building from Co Hwy 136, and exit on the south side back onto Co Hwy 136. There are approximately 15 buses using the back lot. Parents help out with getting kids safely onto the correct bus as part of the school's 'Watchdog' program. Special Education and kindergarten buses use the curb along the parking lot on the north side of the school.



*Two students make it across the bus lot shortly before buses leave campus*



## Infrastructure Recommendations

For this plan, current conditions were observed during a Walking Audit on November 9th, 2012. The walking audit was conducted by planning consults with expertise in SRTS, and participants included staff from the school, including Principal Joni Olson, and additional local partners. Additionally, parent perceptions on walking and biking are measured annually with Oak Hill's Parent Climate Survey.

Key issues identified include:

- County Road 136/Oak Grove poses a major infrastructure issue for Oak Hill Community School. Co Hwy 136 currently acts as an impassible barrier for students wishing to walk or bike to school from anywhere but the neighborhoods directly north, east, and southeast of the school.
- 22<sup>nd</sup> Street is a key connection to neighborhoods to the north and northwest. Due to a lack of consistent facilities and generally high speeds, 22<sup>nd</sup> is also a significant barrier to walking or cycling to school.

The initial study yielded specific recommendations to address the key identified barriers to walking and biking at Oak Hill School. This plan does not represent a comprehensive list of every project that could improve conditions for walking and cycling in the neighborhood – but rather the key conflict points and highest priority infrastructure improvements to improve walking and cycling access to the school.

The recommendations range from simple striping changes and school signing to more significant changes to the streets. Short term projects that should be addressed in the 2013-2014 school year are noted in the One Year Action Plan at the end of the infrastructure and programmatic recommendations. Some of the more significant recommendations for changes to streets may require policy changes, additional discussion and coordination, or significant funding sources. The One Year Action Plan notes the importance of getting started on planning and design for these larger projects.

All recommendations are described in Table 1 with locations shown on the Recommended Improvements Map. It should be noted that funding is limited and all recommendations made are planning level concepts only. Additional engineering studies will be needed to confirm feasibility and final costs for projects. The MNMUTCD guidelines (7C.2), encourage the use of crosswalks and signing on school routes in areas where there are likely to be conflicts and/or the need to delineate student travel paths. While existing traffic controls may meet standards for average traffic volumes on the roadway, the presence of school aged children should be considered a mitigating factor in selecting appropriate traffic control infrastructure. Crossings and key access points on school routes should be enhanced to provide increased legibility of desired travel patterns and behavior for all modes.

For more information about specific types of facilities mentioned, reference the Infrastructure Toolkit Glossary which is include directly after the recommendations map.

## Maintenance

School routes and crosswalks should be prioritized for maintenance. To ensure high visibility crosswalks maintain their effectiveness, review all crosswalks within one block of the school each year. If there is notable deterioration, crosswalks should be repainted annually. In addition, crosswalks on key school walk routes should evaluated annually and repainted every other year or more often as needed.

While walking and cycling diminish during the cold winter months, it is particularly important to prioritize snow removal and maintenance of school routes. Snow removal is a critical component of pedestrian and bicycle safety.



The presence of snow or ice on sidewalks, curb ramps, or bikeways will deter pedestrian and cyclist use of those facilities to a much higher degree than cold temperature alone. Families with children will avoid walking in locations where ice or snow accumulation creates slippery conditions that may cause a fall. Curb ramps that are blocked by ice or snow effectively sever access to pedestrian facilities. Additionally, inadequately maintained facilities may force pedestrians and bicyclists into the street. Identified routes to school should be given priority for snow removal and ongoing maintenance.



**Table 1: Summary of SRTS infrastructure issues and recommendations for Oak Hill Community School**

Project	Location	Problem/Issue	Solution/Recommendation	Lead Agency
A	22nd from Quarry Rd to Oak Grove Rd/County Rd 136	No sidewalks. High density residential area with many students that do not have walk/bike access to school.	<p>Add sidewalk between Quarry Rd and Oak Grove Rd/CR-136. Mark transverse crosswalk across 22nd at Quarry Rd. Crossing dependent on location of sidewalk.</p> <p>This roadway is programmed for reconstruction in the City's CIP. Design elements should consider the travel needs of students in the corridor and provide accommodations for bicycling and walking.</p>	City of St Cloud
B	Oak Grove Rd/County Rd 136 and 22nd St	High speeds on roadways. Noted lack of compliance with stop signs. Many students must come through this intersection. History of vehicle crashes.	<p>Reduce curb radii to reduce vehicle speeds. Update all curbs ramps to ADA standard. Mark crosswalks on three or four legs depending on sidewalk placement.</p> <p>Review volumes to determine if it meets warrant for a signal and review lighting for adequate pedestrian visibility. 22nd St is programmed for reconstruction in the City's CIP.</p>	Stearns County
C	22nd between Oak Grove Rd/County Rd 136 and Cooper	No sidewalks. Many students must connect to 22nd to get to the school.	<p>Install sidewalks on the south side of 22nd St S from Oak Grove Rd SW/CR-136 to Cooper Ave S.</p> <p>Consider bike lanes or wider shared use path to accommodate both pedestrians and bicyclists. This roadway is programmed for reconstruction in the City's CIP.</p>	City of St Cloud
D	Oak Grove Rd/County Rd 136	2-3 foot shoulder. No facilities for bicycling or walking. Main connection to the school. Children coming from higher density housing to the north and west must use this corridor.	<p>Construct shared use path on the east side - preferred 10 feet minimum from 22nd St to Oak Hill school grounds. On school grounds continue path to connect to sidewalk at the front of the school.</p> <p>Mark high visibility crosswalk from path to school sidewalk. Mark crossing, ADA curb ramps and trail warning signs at intersection with 23rd St S. See additional discussion of ROW in attachments</p>	City of St Cloud, School District



**Table 1 Continued: Summary of SRTS infrastructure issues and recommendations for Oak Hill Community School**

Project	Location	Problem/Issue	Solution/Recommendation	Lead Agency
<b>E</b>	Pavement marking through parking lot	Path crosses after curve. Directs students through parking area with three potential conflict points at entrances. Maintenance during the snow season is challenging. Markings are covered with snow.	Extend existing path around the east side of the drive to connect to a crosswalk. Update to ADA compliant curb ramps.	School District
<b>F</b>	Roadway gap between Temminck and Tiffany	No connection. Students must currently travel in circuitous route to Cooper and 22nd	Develop shared use path to connect Temminck Rd and Tiffany Ct or provide sidewalk upon development.	City of St Cloud
<b>G</b>	Cooper Hills Oak Park to 29th/21st.	No connection. Current distance from neighborhoods on roadways is over one mile and requires travel on high speed County Rd 136.	Develop shared use path from Cooper Hills Oak Park on 30th St to 21st Ave S. There are potential wetland impact issues. Consider seasonal bridge and environmental education potential.	City of St Cloud
<b>H</b>	Oak Grove Rd/County Rd 136 to Quarry	No connection to high density housing. 22nd and CR-136 are not currently viable options for students.	Develop 10 ft (8 ft minimum) shared-use path from NW corner of campus to 22nd St S.  Include RRFB or HAWK signal for crossing of Oak Grove Rd SW/CR-136 at school. Review intersection of 22nd St S and Quarry Rd for stop sign and/or potential enhanced crossing.	City of St Cloud and Stearns County





**Photo Simulation of Project D  
Shared Use Path on County Road 136:**

Restructuring the drainage and adjusting the street cross section would provide space for a shared use path on the east side. Separation from motorized traffic is essential for student pedestrians and bicyclists in this corridor.





# Oak Hill Community Elementary Recommended Improvements Map

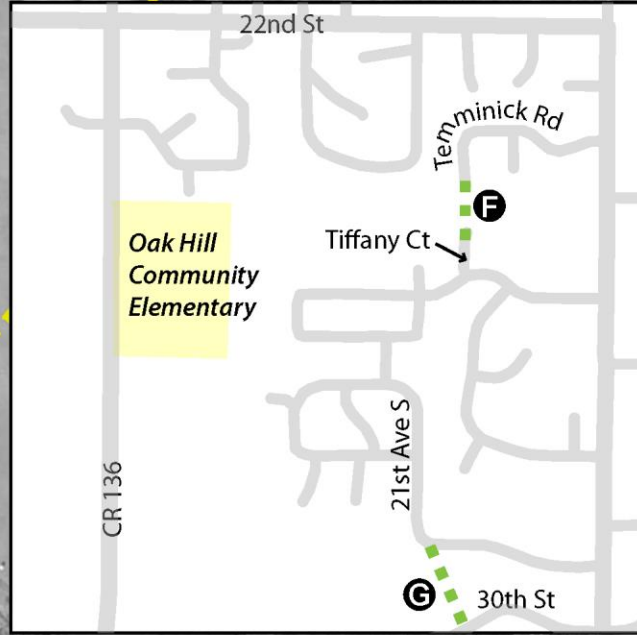
- A** Design for planned street reconstruction should include pedestrian facilities on 22nd St S between Quarry Rd and Oak Grove Rd SW/CR-136 and a marked crosswalk across 22nd St S at Quarry Rd.
- B** Design for planned street reconstruction should include reduced curb radii, ADA compliant curb ramps, and marked crosswalks at 22nd St S and Oak Grove Rd SW/CR-136. Review volumes to determine if intersection meets warrant for a signal and review lighting for adequate pedestrian visibility.
- C** Design for planned street reconstruction should include bicycle and pedestrian accommodations. If sidewalk or path construction is limited to one side of the street due to budget constraints, prioritize south side from Oak Grove Rd SW/CR-136 to Cooper Ave S.
- D** Construct shared-use path on the east side of Oak Grove Rd SW from 22nd St S to school grounds. Mark high visibility crosswalk from path to school sidewalk. Mark crossing, Install ADA curb ramps and trail warning signs at intersection with 23rd.
- E** Extend existing path around the east side of the drive to connect to a crosswalk. Update to ADA compliant curb ramps.
- F** Develop shared-use path to connect Temminick Rd and Tiffany Ct OR provide sidewalk upon development.
- G** Develop shared use path from Cooper Hills Oak Park on 30th St to 21st Ave S.
- H** Develop shared-use path from NW corner of campus to 22nd St S. Include RRFB or HAWK signal for crossing of Oak Grove Rd SW/CR-136 at school. Review intersection of 22nd St S and Quarry Rd for stop sign and/or potential enhanced crossing.
- I** Move some of the existing bike racks to the back of the school or purchase additional racks to disperse parking.
- J** Consider blocking inside lane with cones to ensure that parents do not form two lines. Implement valet program to facilitate children exiting and entering only at the curb.



ADA compliant curb ramps and a shortened crossing will improve access from the path. (E)

	Traffic Signals		Recommended Sidewalks/Paths
	Bus Loading Zone		High Visibility Crosswalk
	Parent Loading Zone		ADA Compliant Curb Ramp
	School Gate		Rapid Flash Beacon
	Adult Crossing Guards		Trail Crossing Sign
	Child Crossing Guards		
	School Grounds		

Improvements not to scale



Data obtained from MnDOT







## Infrastructure Toolkit Glossary

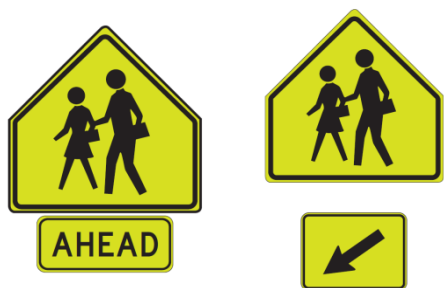
This toolkit is intended to provide an introduction to the specific infrastructure improvement commonly used for Safe Routes to School. It is included directly in the plan in effort to make it an easily available reference point for all parties using this plan. Not all treatments are appropriate at every school location. In all cases engineering judgement should be exercised when determining the best infrastructure solution.

### School Area Specific Signing and Marking



#### School Sign (S1-1)

The School Sign (S1-1) is used to warn drivers that they are approaching a school area, or to identify the beginning of a designated school zone.



#### School Crossing Assemblies

The School Sign may be combined with small plaques to indicate specific crossing locations. A school sign combined with an AHEAD plaque (W16-9p) creates a *School Advance Crossing Assembly*, used to warn road users that they are approaching a crossing where schoolchildren cross the roadway.

At specific crosswalks or crossing locations, a *School Crossing Assembly* indicates the location of the crossing point where schoolchildren are expected to cross. It includes a School sign (S1-1) and a diagonal downward arrow (W16-7p) must be included.



#### School Zone Speed Limit Assembly

A School Zone Speed Limit Assembly identifies a speed limit for used in a specific geographic area. Speed limits may apply over limited time frames or conditions as indicated on the sign.



#### School Crossing Pavement Markings

As a supplement to a marked crosswalk, the SCHOOL word marking may provide additional warning to drivers about the potential presence of school children.



## Crosswalk Treatments



### Active Warning Beacon

Active warning beacons are user-actuated flashing lights that supplement warning signs at unsignalized intersections or mid-block crosswalks. Rectangular Rapid Flash Beacons (RRFBs), a type of active warning beacon, use an irregular flash pattern similar to emergency flashers on police vehicles.



### In-Street Yield to Pedestrian Sign

In-street pedestrian crossing signs reinforce the presence of crosswalks and remind motorists of their legal obligation to yield for pedestrians in marked or unmarked crosswalks. This signage is often placed at high-volume pedestrian crossings that are not signalized. On streets with multiple lanes in each direction, additional treatments such as median islands or active warning beacons may be more appropriate.



### Standard Marked Crossings

The simplest form of marked crosswalk is two transverse lines, indicating the crossing area. A marked crosswalk signals to motorists that they must stop for pedestrians and encourages pedestrians to cross at designated locations. Installing crosswalks alone will not necessarily make crossings safer especially on multi-lane roadways.



### High Visibility Marked Crossings

A marked crossing typically consists of a marked crossing area, warning signs and other markings to slow or stop traffic.

When space is available, a median refuge island can improve user safety by providing pedestrians and bicyclists space to perform the safe crossing of one half of the street at a time.



### Median Refuge Island

Median refuge islands are protected spaces placed in the center of the street to facilitate bicycle and pedestrian crossings. Crossings of two-way streets are simplified by allowing bicyclists and pedestrians to navigate only one direction of traffic at a time. This may also function as a *Traffic Calming* technique when configured to manage access to streets.



### Raised Crosswalk

Raised crosswalks are crossings elevated to the same grade as the multi-use trail. Raised crosswalks may be designed as speed tables, and have a slowing effect on crossing traffic.

A raised crossing profile design known as a sinusoidal profile may be selected for compatibility with snow removal equipment.



### Pedestrian Hybrid Beacon

Pedestrian hybrid beacon are traffic control signals commonly used to stop traffic along a major street to permit safe crossing by pedestrians or bicyclists. The signals provide very high levels of compliance by using a red signal indication, while offering lower delay to motorized traffic than a conventional signal.

The Minnesota Manual on Traffic Control Devices permits Pedestrian Hybrid Beacon installation at both mid-block and intersection locations. (Section 4F.2) The Minnesota MUTCD says: “If installed at an intersection, appropriate side street traffic control should be considered.” This may include STOP or YIELD signs as determined by a traffic engineer.



## Additional Tools



### ADA Compliant Curb Ramps

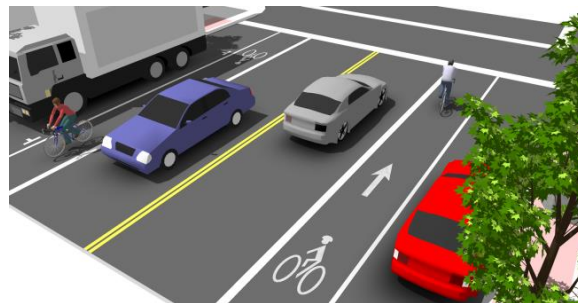
Curb ramps allow all users to make the transition from the street to the sidewalk. A sidewalk without a curb ramp can be useless to someone in a wheelchair, forcing them back to a driveway and out into the street for access.

Although diagonal curb ramps might save money, they create potential safety and mobility problems for pedestrians, including reduced maneuverability and increased interaction with turning vehicles, particularly in areas with high traffic volumes.



### Advance Stop Bar

Advance stop bars increase pedestrian comfort and safety by stopping motor vehicles well in advance of marked crosswalks, allowing vehicle operators a better line of sight of pedestrians and giving inner lane motor vehicle traffic time to stop for pedestrians.



### Bike Lanes

Bicycle lanes designate an exclusive space for bicyclists with pavement markings and signage. The bicycle lane is located adjacent to motor vehicle travel lanes and bicyclists ride in the same direction as motor vehicle traffic. Bicycle lanes are typically on the right side of the street (on a two-way street), between the adjacent travel lane and curb, road edge or parking lane.



### Buffered Bike Lanes

Buffered bicycle lanes are conventional bicycle lanes paired with a designated buffer space, separating the bicycle lane from the adjacent motor vehicle travel lane and/or parking lane.





### Countdown Pedestrian Signal

Countdown pedestrian signals are particularly valuable for pedestrians, as they indicate whether a pedestrian has time to cross the street before the signal phase ends. Countdown signals should be used at all signalized intersections.

Signals should be timed to provide enough time for pedestrians to cross the street. The MUTCD recommends a longer pedestrian clearance time in areas where pedestrians may walk slower than normal, including the elderly and children.



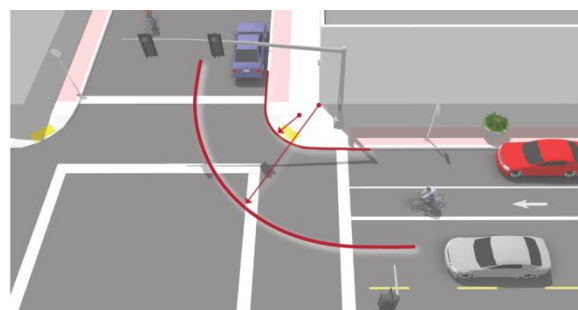
### Curb Extensions

Curb extensions are areas of the sidewalk extended into the roadway, most commonly where a parking lane is located. Curb bulbs help position pedestrians closer to the street centerline to reduce crossing distances and improve visibility and encourage motorists to yield at crossings.



### Leading Pedestrian Interval

A leading pedestrian interval is a condition where a pedestrian signal displays a WALK signal for pedestrians prior to displaying a green signal for adjacent motor vehicle traffic. This early display gives pedestrians a head start and may increase the percentage of drivers who yield to crossing pedestrians.



### Minimize Corner Radii

The size of a curb's radius can have a significant impact on pedestrian comfort and safety. A smaller curb radius provides more pedestrian area at the corner, allows more flexibility in the placement of curb ramps, results in a shorter crossing distance and requires vehicles to slow more on the intersection approach. During the design phase, the chosen radius should be the smallest possible for the circumstances.



### No Turn On Red

No Turn on Red restrictions prevent turns during the red signal indication to reduce motor vehicle conflicts with bicyclists and pedestrians using the crosswalk.



### Traffic Calming

Reducing speeds or volumes along streets improves the pedestrian environment by limiting exposure, enhancing drivers' ability to see and react, and diminishing the severity of crashes if they occur. Common traffic calming techniques include speed humps, neighborhood traffic circles, chicanes, and pinch points.



### Shared Use Paths

Shared Use paths may be used by pedestrians, skaters, wheelchair users, joggers and other non-motorized users. These facilities are frequently found in parks, or as neighborhood cut-throughs to shorten connections and offer an alternative to busy streets.



### Warning Signs

Warning signs call attention to unexpected conditions on or adjacent to a street or bicycle facility.

Around schools, the School Crossing Assembly is the most common type of warning sign, used to warn drivers to expect and anticipate bicycle crossing activity.





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## Program Recommendations

The Safe Routes to School movement has been a leader in acknowledging that infrastructure changes are a necessary but insufficient condition for shifting school travel behavior. While engineering improvements like sidewalks, crosswalks, and bikeways are important, equally important are education programs to make sure children and families have basic safety skills, encouragement programs to highlight walking and biking to school as fun and normal, enforcement against unsafe and illegal behavior, and evaluation of the impact of investments and non-infrastructure efforts.

### Priority Programs

The following five programs have been identified as priority programs for Oak Hill Community School. For each program concept, the recommendation includes the primary intended outcomes, potential lead and partners, a recommended timeframe for implementation, resources and sample programs, and a short description. Additional program recommendations not identified as priority are listed in a subsequent section. These programs will likely grow and be refined to meet the needs of the school community throughout the life of this plan.



## 1. Bicycle Rodeo

<b>Primary Outcomes</b>	Improved bicycling safety behavior; youth empowerment
<b>Potential Lead</b>	St. Cloud Police, BLEND Safe Routes to School Coordinator, PTSA/parents
<b>Potential Partners</b>	St. Cloud Area School District; Oak Hill teachers/administrators/staff; City of St. Cloud; local League of American Bicyclists instructors; local bike shop/business; local groups/advocates/volunteers
<b>Recommended Timeframe</b>	Once or twice per year in nicer weather, depending on capacity and interest
<b>Planning Resources</b>	Cornell University: <a href="http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf">http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf</a>
<b>Sample Program</b>	Cascade Bicycle Club: <a href="http://www.cbcef.org/youth-bike-rodeos.html#rodeos">http://www.cbcef.org/youth-bike-rodeos.html#rodeos</a>

Bicycle Rodeos are events that offer bicycle skills and safety stations for children—and sometimes parents—to visit (e.g., obstacle course, bicycle safety check, helmet fitting, instruction about the rules of the road, etc.). Bicycle rodeos can be held as part of a larger event or on their own, and either during the school day or outside of school. Adult volunteers can administer rodeos, or they may be offered through the local police or fire department.

Bicycle rodeos are helping at teaching children skills because they allow the children to continue practicing until they have mastered the station, in turn instilling a sense of confidence. By providing a hands-on approach to teaching, children are more likely to retain the information because they are engaged in the activity and with the instructor, thus more aptly preparing them for riding on the road when they are ready to do so.

If enough instructors are available for the event, children that have demonstrated a mastery of bike handling skills and hazard avoidance drills can participate in an on-street portion to experience real situations. This can take place on low-volume roadways or even a portion of the street that is closed to traffic depending on the surrounding area. Oak Hill has direct access to neighborhood streets via the path system. These streets are an excellent asset and can provide the opportunity for on street training.



***Bicycle Rodeos are events that offer bicycle skills and safety stations for children - and sometimes parents***



## 2. Drop-off Student Valet Program

<b>Primary Outcome</b>	Improved walking and driving safety behavior; youth empowerment
<b>Potential Lead</b>	Oak Hill administration, BLEND SRTS Coordinator
<b>Potential Partners</b>	Oak Hill teachers/administrators/staff; WatchDOG DADS; St. Cloud Police; older students
<b>Recommended Timeframe</b>	Ongoing/daily
<b>Planning Resources</b>	National Center for Safe Routes to School Guide: <a href="http://guide.saferoutesinfo.org/dropoff_pickup/assistants_to_help_students_in_and_out_of_vehicles.cfm">http://guide.saferoutesinfo.org/dropoff_pickup/assistants_to_help_students_in_and_out_of_vehicles.cfm</a>
<b>Sample Programs</b>	San Mateo County, CA: <a href="http://www.smcoe.k12.ca.us/Pages/default.aspx">http://www.smcoe.k12.ca.us/Pages/default.aspx</a> Santa Clarita, CA: <a href="http://www.santa-clarita.com/index.aspx?page=178">http://www.santa-clarita.com/index.aspx?page=178</a>

In a valet program, students, teachers, or volunteers are trained to assist with drop-off and pick-up procedures to expedite and standardize the process. This allows students to get in and out of cars safely and quickly, discouraging parents from unsafe behaviors and reducing hazards for students arriving or leaving school.

During school drop-off and pick-up times, the area in the immediate vicinity of the school is often congested. To avoid this situation, parents engage in unsafe behaviors, like dropping-off and picking-up their children in the traffic lane, making illegal U-turns, and parking in restricted zones, all which create potentially unsafe environments for children. In the valet program, those assisting children help with traffic control by moving vehicles through the drop-off/pick-up line, helping children into and out of the car, opening and closing doors for children and informing parents when they are being unsafe.



***In a valet program, students, teachers, or volunteers are trained to assist with drop-off and pick-up procedures***

Students, teachers, or volunteers should be properly trained in safety techniques and equipped with safety vests so that they are easily distinguishable and highly visible to motorists. Additional supervision or oversight of those assisting may be required.

As a first step, the Oak Hill could try drop off valet in the Kindergarten loop. These younger students will benefit from having guidance and increased safety during drop off and pick up. This small 'pilot' is a great opportunity to assess specific staffing and training needs for the valet programs.



### 3. Competition/Challenge

<b>Primary Outcomes</b>	Increased walking, bicycling, transit use, or carpooling; youth empowerment
<b>Potential Lead</b>	Oak Hill teacher/administrator/staff; PTA/parents
<b>Potential Partners</b>	Oak Hill teacher/administrator/staff; PTA/parents; BLEND; St. Cloud Area School District; local businesses
<b>Recommended Timeframe</b>	Annually, possibly in conjunction with International Walk and Bike to School Day
<b>Planning Resources</b>	Marin County (CA) Safe Routes to School: <a href="http://www.tam.ca.gov/Modules/ShowDocument.aspx?documentid=494">http://www.tam.ca.gov/Modules/ShowDocument.aspx?documentid=494</a>
<b>Sample Program</b>	San Diego, CA: <a href="http://www.icommutesd.com/Events/WalkRideRollToSchoolCampaign.aspx">http://www.icommutesd.com/Events/WalkRideRollToSchoolCampaign.aspx</a>

Competitions and contests reward students by tracking the number of times they walk, bike, carpool, or take transit to school. Contests can be individual, classroom competitions, school wide, or between schools. Students and classrooms can compete for prizes and “bragging rights.” Inexpensive incentives—such as shoelaces, reflective stickers, bike helmets, or class parties—can be used as rewards for participation. Examples include a Golden Sneaker Award classroom competition or a Walk and Bike to School Day challenge.



**Challenge programs use friendly competition to build excitement around walking and bicycling**

Competitions and challenges can increase the use of active and shared transportation modes to commute to and from school at very low costs.

In the Golden Sneaker Award, for example, the classroom with the most students walking to school receives an old tennis shoe that is painted gold and mounted to resemble a trophy. There may be significant coordination time leading up to competition/challenge programs, including developing promotional materials and resources to track participation, and securing prizes or rewards.

Given the current lack of safe bicycling and walking facilities, Oak Hill can begin this encouragement program with a format that includes trips that students take at home with their families. It can be structured creatively so that all students can participate with an emphasis on practicing safety skills and getting physical activity.



## 4. Crossing Guards

<b>Primary Outcomes</b>	Improved walking/biking safety behavior; improved driving safety behavior
<b>Potential Lead</b>	Oak Hill Community School administration; St. Cloud Area School District
<b>Potential Partners</b>	St. Cloud Police; PTA/parents; Oak Hill teachers/administrators/staff; local volunteers
<b>Recommended Timeframe</b>	Ongoing, every day during drop-off and/or pick-up
<b>Planning Resources</b>	National Center for Safe Routes to School Guide: <a href="http://guide.saferoutesinfo.org/crossing_guard/index.cfm">http://guide.saferoutesinfo.org/crossing_guard/index.cfm</a>
<b>Sample Program</b>	Marin County, CA: <a href="http://www.tam.ca.gov/index.aspx?page=97">http://www.tam.ca.gov/index.aspx?page=97</a>

Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students with crossing the street. Crossing guards can be very effective in many traffic situations, such as stop-controlled intersections where drivers do not stop for pedestrians, midblock crossings with visibility issues and a lack of traffic control, and signalized intersections with high vehicle speeds and volumes.

Crossing guards should successfully complete a training program prior to beginning to assist children that includes appropriate training materials and equipment, such as safety vests and stop signs. Funding to pay crossing guards may be required and could come from the jurisdiction or the school district.

There are currently no crossing guards that serve Oak Hill due to the lack of walking facilities that require crossings. Where infrastructure is improved on Cty Rd 136 and 22<sup>nd</sup> Street, crossing guards will be needed to support student access to school.



***Crossing guards are legally empowered to stop traffic to assist students with crossing the street.***





## 5. School Safety Campaign

<b>Primary Outcomes</b>	Will depend on campaign focus, but may include improved walking/biking safety behavior, improved driving safety behavior, and/or youth empowerment
<b>Potential Lead</b>	Oak Hill administration with BLEND staff
<b>Potential Partners</b>	St. Cloud Area School District; Oak Hill teachers/administrators/staff; PTSA/parents; St. Cloud Police; City of St. Cloud Planning or Public Works; local groups/advocates/volunteers; local businesses
<b>Recommended Timeframe</b>	Annual or semi-annual; when habits, traffic patterns, or seasons change: upon returning to school in the fall, when the weather gets warmer, when daylight saving time ends
<b>Planning Resources</b>	City of Portland: <a href="http://www.portlandoregon.gov/transportation/article/272948">http://www.portlandoregon.gov/transportation/article/272948</a>
<b>Sample Programs</b>	San Jose (CA) Street Smarts Program: <a href="http://www.getstreetsmarts.org/">http://www.getstreetsmarts.org/</a> MnDOT Share the Road (broad community focus): <a href="http://www.dot.state.mn.us/sharetheroad/">http://www.dot.state.mn.us/sharetheroad/</a>

A safety campaign is an effective way to build awareness around students walking and biking to school and to encourage safe driving behavior among parents and passersby. A School Traffic Safety Campaign can use media at or near schools—such as posters, business window stickers, yard signs, and/or street banners—to remind drivers to slow down and use caution in school zones. This type of campaign can also address other specific hazards or behaviors, such as walking or bicycling to school, school bus safety, and/or parent drop-off and pick-up behavior.



***A School Traffic Safety Campaign can use media at or near schools to remind drivers use caution in school zones***

Campaigns typically have significant costs to produce promotional materials and collateral, though these items can often be covered through grants. Advertising can be an important part of safety campaigns also to inform the community and expand the reach of the messaging.

A campaign that coordinates with other schools in the area can be very effective. Oak Hill should work with BLEND to develop a campaign that reaches across the community. Specific messages to Oak Hill parents can be included in regular communication such as the ACORN newsletter.



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## Additional Program Recommendations

The following additional programs are recommended as lower-priority options for Oak Hill Community School.

### 1. Family Biking Clinic

#### Primary Outcomes

Increased bicycling; improved bicycling safety behavior

#### Sample Program

San Francisco Bicycle Coalition Family Biking Classes: <http://www.sfbike.org/?familybiking>

#### Description

Family Biking Classes are great tools for educating and encouraging families to ride bicycles. Education trainings can cover safety checks, skills instruction, basic bike maintenance, how to carry kids by bicycle, cargo bike demonstrations, bike rodeos, and/or guided bike rides. The 2013 MNDOT Non Infrastructure grant received by BLEND will support a family biking clinic at Oak Hill.

### 2. International Walk and Bike to School Day

#### Primary Outcomes

Increased walking and bicycling; youth empowerment

#### Sample Program

Oregon Walk and Bike to School Day: <http://walknbike.org/schools>

#### Description

Walk and Bike to School Day is an international event that attracts millions of participants in over 30 countries in October. The event encourages students and their families to try walking or bicycling to school. Parents and other adults accompany students, and staging areas can be designated along the route to school where groups can gather and walk or bike together. These events are often promoted through press releases, backpack/folder/electronic mail, newsletter articles, and posters. Students often earn incentives for participating or there is a celebration at school following the morning event.

### 3. Walking School Bus

#### Primary Outcomes

Increased walking

#### Sample Programs

[http://guide.saferoutesinfo.org/walking\\_school\\_bus/promising\\_examples.cfm](http://guide.saferoutesinfo.org/walking_school_bus/promising_examples.cfm)

#### Description

A Walking School Bus is a group of children walking to school with one or more adults. Parents can take turns leading the bus, which follows the same route every time and picks up children from their homes or designated “bus stops” at designated times. Ideally, “buses” run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event. A Walking School Bus can be as informal as a few parents alternating to walk



their children to school, but often it is a well-organized, PTSA-led effort to encourage walking to school. Oak Hill should consider a walking school bus program once infrastructure improvements have been made on 22<sup>nd</sup> Street and Cty RD 136.

## **4. Walk and Bike to School Maps**

### **Primary Outcomes**

Improved walking/bicycling safety behavior; increased walking/bicycling

### **Sample Maps**

Bozeman, MT: [http://www.bozeman.k12.mt.us/schools/safe\\_routes/](http://www.bozeman.k12.mt.us/schools/safe_routes/)

### **Description**

Walk and Bike to School Maps show stop signs, signals, crosswalks, sidewalks, paths/trails, crossing guard locations, and hazardous locations around a school. These can be used by families to identify the best way to walk or bike to school. District liability concerns are sometimes cited as reasons not to publish walking route maps. While no walking route will ever be completely free of pedestrian safety concerns, a well-defined route should provide the greatest physical separation between walking students and traffic, expose students to the lowest traffic speeds and use the fewest and safest roadway crossings. Oak Hill should consider developing walk and bike to school maps once infrastructure improvements have been made on 22<sup>nd</sup> Street.





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## Evaluation

### Why evaluate?

Evaluation is an important component of any Safe Routes to School effort. Not only does evaluation measure a program's reach and impact on a school community, it can also ensure continued funding and provide a path forward for ongoing and future efforts. Evaluation can measure participation and accomplishments, shifts in travel behavior, changes in attitudes toward biking and walking, awareness of the Safe Routes to School program, and/or the effectiveness of processes or programs.

Safe Routes to School evaluation is beneficial in the following ways:

- Indicates whether your SRTS efforts are paying off. Evaluation can tell you what's working well, what's not, and how you can improve your program in the future.
- Allows you to share your program's impact with others. Evaluation can demonstrate the value of continuing your program, with school faculty and administration, the district, parents, and elected officials.
- Provides a record of your efforts to serve as institutional memory. The nature of Safe Routes to School teams is that they change over time, as parents and their children move on to other schools and as staff turns over. Recording and evaluating your efforts provides vital information to future teams.
- Tells you if you are reaching your goals. Evaluation can confirm that you are accomplishing or working towards what you set out to do. On the other hand, evaluation efforts can reveal that there is a mismatch in your efforts and your goals or that you need to correct course.
- Encourages continued funding for Safe Routes to School programs. Data collected and shared by local programs can influence decisions at the local, state and national level. In part, today's funding and grant programs exist because of the evaluations of past programs.

### Basics of Evaluation

At a minimum, SRTS evaluation should include the standard classroom hand tallies and parent surveys expected in order to be consistent with the national Safe Routes to School program. Evaluating the programs can - and should where possible - delve beyond this, but it need not be burdensome. Evaluating the program can be as simple as recording what you did and when you did it, and counting or estimating the number of students who participated or were reached. Recording planning efforts and taking photos is also helpful for the legacy of the program. In most cases, it is beneficial to measure more, such as school travel mode split and/or miles walked/biked, from which the school, district or city can estimate environmental, health, and other impacts.

There are two kinds of information that can be collected: quantitative data (numbers, such as counts, logs, and survey results) and qualitative data (words/images, such as observations, interviews, and records). Further, there are several different ways to collect information. This includes the following:

1. Conducting tallies/counts
2. Keeping logs (such as for mileage tracking)
3. Conducting surveys and interviews
4. Conducting observations and audits
5. Keeping planning and process records

Regardless of how elaborate you make your evaluation, it is important to plan ahead for measuring and tracking results. When you are designing your program, consider how you are going to evaluate it from the beginning, so that you can build in mechanisms for collecting the necessary data. For example, if showing changes in travel behavior



over time is important to your effort, you will need to start by collecting baseline data so you know how students are getting to school currently in order to be able to demonstrate any change later.

Below is a series of basic steps to take in designing and executing your program evaluation:

1. Establish your goals and plan the specific program.
2. Decide what, how, and when to measure.
3. Collect baseline information, if necessary.
4. Conduct the program and monitor progress.
5. Conduct any post-program data collection, if necessary.
6. Interpret your data.
7. Use and share your results.

More resources for evaluation can be found on the National Center for Safe Routes to School's website here: <http://guide.saferoutesinfo.org/evaluation/index.cfm>.

## **Next Steps**

At the beginning of each year establish which programs and improvements will be made and what needs to be done to complete basic steps 1-3.



## One Year Action Plan

The Action Plan is based on a one year forecast of reasonably attainable goals as determined by the SRTS Team. The Action Plan is meant to complement the recommendations. The table should be updated periodically with new goals as the previous goals are met or new opportunities arise. It is important to note that while the overall Safe Routes to School Plan has a will support action for five years, the Action Plan provides specific recommendations for the first year of the plan. Annual evaluation should be part of the Safe Routes Programs. Each year the Action Plan should be updated with recommendations that have been accomplished removed and new annual projects and programs added. Some education, encouragement and enforcement programs will be ongoing and the action plan should represent those programs that need increased resources or attention.

### Oak Hill One Year Action Plan 2013-2014 School Year

#### Program

##### Type

Encouragement	Establish a school Competition/ Challenge. Consider a recess running club or a Walk Across Minnesota that encourages students to track their mileage at home as well as on the way to school. Build off enthusiasm generated through the Walk and Roll fundraiser.
Enforcement	Develop a Drop-Off Student Valet Program to expedite student drop off.
	Develop a School Safety Campaign with a focus on establishing new habits during the fall and reminders at key points where behavior might change, daylight saving, change in weather etc. Provide information about carpooling.
Education	Develop a Bicycle Rodeo to teach safe riding skills to students. Consider expansion of "Safety Week" and include information on walking and bicycling safety. Consider a refresher at key points where behavior might change, daylight saving, change in weather etc.
	Include a SRTS Fact Corner in the ACORN Newsletter or other regular school communications to build awareness.
	Hold a family cycling event. Will be coordinated with BLEND and may coordinate with other participating schools.

#### Infrastructure

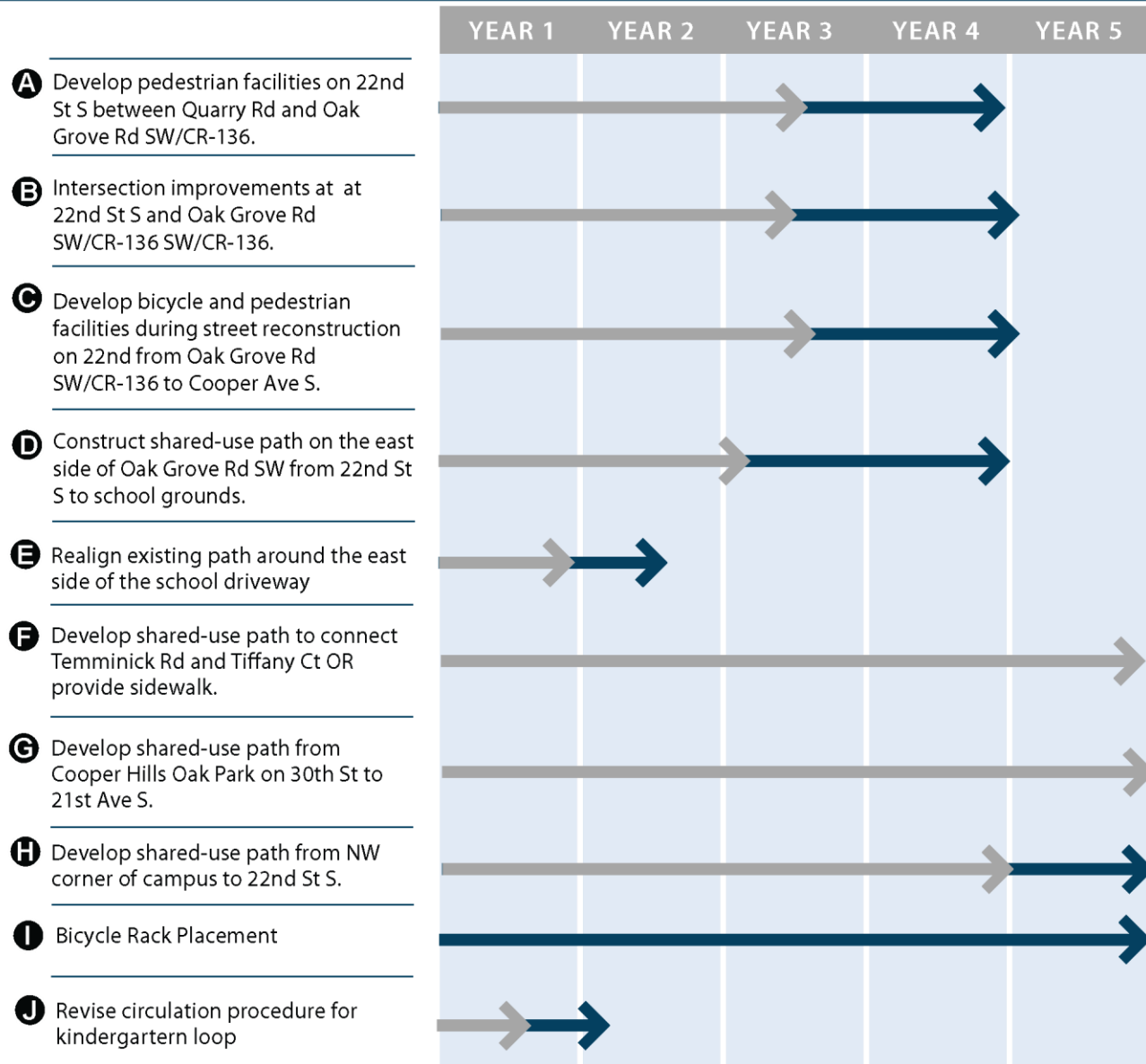
##### Type

Path/Crossing	Complete a feasibility study evaluating costs and issues associated with providing pedestrian facilities from 22 <sup>nd</sup> to the school entrance on CR 136/Oak Grove
School Property	Reconfigure crossing from neighbor path at the NE corner of the school parking area. Add path segment and relocate crossing
Corridor	Stay informed on the planning for design and reconstruction of 22 <sup>nd</sup> Street. Project is currently programmed in the Capital Improvement Program
Corridor	Work with County to change speed limit to 25 or 30 mph for the entire School Speed Zone
Bike Parking	Move some of the existing bicycle racks to the back of the school or purchase additional racks to disperse parking



# Recommendations Summary and Timeline

## Infrastructure Recommendations





## Priority Programs Recommendations

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1 Bicycle Rodeo	Implementation				
2 Drop-off Student Valet Program	Planning	Implementation			
3 Competition/Challenge	Planning	Implementation			
4 Crossing Guards	Planning	Implementation			
5 School Safety Campaign	Planning	Implementation			

## Additional Programs Recommendations

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1 Family Biking Clinic	Implementation				
2 International Walk and Bike to School Day	Planning	Implementation			
3 Walking School Bus	Planning		Implementation	Implementation	
4 Walk and Bike to School Maps	Planning		Implementation	Implementation	

