SOUTH JUNIOR HIGH ST. CLOUD, MINNESOTA

SAFE ROUTES to SCHOOL

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

PROGRAMS *Education, encouragement, and evaluation*

COMMUNICATION

School communication can inform and educate parents and families about transportation options, traffic safety, and the benefits of walking and biking.

Lead: School staff, District 742

WALK/BIKE FIELD TRIPS

Field trips made by walking or biking give students a supportive environment to practice skills and showcase benefits of walking and biking.

Lead: School staff

PARK & WALK

During a park and walk, buses and parents drop students at a designated off-campus location so that students can walk the rest of the way to school.

Lead: School staff, District 752

WALK & BIKE DAYS

Walk/Bike to School Day celebrates and encourages active trips to school. Minnesota celebrates Walk/Bike to School Day in October, February, and May

Lead: School staff, student groups, District 742

STUDENT CAMPAIGN

A campaign builds awareness around traffic safety and active transportation and can address specific behaviors such as shifting trips, bike safety, and more.

Lead: School staff, students

SCHOOL BIKE SHOP

Bike mechanics classes provide students with hands on skills to fix bicycles. Classes can be offered during the day or as an after-school activity.

Lead: School staff, District 742

INFRASTRUCTURE *Routes, crossings, and street projects*

HIGH PRIORITY RECOMMENDATIONS

These locations are identified as high priorities for infrastructure improvement:

- **A** High traffic speeds/volumes; not ADA. Install traffic calming, speed zone, ADA upgrades.
- **B** High traffic volumes; long crossing. Install RRFB and forward stop bar, increase lighting.
- **C** No sidewalk, high traffic volumes. Install sidewalks, calming measures.
- **D** High traffic volumes; poor yielding; poor sightlines. Install curb extensions, marked crosswalks, facilitated crossing.
- **E** High traffic volumes; no sidewalk on west side. Install traffic calming, sidewalk on west side.
- **F** High traffic speeds/volumes; long crossing; poor yielding. Install RRFB, stop/yield markings.

GET INVOLVED

Plan your walking or biking route with your student, watch for students and respect school zone speed limits, and show your support by volunteering! Contact your school principal to learn how you can get involved.

Learn more about Safe Routes to School in Minnesota at:
www.mnsaferoutestoschool.org

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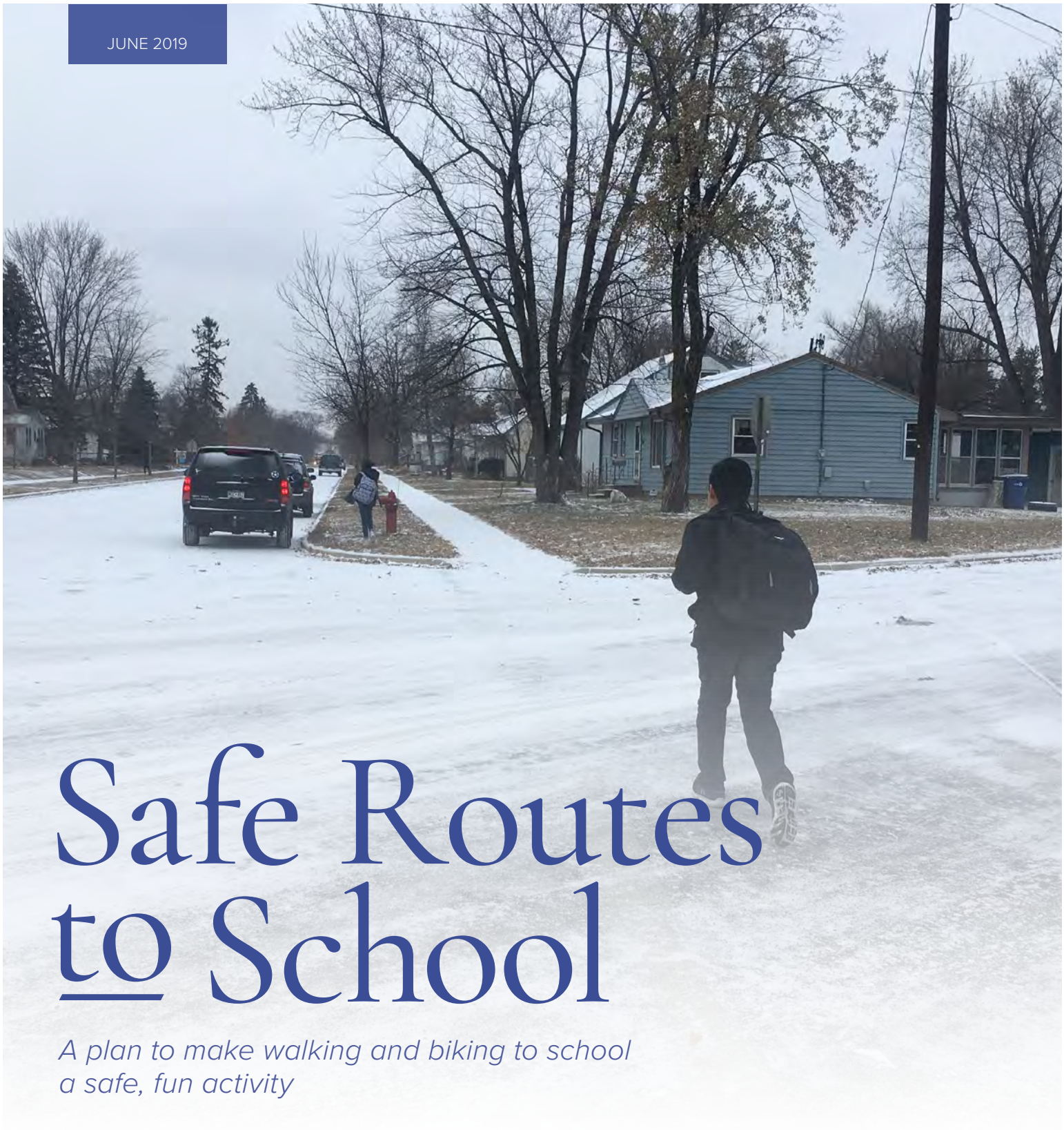
MINNESOTA SAFE ROUTES TO SCHOOL

JUNE 2019



Safe Routes to School

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

SOUTH JUNIOR HIGH SCHOOL
ST. CLOUD, MN

DEPARTMENT OF TRANSPORTATION

MINNESOTA SAFE ROUTES TO SCHOOL

ACKNOWLEDGMENTS

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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MINNESOTA SAFE ROUTES TO SCHOOL

DEPARTMENT OF TRANSPORTATION

alta PLANNING + DESIGN

ZAN ASSOCIATES

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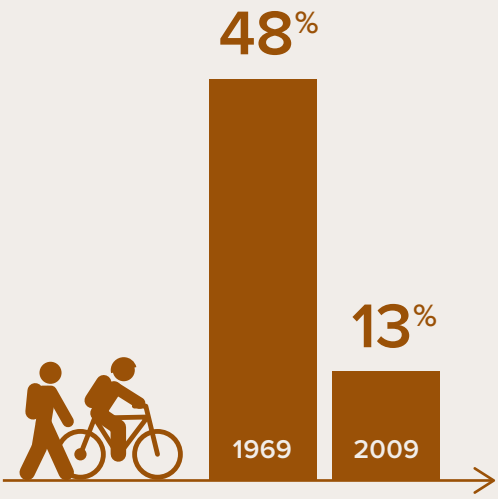
01

INTRODUCTION + CONTEXT

Why Safe Routes to School?



THE PERCENTAGE OF CHILDREN WALKING OR BIKING TO SCHOOL HAS DROPPED PRECIPITOUSLY WITHIN ONE GENERATION

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
- Are more likely to be a healthy body weight
- Are less likely to suffer from depression and anxiety
- Get most of the recommended 60 minutes of daily physical activity during the trip to and from school
- Demonstrate improved test scores and better school performance*

THE VICIOUS CYCLE OF INCREASED TRAFFIC LEADING TO REDUCED WALKING AND BICYCLING:

- Fewer students walking & biking to school
- More parents driving children to school
- Increased traffic at and around school
- Rising concern about safety of walking & biking

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

THE SIX E'S

Safe Routes to School (SRTS) programs use a variety of strategies to make it easy, fun, and safe for students to walk and bike to school. These strategies are often called the "Six E's."

EQUITY

Equity is an overarching concept that applies to all of the E's. Equity in SRTS means that the SRTS program is inclusive, celebrates the diversity of students, allocates resources to overcome inequities, and supports a community where walking and biking is safe, comfortable, and convenient for every student.

EDUCATION

Programs designed to teach children about traffic safety, bicycle and pedestrian skills, and traffic decision-making.

ENCOURAGEMENT

Programs that make it fun for students to walk and bike, including incentive programs, regular events or classroom activities.

ENGINEERING

Physical projects that are built to improve walking and bicycling conditions.

ENFORCEMENT

Law enforcement strategies aimed at improving driver behavior near schools and ensuring safe roads for all users.

EVALUATION

Strategies to help understand program effectiveness, identify improvements, and ensure program sustainability.

NAVIGATING THIS PLAN

Below is a roadmap for navigating the way through this plan. Use it to find all the information you need for helping students be safer and more active!

PROGRAMS

Getting children to walk and bike to school requires fun and engaging programs for schools and families. Turn to this section for recommended events, activities, and strategies that will get students moving.

INFRASTRUCTURE

Ensuring the safety of students on their trips to and from school means upgrading the streets. See this section for suggestions to improve the safety, comfort and convenience of walking and biking, including paint, signage, and signals.

HOW TO GET INVOLVED

The more people involved with a local Safe Routes to School process, the more successful it will be! Use this section to find out how you can be a part of this important initiative.

APPENDICES

There is more information available than could fit in this plan. For additional resources, turn to this section.

The Vision

Walking and biking to school is safe, comfortable, and fun for all students at South Junior High.

This plan was made possible with support from the Minnesota Department of Transportation (MnDOT) and was developed in coordination with District 742, the City of St. Cloud, the St. Cloud Area Planning Organization (APO), CentraCare, and broader school community. Recommendations within this plan are the result of workshops, discussion, and site visits involving city and county representatives, teachers and school administrators, elected officials, students, neighborhood residents, and other stakeholders.

This SRTS Plan identifies program strategies to create a culture of walking and biking and infrastructure recommendations to support a safe and comfortable environment for active transportation near campus. Some recommendations may be implemented almost immediately while others will require more planning, analysis, and funding. While not all of these recommendations can be implemented right away, achieving short-term successes where possible will help build momentum and lay the groundwork for more complex projects in the future.

EQUITY HIGHLIGHT

EQUITY IN SRTS

Equity in SRTS means that walking and biking to school is safe, comfortable, and convenient for every student, regardless of race, cultural identity, immigrant or refugee status, language, gender or sexual identity, income, religion, and whether or not a student receives special education, has a physical or mental disability, or is homeless or highly mobile.

An equitable SRTS program celebrates differences, and recognizes and overcomes avoidable inequities in opportunities for students to walk or bike to school.

Plan Development

The South Junior High SRTS Plan was a collaboration between stakeholders who work with students and transportation at South Junior High and within District 742 and City of St. Cloud. For more information related to plan development, see Appendix C.

- **SRTS Planning Team:** The SRTS Planning Team included representatives from schools, District 742, the City of St. Cloud, the St. Cloud APO, CentraCare, St. Cloud Police Department, the Boys & Girls Club of Central Minnesota, and beyond. Stakeholders brought varying perspectives and expertise to the team including teaching and learning, school administration, urban planning, engineering, and public health.
- **Rapid Planning Workshop:** A Rapid Planning Workshop was held in fall of 2018. It brought together the St. Cloud SRTS Team to identify issues and opportunities related to walking and biking to South Junior High.
- **Parent/Caregiver Survey:** Surveys collected information from parents and caregivers about habits and barriers related to walking and biking to South Junior High.
- **Administrative Survey:** School administrators completed a school environment and policy assessment to identify policies, practices, and infrastructure that promotes or discourages walking and biking to school.
- **Interactive Online Map:** An interactive online map allowed students, parents, and community stakeholders to identify destinations, routes, and barriers for walking and biking.
- **Family Engagement:** Project staff spoke with more than 250 people during pop-up engagement at family conferences and family BINGO night. Staff shared information about SRTS in St. Cloud and gathered input on routes, issues, and opportunities.
- **Student Engagement:** Members of the project team met with students who live near South Junior High or who currently walk or bike to school to discuss their experiences and to identify routes, barriers, and opportunities for improvement.

KEY TAKEAWAYS

Challenges

- Stakeholders identified several infrastructure challenges near South Junior High. University Drive and 9th Avenue S were the two most commonly identified problematic routes during parent engagement.
- Many streets with direct connections to school have sidewalks on only one side or not at all, forcing students and other pedestrians to walk in the street.
- Congestion and conflicts due to parent traffic was identified as a problem during the Rapid Planning Workshop. Team members expressed an interest in redistributing parent pick-up and drop-off locations to other spots near and adjacent to campus reduce congestion, increase opportunities for more students to walk, and improve safety for all.

Opportunities

- During pop-up engagement at school events, parents, students, and staff were excited about programs including walk/bike education, walk/bike field trips, and park & walk events.
- Students who currently walk and bike to South Junior High enjoy doing so. They also enjoy walking to other destinations near school including the Boys & Girls Club and the grocery store.
- South Junior High has several student leadership groups that can work together to help champion SRTS program implementation. Members of the Student Senate were enthusiastic about planning Walk & Bike to School Day events and brainstorming strategies to implement a school competition, bike shop, field trips, and other activities.

South Junior High in Context

South Junior High is located in south St. Cloud on 15th Avenue S just south of 11th Street S. The campus is about a block and a half south of University Drive, two blocks east of County Road 75/Roosevelt Road, and two blocks west of 9th Avenue S.

During the 2018-2019 school year, more than 950 students grades 6-8 attended South Junior High. South Junior High serves students who live on the south and east sides of the district. Approximately 60 percent of students at South Junior High qualify for free or reduced lunch.

South Junior HIgh's campus is bound by 15th Avenue S on the west, 15th Street S on the south, 11th Avenue S on the east, and 12th Street S on the north. Parts of campus abut private residences as well. The building itself is located on the northwest corner of campus while the remainder of the property is primarily dedicated to athletic fields.

School buses circulate through a loop on the west side of school off of 15th Avenue S. Parents pick up along 15th Avenue S on the west, 11th Street S on the north, and an informal local street loop on the north side of campus comprised of 14th Avenue S, 12th Street S, and 13th Avenue S. Bicycle parking is provided on the north side of South Junior High along a sidewalk between the bus loop and 14th Avenue S.

Sidewalks are present on one or both sides of some streets adjacent to and near campus, but are mostly absent in the immediately surrounding neighborhood. Sidewalk gaps on campus and on local streets were identified as a barrier to walking during project planning.

While there are no dedicated bicycle facilities directly connecting to campus, there are a few designated routes nearby including the Beaver Island Trail along the Mississippi River, a trail on the east side of County Road 75, and bike lanes along 9th Avenue S.

Land use immediately surrounding South Junior High is primarily single-family residential. A number of multifamily buildings are located within a few blocks of campus, including several just east of 9th Avenue S. St. Cloud State, Tech High School, and St Elizabeth Ann Seton School are all located within about a half mile of campus. Nearby parks and recreational destinations include McKinley Park, Schmidt Park, Beaver Island Trailhead, and Lake George Park. Students also identified the Boys & Girls Club and Coborn's grocery store as an after-school destinations.

02

PROGRAMS

Introduction to Programs

The Safe Routes to School movement acknowledges that infrastructure changes are necessary for shifting school travel behavior, but are insufficient on their own. Programs are a necessary component of any successful SRTS plan.

While engineering improvements such as sidewalks, crosswalks, and bikeways are important, equally important are education programs to give students basic safety skills, encouragement programs to highlight walking and bicycling to school as fun and normal, enforcement against unsafe and illegal motorist behavior, and evaluation of the impact of investments and non-infrastructure efforts. When planning and implementing SRTS programs, it is important to design events and activities that are inclusive of students of all backgrounds and abilities.

Often, programs that help to get more youth walking and biking lead to increased public support for infrastructure projects - they can be an important first step towards building out the physical elements that make walking and biking safer and more comfortable. And relative to certain infrastructure projects, most programs are very low cost.

Existing Programs

South Junior High, District 742, and other local partners 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 South Junior High:

- Neighborhood Walk
- Bicycle Donations
- Walk-a-Thon
- *Walk! Bike! Fun!* (WBF) Curriculum

EQUITY HIGHLIGHT

EQUITY IN PROGAMMING

When planning and implementing SRTS programs, it is important to design events and activities that are inclusive of students of all backgrounds and abilities. Language and cultural barriers, physical abilities, personal safety concerns, and infrastructure barriers can all create potential obstacles to participation. Creative outreach, low-cost solutions, and flexible implementation can help overcome obstacles and enable more students and families to participate.

For more information about equity in SRTS planning, see Appendix L.

Program Recommendations

The following programs are recommended to increase the awareness, understanding, and excitement for walking and biking to school. Programs were selected through conversations with school and district staff, parents, students, community members, and city and county staff, and are tailored to meet the needs and interests of the school community in the near term (one to five years). Some build on existing programs while others will require new resources and partnerships.

Recommended programs include:

- Family Communication
- Walk & Bike to School Days
- Walking & Biking Field Trips
- Student-led Safety Campaign
- Bike Mechanics Class
- Classroom Competitions & Trip Tracking
- Focused Enforcement
- Crossing Guard/Student Patrol
- Walking Route Map

Programs have been prioritized into implementation phases based on existing programs, input from local stakeholders, and readiness of the school to launch the program:

- Immediate implementation
- Short-term (1-2 years)
- Medium-term (2-3 years)

Additional details about each recommended program including a brief description, suggested leads, and an explanation of why the program is recommended are provided on the following pages.

FAMILY COMMUNICATION

Communication could come as a paper or electronic newsletter or school social media blast describing safe transportation practices in and around school, making sure to elevate walking and biking as an option. Communication can inform students and caregivers of safe crossings and how to dress appropriately for the weather. Information could describe where parking for bikes is located at each school as well as other resources on site. The communication could also highlight SRTS news and efforts to date and advertise upcoming events related to walking and biking.

Potential lead/support: South Junior High staff, District 742 for SRTS news in the District

Timeline: Immediate

Why we recommend it: South Junior High already communicates with parents and families. Including SRTS messaging is a simple addition to an existing program. Communication can include information about the rights and responsibilities of people walking, biking, and driving, and build excitement around Walk and Bike to School Day and other events.

WALK & BIKE TO SCHOOL DAYS

Walk and bike to school days are organized events encouraging students to walk or bicycle to school. They can happen as part of National Walk / Bike to School Days, or as part of a monthly or weekly event such as Walking Wednesdays.

Potential lead/support: District 742, South Junior High staff and student groups

Timeline: Immediately

Why we recommend it: Walk and bike to school days are an easy way to continue momentum built during fall 2018 SRTS planning. The South Junior High Student Senate expressed interest in planning and organizing a Walk and Bike to School Day event for National Bike to School Day held on May 8, 2019. They had great ideas to encourage participation by students who live within walking distance and families who live further away, such as coordinating drop and walk sites and having checkpoints along designated routes. Parents could drop their students off at a checkpoint and students could walk the rest of the way as a group. Students who take the bus could be dropped off as part of a Bus Drop and Walk.

STUDENT-LED CAMPAIGN

A campaign builds awareness around students walking and biking to school and to encourage safe driving behavior among parents and others driving in the area. A campaign can use media at or near schools - posters, business window stickers, yard signs, and/or street banners - to remind drivers to slow down, use caution in school areas, and not idle. This type of campaign can educate people about active transportation and traffic safety, and address specific behaviors such as shifting trips to walking and biking, bus safety, and/or parent drop-off and pick-up behavior.

Potential lead/support: South Junior High students and staff

Timeline: Immediately

Why we recommend it: Every morning and afternoon, parents line up in and around the South Junior High parking lot. This is a great audience for positive messaging to promote traffic safety near schools. Consider having students make banners and signs that indicate "students walk here" and "slower speeds mean safer streets". Students can also target their peers with messages about safe walking and biking behavior and the benefits of walking or biking to school. Include local businesses and other community partners to increase the reach of messaging. Appendix B includes SRTS talking points that could be used in a student-led campaign.

WALKING & BIKING FIELD TRIPS

A field trip made by foot or by bicycle gives students a supportive environment in which to practice their pedestrian safety or bicycling skills. Walk / bike field trips can also showcase the many benefits of walking and bicycling for transportation including health and physical activity, pollution reduction, and cost savings. The destination of the field trip may vary, or the field trip could be the ride or walk itself.

Potential lead/support: South Junior High staff

Timeline: Short term (1-2 years)

Why we recommend it: South Junior High recently received a donation of bicycles. Consider taking a field trip on some of the low traffic volume streets surrounding South Junior High. At the Rapid Planning Workshop, South Junior High staff suggested a six mile loop including Beaver Trail, St. Cloud State, and Lake George.

Credit: Cycles for Change

REMOTE DROP/PARK & WALK

During a remote bus drop/park and walk, buses and parent drivers drop students at a designated off-campus location and students walk the rest of the way to school. Remote drop-off events can help reduce drop-off congestion on campus and provide students who live further from school with an opportunity to walk to school.

Potential lead/support: District 742, South Junior High staff

Timeline: Short term (1-2 years)

Why we recommend it: District 742 is interested in exploring this program across the District. Consider dropping off or picking up along McKinley Park or Lake George Park or encouraging parents to drop off students along 15th Street or 11th Avenue and allowing their students to walk across the field into school.

BICYCLE MECHANICS CLASS

Bike mechanics classes provide students with hands-on skills to identify components and fix bicycles. Classes can be offered as an after-school extracurricular class or as an elective similar to shop classes. Earn-a-Bike programs are bike mechanic classes where students get to keep the bike they fix when the class is complete. Always make sure a qualified professional has inspected a bicycle before anyone rides it.

Potential lead/support: District 742, South Junior High staff

Timeline: Short term (1-2 years)

Why we recommend it: South Junior High already has bike stands and tools for bike repair. The Student Senate expressed that students may be interested in assisting with bike fleet repairs as part of an extracurricular or elective class, or supporting a fix-it clinic in coordination with a school or district-wide bike drive. Consider partnering with Project Lead the Way to develop a bike mechanics program including a formal South Junior High bike shop that all students could utilize.

CLASSROOM COMPETITIONS & TRIP TRACKING

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, stickers, bike helmets, or class parties can be used as rewards for participation. Competitions could be held on an ongoing monthly basis or a couple times a year, incorporated into existing events / competitions such as the Walk-a-Thon.

Potential lead/support: South Junior High staff

Timeline: Short term (1-2 years)

Why we recommend it: South Junior High already has a positive behavior incentive program with the Tiger Tokens. Students who walk, bike, carpool, or take transit could be rewarded with Tiger Tokens or house cup points. Consider tracking trips during advisory period or holding a competition as part of Walk to School Day.

DEMONSTRATION PROJECTS

FURTHER READING

Demonstration projects are an approach to neighborhood building using short-term, low-cost, and scalable interventions to catalyze long-term change for safer streets and healthier, more vibrant communities.

Many infrastructure improvements near schools can start as demonstration projects in order to test installations and build support for more long term improvements. More information about demonstration projects near schools can be found at the link below.

http://www.saferoutespartnership.org/resources/fact-sheet/tactical-urbanism-and-safe-routes-school

FOCUSED ENFORCEMENT

Enforcement efforts are made to ensure compliance with traffic and parking laws in school zones. Increasing police presence at specific intersections near school would help bring awareness to the need for safe driving. Enforcement activities help to reduce common poor driving behavior, such as speeding, failing to yield to pedestrians, turning illegally, parking illegally, and other violations.

Potential lead/support: St. Cloud Police Department, South Junior High staff and families for identification of problem areas

Timeline: Short term (1-2 years)

Why we recommend it: South Junior High students and families who walk and bike to school face challenges on University Drive and 9th Avenue S. An enforcement campaign that educates road users and enforces laws would bring awareness to these challenges. Consider promoting the event to alert visitors to the area of the nearby school - some people may not know it's there!

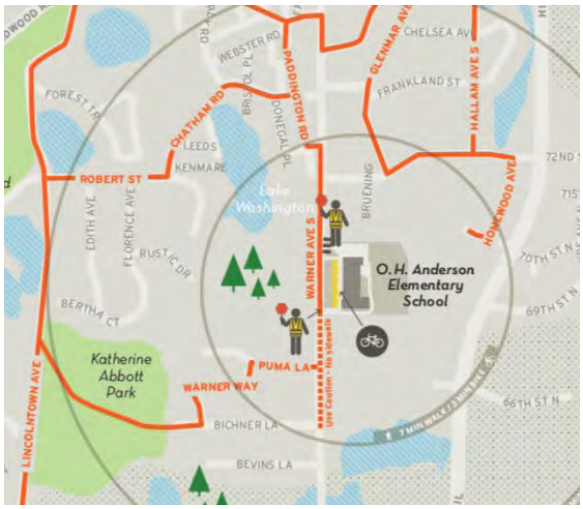
CROSSING GUARDS

Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students with crossing the street. Student crossing guards can also be used at corners after they have received safety training from a certified youth crossing guard trainer.

Potential lead/support: District 742, South Junior High staff

Timeline: Short term (1-2 years)

Why we recommend it: During the Action Planning meeting, members of the South Junior High SRTS Team discussed stationing an adult at the intersection of 11th Street S and 15th Avenue S to help facilitate pedestrian and driver movements including encouraging proper driver stopping, yielding, and parking behavior near the intersection. If staffing allows, consider additional crossing guard locations at key crossings on University Drive S and/or 9th Avenue S.



SUGGESTED ROUTE MAP

A suggested route map shows safe and low stress routes and crossings for students and families walking or biking to school. In addition to showing recommended routes, maps can also include tips for safe walking and biking behavior.

Potential lead/support: St. Cloud Area Planning Organization, District 742

Timeline: Medium term (2-3 years)

Why we recommend it: South Junior High students and families may not know the best way to get to school. A suggested route map would encourage families to try walking and biking by providing them with the information they need. Consider involving student leadership groups in identification of safe routes.

PROGRAMS

PARENT SURVEYS AND STUDENT TRAVEL TALLIES

There are two great tools to evaluate all the SRTS work in the community:

Parent Surveys: Recommended once every 2-3 years. A hard copy survey or link to an online version can be sent to parents to gather their perceptions of walking and biking to school. Surveys can be distributed through newsletters, school websites, or at conferences.

Student Travel Tally: Recommended in fall and spring of every year. In-class tallies ask students how they traveled to and from school on a given day.

PROGRAMS

FURTHER READING

For a complete list of all potential programs and descriptions, see http://mndotsrts.altaprojects.net/

03

INFRASTRUCTURE

Introduction to Infrastructure

In addition to program recommendations, changes to the streetscape are essential to making walking and biking to school safer and more comfortable.

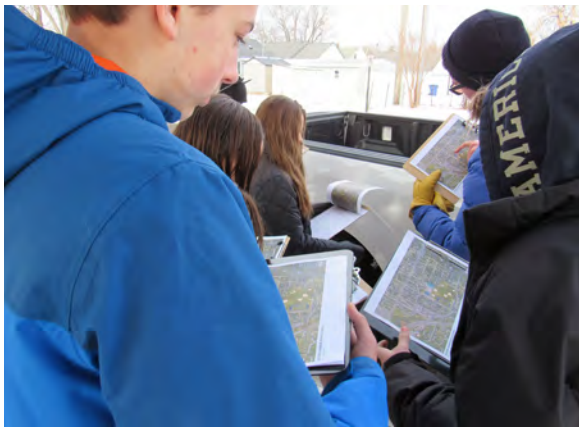
The initial field review and subsequent meetings yielded specific recommendations to address the key identified barriers to walking and bicycling at South Junior High.

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 shown and described on the following page. It should be noted that funding is limited and all recommendations are planning level concepts only. Additional planning and engineering study will be needed to confirm feasibility and costs for all projects.

Existing Infrastructure

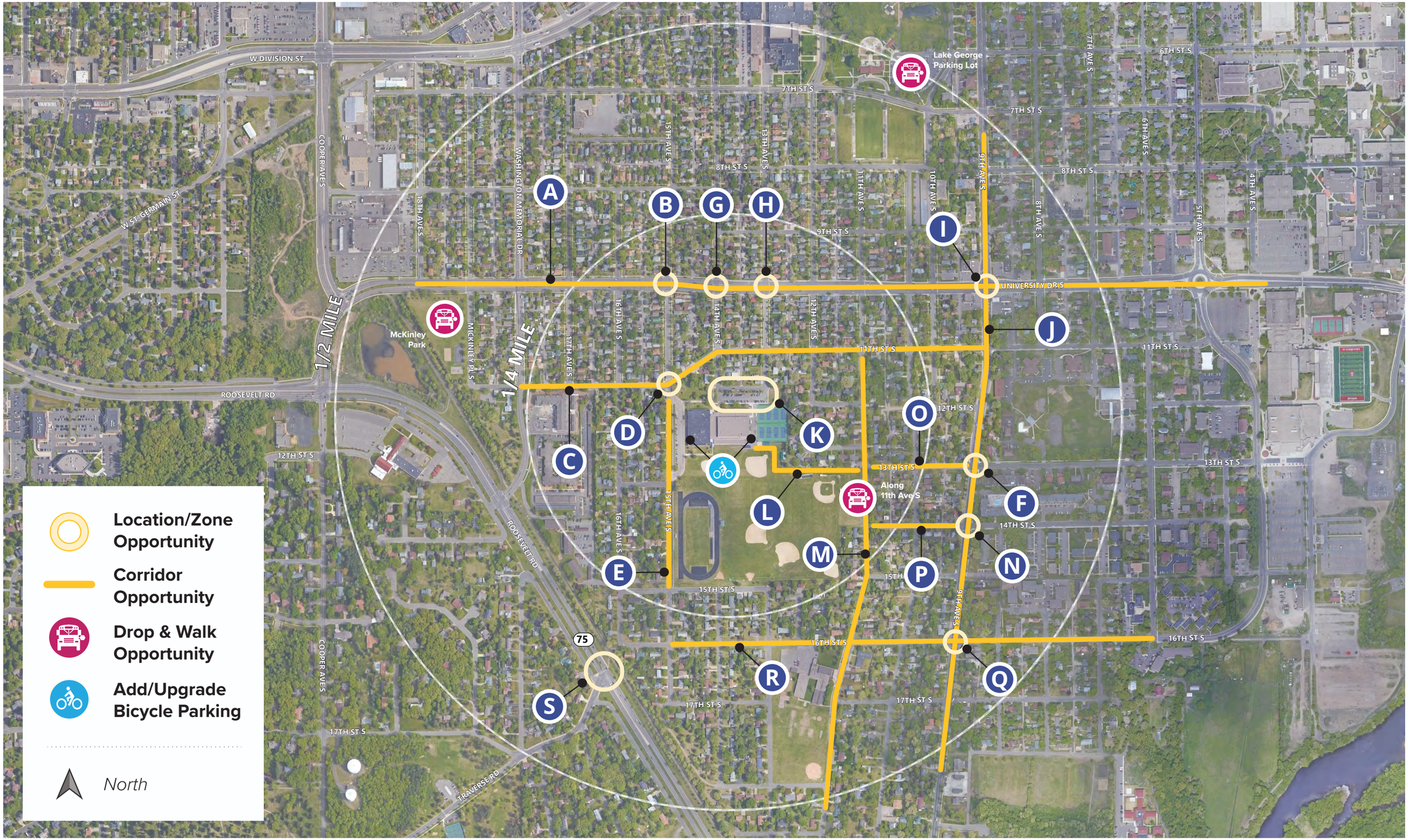
This section highlights existing infrastructure and challenge areas on and near campus. Photos and observations were made by the St Cloud SRTS Team during a fall 2018 Rapid Planning Workshop and follow-up walk assessment with members of the South Junior High Student Senate. Observations allowed the team to experience what it's like for students to walk and bike in the area.



Above - left to right, from top left: *Buses queue up in the bus loop on the west side of the building; no sidewalks are present on 11th Ave S, forcing pedestrians to walk in the roadway; the intersection of 11th St S and 15th Ave S was identified as a busy crossing and trouble spot; Segments of University Dr S have no buffer between the sidewalk and moving traffic; students remarked that they would not feel comfortable using the existing bike lanes on 9th Ave S; parents park on both sides of 15th Ave S during dismissal despite the sidewalk gap on the west side of 15th Ave S.*

Opposite - left to right, from top left: *Members of the South Junior High Student Senate prepare for a walk assessment surrounding campus; many local streets do not include sidewalks, including 11th Ave S; students cross University Dr S at 14th Ave S, an intersection that was identified as a challenge during planning; a shortcut through the school athletic fields provides more direct access between the school and 11th Ave S; bike parking on the north side of the school; parents were observed picking up along 11th Ave S where no sidewalk is present.*

Left to right, from top left: *Parents park very close to the crosswalk at 11th St S and 15th Ave S during dismissal, occasionally blocking the crosswalk and limiting visibility between pedestrians and approaching motorists; students and St. Cloud SRTS Team members walk north on 14th Ave S; stakeholders expressed a desire for a designated pathway between 11th Ave S and South Junior High; students cut across a lawn towards 14th Ave S; several uncontrolled crossings of University Dr at 17th Ave S, 15th Ave S, and 13th Ave S have high visibility crosswalk markings, but also a dual threat risk; members of the South Junior High SRTS Team discuss routes, issues, and opportunities at the Rapid Planning Workshop.*



South Junior High Infrastructure Recommendations

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South Junior High Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	University Dr S	High traffic speeds and volumes; long crossing distances; crossings not ADA compliant	Install ADA compliant curb ramps; consider traffic calming along the entire corridor along with accompanying school speed zone signage	Increased comfort for people walking	City of St. Cloud	High
B	University Dr S and 15th Ave S	High traffic speeds and volumes; long crossing distance with dual threat; pedestrian crossing marked but not controlled; poor driver yielding compliance; poor visibility between pedestrians and motorists	Install RRFB; install forward stop bar; coordinate with traffic calming along University Dr (Location A); increased lighting.	Increased comfort for people walking	City of St. Cloud	High
C	11th St S	No pedestrian space separated from motor vehicle traffic on a significant east west street serving South Junior High. High vehicle volumes, especially at arrival and dismissal	Install sidewalks; consider installing traffic calming measures as well including speed humps and/or curb extensions at intersections.	Increased comfort for people walking	City of St. Cloud	High
D	11th St S and 15th Ave S	High pedestrian and motor vehicle volumes, especially during arrival and dismissal; unpredictable motorist behavior; poor driver stopping compliance; poor visibility between pedestrians and motorists; curb ramps are not ADA compliant	Install curb extensions to reduce pedestrian crossing distances, reduce skew, and discourage motorists from parking in pedestrian crosswalks; install high visibility crosswalk markings on all legs; upgrade ADA ramps and pedestrian landings; restrict parking to increase visibility; staff with crossing guard or other adult during arrival and dismissal. Coordinate with G.	Increased comfort for people walking; increased parking, stopping, and yielding compliance by motorists.	City of St. Cloud	High
E	15th Ave S	High traffic volumes during arrival and dismissal; unpredictable motorist behavior; opportunity for traffic calming, improved pedestrian crossings, ADA improvements, and pick-up/drop-off procedures	Consider traffic calming strategies including speed humps and/or curb extensions at intersections; install sidewalk on the west side of 15th Ave S to allow for southbound pick-up and drop-off; consider updating pick-up/drop-off procedures to make better use of 15th Ave S south of 13th St.	Increase comfort for people walking; reduce traffic speeds; more predictable motorist behavior.	City of St. Cloud	High
F	13th St S and 9th Ave S	High traffic speeds and volumes; long crossing; poor driver stopping behavior for pedestrian crossings; not ADA compliant	Install RRFB; install forward stop bars; install ADA compliant curb ramps	Increased visibility of people waiting to cross; increased comfort for people walking	City of St. Cloud	High
G	University Dr S and 14th Ave S	High traffic speeds and volumes; inconsistent application of marked crosswalks; long crossing distance; ramps and pedestrian signal are not ADA compliant curb ramps; short pedestrian crossing time across University Dr S	Install ADA compliant curb ramps and pedestrian actuated push buttons; install consistent high visibility crosswalks across all crossings; install leading pedestrian interval (LPI)	Increased comfort for people walking	City of St. Cloud	Medium
H	University Dr S and 13th Ave S	High traffic speeds and volumes; long crossing distance with dual threat; pedestrian crossing marked but not controlled; poor driver yielding compliance; poor visibility between pedestrians and motorists	Install forward stop bar; coordinate with traffic calming along University Dr (Location A)	Increased comfort for people walking	City of St. Cloud	Medium
I	University Dr S and 9th Ave S	High traffic speeds and volumes; long pedestrian crossing distances; opportunity for high visibility crosswalks and forward stop bar; opportunity for longer pedestrian crossing time	Install high visibility crosswalks and forward stop bars; install leading pedestrian interval (LPI) and change signal timing to accommodate speeds of youth and the elderly	Increased comfort for people walking	City of St. Cloud	Medium
J	9th Ave S	High traffic speeds and volumes; no controlled crossings between University Dr S and 16th St S; long crossing distances; limited visibility between pedestrians and motorists; poor driver yielding, stopping, and speeding behavior	Consider narrowing travel lanes with use of paint; install buffers to existing bike lanes; install curb extensions and other traffic calming at highly traveled crossings	Slower vehicle speeds; increased comfort for people walking and biking	City of St. Cloud	Medium
K	Staff parking lot and neighborhood road between 14th Ave S and 13th Ave S	High traffic volumes during arrival and dismissal; poor motorist compliance of pickup and drop off procedures; unpredictable motorist behavior	Consider updating pick-up/drop-off procedures to make better use of 15th Ave S, 15th St S, and 11th Ave S; consider limiting street access during arrival and dismissal; consider education/encouragement campaign targeting parents to increase awareness of procedures and safe driving behavior.	Redistribute parent traffic to other locations; increase awareness of pickup and dropoff procedures.	City of St. Cloud District 742	Medium

	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
L	Pedestrian route between south-east corner of South Junior High and 11th Ave S	Formalize existing pedestrian route between southeast corner of school building and the gate access on 11th Ave S	Install trail along commonly traveled route; install gate that formalizes the entrance/access to South Junior High	More students walking to and from the east	District 742	Medium
M	11th Ave S south of 11th St S	No pedestrian space separated from motor vehicle traffic along a street adjacent to campus that is commonly used by students and families living south east of campus	Install sidewalk	Increased comfort for people walking	City of St. Cloud	Medium
N	14th St S and 9th Ave S	High traffic speeds and volumes; long crossing; poor driver stopping be-havior for pedestrian crossings; not ADA compliant	Install ADA compliant curb ramps; install curb extensions	Increased visibility of people waiting to cross; increased com-fort for people walking	City of St. Cloud	Medium
O	13th St S between 11th Ave S and 9th Ave S	No pedestrian space separated from motor vehicle traffic along primary east/west connection between multifamily housing east of 9th Ave S and South Junior High	Install sidewalk	Increased comfort for people walking	City of St. Cloud	Medium
P	14th St S between 11th Ave S and 9th Ave S	No pedestrian space separated from motor vehicle traffic along primary east/west connection between multifamily housing east of 9th Ave S and South Junior High	Install sidewalk	Increased comfort for people walking	City of St. Cloud	Medum
Q	16th St S and 9th Ave S	High traffic speeds and volumes; long crossing distance; not ADA compli-ant. Opportunity for high visibility crosswalk markings, improved lighting	Install ADA compliant curb ramps and pedestrian actuated push buttons; install high visibility crosswalks and forward stop bars; install leading pedestrian intervals (LPI)	Increased visibility of people waiting to cross; increased com-fort for people walking	City of St. Cloud	Low
R	16th St S	No pedestrian space separated from motor vehicle traffic along significant east/west connection for vehicles and people walking; high vehicle traffic	Install sidewalks; consider pedestrian space as part of 2019 bicycle lane installation on 16th St	Increased comfort for people walking	City of St. Cloud	Low
S	Roosevelt Rd and Traverse Rd	High vehicle volumes and speeds; long crossings distances; curb ramps are not ADA compliant curb ramps; informal trail access to neighborhoods east of Roosevelt	Improve pedestrian scale lighting for crossings of Roosevelt Rd; install ADA complaint curb ramps; extend existing median to provide pedes-trian refuge; install leading pedestrian interval (LPI)	Increase in the number of stu-dents walking from the west side of Roosevelt Rd	Stearns County	Low

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04

HOW TO GET INVOLVED

Using this Plan

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, public health, and community advocates.

This plan provides an overview of Safe Routes to School with specific recommendations for a 6 E's approach to improve the safety and the health and wellness of students. The specific recommendations in this plan are intended to support improvements and programs over the next five years. These recommendations include both long- and short-term infrastructure improvements as well as programmatic recommendations.

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 bicycling to school. The recommended projects and programs listed in this plan should be reviewed as part of the overall and ongoing Safe Routes to School strategy. 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.

Who are you?

Successful programs are achieved through the coordinated efforts of parent volunteers, school staff, local agency staff, law enforcement, and community advocates, such as public health. Each partner has a key role to play in contributing to a plan's success. The following paragraphs highlight the unique contributions of key partners in Safe Routes to School.

I AM A PARENT

Parents can use this report to understand the conditions at their children's school and to become familiar with the ways an SRTS program can work to make walking and bicycling 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 key to ongoing success by helping to fundraise for smaller projects and programs.

I AM A COMMUNITY MEMBER

Community residents, even if they don't currently have children enrolled in school, can play an important role in supporting implementation of the plan. They can use this report to better understand where there may be opportunities to participate in programming initiatives and infrastructure improvements. Community members, including seniors or retirees who may have more flexible schedules than parents with school-aged children, may volunteer in established programs or work with school staff or community partners to start new programs recommended in this plan.

I WORK FOR THE SCHOOL DISTRICT

School district 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 are in the best position to keep 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.

I AM A SCHOOL ADMINISTRATOR

School administrators have an important role in implementing the recommendations contained within this SRTS plan. For a plan to succeed, 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 by distributing informational materials to parents within school publications. Please read the SRTS talking points in Appendix B.

I AM A TEACHER OR OTHER STAFF MEMBER

Other than parents, teachers might interact with students the most. Teachers can include bicycle and pedestrian safety in lesson plans (see *Walk! Bike! Fun!*). Sharing books in your classroom that promote walking and biking is a good way to get kids interested at an early age. Teachers can also arrange for field trips within walking distance of school and incorporate informal lessons about safety along the way. In general, being positive and encouraging about walking and biking is a great way to start!

I WORK FOR THE CITY OR COUNTY

City and County staff can use this report to identify citywide issues and opportunities related to walking and bicycling 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 SRTS grants
- Federal SRTS grants
- Statewide Health Improvement Program (SHIP)

For all infrastructure recommendations, a traffic study and more detailed engineering may be necessary to evaluate project feasibility. Additional public outreach should 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.

I WORK FOR LAW ENFORCEMENT

Police department staff can use this report to understand issues related to walking and bicycling 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. The Police Department will also have a key role in working with school administrations in providing officers and assistance to some of the proposed education and encouragement programs.

I WORK IN PUBLIC HEALTH

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.

FOR MORE INFORMATION

MN SRTS Resource Center

There are many great resources already available on the Minnesota Safe Routes to School Resource Center. You can find answers to many common questions, information about upcoming events, and even promotional material that can easily be customized for your community's SRTS event.

The MN SRTS Resource Center is a great way to stay engaged throughout the year!

mnsaferoutestoschool.org

STOP

Next Steps

With a SRTS Plan in place, it's time to shift attention to implementation.

The strategies identified in this plan may seem overwhelming at first. Just remember that anything you can do to make walking and biking to school safer, easier, and more fun for students is a step in the right direction. Here are some things to remember:

START SMALL

Small actions can have a big impact, especially when it comes to building support, interest, and momentum for bigger initiatives.

FOCUS ON EQUITY

Not everyone has equal opportunities to walk and bike to school. Identify and prioritize strategies to address and overcome barriers that disproportionately impact the most vulnerable students.

BUILD PARTNERSHIPS

Look for opportunities to strengthen existing partnerships and build new ones. Reach out to parents, community members, local agencies and community organizations, and other stakeholders to expand capacity and support for Safe Routes to School initiatives.

EMPOWER STUDENTS AS LEADERS

Students-led initiatives can generate enthusiasm and improve social conditions for Safe Routes to School. Empower students to take ownership of programs to raise awareness, build excitement, and expand opportunities for their peers to walk and bike to school.

TRACK PROGRESS

Continue to track trips and survey parents and students about their experiences walking and biking to school. Conducting regular evaluation will help your team understand what works and what doesn't work and allocate resources accordingly. Consider reporting annually on progress.

CELEBRATE SUCCESS

Take time to recognize efforts and celebrate progress. Whether it's changing travel habits, achieving a major milestone, implementing an infrastructure improvement, launching a new program, or hosting a successful event, recognize and celebrate success.

MINNESOTA
SAFE
ROUTES
TO SCHOOL

A

APPENDICES

SOUTH JUNIOR HIGH SRTS PLAN
ST. CLOUD, MINNESOTA
JUNE 2019

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Appendix A. For More Information

This appendix provides contact information for local, state, and national SRTS program resources as well as school partners.

NATIONAL RESOURCES

Safe Routes to School Data Collection System
http://www.saferoutesdata.org/

Pedestrian and Bicycle Information Center
http://www.pedbikeinfo.com/

National Center for Safe Routes to School
http://www.saferoutesinfo.org/

Safe Routes to School Policy Guide
http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf

School District Policy Workbook Tool
http://www.changelabsolutions.org/safe-routes/welcome

Safe Routes to School National Partnership State Network Project
http://www.saferoutespartnership.org/state/network

Bike Train Planning Guide
http://guide.saferoutesinfo.org/walking_school_bus/bicycle_trains.cfm

10 Tips for SRTS Programs and Liability
http://apps.saferoutesinfo.org/training/walking_school_bus/liabilitytipsheet.pdf

Tactical Urbanism and Safe Routes to School
http://www.saferoutespartnership.org/resources/fact-sheet/tactical-urbanism-and-safe-routes-school

STATE RESOURCES

Dave Cowan, Minnesota SRTS Coordinator
395 John Ireland Blvd
St. Paul, MN 55155
651-366-4180
dave.cowan@state.mn.us

Kelly Corbin, Safe Routes to School Planner
395 John Ireland Blvd
St. Paul, MN 55155
507-286-7590
Kelly.Corbin@state.mn.us

MnDOT SRTS Educational Webinars:
http://www.dot.state.mn.us/mnsaferoutes/training/planning/index.html

MnDOT Safe Routes to School Resource Website
http://www.mnsaferoutestoschool.org

Minnesota Safe Routes to School Facebook page
https://www.facebook.com/MinnesotaSafeRoutestoSchool

Walk!Bike!Fun! Pedestrian and Bicycle Safety Curriculum
http://www.bikemn.org/education/walk-bike-fun

School Siting and School Site Design
http://www.dot.state.mn.us/mnsaferoutes/planning/school_siting.html

LOCAL RESOURCES

Alison Henning
Transportation Planner
St. Cloud Area Planning Organization
henning@stcloudapo.org

Hannah Dockendorf
Community Wellness Specialist
CentraCare
hannah.dockendorf@centracare.com

Leah Sams
Career Technical Education Coordinator
St. Cloud Area School District 742
leah.sams@isd742.org

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Appendix B. SRTS Talking Points

The following facts and statistics have been collected from national sources. They are intended to be submitted for use in individual school newsletters, emails, or other communication with parents and the broader school community.

Except where otherwise noted, the following are based on research summarized by the National Center for Safe Routes to School. More information, including primary sources, can be found at http://guide.saferoutesinfo.org.

TRAFFIC: COSTS, CONGESTION, AND SAFETY

- In 1969, half of all US schoolchildren walked or biked to school; by 2009, that number had dropped to just 13 percent.
- In the United States, 31 percent of children in grades K–8 live within one mile of school; 38 percent of these children walk or bike to school. You can travel one mile in about 20 minutes by foot or six minutes by bicycle.
- In 2009, school travel by private family vehicle for students in grades K through 12 accounted for 10 to 14 percent of all automobile trips made during the morning peak travel and two to three percent of the total annual trips made by family vehicle in the United States.
- Among parents who drove their children to school, approximately 40 percent returned home immediately after dropping their children at school. If more children walked or bicycled to school, it would reduce the number of cars near the school at pick-up and drop-off times, making it safer for walkers and bicyclists through reduced traffic congestion and improved air quality.
- Over the past few decades, many school districts have moved away from smaller, centrally located schools and have instead built schools on the edge of communities where land costs are lower and acreage has been more available. As a result, the percentage of students in grades K through 8 who live less than one mile from school has declined from 41 percent in 1969 to 31 percent in 2009.
- Personal vehicles taking students to school accounted for 10 to 14 percent of all personal vehicle trips made during the morning peak commute times. Walking, bicycling, and carpooling to school reduces the numbers of cars dropping students off, reducing traffic safety conflicts with other students and creates a positive cycle—as the community sees more people walking and biking, more people feel comfortable walking and bicycling.
- Conservatively assuming that five percent of today's school busing costs are for hazard busing, making it safe for those children to walk or bicycle instead could save approximately $1 billion per year in busing costs.
- In 2009, American families drove 30 billion miles and made 6.5 billion vehicle trips to take their children to and from schools, representing 10-14 percent of traffic on the road during the morning commute.
- Reducing the miles parents drive to school by just one percent would reduce 300 million miles of vehicle travel and save an estimated $50 million in fuel costs each year.
- Did you know that as more people bicycle and walk, biking and walking crash rates decrease? This is also known as the 'safety in numbers' principle. As more families walk and bike to school, streets and school zones become safer for everyone.

HEALTH: PHYSICAL ACTIVITY AND OBESITY

- The U.S. Department of Health and Human Services recommends that children do one hour or more of physical activity each day. Walking just one mile each way to and from school would meet two-thirds of this goal.
- Studies have found that children who get regular physical activity benefit from healthy hearts, lungs, bones, and muscles; reduced risk of developing obesity and chronic diseases; and reduced feelings of depression and anxiety. Teachers also report that students who walk or bike to school arrive at school alert and "ready to learn."
- Researchers have found that people who start to include walking and biking at part of everyday life (such as the school commute trip) are more successful at sticking with their increased physical activity in the long term than people who join a gym.
- One recent study showed that children who joined a "walking school bus" ended up getting more physical activity than their peers. In fact, 65 percent of obese students who participated in the walking program were no longer obese at the end of the school year.
- Childhood obesity has increased among children ages six to 11 from four percent in 1969 to 19.6 percent in 2007. Now 23 million children and teens—nearly one-third of all young people in the U.S.—are overweight or obese.
- The 2010 Shape of the Nation report from the National Association for Sport and Physical Education found that, nationwide, less than one-third of all children ages six to 17 participate in physical activity for at least 20 minutes that made the child sweat and breathe hard.
- Children aren't exercising enough and 78 percent of children aren't getting the 30 to 60 minutes a day of regular exercise plus 20 minutes of more vigorous exercise that doctors recommend.
- Children are increasingly overweight. Twenty percent of children and 33 percent of teens are overweight or at risk of becoming overweight. This is a 50 percent to 100 percent increase from 10 years ago.
- According to a Spanish study of 1,700 boys and girls aged between 13 and 18 years, cognitive performance of adolescent girls who walk to school is better than that of girls who travel by bus or car. Moreover, cognitive performance is also better in girls who take more than 15 minutes than in those who live closer and have a shorter walk to school.
- One hundred calories can power a cyclist for three miles, but it would only power a car 280 feet. If you have a bowl of oatmeal with banana and milk for breakfast, you could bike more than nine miles. How far is the trip to school from your house?
- A 2004 study in the American Journal of Preventive Medicine found that, for every hour people spend in their cars, they are six percent more likely to be obese.
- Because of the health benefits, the cost of walking is actually negative.
- Childhood obesity rates have more than tripled in the past 30 years, while the number of children walking and biking to school has declined. According to the 2009 National Household Travel Survey, 13 percent of students between the ages of five and 14 walked or biked to or from school, compared to 48 percent in 1969.

ENVIRONMENT: AIR QUALITY, CLIMATE CHANGE AND RESOURCE USE

- Did you know? When you walk, bike, or carpool, you're reducing auto emissions near schools. Students and adults with asthma are particularly sensitive to poor air quality. Approximately 5 million students in the U.S. suffer from asthma, and nearly 13 million school days per year are lost due to asthma-related illnesses.
- Did you know that modern cars don't need to idle? In fact, idling near schools exposes children and vehicle occupants to air pollution (including particulates and noxious emissions), wastes fuel and money, and increases unnecessary wear and tear on car engines. If you are waiting in your car for your child, please don't idle – you'll be doing your part to keep young lungs healthy!
- Families that walk two miles a day instead of driving will, in one year, prevent 730 pounds of carbon dioxide from entering the atmosphere.
- The United States moved into the 21st century with less than 30 percent of its original oil supply remaining.
- Americans drive more than 2 trillion vehicle miles per year.
- Short motor-vehicle trips contribute significant amounts of air pollution because they typically occur while an engine's pollution control system is cold and ineffective. Thus, shifting 1 percent of short automobile trips to walking or biking decreases emissions by 2 to 4 percent.
- There is more pollution inside a stationary car on a congested road than outside on the pavement.
- The transportation sector is the second largest source of CO2 emissions in the U.S. Automobiles and light-duty trucks account for almost two-thirds of emissions from the transportation sector. Emissions have steadily grown since 1990.
- In a year, a typical North American car will add close to five tons of CO2 into the atmosphere. Cars account for an estimated 15 percent to 25 percent of U.S. CO2 emissions.
- Transportation is the largest single source of air pollution in the United States. In 2006 it created over half of the carbon monoxide, over a third of the nitrogen oxides, and almost a quarter of the hydrocarbons in our atmosphere.
- Disposal of used motor oil sends more oil into the water each year than even the largest tanker spill.
- Going by bus instead of car cuts nitrogen oxide pollution by 25 percent, carbon monoxide by 80 percent and hydrocarbons by 90 percent per passenger mile.
- Eight bicycles can be parked in the space required for just one car.
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Appendix C. Planning Process

Planning for this SRTS plan began in the summer of 2018, after the St. Cloud APO and District 742 were awarded a SRTS planning assistance grant from MnDOT. The grant provided support to develop individual SRTS plans for five schools in District 742 as well as a district-wide SRTS Strategic Action Plan. The following schools received individual plans as part of the MnDOT SRTS planning assistance grant: Discovery Elementary School, Madison Elementary School, Talahi Elementary School, North Junior High, and South Junior High. Building plans for each school were developed concurrently with the St. Cloud Area School District 742 Strategic Action Plan.

Over the next several years, the St. Cloud APO will develop individual SRTS plans for the remaining schools in District 742 with support from CentraCare and District 742 and in coordination with school administrators, law enforcement, community members, and city and county staff.

PROJECT SCHEDULE

Fall 2018: Project kickoff, data collection, Rapid Planning Workshop

Winter 2018-2019: Community engagement, identification of issues and opportunities

Spring 2019: Draft strategies and action steps

Summer 2019: Draft and final SRTS Plan

DATA COLLECTION

In fall of 2018, baseline data was collected through a variety of SRTS evaluation methods including tools from the National Center for Safe Routes to School and Minnesota Safe Routes to School Resource Center:

- **Student Travel Tallies:** Student hand tallies were conducted on three consecutive midweek days and collected information about how students traveled to school and how they planned to travel home in the afternoon.
- **Parent/Caregiver Survey:** Surveys collected information from parents and caregivers about habits and barriers related to walking and biking to school.
- **Administrative Survey:** School administrators completed a school environment and policy assessment to identify policies, practices, and infrastructure that promotes or discourages walking and biking to school.
- **School Zone Hazard Observational Assessment:** Members of the St. Cloud SRTS Team observed arrival and dismissal in fall 2018 and identified critical safety and behavioral issues in the area immediately surrounding school such as distracted driving, illegal parking/pickup, and unsafe crossing behavior.
- **Interactive Online Map:** An interactive online map allowed students, parents, and community stakeholders to identify destinations, routes, and barriers for walking and biking.
- **Family Engagement:** Project staff spoke with more than 250 people during pop-up engagement at family conferences and family BINGO night. Staff shared information about SRTS in St. Cloud and gathered input on routes, issues, and opportunities.
- **Student Engagement:** Members of the project team met with students at each participating school including members of student leadership groups, students who currently walk or bike, and others as identified by school faculty to discuss their experiences, identify routes and barriers, and brainstorm opportunities for improvement.

RAPID PLANNING WORKSHOP

In November 2018, a broad group of stakeholders met for an intensive, three-day Rapid Planning Workshop. This charrette-style event brought together school, district, city, and county staff, plus students, parents, community members, and public health professionals to discuss the challenge and opportunities for walking and biking to school in District 742.

The Rapid Planning Workshop included a half-day introductory session for all participants and half-day breakout sessions for each of the five schools who received building plans. The introductory session provided an overview of SRTS including programs, infrastructure, and the planning process, and a discussion of existing conditions and planned projects that impact walking and biking in District 742.

Building breakout sessions included:

- Refresher on SRTS programs, infrastructure, and the planning process
- Observation of student arrival or dismissal
- Walking audit of campus and streets in the surrounding neighborhood
- Meeting with students to discuss what they like or dislike about walking and biking to school, the barriers that they experience, and ideas they have to make walking and biking safer and more enjoyable
- Discussion of infrastructure issues, upcoming projects, and opportunities for improvement
- Brainstorm of existing and potential programs
- Discussion of observations and consensus-building around primary issues and opportunities

Information gathered during the Rapid Planning Workshop was used to develop preliminary draft infrastructure and program recommendations for each school. Preliminary recommendations were shared with each Building SRTS Team for input and refinement prior to identifying action steps and schedules for implementation. Information gathered during the Rapid Planning Workshop also helped inform the District 742 Strategic Action Plan.

DISTRICT WORK GROUP

A District Work Group was convened to guide development of the District 742 Strategic Action Plan. The District Work Group included representatives from the school district, community partners, city and county staff, and other agency and organizational partners who would be responsible for implementing and/or coordinating implementation of SRTS programs and infrastructure within District 742.

The District Work Group met three times over the course of the planning process:

- **December 2018:** Introduce SRTS and the planning process; share results and key trends from initial data collection and the Rapid Planning Workshop; discuss existing programs and policies, challenges, and opportunities; develop a vision and brainstorm overarching goals for the District plan.
- **February 2019:** Share preliminary draft goals and strategies; discuss and refine draft strategies; identify potential priority strategies; brainstorm action items and partners fro implementation.
- **April 2019:** Share draft action plan; discuss and refine draft strategies and implementation steps; identify potential strategy leads and partners.

Similar to the Rapid Planning Workshop, discussions that took place during District Work Group meetings also helped refine recommendations within the building plans.

Appendix D. Existing Conditions

The following is a summary of the existing conditions on and around Edison High School.

SCHOOL CONTEXT

Basic Information

Principal: Jason Harris
Grades: 6-8
Number of students: 1008
Arrival time: 8:30 am
Dismissal time: 3:15 pm

Student Locations and School Enrollment Boundary

The maps on the following pages show the locations of students attending South Junior High during the 2018-2019 school year. The first map shows nearly all student locations. The second map shows students who live closer to South Junior High.

School/Campus Layout

South Junior High is located in the McKinley-Railroad Parks neighborhood of south-central St. Cloud. The campus is located two blocks south of University Drive S, two blocks east of Roosevelt Road.

The school building is located on the northwest corner of campus. A track and baseball diamonds are located south on the south side of campus, and tennis courts are located directly east of the building. Primary entrances to South Junior High are located on the west and north sides of the building.

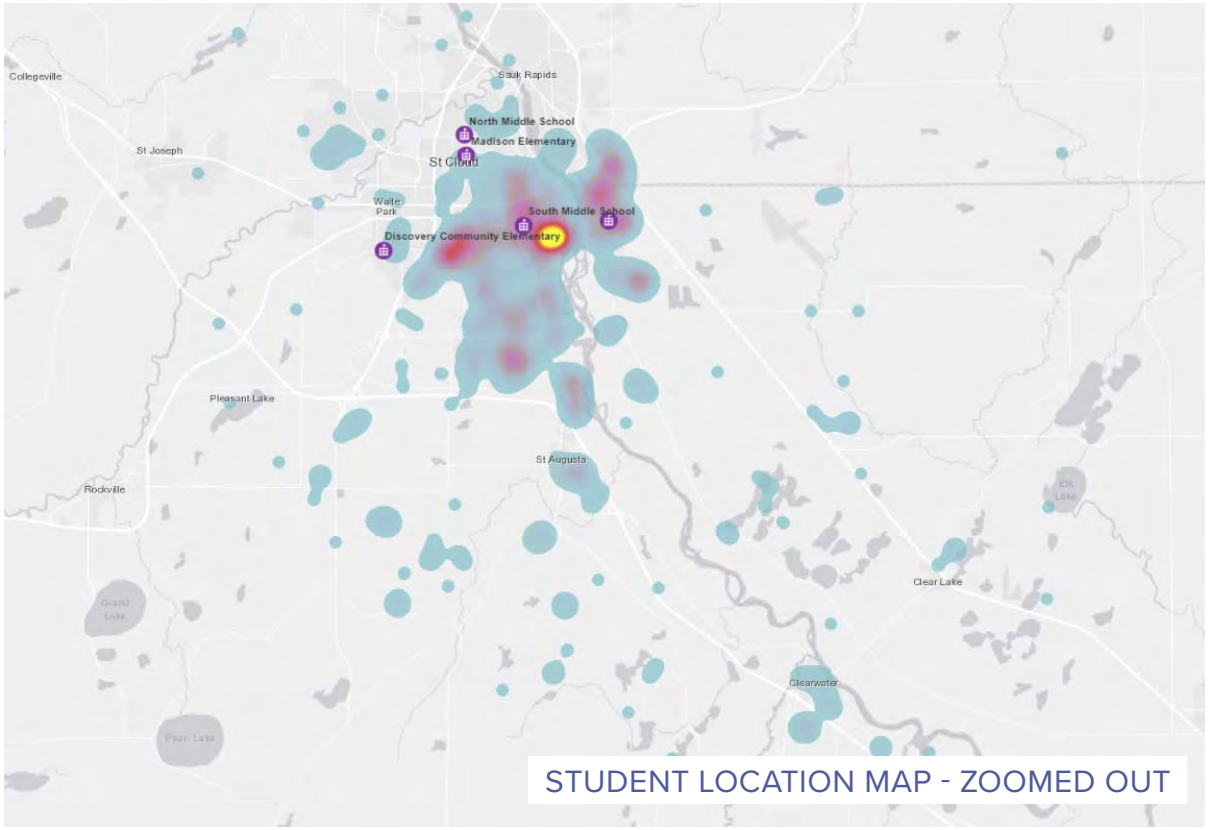
A loop on the west side of the building off of 15th Avenue S is currently used for parking and bus circulation. Staff also park on the north side of the building along 12th Street S. There isn't a dedicated parent circulation area, so most parents pick up along adjacent streets, primarily 15th Avenue S on the west side of school and 11th Street S on the north side of the school, and along 14th Avenue S, 12th Street S, and 13th Avenue S which form an informal loop on the north side of school. Double and triple parking on the informal loop of neighborhood streets was identified as an issue during project planning. Bike parking is located on the north side of school between the bus loop and 12th Street S.

Surrounding Land Use

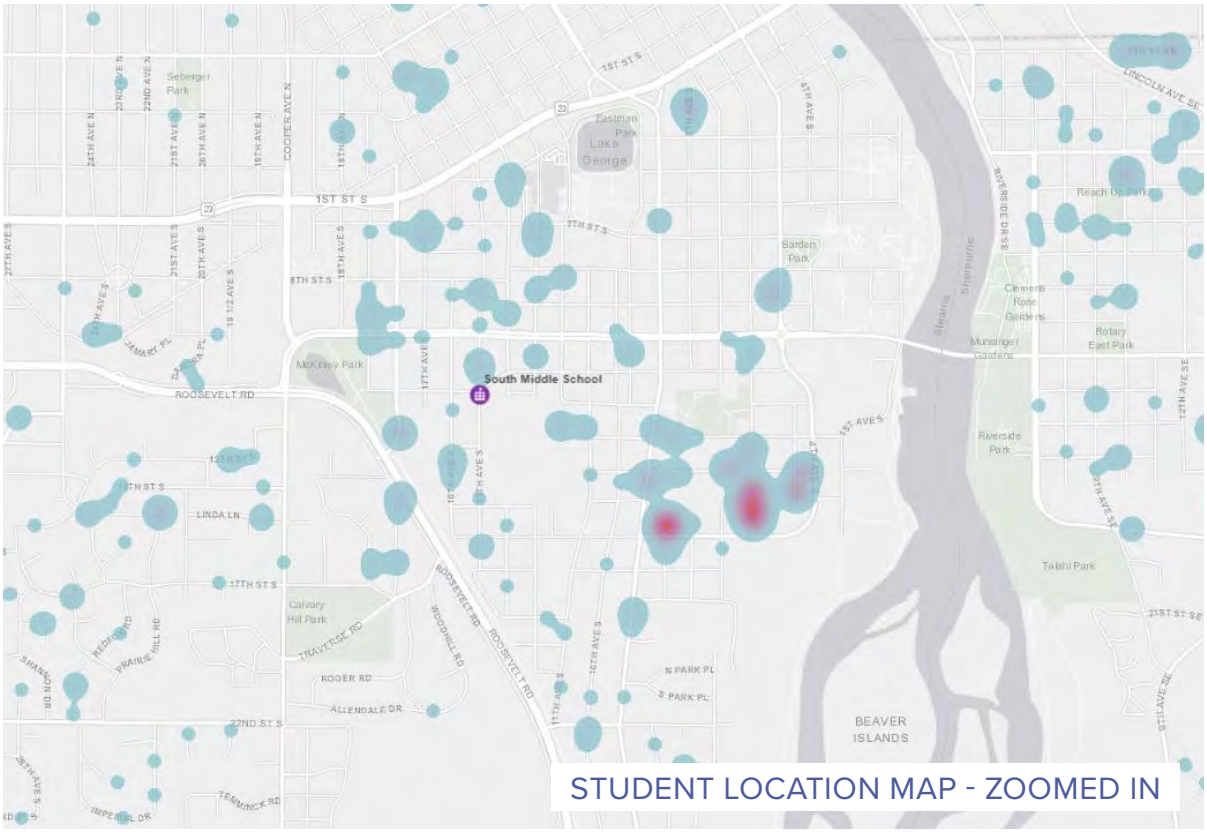
South Junior High is located about a half mile west of St. Cloud State University and the Mississippi River. The blocks directly surrounding South Junior High are primarily single-family residential. A number of multifamily developments are also located nearby, including a concentration of apartment buildings a quarter-mile east of school. Other uses include parks and open space (McKinley Park, Haws Park, Lake George Park, Schmidt Park, and Beaver Island Trailhead), education (St. Elizabeth Ann Seton School, Tech High School, and St. Cloud State), and commercial. The Boys & Girls Club of Central Minnesota is also located about a quarter mile east of school.

Infrastructure for Walking and Biking

The sidewalk network surrounding South Junior High is incomplete and inconsistent. Sidewalks are present on both sides of the street north of 11th Street S, but are generally not provided south of 11th Street S directly surrounding campus. Sidewalks along busy roadways including University Drive S and segments of 9th Avenue S are located back of curb with minimal separation from moving traffic. This also creates snow storage challenges during winter months.



STUDENT LOCATION MAP - ZOOMED OUT



STUDENT LOCATION MAP - ZOOMED IN

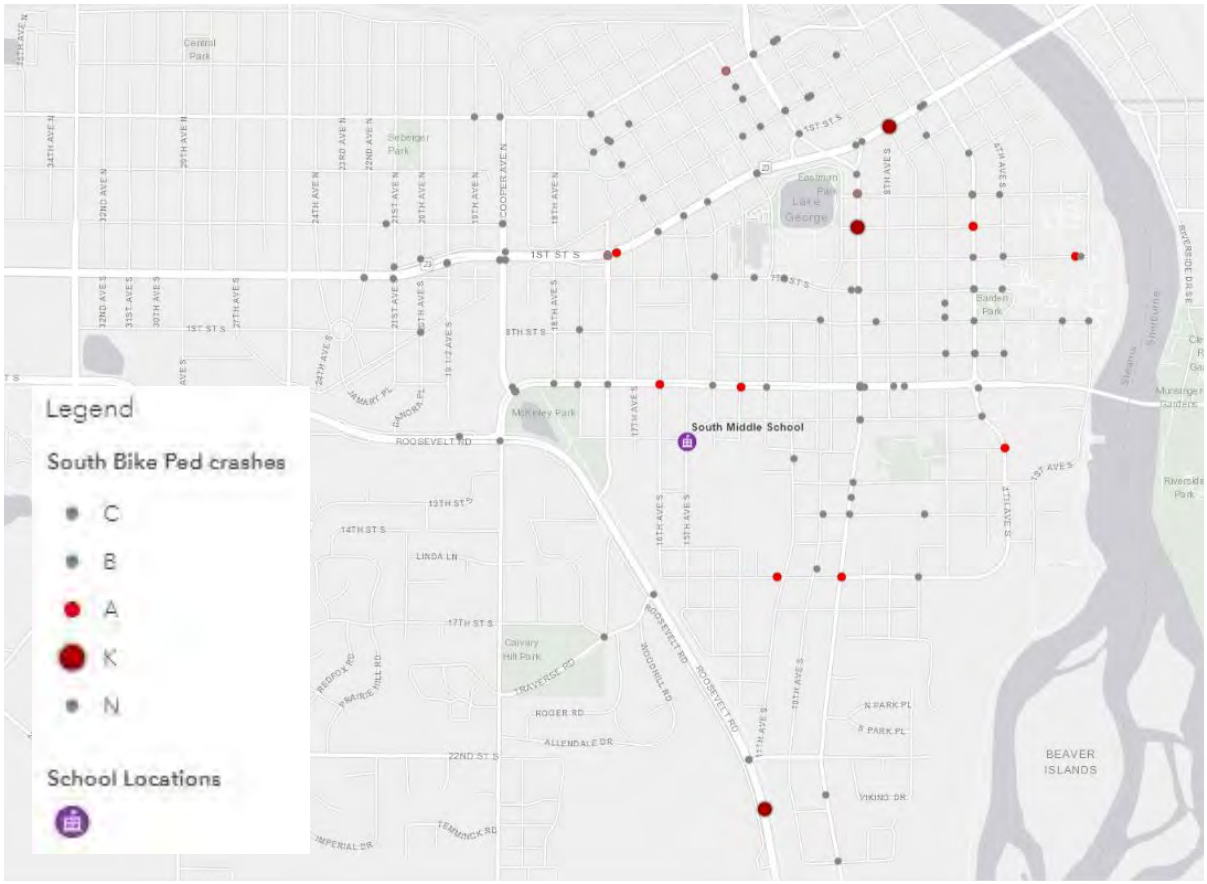
Nearby bikeways include a multiuse trail along the west side of Roosevelt Road, conventional bike lanes along 9th Avenue S, and the Beaver Island Trail along the Mississippi River. Though the trails don't provide a direct connection to school, members of the school SRTS team identified them as an asset that could be used for biking field trips in the future.

There are several marked pedestrian crossings across University Drive S north of the school, including a signal at 14th Avenue S and uncontrolled crossings at 15th Avenue S and 13th Avenue S. Along 9th Avenue S, marked pedestrian crossings are located at 13th Street S and 14th Street S. According to members of the project team, the City of St. Paul is in the process of installing a flashing beacon a the 13th Avenue S crossing.

On campus, there is a desire for a designated pedestrian route from 11th Avenue S through the ballfields to the school building. This would formalize a more direct route to school for students who live to the east, including the concentration of students who live in the apartments east of 9th Avenue S.

Pedestrian and Bicycle-Involved Crashes

The maps below show crashes involving people walking or biking within one mile of South Junior High between 2006 and 2015. South Junior High is marked by a purple icon. Crashes shown as larger, dark red circles (K) resulted in a fatality. Crashes shown in bright red (A) resulted in an incapacitating injury. Crashes shown in gray (N,C, or B by MnDOT) resulted in non-incapacitating injury, no injury, or property damage only.



SCHOOL TRAVEL PATTERNS

Student Hand Tallies

According to the student hand tally, the most common way for students to travel to and from school is by school bus (54 percent), family vehicle (32 percent), walking (7 percent) and carpooling (6 percent). One percent of students reported that they bike. Percents are an approximate average of arrival and dismissal modes over three days, and may not total 100 percent due to rounding.

A full summary of data collected from the student hand tally can be found in Appendix F.

Parent Survey Summary

Six parent surveys were returned. Of those who responded, one estimated they live within one mile of campus, one estimated they live between one and two miles of campus, and four estimated that they live more than two miles from school. Respondents reported that their students travel to school by family vehicle, school bus, or carpool. No respondents said their students walk or bike to school.

Survey respondents identified traffic speeds and the safety of intersections and crossings as the top issues that prevent their children from walking or biking to school. Time, after school activities, sidewalks and pathways, convenience of driving, distance, and traffic volumes were also identified as significant issues.

Detailed results from the parent survey can be found in Appendix E.

Appendix E. Parent Survey

The following shows a summary of a survey sent home to parents in fall of 2018. It asks parents about walking and biking and is a direct export from the National Safe Routes to School Data Collection System, which processed the survey responses and generated this report.

Parent Survey Report: One School in One Data Collection Period

School Name: South Junior High School

Set ID: 18118

School Group: St. Cloud

Month and Year Collected: November 2018

School Enrollment: 0

Date Report Generated: 06/12/2019

% Range of Students Involved in SRTS: Don't Know

Tags:

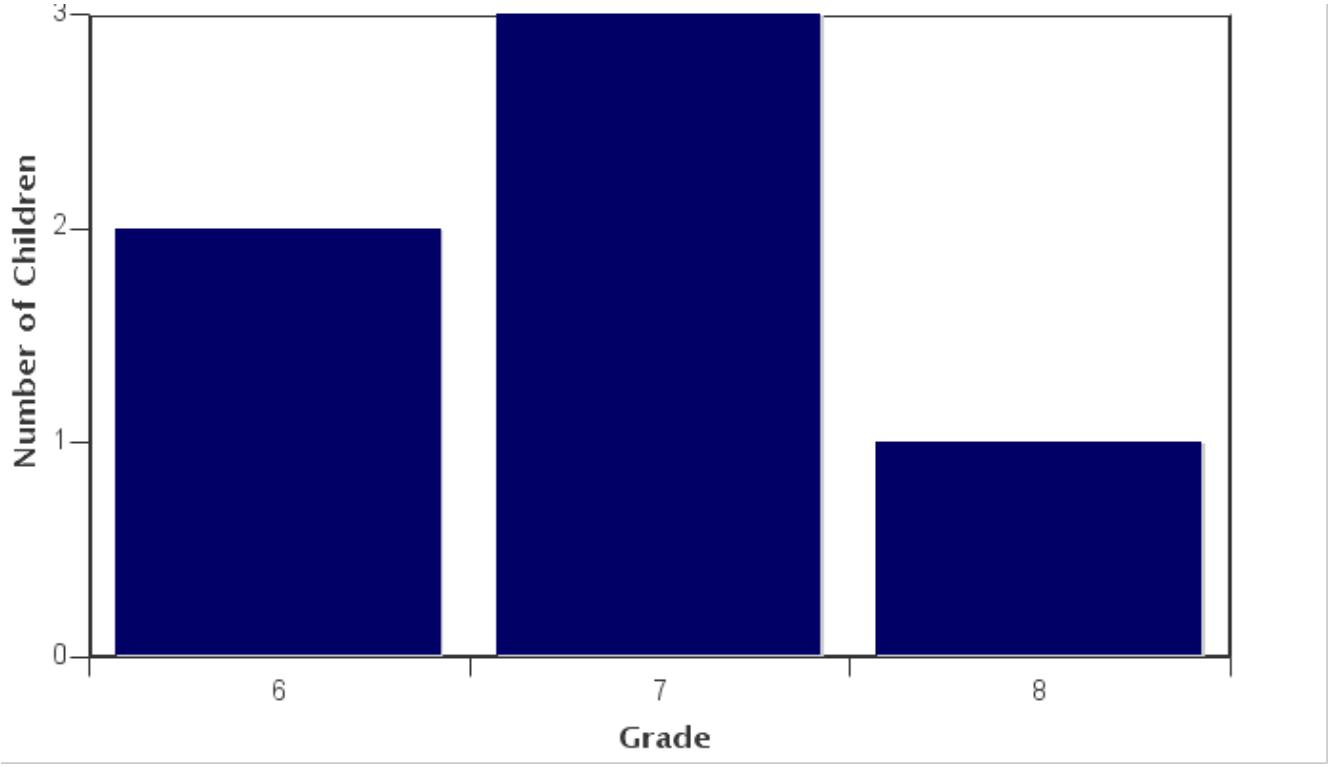
Number of Questionnaires Distributed: 0

Number of Questionnaires Analyzed for Report: 6

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

**Because less than 30 questionnaires are included in this report, each graph and table display counts rather than percentage information.

Grade levels of children represented in survey

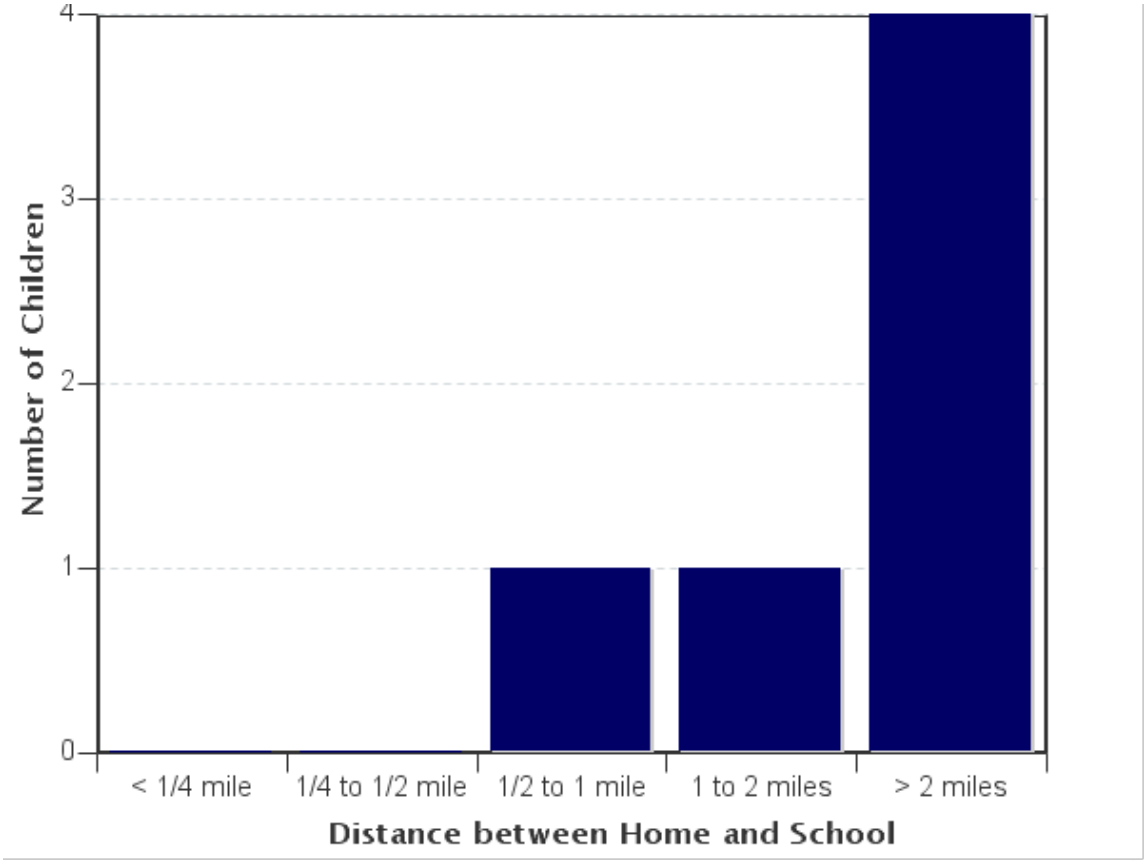


Grade levels of children represented in survey

Grade in School	Responses per grade
	Number
6	2
7	3
8	1

No response: 0
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Parent estimate of distance from child's home to school

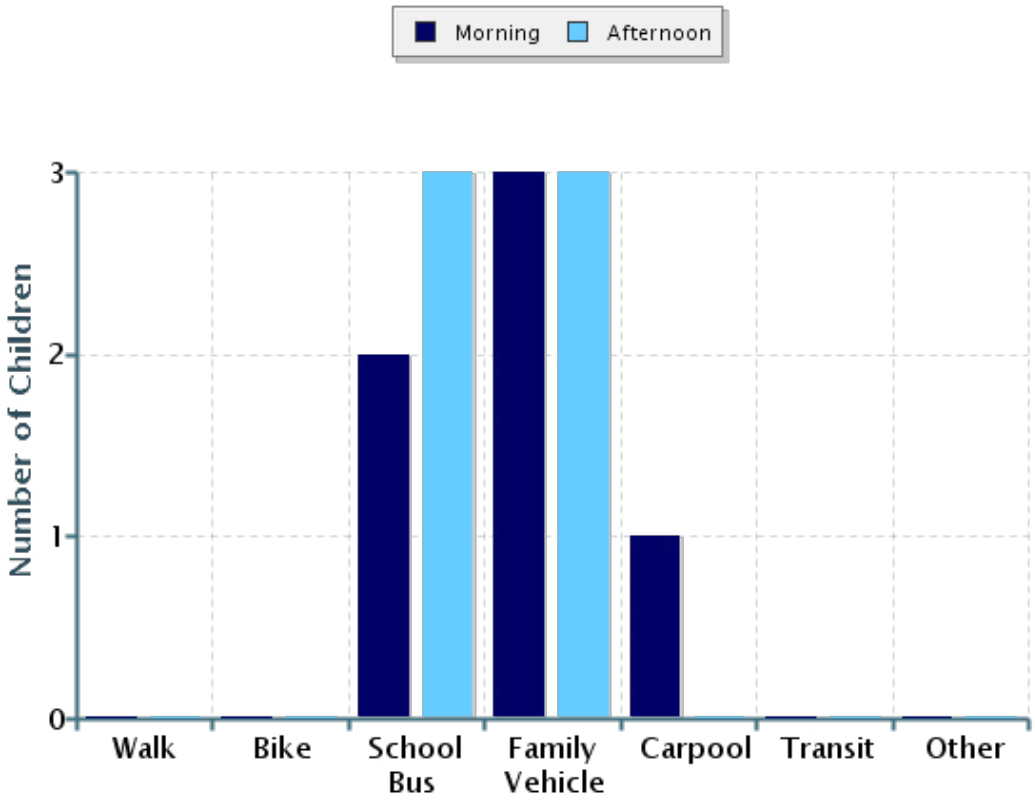


Parent estimate of distance from child's home to school

Distance between home and school	Number of children
Less than 1/4 mile	0
1/4 mile up to 1/2 mile	0
1/2 mile up to 1 mile	1
1 mile up to 2 miles	1
More than 2 miles	4

Don't know or No response: 0
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Typical mode of arrival at and departure from school

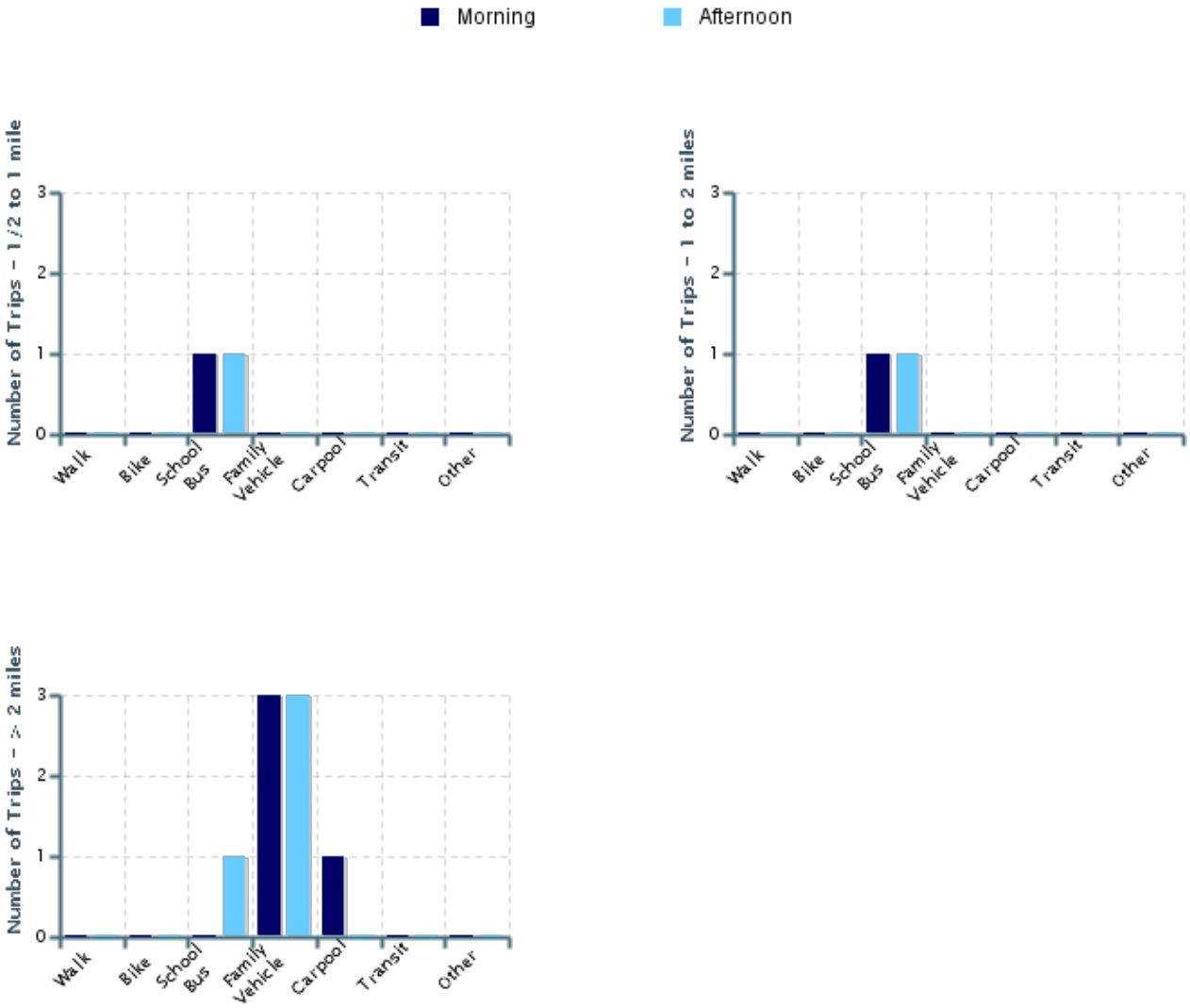


Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	6	0	0	2	3	1	0	0
Afternoon	6	0	0	3	3	0	0	0

No Response Morning: 0
No Response Afternoon: 0
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	0	0	0	0	0	0	0	0
1/4 mile up to 1/2 mile	0	0	0	0	0	0	0	0
1/2 mile up to 1 mile	1	0	0	1	0	0	0	0
1 mile up to 2 miles	1	0	0	1	0	0	0	0
More than 2 miles	4	0	0	0	3	1	0	0

Don't know or No response: 0
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	0	0	0	0	0	0	0	0
1/4 mile up to 1/2 mile	0	0	0	0	0	0	0	0
1/2 mile up to 1 mile	1	0	0	1	0	0	0	0
1 mile up to 2 miles	1	0	0	1	0	0	0	0
More than 2 miles	4	0	0	1	3	0	0	0

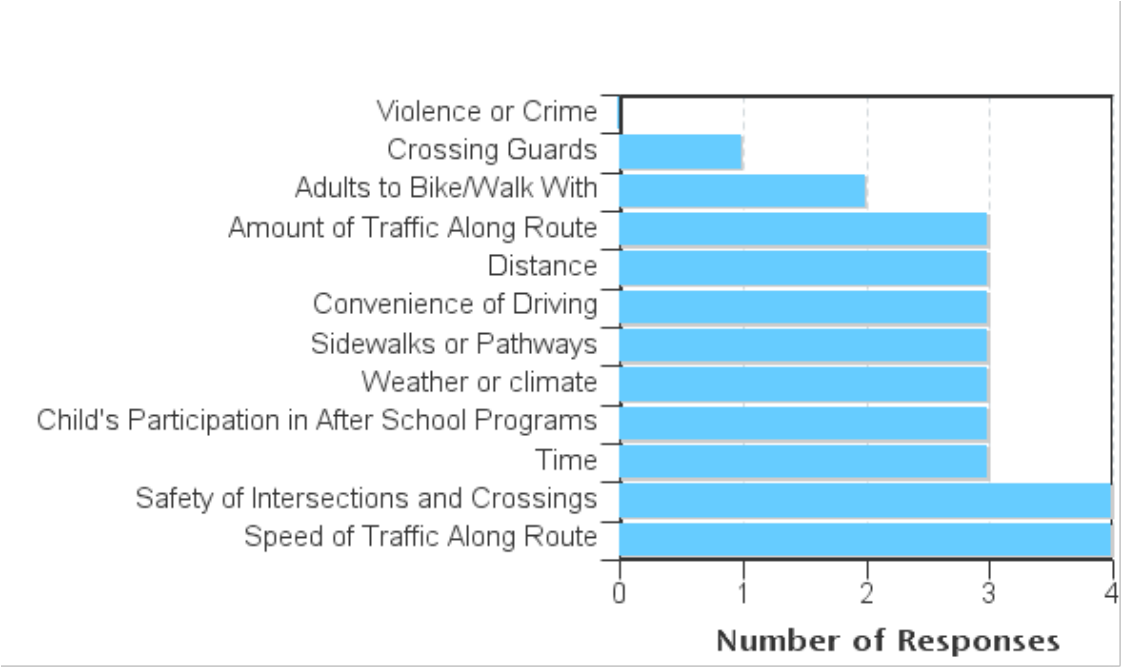
Don't know or No response: 0
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Number of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	0	0	0	0	0	0
No	6	0	0	1	1	4

Don't know or No response: 0
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Speed of Traffic Along Route	4	0
Safety of Intersections and Crossings	4	0
Time	3	0
Child's Participation in After School Programs	3	0
Weather or climate	3	0
Sidewalks or Pathways	3	0
Convenience of Driving	3	0
Distance	3	0
Amount of Traffic Along Route	3	0
Adults to Bike/Walk With	2	0
Crossing Guards	1	0

Violence or Crime	0	0
Number of Respondents per Category	**4**	**0**

No response: 2
Note:
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school

Level of support	Number of children
Strongly Encourages	0
Encourages	0
Neither	6
Discourages	0
Strongly Discourages	0

Parents' opinions about how much fun walking and biking to/from school is for their child

Level of fun	Number of children
Very Fun	0
Fun	0
Neutral	6
Boring	0
Very Boring	0

Parents' opinions about how healthy walking and biking to/from school is for their child

How healthy	Number of children
Very Healthy	0
Healthy	3
Neutral	3
Unhealthy	0
Very Unhealthy	0

Comments Section

SurveyID	Comment

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Appendix F. Student Hand Tally

The following pages show summaries of a hand tally of student transportation behavior in October 2018. Students were asked how they traveled to and from school on Tuesday, Wednesday, and Thursday of a single week. This report is a direct export from the National Safe Routes to School Data Collection System, which processed the tallies and generated the report.

Student Travel Tally Report: One School in One Data Collection Period

School Name: South Junior High School

School Group: St. Cloud

School Enrollment: 0

% of Students reached by SRTS activities:

Number of Classrooms Included in Report: 20

Set ID: 27609

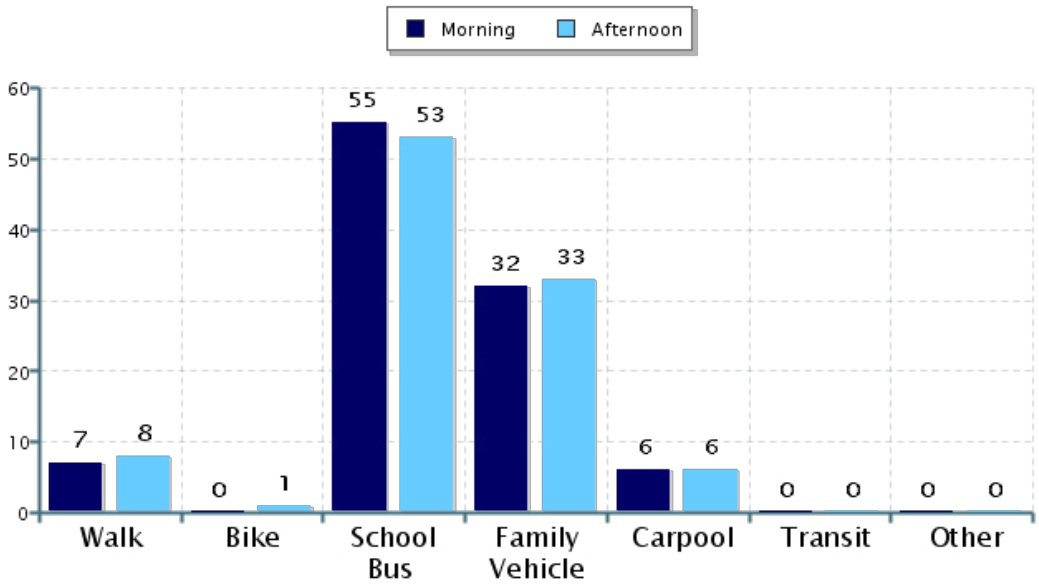
Month and Year Collected: November 2018

Date Report Generated: 11/21/2018

Tags:

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

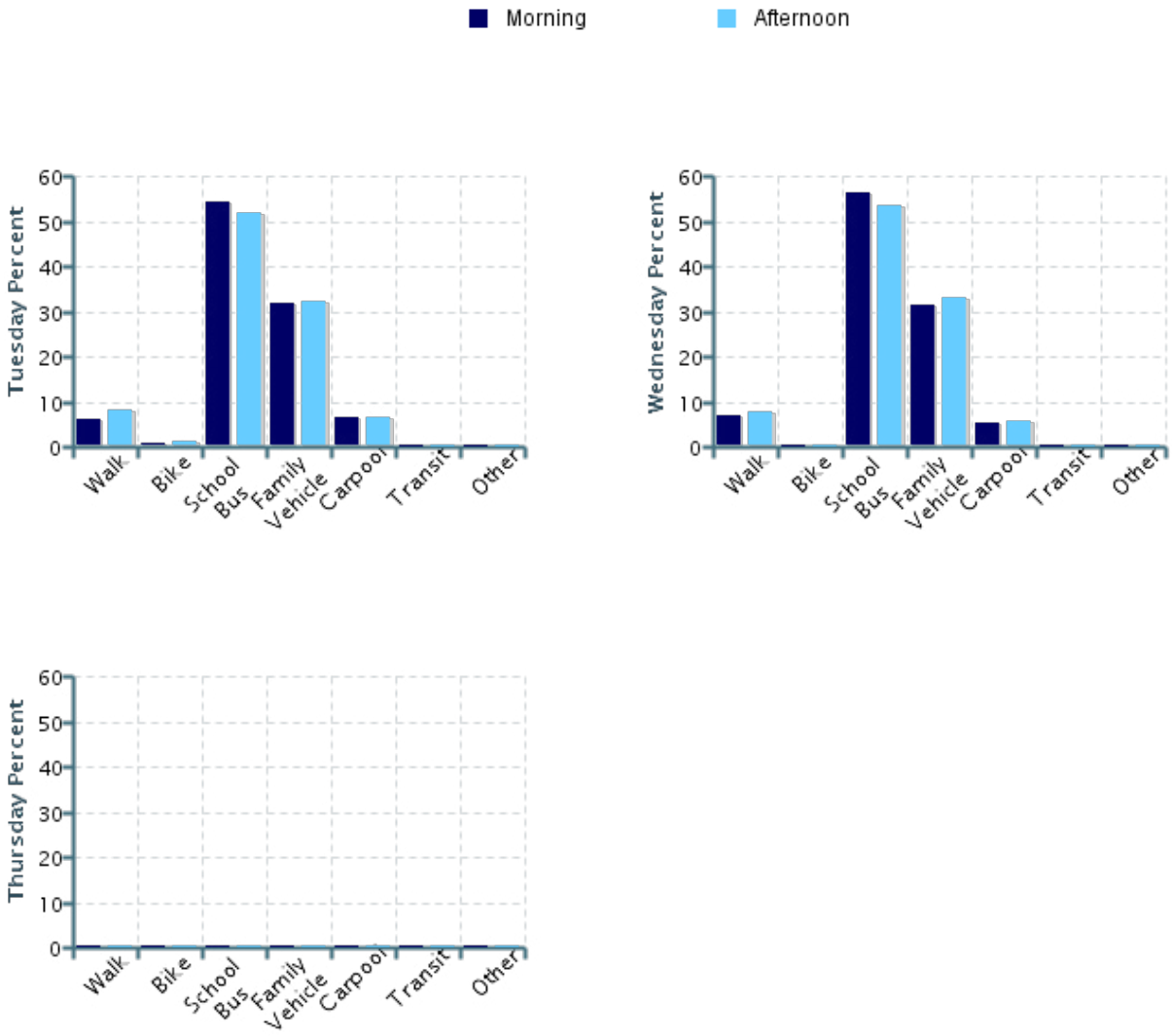


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	702	7%	0.4%	55%	32%	6%	0%	0%
Afternoon	701	8%	0.6%	53%	33%	6%	0%	0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

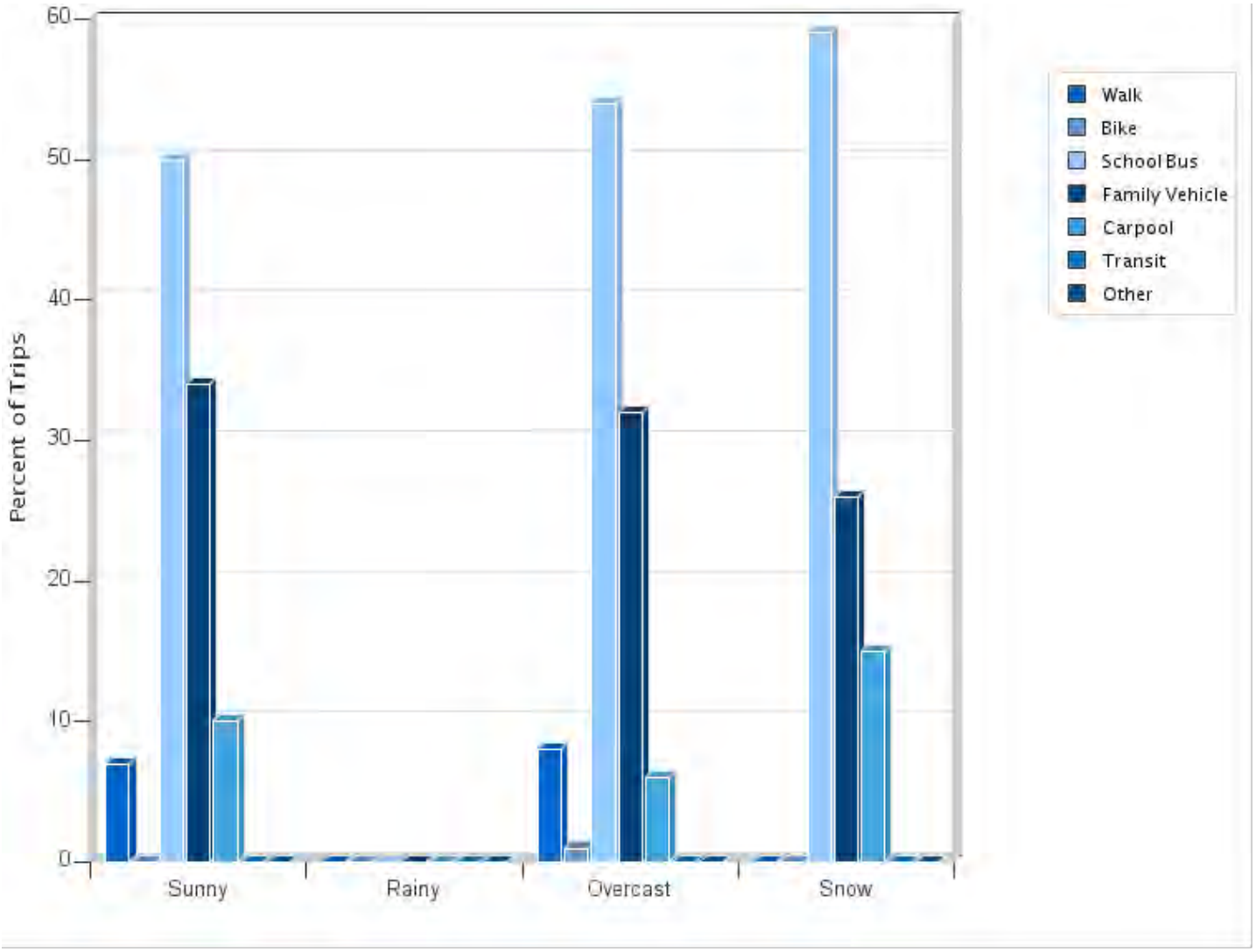


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	350	6%	0.9%	54%	32%	7%	0%	0%
Tuesday PM	350	8%	1%	52%	32%	7%	0%	0%
Wednesday AM	352	7%	0%	56%	31%	5%	0%	0%
Wednesday PM	351	8%	0%	54%	33%	6%	0%	0%
Thursday AM		0%	0%	0%	0%	0%	0%	0%
Thursday PM		0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	92	7%	0%	50%	34%	10%	0%	0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	1277	8%	0.5%	54%	32%	6%	0%	0%
Snow	34	0%	0%	59%	26%	15%	0%	0%

Percentages may not total 100% due to rounding.

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Appendix G. Administrative Survey

The following pages show responses to the MnDOT Environment and Policy Assessment tool, which was completed by school administrators in fall 2018. The survey asks about programs and policies that exist at each school related to walking and biking. It also asks about the condition and presence of infrastructure surrounding school.

Minnesota Safe Routes to School — School Environment and Policy Assessment

School Name: South Junior High
Date Completed (MM/DD/YY): 11/20/18
Address: 1120 15th Ave So
MDE ID #:
Name: Joe Heitkamp
Phone: 320-251-1372 x 1703

Question				
This first set of questions asks about your school's policies and practices around walking and biking.				
1. How does your school or district **wellness** policy address walking and biking?	☐ Prohibits walking and biking	☐ Walking and biking are not addressed	☒ Promotes walking and biking	☐ Not applicable
2. How does your school or district **transportation** policy address walking and biking?	☐ Prohibits walking and biking	☐ Walking and biking are not addressed	☒ Promotes walking and biking	☐ 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?	☒ No		☐ Yes	☐ Not applicable
4. Does your school or district have a plan for evaluating Safe Routes to School efforts?	☒ No		☐ Yes	☐ 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?	☐ No		☒ Yes	☐ Not applicable
6. Does your school have or participate in walking and biking skills and safety training or curriculum?	☒ No	☐ Staff trained, but curriculum not yet implemented	☐ Yes, staff trained and curriculum being implemented	☐ Not applicable
The next set of questions asks about your school property and arrival/dismissal procedures.				
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?	☐ 0	☐ 1-2	☒ 3 or more	☐ Not applicable
8. Is the bus loading/unloading area separated from parent pick-up and drop-off?	☐ No		☒ Yes	☐ 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?	☒ No policy or limited policy that acknowledges students walking and biking but does not address their unique needs and safety	☐ Yes, policy addresses needs and safety of students walking and biking, but it is not communicated to parents	☐ 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.)	☐ Not applicable

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.	☐ Any speed limits 40 mph or more	☐ Combination of 30 mph and 35 mph	☒ All speed limits 30 mph or less	☐ Not applicable
11. Are there signs in your school zone that lower the speed limit to ≤30 mph **when students are present**?	☒ No		☐ Yes	☐ Not applicable
12. Do the streets in your school zone have sidewalks, paths, and/or protected walkways?	☐ No	☒ Yes, but gaps are present	☐ Yes, present throughout with no gaps	☐ 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)?	☐ No	☒ Yes , in some areas	☐ Yes, all trails and sidewalks	☐ Not applicable
14. What is the condition of the sidewalks in your school zone? (Best guesses are okay).	☐ Poor (mostly (>50%) cracked, buckled, or missing sections)	☒ Acceptable (some (25-50%) cracked, buckled or missing sections)	☐ Good (few (<25%) cracked, buckled, or missing sections)	☐ Not applicable
15. How clear of obstacles (garbage bins, signs, utility poles, overgrown plants, trees, etc.) are the sidewalks in your school zone?	☐ Frequent obstacles interrupting sidewalk travel	☐ Some obstacles, but enough room for two people walking side-by-side	☒ Few or no obstacles	☐ Not applicable
16. Do the streets in your school zone have dedicated bicycle lanes, trails, and/or off street paths?	☒ No	☐ Yes, but gaps are present	☐ Yes, present throughout with no gaps	☐ Not applicable
17. Does your school have a designated walking route in the school zone? **If yes, consider that route while answering questions 18-21.*	☒ No	☐ Yes, but it is not promoted	☐ Yes, and school promotes awareness of route to students and parents (such as via signage or the school website)	☐ Not applicable
18. Are marked crosswalks present in your school zone?	☐ No	☒ Yes, at some crossings (or within designated route)	☐ Yes, at all crossings	☐ Not applicable
19. Are pedestrian crossing signals or "countdown" pedestrian crossing signals present at traffic signals in your school zone?	☒ No	☐ Yes, at some crossings (or within designated route)	☐ Yes, at all crossings	☐ Not applicable
20. Are **adult** crossing guards with safety vests and STOP paddles or flags present within the school zone?	☒ No	☐ Yes, at some crossings (or within designated route)	☐ Yes, at all crossings	☐ Not applicable
21. Is **student** school patrol present within the school zone?	☒ No	☐ Yes, at some crossings (or within designated route)	☐ Yes, at all crossings	☐ Not applicable

Appendix H. Hazard Observation

The following pages show results from the School Zone Hazard Observation Tool. The assessment was completed in the fall of 2018 and documents hazardous behaviors by people driving, walking, and biking in the area surrounding school. The tables below indicate the percent of people driving, walking, and biking who were observed participating behaviors deemed unsafe or hazardous.

School Zone Hazard Analysis Tool							
Door 7 - AM							
	Total Drivers	**Distracted (e.g. using phone, texting, eating, etc.)**	**Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)**	**Stopping outside of designated space**	**Does not yield to pedestrian**	**Other:**	**Total Unsafe Behaviors Observed by Drivers**
Number	**0**						**0**
Percentage (auto calculates)		**0%**	**0%**	**0%**	**0%**	**0%**	
	Total Pedestrians	**Using phone**	**Wearing headphones or earpiece**	**Unsafe crossing behavior**	**Other:**	**Other:**	**Total Unsafe Behaviors Observed by Pedestrians**
Number	**58**		**1**				**1**
Percentage (auto calculates)		**0%**	**2%**	**0%**	**0%**	**0%**	
	Total Bicyclists	**Using phone**	**Wearing headphones or earpiece**	**Not biking in designated area or correct side of road**	**Not wearing helmet**	**Other:**	**Total Unsafe Behaviors Observed by Bicyclists**
Number	**2**				**2**		**2**
Percentage (auto calculates)		**0%**	**0%**	**0%**	**100%**	**0%**	

School Zone Hazard Analysis Tool							
Door 7 Intersection - AM							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number	148		1				1
Percentage (auto calculates)		0%	1%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number	0						0
Percentage (auto calculates)		0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number	0						0
Percentage (auto calculates)		0%	0%	0%	0%	0%	

School Zone Hazard Analysis Tool							
Door 1 - AM							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number	27			2	3	1	6
Percentage (auto calculates)		0%	0%	7%	11%	4%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number	32		1	2			3
Percentage (auto calculates)		0%	3%	6%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number	1				1		1
Percentage (auto calculates)		0%	0%	0%	100%	0%	

School Zone Hazard Analysis Tool							
Door 1 Intersection - AM							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number	2						0
Percentage (auto calculates)		0%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number	19	1					1
Percentage (auto calculates)		5%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number	4		2		3		5
Percentage (auto calculates)		0%	50%	0%	75%	0%	

School Zone Hazard Analysis Tool							
Door 7 - PM							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number							0
Percentage (auto calculates)		0%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number	14						0
Percentage (auto calculates)		0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number	1				1		1
Percentage (auto calculates)		0%	0%	0%	100%	0%	

School Zone Hazard Analysis Tool							
Door 7 Intersection - PM							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number	24						0
Percentage (auto calculates)		0%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number							0
Percentage (auto calculates)		0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number							0
Percentage (auto calculates)		0%	0%	0%	0%	0%	

School Zone Hazard Analysis Tool							
Door 1 & 2 Near Track - PM							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number							0
Percentage (auto calculates)		0%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number	13						0
Percentage (auto calculates)		0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number	2				1		1
Percentage (auto calculates)		0%	0%	0%	50%	0%	

School Zone Hazard Analysis Tool							
Door 1 Intersection - PM							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number	19		4	7			11
Percentage (auto calculates)		0%	21%	37%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number	18		2	3			5
Percentage (auto calculates)		0%	11%	17%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number	2		1		1		2
Percentage (auto calculates)		0%	50%	0%	50%	0%	

AM Comments from South Jr. High
Door #7:
Observed students walking or biking to school.
220 students got out of parent vehicles.
Door #7 Intersection:
Only observed vehicles pulling in to parent drop off.
Blaring music.
Fast through parking lot.
Parked, blocking auto entrance.
Dropped off in middle of street.
Intersection 1 block down blocked by vehicles.
Dropped student off in middle of street.
Pulled in super fast.
Dropping students off at stop sign at intersection in traffic.
Exited the entrance.
Student slipped on loose sand and fell.
Door #1:
Loud music.
Parked in bus chute.
Door #1 Intersection:
9 students got out of one van.
7 students go out of one van.
Father walking son to school.
Bicyclists riding on sidewalk.

PM Comments for South Jr. High
Door #7:
Only observed students walking or biking home, not students walking to vehicles during parent pick up.
Door #7 Intersection:
Only observed parent vehicles picking students up, not pedestrians.
Cones were up at entrance of parking lot.
Vehicle blocking another vehicle while waiting for student.
Door #1&2 Near Track:
Parent pick up overflows near the track in PM.
Only observed students walking/biking home, not students walking to veichiles during parent pick up.
Door #1 Intersection:
Parked in a way that minimized view of buses.
7 parents parked on street outside designated area (11th Street). Parents are not supposed to pick up here.

Appendix I. Engagement Summary

INTRODUCTION

As a part of the 2018 Safe Routes to School (SRTS) program, the Minnesota Department of Transportation (MnDOT) provided St. Cloud Schools with technical assistance which included engagement with the St. Cloud community (e.g., parents, students, staff, etc.). SRTS staff hosted "pop-up" tables with activities and information at the following schools and events in fall 2018:

- North Junior High School, Family Conferences, October 16, 2018, 45 people
- Discovery Community School, Family Bingo Night, October 25, 2018, 100 people
- South Junior High School, Family Conferences, October 26, 2018, 30 people
- Madison Elementary School, Family Conferences, November 13, 2018, 55 people
- Talahi Community School, Family Conferences, November 15, 2018, 50 people

Presentation materials and activities included a walk/bike trivia game to grab attention, a giant table top "placemat" graphic with a post-it note activity about identifying issues and opportunities, and an interactive barriers mapping activity. There was also a SRTS "zine" activity book as a handout with resources for additional information, and links to the project website. In total, staff interacted with approximately 280 people at the five St. Cloud events combined.

NORTH JUNIOR HIGH SCHOOL

North Junior High School, located at 1212 29th Avenue N, Street Cloud, MN, includes grades 6 – 8

SRTS staff hosted a "pop-up" an activity table at North Junior High School's family conferences on October 16, 2018. During the event, staff talked with approximately 45 families from the North Junior High community about walking and biking to school.

Highlights

Opportunities

Students at North Junior High like walking and biking and wish they could do it more. There are opportunities to leverage the desire to walk and bike through encouragement programs and through better enforcement of safe driver behavior near school.

Barriers

Walking and biking to the North Junior High can be unsafe, especially when crossing problematic roads and intersections and particularly at major intersections on 12th Street. In addition, many families live too far away to walk or bike to school. One student indicated that they no longer bike to school because their bike was stolen and, instead, they now take the bus.

Infrastructure Findings

12th Street is difficult to cross and feels uncomfortable to walk along, with driver compliance at crosswalks being a concern. The lack of separation between the sidewalks at some points and a lack of sidewalks all together at some points along 12th Street make it feel unsafe to walk on.

Program Findings

Increased driver enforcement or a safety education campaign to help remind drivers to slow down and to stop at crosswalks along 12th Street was a common suggestion. Use of crossing guards at problematic intersections like 12th Street and 29th Avenue was also suggested.

Existing Conditions

Opportunities

Based on the comments received, students at North Junior High like walking and biking and wish they could do it more. Some families with students who live near school finding walking to school convenient and easy. Some students who currently take the bus to school have interest in walking and biking, so there is an opportunity to leverage this excitement toward walking and biking to school. There are also opportunities to leverage the desire to walk and bike through encouragement programs since many students and families are already aware of the basics.

Barriers

The most commonly cited barriers to walking and biking to North Junior High are a lack of walking and biking infrastructure and concerns over safety. Many parents and students are worried about students crossing unsafe streets or intersections. They said that cars drive too fast and that there aren't enough safe crossings on some of the roads near school.

Problematic Routes

- 12th Street
- 25th Avenue
- 29th Avenue
- Highway 15

12th Street was the most commonly cited problematic road for getting to North Junior High. Parents and students feel that vehicles are moving at high speeds on 12th Street and that the amount of vehicle traffic makes 12th Street both difficult to cross and uncomfortable to walk or bike along. One student said that sidewalks on the north side of 12th Street do not have a buffer between the traffic and makes it especially uncomfortable to walk along near school.

Problematic Intersections

- 25th Avenue & 10th Street
- 29th Avenue & 12th Street
- 29th Avenue & 15th Street

Problematic intersections that people talked about during the event included the intersections at 25th Avenue and 10th Street, at 29th Avenue and 15th Street, and at 29th Avenue and 12th Street. The intersections at 25th Avenue and 10th Street and at 29th Avenue and 15th Street are 4-way stops that feel unsafe and drivers tend to miss seeing pedestrians in the crosswalks. The intersection at 29th Avenue and 12th Street is a signalized intersection that people said is uncomfortable to cross due to wide crossing lengths and heavy vehicle traffic on 12th Street. Parents, students, and staff at nearby Madison Elementary also claimed that 12th Street is a problematic road and noted the same intersection as at 29th Avenue as well as the one unsignalized intersection at 28th Avenue as unsafe.

Other barriers to walking and biking included a lack of sidewalks and bike lanes. Parents said that a lack of sidewalks on the west side of Highway 15, on 15th Street to the west of 29th Avenue, and on Park Drive are barriers that are preventing them from allowing their children to walk to school. Some parents and students also said that they do not have enough time to walk or bike and that the distance to get to and from school is too far. Some said that inclement weather makes it difficult to walk or bike.

Findings

Infrastructure

Parents and students requested more protection from cars when walking and biking to and from school, with many people wanting improved crossings along 12th Street and some people called for better sidewalks along 12th Street. People also suggested adding additional traffic calming measures (such as flashing lights) at difficult intersections.

Programs

The following programs were discussed with or suggested by parents, students, or staff:

- **Enforcement:** Parents and students indicated that speeding was an issue on roads near North Junior High, especially on 12th Street and at major intersections near the school. Increased enforcement or a driver safety campaign could be a helpful reminder for vehicles to slow down near the school and to obey the marked crosswalks.
- **Bike Rodeo:** One program discussed with participants was a bike rodeo to create excitement around biking to school. The rodeo would include education on safe riding habits and could be coupled with a bike or bike lock giveaway.
- **Crossing Guards:** One program to address walking and biking barriers that came up during the event was adding crossing guards. One person specifically suggested crossing guards at 12th Street and 29th Avenue.
- **Walk/Bike Buddies:** One idea suggested was walking buddies. Students at North Junior High could be partnered with students from nearby Madison Elementary to share their safe walking knowledge and to make parents more comfortable with allowing elementary school students to walk or bike to school. North Junior High and Madison Elementary could match older and younger students who live in the same neighborhoods or who have common destinations after school to help younger students become more comfortable walking and biking to school. Student buddies would also have the opportunity to get to know those who live near them and to practice in safe walking and biking habits together.

DISCOVERY COMMUNITY SCHOOL

Discovery Community School, located at 700 7th Street S, Waite Park, MN, includes grades Pre-k – 5

SRTS staff led a pop-up table at Discovery Community School's family bingo night on October 26, 2018. During the event, staff talked with approximately 100 members from the Discovery community about walking and biking to school.

Highlights

Opportunities

Many students reported that they live within a one-mile distance from school but do not walk or bike to school. There may be an opportunity to get more of these students walking and biking with additional education and encouragement.

Barriers

7th Street is difficult to cross and feels uncomfortable to walk along, with driver compliance at crosswalks being a concern. The lack of sidewalks at some points along 7th Street feel and the lack of separation between walkers and bikers on 7th Street makes it feel unsafe to walk or bike on.

Infrastructure Findings

Walking and biking feels unsafe when crossing 7th Street and could be made safe by improving intersection crossings and improving the buffer space between driving lanes and walkers/bikers.

Program Findings

Programs to build excitement for walking and biking to school were well received. Ideas like walk/bike field trips or park and walk to school day, were discussed. Walking and biking education to teach students about safe walking and biking practices was also suggested.

Existing Conditions

Opportunities

The majority of students at the event reported that they do not walk or bike to school but that they live within a one-mile distance from the school. Families said there are some places near school where they would feel comfortable walking and biking to school including roads with sidewalks or areas with trails and in low traffic neighborhood streets near students' homes.

There is some support for walking and biking including parents who already walk with students to school. A crossing guard is used to help students cross 7th Street to the north of Discovery, but opinions are mixed on whether the crossing guard was enough to make the crossing feel safe on 7th Street.

Barriers

There are high volume roads with gaps in sidewalks, intersections crossing four lanes of traffic, and roads where traffic is commonly perceived to be speeding that make it hard to get to Discovery safely and comfortably. High vehicle speeds make walking and biking feel unsafe.

Problematic Routes

- 2nd Avenue
- 2nd Street
- 7th Street
- 10th Avenue
- Division Street

7th Street was the most commonly cited problematic road for getting to Discovery. Attendees said it is a high traffic road where vehicles are commonly perceived to be speeding, and there is minimal room in the shoulder or ditch for pedestrians and bicyclists. In addition, there is no sidewalk on 7th Street to the east of 2nd Avenue. One student said they would like to walk to school but their parents don't allow them to walk because there is no sidewalk on 7th Street. One family said that the 7th Street bridge that crosses Highway 15 feels uncomfortable to walk on even though it has a sidewalk.

Other roads reported to be unsafe for students included 2nd Avenue, 2nd Street, Division Street, and 10th Avenue. All four roads are high-volume and require students to cross four or more lanes of traffic.

Problematic Intersections

- Midblock in front of Discovery School & 7th Street
- 2nd Avenue & 7th Street
- 10th Avenue & 7th Street

Multiple students and parents reported 7th Street as having unsafe intersections at 2nd Avenue and 10th Avenue. They said that vehicles move quickly on 7th Street and drivers often fail to yield to pedestrians at crosswalks. Additionally, some students stated that it feels unsafe at the crosswalk in front of the school on 7th Street even with a crossing guard helping them to cross the street for the same reasons that the 2nd Avenue and 10th Avenue intersections are uncomfortable—fast moving vehicles and a lack of crosswalk compliance.

Findings

Infrastructure

Parents and students requested more protection from cars when walking and biking to and from school, with 7th Street being the clear barrier. Many people said walking along and across 7th Street is uncomfortable and feels unsafe with speeding vehicles. A couple of families also suggested filling in the sidewalk gap on 7th Street between Dublin Drive and 2nd Avenue.

Programs

The following programs were discussed with or suggested by parents, students, or staff:

- **Walking School Bus/Bike Trains:** Discovery could use walking school buses and bike trains as a way to give students more opportunities to walk and bike to school and to help groups of students cross problematic roads like 7th Street. Adult supervisors leading the walks or bikes could help students cross the road safely, especially young students who parents feel are not ready to walk or bike to school on their own. Having a group of students and adults walk or bike to school together helps alleviate concerns about students walking and biking to school alone.
- **Park and Walk to School:** A park and walk to school program could give students who normally drive to Discovery more opportunities to walk to school that they would not otherwise have. Adult supervisors would lead groups of students to school from the drop-off sites safely. Parking drop-off sites could be located at popular destinations nearby.
- **Education:** Walking and biking education could be helpful for students to learn about how to safely walk and bike to school. Education programs such as Walk! Bike Fun! could help ease parent concerns about safety and teach students how to safely share the roadways while walking and biking to school.

SOUTH JUNIOR HIGH SCHOOL

South Junior High School, located at 1120 S 15th Avenue, St. Cloud, MN, includes grades 6 – 8

SRTS staff led a pop-up table at South Junior High School's family conferences on October 26, 2018. During the event, staff talked with approximately 30 members from the South Junior High community about walking and biking to school.

Highlights

Opportunities

South Junior High students tend to arrive by bus or car. There are opportunities for more students to walk or bike.

Barriers

Walking and biking to the North Junior High can be unsafe, especially when crossing problematic roads and intersections. Two problematic roads that were mentioned as barriers to walking and biking to school included 9th Avenue and University Drive.

Infrastructure Findings

Walking and biking feels unsafe when crossing 9th Avenue and University Drive and could be made safe by improving intersection crossings and improving the barrier between driving lanes and walkers/bikers.

Program Findings

Create excitement for walking and biking to school by implementing programs like walk/bike field trips or park and walk to school. Also consider walking and biking education to teach students about safe walking and biking practices.

Existing Conditions

Opportunities

Based on the comments received, students at South Junior High tend to bus or drive to school, and there is opportunity for more students to walk or bike. Students who currently walk to school enjoy doing so. There are also other destinations nearby school that some students may walk or bike to such as the boys and girls club and the grocery store.

Barriers

The most common barrier for students walking and biking to school was safety concerns on roads that are difficult to cross.

Problematic Routes

- 9th Avenue
- University Drive

Attendees said that 9th Avenue and University Drive are difficult to cross, even at the existing crosswalks and signalized intersections. Several families said they do not live close enough to school or do not have enough time for their students to walk or bike to school.

Findings

Infrastructure

Parents and students said that walking and biking feels unsafe along 9th Avenue and University Drive and would like safer crossing on each road. Additionally, one person said the sidewalk along University Drive is narrow in some places and does not feel comfortable to walk on which could be improved with a barrier between the pedestrians and driving lanes.

Programs

The following programs were discussed with or suggested by parents, students, or staff:

- **Education:** Walking and biking education could be helpful for students to learn about how to safely walk and bike to school. Education programs such as Walk! Bike Fun! could help ease parent concerns about safety and teach students how to safely share the roadways while walking and biking to school.

- **Enforcement:** Parents and students indicated that speeding was an issue on roads near South Junior High. Increased enforcement or a driver safety campaign could be a helpful reminder for vehicles to slow down near the school and to obey the marked crosswalks.
- **Park and Walk to School:** A park and walk to school program could give students who live far away from South Junior High more opportunities to walk to school that they would not otherwise have. Adult supervisors would lead groups of students to school from the drop-off sites safely. Parking drop-off sites could be located at popular destinations nearby.

MADISON ELEMENTARY SCHOOL

Madison Elementary School, located at 2805 N 9th Street, St. Cloud, MN, includes grades Pre-K – 5

SRTS staff led a pop-up table at Madison Elementary School's family conferences on November 13, 2018. During the event, staff talked with approximately 55 members from the Madison community about walking and biking to school.

Highlights

Opportunities

Many students already walk and bike to school and there is a lot of excitement among family and staff for encouraging more walking and biking. Madison may respond well to SRTS programs to leverage the existing excitement around walking and biking to school.

Barriers

Walking and biking to the Madison can be unsafe, especially when crossing problematic roads and intersections. The three problematic roads that came up multiple times included 25th Avenue, 33rd Avenue, and 12th Street.

Infrastructure Findings

Walking and biking feels unsafe when crossing 25th Avenue, 33rd Avenue, and 12th Street and could be made safe by improving intersection crossings and encouraging drivers to slow down, especially near problematic intersections.

Program Findings

Leverage existing excitement around walking and biking at Madison through encouragement programs like park and walk/bike to school and walk/bike education. Leverage staff excitement for safe walking and biking to school through their increased involvement in walking and biking programs.

Existing Conditions

Opportunities

Quite a few of the families at Madison have students that walk or bike to school and some even indicated their preferred walking and biking routes to get to school. A lot of the teachers and staff were eager to learn about SRTS and how they could help in making walking and biking to school more viable for students. Madison already uses some measures to promote walking and biking—like the crossing guards situated at 29th Avenue and 10th Street—and may respond well to additional walking and biking programs to leverage the existing excitement around walking and biking to school.

Barriers

The biggest barriers to walking and biking to school are unsafe and high traffic roads and families that live too far

away to walk or bike. Many parents and staff are worried about students crossing unsafe streets or intersections and said that drivers are sometimes not conscious of pedestrians and bicyclists at intersections. They also said that busy roads make it uncomfortable to walk and bike, especially on problematic roads.

Problematic Routes

- 9th Street
- 12th Street
- 25th Avenue
- 33rd Avenue

12th Street, 25th Avenue, and 33rd Avenue were commonly cited as problematic roads for getting to Madison. Parents and students feel that vehicles are moving at high speeds on these roads and the amount of vehicle traffic makes them both difficult to cross and uncomfortable to walk or bike along. Crossing 9th Street was also mentioned as a barrier by one person and they requested flashing pedestrian lights to help make walkers easier to spot.

Problematic Intersections

- 25th Avenue & 8th Street
- 29th Avenue & 12th Street
- 33rd Avenue & 8th Street

Problematic intersections include 25th Avenue and 8th Street, 25th Avenue and 8th Street, and 33rd Avenue and 8th Street. The intersections at 25th Avenue and 8th Street and at 29th Avenue and 12th Street are 4-way stops that feel unsafe and drivers tend to miss pedestrians in the crosswalks. People at nearby North Junior High also noted that 12th Street is a problematic road and noted the same intersection as at 29th Avenue. The intersection at 33rd Avenue and 8th Street is a signalized intersection that people said is uncomfortable to cross due to wide crossing lengths and heavy vehicle traffic on 33rd Avenue.

Other barriers to walking and biking included a lack of sidewalks and bike lanes and inclement weather. Many families said they do not live close enough to walk or bike and said that ice or rain make it difficult to walk or bike safely to school.

Findings

Infrastructure

Attendees requested more protection from cars when walking and biking to and from school, with many people wanting improved crossings along 25th Avenue, 33rd Avenue, and 12th Street. Additionally, one person suggested adding additional traffic calming measures on 9th Street such as flashing pedestrian lights.

Programs

The following programs were discussed with or suggested by parents, students, or staff:

- **Route Map:** Walk and bike route maps could be used to direct people to the safest walking and biking routes to get to Madison. Ideas like the ones shared during the SRTS engagement for safe and enjoyable walks or bikes to school could be shared with the entire Madison community in the form of either paper or online walking and bicycling route maps. Suggestions that SRTS staff heard included walking to school from the east using 24th Avenue and 9th Street or biking to school from the east using 11th Street/Centennial Drive/10th Street.

- **Park and Walk to School:** The park and walking to school program could be an intermittent program that occurs a few times throughout the year to encourage families that drive to school to drop students off at designated locations a little ways away from Madison and for groups of students to walk or bike together under the supervision of a school staff member. A program like this could encourage walking and help student get some exercise before the beginning of the school day.
- **Walk/Bike Buddies:** Students at Madison could be partnered with students from nearby North Junior High to learn about safe walking and biking habits from older students and to make parents more comfortable with their students to walk or bike to school. Madison and North Junior High and could match older and younger students who live in the same neighborhoods or who have common destinations after school to help younger students become more comfortable walking and biking to school. Student buddies would also have the opportunity to get to know those who live near them and to practice safe walking and biking habits together.
- **Education:** Education focused on safe walking and biking habits could be beneficial. Education programs such as Walk! Bike Fun! or a bike rodeo could teach students how to safely share the roadways while walking and biking to school and help capitalize on the excitement for walking and biking that already exists at Madison.

TALAHI COMMUNITY SCHOOL

Talahi Community School, located at 1321 SE University Dr, St. Cloud, MN, includes grades Pre-K – 5

SRTS staff led a pop-up table at Talahi Community School's family conferences on November 15, 2018. During the event, staff talked with approximately 50 members from the Talahi community about walking and biking to school.

Highlights

Opportunities

People from the nearby neighborhoods, especially those who live in the apartments and townhomes east and south of Talahi, walk and/or bike to school.

Barriers

Many families live outside the one-mile radius and feel they are too far away to bike or walk to school. Some students said they would walk or bike if they didn't have to cross the railroad parallel to Lincoln Avenue or Highway 10 or if they were older to cross roads by themselves.

Infrastructure Findings

Focus on making crossings on the train tracks parallel to Lincoln Avenue and on Highway 10 more comfortable and safer for students who live north of the track and/or Highway 10.

Program Findings

Create excitement for walking and biking to school by implementing programs like park and walk to school or bike rodeos. Also consider walking and biking education to teach students about safe walking and biking practices.

Existing Conditions

Opportunities

In general, people from the nearby neighborhoods, especially those who live in the apartments and townhomes east and south of Talahi, walk and/or bike to school. Students who walk and bike said they feel safe walking and biking to school and that it is the most convenient way to get to school. In addition, some students walk when they miss the bus.

Barriers

Many families live outside of a one-mile radius of school and said that they live too far away to walk or bike. Students who live too far away said that they take the bus or get a ride from their parents. Some students said they are not old enough to cross the street by themselves.

Problematic Routes

- Railroad parallel to Lincoln Avenue, north of Talahi
- Highway 10

The train bisects the route to school for people who live north of the tracks and some students said they do not walk/bike because they would have to cross the tracks. People who live further north also have to cross Highway 10 to get to school, and they would not consider walking or biking across the highway.

Findings

Infrastructure

Based on comments received, the biggest barrier for students who may consider walking and biking more live north of the train tracks and north of Highway 10. Focus on making crossings on the train tracks parallel to Lincoln Avenue and Highway 10 more comfortable and safer near Talahi.

Programs

The following programs were discussed with or suggested by parents, students, or staff:

- **Park and Walk to School:** A park and walk to school program could give students who live far away from Talahi more opportunities to walk to school that they would not otherwise have. Adult supervisors would lead groups of students to school from the drop-off sites safely. Parking drop-off sites could be located at popular destinations nearby.
- **Walking School Bus/Bike Trains:** Talahi could use walking school buses and bike trains as a way to give students more opportunities to walk and bike to school and to help students cross roads safely. Adult supervisors leading the walks or bikes could help students cross the road safely, especially young students who parents feel are not ready to walk or bike to school on their own. Having a group of students and adults walk or bike to school together helps alleviate concerns about students walking and biking to school alone.
- **Education:** Education could be helpful for students to learn about how to safely walk and bike to school. Education programs such as Walk! Bike Fun! could teach students how to safely share the roadways while walking and biking to school.
- **Bike Rodeo:** One program to create excitement around biking to school and is a bike rodeo. The rodeo would include education on safe riding habits and could be coupled with bike giveaways.

Appendix J. Infrastructure Toolbox

This infrastructure toolbox provides an overview of different infrastructure projects. Each infrastructure project includes a pictorial representation, a brief description, a typical and estimated cost, and a list of resources for more specific engineering guidelines. References are shown at the end of this section.

ADVANCED STOP LINES

Description

An advanced stop line is a solid white line painted ahead of crosswalks on multi-lane approaches to alert drivers where to stop to let pedestrians cross. It is recommended that advanced stop lines be placed twenty to fifty feet before a crosswalk. This encourages drivers to stop back far enough for a pedestrian to see if a second motor vehicle is approaching, reducing the risk of a hidden-threat collision. Advanced stop lines can also be used with smaller turning radii to create a larger effective turning radius to accommodate infrequent (but large) vehicles.

Estimated Costs[A,E]

- $8.50 per linear foot; $85 for a ten foot travel lane

Resources

- Reducing Conflicts Between Motor Vehicles and Pedestrians: The Separate and Combined Effects of Pavement Markings and a Sign Prompt
- FHWA Signalized Intersections: Informational Guide – Pages: 192- 193
- MN MUTCD: Part 3. Markings – Page: 3B-32
- NACTO Urban Street Design Guide – Pages: 109-116, 144

CROSSING GUARD

Description

Facilitated crossings are marked crossing locations along student routes where adult crossing guards or trained student patrols are stationed to assist students with safely crossing the street. Facilitated crossings may be located on or off campus. Determining whether a location is more appropriate for an adult crossing guard or student patrol may be based on location including distance from school, visibility, and traffic characteristics. Adult crossing guards and student patrols receive special training, and are equipped with high-visibility traffic vests and flags when on duty.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 25-26
- MnDOT Minnesota Safe Routes to School: School Crossing Guard Brief Guide
- MN MUTCD: Part 7. Traffic Controls for School Areas – Pages: 7D-1-2

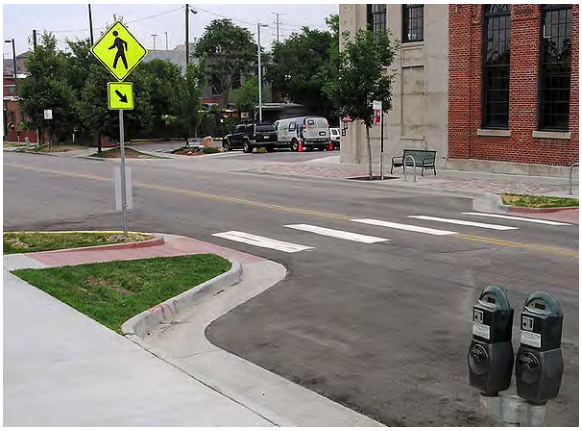
Estimated Costs[D]

- $14.00 per hour average wage for a crossing guard

CURB EXTENSION/BULB OUT

Description

Curb extensions extend the sidewalk and curb into the motor-vehicle parking lanes at intersections or mid-block crossings. Also called bump-outs or bulb-outs, these facilities improve safety and convenience for people crossing the street by shortening the crossing distance and increasing visibility of people walking or biking to those driving.



Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 11-12
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 6-11
- FHWA Signalized Intersections: Informational Guide – Pages: 190-192
- NACTO Urban Street Design Guide – Pages: 45-59

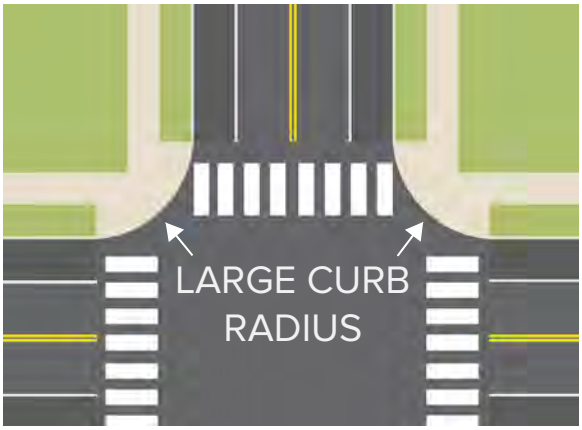
Estimated Costs[E]

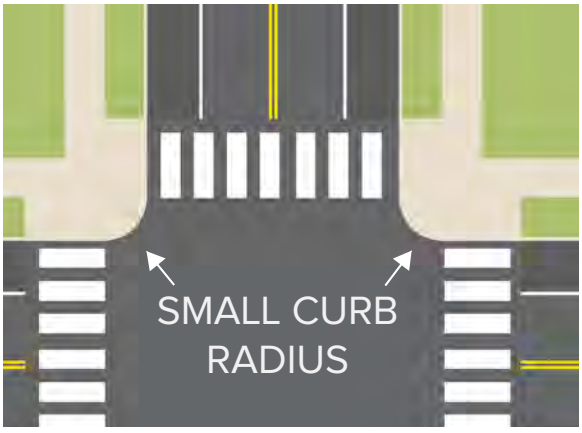
- $13,000 for a single corner

CURB RADIUS REDUCTION

Description

Curb radii designs are determined based on the design vehicle of the roadway. In general, vehicles are able to take turns more quickly around corners with larger curb radii. Minimizing curb radii forces drivers to take turns at slower speeds, making it easier and safer for people walking or biking to cross the street. An actual curb radius of five to ten feet should be used wherever possible, while appropriate effective turning radii range from 15 to 30 feet, depending on the roadway and land use context.





Resources

- FHWA Signalized Intersections: Informational Guide – Pages: 187-189
- NACTO Urban Street Design Guide – Pages: 117-120, 144-146

Estimated Costs[F, G]

- $2,000-$40,000, depending on need for utility relocation and drainage

CURB RAMPS

Description

Curb ramps provide access for people between roadways and sidewalks for people using wheelchairs, strollers, walkers, crutches, bicycles, or who have mobility restrictions that make it difficult to step up or down from curbs. Curb ramps must be installed at intersections and mid-block crossings where pedestrian crossings are located, as mandated by federal law. Separate curb ramps should be provided for each direction of travel across the street.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 1-2
- FHWA Signalized Intersections: Informational Guide – Pages: 47-50
- United States Access Board Proposed Accessibility Guidelines for Pedestrian Facilities in Public Right-of-Way – Pages: 66-67, 78-83

Estimated Costs

- Varies depending on retrofit or new construction, material used.

HAWK SIGNALS

Description

The High-Intensity Activated Crosswalk Beacon (HAWK), also referred to as a Pedestrian Hybrid Beacon System by MnDOT, remains dark until activated by pressing the crossing button. Once activated, the signal responds immediately with a flashing yellow pattern which transitions to a solid red light, providing unequivocal 'stop' guidance to motorists. HAWK signals have been shown to elicit high rates of motorist compliance.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 13-15
- FHWA Safety Effectiveness of the HAWK Pedestrian Crossing Treatment
- FHWA Evaluation of Pedestrian and Bicycle Engineering Countermeasures: Rectangular Rapid-Flashing Beacons, HAWKs, Sharrows, Crosswalk Markings, and the Development of an Evaluation Methods Report – Pages: 19-28

Estimated Costs[H]

- $80,000. Includes one HAWK signal in each direction

HIGH-VISIBILITY CROSSWALK

Description

High-visibility crosswalks help to create a continuous route network for people walking and biking by alerting motorists to their potential presence at crossings and intersections. Crosswalks should be used at fully controlled intersections where sidewalks or shared-use paths exist.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 3-8
- MnDOT Guidance for Installation of Pedestrian Crosswalks on Minnesota State Highways – Page: 3
- MN MUTCD: Part 3. Markings – Pages: 3B-34-38
- MN MUTCD: Part 7. Traffic Controls for School Areas – Pages: 7A-1-3, 7B-5-8, 7C-1
- NACTO Urban Street Design Guide – Pages: 109-116

Estimated Costs[E]

- $25,000 each, depending on materials: paint vs. thermoplastic

LEADING PEDESTRIAN INTERVAL

Description

A Leading Pedestrian Interval (LPI) provides pedestrians with a three to seven second head start when entering an intersection with a corresponding green signal in the same direction of travel. LPIs enhance the visibility of pedestrians in the crosswalk, and reinforce their right-of-way over turning vehicles. LPIs are most useful in areas where pedestrian travel and turning vehicle volumes are both high.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 20-22
- NACTO Urban Street Design Guide – Page: 128

Estimated Costs[A]

- $0-$3,500, depending on the need for new hardware vs. revising existing signal timing

MEDIAN REFUGE ISLAND

Description

Median refuge islands (also known as median crossing islands) make crossings safer and easier by dividing them into two stages so that pedestrians and bicyclists only have to cross one direction of traffic at a time. Median refuges can be especially beneficial for slower walkers including children or the elderly. Crossing medians may also provide traffic calming benefits by visually narrowing the roadway.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 9-10, 43-44
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 17-20
- FHWA Proven Safety Countermeasures: Medians and Pedestrian Crossing Islands in Urban and Suburban Areas
- MN MUTCD: Part 3. Markings – Page: 3I-2
- NACTO Urban Street Design Guide – Page: 116

Estimated Costs[E]

- $13,500, $10 per square foot

RAISED CROSSWALKS

Description

Raised crosswalks are wide and gradual speed humps placed at pedestrian and bicyclist crossings. They are typically as high as the curb on either side of the street, eliminating grade changes for people crossing the street. Raised crosswalks help to calm approaching traffic and improve visibility of people crossing.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 3-4
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 12-15
- MN MUTCD: Part 3. Markings – Pages: 3B-46-49
- NACTO Urban Street Design Guide – Page: 54

Estimated Costs[E]

- $8,170 each

ACTIVATED FLASHING BEACON

Description

One type of activated flashing beacon is a rectangular rapid flashing beacon (RRFB). It uses an irregular stutter flash pattern with bright amber lights (similar to those on emergency vehicles) to alert drivers to yield to people waiting to cross. The RRFB offers a higher level of driver compliance than other flashing yellow beacons, but lower than the HAWK signal.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 16-17
- FHWA Effects of Yellow Rectangular Rapid-Flashing Beacon on Yielding at Multi-lane Uncontrolled Crosswalks
- FHWA Evaluation of Pedestrian and Bicycle Engineering Countermeasures: Rectangular Rapid-Flashing Beacons, HAWKs, Sharrows, Crosswalk Markings, and the Development of an Evaluation Methods Report – Pages: 13-18

Estimated Costs[B]

- $36,000 for two assemblies on poles

ROAD DIET

Description

A classic road diet converts an existing four-lane roadway to a three-lane cross-section consisting of two through lanes and a center two-way left turn lane. Road diets improve safety by including a protected left-turn lane, calming traffic, reducing conflict points, and reducing crossing distance for pedestrians. In addition, road diets provide an opportunity to allocate excess roadway for alternative uses such as bike facilities, parking, transit lanes, and pedestrian or landscaping improvements.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 29-31
- FHWA Road Diet Desk Reference
- FHWA Road Diet Informational Guide
- NACTO Urban Street Design Guide – Page: 14

Estimated Costs[E]

- $120,680 per mile, assuming eight blocks in a mile. Estimate includes 16 symbols, 16 signs, six curb extensions, one mini traffic circle

SCHOOL SPEED ZONE

Description

School speed zones reduce speed limits near schools, and alert motorists that they are driving near a school. School speed zones are defined as the section of road adjacent to school grounds, or where an established school crossing with advance school signs is present. Each road authority may establish school speed zone limits on roads under their jurisdiction. In general, school speed limits shall not be more than 30 mph below the established speed limit, and may not be lower than 15 mph. Speed violations within school speed zones are subject to a double fine.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 48-51
- MnDOT School Zone Speed Limits
- MN MUTCD: Part 7. Traffic Controls for School Areas – Section: 7E

Estimated Costs[A, C]

- $600 for sign and post in each direction

SHARED USE PATH

Description

Shared-use paths provide off-road connections for people walking and biking. Paths are often located along waterways, abandoned or active railroad corridors, limited access highways, or parks and open spaces. Shared-use paths may also be located along high-speed, high-volume roads as an alternative to sidewalks and on-street bikeways; however, intersections with roadways should be minimal. Shared-use paths are generally very comfortable for users of all ages and abilities.

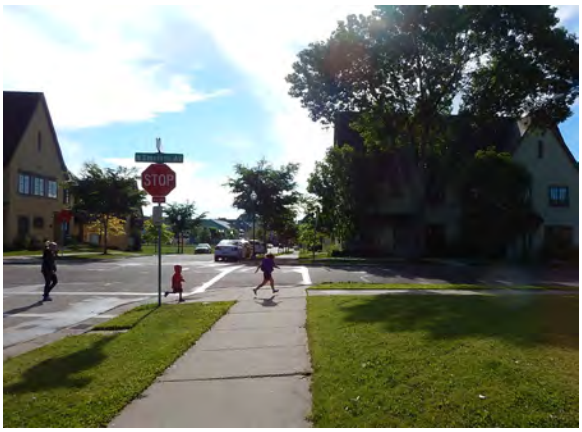
Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Page: 2
- MnDOT Bikeway Facility Design Manual – Pages: 123-168
- AASHTO Guide for the Development of Bicycle Facilities – Chapter 5

Estimated Costs[B]

- $55 per linear foot, 10 ft trail with aggregate base and associated costs

SIDEWALKS



Description

A well-connected sidewalk network is the foundation of pedestrian mobility and accessibility. Sidewalks provide people walking with space to travel within the public right-of-way that is separated from roadway vehicles. Sidewalks are associated with significant reductions in motor vehicle / pedestrian collisions.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 1-2
- AASHTO Guide for the Planning, Design, and Operation of Pedestrian Facilities
- NACTO Urban Street Design Guide – Pages: 37-44
- United States Access Board Proposed Guidelines for Pedestrian Facilities in Public Right-of-Way

Estimated Costs[A, B]

- $84 per linear foot of 6 ft sidewalk with aggregate base

TRAFFIC CIRCLES (MINI ROUNDABOUTS)

Description

Traffic circles are raised circular islands constructed in the center of residential intersections. They may take the place of a signal or four-way stop sign, and calm vehicle traffic speeds by forcing motorists to navigate around them without requiring a complete stop. Signage should be installed with traffic circles directing motorists to proceed around the right side of the circle before passing through or making a left turn.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 43-44
- FHWA Technical Summary: Mini-Roundabouts
- FHWA Technical Summary: Roundabouts – Page: 7 (mention of school area siting)
- MN MUTCD: Part 3. Markings – Pages: 3C1-15
- NACTO Urban Street Design Guide – Page: 99

Estimated Costs[E]

- $35,000-$50,000 each

Sources

A: http://www.dot.state.mn.us/bidlet/avgPrice/AVGPR162015.pdf
B: http://www.hennepin.us/~/media/hennepinus/residents/transportation/bottineau-documents-mpls-gv/estimated-infrastructure-costs-and-funding.pdf?la=en
C: http://www.trafficsign.us/signcost.html
D: https://www.bls.gov/oes/current/oes339091.htm
E: http://www.pedbikeinfo.org/cms/downloads/Countermeasure%20Costs_Report_Nov2013.pdf
F: http://guide.saferoutesinfo.org/engineering/reduced_corner_radii.cfm
G: http://www.pedbikeinfo.org/cms/downloads/Countermeasure_Costs_Summary_Oct2013.pdf
H: http://www2.ku.edu/~kutc/pdffiles/LTAPFS11-Mid-Block.pdf

Appendix K. Bike Parking for Schools

Bicycle parking at schools does more than just provide space for storage during the school day. Depending on design, bicycle parking can actually encourage students and staff to choose to ride their bikes to school. Here are some things to think about when planning bicycle parking at school.

HOW MUCH PARKING SHOULD BE PROVIDED?

The amount of bike parking needed will depend on the capacity of your school, the ages of students, and the number of staff. But remember: be aspirational! Provide parking for the number of students and staff you'd like to see biking! The following are some guidelines:

- Aim for 25 percent of the maximum student capacity of the school.
- Provide additional parking to encourage staff and faculty to bike to school

For example, if each class room has a max capacity 20 students and there are classrooms, space for 50 b cles should be provided. Do forget to add some for facu and staff!

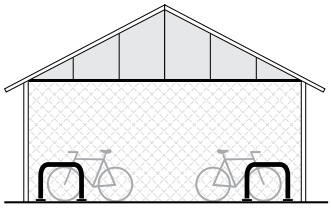
WHERE SHOULD PARKING BE LOCATED?

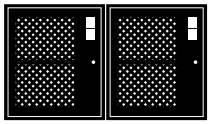
Well-located bike parking will be:

- visible to students, staff, and visitors
- near the primary school entrance/exit
- easily accessed without dismounting
- clear of obstructions which might limit the circulation of users and their bikes
- easily accessed without making a rider cross bus and car circulation
- installed on a hard, stable surface that is unaffected by weather
- often found near kindergarten and daycare entrance, which allows parents to conveniently pick up their children on their bikes

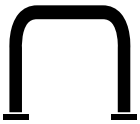
CAN MY SCHOOL PROVIDE ADDITIONAL AMENITIES?

Bike parking shelters and lockers provide extra comfort and security for those choosing to ride to school. They're also a great project for a shop class. Both can be very simple in construction and go a long way towards making biking attractive and prioritized!





WHICH RACKS ARE BEST?



INVERTED U

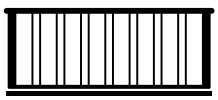
POST & RING

WHEELWELL SECURE

These racks provide two points of contact with the bicycle, accommodate varying styles of bike, allow for at least one wheel to be U-locked, and are intuitive to use!

WHICH RACKS ARE NOT RECOMMENDED?

WAVE



COMB

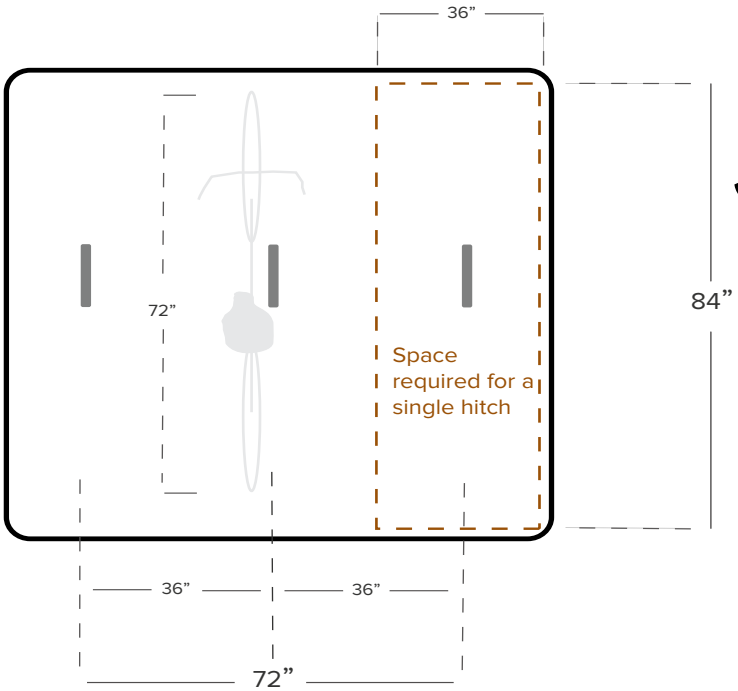
SPIRAL

WHEELWELL

These racks do not provide support at two places on the bike, can damage the wheel, do not provide adequate security, and are not intuitive to use!

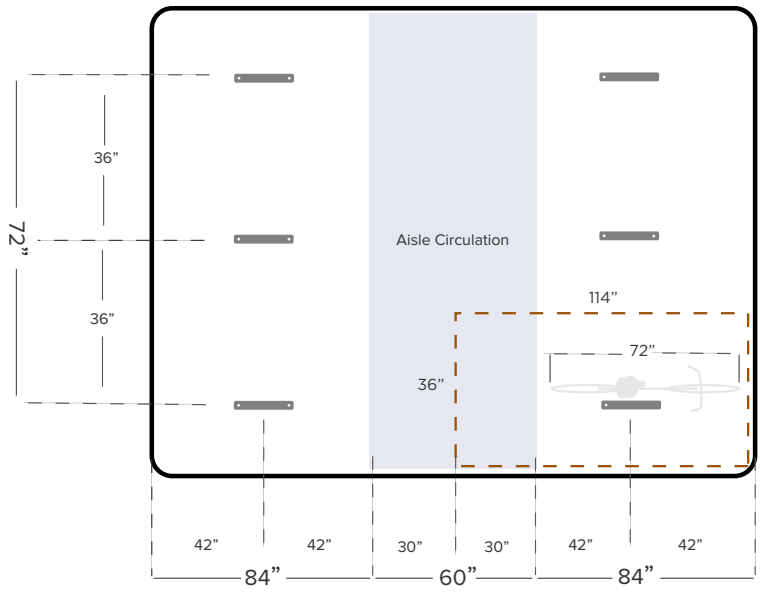
Graphics courtesy of Association of Pedestrian and Bicycle Professionals Essentials of Bike Parking report (20

SPACE REQUIREMENTS



The space requirements shown here assume a person parking their bike would have open access forward and from behind.

The space requirements shown here assume the area is confined on either side (left and right). Access is located at the top and bottom of the image, requiring a center aisle for circulation.



Space required for a single hitch

RESOURCES FOR EQUIPMENT

Dero
Sportworks
Urban Racks

MORE INFORMATION

APBP Essentials of Bike Parking
Bike Shelter Development Guide -Portland Public Schools

Appendix L. Equity in SRTS Planning

When planning and implementing your SRTS programming, it is important to design events and activities that are inclusive of students of all backgrounds and abilities. This appendix identifies potential obstacles to participation and suggests creative outreach, low-cost solutions, and flexible program implementation to address language barriers, students with disabilities, personal safety concerns, and barriers related to school distance.

LANGUAGE AND/OR CULTURAL BARRIERS

To encourage families that do not speak English, are learning English, or have recently immigrated to participate in Safe Routes to School programs, it is important to communicate how the program can benefit families and address parental concerns. Hiring a bilingual staff person is the best way to communicate and form relationships with a community.

Provide Materials in Multiple Languages

Some concepts can lose their meaning and be confusing when translated literally. Also, words may have different meanings depending on the regional dialect.

- Ask families with native speakers to help communicate the message to others.
- Use images to supplement words so that handouts are easy to read and understand.

Use a Variety of Media

In schools where families speak different languages, it can be a good idea to present information in multiple ways.

- Use a variety of mechanisms to communicate the benefits of walking and bicycling to parents.
- Have students perform to their parents, such as through a school play.
- Encourage youth-produced PSAs to educate parents on why biking and walking are fun and healthy events.
- Provide emails, print materials, etc., in multiple languages.
- Use a phone tree, PTA, or events to reach parents.
- Engage an assistant who speaks multiple languages to reach out to parents at events.
- Employ staff from similar ethnic backgrounds to parents at the school.
- Parents increasingly use texting more than emails. Find out how parents communicate with each other and use their methods.

Meet People Where They Are

Some families may not feel comfortable coming to your events or participating in formal PTA and organizations.

- Attend established meetings to reach groups who may not participate in school PTAs or other formal meetings.
- State required English Learner Advisory Committees (ELACs) are good partners.
- Conduct outreach or table at school events (such as: Movie nights, family dance nights, Back to School nights, etc.).

Residents are often aware of traffic and personal safety issues in their neighborhoods, but don't know how to address them.

- Provide a safe place for parents to voice concerns to start the conversation about making improvements. Listen to their concerns, help parents prioritize, and connect them with the responsible agency to address the concerns.
- Encourage staff or parent volunteers to host house meetings, in which a small group gathers at the home of someone they know to voice concerns and brainstorm solutions.
- Seek common goals for community improvement that can be addressed through collaborative efforts with all parent groups.
- When looking for volunteers, start by looking to friends and neighbors to build your base group.

- Be creative; consider going to community events like Farmer's Markets and neighborhood gathering spots to recruit. Try different ways of engaging with participants; the City as Play Design Workshops have creative ideas for asking attendees to build their visions.
- Look for small victories: adding a crossing guard, signage and paint gives parents confidence that their issues can be addressed.

Host Parent Workshops

All parents desire for their children to be successful. Workshops are a good opportunity to articulate how services and programs can reduce barriers to students' success and help them be successful.

- Create simple ways for parents to get involved and help put on events and activities with their children, who can often help navigate the situation.
- Hold a "Parent University," or workshops where parents can voice their concerns.
- Listen to and act on parents' suggestions to build trust in the community and address concerns.
- Include an icebreaker activity to introduce yourself and to make the participants more comfortable sharing their thoughts and opinions.

Establish Flexible Programs

Create a trusting and welcoming environment by not requiring participants to provide information about themselves, which could be a deterrent to undocumented immigrants.

- Establish a training program for volunteers that does not require background checks or fingerprints since some parents who would like to volunteer may not be able to pass background checks.

Often working parents have limited time to volunteer with their children's schools. The hours and benefits associated with many jobs can make it challenging for parents to be available for school activities and take paid time off.

- Host meetings and events at varying times to accommodate differing work schedules.
- Make specific requests and delegate so no single person has to do the majority of the work.

Communicate Health Benefits

Families who are not as well-connected to the school community may not be as aware of the benefits of SRTS programming.

- Publicize to parents that walking and biking to school is exercise and to children that it is fun, like an additional recess.
- Encourage caregivers to attend health fairs that highlight biking and walking to create an association between those commute options and their benefits. Encouragement competitions such as the Golden Sneaker Award and Pollution Punch Card can show how many calories students have burned.

STUDENTS WITH DISABILITIES

Some students may not be able to walk or bike to school because of physical or mental disabilities, but they can still be included in SRTS programs.

- Invite children with physical disabilities to participate in school infrastructure audits to learn how to improve school access for all.
- Understand that students with mental disabilities may have differing capacities for retaining personal and traffic safety information, but programs like neighborhood cleanups and after-school programs can be fun ways to socialize and participate with other students.
- Involve special education instructors and parents of disabled students in the planning and implementation of these programs to better determine the needs of children with disabilities.
- Create SRTS materials that recognize students with disabilities. Include pictures of students with disabilities in program messaging to highlight that SRTS programs are suitable for all students.

Additional Resources

- National Center for SRTS's Involving Students with Disabilities
- SRTS National Partnership's: Serving Students with Disabilities

PERSONAL SAFETY CONCERNS

In some communities, personal safety concerns associated with crime activity is a significant barrier to walking and bicycling. These can include issues of violence, dogs, drug use, and other deterrents that can take precedence over SRTS activities in communities. These neighborhoods may lack sidewalks or other facilities that offer safe access to school, and major roads may be barriers.

Neighborhood Watch Programs

Establishing neighborhood crime watches, parent patrols, and safety zones can involve the community in addressing personal safety concerns as supervision reduces the risk of bullying, crime, and other unsafe behavior.

- Set up parent patrols to roam areas of concern. Safe Passages or Corner Captain programs station parent or community volunteers on designated key street corners to increase adult presence to watch over children as they walk and bicycle to school.
- Issue special hats, vests, or jackets to give the volunteers legitimacy and identify them as patrol leaders.
- Provide walkie-talkies to allow parents to radio for help if they are confronting a situation they have not been able to resolve.
- Work to identify "safe places" like a home along the route where children can go to in the event of an emergency, or create a formal program with mapped safe places all children can go to if a situation feels dangerous.

SchoolPool with a Group

SchoolPool, or commuting to school with other families and trusted adults, can address personal safety concerns about traveling alone.

- Form Walking School Buses, Bike Trains, or carpools. For information about how to set up a SchoolPool at your school, read the Spare the Air Youth SchoolPool guidebook at http://www.sparetheairyouth.org/schoolpool-guidebook. More information about organizing a Walking School Bus or Bike Train is available online at http://www.sparetheairyouth.org/walking-school-buses-bike-trains.

Sponsor Neighborhood Beautification Projects

Clean neighborhoods free of trash and graffiti can create a sense of safety and help reduce crime rates.

- Host neighborhood beautification projects around schools, such as clean-up days, graffiti removal, and tree planting to help make families feel more comfortable and increase safety for walking or biking to school.
- Host a community dialogue about positive and negative uses of public space.

Education Programs

Teach students and their families about appropriate safety issues. Parents may not want students to walk or bike if they are not confident in their child's abilities.

Safety Information for Students

- Use time at school, such as during recess, PE, or no-cost after school programs, to teach children how to bike and walk safely.
- Utilize either existing curricula or bring in volunteer instructors from local advocacy groups and non-profit organizations.
- Teach children what to do in the event of an emergency and where to report suspicious activity or bullying.
- Provide helmets and bikes during the trainings will allow all students to participate regardless of whether or not they have access to these items.
- Organize an Open Streets event as a strategy to create safe zones to teach new skills in the street.

Safety Information for Parents

- Provide information about how to get to around safely.
- Develop and distribute suggested routes to school maps that highlight streets with amenities like sidewalks, lighting, low speeds, and less traffic.
- Identify informal shortcuts and cutthroughs that students may take to reduce travel time. Consider whether these routes may put students at risk (for example, by cutting through a fence, across a field, or near railroad tracks) and work with your city planners to improve the route.
- Provide flyers for parents about how to find other families groups to commute with or what to do in the event of an emergency to educate themselves and their children.
- Offer pedestrian safety training walks. Make these fun and interactive and address parents' safety concerns as well as provide tips for them to teach their children to be safe while walking.

Resources

- SRTS National Partnership's Implementing Safe Routes to School in Low-Income Schools and Communities http://www.saferoutespartnership.org/sites/default/files/pdf/LowIncomeGuide.pdf

BARRIERS RELATED TO SCHOOL DISTANCE

Some students simply live too far from school to reasonably walk or bike. However, there are programs that may be implemented to include these students in healthy physical activities, such as walking or biking.

Remote Drop-off

- Suggest remote drop-offs for parents to drop their children off a couple blocks from the school so they can walk the rest of the way. Volunteers wait at the drop-off and walk with students at a designated time to ensure they arrive to school safely and on time.
- Remote drop-off sites can be underutilized parking lots at churches or grocery stores that give permission for their property to be used this way.
- Identify potential park and walk areas on route maps.

Walk to School Bus Stops

- Incorporate physical activity into students' morning schedule by encouraging them to walk to bus stops.
- Utilize walking school bus programming to organize nearby students to walk in groups to a more centrally located bus stop, which may translate into fewer bus stops because more students will be boarding at each stop.

Frequent Walker Programs

- Implement programs that identify walking opportunities on campus, which can be defined in terms of routes or by amount of time spent walking. This will allow students who arrive to school by bus or parent vehicle to benefit from the physical benefits provided by walking or biking to school.

Additional Resources

- Safe Routes to School National Partnership Rural Communities: Making Safe Routes Work
- Safe Routes to School National Partnership Rural Communities: Best Practices and Promising Approaches for Safe Routes
- Safe Routes to School National Partnership Rural Communities: A Two Pronged Approach for Improving Walking and Bicycling

Appendix M. Maintenance Planning

ANNUAL 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 be evaluated annually and repainted every other year or more often as needed.

SEASONAL PLANNING AND MAINTENANCE

Walking and cycling generally diminish during the cold winter months as poorly maintained infrastructure and unpleasant weather conditions create barriers for pedestrians and bicyclists. However, maintaining infrastructure and planning inviting winterscapes for students can facilitate the convenience of biking and walking as well as provide new opportunities to encourage students to be outside more.

Snow removal and maintenance of school routes should be prioritized. 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.

While it is important to prioritize maintenance, additional planning should be employed to create new opportunities to encourage students to be outside more through design. According to the City of Edmonton's Winter Design Guidelines, the five main design principles for designing cities that are inviting and functional for outdoor public life year-round include blocking wind, capturing sunshine, using color, lighting, and providing infrastructure that supports desired winter activities.

Lighting is important year-round, but becomes increasingly important in the winter for creating more inviting winterscapes for pedestrians and bicyclists. Lighting can contribute to inducing a sense of warmth and safety, as well as be used for wayfinding and as passive public art displays.

Lastly, providing infrastructure that supports desired winter activities can also encourage more active transportation. Some particularly encouraging strategies beyond providing ice skating rinks that have been employed in Edmonton, Canada include harnessing plowed snow piles and stored snow to create new play opportunities for students. These snow piles can be strategically placed in parks along walking routes and mounded into winter slides. Other practices have included regularly compacting snow to make it malleable enough for students to construct their own snow house structures, with maintenance crews compacting the snow every few days to prevent it from forming into denser ice.

Resources

Winter Design Guidelines: Transforming Edmonton into a Great Winter City
https://www.edmonton.ca/city_government/documents/PDF/WinterCityDesignGuidelines_draft.pdf