



# Safe Routes to School

*A plan to make walking and biking to school a safe, fun activity.*

**MAY 18, 2022**

**SAINT CLOUD, MINNESOTA**

Oak Hill Community School



# The Vision

*Walking, biking, and rolling to school is safe, comfortable, and fun for all students at Oak Hill Community School.*

## THE 6 E'S

Safe Routes to School (SRTS) programs rely on six core strategies, called the “Six Es”, to work towards their vision.

### EQUITY – THE OVERARCHING E

Prioritizing positive outcomes for students from lower-income households; Black, Indigenous, and other students of color; students with disabilities; and other students who face disproportionate barriers to walking, biking, and rolling to school.

### ENGAGEMENT

Working with students, families, school staff, and community members and organizations, especially those from priority Equity groups, to create and implement Safe Routes to School initiatives.

### ENGINEERING

Developing Equity-focused changes to the built environment, designed and prioritized through community Engagement.

### EDUCATION

Providing students and other community members, especially those from priority Equity groups, with skills and knowledge about walking, biking, and rolling.

### ENCOURAGEMENT

Normalizing a culture of walking, biking, and rolling through incentive programs, events, and activities that center priority Equity groups.

### EVALUATION

Measuring how Safe Routes to School initiatives are implemented (process evaluation) and what their impacts are (outcome evaluation), especially how initiatives Engage with and support priority Equity groups.



# Acknowledgements

We gratefully acknowledge the participation of the following individuals and organizations in the development of this Safe Routes to School Plan.

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## ORGANIZATION OF THIS REPORT

This report is designed to support and be accessible to multiple groups of people involved with Safe Routes to School in Saint Cloud, including students, caregivers, teachers, school administrators, public works staff, elected officials, and county and state employees. To help make the body of this report relevant to all readers—while also documenting all of the participation, analysis, and deliberation that went into development of the plan—some content has been moved to the Appendices.



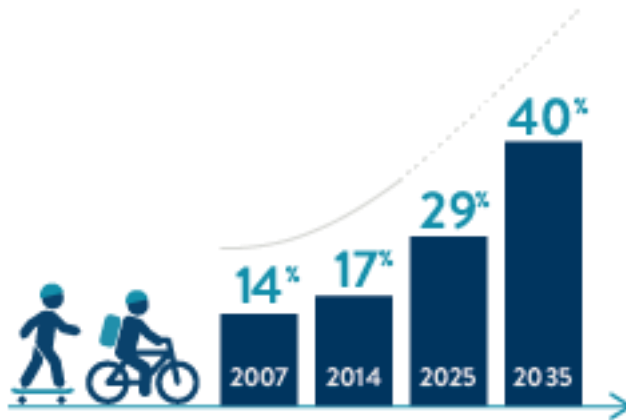
# Why Safe Routes to School?



Figure 1. Crossing guard helping children across the street.

# Why Safe Routes to School?

Today, less than 20% of K-8 students walk or bike to school, but as recently as 1970, nearly 50% of students walked or biked to school. Where schools and housing are located, how roads are designed, and how automobiles are regulated have all contributed to this decline. Through policy changes, infrastructure improvements, and programs, Safe Routes to School helps create physical and social environments that empower students, their families, and their communities to walk and bike more often. Communities that participate in Safe Routes to School also benefit from less air, noise, and water pollution; lower road maintenance costs; and more pleasant streetscapes for pedestrians, bicyclists, and drivers alike.



SRTS initiatives are contributing to more students and families walking and biking to school.



Most kids are not getting enough physical activity.



Roads near schools are congested, decreasing safety and air quality for children.

## KIDS WHO WALK OR BIKE TO SCHOOL:



Arrive alert and able to focus on school



Get most of their recommended daily physical activity just from traveling to and from school



Feel better about their physical health



Have better school performance and test scores



Are more likely to have good mental health

## A REINFORCING CYCLE OF WALKING AND BIKING TO SCHOOL



More students walking and biking to school

Greater focus on policies, infrastructure, and programs to support walking and biking

Better air quality and more pleasant bike and pedestrian environments

Safer and easier routes to and from school

\*More information, including primary sources, can be found at <http://guide.saferoutesinfo.org>.



Figure 2. Stakeholder workshop.

## Equity in SRTS

Particular groups and communities in the U.S. have disproportionate access to resources such as high-quality jobs, schools, parks, healthcare, food, and bike and pedestrian infrastructure. Meanwhile, other groups of people have limited access to these resources, negatively impacting their health and wellbeing. These differences are not random—they are the results of government policy in the past and present, which has worked to the benefit of some and to the disadvantage of others, often along race, income, and gender lines. These group-based differences are forms of inequity.

Equity in Safe Routes to School is impacted by transportation system inequities—such as limited access to high-quality walking and biking infrastructure or the presence of highways in lower-income and Black, Indigenous, and People of Color

(BIPOC) neighborhoods—as well as inequities in related systems. For example, racial wealth inequities and racial discrimination in housing mean that BIPOC students may live further away from schools than their white peers from higher-income families.

Safe Routes to School works to address these inequities by prioritizing programs, infrastructure, and policy improvements that help individuals and groups with less access to resources, in particular those who don't have safe, convenient, and fun routes to school. By looking at demographic data, examining existing transportation services and policies, and speaking with members of the community, the Saint Cloud Safe Routes to School team worked to develop recommendations that support equity in walking and biking to school.

## SCHOOL CONTEXT:

# Oak Hill Community School

## PRINCIPAL:

Debra Jokela

## ENROLLMENT:

823

## GRADES SERVED:

PK-5

## SOCIO-ECONOMIC:

51.4% of students eligible for free or reduced lunch

## DEMOGRAPHICS\*

American Indian/Alaska Native, 0.1%

Asian, 2.5%

Black/African American, 45%

Hispanic or Latino, 5.5%

Multiracial, 6.6%

Native Hawaiian or Pacific Islander, 0.5%

White, non-Hispanic, 39.8%

## TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT\*

English 5,891

Somali 2,651

Spanish 364

Vietnamese 78

Anuak 64

Total Languages Spoken: 52

Percent English Learners: 28.2%

\*Source: Minnesota Department of Education

## STUDENT DEMOGRAPHICS:

- Oak Hill Community School's enrolled population of 823 students is spread across Pre-Kindergarten through fifth grades. Figure 3 shows that the school attendance boundary covers portions of Saint Cloud south of West Division Street (MN 23) and east of MN 15. Before entering Saint Augusta, the eastern boundaries roughly follow Roosevelt Road (Stearns County Road 75) and the Mississippi River further south. The southern border generally follows County Roads 7 and 141.
- Oak Hill Community School's student population encompasses children and families from a range of demographic groups, with 60.1% identifying as BIPOC. This student population has grown 38.4 percentage points in the last 10 years. As shown in Figure 4, the BIPOC population around the school range from 7.6% to 68.3%, according to the 2020 U.S. Decennial Census. One in three residents identifies as a member of the BIPOC community in the western and northern census block groups. The northwest census block group has over half of the residents identifying as members of the BIPOC population.
- Over half of the student population (51.4%) was enrolled in free or reduced-price meals. According to the U.S. Census Bureau's 2015-2019 ACS Five Year Estimates, one in four households in the northwest census block group are low-income, as shown in Figure 5. The block group directly west of the school has 10.3% of low-income households and 7.3% to the north.





# Oak Hill Community School Attendance Boundary

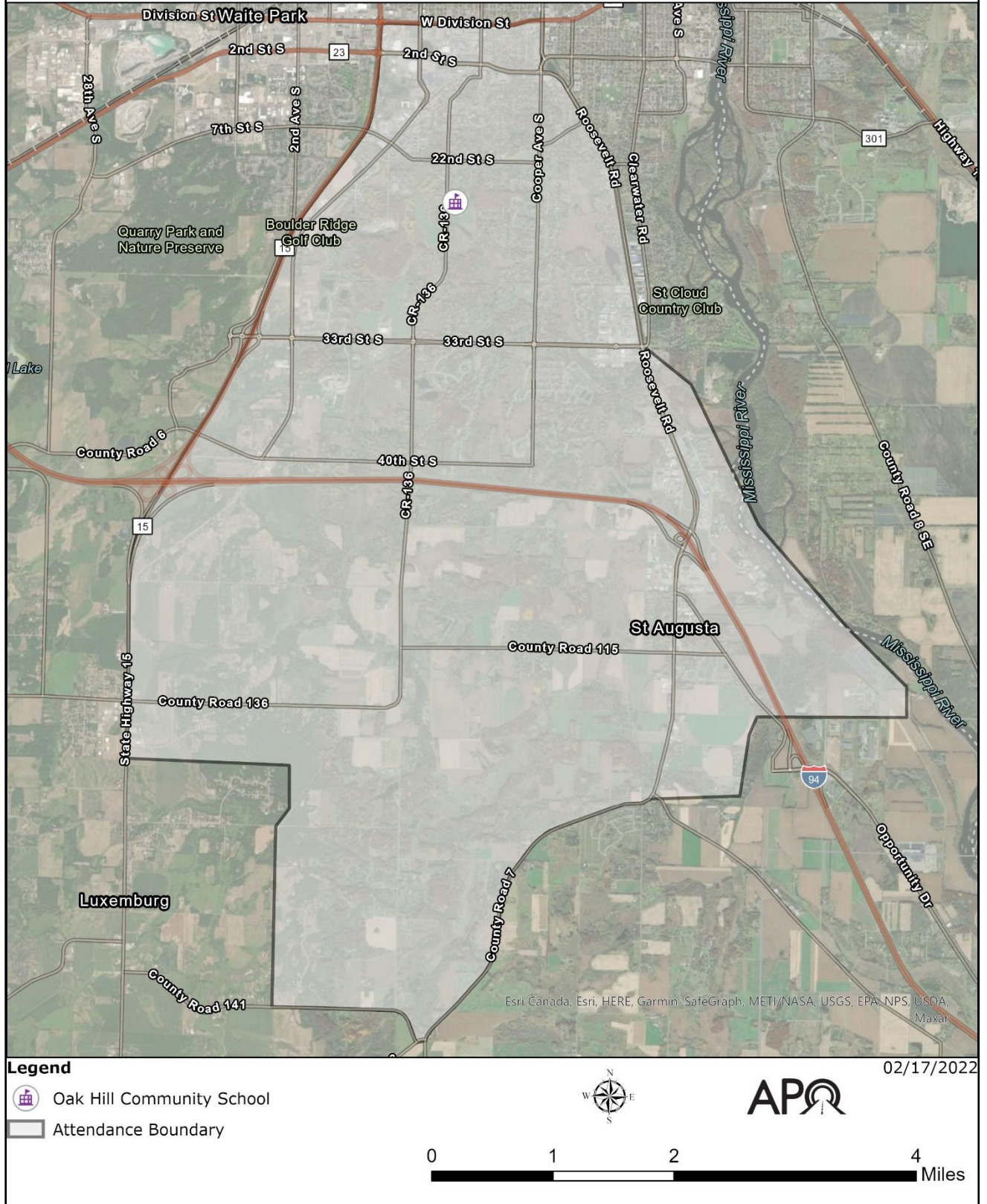


Figure 3. Oak Hill Community School Attendance Boundary.



# Oak Hill Community School - Black, Indigenous, and People-of-Color (BIPOC) Population

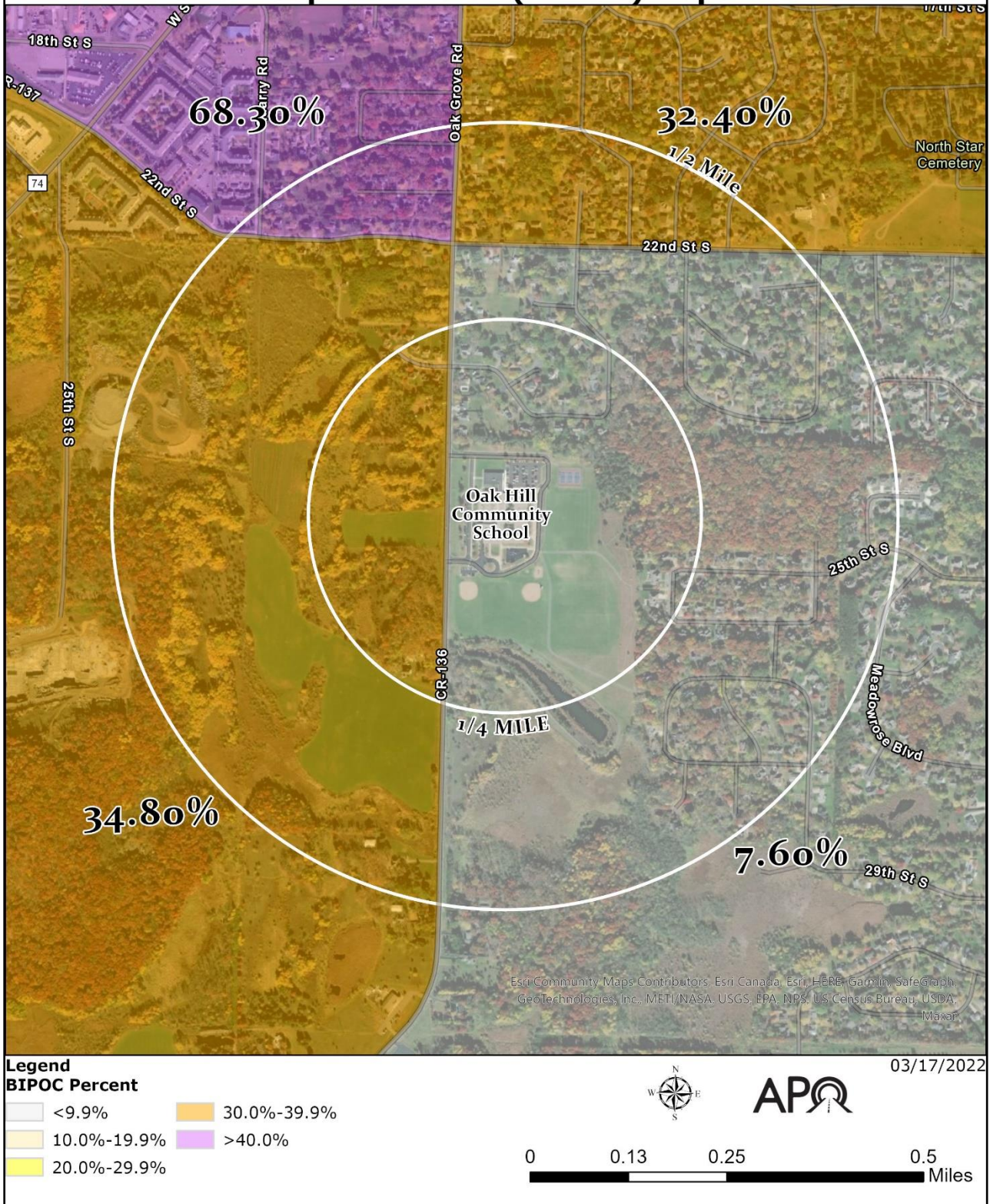


Figure 4. Oak Hill Community School - Black, Indigenous, and People-of-Color Populations.

\*Data Source: 2020 U.S. Decennial Census.



# Oak Hill Community School - Low-Income Households

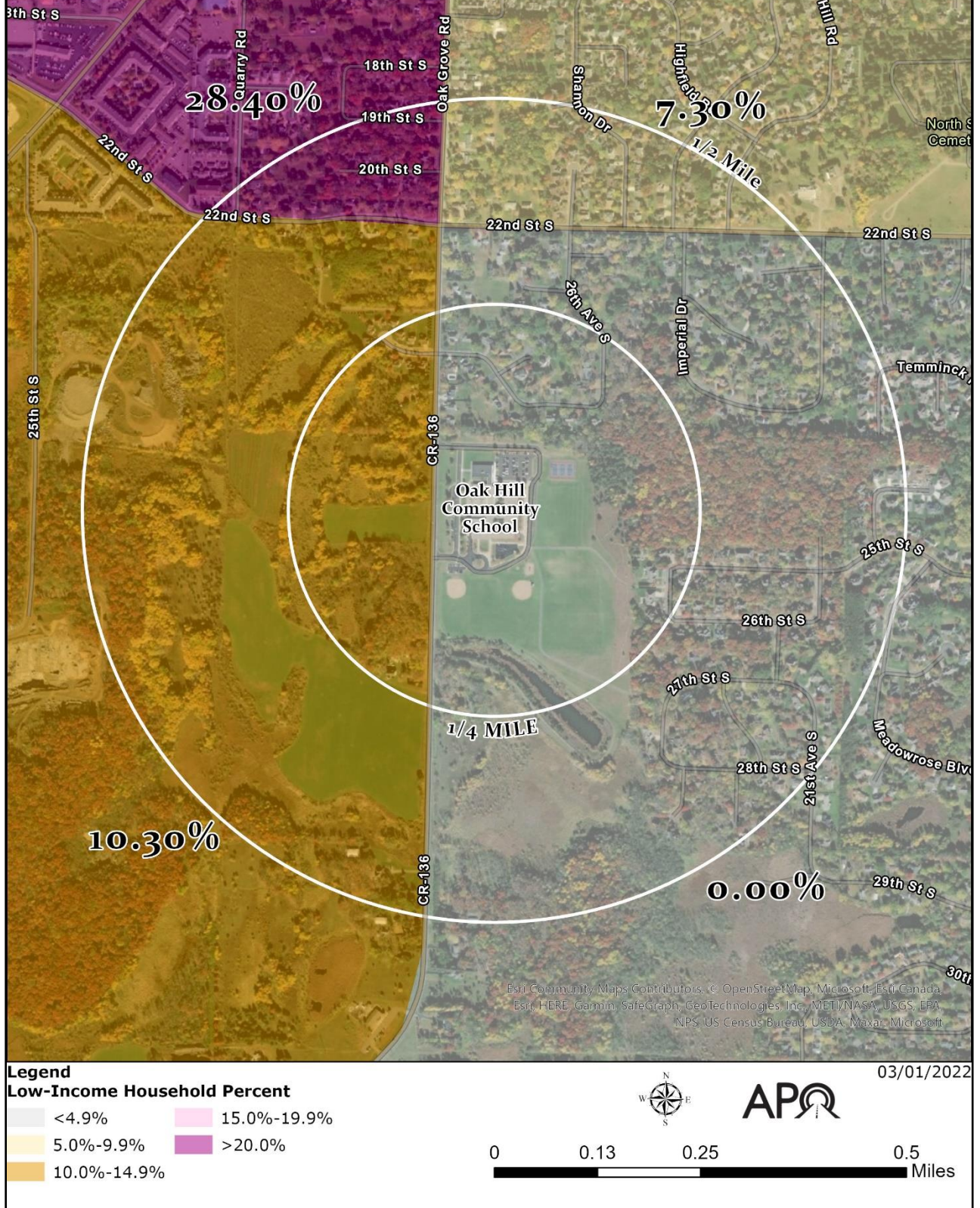


Figure 5. Oak Hill Community School - Low-Income Households.

\*Data Source: U.S. Census Bureau's 2015-2019 American Community Survey Five Year Estimates.



# Oak Hill Community School Community in Context



Figure 6. Oak Hill Community School front entrance.

## SITE CIRCULATION

**Land Use:** Low-density, single-family homes are the predominant land use within a half-mile surrounding the school, as shown in Figure 7.

Existing single-family residential neighborhoods are located to the north and east of the school. Adjacent to the School is the 17-acre Barthelemy Oak Forest (Big Woods Natural Area). The school uses the natural area to provide hands-on learning and other recreational activities. The area south of the school is undeveloped and zoned for future single-family residential. Undeveloped areas with former quarry sites lie west of Oak Grove Road. West of Quarry Road are multiple apartment complexes.

**Active Transportation Users:** Active transportation users (pedestrians and bicyclists) can utilize multiple facilities near the school, as shown in Figure 8. A shared use path connects the school to the northern neighborhood. Two shared use paths split to

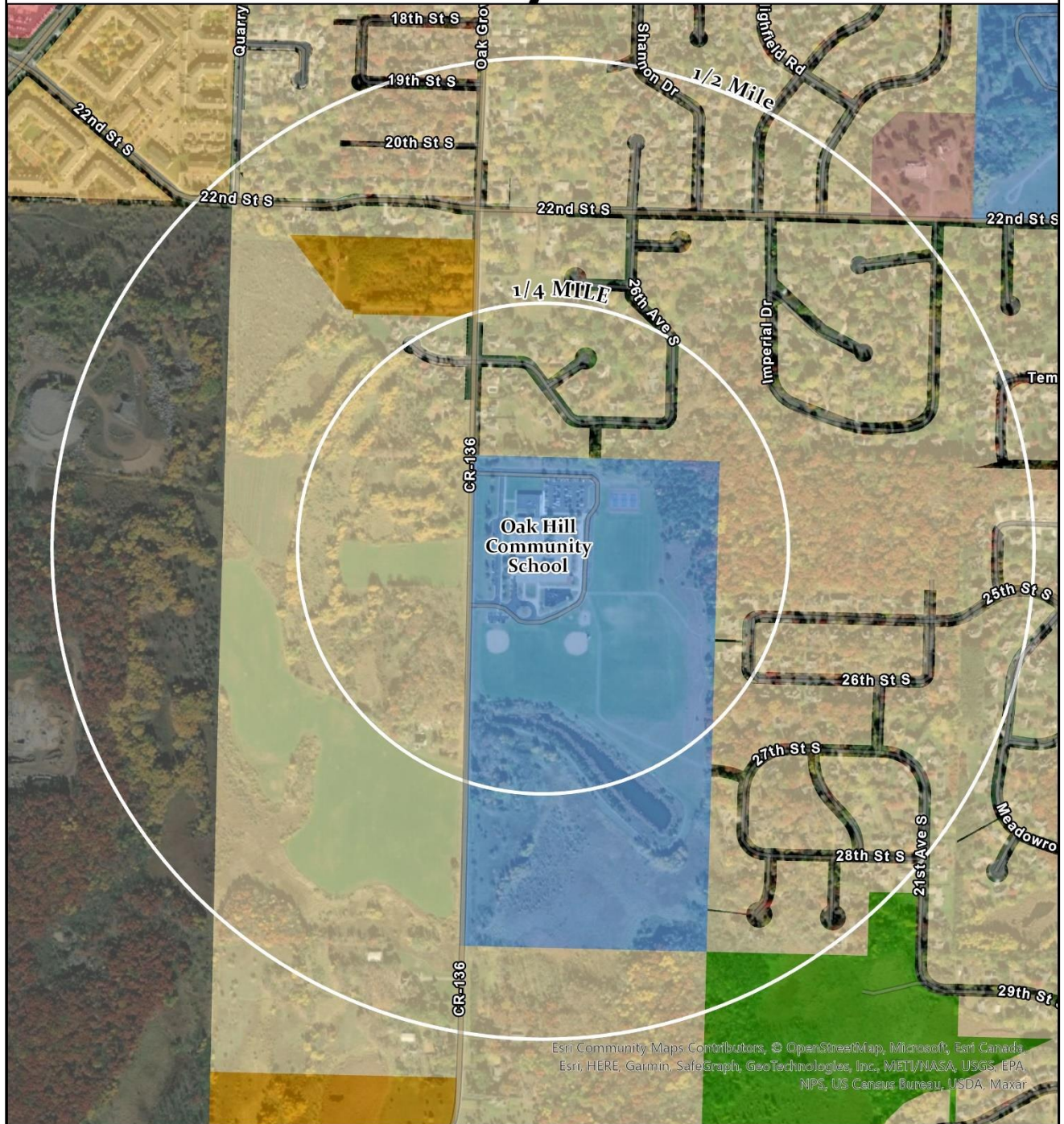
connect the eastern areas, with the northern path connecting to a sidewalk network. Oak Grove Road was reconstructed in the summer of 2021 to include sidewalks and a bike lane.

**School Buses:** The bus loading zone is located east of the school for arrival and dismissal, as shown in Figure 9. Parents pick up and drop off students on the west side of the school. The staff parking lot is located on the north side of the school.

**Transit:** Metro Bus operates Route 5 bi-directionally on 22<sup>nd</sup> Street South, including various stops along this corridor. Route 11 travels south on Quarry Road and turns west onto 22<sup>nd</sup> Street South.

**Vehicles:** Major vehicular corridors around the school include Oak Grove Road (Stearns County Road 136) to the west and 22<sup>nd</sup> Street South to the north.

# Oak Hill Community School - Land Use



Legend  
Land Use

Single Family Detached	Public/Semi Public
Multi Family	Parks & Open Space
Mixed Residential	Quarry
Corridor Commercial	Utilities

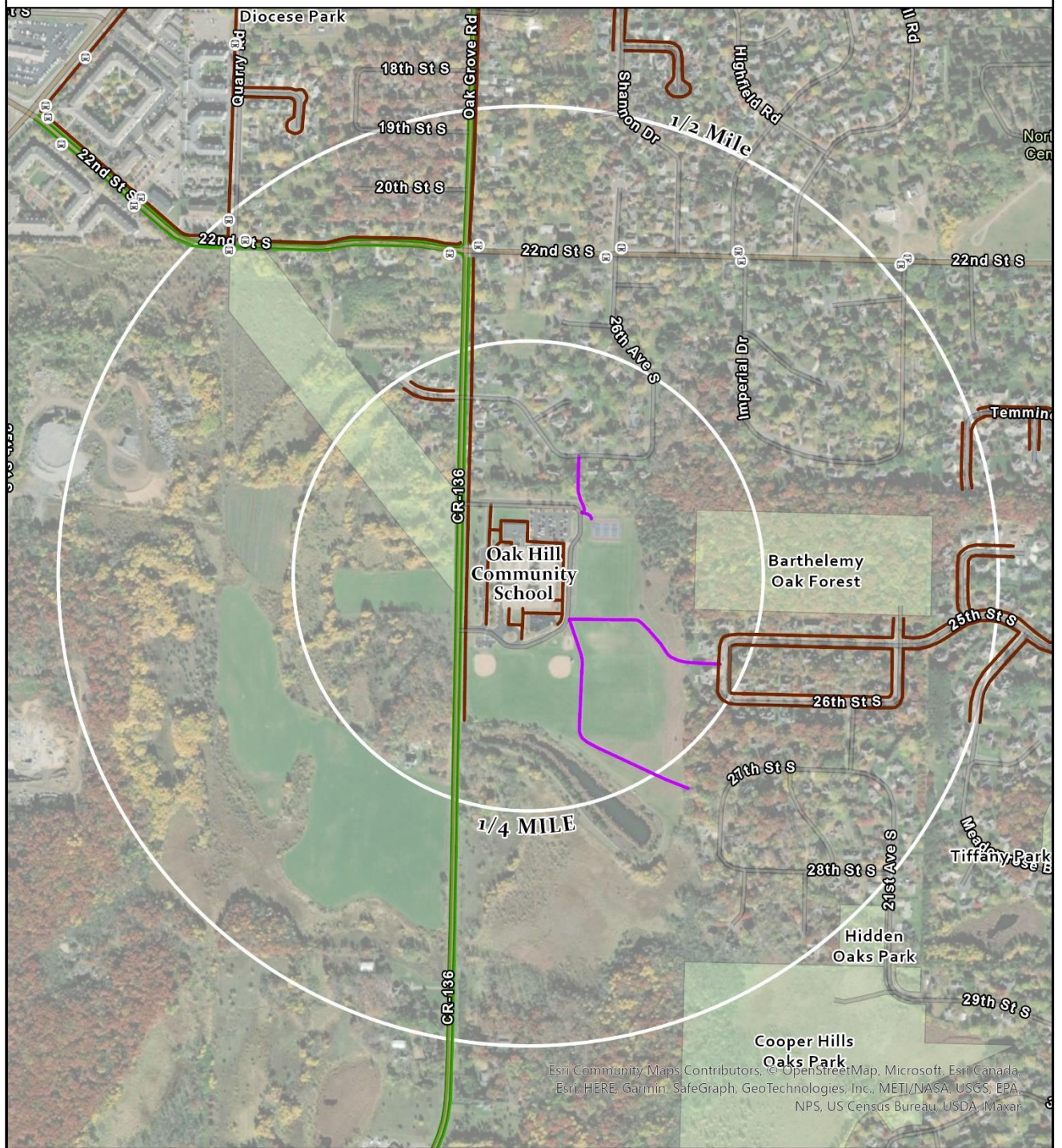
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0 0.1 0.2 0.4 Miles

Figure 7. Oak Hill Community School Surrounding Land Use.



# Oak Hill Community School - Active Transportation Facilities



**Legend**

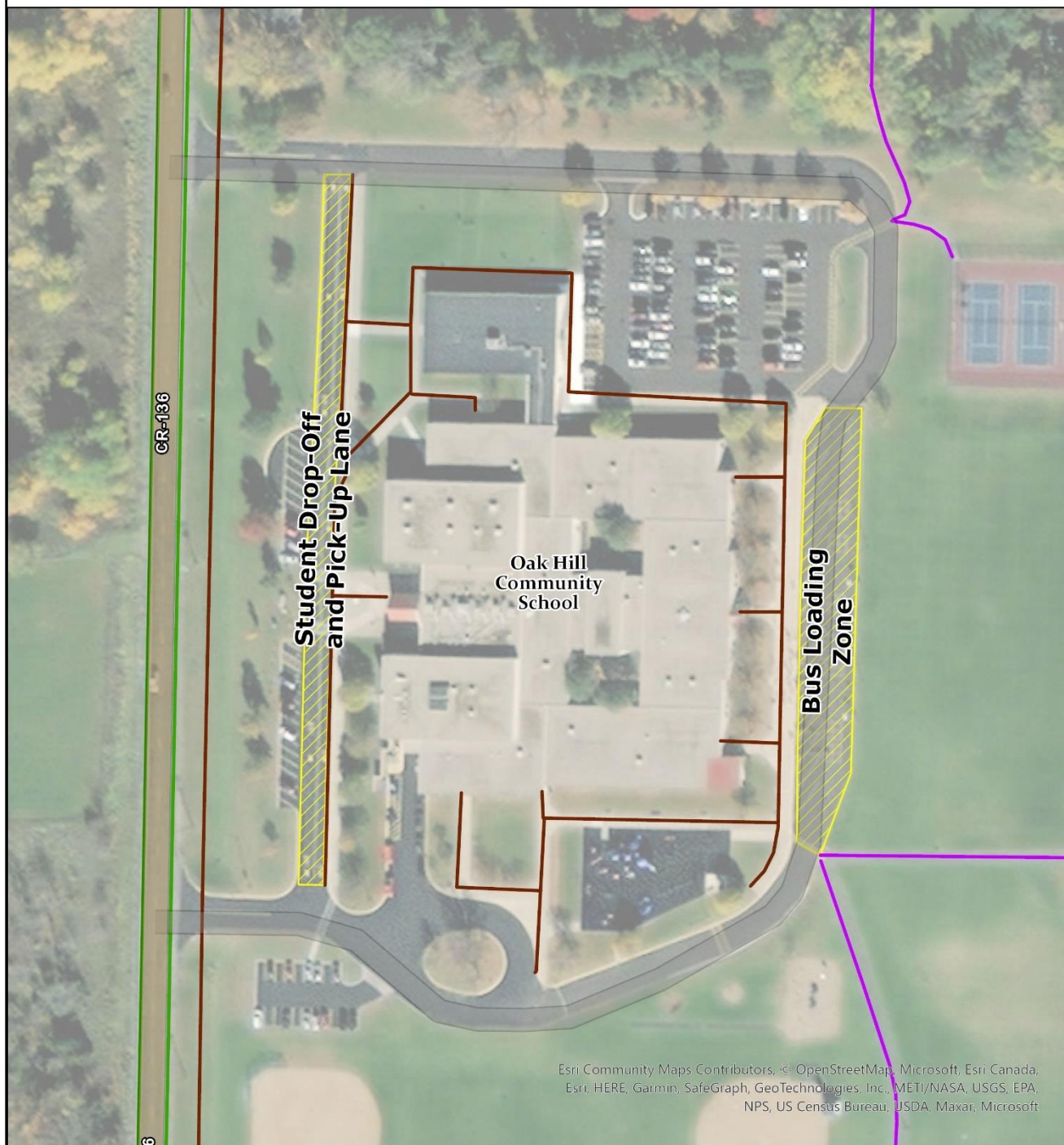
<b>Off-Road Facilities</b>	<b>On-Road Facilities</b>	Transit Stops
Paved Shared Use Path	Signed Bicycle Lane	North Arrow
Unpaved Trail	Signed Paved Shoulder	0 0.05 0.1 0.2 0.3 Miles
Sidewalk	Signed Shared Lane	APQ

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Figure 8. Oak Hill Community School - Active Transportation Facilities.



# Oak Hill Community School - Student Zones



## Legend

- |                            |                           |
|----------------------------|---------------------------|
| <b>Off-Road Facilities</b> | <b>On-Road Facilities</b> |
| Paved Shared Use Path      | Signed Bicycle Lane       |
| Unpaved Trail              | Signed Paved Shoulder     |
| Sidewalk                   | Signed Shared Lane        |

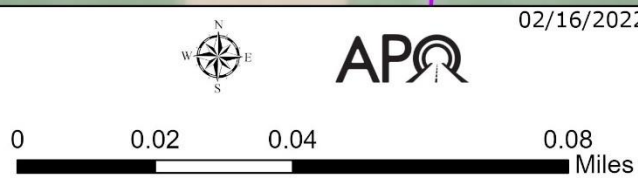


Figure 9. Oak Hill Community School - Student Zones.



# Infrastructure



Figure 10. Crosswalk across Oak Grove Road.





Figure 11. Students using a crosswalk.

## Introduction to Infrastructure

*Physical changes to the streetscape are essential to making walking, biking, and rolling to school safer and more comfortable*

An in-person walking and biking audit helped to inform specific recommendations to address the key identified barriers to walking and bicycling in Saint Cloud. Discussion with the Safe Routes to School Team and conversations with school and district staff, caregivers, students, community members, and city and county staff led to additional recommendations. Recommendations were prioritized based on community and stakeholder input, traffic and roadway conditions, proximity to schools, and proximity to and use by equity priority populations.

This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. Instead, it calls attention to key conflict points and potential improvements. Recommendations range from simple striping changes and signing to more significant changes to the streets, intersections, and school infrastructure.

Engineering recommendations are described on the following pages. Recommendations are planning-level concepts and will require additional study to confirm feasibility and to finalize project prioritization.

## EXISTING INFRASTRUCTURE

Surrounding Oak Hill Community School are a variety of active transportation facilities. A bike lane on Oak Grove Road (Stearns County Road 136) connects Maine Prairie Road from the north to 33<sup>rd</sup> Street S to the south. A bike lane and a sidewalk can be found along 22<sup>nd</sup> Street S from West Saint Germain Street (County Road 74) to Oak Grove Road. A shared use path connects the school campus with 23<sup>rd</sup> Street S to the north while two shared use paths branch off to the eastern neighborhoods. The southern path connects to 27<sup>th</sup> Street S, and the north section joins to 25<sup>th</sup> Street S and is then integrated into the neighborhood sidewalk network. On the east side of Oak Grove Road, a sidewalk was added in 2021 that ends at the southern school campus boundary. Other sidewalks can be found on and around the school campus.



Figure 12. Example of sidewalk along Oak Grove Road.

### Pavement Condition

Shared use paths, sidewalks, and on-road bike facilities require regularly scheduled maintenance to remain usable. Potential maintenance includes, but is not limited to, repainting, seal coating, crack sealing, resurfacing, reconstruction, and vegetation removal. The Saint Cloud Area Planning Organization (APO) hired two consultants to measure the pavement quality of on-road and off-road facilities. In 2019 GoodPointe Technology was tasked to survey the on-road bike pavement condition. The Parks & Trails Council of Minnesota completed a pavement condition assessment of the off-road paved shared use paths in 2020.



Figure 13. Example of shared use path on school property.

Figure 15 shows that the bike lane along Oak Grove Road from Maine Prairie Road to 22<sup>nd</sup> Street S pavement and striping condition are in fair condition. Since the pavement condition data was collected, the pavement and striping condition has continued to deteriorate. The bike lane along 22<sup>nd</sup> Street S was inadvertently omitted from the pavement condition analysis. The bike lane on Oak Grove Road south of 22<sup>nd</sup> Street S was not constructed until 2021.

The shared use path connecting the northern neighborhoods is in very rough condition, while a small segment leading to the tennis courts is in fair condition. The pavement condition on the school campus is in good condition. The two shared use paths leading to the eastern neighborhoods are in mostly very smooth condition besides a small stretch leading to 24<sup>th</sup> Avenue S, which is in very rough condition. At this time, there is no available data for sidewalk pavement conditions.

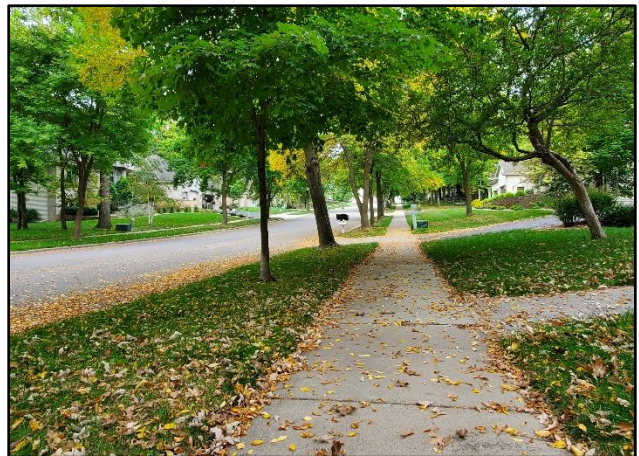


Figure 14. Example of a sidewalk in the eastern neighborhood.



## Roadway Design

Active transportation facilities should be designed with functional classification, average annual daily traffic (AADT), speed limits, number of lanes, and land use context in mind. These characteristics help determine which active transportation facilities are warranted and how they should be designed.

The functional classification system of roadways is the process of grouping streets into classes based on their characteristics and how they intend to function. For example, 22<sup>nd</sup> Street S is an arterial designed to quickly move vehicles from one place to another, while Oak Grove Road is a collector route linking arterials and local roadways.

AADT measures the total number of vehicles using a roadway daily and can indicate a need for active transportation facilities along roads. High AADTs can create barriers for students crossing busy streets or create unsafe on-road bicycling conditions. Based on MnDOT's most recent count data from 2013-2017 on these roadways found in, Figure 18, 22<sup>nd</sup> Street S has an AADT of 4,800 west of Oak Grove Road and 3,330 to the east. Oak Grove Road south of 22<sup>nd</sup> Street S has an AADT of 4,650, and to the north has 7,100.

All roadways within the half mile buffer zone have a posted speed limit of 30 mph or less besides Oak Grove Road south of 22<sup>nd</sup> Street S. There is a posted speed limit of 30 mph in the school zone while the rest of the roadway is posted at 40 mph.



Figure 16. Example of Oak Grove Road.

A marked crosswalk can benefit pedestrians by directing them to cross at locations where appropriate traffic control exists, including traffic signals or stop signs. Crosswalks do not slow traffic or reduce pedestrian crashes, but they can alter drivers' behaviors. There are three locations where crosswalks exist within the half mile buffer around Oak Hill Community School, as shown in Figure 19.



Figure 17. Example of crosswalk at 23<sup>rd</sup> Street South and Oak Grove Road.

The first location is crossing Quarry Road parallel to 22<sup>nd</sup> Street S. There is a stop sign controlling access onto 22<sup>nd</sup> Street S. The next intersection is a four-way stop where 22<sup>nd</sup> Street S and Oak Grove Road intersect. There is a two-leg crosswalk, with one leg crossing 22<sup>nd</sup> Street S to the east and the other crossing Oak Grove Road to the north. The closest crosswalk to the school crosses Oak Grove Road at Melrose Court/23<sup>rd</sup> Street S. There are no traffic control devices on Oak Grove Road, only a stop sign controlling the other two intersections. The crosswalk is three-legged, with only one crossing of Oak Grove Road and one for each of the two streets.



# Oak Hill Community School - Average Annual Daily Traffic (AADT) and Roadway Functional Classification System



**Legend**  
**Functional Classification System**

<span style="color: red;">—</span> National Highway System	<span style="color: green;">—</span> Minor Collector
<span style="color: blue;">—</span> Minor Arterial	<span style="color: grey;">—</span> Local
<span style="color: yellow;">—</span> Major Collector	#### Current AADT

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Figure 18. Oak Hill Community School – AADT and Roadway Functional Classification System.



# Oak Hill Community School - Crosswalks

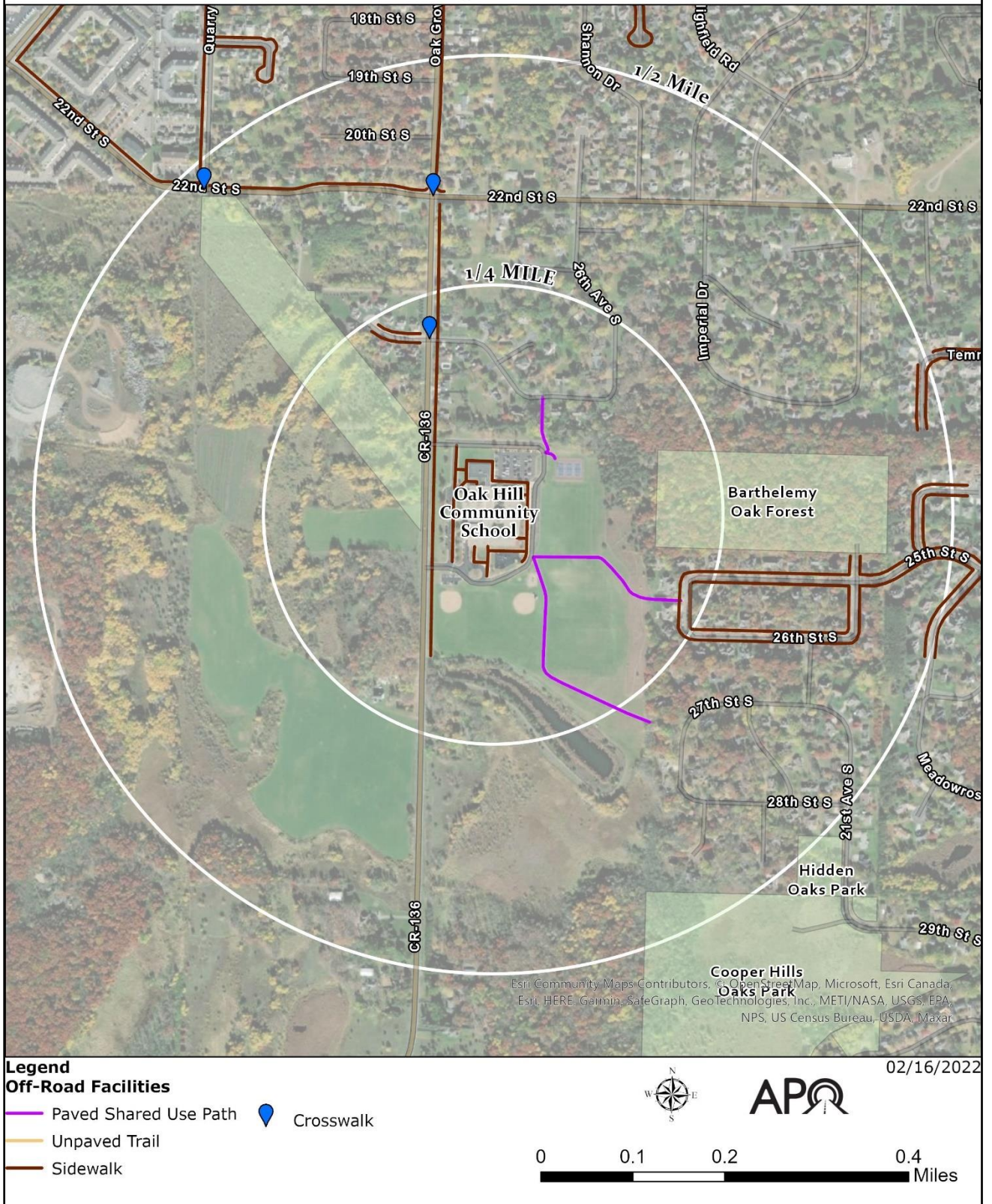


Figure 19. Oak Hill Community School - Crosswalks

## Completed Projects

Since the last SRTS Plan for [Oak Hill Community School](https://bit.ly/3uieRvb) (https://bit.ly/3uieRvb) was complete in 2013, several recommended infrastructure improvements have been made.

- 22<sup>nd</sup> Street S between Quarry Road and Oak Grove Road was reconstructed to include a signed bike lane and a sidewalk on the north side of the roadway.



Figure 20. Example of bike lane and sidewalk on 22<sup>nd</sup> Street S.

- Oak Grove Road was reconstructed to include bike lanes and a sidewalk from 22<sup>nd</sup> Street S to southern school property limits.



Figure 21. Example of bike lane and sidewalk on Oak Grove Road.

- ADA compliant curb ramps and a marked crosswalk were installed at the intersection of Oak Grove Road and 22<sup>nd</sup> Street South.

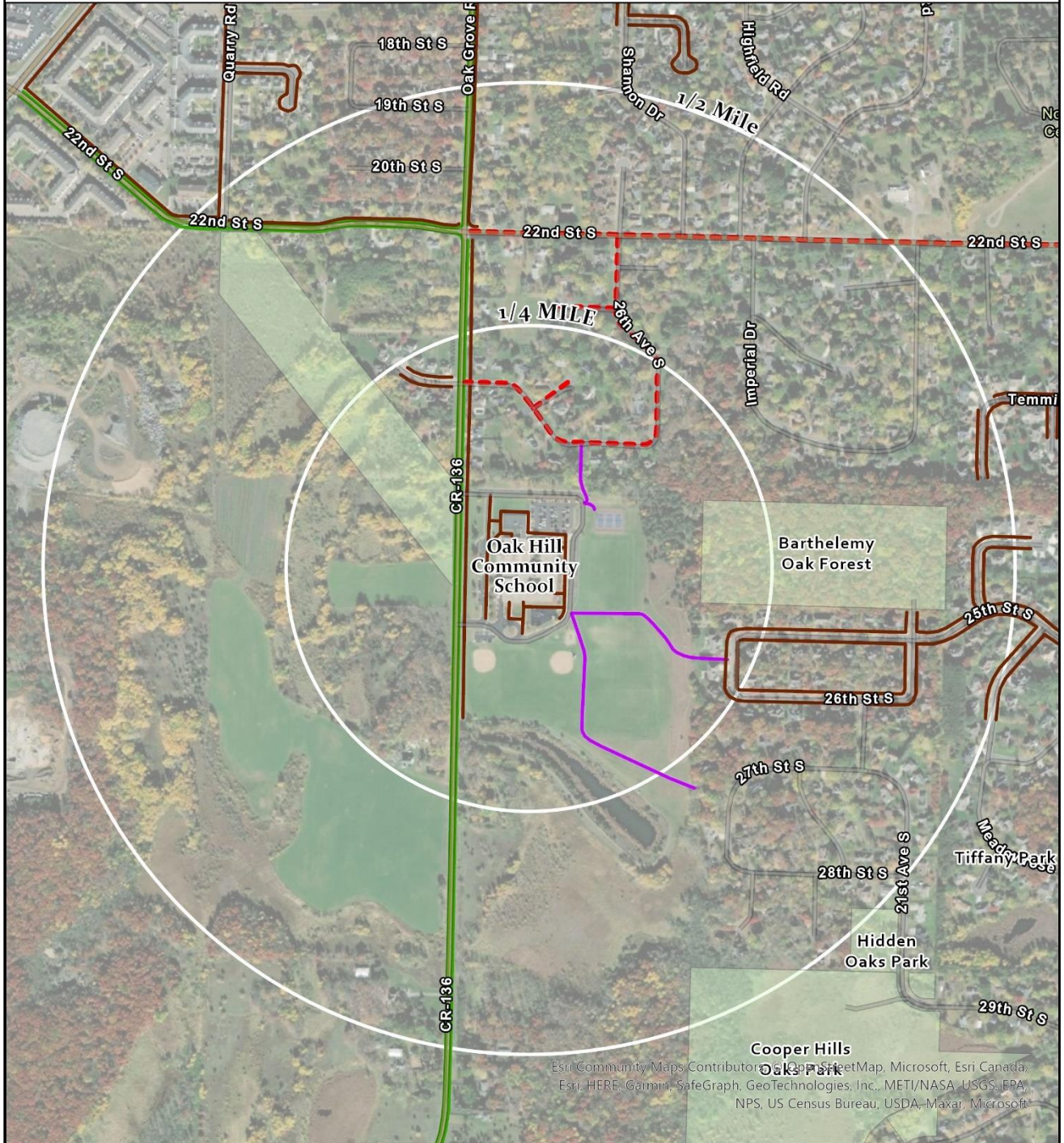


Figure 22. Example of crosswalk at the intersection of Oak Grove Road and 22<sup>nd</sup> Street S.

## Programmed Future Projects

The City of Saint Cloud annually approves a five-year capital improvement plan (CIP) that contains programmed projects the city expects to implement. Within the Oak Hill Community School half mile buffer zone, two projects are expected to be completed in the next five years, both in 2026, as shown in Figure 23. The first project is a mill and bituminous overlay of streets within the Hillside Oak area, including 26<sup>th</sup> Avenue S and cul-de-sacs. The second project on 22<sup>nd</sup> Street S from Oak Grove Road to Cooper Avenue S will reconstruct and widen the roadway to include sidewalk and bike lanes. This project will fill the active transportation network gap and create an east/west corridor for users.

# Oak Hill Community School - Programmed Future Projects



**Legend**

- |                       |                       |
|-----------------------|-----------------------|
| Programmed Projects   | On-Road Facilities    |
| Off-Road Facilities   | Signed Bicycle Lane   |
| Paved Shared Use Path | Signed Paved Shoulder |
| Unpaved Trail         | Signed Shared Lane    |
| Sidewalk              |                       |

02/16/2022

0 0.1 0.2 0.4 Miles

Figure 23. Oak Hill Community School - Programmed Future Projects







## A: 22<sup>nd</sup> Street S from Oak Grove Road to Copper Avenue.

PRIORITY: **High**

### RECOMMENDATION

The City of Saint Cloud CIP has programmed a project in 2026 to add a bike lane and a sidewalk along this corridor.

### WHY IS THIS RELEVANT?

There are no active transportation facilities along this corridor. Adding facilities for pedestrians and people who cycle will improve the connectivity of the active transportation network.

### WHO WILL MAKE THIS HAPPEN?

The City of Saint Cloud.

### HOW WILL THIS ADDRESS EQUITY?

This roadway abuts a census block group containing 32.4% of its population identifying as members of the BIPOC community who need safe facilities to travel along the corridor.



Figure 25. Example of 22<sup>nd</sup> Street S.

## B: The existing shared use path on the north end of the school property connecting to 23<sup>rd</sup> Street S.

PRIORITY: **High**

### RECOMMENDATION

Reconstruct or perform preventative maintenance to the shared use path pavement. Upgrade to include ADA-compliant curb ramps.

### WHY IS THIS RELEVANT?

Based upon the APO's off-road pavement study in 2020, this section of shared use path pavement is in very rough condition.

### WHO WILL MAKE THIS HAPPEN?

The City of Saint Cloud and Oak Hill Community School.

### HOW WILL THIS ADDRESS EQUITY?

Improving shared use path pavement conditions makes walking, biking, and rolling easier and safer for people with disabilities.

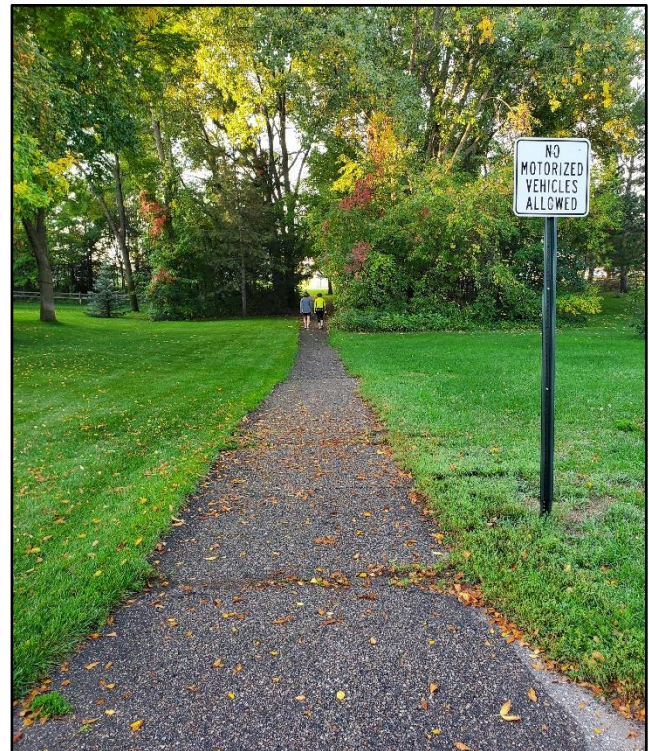


Figure 26. Example of shared use path north of the school property.

### C: The existing shared use path east of the school property connecting to 24<sup>th</sup> Avenue S.

PRIORITY: **High**

#### RECOMMENDATION

Reconstruct or perform preventative maintenance to the shared use path pavement. Upgrade to include ADA-compliant curb ramps.

#### WHY IS THIS RELEVANT?

Based upon the APO's off-road pavement study in 2020, this section of shared use path pavement is in very rough condition.

#### WHO WILL MAKE THIS HAPPEN?

The City of Saint Cloud and Oak Hill Community School.

#### HOW WILL THIS ADDRESS EQUITY?

Improving shared use path pavement conditions makes walking, biking, and rolling easier and safer for people with disabilities.

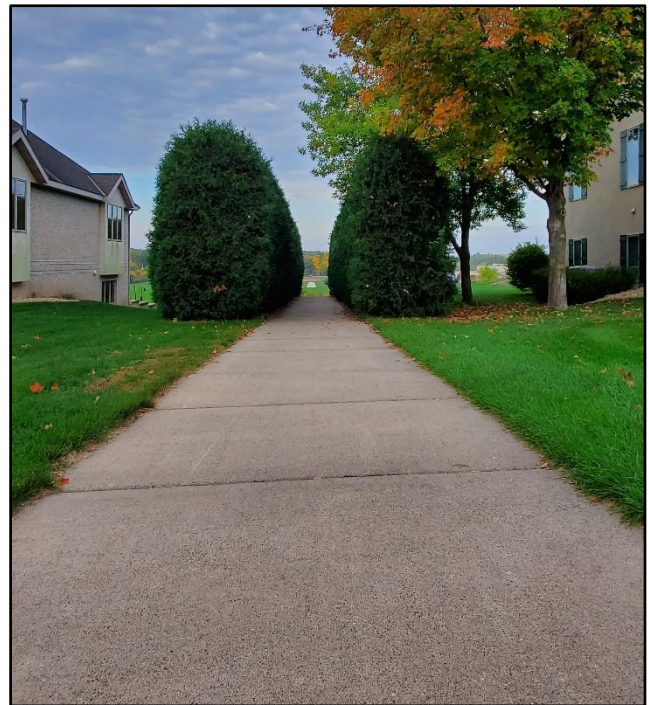


Figure 27. Example of shared use path east of the school.

### D: The existing bike lane on Oak Grove Road from 22<sup>nd</sup> Street S to Maine Prairie Road.

PRIORITY: **High**

#### RECOMMENDATION

Reconstruct or perform preventative maintenance to the bike lane pavement.

#### WHY IS THIS RELEVANT?

Based on the APO's on-road pavement study in 2019, this section pavement was rated satisfactory, but recent observations reveal further deterioration.

#### WHO WILL MAKE THIS HAPPEN?

The City of Saint Cloud.

#### HOW WILL THIS ADDRESS EQUITY?

Improving bike lane pavement conditions makes biking and rolling easier and safer for people with disabilities. This roadway borders two census block groups, one containing 68.3% and the other 32.4% of its population identifying as members of the BIPOC community. The block group with over half the population identifying as BIPOC also has one in four households classifying as low-income.

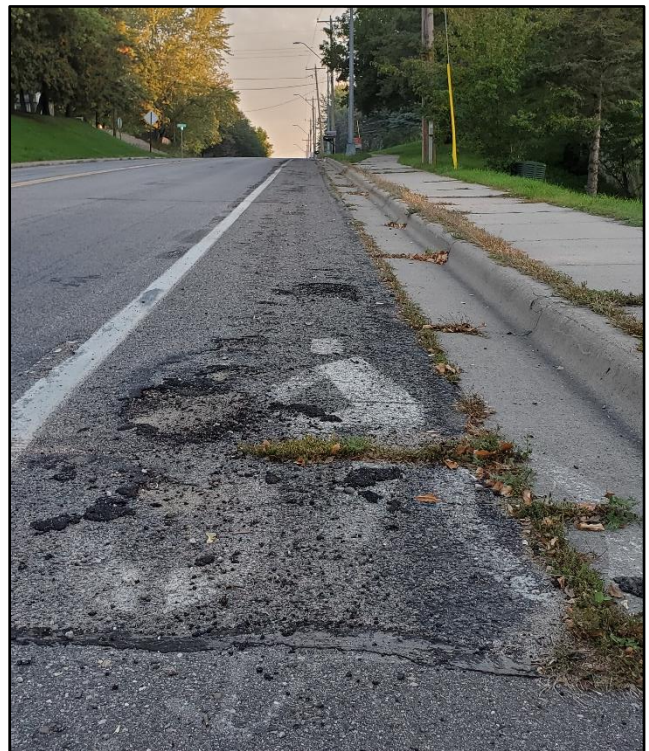


Figure 28. Example of bike lane on Oak Grove Road.

## E: North of the student drop-off and pick up lane and east of Oak Grove Road.

**PRIORITY: High**

### RECOMMENDATION

Construct a shared use path or sidewalk to link the sidewalk in the front and rear of the school to the sidewalk along Oak Grove Road and the shared use path connecting to 23<sup>rd</sup> Street S. Must include ADA-compliant curb ramps.

### WHY IS THIS RELEVANT?

There are no sidewalks or shared use paths connecting existing active transportation facilities to the school's front or rear entrance, forcing students to walk in the driving lane or on the grass.

### WHO WILL MAKE THIS HAPPEN?

Oak Hill Community School.

### HOW WILL THIS ADDRESS EQUITY?

Improved safety for students with disabilities and other students needing to access the school through walking, biking, and rolling.



Figure 29. Location of proposed facility between Oak Grove Road sidewalk and school facilities.

## F: The intersection north of the student drop-off and pick up lane between Oak Grove Road and front of school sidewalk.

**PRIORITY: High**

### RECOMMENDATION

Install signage, a crosswalk, and include ADA-compliant curb ramps.

### WHY IS THIS RELEVANT?

There are no signage, crosswalk, or ADA-compliant curb ramps to the front of the school.

### WHO WILL MAKE THIS HAPPEN?

Oak Hill Community School.

### HOW WILL THIS ADDRESS EQUITY?

Improved safety for students with disabilities and other students needing to access the school through walking, biking, and rolling.



Figure 30. Area where students would need to cross intersection.

## G: Install bike racks on school property.

**PRIORITY: High**

### RECOMMENDATION

Add bike racks on east side of the school property.

### WHY IS THIS RELEVANT?

There are no bike racks located at the school.

### WHO WILL MAKE THIS HAPPEN?

Oak Hill Community School.

### HOW WILL THIS ADDRESS EQUITY?

Providing a safe place to store bikes at school, so they are not stolen.



Figure 31. Example of a bike rack.

## H: Driveway entrances and exits to Oak Grove Road.

**PRIORITY: High**

### RECOMMENDATION

Add crosswalks to the driveway entrance and exit to school parallel to Oak Grove Road.

### WHY IS THIS RELEVANT?

The sidewalk on the east side of Oak Grove Road was added in 2021. The two driveways to the school do not have painted crosswalks warning vehicles of potential pedestrian crossings.

### WHO WILL MAKE THIS HAPPEN?

Oak Hill Community School and the City of Saint Cloud.

### HOW WILL THIS ADDRESS EQUITY?

Improved safety for students with disabilities and other students needing to access the school through walking, biking, and rolling.



Figure 32. Entrance to staff parking lot and exit for parent drop-off and pick-up.

## I: Pavement marking through the staff parking lot.

**PRIORITY: High**

### RECOMMENDATION

Construct a shared use path east of the parking lot to connect Project Recommendation E and the existing shared use path to the northern neighborhood.

### WHY IS THIS RELEVANT?

The current path from the school to the shared use path by the tennis courts is through the staff parking lot and is delineated only by hatched pavement markings. This path forces students to cross two intersects instead of one.

### WHO WILL MAKE THIS HAPPEN?

Oak Hill Community School.

### HOW WILL THIS ADDRESS EQUITY?

Improved safety for students with disabilities and other students needing to access the school through walking, biking, and rolling.



Figure 33. Example of hatched pavement markings through staff parking lot.

## J: Intersections of 22<sup>nd</sup> Street S, 23<sup>rd</sup> Street S, with Oak Grove Road.

**PRIORITY: High**

### RECOMMENDATION

Install push-button activated lit pedestrian crossing signs with LED border or Rectangular Rapid Flashing Beacon (RRFB) signs where warranted.

### WHY IS THIS RELEVANT?

There are concerns with vehicles speeding along this corridor and not stopping for active transportation users.

### WHO WILL MAKE THIS HAPPEN?

The City of Saint Cloud.

### HOW WILL THIS ADDRESS EQUITY?

By slowing vehicles down, there will be improved safety for students with disabilities and other students needing to access the school through walking, biking, and rolling.



Figure 34. Example of RRFB.

**K: South of the student drop-off and pick up lane between Oak Grove Road and front of school sidewalk.**

**PRIORITY: Medium**

**RECOMMENDATION**

Construct a shared use path or sidewalk to connect the sidewalk in front of the school to the sidewalk along Oak Grove Road. Must include ADA-compliant curb ramps.

**WHY IS THIS RELEVANT?**

There are no sidewalks or shared use paths connecting existing active transportation facilities to the school's front entrance, forcing students to walk in the driving lane or on the grass.

**WHO WILL MAKE THIS HAPPEN?**

Oak Hill Community School.

**HOW WILL THIS ADDRESS EQUITY?**

Improved safety for students with disabilities and other students needing to access the school through walking, biking, and rolling.



*Figure 35. Location of proposed facility between Oak Grove Road sidewalk and school facilities.*

**L: Oak Grove Road from south school property to 33<sup>rd</sup> Street S.**

**PRIORITY: Low**

**RECOMMENDATION**

Construct a sidewalk to connect 33<sup>rd</sup> Street S to the sidewalk in front of the school.

**WHY IS THIS RELEVANT?**

The sidewalk ends at the southern school property boundaries. Adding facilities for pedestrians will improve the connectivity of the active transportation network. This area south of the school is zoned for single-family residential and mix family residential and may develop in the future.

**WHO WILL MAKE THIS HAPPEN?**

The City of Saint Cloud.

**HOW WILL THIS ADDRESS EQUITY?**

Improved safety for students with disabilities and other students needing to access the school through walking, biking, and rolling.



*Figure 36. Example of Oak Grove Road south of the school property.*

## M: The northern boundary of the school property to the east toward Cooper Avenue S.

**PRIORITY: Low**

### RECOMMENDATION

Construct an east/west shared use path connecting Cooper Avenue S to Project Recommendation E, creating a shortcut to Oak Grove Road and to northern neighborhoods such as Imperial Drive. Property owners should be approached to discuss the possibility of a shared use path right-of-way easement on their properties.

### WHY IS THIS RELEVANT?

There are no east/west facilities connecting Cooper Avenue S to Oak Hill Community School.

### WHO WILL MAKE THIS HAPPEN?

The City of Saint Cloud and Oak Hill Community School.

### HOW WILL THIS ADDRESS EQUITY?

Improved safety for students with disabilities and other students needing to access the school through walking, biking, and rolling. The added connectivity between Oak Grove Road and the eastern neighborhoods along Cooper Avenue South will provide a scenic, safe shortcut.

## N: Oak Grove Road to Quarry Road

**PRIORITY: Low**

### RECOMMENDATION

Construct a shared use path from Quarry Road to Oak Grove Road following the City of Saint Cloud's greenspace. Review Quarry Road for a stop sign and/or potentially enhanced crossing. Include RRFB or HAWK signal for the crossing of Oak Grove Road.

### WHY IS THIS RELEVANT?

This improvement will provide an opportunity to create a shortcut and create better connectivity from high-density housing near Quarry Road to the school entrance.

### WHO WILL MAKE THIS HAPPEN?

The City of Saint Cloud.

### HOW WILL THIS ADDRESS EQUITY?

Improved safety for students with disabilities and other students needing to access the school through walking, biking, and rolling. The route connects to the northwestern block group with a high BIPOC community and many low-income households.



Figure 37. Example of wooded shared use path.



Figure 38. Example of a residential shared use path.



# Programs



Figure 39. Students during an activity.



Figure 40. Students riding their bikes.

## Introduction to Programs

*Programs are opportunities to increase awareness, understanding, and excitement around walking, biking, and rolling to school.*

Programs are focused on educating students, families, and the broader community about walking and biking, as well as on building a culture that supports and normalizes walking and biking to school and other destinations. Because programs are low-cost and can often be implemented quickly by an individual school or the school district, they represent an important Safe Routes to School strategy that complements longer-term strategies, including infrastructure improvements and policy changes.

## EXISTING PROGRAMS

Oak Hill Community School and Saint Cloud School District 742 have been actively working towards providing safe and inviting spaces around school campuses for students. This foundation of encouraging student travel safety provides a valuable baseline for expanding programs to encourage more students to walk and bike.

### PROGRAMS ALREADY ACTIVE AT OAK HILL COMMUNITY SCHOOL:

- District 742 Safe Routes to School Strategic Action Plan
- 2013 Oak Hill Community School – Safe Routes to School Plan
- Collaboration with local law enforcement
- Arrival and dismissal policy
- Adult crossing guards
- Bike fleet rotation

## PROGRAM RECOMMENDATIONS

Conversations with school and district staff, caregivers, students, community members, and city and county staff led to the following program recommendations. Programs were tailored to meet the needs, capacities, and interests of the community and were prioritized based on existing programs, input from local stakeholders, the extent to which the program would serve priority equity populations, and the readiness of the school to launch the program.

### RECOMMENDED PROGRAMS INCLUDE:

- Parent Workshop
- Walk! Bike! Fun!
- Community Encouragement
- School Safety Campaign
- Crossing Guards
- Walk and Bike to School Days





Figure 41. Example of a parent workshop.

## PARENT WORKSHOP

Since parents are usually the ones deciding whether their children walk or bike to school, a workshop designed for them can provide the tools, resources, and support needed to begin walking or biking for transportation. Topics could include starting a walking school bus, carpool matching, launching a safety campaign, community discussion on how to be responsible drivers, or organizing an event, such as Walk and Bike to School Day.

### When, where, and how will this be implemented?

Ongoing discussion.

### Why is this relevant and recommended?

Two out of three parents living within a half-mile of the school currently do not feel comfortable allowing their children to walk or bike without an adult present.

### How will this address transportation inequities?

This informational workshop would answer questions, address concerns, and provide information and resources to parents to help them decide whether to permit their children to transport themselves to school or not.

### How will this be evaluated?

A parent survey and feedback from school leaders.

### Who needs to be involved to make this happen?

School and district staff, PTSA/parents, local government and law enforcement, Bicycle Alliance of Minnesota, advocates/volunteers, League Cycling Instructors (League of American Bicyclists).

### What is the timeline for implementation?

Short term (1-2 years)

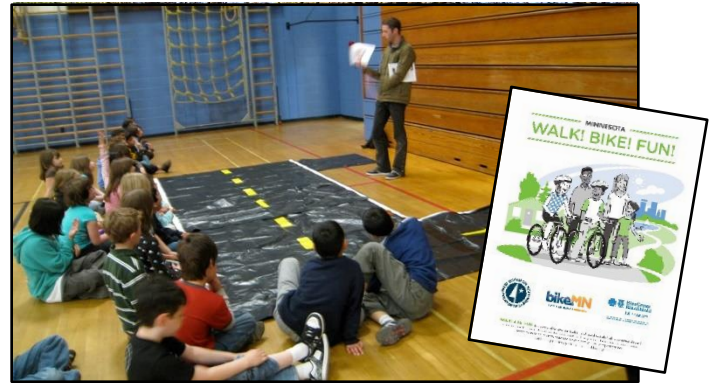


Figure 42. Students participating in a curriculum.

## WALK! BIKE! FUN!

Pedestrian and Bike Safety Curriculum is a two-part curriculum designed specifically for Minnesota's schools. It is structured to meet Minnesota education standards and is an important part of the Safe Routes to School Program in Minnesota. Walk! Bike! Fun! helps students ages 5 to 13 learn traffic rules and regulations, the potential hazards to traveling, and handling skills needed to bike and walk effectively, appropriately and safely through their community.

### When, where, and how will this be implemented?

Ongoing discussion.

### Why is this relevant and recommended?

One in four Oak Hill students think walking or biking to school is fun, while nearly half had a neutral feeling about it.

### How will this address transportation inequities?

Safety Curriculum can promote excitement for active transportation by providing the skills and confidence to travel independently. Students can not be expected to transport themselves to school if they are not taught how to do so safely.

### How will this be evaluated?

A parent and student survey as well as feedback from school leaders.

### Who needs to be involved to make this happen?

School and district staff, PTSA/parents, local government, Bicycle Alliance of Minnesota, advocates/volunteers.

### What is the timeline for implementation?

Short term (1-2 years)



Figure 43. Community engagement liaison.

## COMMUNITY ENCOURAGEMENT

Community encouragement is aimed at ensuring compliance with traffic and parking laws in school zones. Encouragement activities help reduce common poor driving behavior, such as speeding, failing to yield to pedestrians, turning illegally, parking illegally, and other violations.

Encouragement actions include School Zone Speeding Administration and Crosswalk Stings. Other implementation actions can be led by the school administration, such as parking lot citations

### When, where, and how will this be implemented?

Ongoing discussion.

### Why is this relevant and recommended?

Oak Hill parents indicated three main problems to be addressed: safety of intersections and crossings; traffic speed along the route; and the amount of traffic. Driver behavior was also mentioned.

### How will this address transportation inequities?

Law enforcement patrolling nearby roadways might facilitate awareness of irresponsible driver behavior in the community.

### How will this be evaluated?

A parent survey, feedback from PTSA leaders.

### Who needs to be involved to make this happen?

School and district staff, local government and law enforcement, PTSA/parents, advocates/volunteers.

### What is the timeline for implementation?

Medium-term (2-4 years)



Figure 44. Example of a school safety campaign.

## SCHOOL SAFETY CAMPAIGN

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.

### When, where, and how will this be implemented?

Ongoing discussion.

### Why is this relevant and recommended?

Oak Hill parents indicated three main problems to be addressed: safety of intersections and crossings; traffic speed along the route; and the amount of traffic. Driver behavior was also mentioned.

### How will this address transportation inequities?

A school safety campaign might facilitate awareness of irresponsible driver behavior in the community.

### How will this be evaluated?

A parent and student survey as well as feedback from school leaders.

### Who needs to be involved to make this happen?

School and district staff, local government and law enforcement, PTSA/parents, advocates/volunteers, students.

### What is the timeline for implementation?

Medium-term (2-4 years)



Figure 45. Example of crossing guard.

## CROSSING GUARDS

Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students with crossing the street.

**When, where, and how will this be implemented?**  
Ongoing discussion.

**Why is this relevant and recommended?**  
Oak Hill parents stated the lack of adults available to assist students walking or biking was one of the top five problems that needed to be addressed.

**How will this address transportation inequities?**  
Parents do not feel safe allowing their children to cross busy roadways and intersections. Having crossing guards at busy intersections and along the route may ease parents' worries.

**How will this be evaluated?**  
A parent and student survey, feedback from PTSA leaders, and tallies of participating students.

**Who needs to be involved to make this happen?**  
School and district staff, local government and law enforcement, PTSA/parents, advocates/volunteers.

**What is the timeline for implementation?**  
Medium-term (2-4 years)



Figure 46. Example of a walk/bike to school day.

## WALK/BIKE TO SCHOOL DAYS

National Walk to School Day and Bike to School Day attract millions of students and families to try walking, biking, and rolling to school every October and May. In addition, Minnesota celebrates Winter Walk to School Day in February. Additional education, encouragement, and enforcement programming can be used to promote the event, increase awareness, and expand participation. Walk/bike to school days can also take place more frequently if there's interest and capacity..

**When, where, and how will this be implemented?**  
Ongoing discussion.

**Why is this relevant and recommended?**  
Over half of Oak Hill parents responding to the parent survey indicated walking and biking are healthy.

**How will this address transportation inequities?**  
For parents to allow their children to transport themselves to and from school, education and engagement programs must first be in place. Then the school can provide encouragement programs such as Walk and Bike to School Days to increase walking and biking while empowering the youth.

**How will this be evaluated?**  
A parent and student survey, feedback from PTSA leaders, and tallies of participating students.

**Who needs to be involved to make this happen?**  
School and district staff, local government and law enforcement, PTSA/parents, advocates/volunteers.

**What is the timeline for implementation?**  
Long term (4+ years)

# Working for Change



Figure 47. Students participating in an activity.



Figure 48. Stakeholders conducting a walking audit.

## Action Steps

*This plan and planning process provide two critical ingredients for creating a more equitable transportation system in Saint Cloud: a prioritized set of infrastructure and program recommendations, and a network of caregivers, school staff, local government employees, and community*

*members committed to improving walking and biking.*





Figure 49. Stakeholders engaged in an activity.

## FOR ALL COMMUNITY MEMBERS

A more equitable transportation system that prioritizes safe, comfortable, and fun opportunities to walk, bike, and roll benefits everyone. While this plan is focused on addressing connections to schools, many improvements will benefit people with no relationship to the schools because we all share the same streets, sidewalks, and trails. Likewise, many needed changes, such as reducing speed limits and normalizing walking and biking, extend far beyond the school system.

Your number one role as a community member is to advocate for changes that make walking, biking, and rolling safer, more comfortable, and more fun. Speak to elected officials, show up to community meetings, talk about walking and biking at school events and with school administrators, and organize and vote for candidates who support walking, biking, and public transit.

### I AM A STUDENT OR CAREGIVER

Students and their families can have incredible influence when advocating for change in their school and broader community. For example, students and caregivers can support and lead SRTS initiatives including:

- Advocating for policy change and funding at City Hall.
- Developing campaigns to generate enthusiasm and improve social conditions for SRTS.
- Volunteering time to lead a Walking School Bus or organize a bike drive.
- Fundraising for SRTS programs and small infrastructure projects.

### I AM A SCHOOL DISTRICT EMPLOYEE

School district staff bring an important perspective and voice to advocating for a more equitable

transportation system. By describing challenges and opportunities they see confronting their students and petitioning local elected officials for improvements, school district employees can support policy and infrastructure improvements that benefit their students and the broader community. Staff are also ideally positioned to implement the recommendations in this plan, whether it be a classroom-level curriculum or school district-wide policy around walking and biking.

### I WORK FOR THE CITY OR COUNTY

As members of the governments that own, regulate, and maintain the roads, city and county staff can be instrumental in re-orienting transportation policies and infrastructure around walking and biking to schools and other destinations. City and county staff can leverage their expertise to identify, advocate for, and implement changes that contribute toward a more equitable transportation system. Key policies that staff can support include:

- Reducing lane widths and vehicular speed limits.
- Eliminating minimum parking requirements.
- Revising land use regulations to promote denser and more integrated land uses that promote walkable and bikeable trips.
- Prioritizing municipal maintenance and snow clearing of all pedestrian and bike facilities.
- Requiring complete streets infrastructure as part of all road resurfacing and reconstruction projects.

City staff can also use this report to support Safe Routes to School funding applications to programs such as MnDOT SRTS grants, Federal SRTS grants, and the Statewide Health Improvement Program (SHIP)



# Appendices



Figure 10. Students walking on a sidewalk.

## **DATA GATHERING TOOL**

Multiple tools were administered while gathering the Oak Hill Community School Safe Routes to School Plan data. Each instrument focused on collecting data for the six E's (evaluation, education, encouragement, equity, engagement, and engineering). This process used quantitative and qualitative data to formulate informed program and infrastructure recommendations.

## **SCHOOL ENVIRONMENT AND POLICY ASSESSMENT**

Oak Hill Community School administration completed the School Environment and Policy Assessment in 2021. The assessment asked various questions such as; current policies and practices around walking and biking to school, arrival and dismissal procedures, and the school zone. The results can be found in Appendix A.

## **PARENT SURVEY ABOUT WALKING AND BIKING TO SCHOOL**

This multiple-choice/short-answer survey was administered during the Fall of 2021 to parents at Oak Hill Community School. The survey evaluates parents' attitudes and perceptions about walking, biking, and safety and provides vital data surrounding the location of students. A total of 179 surveys were completed from Oak Hill Community School, and the results are presented in Appendix B. Specific questions and comments are not listed due to privacy concerns.

## **STUDENT TRAVEL TALLY**

Teachers in the classroom conduct the student travel tally on 3 consecutive school days during a specified week. Teachers record the number of students arriving/leaving school that day using each type of travel mode. A total of 10 classrooms were recorded, with 236 students participating. The results can be found in Appendix C.

## **WALKING AND BIKING AUDIT**

A walking and bicycling audit were conducted around Oak Hill Community School in the fall of 2021. This process involved gathering data about environmental conditions (social, built, and natural) that affect walking and bicycling. One objective of the audit is to document factors that help or hinder safe walking and bicycling. These factors include but are not limited to street lighting, sidewalk width, condition, traffic volume, bike lanes, topography, and presence of dogs, trash, and debris.

## **SCHOOL ZONE HAZARD OBSERVATIONAL ASSESSMENT**

The School Zone Hazard Observational Assessment was conducted by in-person observation by multiple community volunteers at AM arrival and PM dismissal in the Fall of 2021. This is a way to track hazards that decrease safety around schools. It. The tool separately tracks different travel modes and corresponding behaviors (i.e. distractions, illegal parking/pick up, unsafe crossing, or helmet usage).

## **PROJECT RECOMMENDATIONS FROM THE 2013 OAK HILL COMMUNITY SCHOOL SRTS PLAN**

The previous Oak Hill Community SRTS Plan was completed in August of 2013. From the plan, 10 projects were recommended. The list of projects and whether they were completed can be found in the Appendix D table.



Minnesota Safe Routes to School

School Environment and Policy Assessment

School Name: Oak Hill

Date Completed (MM/DD/YY): 06/14/21

Address: 2600 Co Rd 136 - St Cloud MN 56301

MDE ID #:

Name: Tony Washington

Phone: 321 379 6001

Question				
<b>This first set of questions asks about your school's policies and practices around walking and biking.</b>				
1. How does your school or district wellness policy address walking and biking?	<input type="checkbox"/> Prohibits walking and biking	<input type="checkbox"/> Walking and biking are not addressed	<input type="checkbox"/> Promotes walking and biking	<input checked="" type="checkbox"/> Not applicable
2. How does your school or district transportation policy address walking and biking?	<input type="checkbox"/> Prohibits walking and biking	<input type="checkbox"/> Walking and biking are not addressed	<input type="checkbox"/> Promotes walking and biking	<input checked="" type="checkbox"/> Not applicable
3. Does your school or district collaborate with local law enforcement on enforcing speed limits or other traffic laws in the school zone?	<input type="checkbox"/> No		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Not applicable
4. Does your school or district have a plan for evaluating Safe Routes to School efforts?	<input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes	<input type="checkbox"/> Not applicable
5. Does your school have or participate in walking and biking events or programs such as Walk to School Day or Walking School Buses?	<input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes	<input type="checkbox"/> Not applicable
6. Does your school have or participate in walking and biking skills and safety training or curriculum?	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Staff trained, but curriculum not yet implemented	<input type="checkbox"/> Yes, staff trained and curriculum being implemented	<input type="checkbox"/> Not applicable
<b>The next set of questions asks about your school property and arrival/dismissal procedures.</b>				
7. How many designated and separated points of entry (e.g., sidewalk, trail, or intersection connection) onto the school property are accessible to walkers or bikers?	<input type="checkbox"/> 0	<input checked="" type="checkbox"/> 1-2	<input type="checkbox"/> 3 or more	<input type="checkbox"/> Not applicable
8. Is the bus loading/unloading area separated from parent pick-up and drop-off?	<input type="checkbox"/> No		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Not applicable
9. Does your school have a written arrival and dismissal policy that addresses the needs and safety of students walking and biking, such as providing staggered dismissal times or separated physical arrival/dismissal spaces for students walking and biking?	<input type="checkbox"/> No policy or limited policy that acknowledges students walking and biking but does not address their unique needs and safety	<input type="checkbox"/> Yes, policy addresses needs and safety of students walking and biking, but it is not communicated to parents	<input checked="" type="checkbox"/> Yes, policy addresses needs and safety of students walking and biking, and it is communicated to parents via school's communications channels (e.g., school website, email, flyers, etc.)	<input type="checkbox"/> Not applicable

DRAFT 4/25/2018

The next set of questions asks about your school zone. The school zone includes school property and the area surrounding the school property to a distance of 300 feet or one city block, whichever distance is greater.				
10. What speed limits are posted within your school zone? Do not include signs that lower speed limits only when students are present.	<input type="checkbox"/> Any speed limits 40 mph or more	<input type="checkbox"/> Combination of 30 mph and 35 mph	<input type="checkbox"/> All speed limits 30 mph or less	<input checked="" type="checkbox"/> Not applicable
11. Are there signs in your school zone that lower the speed limit to ≤30 mph when students are present?	<input type="checkbox"/> No		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Not applicable
12. Do the streets in your school zone have sidewalks, paths, and/or protected walkways?	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes, but gaps are present	<input type="checkbox"/> Yes, present throughout with no gaps	<input type="checkbox"/> Not applicable
13. Are sidewalks and trails in your school zone maintained in safe condition in winter (e.g., cleared of snow and ice to allow students walking and biking to safely navigate them)?	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, in some areas	<input type="checkbox"/> Yes, all trails and sidewalks	<input type="checkbox"/> Not applicable
14. What is the condition of the sidewalks in your school zone? (Best guesses are okay).	<input type="checkbox"/> Poor (mostly (>50%) cracked, buckled, or missing sections)	<input checked="" type="checkbox"/> Acceptable (some (25-50%) cracked, buckled or missing sections)	<input type="checkbox"/> Good (few (<25%) cracked, buckled, or missing sections)	<input checked="" type="checkbox"/> Not applicable
15. How clear of obstacles (garbage bins, signs, utility poles, overgrown plants, trees, etc.) are the sidewalks in your school zone?	<input type="checkbox"/> Frequent obstacles interrupting sidewalk travel	<input type="checkbox"/> Some obstacles, but enough room for two people walking side-by-side	<input checked="" type="checkbox"/> Few or no obstacles	<input type="checkbox"/> Not applicable
16. Do the streets in your school zone have dedicated bicycle lanes, trails, and/or off street paths?	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes, but gaps are present	<input type="checkbox"/> Yes, present throughout with no gaps	<input type="checkbox"/> Not applicable
17. Does your school have a designated walking route in the school zone?  <i>*If yes, consider that route while answering questions 18-21.</i>	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, but it is not promoted	<input type="checkbox"/> Yes, and school promotes awareness of route to students and parents (such as via signage or the school website)	<input type="checkbox"/> Not applicable
18. Are marked crosswalks present in your school zone?	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, at some crossings (or within designated route)	<input type="checkbox"/> Yes, at all crossings	<input type="checkbox"/> Not applicable
19. Are pedestrian crossing signals or "countdown" pedestrian crossing signals present at traffic signals in your school zone?	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes, at some crossings (or within designated route)	<input type="checkbox"/> Yes, at all crossings	<input type="checkbox"/> Not applicable
20. Are <b>adult</b> crossing guards with safety vests and STOP paddles or flags present within the school zone?	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes, at some crossings (or within designated route)	<input type="checkbox"/> Yes, at all crossings	<input type="checkbox"/> Not applicable
21. Is <b>student</b> school patrol present within the school zone?	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes, at some crossings (or within designated route)	<input type="checkbox"/> Yes, at all crossings	<input type="checkbox"/> Not applicable

## Parent Survey About Walking and Biking to School

**Dear Parent or Caregiver,**

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results.

**Thank you for participating in this survey!**

+ <b>CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY</b> +
--

School Name:

--

1. What is the grade of the child who brought home this survey?   Grade (PK,K,1,2,3...)

2. Is the child who brought home this survey male or female?  Male  Female

3. How many children do you have in Kindergarten through 8<sup>th</sup> grade?

4. What is the street intersection nearest your home? (Provide the names of two intersecting streets)

	and	
--	-----	--

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box.	
--	--

5. How far does your child live from school?

<input type="checkbox"/> Less than ¼ mile	<input type="checkbox"/> ½ mile up to 1 mile	<input type="checkbox"/> More than 2 miles
<input type="checkbox"/> ¼ mile up to ½ mile	<input type="checkbox"/> 1 mile up to 2 miles	<input type="checkbox"/> Don't know

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box.	
--	--

6. On most days, how does your child arrive and leave for school? (Select one choice per column, mark box with X)

<p><b>Arrive at school</b></p> <input type="checkbox"/> Walk <input type="checkbox"/> Bike <input type="checkbox"/> School Bus <input type="checkbox"/> Family vehicle (only children in your family) <input type="checkbox"/> Carpool (Children from other families) <input type="checkbox"/> Transit (city bus, subway, etc.) <input type="checkbox"/> Other (skateboard, scooter, inline skates, etc.)	<p><b>Leave from school</b></p> <input type="checkbox"/> Walk <input type="checkbox"/> Bike <input type="checkbox"/> School Bus <input type="checkbox"/> Family vehicle (only children in your family) <input type="checkbox"/> Carpool (Children from other families) <input type="checkbox"/> Transit (city bus, subway, etc.) <input type="checkbox"/> Other (skateboard, scooter, inline skates, etc.)
---	--

+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box	
---	--

7. How long does it normally take your child to get to/from school? (Select one choice per column, mark box with X)

<p><b>Travel time to school</b></p> <input type="checkbox"/> Less than 5 minutes <input type="checkbox"/> 5 – 10 minutes <input type="checkbox"/> 11 – 20 minutes <input type="checkbox"/> More than 20 minutes <input type="checkbox"/> Don't know / Not sure	<p><b>Travel time from school</b></p> <input type="checkbox"/> Less than 5 minutes <input type="checkbox"/> 5 – 10 minutes <input type="checkbox"/> 11 – 20 minutes <input type="checkbox"/> More than 20 minutes <input type="checkbox"/> Don't know / Not sure
--	--

+ +
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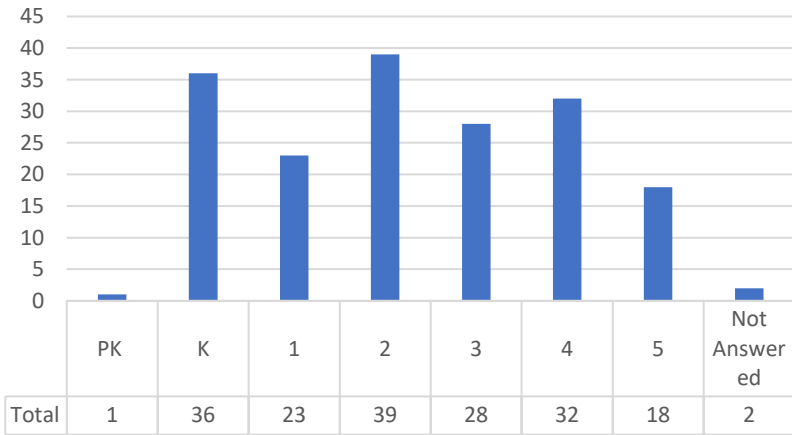


+	+
<p><b>8. Has your child asked you for permission to walk or bike to/from school in the last year?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p><b>9. At what grade would you allow your child to walk or bike to/from school without an adult?</b>          (Select a grade between PK,K,1,2,3...) <input type="text"/> <input type="text"/> grade (or) <input type="checkbox"/> I would not feel comfortable at any grade</p>	
<p><b>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</b></p>	
<p><b>10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school?</b> (Select ALL that apply)</p> <p><input type="checkbox"/> Distance.....</p> <p><input type="checkbox"/> Convenience of driving.....</p> <p><input type="checkbox"/> Time.....</p> <p><input type="checkbox"/> Child's before or after-school activities.....</p> <p><input type="checkbox"/> Speed of traffic along route.....</p> <p><input type="checkbox"/> Amount of traffic along route.....</p> <p><input type="checkbox"/> Adults to walk or bike with.....</p> <p><input type="checkbox"/> Sidewalks or pathways.....</p> <p><input type="checkbox"/> Safety of intersections and crossings.....</p> <p><input type="checkbox"/> Crossing guards.....</p> <p><input type="checkbox"/> Violence or crime.....</p> <p><input type="checkbox"/> Weather or climate.....</p>	<p><b>11. Would you probably let your child walk or bike to/from school if this problem were changed or improved?</b> (Select one choice per line, mark box with X)</p> <p><input type="checkbox"/> My child already walks or bikes to/from school</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p>
<p><b>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</b></p>	
<p><b>12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?</b></p> <p><input type="checkbox"/> Strongly Encourages <input type="checkbox"/> Encourages <input type="checkbox"/> Neither <input type="checkbox"/> Discourages <input type="checkbox"/> Strongly Discourages</p>	
<p><b>13. How much fun is walking or biking to/from school for your child?</b></p> <p><input type="checkbox"/> Very Fun <input type="checkbox"/> Fun <input type="checkbox"/> Neutral <input type="checkbox"/> Boring <input type="checkbox"/> Very Boring</p>	
<p><b>14. How healthy is walking or biking to/from school for your child?</b></p> <p><input type="checkbox"/> Very Healthy <input type="checkbox"/> Healthy <input type="checkbox"/> Neutral <input type="checkbox"/> Unhealthy <input type="checkbox"/> Very Unhealthy</p>	
<p><b>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</b></p>	
<p><b>15. What is the highest grade or year of school you completed?</b></p> <p><input type="checkbox"/> Grades 1 through 8 (Elementary) <input type="checkbox"/> College 1 to 3 years (Some college or technical school)</p> <p><input type="checkbox"/> Grades 9 through 11 (Some high school) <input type="checkbox"/> College 4 years or more (College graduate)</p> <p><input type="checkbox"/> Grade 12 or GED (High school graduate) <input type="checkbox"/> Prefer not to answer</p>	
<p><b>16. Please provide any additional comments below.</b></p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	

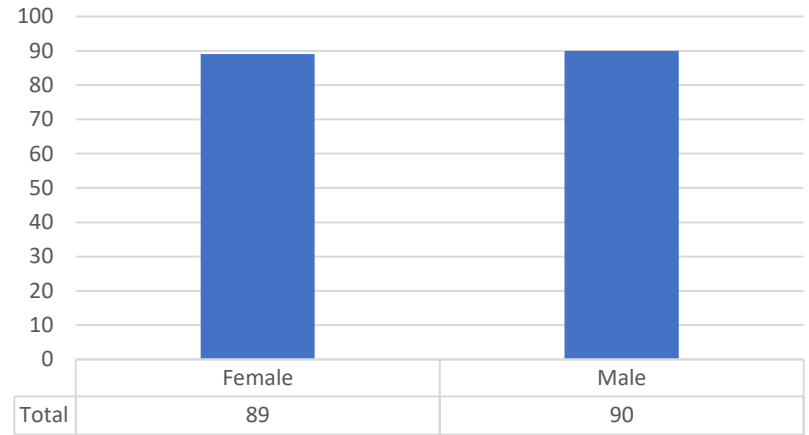


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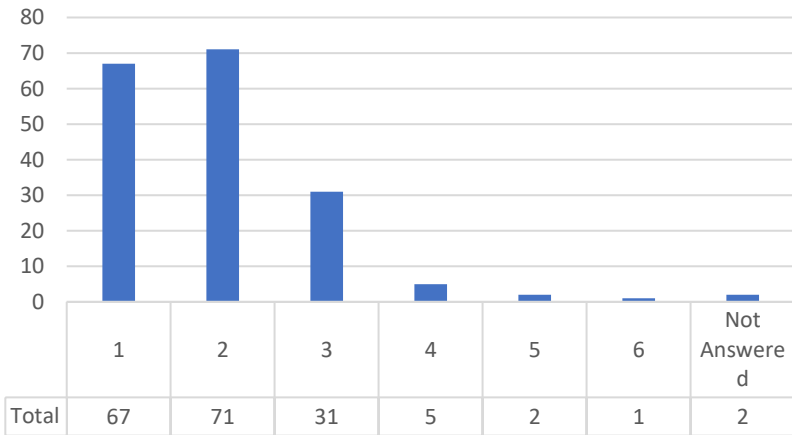
1. What is the grade of the child who brought home this survey



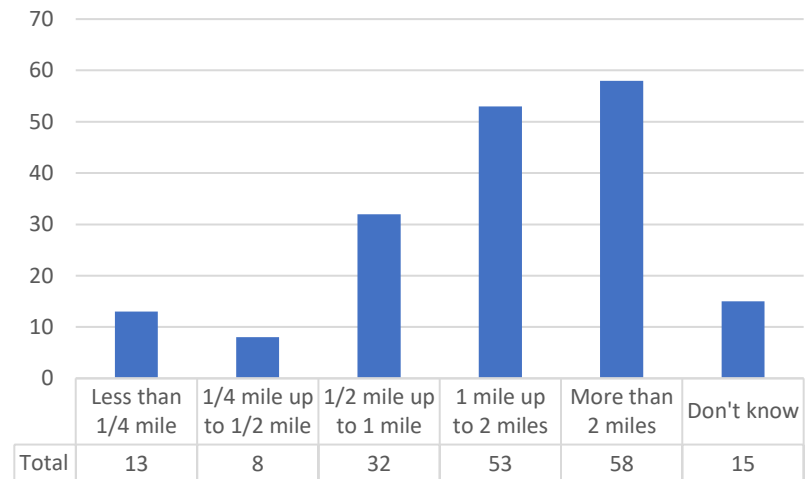
2. Is the child who brought home this survey male or female?



3. How many children do you have in Kindergarten through 8th grade?

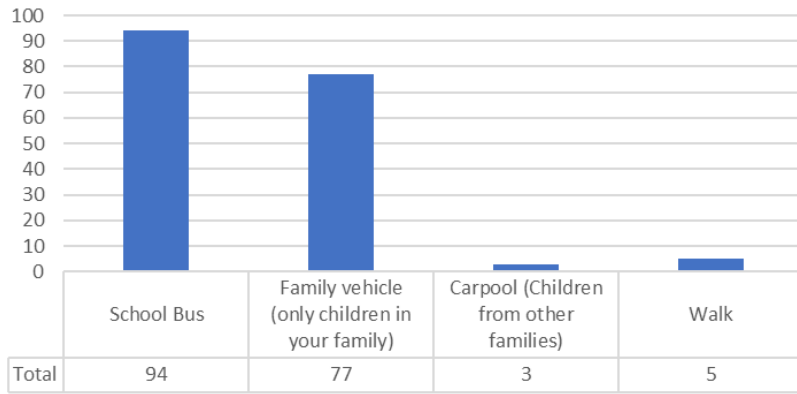


5. How far does your child live from school?

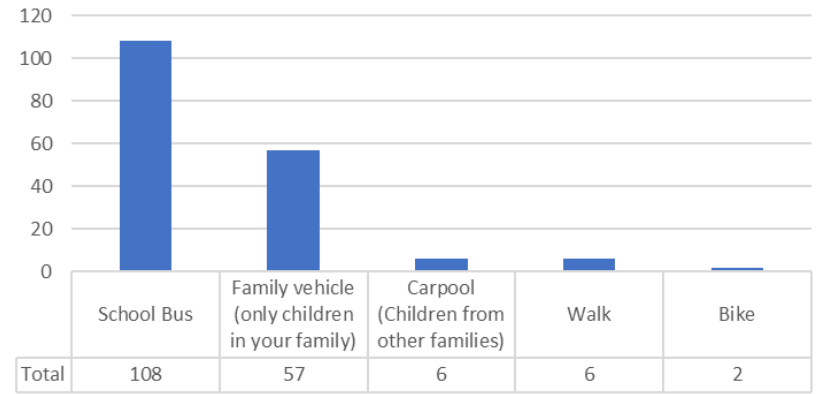


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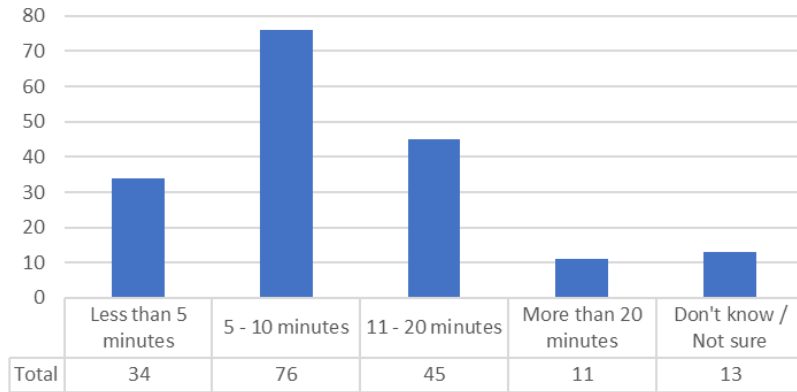
6.1 On most days, how does your child arrive at school?



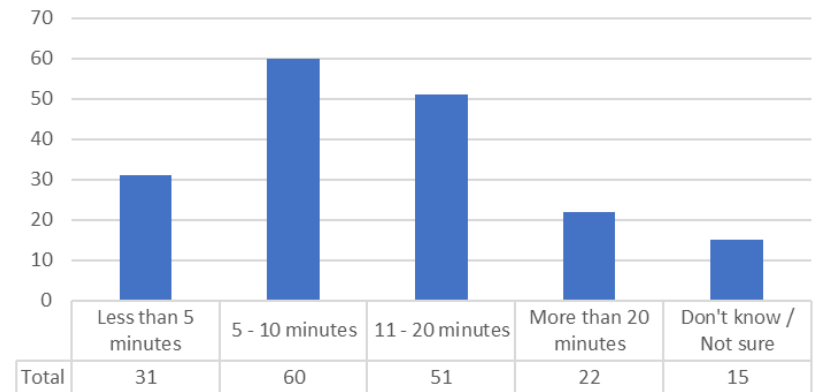
6.2 On most days, how does your child leave from school?



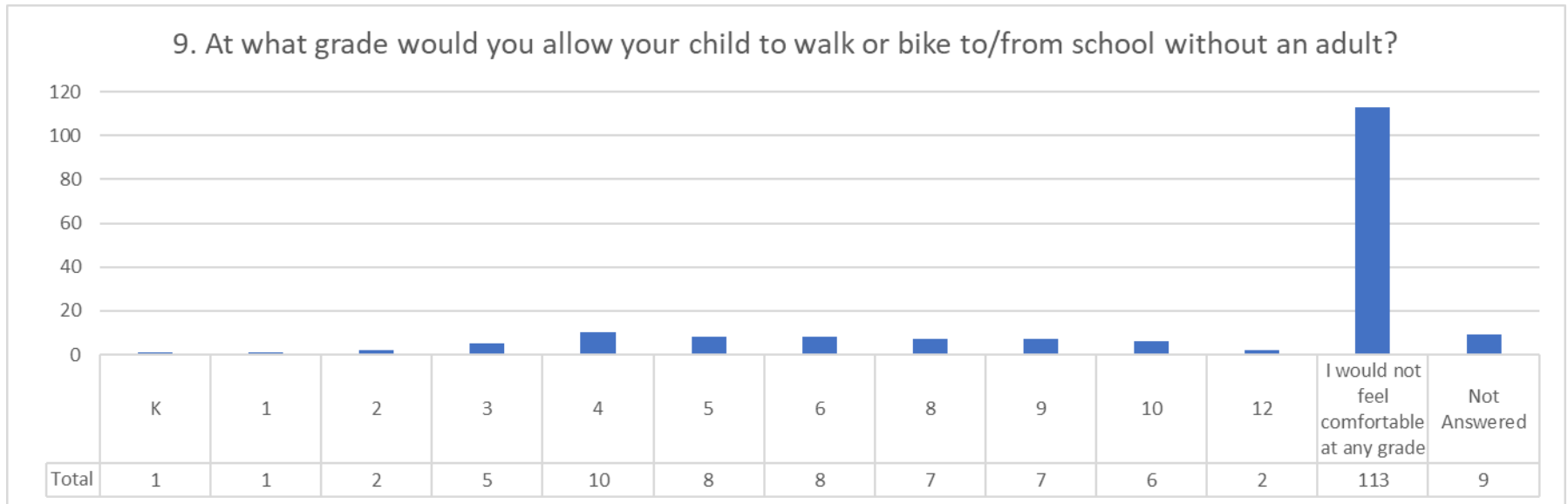
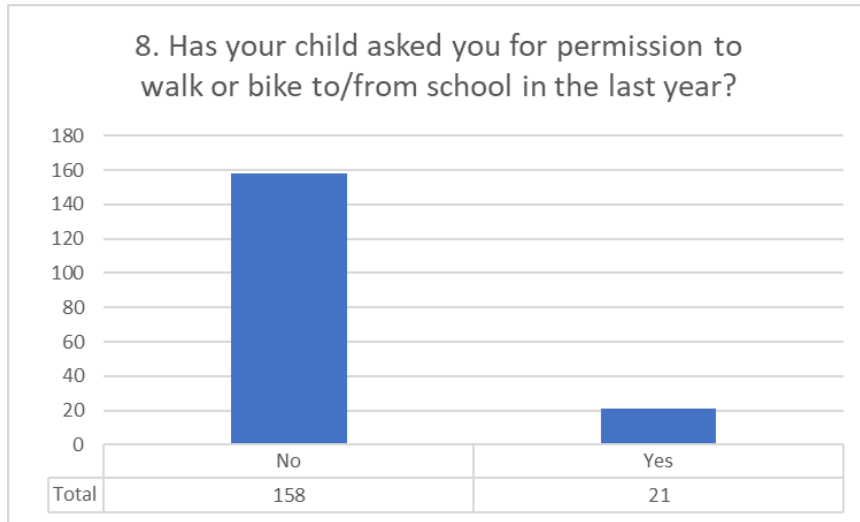
7.1 How long does it normally take your child to get to school?



7.2 How long does it normally take your child to travel from school?

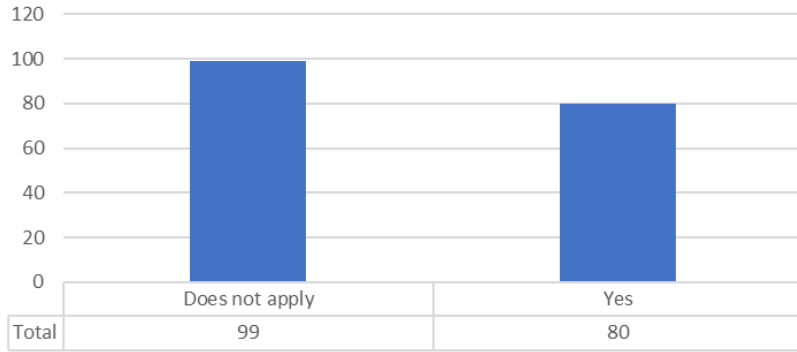


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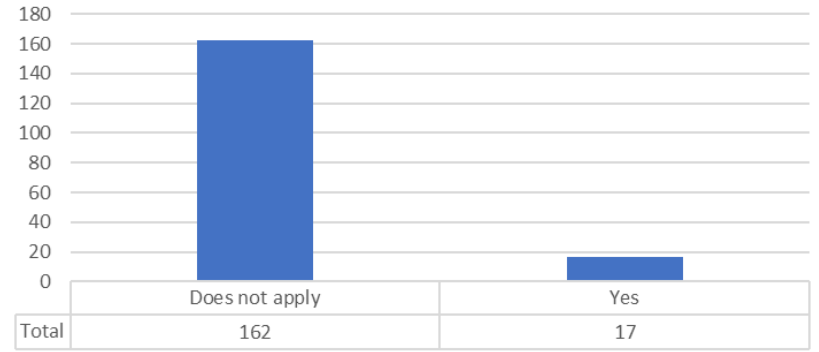


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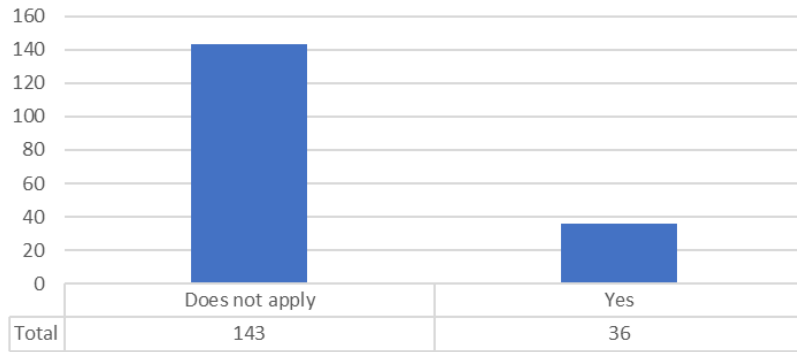
10.1 Does distance affect your decision to allow, or not allow, your child to walk or bike to/from school?



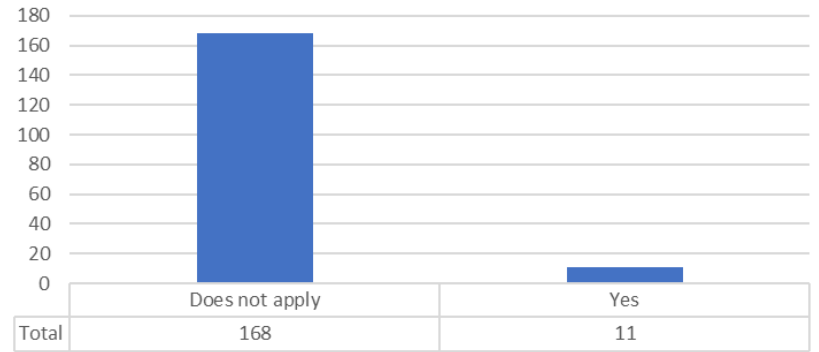
10.2 Does convenience of driving affect your decision to allow, or not allow, your child to walk or bike to/from school?



10.3 Does time affect your decision to allow, or not allow, your child to walk or bike to/from school?

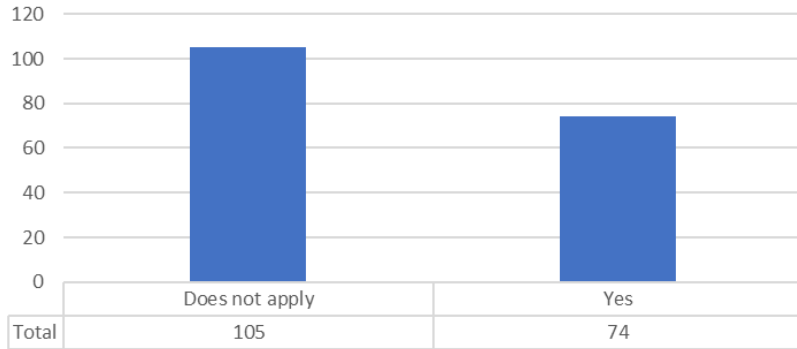


10.4 Does your child's before or after-school activities affect your decision to allow, or not allow, your child to walk or bike to/from school?

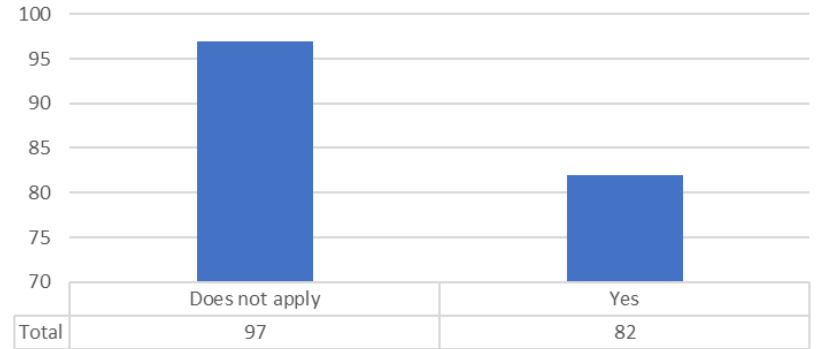


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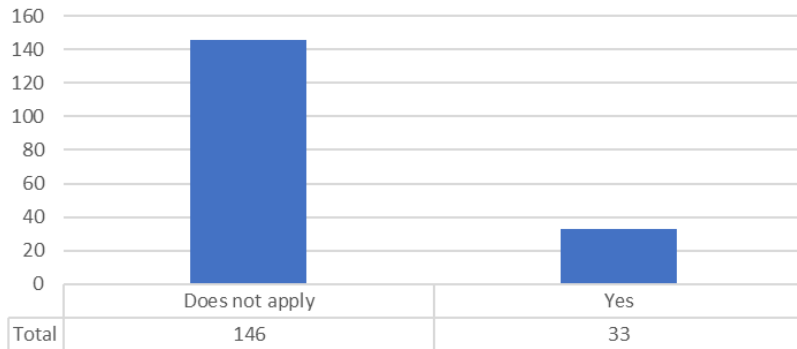
10.5 Does speed of traffic along route affect your decision to allow, or not allow, your child to walk or bike to/from school?



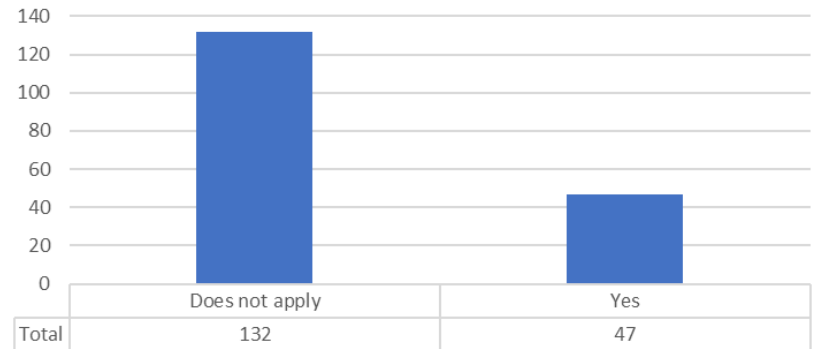
10.6 Does the amount of traffic along the route affect your decision to allow, or not allow, your child to walk or bike to/from school?



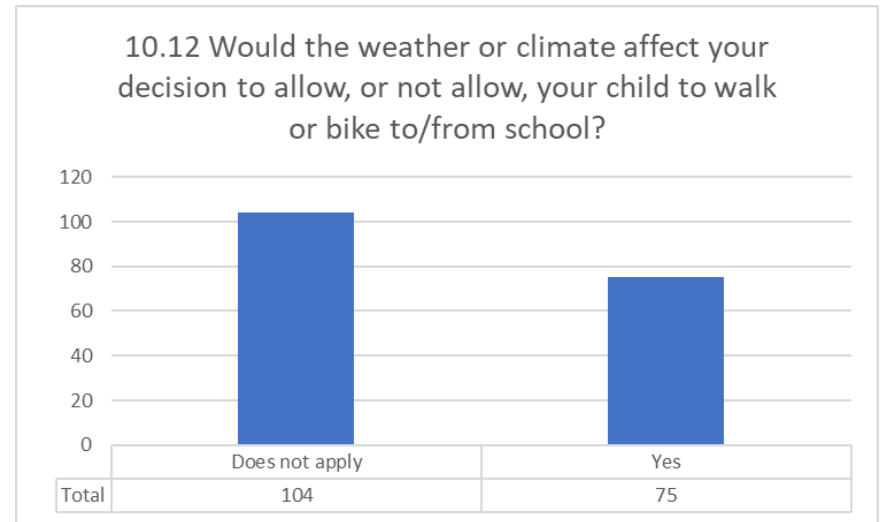
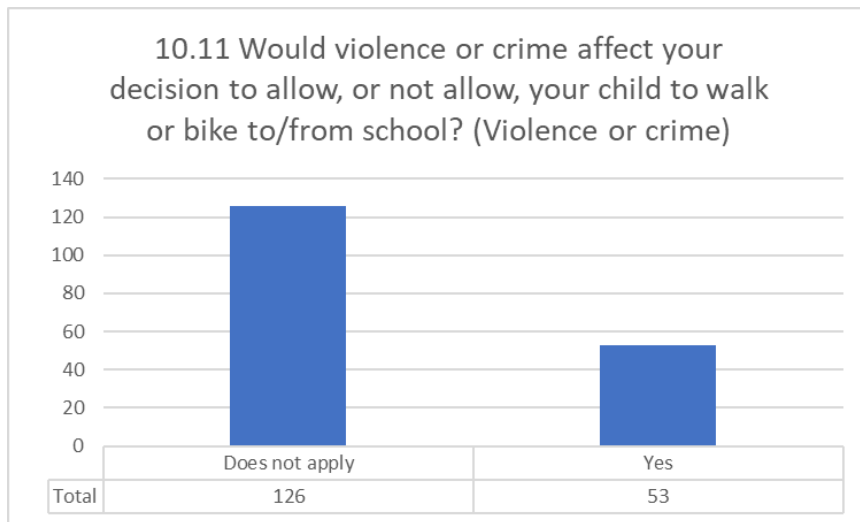
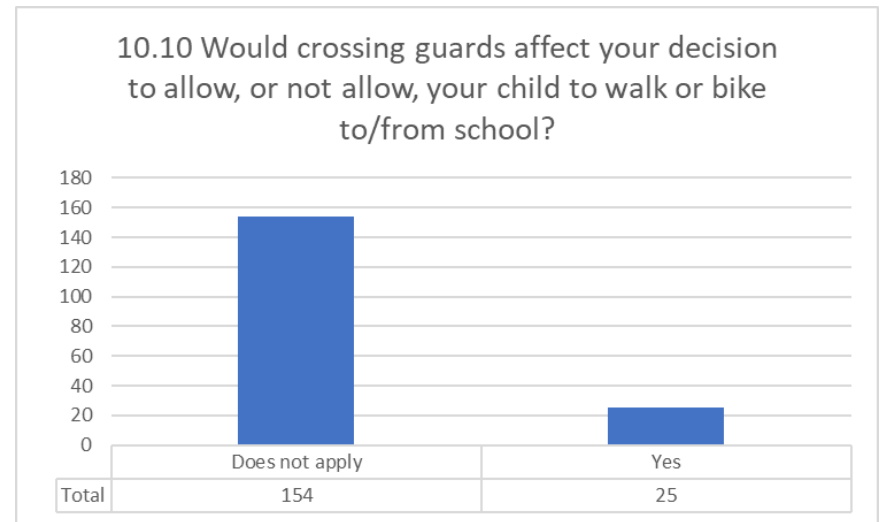
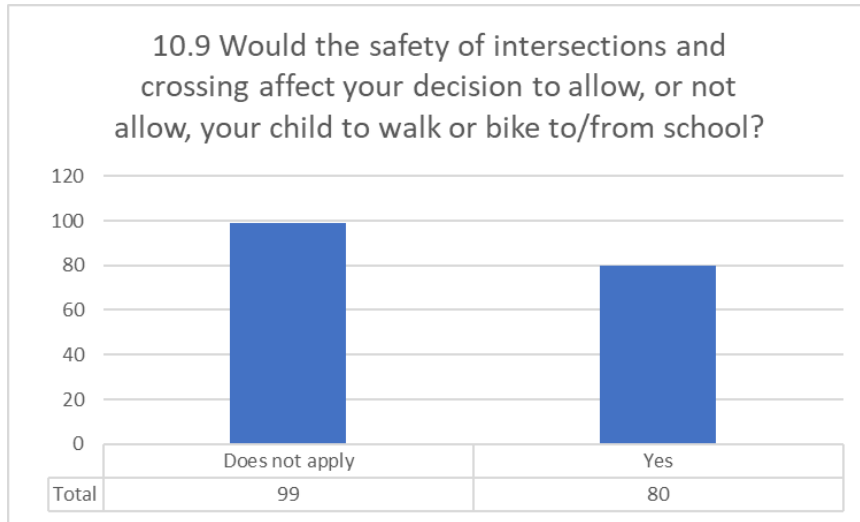
10.7 Would adults to walk or bike with your child affect you decision to allow, or not allow, your child to walk or bike to/from school?



10.8 Would sidewalk or pathways affect your decision to allow, or not allow, your child to walk or bike to/from school?

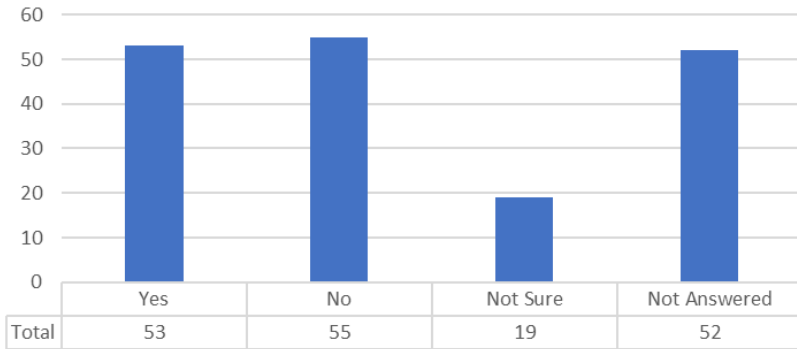


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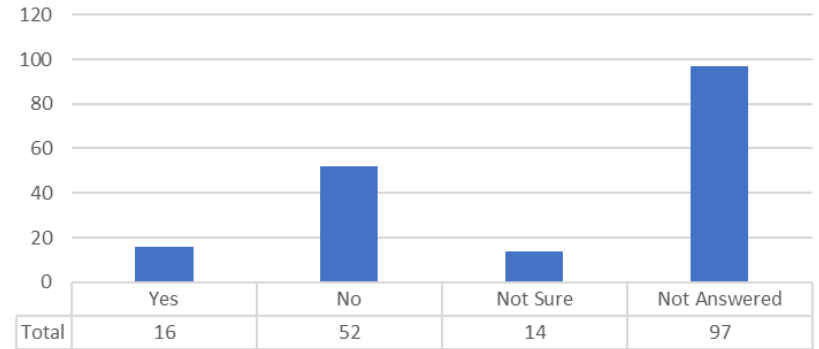


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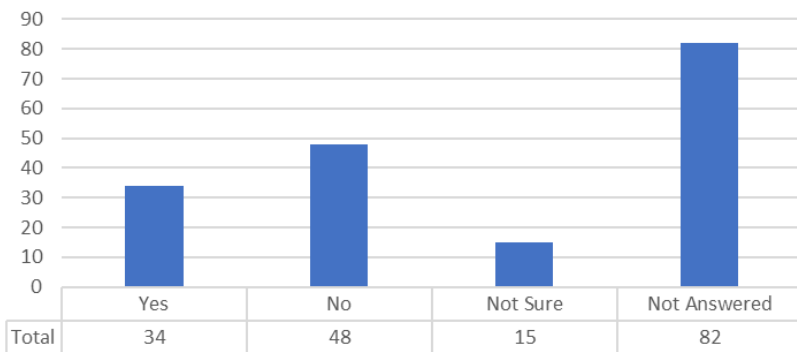
11.2 Would you probably let you child walk or bike to/from school if distance were changed or improved?



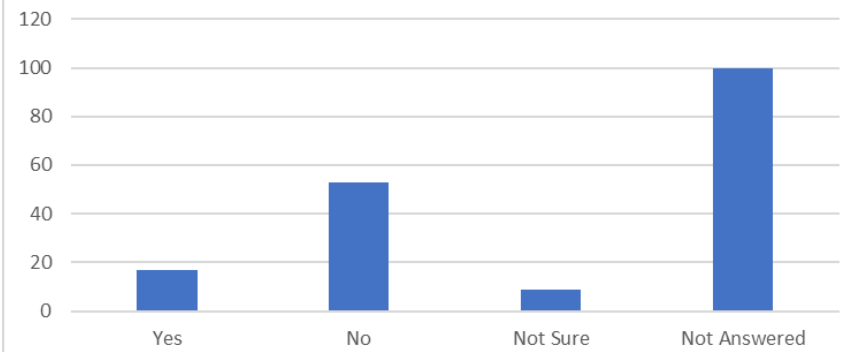
11.3 Would you probably let you child walk or bike to/from school if convenience of driving were changed or improved?



11.4 Would you probably let you child walk or bike to/from school if time were changed or improved?

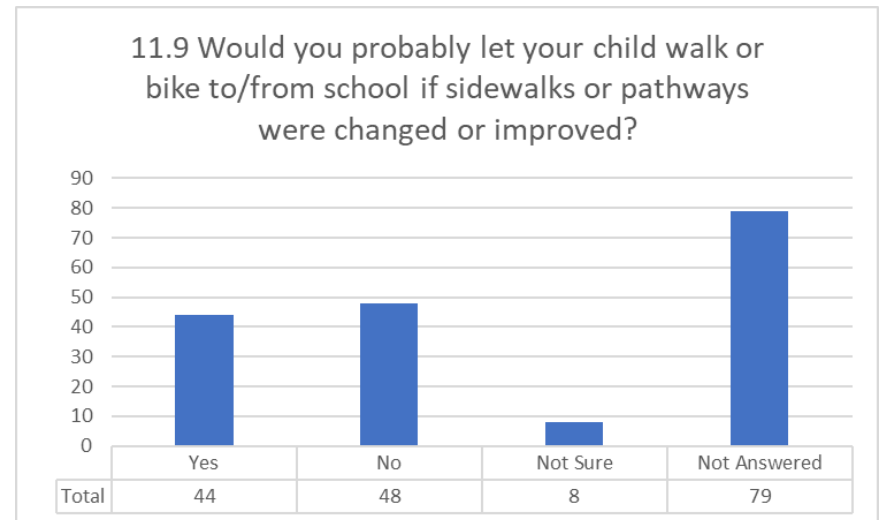
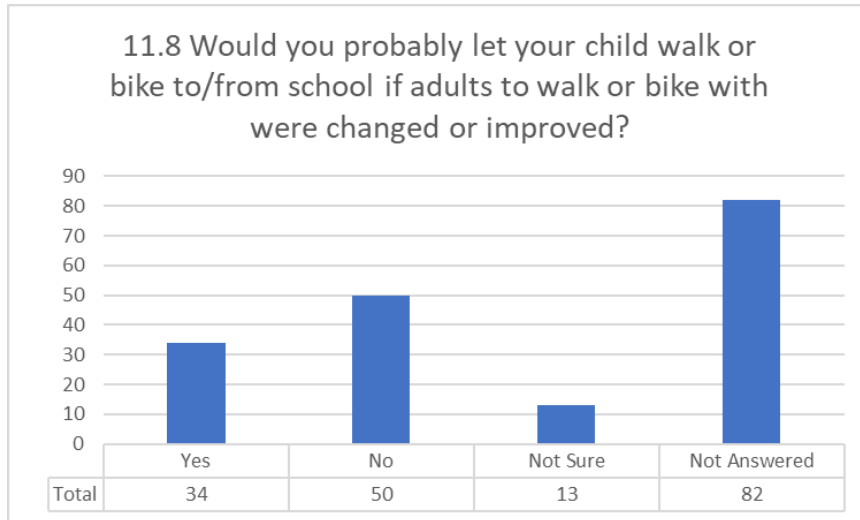
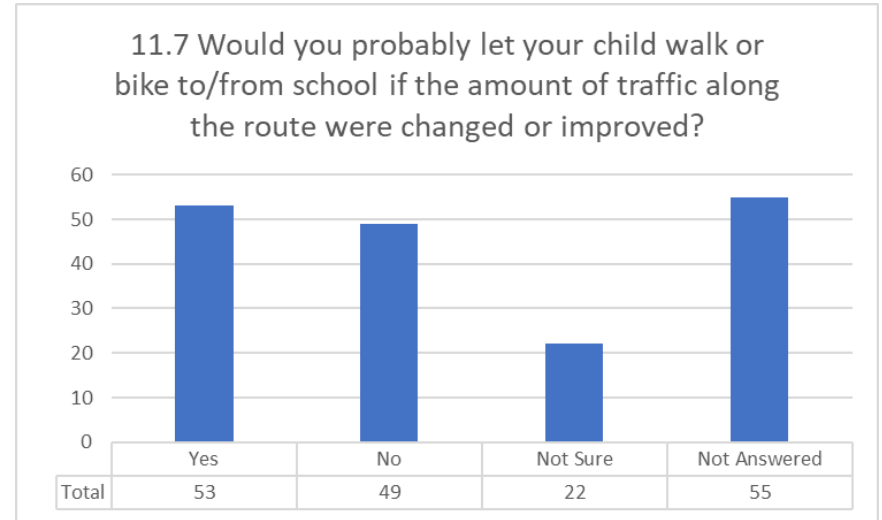
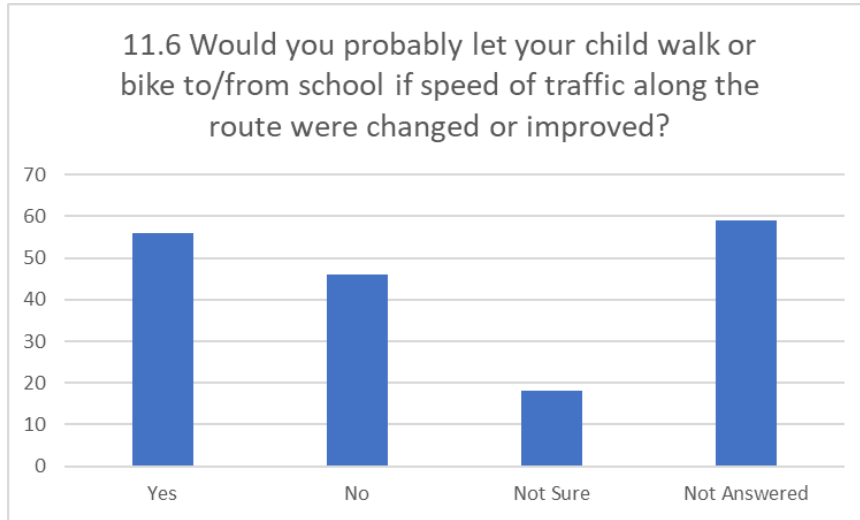


11.5 Would you probably let you child walk or bike to/from school if your child's before or after-school activities were changed or improved?



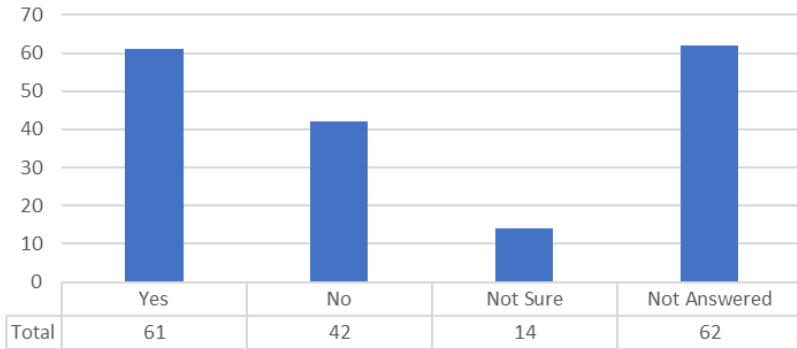


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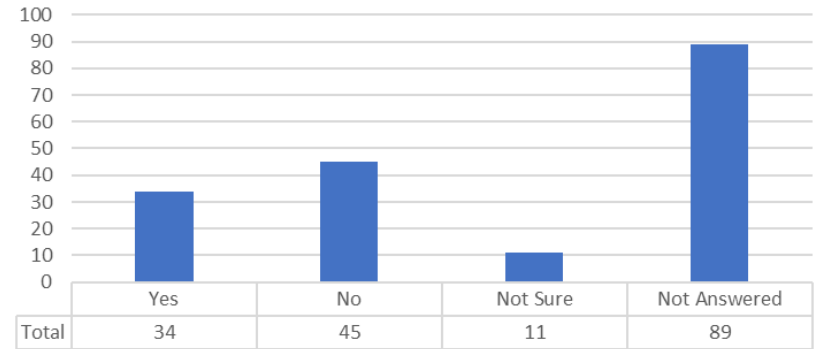


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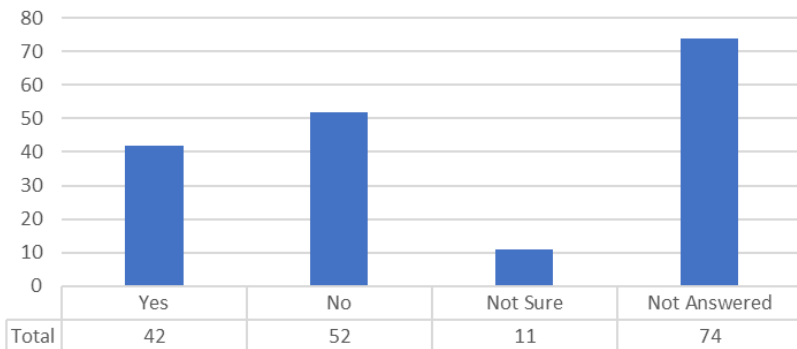
11.10 Would you probably let your child walk or bike to/from school if safety of intersections and crossings were changed or improved?



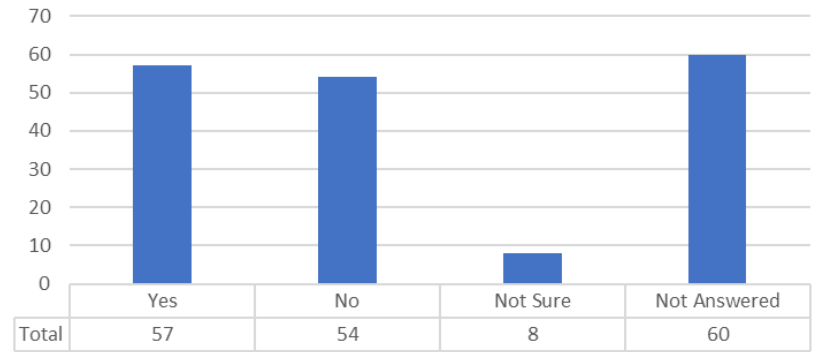
11.11 Would you probably let your child walk or bike to/from school if crossing guards were changed or improved?



11.12 Would you probably let your child walk or bike to/from school if violence or crime were changed or improved?

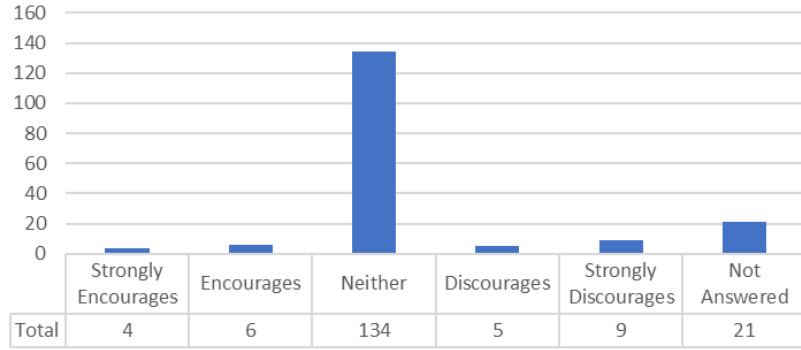


11.13 Would you probably let your child walk or bike to/from school if the weather or climate were changed or improved?

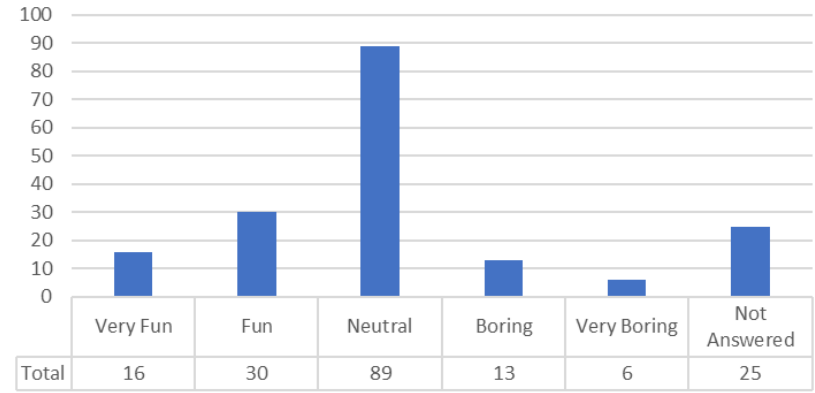


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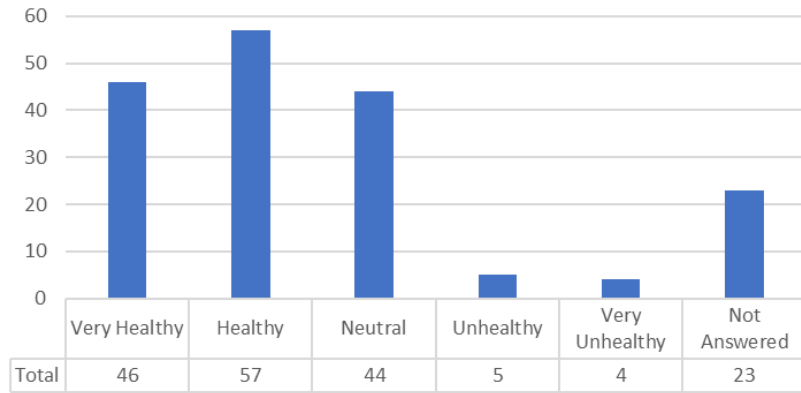
12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?



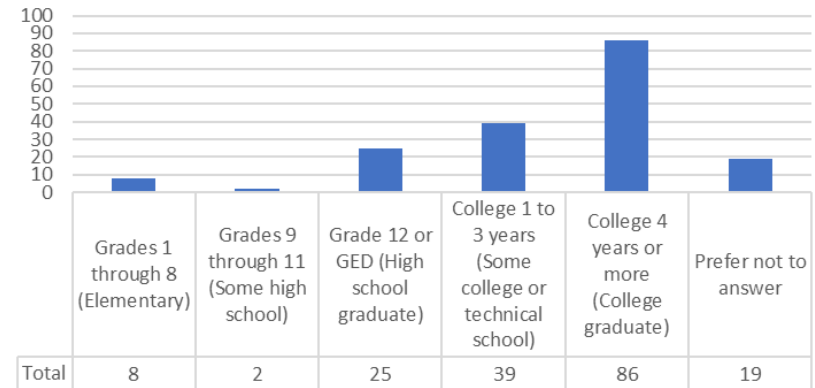
13. How much fun is walking or biking to/from school for your child?



14. How healthy is walking or biking to/from school for your child?



15. What is the highest grade or year of school you completed?



Appendix C

Grade	Date	Number of Students Enrolled in Class	Tuesday AM (Weather)	Tuesday AM (Student Tally)	Tuesday AM (Walk)	Tuesday AM (Bike)	Tuesday AM (School Bus)	Tuesday AM (Family Vehicle)	Tuesday AM (Carpool)	Tuesday AM (Transit)	Tuesday AM (Other)
K	9/28/2021	22	Sunny	18	1	0	13	4	0	0	0
K	9/28/2021	23	Sunny	20	0	0	12	8	0	0	0
1	9/28/2021	22	Sunny	20	0	0	18	2	0	0	0
1	9/28/2021	20	Sunny	15	0	0	7	8	0	0	0
1	9/28/2021	22	Sunny	22	1	0	13	8	0	0	0
2	9/28/2021	26	Sunny	21	0	0	15	6	0	0	0
2	9/28/2021	22	Overcast	19	0	0	11	8	0	0	0
3	9/28/2021	23	Sunny	16	0	0	7	7	2	0	0
5	9/28/2021	29	Sunny	26	0	0	15	11	0	0	0
5	10/12/2021	27	Overcast	24	0	0	12	12	0	0	0



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Grade	Date	Number of Students Enrolled in Class	Tuesday PM (Weather)	Tuesday PM (Student Tally)	Tuesday PM (Walk)	Tuesday PM (Bike)	Tuesday PM (School Bus)	Tuesday PM (Family Vehicle)	Tuesday PM (Carpool)	Tuesday PM (Transit)	Tuesday PM (Other)
K	9/28/2021	22	Sunny	18	1	0	13	4	0	0	0
K	9/28/2021	23	Sunny	20	0	0	12	8	0	0	0
1	9/28/2021	22	Sunny	20	0	0	17	2	0	0	1
1	9/28/2021	20	Sunny	17	0	0	11	6	0	0	0
1	9/28/2021	22	Sunny	22	1	0	13	7	1	0	0
2	9/28/2021	26	Sunny	21	0	0	17	4	0	0	0
2	9/28/2021	22	Sunny	19	0	0	14	5	0	0	0
3	9/28/2021	23	Sunny	16	0	0	8	8	0	0	0
5	9/28/2021	29	Sunny	26	0	0	16	9	0	0	0
5	10/12/2021	27	Overcast	24	0	0	12	12	0	0	0



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Grade	Date	Number of Students Enrolled in Class	Wednesday AM (Weather)	Wednesday AM (Student Tally)	Wednesday AM (Walk)	Wednesday AM (Bike)	Wednesday AM (School Bus)	Wednesday AM (Family Vehicle)	Wednesday AM (Carpool)	Wednesday AM (Transit)	Wednesday AM (Other)
K	9/29/2021	22	Sunny	17	1	0	10	6	0	0	0
K	9/29/2021	23	Sunny	21	0	0	11	10	0	0	0
1	9/29/2021	22	Sunny	19	0	0	16	3	0	0	0
1	9/29/2021	20	Sunny	17	0	0	11	6	0	0	0
1	9/29/2021	22	Sunny	22	1	0	13	8	0	0	0
2	9/29/2021	26	Sunny	21	0	0	15	6	0	0	0
2	9/29/2021	22	Sunny	19	0	0	11	7	1	0	0
3	9/29/2021	23	Sunny	17	0	0	6	11	0	0	0
5	9/29/2021	29	Sunny	25	0	0	12	13	0	0	0
5	10/13/2021	27	Overcast	27	0	0	15	12	0	0	0



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Grade	Date	Number of Students Enrolled in Class	Wednesday PM (Weather)	Wednesday PM (Student Tally)	Wednesday PM (Walk)	Wednesday PM (Bike)	Wednesday PM (School Bus)	Wednesday PM (Family Vehicle)	Wednesday PM (Carpool)	Wednesday PM (Transit)	Wednesday PM (Other)
K	9/29/2021	22	Sunny	16	1	0	13	3	0	0	0
K	9/29/2021	23	Sunny	21	0	0	11	10	0	0	0
1	9/29/2021	22	Sunny	19	0	0	15	3	0	0	1
1	9/29/2021	20	Sunny	18	0	0	12	6	0	0	0
1	9/29/2021	22	Sunny	22	1	0	13	18	0	0	0
2	9/29/2021	26	Sunny	21	0	0	17	4	0	0	0
2	9/29/2021	22	Sunny	19	0	0	13	6	0	0	0
3	9/29/2021	23	Sunny	17	0	0	9	8	0	0	0
5	9/29/2021	29	Sunny	24	0	0	14	10	0	0	0
5	10/13/2021	27	Overcast	27	0	0	14	13	0	0	0



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Grade	Date	Number of Students Enrolled in Class	Thursday AM (Weather)	Thursday AM (Student Tally)	Thursday AM (Walk)	Thursday AM (Bike)	Thursday AM (School Bus)	Thursday AM (Family Vehicle)	Thursday AM (Carpool)	Thursday AM (Transit)	Thursday AM (Other)
K	9/30/2021	22	Sunny	14	1	1	8	4	0	0	0
K	9/30/2021	23	Sunny	19	0	0	10	9	0	0	0
1	9/30/2021	22	Sunny	18	0	0	17	1	0	0	0
1	9/30/2021	20	Sunny	13	0	0	7	6	0	0	0
1	9/30/2021	22	Sunny	22	1	0	13	8	0	0	0
2	9/30/2021	26	Sunny	22	0	0	15	7	0	0	0
2	9/30/2021	22	Sunny	20	1	0	12	7	0	0	0
3	9/30/2021	23	Sunny	16	0	0	7	9	0	0	0
5	9/30/2021	29	Sunny	25	0	0	12	13	0	0	0
5	10/14/2021	27	Overcast	27	0	0	12	15	0	0	0





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Grade	Date	Number of Students Enrolled in Class	Thursday PM (Weather)	Thursday PM (Student Tally)	Thursday PM (Walk)	Thursday PM (Bike)	Thursday PM (School Bus)	Thursday PM (Family Vehicle)	Thursday PM (Carpool)	Thursday PM (Transit)	Thursday PM (Other)
K	9/30/2021	22	Sunny	14	1	1	9	3	0	0	0
K	9/30/2021	23	Sunny	19	0	0	10	9	0	0	0
1	9/30/2021	22	Sunny	18	0	0	15	1	0	0	2
1	9/30/2021	20	Sunny	14	0	0	9	5	0	0	0
1	9/30/2021	22	Sunny	22	1	0	12	9	0	0	0
2	9/30/2021	26	Sunny	22	0	0	17	5	0	0	0
2	9/30/2021	22	Sunny	20	0	0	15	5	0	0	0
3	9/30/2021	23	Sunny	16	0	0	9	7	0	0	0
5	9/30/2021	29	Sunny	26	0	0	17	9	0	0	0
5	10/14/2021	27	Sunny	27	0	0	12	15	0	0	0





### 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 Temminck 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.



Data obtained from MnDOT



Appendix D

Project Letter	Project description	Completed	Not Completed
<b>A</b>	Design for planned street reconstruction should include pedestrian facilities on 22 <sup>nd</sup> Street S between Quarry Road and Oak Grove Road and a marked crosswalk across 22 <sup>nd</sup> Street S at Quarry Road.	Bike lanes and sidewalks were installed along 22 <sup>nd</sup> Street S.	A marked crosswalk across 22 <sup>nd</sup> Street S at Quarry Road is not complete.
<b>B</b>	Design for planned street reconstruction should include reduced curb radii, ADA compliant curb ramps, and marked crosswalks at 22 <sup>nd</sup> Street S and Oak Grove Road. Review volumes to determine if the intersection meets warrant for a signal and review lighting for adequate pedestrian visibility.	Marked crosswalk and ADA compliant curb ramps across Oak Grove Road and 22 <sup>nd</sup> Street S are complete, along with intersection lighting.	Reduced curb radii and marked crosswalks on the south leg across Oak Grove Road are not complete. A signal is not necessary currently.
<b>C</b>	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 the south side of Oak Grove Road to Copper Avenue South.	Not complete.	The City of Saint Cloud has this project programmed in their CIP for 2026.
<b>D</b>	Construct a shared use path on the east side of Oak Grove Road from 22 <sup>nd</sup> Street 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 23 <sup>rd</sup> .	A shared use path and bike lane were installed along Oak Grove Road in 2021. A marked crosswalk, ADA curb ramps, and crosswalk sign were installed at the intersection of 23 <sup>rd</sup> Street S.	A shared use path to the school sidewalks and a marked crosswalk was not completed.
<b>E</b>	Extend the existing path around the east side of the drive to connect to a crosswalk. Update to ADA compliant curb ramps.	This project was not complete. See the infrastructure section of this plan for updated recommendations.	
<b>F</b>	Develop a shared use path to connect Temminick Road and Tiffany Court OR provide a sidewalk upon development.	This project was not complete. See the infrastructure section of this plan for updated recommendations.	



Appendix D

<b>G</b>	Develop a shared use path from Cooper Hills Oak Park on 30 <sup>th</sup> Street to 21 <sup>st</sup> Avenue S.	This project was not complete. See the infrastructure section of this plan for updated recommendations.
<b>H</b>	Develop a shared use path from the northwest corner of campus to 22 <sup>nd</sup> Street. Include RRFB or HAWK signal for the crossing of Oak Grove Road at school. Review the intersection of 22 <sup>nd</sup> Street S and Quarry Road for a stop sign and/or potentially enhanced crossing.	This project was not complete. See the infrastructure section of this plan for updated recommendations.
<b>I</b>	Move some of the existing bike rack to the back of the school or purchase additional racks to disperse parking.	This project was not complete. See the infrastructure section of this plan for updated recommendations.
<b>J</b>	Consider blocking inside lane with cones to ensure that parents do not form two lines. Implement valet program to facility children existing and entering only at the curb.	School staff directs the parent pick up and drop off the lane. No safety concerns were observed.



