Sartell-St. Stephen ISD 748

Safe Routes to School Plan

A plan to make walking, biking, and rolling to school safe and fun for all students

SAINT CLOUD | AREA PLANNING ORGANIZATION

MINNESOTA SAFE ROUTES TO SCHOOL

Pine Meadow Primary School

Riverview Intermediate School

Sartell Middle School

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The Vision

Walking, biking, and rolling to school is safe, comfortable, and fun for all students at Sartell-St. Stephen Schools.

The Six E's

Safe Routes to School (SRTS) programs improve safety, reduce traffic and improve air quality near schools through a multidisciplinary approach that is structured around the six Es.

Equity – The Overarching E

Equity ensures that SRTS initiatives benefit all demographic groups, with additional attention toward addressing barriers and ensuring safe and healthy outcomes for lower-income students, students of color, and others that face significant disparities.

Evaluation

Evaluation helps understand the underlying issues that need to be addressed and how the projects and programs of each of the other five "Es" can be most effective.

Education

Classes and activities that teach children (and their parents) bicycle, pedestrian and traffic safety skills; the benefits of bicycling and walking, the best routes to get to school, and the positive impacts these activities have on personal health and the environment.

Encouragement

Events and activities that spark interest in both parents and students in walking and biking to school. Encouragement programs reward participation, build excitement about walking and biking, and inform children and adults about the personal and community benefits of walking to school.

Engagement

Listening to children, families, school staff, and community partners to build creative, equitable, and meaningful engagement opportunities into the program structure.

Engineering

Infrastructure improvements (signage, crosswalks, signals, etc.) designed to improve the safety of people walking, bicycling, and driving along school routes.

Figure 1. Infographic utilized with permission from the Robert Wood Johnson Foundation.

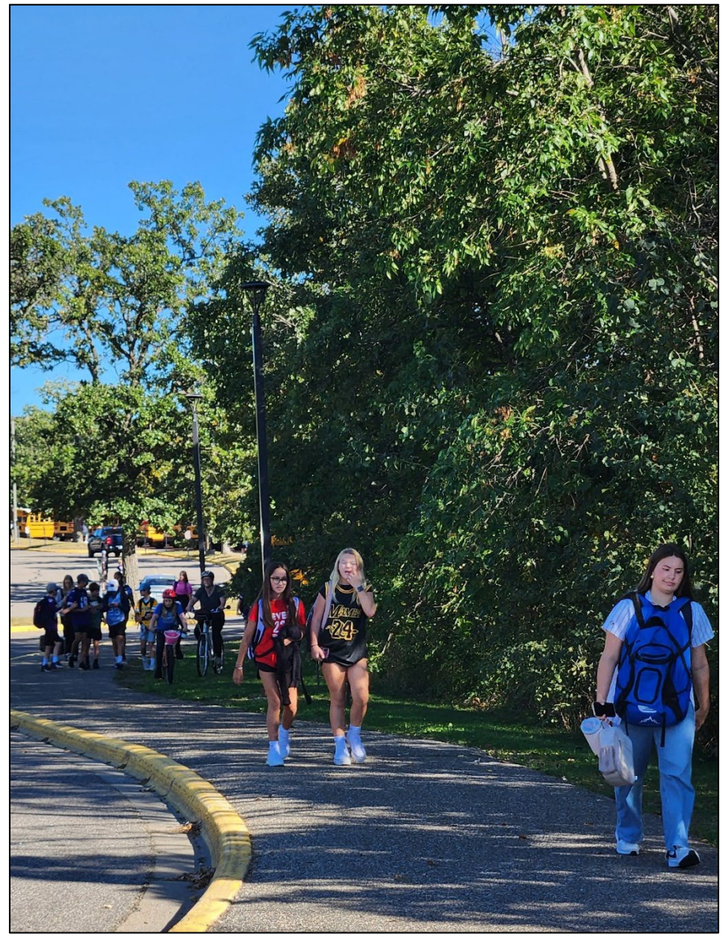

Figure 2. Sartell Middle School students walking and biking after school.

Acknowledgments

We gratefully acknowledge the participation of the following individuals and organizations in the development of this SRTS Plan. This plan was published in June 2025.

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Overview of the Plan

The Sartell-St. Stephen Independent School District 748 Safe Routes to School (SRTS) plan is designed to outline strategies to make it safer, easier, and more enjoyable for students to walk, bike, or roll to school. The plan focuses on three schools—Pine Meadow Primary, Riverview Intermediate, and Sartell Middle School—and is designed to support healthier lifestyles, reduce traffic congestion, and help students arrive at school ready to learn.

The plan kicks off by looking at who the students are and where they live. This includes a review of school attendance boundaries, enrollment trends, and demographic information to better understand how many students might live within walking or biking distance of school, and what barriers might stand in their way. From there, the plan dives into what's happening on the ground. APO staff conducted site observations during both morning arrival and afternoon dismissal to understand the different ways students travel -- whether on foot, by bike, in a family vehicle, on a bus, or using mobility devices. These observations helped identify existing safety procedures, traffic patterns, and potential hazards near each school.

To make sure the recommendations are grounded in local knowledge, APO staff worked closely with school principals, city staff, public health specialists, law enforcement, and other key community partners throughout the planning process. These conversations were essential in shaping recommendations that are not only practical but also reflect the concerns and priorities of those who work with students and families every day.

The plan then shifts gears to explore the broader context that influences how students get to school. The plan looks at land use and zoning patterns to understand how the built environment either supports or discourages walking and biking. Public transit availability, crash data involving pedestrians and bicyclists, roadway classifications, traffic volumes, and pavement conditions for shared-use paths are also considered. These pieces come together to paint a fuller picture of the environment around the schools and highlight where safety or access improvements are needed most.

Next, the plan takes a close look at the infrastructure that supports, or sometimes limits, active transportation. The plan evaluates features such as detectable warning surfaces, audible pedestrian signals, lighting, and benches, all of which help create a safer and more welcoming environment. It also reviews pavement markings and signage, including crosswalks, advanced stop bars, school zone speed limit signs, speed feedback signs, school crossing signs, rectangular rapid-flashing beacons (RRFBs), and in-street pedestrian signs.

Once we have a clear understanding of existing conditions, the plan moves into identifying solutions. First, we revisit the recommendations from the district's original 2014 SRTS Plan to assess what's been completed, what has changed, and which projects still remain relevant. From there, the plan identifies potential infrastructure projects, grouping them into three categories: high, medium, and low priority. These projects include everything from new sidewalks and crossings to signage upgrades. Some are located on city streets, while others fall within school property and would require coordination with the school district for implementation.

The plan also highlights key non-infrastructure strategies, like safety education programs, encouragement events, and law enforcement initiatives. Programs such as "Walk! Bike! Fun!," Safety Town, and Bike to School Day are included as recommended activities that could be implemented with support from school staff, local law enforcement, and community volunteers.

Finally, the plan summarizes results from the Parent/Caregiver Survey, which collected input from families across the district. These responses shed light on the concerns families have, like intersection safety, vehicle speeds, and the lack of sidewalks, as well as the kinds of improvements they'd like to see. The survey results also show that many families would support their children walking or biking if safer conditions were in place.

All together, this plan is designed to serve as a guide for the city, school district, and broader community to create safer, more accessible, and more inviting routes to school. It offers a shared vision and a clear set of priorities for helping students lead active, healthy lives, one safe trip at a time.

SRTS Benefits: A Community-Wide Impact

SRTS programs don't just benefit students, they also have a positive impact on the entire community. By making walking and biking safer and more accessible, these initiatives promote healthier lifestyles and create safer streets for everyone.

More Students Walking and Biking to School

Research shows SRTS projects and programs lead to significant increases in the number of students choosing active transportation.

- The study Impact of the Safe Routes to School Program on Walking and Bicycling (https://bit.ly/4j9av0x) examined 801 schools across Washington, D.C., Florida, Texas, and Oregon found that schools implementing education and encouragement programs saw a 25% increase in walking and biking over five years, while those with infrastructure improvements saw an 18% increase. Schools that combined both strategies experienced up to a 43% boost in active travel.
- The study Multistate Evaluation of Safe Routes to School Programs (https://bit.ly/3XE54Oh) examined 53 schools in Florida, Mississippi, Washington, and Wisconsin and found that schools with SRTS-funded projects saw a 37% increase in students walking and biking.

Safer Students

SRTS helps reduce traffic dangers and creates safer environments for students walking and biking to school.

- The study The Cost-Effectiveness of New York City's Safe Routes to School Program (https://bit.ly/4iPAycG) found a 44% decrease in pedestrian injuries among school children in areas with SRTS projects, while locations without improvements saw no change. The injury reduction is projected to result in a $230 million net societal benefit over 50 years.
- The study Ten Years Later: Examining the Long-Term Impact of the California Safe Routes to School Program (https://bit.ly/4cdfgDr) examined 47 schools and found that SRTS infrastructure improvements led to a 75% reduction in pedestrian and bicycle-related collisions across all age groups.

Lower Transportation Costs for Schools and Families

SRTS offers families a low-cost way for students to get to and from school while also reducing school district transportation expenses.

- According to Minnesota DEED's 2024 Labor Market Information (https://bit.ly/3DVZ1hv), transportation costs account for an average of 14.5% of a monthly household budget for a Stearns County family with two working adults and two children.
- According to the Digest of Education Statistics 2010 (https://bit.ly/444GxFY), about 55% of students nationwide take the bus to school, costing $21.5 billion annually—an average of $854 per child each year.
- School districts spend between $100 million and $500 million each year busing children just one or two miles due to hazardous conditions, according to the study Costs of School Transportation: Quantifying the Fiscal Impacts of Encouraging Walking and Bicycling for School Travel (https://bit.ly/4hUniCc). Investing in safer walking and biking infrastructure could help reduce these costs by allowing more students to walk or bike safely to school.

Fewer Student Absences and Tardiness

Reliable transportation is key to getting students to school on time, especially in underserved communities where access can be a challenge.

- A study on the 'Walking School Bus' Drives Better Attendance (https://bit.ly/4jiO0G5) in Springfield, Massachusetts, found that students who participated had improved attendance rates. In the first two years of an attendance initiative that included the walking program, chronic absenteeism among kindergarten through fourth-grade students decreased by 15%. Overall, students in the program attended school more consistently than their peers who did not participate.

Less Traffic Congestion

With more students walking and biking, Safe Routes to School helps ease traffic in neighborhoods, especially around schools.

- According to the APO's 2021 Regional Mobility Survey (https://bit.ly/3Ey2gfm), 10.45% of all vehicle trips between 6 a.m. and 10 a.m., Monday through Thursday, were related to K-12 school travel.

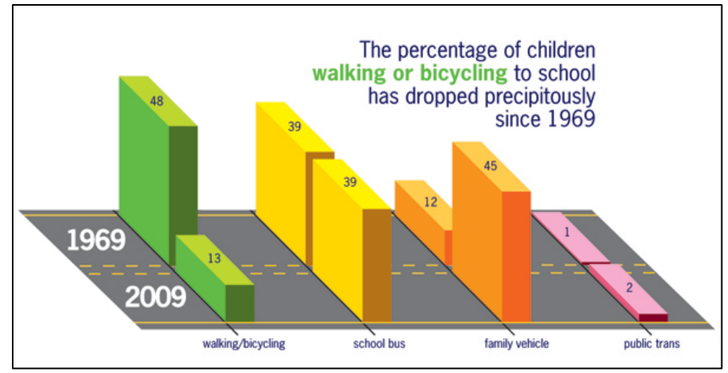


Figure 3. An infographic showing the percentage of children who walk or bicycle to school. Infographic courtesy of the Safe Routes Partnership.

Healthier Students

SRTS helps kids stay active, build lifelong healthy habits, and reduce the risk of chronic disease.

- According to the U.S. Centers for Disease Control and Prevention (https://bit.ly/4iQ0p4h) walking just one mile to and from school covers two-thirds of the recommended 60 minutes of daily physical activity.
- The study The Broader Impact of Walking to School Among Adolescents (https://bit.ly/41R7Emy) found students who walk to school tend to be more active throughout the entire day.

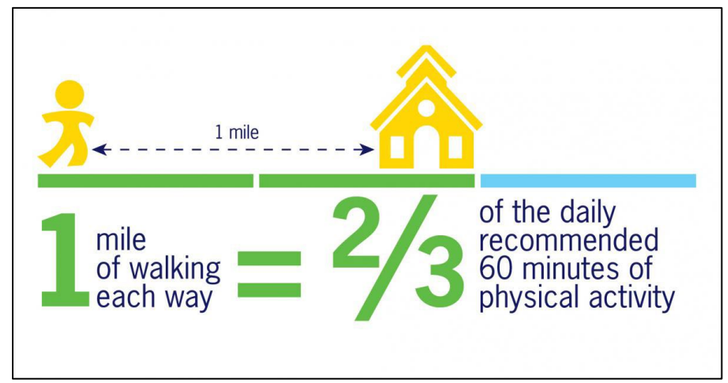


Figure 4. An infographic displaying distance and minutes of physical daily activity. Infographic courtesy of the Safe Routes Partnership.

Improved Academic Performance

Healthy students are better learners, and walking or biking to school can help kids start their day ready to learn.

- Research from [The Effect of Acute Treadmill Walking on Cognitive Control and Academic Achievement in Preadolescent Children] (https://bit.ly/3E2QJ7m) found that kids who walk for 20 minutes before a test respond more accurately and show increased brain activity compared to those who remain seated. They also complete tasks faster and more accurately after physical activity.
- Physically active kids tend to have a larger hippocampus and basal ganglia—key parts of the brain linked to learning and memory, according to the [Active Education: Growing Evidence on Physical Activity and Academic Performance] (https://bit.ly/3FRlOvk) study.

Cleaner Air, Healthier Kids

SRTS programs help reduce traffic and improve air quality, creating a healthier environment for students.

- According to the Minnesota Department of Health report, [Asthma among Middle & High School Students] (https://bit.ly/3RsBKGO), 14.1% of students in grades 5, 8, 9, and 11 have been diagnosed with asthma at some point.
- The study [Proximity of Public Schools to Major Highways and Industrial Facilities, and Students' School Performance and Health Hazards] (https://bit.ly/4lgRkDq) states that a third of schools are located in areas with high air pollution.
- The study [Childhood Asthma and Exposure to Traffic and Nitrogen Dioxide] (https://bit.ly/4hUvOkU) states that exposure to traffic pollution increases the risk of asthma, long-term lung issues, and heart problems later in life.

Figure 5. Benefits of Safe Routes to School work include cost savings, traffic safety, safety from crime, healthier students, school transportation fixes, climate benefits, cleaner air, community connectedness, and better academic performance. Infographic courtesy of the Safe Routes Partnership.

About the District

History of the Schools

The Sartell-St. Stephen Independent School District (ISD) 748 is comprised of five educational buildings, each serving specific grade levels.

- Oak Ridge Early Learning Center (1111-27th St. N, Sartell) serves students in pre-kindergarten and kindergarten.
- Pine Meadow Primary School (1029 Fifth St. N, Sartell) serves first and second grade students.
- Riverview Intermediate School (627 Third Ave. N, Sartell) serves students in grades 3-5.
- Sartell Middle School (748 Seventh St. N, Sartell) serves students in grades 6-8.
- Sartell High School (3101 Pinecone Road N, Sartell) serves students in grades 9-12.

Figure 6. A Pine Meadow student and their caregiver biking after school dismissal.

A significant shift occurred in the district when the new Sartell High School opened in 2019. This prompted a reconfiguration of the district's buildings in 2020. As part of this reorganization, Riverview Intermediate School was created in the former middle school building, and Sartell Middle School was moved to the former high school building. Since 2020, these changes have resulted in a new distribution of grade levels across the district's schools.

Attendance Boundary

The attendance boundary defines the geographic area from which students are eligible to attend each of the three schools, as shown in Figure 9. The attendance boundary covers the cities of Sartell and Saint Stephen and the townships of Saint Wendel, Brockway, and Sauk Rapids.

All students are eligible for bus transportation services within this boundary, regardless of their distance from the school. Additionally, transportation services are available for students attending daycare facilities located within their designated school attendance area.

District Student Enrollment

Student enrollment data helps identify the number of students who could benefit from walking or biking to school. Schools with higher enrollment numbers may require more robust infrastructure. This could include additional active transportation infrastructure such as sidewalks, shared use paths, crosswalks, and bike racks, to safely accommodate increased pedestrian and bicyclist activity.

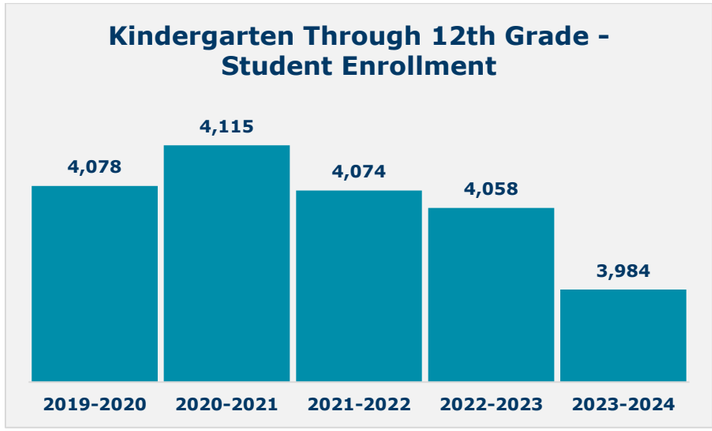


Figure 7. A graph displaying student enrollment data for kindergarten through 12th grade. Data courtesy of the Minnesota Department of Education.

Over the past five years, the district's overall student enrollment, including students from kindergarten through 12th grade, has experienced a decline. The district's enrollment peaked at 4,115 students during the 2020-2021 school year but has since dropped to 3,984 students in the 2023-2024 school year. This represents a 3.2% decrease in the number of students.

Interestingly, this decline in student population contrasts with a nearly 10% increase in the population of individuals under the age of 18 from 2019 in the City of Sartell. Despite the growing number of school-aged children, the student enrollment numbers have not reflected this trend as strongly.

Notably, the decline in student population began in 2020, coinciding with the onset of the COVID-19 pandemic, which led to the closure of schools and a shift to remote learning. Several factors likely contributed to this decline, including the adoption of hybrid and remote learning models, an increase in homeschooling, and other social and economic changes that influenced family decisions regarding education.

About the Schools

The SRTS planning effort only considered Pine Meadow Primary School, Riverview Intermediate School, and Sartell Middle School; therefore, the information below will only reflect these schools.

Pine Meadow Primary School

Pine Meadow Primary School (PMPS), which serves first and second grade students, has experienced a consistent decline in enrollment since the 2020-2021 school year. That school year marked the school's highest student population at 614, mirroring trends observed across the district. However, the rate of decline at Pine Meadow has been more drastic, with a 13.9% reduction in enrollment since its peak. This decline surpasses the overall rate of decline for the district, highlighting a significant shift in student numbers at the primary level.

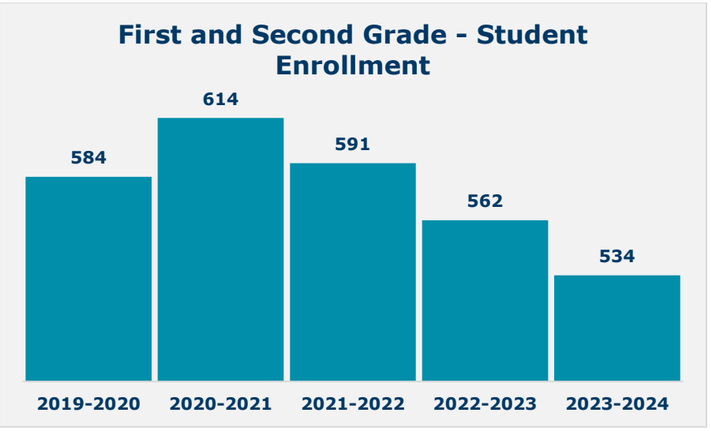


Figure 8. A graph displaying student enrollment data for first and second grades. Data courtesy of the Minnesota Department of Education.

Sartell-St. Stephen School District Boundaries

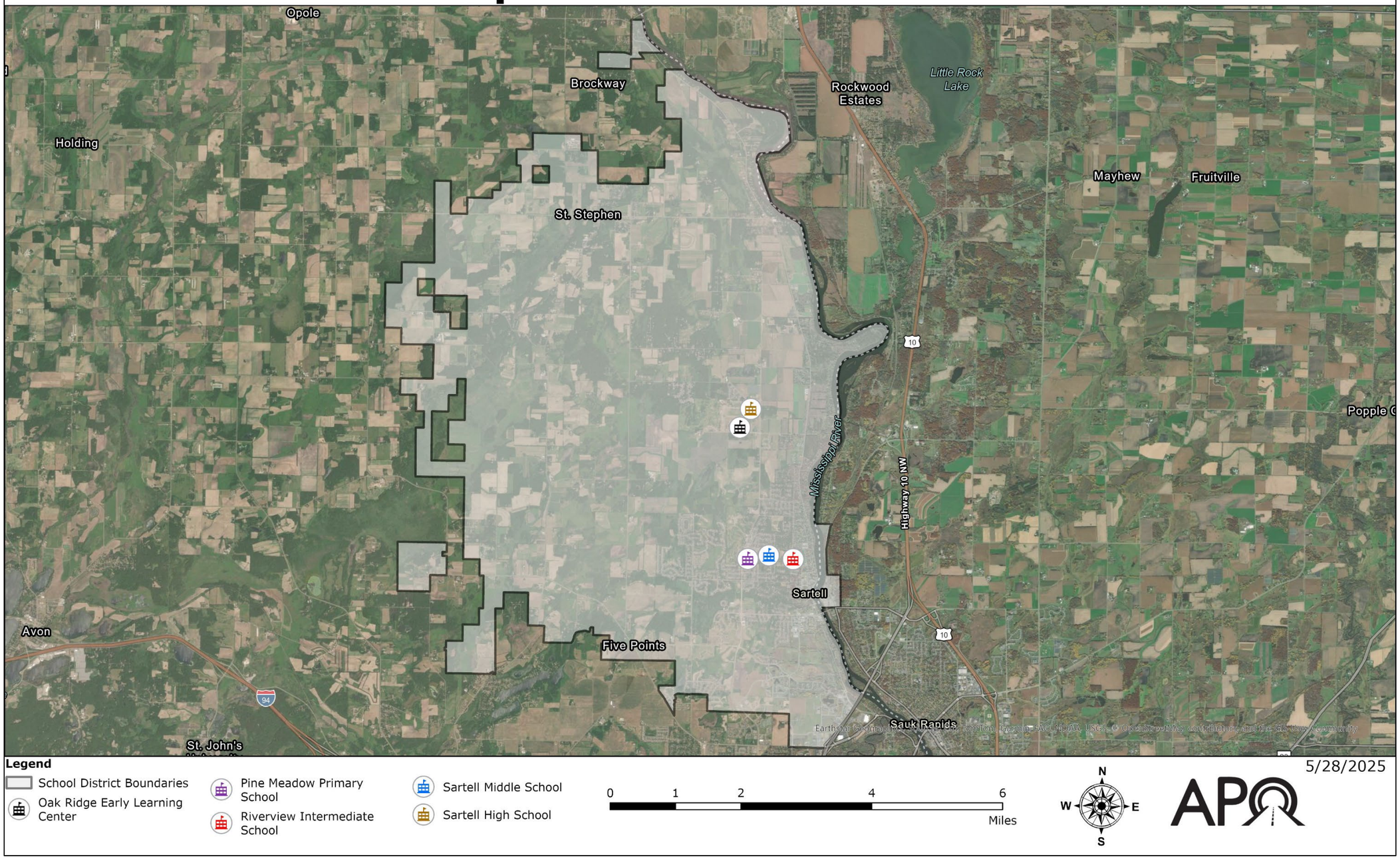


Figure 9. A map of the Sartell-St. Stephen School District attendance boundaries. Data courtesy of the Minnesota Department of Education.

Figure 10. Sartell Middle School students biking after school dismissal.

Riverview Intermediate School

Riverview Intermediate School (RIS), serving grades 3 through 5, reached its highest enrollment during the 2022-2023 school year, with a total of 938 students. This peak aligns with the earlier enrollment trends observed at Pine Meadow Primary School, as the first and second-grade students from the 2020-2021 school year advanced to third and fourth grades by 2022-2023. The progression of this cohort reflects the natural flow of student movement through the district's grade levels, explaining the increased numbers at Riverview during this period.

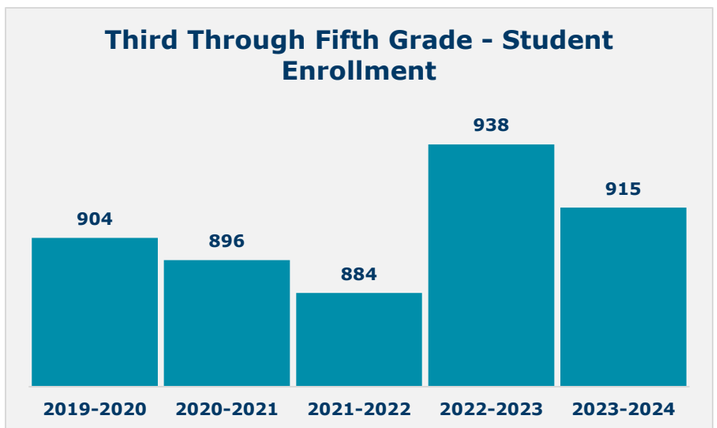


Figure 11. A graph displaying student enrollment data for third through fifth grades. Data courtesy of the Minnesota Department of Education.

Sartell Middle School

Sartell Middle School (SMS), which serves students in grades 6 through 8, recorded its highest enrollment during the 2019-2020 school year, with 1,000 students. Since that peak, enrollment has declined by 2.4%, reaching its lowest level during the 2021-2022 school year, with 963 students. This slight decline in enrollment reflects broader district trends, though the middle school has maintained relatively stable numbers compared to the other schools.

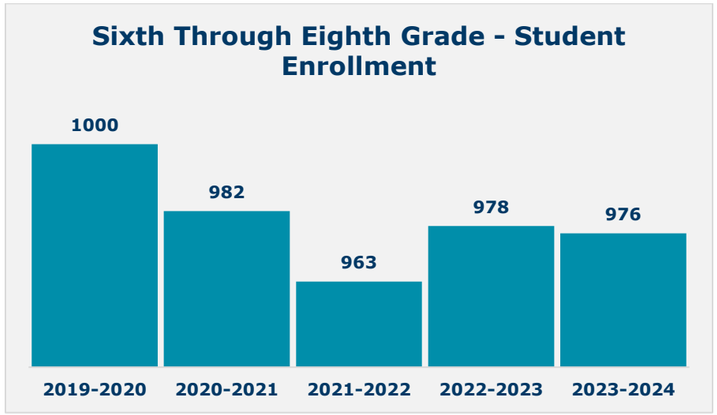


Figure 12. A graph displaying student enrollment data for sixth through eighth grades. Data courtesy of the Minnesota Department of Education.

Understanding Student Demographics

Knowing who lives in the district and attends its schools helps ensure that SRTS efforts are equitable, effective, and responsive to the specific transportation needs of students and families.

Population Identifying as BIPOC

Black, Indigenous, and People of Color (BIPOC) households are valuable for SRTS programs for several reasons that relate to equity, safety, health, and transportation justice. Understanding the needs of BIPOC communities helps ensure that all students, regardless of race or ethnicity, have access to safe, healthy, and reliable transportation options.

Transportation inequity is a significant issue for BIPOC communities, many of whom may have limited access to private vehicles and rely more heavily on walking, biking, or public transit to get to school, according to the City of Minneapolis: Racial Equity Framework for Transportation (https://bit.ly/3QYP5Xm). By understanding where BIPOC households are concentrated, SRTS programs can ensure that transportation resources are equitably distributed, making active transportation a safer and more viable option for these students.

BIPOC communities may face unique challenges in engaging with school and transportation programs due to language barriers, cultural differences, or historical distrust of government agencies. Understanding the demographics of BIPOC households allows SRTS programs to tailor their outreach efforts in culturally relevant ways. This might include multilingual communications, partnerships with community leaders, or targeted outreach to ensure that BIPOC families are included in the decision-making process for transportation improvements.

BIPOC Student Enrollment in the District

Within the City of Sartell, 11.3% of the population identifies as BIPOC, according to the U.S. Census Bureau's 2018-2022 American Community Survey Five Year Estimates. Analyzing Census block groups in the vicinity of the schools, as shown in Figure 13, reveals that most block groups within the half-mile buffer of the schools have a BIPOC population range of 7.0% to 10.0%. Notable exceptions include the block group encompassing the schools, which has a BIPOC population of 4.0%, and the block group southwest of the schools, which is the highest at 16.5%.

In ISD 748, the percentage of BIPOC students enrolled in kindergarten through 12th grade has steadily increased. For the 2023-2024 school year, 14.8% of students identify as BIPOC, reflecting a 3.2 percentage-point increase since the 2019-2020 school year. This growth highlights a diversifying student body and outpaces the overall percentage of BIPOC residents in the City of Sartell.

Sartell's BIPOC student enrollment percentage remains significantly lower than Minnesota's statewide figure, where 38.6% of all students identify as BIPOC.

Black, Indigenous, and People-of-Color (BIPOC) Population

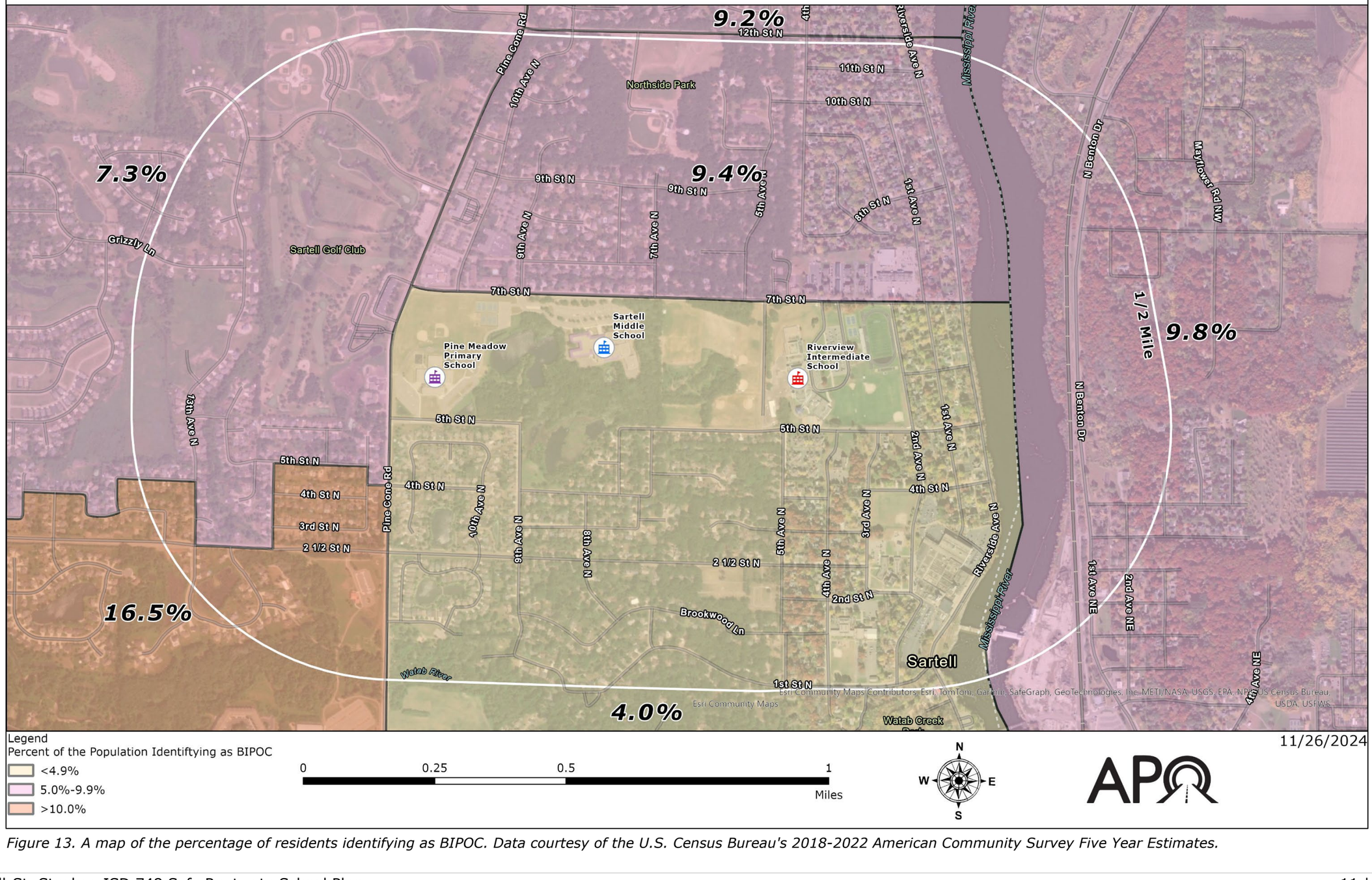


Figure 13. A map of the percentage of residents identifying as BIPOC. Data courtesy of the U.S. Census Bureau's 2018-2022 American Community Survey Five Year Estimates.

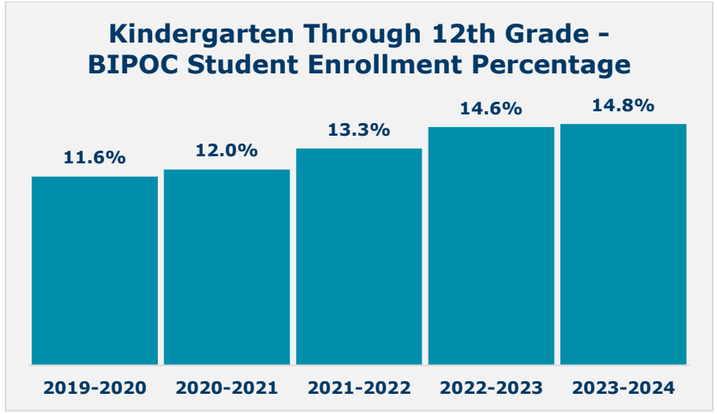


Figure 14. A graph displaying student BIPOC enrollment data for kindergarten through 12th grade. Data courtesy of the Minnesota Department of Education.

Pine Meadow Primary School

The highest percentage of students identifying as BIPOC at PMPS occurred during the 2023-2024 school year with 18.5% of enrolled students identifying as BIPOC. This represents a 4.8 percentage point increase since the 2019-2020 school year, highlighting a growing trend of diversity among younger students. This shift highlights the increasingly diverse makeup of the younger generation within the school community.

Figure 15. Riverview Intermediate School students arriving in the morning.

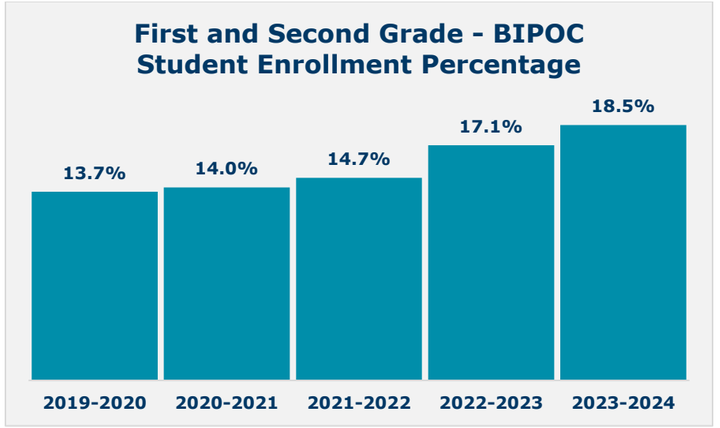


Figure 16. A graph displaying student BIPOC enrollment data for first and second grades. Data courtesy of the Minnesota Department of Education.

Riverview Intermediate School

In the 2023-2024 school year, the percentage of students in third through fifth grade identifying as BIPOC also increased, reaching 15.1%. This represents a 4.4 percentage point increase compared to the 2019-2020 school year, reflecting a steady rise in diversity among these grade levels.

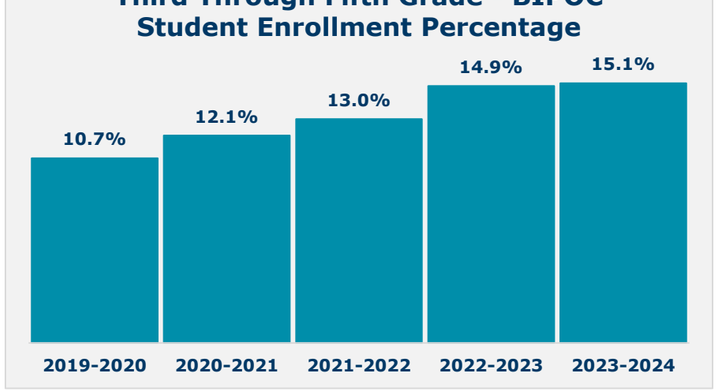


Figure 17. A graph displaying student BIPOC enrollment data for third through fifth grades. Data courtesy of the Minnesota Department of Education.

Sartell Middle School

In the 2023-2024 school year, students in grades six through eight had the lowest percentage of BIPOC representation at 13.9% compared to PMPS and RIS. Despite this, there has been a 3.7 percentage point increase since the 2019-2020 school year.

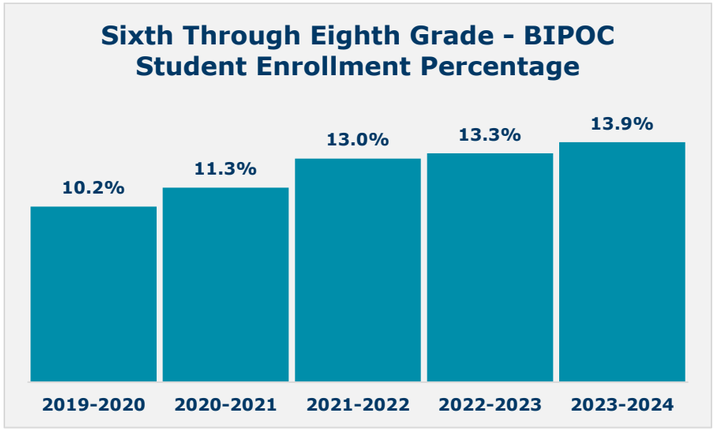


Figure 18. A graph displaying student BIPOC enrollment data for sixth through eighth grades. Data courtesy of the Minnesota Department of Education.

Low-Income Households

Students from low-income households are more likely to rely on walking or biking as their primary mode of transportation to school because their families may have limited access to personal vehicles or paid transportation options, according to the study, [At the Intersection of Active Transportation and Equity: Joining Forces to Make Communities Healthier and Fairer](https://bit.ly/4iQqrEr) (https://bit.ly/4iQqrEr). By understanding where low-income households are concentrated, SRTS programs can target improvements in areas where students are more dependent on active transportation.

Students from low-income families may face higher barriers to access opportunities for physical activity, contributing to health disparities such as higher rates of childhood obesity. SRTS programs provide an opportunity to promote active transportation—walking and biking—as a way to increase daily physical activity. This can have long-term positive effects on the health and well-being of students from low-income households.

Ensuring safe, accessible routes to school for students from low-income households can have long-term benefits by supporting regular school attendance and engagement. Reliable access to education through safe transportation can contribute to better academic outcomes, which are closely tied

to future economic mobility and opportunities for students from disadvantaged backgrounds.

Low-Income Households Student Enrollment in the District

According to the U.S. Census Bureau's 2018-2022 American Community Survey Five Year Estimates, 9.2% of households in Sartell are classified as low-income. A closer examination of Census Block Groups near local schools, as illustrated in Figure 25, reveals a range of low-income households, with percentages ranging from 0.2% to 19.2% within a half-mile radius. The lowest percentages, at 0.2% and 1.6%, are found west of Pinecone Road N, while the highest percentage, 19.2%, is in Benton County, east of the Mississippi River, which is double Sartell's average. Block groups closest to the schools show rates of 8.3% and 10.7%, aligning closely with the city's overall average.

According to the Minnesota Department of Health (https://bit.ly/4cem7N1), the percentage of students in public schools who are eligible for free or reduced price lunch is commonly used to understand how many school-age children live in lower-income households.

The U.S. Department of Agriculture determines yearly eligibility criteria for the National School Meal Program based on family size and income. Identifying schools with higher rates of free and reduced-price lunch eligibility can help target "high-risk" children for disease prevention programs.

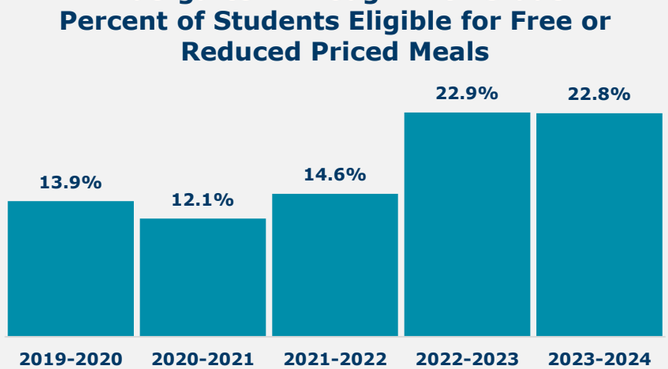


Figure 19. A graph displaying the percentage of students eligible for free or reduced-priced meals in grades kindergarten through 12th. Data courtesy of the Minnesota Department of Education.

Statewide, 42.4% of Minnesota's public school students qualify for free or reduced-price meals, almost double the rate in Sartell, at 22.8%. Between the 2021-2022 and 2022-2023 school years, Sartell saw an 8.3 percentage point rise in eligibility, likely driven by the economic impact of COVID-19 and national inflation, rather than local factors.

Pine Meadow Primary School

In the 2023-2024 school year, 27.9% of first and second-grade students were eligible for free or reduced-price meals. This represents the highest percentage among all grade levels and marks a significant increase of 15.1 percentage points compared to the 2019-2020 school year.

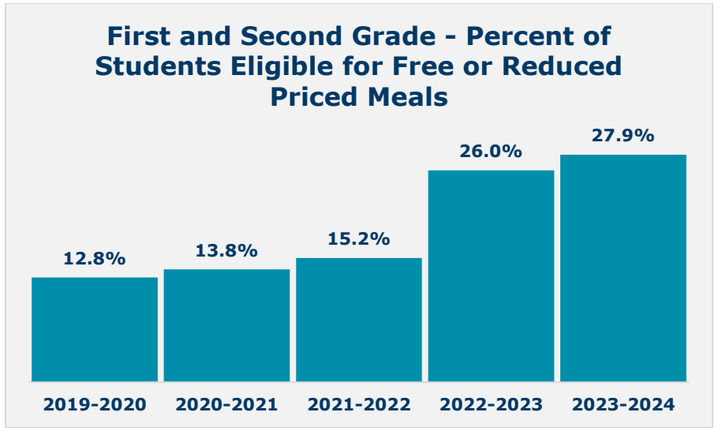


Figure 20. A graph displaying the percentage of students eligible for free or reduced-priced meals in first and second grade. Data courtesy of the Minnesota Department of Education.

Figure 21. Riverview Intermediate School students biking after dismissal.

Riverview Intermediate School

In the 2023-2024 school year, 23.5% of third through fifth-grade students were eligible for free or reduced-price meals. This represents a 7.7 percentage point increase compared to the 2019-2020 school year.

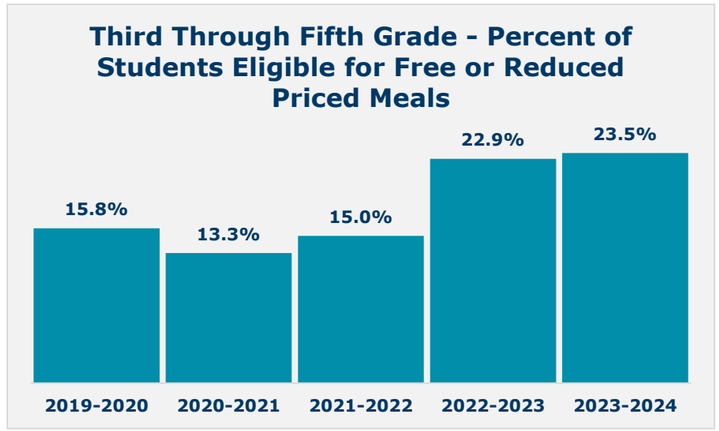


Figure 22. A graph displaying the percentage of students eligible for free or reduced-priced meals in third through fifth grade. Data courtesy of the Minnesota Department of Education.

Sartell Middle School

In the 2023-2024 school year, 21.9% of sixth through eighth-grade students were eligible for free or reduced-price meals. However, while an increase from its low point during the 2020-2021 school year, the number of middle school students eligible for free and reduced price lunches is below the district average of 22.8%

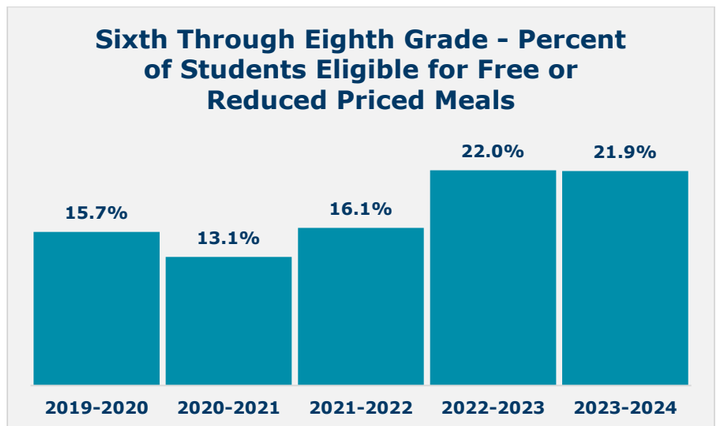


Figure 23. A graph displaying the percentage of students eligible for free or reduced-priced meals in sixth through eighth grade. Data courtesy of the Minnesota Department of Education.

Low-Income Households

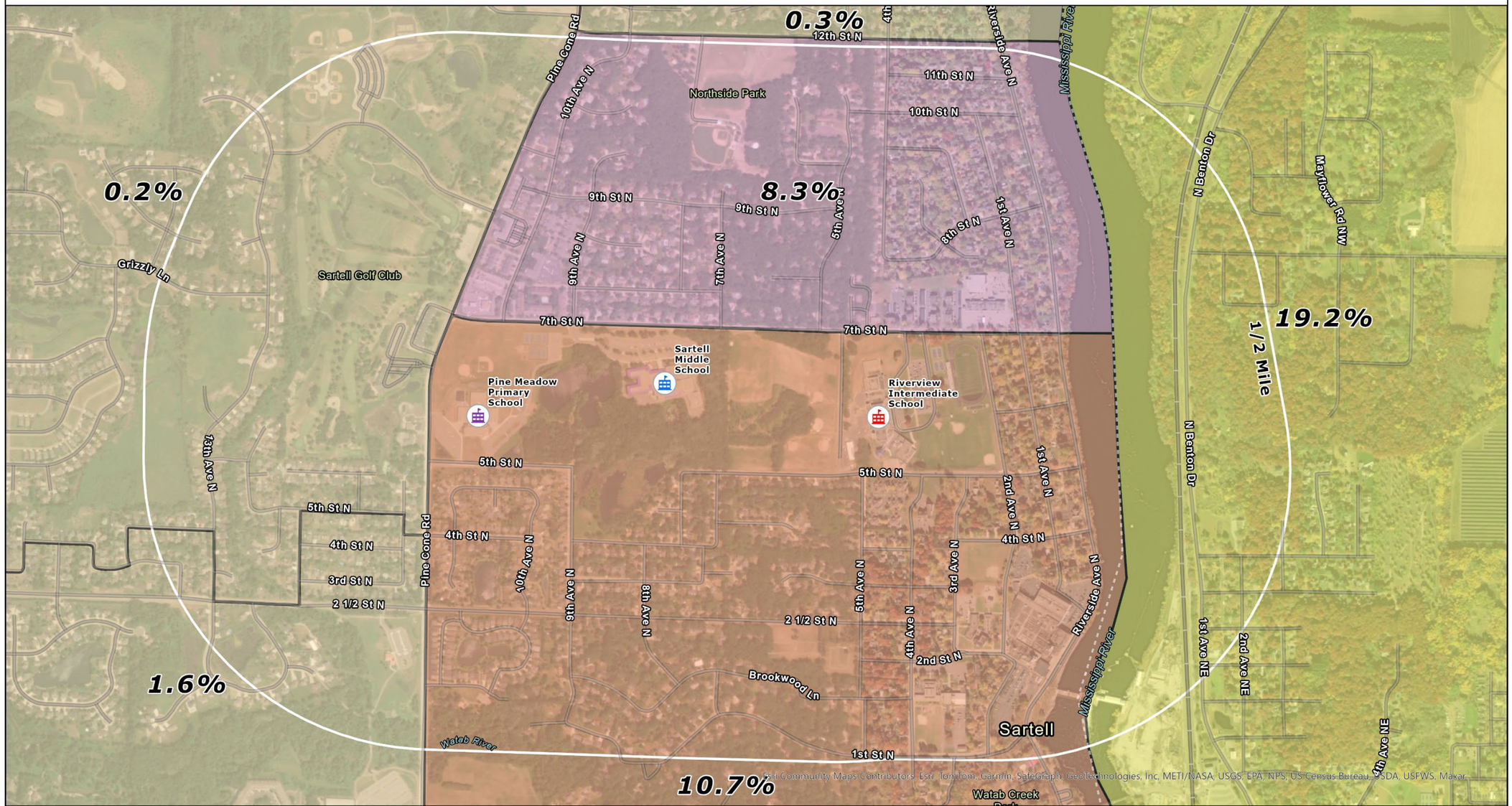


Figure 24. A map of the percentage of low-income households. Data courtesy of the U.S. Census Bureau's 2018-2022 American Community Survey Five Year Estimates.

Where Students Live

Incorporating demographic data into SRTS planning ensures initiatives are both proactive and responsive, enhancing safety and accessibility for students. Neighborhoods with a higher concentration of students are more likely to generate increased demand for walking and biking routes, according to a study titled "Neighborhood Design and Rates of Walking and Biking to Elementary School in 34 California Communities" (https://bit.ly/4hUxgDJ). By prioritizing these areas, SRTS programs can allocate resources where they will have the greatest impact, ultimately benefiting the highest number of students.

Figure 25. Sartell Middle School students are scooting to school.

Proximity to schools has a considerable influence on active transportation choices. Students living closer to schools are more likely to walk or bike, which promotes physical activity and contributes to healthier lifestyles while reducing car dependency. By targeting areas with a dense student population, SRTS can support public health goals and promote long-term habits of active transportation.

Furthermore, demographic data can guide the integration of SRTS efforts with broader community planning initiatives, such as enhancing park access, expanding recreational trails, and improving public transit connectivity. This holistic approach helps create a more integrated and student-friendly environment, benefiting the entire community while ensuring safer and more accessible routes for students.

Figure 26. A Riverview Intermediate student biking to school.

Sartell's Under-18 Population

According to the U.S. Census Bureau's 2018-2022 American Community Survey Five Year Estimates, 29.2% of Sartell's population is under the age of 18. Many Census block groups near the schools exceed this percentage. The block group containing the schools has a youth population of 30.0%, while the area north of Seventh Street N reaches 34.7%, and the northwest corner has a rate of 33.4%. However, two block groups fall below the citywide population: the area southwest of Pinecone Road N, at 14.8%, and the section east of the Mississippi River in Benton County, at 20.0%.

Figure 27. Sartell Middle School students biking to school.

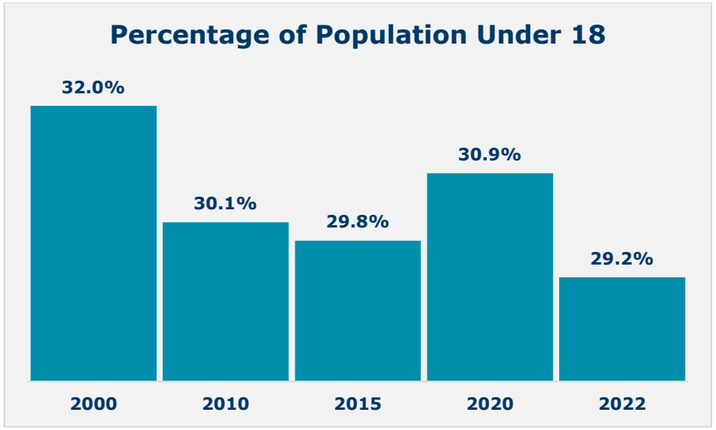


Figure 28. The percentage of the population of residents under 18 in Sartell. Data courtesy of the U.S. Census Bureau's American Community Survey Five Year Estimates and the Decennial Census.

The percentage of the population of residents under the age of 18 in Sartell has remained steady for the last two decades, hovering around the 30% mark. This is above the State of Minnesota's average of 23% of the population under the age of 18, according to the U.S. Census Bureau's 2018-2022 American Community Survey Five Year Estimates.

Figure 29. Pine Meadow Primary students boarding the school buses.

Under 18 Population

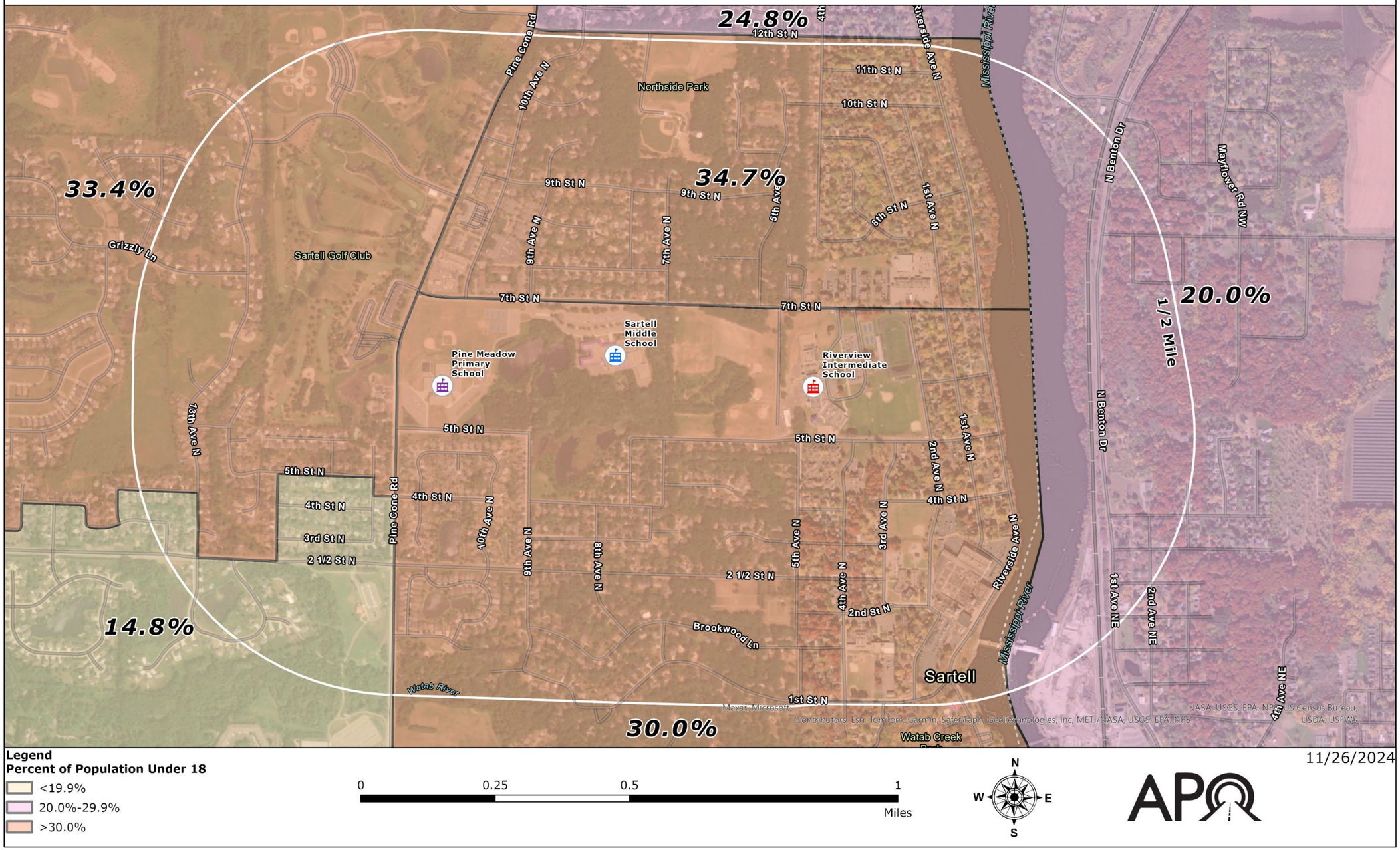


Figure 30. A map of the percentage of residents under the age of 18. Data courtesy of the U.S. Census Bureau's 2018-2022 American Community Survey Five Year Estimates.

Pine Meadow Primary School

534 Students

2023-2024 School Year

Grades 1 & 2

Photos courtesy Saint Cloud APO. Data courtesy Minnesota Department of Education.

Student Demographics

*American Indian: **0.7%***
*Asian: **3.0%***
*Black or African-American: **3.4%***
*Hispanic: **5.1%***
*Native Hawaiian: **0.0%***
*Other Indigenous: **0.0%***
*White: **81.5%***
*Two or More Races: **6.4%***

Top Five Languages Spoken Districtwide

*English: **3,842***
*Spanish: **32***
*Arabic: **19***
*Hindi: **17***
*Vietnamese: **17***

Total Languages Spoken: 27

Socioeconomic Stats

25.5%
Percentage of Enrolled Students Receiving Special Education Services

27.9%
Percentage of Enrolled Students Receiving Free and Reduced Price Lunches

0.0%
Percentage of Enrolled Students Experiencing Homelessness

2.6%
Percentage of Enrolled Students are English Language Learners

Figure 31. Pine Meadow Primary School statistics.

Pine Meadow Primary School – Site Circulation

Morning Arrival

Parent Drop Off

Student arrival at Pine Meadow Primary School takes place between 7:20 a.m. and 7:50 a.m., as doors remain locked, and no supervision is available before 7:20 a.m. The designated drop-off area is in the school's front parking lot on the west side, accessible from Fifth Street N. Drivers approaching from Pinecone Road N and heading east on Fifth Street N cannot turn left into the drop-off lane due to a median barrier, which helps prevent traffic backups on Pinecone Road N. Drivers attempting to make a left turn are redirected to the end of Fifth Street N to execute a U-turn. Despite signage prohibiting U-turns near the bus chute entrance, many vehicles have been observed violating this rule, raising safety concerns, especially near the crosswalk. Law enforcement officers have been seen patrolling this area to monitor compliance and address these concerns.

Figure 32. The median barrier of Fifth Street N.

Overall, the morning drop-off process operates smoothly with minimal incidents. Two staff members facilitate the drop-off process, greeting students and guiding parents to use the full drop-off zone. Drivers are encouraged to pull forward to the northernmost section of the sidewalk to prevent backups onto Fifth Street N.

The drop-off system follows a two-lane design. The outer lane, adjacent to the sidewalk, is reserved for stopping to let students exit safely on the passenger side, while the inner lane is for bypassing or exiting after drop-off. However, some students were observed exiting on the driver's side into the bypass lane, creating potential safety conflicts. School staff actively remind parents to instruct children to exit on the side nearest the sidewalk.

Figure 33. Pine Meadow Primary School drop-off lanes.

Some parents opt to park in the lot and escort their children to the front entrance, often to assist students who may have difficulty separating from their parents. Staff report that this approach helps prevent congestion in the drop-off lane.

After completing drop-offs, vehicles exit either by continuing counterclockwise through the parking lot and turning right onto Fifth Street N (left turns are prohibited) or by directly accessing Pinecone Road N, where only right turns are allowed. These measures are designed to maintain a smooth and safe flow of traffic.

Figure 34. Pine Meadow Primary School students being dropped off.

School Buses

School buses unload students in the back parking lot on the east side. They enter and exit via Fifth Street N, following a counterclockwise route through the lot and parking parallel to the sidewalk. Staff members guide buses to pull forward toward the school entrance, maximizing drop-off space, and oversee the unloading process to ensure students enter the building safely. Between 7:30 and 7:35 a.m. all buses had completed unloading, which was well ahead of the scheduled 7:50 a.m. start time. Notably, all students within the Sartell-St. Stephen School District are eligible to ride the bus, regardless of their distance from the school.

Figure 35. Pine Meadow Primary School students exiting the bus.

Pine Meadow Primary School - Site Circulation

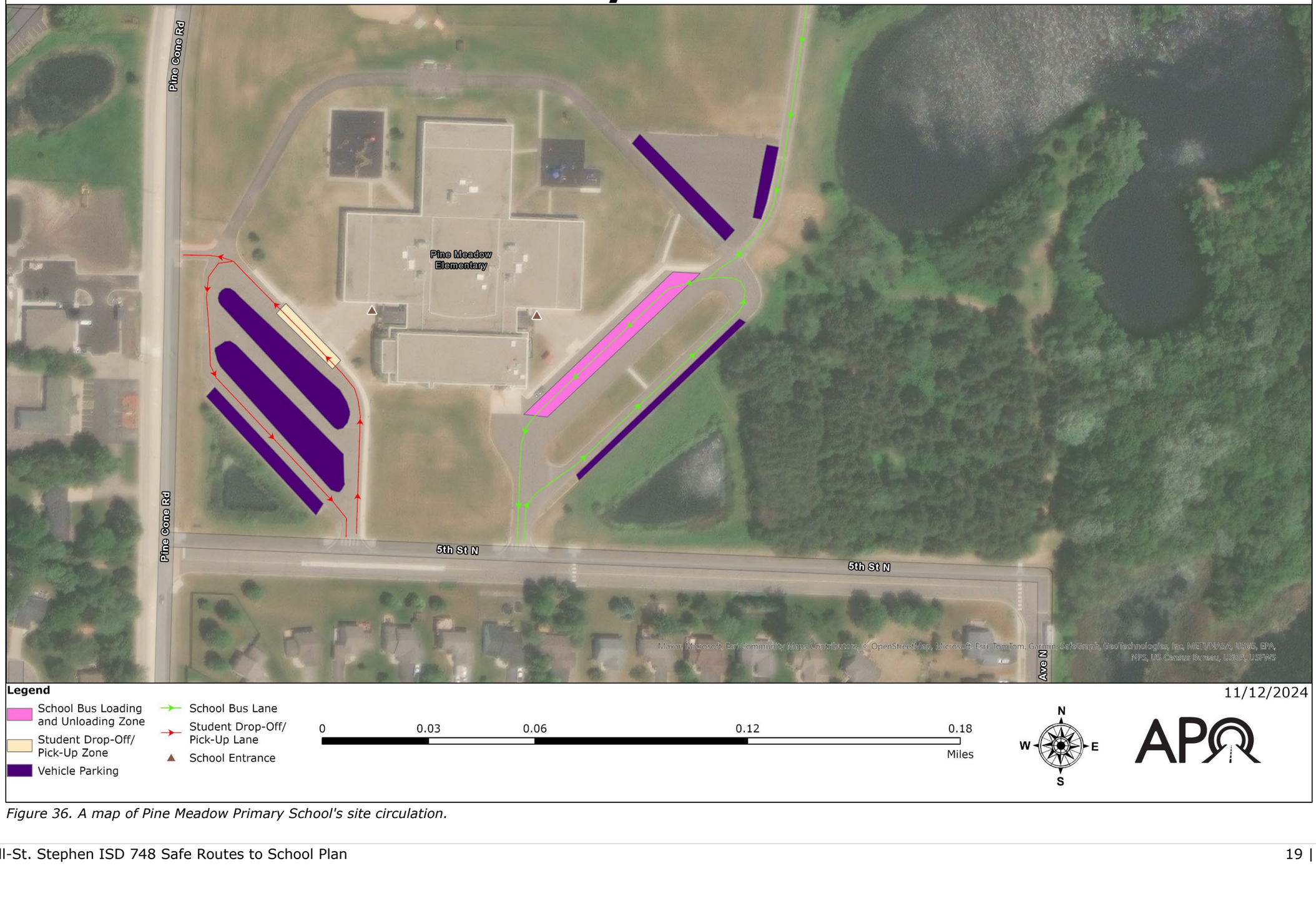


Figure 36. A map of Pine Meadow Primary School's site circulation.

Afternoon Dismissal

Parent Pick Up

During afternoon dismissal, parents and caregivers park in the west lot, exit their vehicles, and line up outside the main entrance. Traffic cones block off the morning drop-off lane, and the front entryway is organized into two labeled columns—one for first grade and one for second grade students. At dismissal (2:15 p.m.), about 33 parents were observed waiting in line to pick up their children.

Each parent carries a color-coded tag, which staff verify against clipboards before radioing inside for students to be sent out. By about 2:23 p.m., most families had departed, with approximately 50 participating in the process. Since parents escort students across the parking lot, potential conflict points are minimal.

Figure 37. Parents and caregivers walking students to their vehicles at afternoon dismissal.

Figure 38. Parents and caregivers waiting to pick up their students.

School Buses

Buses line up at a 45-degree angle in the east parking lot, with about 20 buses present. Teachers escort students to the buses, which are labeled with animal symbols for easy identification. Before students board, teachers offer hugs or high-fives, creating a positive dismissal experience. Once all students are on board, the buses exit onto Fifth Street N and proceed to Riverview Intermediate School for additional pick-ups. The process was observed to be orderly, with no safety concerns noted.

Figure 39. School staff escorting students to their buses.

Figure 40. School staff creating a positive environment with the students at afternoon dismissal.

Pine Meadow Primary School – Student Zones

Morning Arrival

Students Walking or Biking

During the morning drop-off period, three students arrived by bicycle. Two rode together west along Fifth Street N, using the marked midblock crosswalk before continuing on the shared-use path to the school's entrance. The third student accessed the school grounds from Pinecone Road N.

Afternoon Dismissal

Students Walking or Biking

To ensure safety, school staff hold back students walking or biking after dismissal until vehicular and bus traffic clears. One parent on a bicycle was observed arriving via Pinecone Road N to pick up their child. After meeting, the parent and student departed together, heading north on Pinecone Road N. The two students who biked together in the morning were seen leaving the school grounds, traveling east along Fifth Street N.

Pine Meadow Primary School - Student Zone

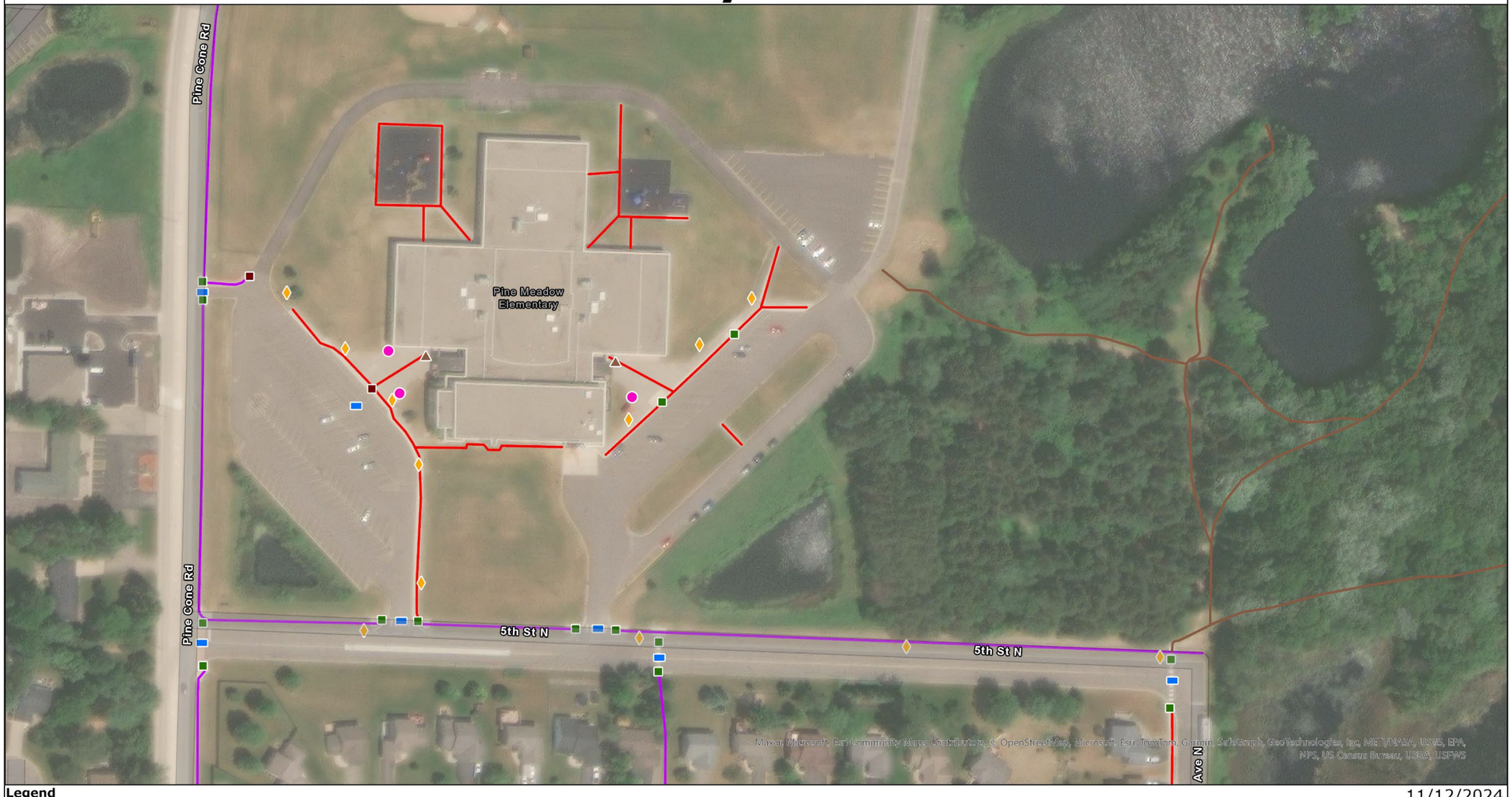


Figure 41. A map of Pine Meadow Primary School student zone.

Figure 42. A parent or caregiver biking with their student after dismissal.

School Policies – Walking and Biking

As stated in the Student/Parent/Guardian Handbook, students walking or biking home after school must have a note specifying the day they are permitted to do so. Alternatively, parents can have a standing note on file, allowing the student to walk or bike at their discretion on any day.

Figure 43. Students riding bikes together after school.

Sidewalks and Shared Use Paths

The school has a sidewalk connecting Fifth Street N to its main entrance, but there is no direct sidewalk linking Fifth Street N to the east entrance near the bus chute. During observations, middle school students were seen using the bus chute area as a walkway and bikeway, traveling from Fifth Street N through the back parking lot to the middle school, where no designated active transportation facilities currently exist. From Pinecone Road N, a short shared-use path leads to the school's back driveway loop near the playgrounds, but this creates a small gap between the active transportation facilities and the school's main entrance.

Figure 44. Example of the missing gap of facilities in front of Pine Meadow Primary School.

Bicycle Facilities

The school property includes three bike racks—two near the main entrance and one by the east entrance. This number appears sufficient, considering the small number of students observed biking to school.

Lighting and Crosswalks

Lighting is ample along the sidewalks on school property, providing visibility for students walking, biking, and those exiting vehicles or buses. Crosswalks are marked at the two parking lot entrances/exits on Fifth Street N and the exit onto Pinecone Road N. An additional crosswalk is located in the front parking lot near the main entrance.

Figure 45. The bus chute connecting Pine Meadow Primary School and the Middle School.

Accessibility

Curb ramps throughout the area mostly feature detectable warning surfaces, with exceptions at the main school entrance and near the shared use path stub on Pinecone Road N. Addressing these gaps could improve accessibility for all users.

Figure 46. A crosswalk in front of Pine Meadow Primary School.

Riverview Intermediate School

Student Demographics

American Indian: ***0.2%***
Asian: ***2.6%***
Black or African-American: ***4.0%***
Hispanic: ***3.9%***
Native Hawaiian: ***0.0%***
Other Indigenous: ***0.0%***
White: ***84.9%***
Two or More Races: ***4.3%***

Top Five Languages Spoken Districtwide

English: ***3,842***
Spanish: ***32***
Arabic: ***19***
Hindi: ***17***
Vietnamese: ***17***

Total Languages Spoken: **27**

Socioeconomic Stats

22.8%
Percentage of Enrolled Students Receiving Special Education Services

23.5%
Percentage of Enrolled Students Receiving Free and Reduced Price Lunches

0.2%
Percentage of Enrolled Students Experiencing Homelessness

1.7%
Percentage of Enrolled Students are English Language Learners

915 Students

2023-2024 School Year

Grades 3-5

Photos courtesy Saint Cloud APO. Data courtesy Minnesota Department of Education.

Figure 47. Riverview Intermediate School Statistics.

Riverview Intermediate School – Site Circulation

Morning Arrival

Parent Drop Off

Riverview Intermediate School parents and buses begin arriving at 7:20 a.m., ahead of the school's 7:50 a.m. start time. The designated drop-off area for parents is in the back (west) parking lot, accessible via Seventh Street N. A two-lane system is utilized: the inner lane (nearest the sidewalk) is reserved for stopping to safely unload students, while the outer lane is used for vehicles exiting after drop-off. Students are expected to exit on the passenger side, facing the sidewalk, to minimize safety risks.

After dropping off students, vehicles proceed counterclockwise through the parking lot and exit north onto Seventh Street N. To maintain traffic flow, cones are placed at the exit to prohibit left turns, requiring vehicles to turn right. Despite this arrangement, traffic briefly backed up onto Seventh Street N during the drop-off period.

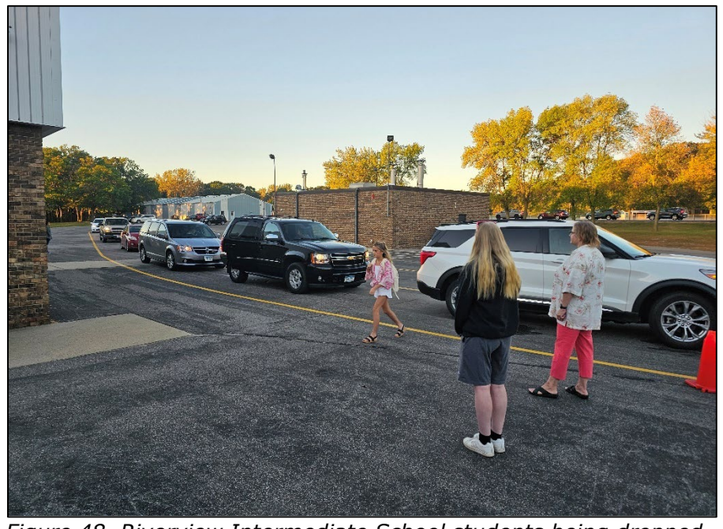


Figure 48. Riverview Intermediate School students being dropped off by parents and caregivers.

Three staff members actively assisted with the drop-off process, addressing unsafe behaviors such as students stepping across the yellow safety line. Instances of concern included five students exiting vehicles on the driver's side, placing them in the outer traffic lane, and one parent parking their vehicle and walking their child to the entrance. Staff monitored these behaviors closely and intervened when necessary. After 7:50 a.m., staff returned inside, and any late-arriving students were required to check in at the front office.

Figure 49. Riverview Intermediate School students being dropped off on Fifth Street N.

Approximately ten vehicles were observed parking along Fifth Street N near the intersection with Fifth Avenue N, where students were dropped off at the southern gate. These students navigated through the southern gate into the parent drop-off lane, bypassing the designated drop-off zone.

During bus drop-off, 10 to 15 students were observed walking through the east parking lot, which is used by staff, utilizing the sidewalk, and passing through the bus chute to reach the school's main entrance. While a few were accompanied by parents, most were unaccompanied, raising safety concerns as several students crossed into the bus chute area while buses were arriving and departing. The school principal acknowledged these safety risks and has since communicated with families about the issue, purchased "No Student Drop-Off" signs, and personally monitored the parking lot to speak directly with parents.

School Buses

School buses drop off students in the front (east) parking lot, entering and exiting via Seventh Street N. The buses follow a counterclockwise route, parking parallel to the sidewalk to ensure a smooth and efficient unloading process. A total of 26 buses were observed during the morning drop-off period. Drivers are directed to pull as far forward as possible within the bus chute, positioning themselves near the southern end to maximize space and allow multiple buses to unload simultaneously near the main entrance.

In addition to buses, four vans were seen dropping off students in the same area. These vans were parked near the southernmost part of the bus chute to provide extra time for students who required additional assistance during unloading.

Riverview Intermediate School serves as a transfer hub for kindergarten students traveling to or from Oak Ridge Early Learning Center. After Riverview students are dropped off at the main entrance, buses proceed to the east end of the parking lot, near the football field, to drop off kindergarten students. These students then transfer to one of three buses stationed in the area for their continued journey. However, this staging area currently lacks a sidewalk, creating a potential safety concern.

The school has proactively sought to address this issue and has secured Transportation Alternatives (TA) funding to construct sidewalks in 2025, which will enhance safety for students transferring between buses.

Figure 50. Riverview Intermediate School students being dropped off by buses during morning arrival.

Riverview Intermediate School - Site Circulation

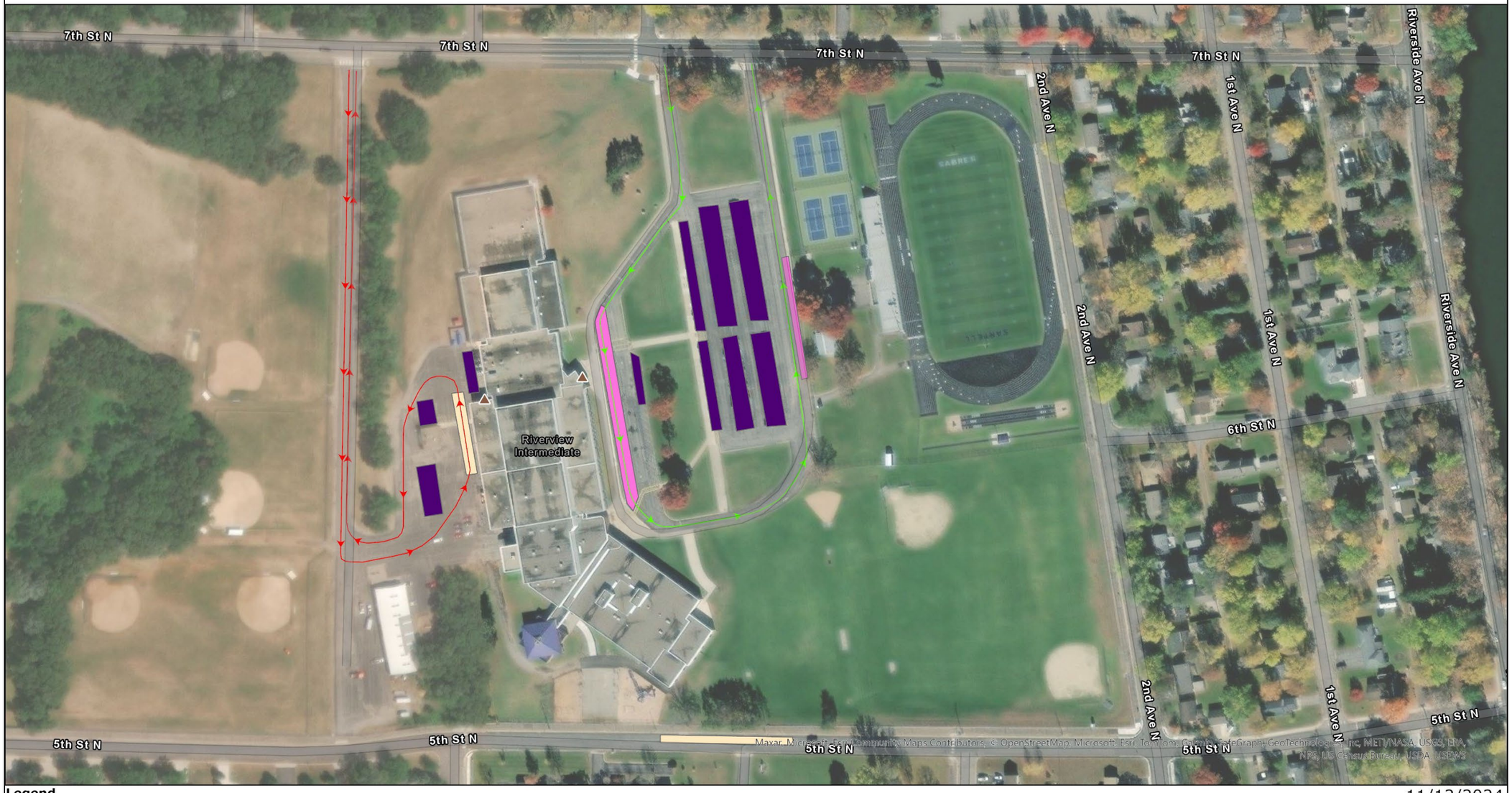


Figure 51. A map of Riverview Intermediate School site circulation.

Afternoon Dismissal

Parent Pick Up

At 2:30 p.m., dismissal began, with approximately 40 vehicles queued for pickup along the access road west of the school, nearly reaching Seventh Street North. To streamline traffic flow, cones were placed on Seventh Street N to prohibit left turns, manually set up by the school's groundskeepers during drop-off and pick-up times.

In the west parking lot, third, fourth, and some fifth-grade students were picked up with the assistance of two staff members. One staff member moved along the vehicle queue, checking papers displaying students' names in passenger-side windows and relaying the information to staff inside the school via radio. Once called, students exited the building, guided by the second staff member to their vehicles, which pulled forward toward the entrance. Safety issues, including students running and two instances of students entering cars from the driver's side, were promptly resolved by staff. The process remained efficient, and all students were picked up by 2:40 p.m.

Figure 52. School staff directing the afternoon dismissal.

Parents picking up fifth-grade students without younger siblings were directed to Fifth Street N, near the southern gate entrance. After dismissal, two faculty members escorted fifth-grade students from a door near the playground to the gate. Staff oversaw the pick-up process, ensuring students entered the correct vehicles while encouraging parents to pull forward along the sidewalk to avoid congestion. Approximately 25 to 30 fifth-grade students were observed being picked up at this location.

Figure 53. Students being picked up by parents and caregivers on Fifth Street N.

School Buses

Buses, parked at a 45-degree angle in the east parking lot, accommodated approximately 26 vehicles during dismissal. Teachers escorted students to their assigned buses, identifiable by animal symbols for clarity. Once all students boarded, buses exited onto Seventh Street N.

One ongoing safety concern involves the transfer of Oak Ridge Early Learning Center students during bus arrival. Some students get off one bus and walk to another, while additional buses are simultaneously pulling into their assigned spots in the bus chute. This creates a potentially hazardous situation, as students have been observed walking, running, or standing in areas where buses are actively parking. In some cases, students have attempted to board their buses by crossing through zones where other buses are still in motion.

Figure 54. A school bus leaving during afternoon dismissal.

Riverview Intermediate School – Student Zones

Morning Arrival

Students Walking or Biking

Behind the school on Fifth Street N, five bikes were parked near the playground as students played before the start of the school day. Two students riding bikes and one walking were observed cutting through the Messiah Lutheran Church parking lot to cross the street and enter through the southern gate. Additionally, several students, both walking and biking, were seen traveling along Fifth Street N, some accompanied by adults and others on their own.

Faint desire lines—paths created by repeated foot traffic—were noticeable near the southern gate, along with crumbling pavement at the entrance, indicating frequent use.

Two crossing guards are stationed along Seventh Street N to assist students. The first guard is positioned at the school's main entrance crosswalk from 7:15 a.m. to 7:50 a.m. This guard reported that six to eight students use the crossing each day, including during winter months. However, they noted occasional instances of drivers failing to stop.

Figure 55. A crossing guard helping a student cross Seventh Street N in front of Riverview Intermediate School.

Riverview Intermediate - Student Zone

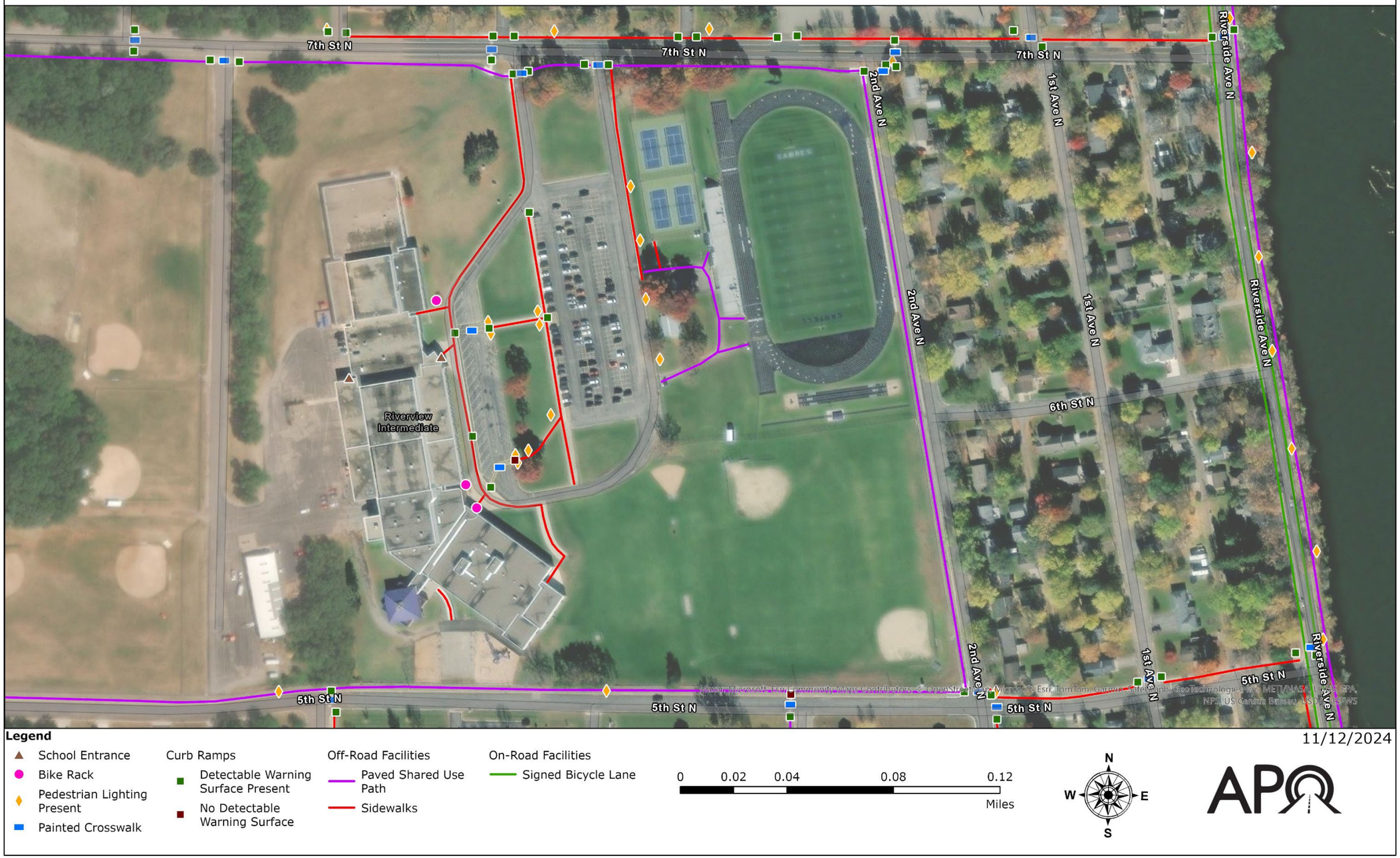


Figure 56. A map of Riverview Intermediate School student zone.

The second crossing guard is located at the intersection of Seventh Street N and Fifth Avenue N, assisting both RIS and SMS students from 7:15 a.m. to 8:25 a.m. Approximately 12 students cross here daily. While most drivers comply with traffic rules, the guard observed some vehicles making U-turns at Fifth Avenue N—because left turns into the drop-off lane are prohibited—and others cutting through cones, posing safety risks.

Both crossing guards wore safety vests and used flags to ensure visibility and enhance student safety.

Figure 57. A crossing guard at the intersection of Seventh Street N and Fifth Avenue N helping students cross the roadway.

Afternoon Dismissal

Students Walking or Biking

In the afternoon from 2:25 to 2:50 p.m., a crossing guard was stationed at the crosswalk near the school's main entrance. During this time, a parent arrived on a bicycle, traveling east along Seventh Street N, to meet two students. The crossing guard ensured their safe passage across the street.

Fewer than ten students on bikes used the crossing during this observation period. While some followed the sidewalk, most opted to cut across the school grounds to access the shared use path on Seventh Street N, heading west. Two students were observed traveling east.

The crossing guard noted that most students using the crosswalk head to nearby apartment buildings north of the school, with around five students observed walking in that direction. While the guard encourages all students to use the designated crosswalk, challenges persist; for example, last year, a student repeatedly crossed at the easternmost exit, which lacks a marked crosswalk.

Figure 58. The southern gate entrance at Riverview Intermediate School.

Students walking or biking home via Fifth Street N were seen leaving the bike racks and heading toward the southern gate. students using this exit/entrance currently do no have access to sidewalks. This connection is also part of the TA grant secured by the school. For students who need to cross the street, a staff member monitors traffic, but also encourages students to cross at the designated crosswalk. Some students on bikes crossed quickly and entered the Messiah Lutheran Church parking lot.

Around 2:35 p.m., staff escorted any remaining students, whose parents had not yet arrived, to the front office. They walked outside the building to guide these students.

School Policies – Walking and Biking

The Student/Parent/Guardian Handbook outlines that if the school does not receive specific communication from a parent or guardian, the student will follow their regular dismissal routine. This could include being picked up, walking home, biking, or taking the bus as usual. Families are encouraged to keep changes to dismissal routines minimal to reduce confusion for both students and school staff.

Students walking or biking are instructed to use the sidewalks for a safe exit from school grounds. This guideline emphasizes maintaining safety and order during dismissal.

Figure 59. A Riverview Intermediate School student biking along Fifth Street N.

Sidewalks and Shared Use Paths

Two sidewalks extend from Seventh Street N, with one connecting the main entrance and parking lot and the other linking to the tennis courts and football fields. However, Fifth Street N currently lacks a sidewalk connection to the school. To address this gap, the school has secured Transportation Alternatives (TA) funding to construct new sidewalks in 2025. This addition will enhance safety for students who walk, bike, or are picked up and dropped off along Fifth Street N.

Figure 60. The southeast corner of Riverview Intermediate School, where the new sidewalk will be installed.

Bicycle Facilities

The school provides three bike racks: one located near the main entrance and two near the south entrance. A total of 29 bicycles were counted across these racks during observations. The bike rack near the main entrance was at full capacity, with some students unable to lock their bikes due to overcrowding. This highlights the need for an additional bike rack at this location to accommodate the growing demand, along with a cement pad for the bike racks.

Figure 61. Bicycles parked at Riverview Intermediate School's front bike rack.

Lighting and Crosswalks

On school grounds, lighting is available near the tennis courts, football fields, and along the pathways from the parking lot to the building, providing visibility for morning activities, such as student transfers between Oak Ridge Early Learning Center. Additionally, the front of the school, where buses drop off students, is well-lit by building-mounted lights. However, the sidewalk leading from the building to Seventh Street N would benefit from improved lighting. Future sidewalk connections from Fifth Street N should also include adequate lighting to ensure safety.

The property includes three crosswalks at the entrances/exits along Seventh Street N, along with crosswalks in the bus chute connecting the sidewalks to the parking lot.

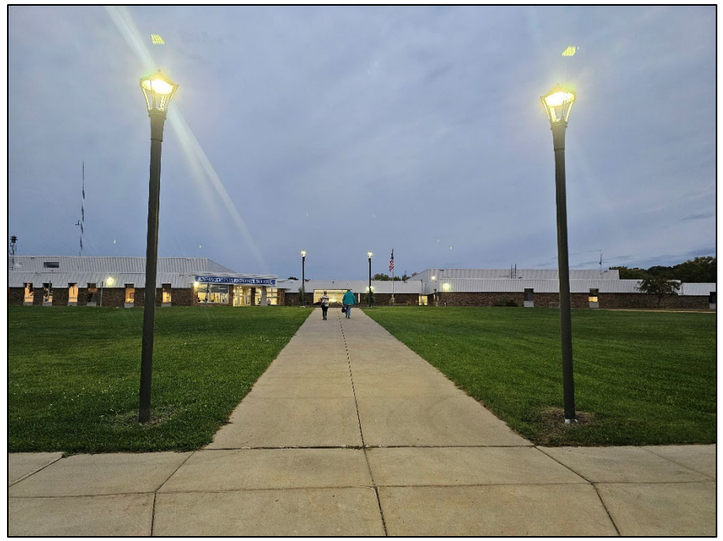


Figure 62. Lighting for pedestrians in front of Riverview Intermediate School.

Accessibility

On the school property, only one curb ramp, located at the southern end of the parking lot, lacks a detectable warning surface.

Figure 63. Crosswalk located in the east parking lot at Riverview Intermediate School.

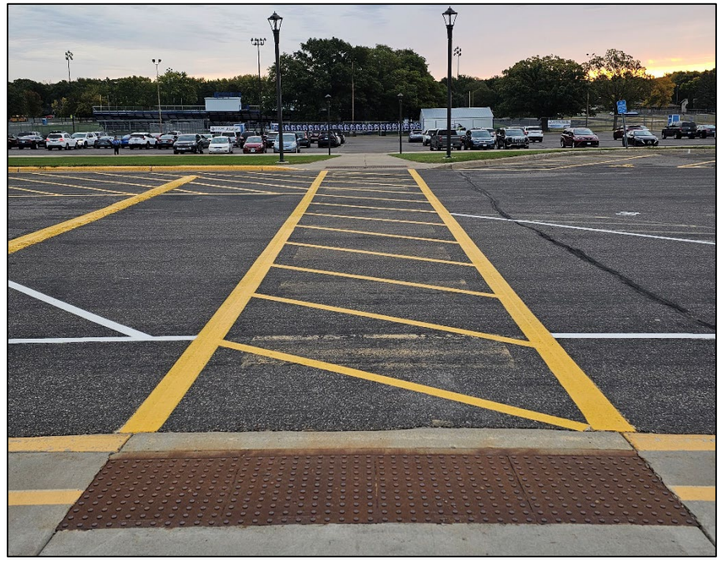


Figure 64. Crosswalk with ADA curb ramp in the Riverview Intermediate School parking lot.

There are also challenges with accessible parking. Currently, accessible parking spots are located within the bus chute. If vehicles are parked at a 45-degree angle in these spots, buses face difficulty navigating during the afternoon pick-up period. As a workaround, staff who use the accessible parking spots park parallel to the curb to minimize disruptions. Addressing these issues will improve accessibility and overall traffic flow.

Figure 65. Accessible parking stalls in front of Riverview Intermediate School.

Sartell Middle School

976 Students

2023-2024 School Year

Grades 6-8

Photos courtesy Saint Cloud APO. Data courtesy Minnesota Department of Education.

Student Demographics

*American Indian: **0.1%***
*Asian: **2.6%***
*Black or African-American: **3.0%***
*Hispanic: **4.3%***
*Native Hawaiian: **0.0%***
*Other Indigenous: **0.0%***
*White: **86.1%***
*Two or More Races: **4.0%***

Top Five Languages Spoken Districtwide

*English: **3,842***
*Spanish: **32***
*Arabic: **19***
*Hindi: **17***
*Vietnamese: **17***

Total Languages Spoken: 27

Socioeconomic Stats

14.2%

Percentage of Enrolled Students Receiving Special Education Services

21.9%

Percentage of Enrolled Students Receiving Free and Reduced Price Lunches

0.3%

Percentage of Enrolled Students Experiencing Homelessness

1.4%

Percentage of Enrolled Students are English Language Learners

Figure 66. Sartell Middle School statistics.

Sartell Middle School – Site Circulation

Morning Arrival

Parent Drop Off

Sartell Middle School parents and buses begin arriving at approximately 8:20 a.m., ahead of the school start time of 8:40 a.m. Student who do not ride the bus are instructed to arrive no earlier than 7:45 a.m. The designated parent drop-off area is in the north parking lot, with vehicles entering the drop-off lane via Seventh Street N. After students are dropped off, vehicles proceed counterclockwise through the parking lot and exit back onto Seventh Street N.

However, some parents were observed dropping students off in undesignated areas, such as across the median separating the bus chute and the parking lot or directly in front of the entrance doors. This forces students to navigate the median, moving vehicles, and buses, creating numerous potential conflict points. Although two crosswalks are available for safe access to the school entrance, many students bypassed them. Additionally, buses occasionally parked on the crosswalks, obstructing their use.

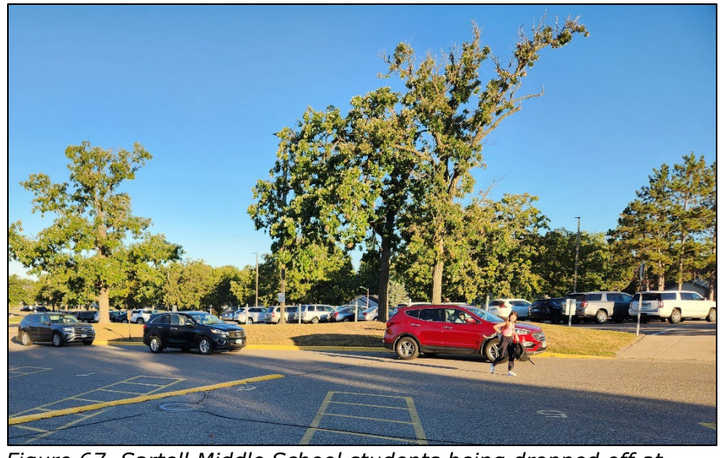


Figure 67. Sartell Middle School students being dropped off at morning arrival.

Another concern was the shared exit point for both buses and parent vehicles, which resulted in vehicles cutting in front of buses and difficulties for buses yielding to exiting cars.

School Buses

School buses unload students in the north parking lot, parking parallel to the sidewalk directly in front of the school entrance. After drop-off, buses follow the counterclockwise route through the parking lot and exit onto Seventh Street N.

Figure 68. Sartell Middle School students being dropped off by buses at morning arrival.

Afternoon Dismissal

Parent Pick Up

Afternoon dismissal begins at 3:25 p.m. Parents queue in the parking lot for pick-up, but many vehicles spill over into the bus entrance area, causing congestion. The pick-up line starts near the third center median, continuing west from the main entrance. At the median split between the parking lot and bus chute, parents enter the parking lot and queue along the tree median. By 3:25 p.m., the parent pick-up line extends close to Seventh Street N, making it difficult for buses to maneuver into the school's curved entry.

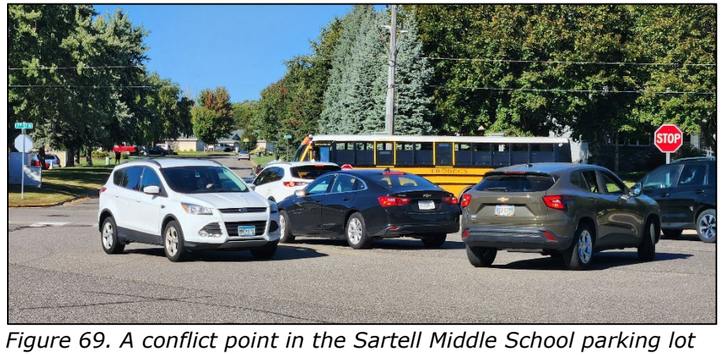


Figure 69. A conflict point in the Sartell Middle School parking lot between vehicles and buses.

Two alternative pick-up locations are provided. One is in the parking lot near the tennis courts, where parents can follow the bus chute to Pine Meadow Primary School and exit onto Fifth Street N. Students walk along the sidewalk to meet their rides in this lot. The other option is along Seventh Street N.

School Buses

For afternoon dismissal, buses line up at a 45-degree angle in front of the school to load students. Observations noted added congestion when a bus transporting sports teams unloaded behind the parked buses. One bus, arriving late, became stuck behind the sports bus and had to wait to proceed.

Figure 70. Sartell Middle School students boarding buses at afternoon dismissal.

Sartell Middle School - Site Circulation

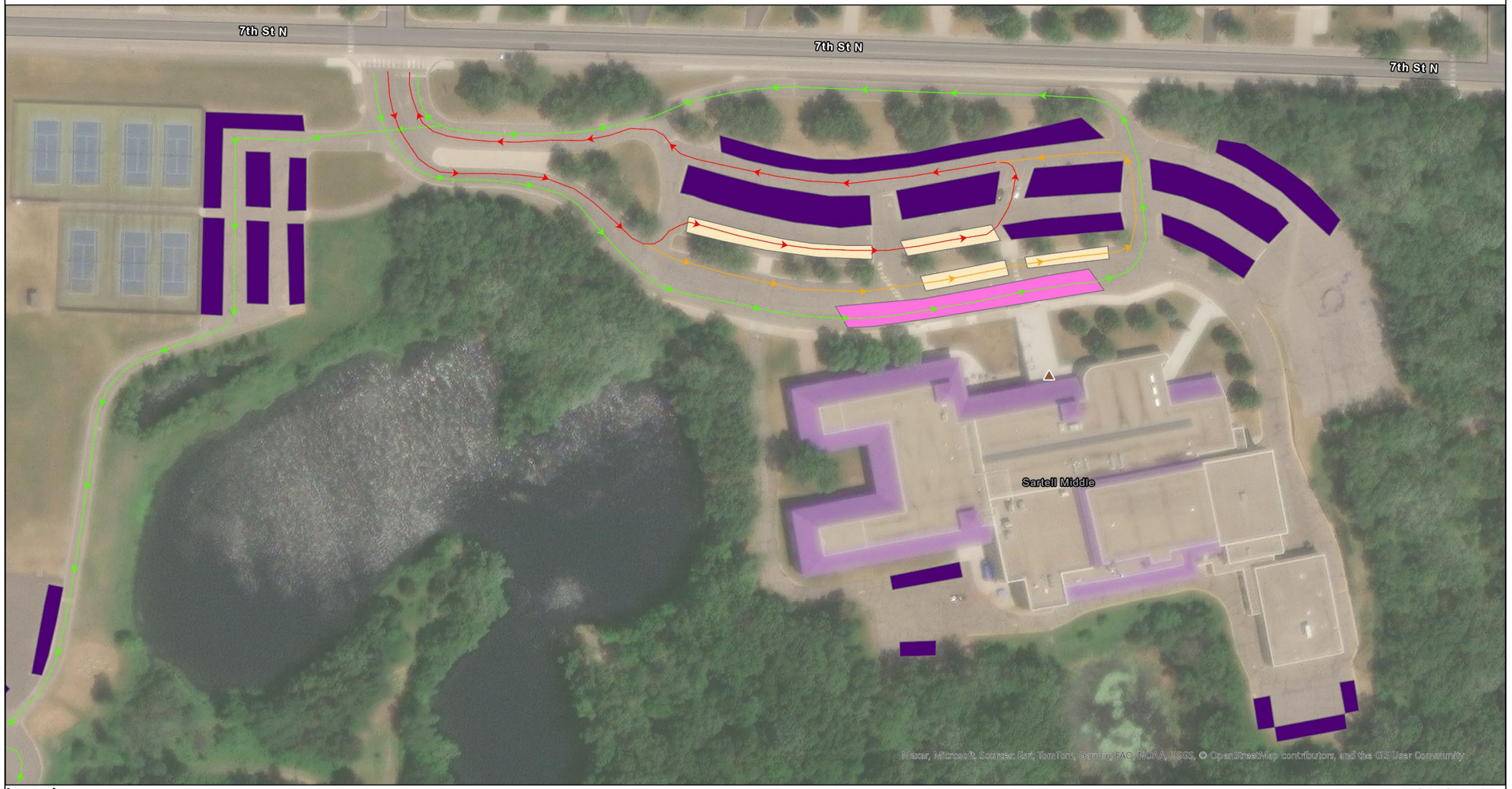


Figure 71. A map of Sartell Middle School site circulation.

Sartell Middle School – Student Zones

Morning Arrival

Students Walking or Biking

Approximately 30 minutes before school begins, several bikes and scooters are typically parked at the bike rack located on the west side of the front entrance. Students on bikes were observed entering the parking lot via a dirt path through the wooded area at the northeastern corner of the lot, connecting to Seventh Street N. Others arrived from the southeast, passing through the delivery/loading dock area, likely utilizing the shared use path behind the school that connects to Fifth Street N.

Many students approached the school from both directions along Seventh Street N, with several crossing from neighborhoods to the north.

It's important to note that students are not permitted in the wooded trails adjacent to the school during school hours unless accompanied by school staff.

Figure 72. Sartell Middle School students crossing Seventh Street N in front of the school.

Afternoon Dismissal

Students Walking or Biking

At dismissal, approximately 100 students leave the school, either walking or biking. Students heading east often use the wooded paths to reach Seventh Street N. Those traveling south follow the shared use path behind the school to connect to Fifth Street N. Students going west or north gather near the tennis courts before leaving school grounds. Most students heading west on Seventh Street N use the shared use path on the south side of the road, although some cross at the Ninth Avenue N crosswalk. Instances were observed where drivers, particularly those exiting the school parking lot, failed to yield to students in the crosswalk.

Figure 73. Sartell Middle School students walking at afternoon dismissal.

Some students opted to cross Seventh Street N midblock or near the intersection at 10th Avenue N, often to access the Holiday Station located at the corner of Seventh Street N and Pinecone Road N. These unofficial crossings raise additional safety concerns.

According to the school resource officer and Pine Meadow Primary School principal, middle school students, especially those using scooters, sometimes travel through the bus chute path near the tennis courts and into the eastern parking lot, where faculty and teachers for Pine Meadow Primary School park. This has been flagged as a safety concern.

Approximately ten students were observed using scooters, and it was common to see two students riding together on a single scooter.

Sidewalks and Shared Use Paths

From Seventh Street N, a shared use path transitions into a sidewalk that leads directly to the school's main entrance. At the northeastern corner of the property, unpaved trails connect Seventh Street N to the school parking lot. These trails offer informal access, although their unpaved nature limits their usability year-round.

On the southeastern side of the school, a shared use path connects to Fifth Street N, leading to the rear of the school near the delivery and loading dock area. However, the absence of dedicated pedestrian and cycling infrastructure in these areas forces students to walk or bike in vehicle lanes, creating safety concerns as they navigate toward the main entrance.

Figure 74. The paved shared use path behind Sartell Middle School.

Southwest of the school, several unpaved trails run through the wooded area, providing access for students from nearby neighborhoods. These trails are particularly useful for students living southwest of the school. However, during the winter, these trails are converted into Nordic ski routes, which creates an obstacle for students who might otherwise rely on them year-round. Snow removal on dedicated walking and biking trails could improve access for students throughout the year.

Sartell Middle School - Student Zone

Figure 75. A map of Sartell Middle School student zone.

Bicycle Facilities

The school has four bike racks, two near the west entrance and two near the east entrance. A total of 57 bikes and ten scooters were counted during observations. However, the bike racks are insufficient to accommodate demand, with many bikes and scooters left unsecured due to a lack of space. Additional bike racks are recommended to meet the growing need.

Figure 76. The western bike racks at Sartell Middle School.

Lighting and Crosswalks

The shared use path and sidewalk that connect Seventh Street N to the school's main entrance are well-lit, providing adequate visibility for pedestrians and bicyclists. Additional lighting is also present along the shared use path behind the school, which connects to Fifth Street N.

At the school's entrance/exit onto Seventh Street N, there is a crosswalk in place, along with four additional crosswalks leading to the front parking lot. Two crosswalks also cross the bus chute exit, running parallel to Seventh Street N. These crosswalks lead to a median; however, there are no active transportation facilities connected to the median. Additionally, a crosswalk is missing at the tennis court lot, which could enhance pedestrian safety in this area.

Figure 77. The shared use path behind Sartell Middle School.

Accessibility

There are three curb ramps on the school grounds that lack detectable warning surfaces. One is located near the front entrance of the school, while the other two are along Seventh Street N. These ramps may pose accessibility challenges for individuals with visual impairments.

Figure 78. A curb ramp at Sartell Middle School.

Figure 79. A crosswalk in the Sartell Middle School parking lot.

Land Use and Zoning

Land use and zoning play a crucial role in the success of SRTS, as both directly influence the safety and accessibility of walking and biking routes for students. Zoning determines the placement of schools, homes, and businesses, shaping how close families live to schools. Compact, mixed-use zoning promotes shorter travel distances and pedestrian- and bike-friendly environments, while sprawling development patterns increase reliance on vehicles, making active transportation less practical, according to the article Land Use and Community Design (https://bit.ly/4cpR6pu) from the Centers for Disease Control and Prevention (CDC).

Figure 80. Sartell City Hall.

Land use also determines the infrastructure required for safe routes, including sidewalks, bike lanes, and trails. Residential areas typically require extensive sidewalk networks, while industrial zones may not prioritize active transportation. Proper zoning helps separate incompatible land uses, such as industrial areas with heavy traffic, from schools, creating safer routes for students.

Zoning policies that encourage mixed-use developments, parks, and community spaces contribute to vibrant neighborhoods that support walking and biking. These policies can integrate school routes into broader pedestrian and bicycling networks. Additionally, Planned Unit Developments (PUDs) and flexible zoning approaches allow communities to prioritize SRTS goals as they grow, ensuring schools remain accessible through thoughtful planning and design.

By considering land use and zoning in SRTS planning, communities can create safer and more inviting environments for students and families to walk or bike to school.

City of Sartell's Zoning

Within a half-mile radius of the schools, various zoning classifications shape the area's land use and character.

Commercial zoning in the vicinity includes neighborhood business and general business districts. These areas primarily house establishments that provide goods and services, such as retail stores, shopping centers, restaurants, and clinics. Notable examples near the schools include Coborn's Grocery Store, Riverside Plaza, and Nemeth Orthodontics. These businesses cater to the daily needs of residents.

Industrial zoning includes both light and heavy industrial uses, supporting businesses involved in manufacturing, assembly, and goods distribution. These operations typically do not serve the public directly and are expected to be well-buffered to minimize their impact—such as noise and lighting—on nearby commercial and residential areas. An example of an industrial business in the area is DeZURIK, Inc., which operates near the schools.

Figure 81. DeZURIK, Inc.

Single-family residential zoning primarily consists of detached homes and may also include minor institutional uses such as parks, schools, churches, and other public facilities. This zoning maintains the suburban character of the surrounding neighborhoods, supporting a mix of housing and community spaces.

Figure 82. A single-family home.

Multi-family residential zoning includes attached housing options such as apartments, townhomes, condominiums, row houses, and senior housing. These developments offer diverse living arrangements to accommodate a range of household needs.

Planned Unit Developments (PUDs) provide a flexible zoning approach, allowing for a mix of housing types and land uses. PUDs encourage innovative design while ensuring compatibility with the surrounding community.

Figure 83. Lion's Park.

Zoning

Figure 84. A map of zoning in Sartell. Data courtesy of the City of Sartell.

Public Transit – Metro Bus

Public transit plays a crucial role in SRTS by providing students with access to safe, reliable, and affordable transportation options. It offers a practical solution for students who live too far to walk or bike, ensuring they can still travel safely to school without depending on family vehicles. Public transit offers an alternative means of commuting to and from school for those residing outside the school's designated bus zone.

Figure 85. A Metro Bus fixed-route vehicle in service.

By reducing the number of cars during drop-off and pick-up times, public transit helps alleviate congestion around schools, thereby improving safety for students who walk or bike. It also supports equitable access to education by serving students from low-income households who may lack access to private transportation, aligning with SRTS's mission of providing safe and inclusive travel options.

According to the study, Potential Health Implications and Health Cost Reductions of Transit-Induced Physical Activity (https://bit.ly/41UrTji), public transit can encourage multi-modal travel by integrating walking or biking to bus stops as part of a student's daily routine, promoting healthy habits while addressing longer travel distances. Additionally, transit offers students the opportunity to travel independently or with friends to other destinations, including parks, community centers, and after-school activities

Transit use also contributes to environmental sustainability by lowering the carbon footprint of school transportation, which can improve air quality around schools and create healthier communities. Furthermore, exposure to public transit helps students build familiarity with local systems, boosting independence and a sense of connection to the broader community.

Incorporating public transit into SRTS planning creates safer, more sustainable, and equitable transportation systems, helping meet the diverse needs of students and families.

Figure 86. A Metro Bus stop along Seventh Street N.

Metro Bus

Metro Bus operates Route 32 in a clockwise loop around the schools, traveling along Pinecone Road N, Seventh Street N, Second Avenue N, and Riverside Drive S. The route's primary hub is the Walmart Supercenter in Sartell. Additionally, Route 32 deviates from its regular path three times daily, Monday through Friday, to serve Sartell High School.

Within the school zone, there are 13 bus stops, all of which are marked with post-mounted signs. These stops do not include amenities such as shelters or benches.

Shelters and benches at transit stops improve comfort, accessibility, and safety for riders. They provide protection from harsh weather, offer seating for those with mobility challenges, and create a more inviting transit experience. These amenities also enhance safety by keeping riders visible and reducing the need for unsafe waiting areas. Well-designed stops encourage public transit use, support multimodal travel, and demonstrate community investment in public transportation. By making transit stops more user-friendly, shelters and benches help increase ridership and improve the overall perception of public transit.

Figure 87. Example of a Metro Bus stop with a bench along Ridgewood Road in Saint Cloud.

Figure 88. Example of a Metro Bus shelter along Second Avenue S in Sauk Rapids.

Metro Bus Routes and Stops

Figure 89. A map of Metro Bus routes and stops.

Active Transportation Crashes

Reviewing crash data is a vital component of SRTS planning because it uncovers key safety issues that impact students' travel to and from school. This data identifies high-risk locations where frequent crashes involving pedestrians, bicyclists, or vehicles occur, enabling planners to prioritize safety improvements, such as improved crosswalks, traffic calming measures, or enhanced signage.

Analyzing crash data also helps reveal trends, such as the timing of incidents, types of collisions, and underlying causes, including speeding and distracted driving. With this information, targeted interventions can address specific problems in these areas. In fact, according to the U.S. Department of Transportation's National Roadway Safety Strategy Report (https://bit.ly/3XGNYzp), fatalities among pedestrians and bicyclists have been increasing faster than roadway fatalities overall in the past decade.

Crash data can further support public education campaigns and enforcement efforts. For example, it may highlight the need for initiatives that educate drivers on yielding to pedestrians or justify increased enforcement against unsafe driving behaviors near schools.

Incorporating crash data into SRTS ensures that resources and interventions are directed where they are most needed, while reducing risks for students walking and biking to school.

Active Transportation Crashes in Sartell

Between 2014 and 2023, there were multiple crashes between active transportation users and vehicles within a half-mile radius of Pine Meadow Primary School, Riverview Intermediate School, and Sartell Middle School. In total, 11 crashes involved either pedestrians or bicyclists, with three resulting in serious injuries, six causing minor injuries, and two classified as possible injuries.

Of the incidents, two involved pedestrians, while nine involved bicyclists. Notably, seven of the nine bicyclists were minors, illustrating a significant safety risk for younger bicyclists in the area. In terms of drivers, four of the 11 involved in the crashes were under the age of 18. Driver ages ranged from 16 to 73.

Pedestrian Crashes

Two pedestrians, aged 11 and 54, were hit between 2014 and 2023. The younger pedestrian, an 11-year-old, sustained minor injuries after a motorist, blinded by sunlight, failed to see them.

Bicyclist Crashes

Among the nine bicyclists involved, seven were under 18. Two of these minors sustained serious injuries, while others experienced either minor or possible injuries.

A 17-year-old driver hit a 10-year-old cyclist after darting across a crosswalk. A 13-year-old was struck while trying to beat a traffic light.

Additional incidents included a 13-year-old cyclist who failed to yield at a crosswalk and another 13-year-old who crossed without looking. In a particularly hazardous scenario, a 14-year-old cyclist was hit while cutting between parked cars midblock, wearing earphones, and not at a crosswalk. In another case, a 14-year-old was hit by a driver who had been drinking. A 15-year-old cyclist also failed to look before crossing and was struck by a 17-year-old driver.

Figure 90. The intersection of Pinecone Road N and 2-1/2 Street N where a bicyclist was hit.

Location and Environmental Factors

Most of these crashes occurred at or near intersections or driveways, highlighting the importance of safe crossings. The weather did not play a significant role, as nearly all crashes occurred on clear days, with only one incident happening during snowfall.

Nine of the 11 crashes occurred during daylight hours, with two occurring after dark, despite streetlights being on.

Figure 91. The intersection of Pinecone Road N and Seventh Street N where a bicyclist and pedestrian were hit.

Timing

Most of the crashes (10 out of 11) occurred during the school year, between September and June, with October having the highest occurrence (four crashes). One crash took place in July.

Key Takeaways

Reviewing the crash data indicates that a significant portion of crashes involved minors. Many of these incidents were linked to risky behaviors, such as darting into the roadway, failing to yield, or crossing outside designated crosswalks. These risky behaviors highlight the need for continued emphasis on biking and walking education in the Sartell-St. Stephen School District.

Most crashes occurred at intersections or driveway access points, indicating that these areas pose particular risks for young pedestrians and bicyclists. Improving safety measures at crossings, such as clearer signage or traffic calming measures, could potentially reduce these incidents.

A substantial portion of the drivers involved were under the age of 18, suggesting the role that driver inexperience may play in these crashes. This, coupled with driver distraction in some cases, reinforces the need for focused driver education around school zones.

Active Transportation Crashes (2014-2023)

Legend

Crash Severity

- Serious Injury - Pedestrian
- Serious Injury - Bicyclist
- Minor Injury - Pedestrian
- Minor Injury - Bicyclist
- Possible Injury - Bicyclist

0 0.25 0.5 1 Miles

N W E S

5/28/2025

Figure 92. A map displaying the locations of active transportation crashes. Data courtesy of the Minnesota Crash Mapping Analysis Tool (MnCMAT2).

Roadway Characteristics

Average Annual Daily Traffic and Roadway Functional Classification System

The design of active transportation facilities, such as sidewalks, shared use paths, and bike lanes, must account for several key roadway characteristics. These characteristics include functional classification, average annual daily traffic (AADT), speed limits, number of lanes, and the surrounding land use context. These factors play a critical role in determining the types of active transportation infrastructure that are appropriate for a given area and how they should be implemented to ensure safety and accessibility.

The functional classification system groups roadways based on their characteristics and intended use. This system helps to identify the role each street plays in the overall transportation network. For example, Pinecone Road N is classified as an arterial, designed to move high volumes of traffic efficiently over longer distances. In contrast, Seventh Street N serves as a collector roadway, linking arterial roads with local streets and facilitating the movement of traffic between smaller, neighborhood streets and busier routes.

AADT, which measures the average number of vehicles using a roadway each day, is a key indicator of the need for active transportation facilities. Roadways with high AADT can present significant barriers for pedestrians and bicyclists, particularly for students who must cross busy streets or navigate high-traffic areas on bicycles.

Sartell's AADT

According to MnDOT's Traffic Mapping Application (https://bit.ly/4iik3Ff), the most recent traffic count data (2013-2021) classifies Riverside Avenue N/Stearns County Road 1 as an arterial roadway. This corridor has the highest AADT in the area, ranging between 6,100 and 10,185 vehicles daily. Traffic volumes are lowest north of Eighth Street N and highest south of First Street N.

Pinecone Road N, another north-south arterial, has the second-highest AADT at 6,700 vehicles per day and runs alongside Pine Meadow Primary School. In contrast, Fifth Street N, a local street primarily serving single-family homes and Pine Meadow Primary, has a significantly lower AADT of 1,200.

Seventh Street N, classified as a collector roadway, serves both Riverview Intermediate School and Sartell Middle School, carrying an AADT of 2,716.

Speed Limits

The relationship between speed limits and active transportation safety is well-documented, with lower speeds contributing directly to improved safety for pedestrians, bicyclists, and other non-motorized road users. When vehicle speeds are reduced, the risk of severe injury or fatality in a collision decreases substantially. Research from the U.S. Department of Transportation Federal Highway Administration (FHWA) Speed Concepts: Informational Guide (https://bit.ly/3R36mPg) has shown at lower speeds, pedestrians and bicyclists have a significantly higher chance of surviving crashes. This is particularly important in school zones and residential areas, where young children frequently walk or bike to school.

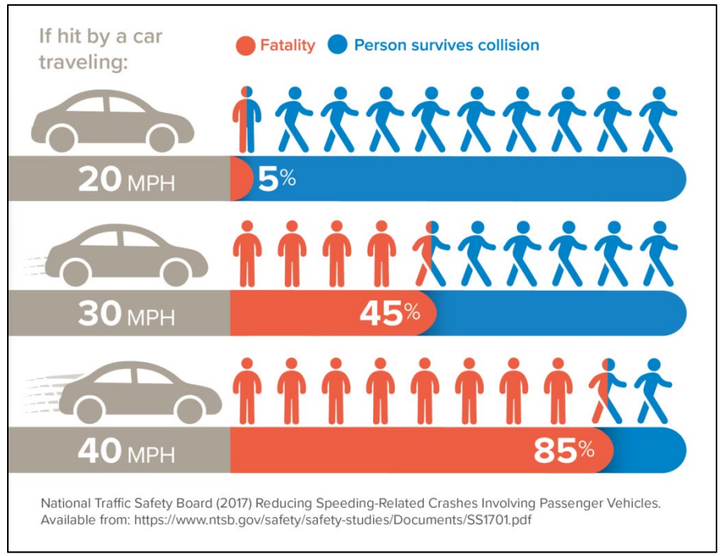


Figure 93. Infographic displaying the percent chance of surviving being hit by a car at various speeds. Data courtesy of the National Traffic Safety Board.

In addition to reducing the severity of collisions, lower speed limits allow drivers to have more time to respond to unexpected events, such as a child entering the roadway or a cyclist crossing at an intersection. This additional time can prevent crashes or mitigate the impact if a collision does occur.

Lower speeds can encourage drivers to be more cautious and attentive, especially in areas with high volumes of pedestrians and bicyclists. When vehicles travel at slower speeds, drivers are more likely to notice and yield to active transportation users, thereby reducing the likelihood of a collision. In this way, lower speed limits contribute to safer, more predictable road behavior.

Often, reduced speed limits are part of broader traffic-calming measures designed to create safer environments for walking and biking, according to the report Safe System Approach for Speed Management (https://bit.ly/4jeq9ah) by the FHWA. These measures may include physical infrastructure like speed humps, curb extensions, and narrower streets. Together, these strategies help slow traffic and enhance safety for vulnerable road users.

When people feel safer walking or biking, they are more likely to choose active transportation options. This is especially important in school zones, where parents' perception of safety strongly influences their willingness to allow their children to walk or bike to school. Lower speed limits, therefore, play a critical role in encouraging more students and families to engage in active transportation.

Sartell's Speed Limits

Speed limits in the area surrounding Pine Meadow Primary School, Riverview Intermediate School, and Sartell Middle School are established to ensure the safety of all road users. The highest posted speed limit within the half-mile buffer is 40 mph, located along Pinecone Road. All other roadways have a speed limit of 30 mph, unless they are in a school zone, in which case the speed limit is 20 mph when signs are flashing.

Figure 94. School speed limit sign on Seventh Street N.

Average Annual Daily Traffic (AADT) and Roadway Functional Classification System

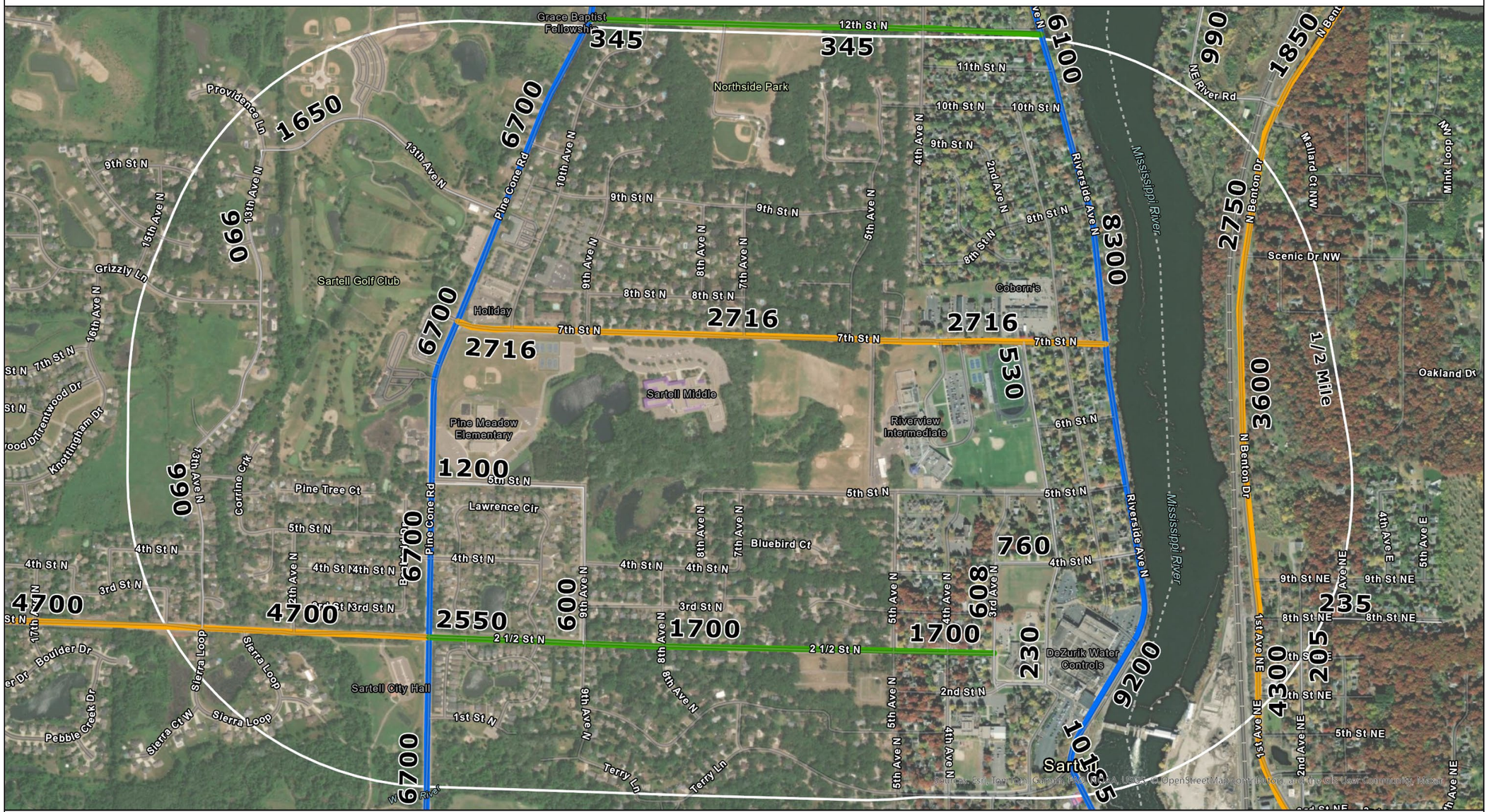


Figure 95. A map displaying AADT and the roadway functional classification system. Data courtesy of MnDOT.

Active Transportation Facilities

Active transportation facilities like sidewalks, shared use paths, bike lanes, and trails are essential to SRTS initiatives because they create the foundation for walking and biking to be safe and practical transportation options for students.

These facilities significantly enhance safety by providing designated, protected spaces for pedestrians and bicyclists, as well as reducing conflicts with vehicle traffic. According to the FHWA Highway Safety Programs (https://bit.ly/3E8K0ZD), having a separate facility from the roadway, such as sidewalks or shared use paths, reduces crashes by 65-89% compared to walking along the roadway.

Encouraging walking and biking through accessible infrastructure helps students incorporate physical activity into their daily routines, contributing to better physical and mental health. Additionally, active transportation reduces car dependency, lowering traffic congestion, greenhouse gas emissions, and air pollution around schools.

Well-designed active transportation infrastructure also fosters a stronger sense of community by connecting neighborhoods, parks, and schools, encouraging families to engage with their local environment. With fewer cars on the road during school drop-off and pick-up times, traffic flow improves, and safety is enhanced for everyone.

Investing in these facilities aligns directly with SRTS goals by providing healthier, safer, and more sustainable transportation options while addressing broader mobility and accessibility challenges within the community.

Type of Facilities

Shared Use Paths

According to MnDOT's Bicycle Facility Design Manual (https://bit.ly/30RWYau), shared use paths are two-way bicycle facilities that are physically separated from motor vehicle traffic. They may be within parkland, natural areas or adjacent to roadways. They are used by people walking and bicycling. There are 8.6 centerline miles of shared use paths around the schools. They are mainly located along major corridors such as Pinecone Road N, Seventh Street N, 2-1/2 Street N, Fifth Street N, Riverside Avenue N, and around parks and other neighborhoods.

Figure 96. A shared use path along Seventh Street N leading to Riverview Intermediate School.

Unpaved Trails

According to MnDOT's Bicycle Facility Design Manual (https://bit.ly/30RWYau), an unpaved path is typically made from dirt, rock, or grass and designed for pedestrian use. There are 3.1 centerline miles of such paths, often referred to as trails. These trails primarily serve recreational purposes, such as those in Pinecone Central Park, and provide opportunities for outdoor activities. Additionally, trails connect Pine Meadow Primary School with Sartell Middle School, offering routes for students who walk or bike to school. These paths also serve as outdoor classrooms for educational purposes. In winter, many of these trails transform into Nordic ski paths, offering seasonal recreational activities.

Figure 97. An unpaved trail behind Sartell Middle School.

Bike Lanes

According to MnDOT's Bicycle Facility Design Manual (https://bit.ly/30RWYau), bike lanes are a portion of the roadway designated for one-way bicycle use. There are 2.8 lane miles of bike lanes located along Riverside Avenue N.

Kids and Bike Lanes

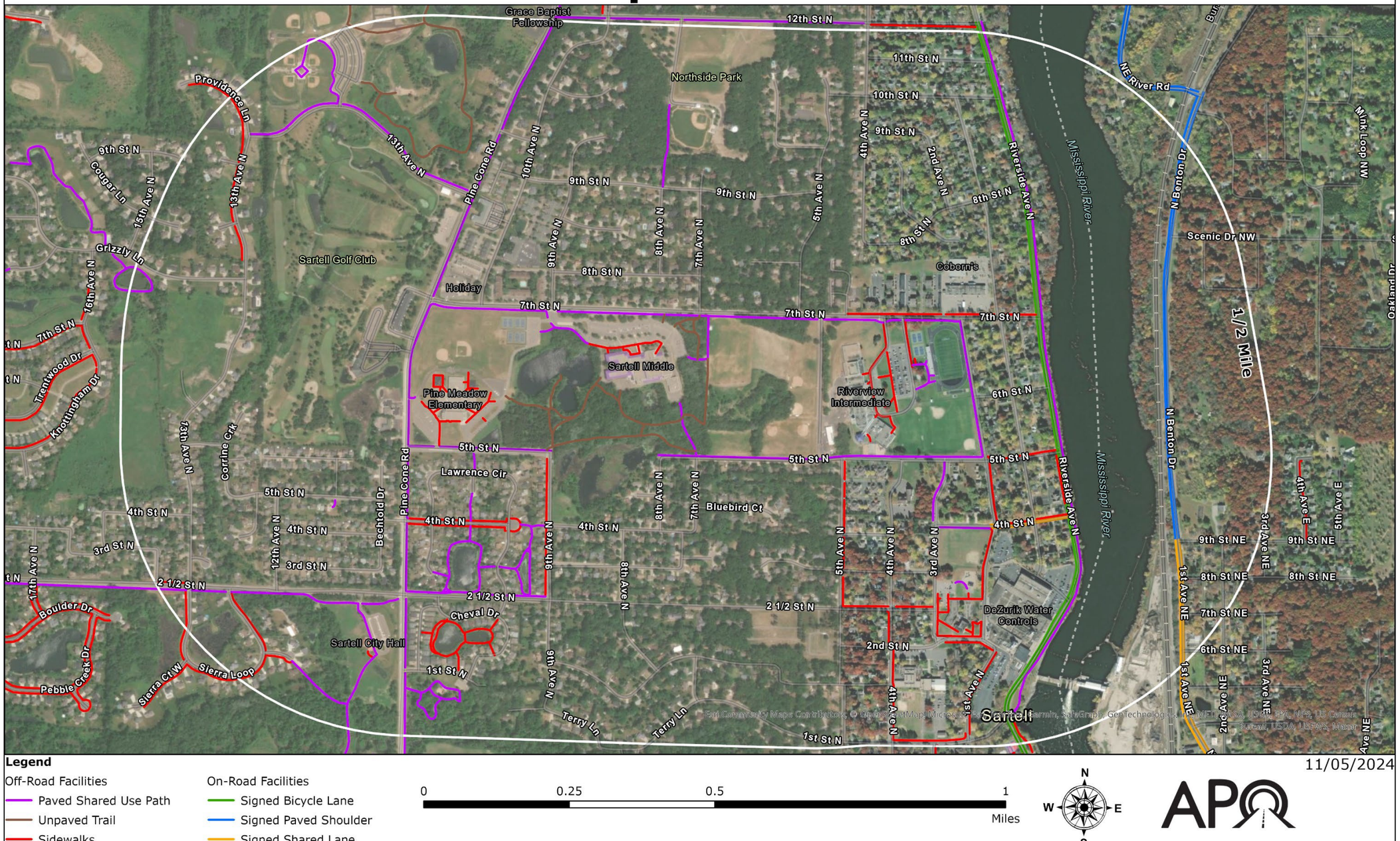
Introducing children to on-road bike lanes should be a gradual process based on their bike-handling skills, road safety awareness, and maturity level. For younger children, particularly those under 10, off-road facilities such as sidewalks or shared-use paths are generally recommended, as they may lack the ability to safely navigate traffic. Many experts advise against children under 10 riding on the road, even when bike lanes are available, due to their limited ability to assess risks and respond to potential hazards.

Figure 98. A bike lane along Riverside Avenue N/Stearns County Road 1.

Before transitioning to on-road biking, children should demonstrate control over their bike, recognize basic traffic signs and rules, and remain aware of their surroundings. By ages 10-12, they may be ready to ride in designated bike lanes, but only under adult supervision and after developing essential skills such as safe bike handling, using hand signals, and navigating intersections.

Since every child develops at a different pace, determining readiness for on-road bicycling should also consider their ability to follow traffic laws, manage their bike confidently, and make sound safety decisions.

Active Transportation Facilities



Legend

Off-Road Facilities
- Paved Shared Use Path
- Unpaved Trail
- Sidewalks

On-Road Facilities
- Signed Bicycle Lane
- Signed Paved Shoulder
- Signed Shared Lane

0 0.25 0.5 1 Miles

N W E S

11/05/2024

Figure 99. A map displaying active transportation facilities.

On-Road Paved Shoulder

According to MnDOT's Bicycle Facility Design Manual (https://bit.ly/30RWYau), on-road paved shoulders are additional lanes of pavement wide enough for bicycle use, located outside the main travel lane and separated from motor vehicles by the roadway's edgeline. There are 1.5 lane miles of such shoulders around the school, specifically along North Benton Drive in Benton County. These shoulders provide a safer space for bicyclists to travel while maintaining distance from vehicle traffic.

Figure 100. An on-road paved shoulder for bicycles on North Benton Drive.

On-Road Shared Lanes

On-road shared lanes, or sharrow lanes, refer to roadways where both motorists and bicyclists share the same space. These lanes are marked with bike route signs, indicating that bicyclists are allowed to ride within the travel lane. There are 1.3 lane miles of shared lanes in the area, including a section on Fourth Street N between Second Avenue N and Riverside Avenue N, and along First Avenue NE in Benton County. These shared lanes provide a designated, although not separated, space for bicyclists while ensuring safe coexistence with motor vehicles.

Figure 101. An on-road shared lane for bicycles on Fourth Street N.

Sidewalks

Sidewalks are dedicated pedestrian pathways separated from the roadway, providing a safe space for walking. While they are not typically designed for bicycles, younger children are encouraged to ride on sidewalks instead of navigating roads. Around the schools, there are 5.1 centerline miles of sidewalks, primarily located throughout the surrounding neighborhoods. However, there are notable gaps in the sidewalk network, particularly in neighborhoods north of Seventh Street N, southwest of Pine Meadow Primary School, and south of Sartell Middle School. Additionally, the sidewalks in the Watab Springs neighborhood, just north of Lions Park, are private and not publicly accessible.

Figure 102. Sidewalks in the Celebration neighborhood.

Figure 103. Sidewalk on Second Avenue N.

Shared Use Path Pavement Condition

Shared use paths, sidewalks, and on-road bike facilities must undergo regular maintenance to remain safe and functional for students traveling to and from school. Cracks, potholes, and uneven surfaces present significant safety risks, particularly for younger children or inexperienced bicyclists, increasing the potential for trips, falls, and bike-related crashes. Smooth and well-maintained infrastructure minimizes these hazards and encourages greater use.

Perceptions of safety and comfort play a vital role in transportation choices. Shared use paths with poor pavement conditions can impede mobility for users with wheelchairs, strollers, or other assistive devices, creating barriers for equitable access. High quality surfaces ensure these routes are inclusive for all students and community members. As such, students and parents will feel more comfortable walking or biking when the infrastructure is inviting and reliable

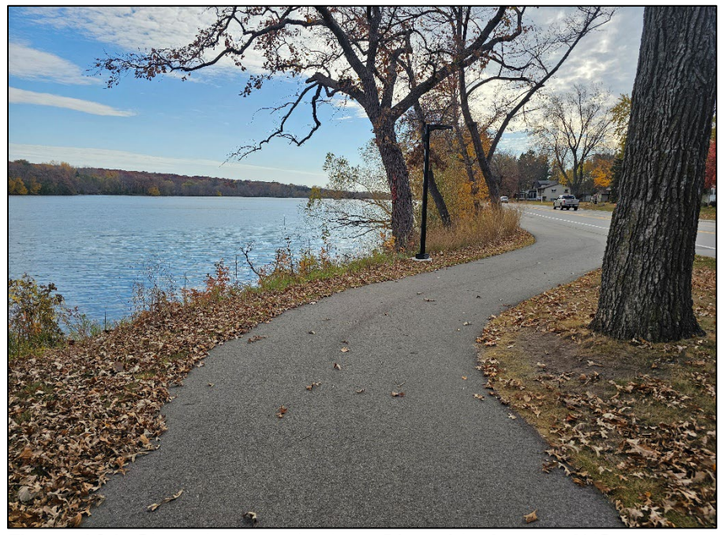


Figure 104. Shared use path along Riverside Avenue N/Stearns County Road 1.

Routine maintenance extends the lifespan of shared use paths and helps to avoid more expensive repairs in the long term. Proactively addressing pavement conditions reduces the likelihood of route disruptions, keeping pathways consistently safe and usable.

Shared use paths are often critical links connecting neighborhoods, parks, and schools. Maintaining these routes strengthens their role as community assets, supporting broader efforts to improve regional walkability and bikeability.

2020 Shared Use Path Pavement Condition

In 2020, the Parks & Trails Council of Minnesota, hired by the APO, conducted a pavement condition assessment of the region's off-road shared use paths. Using a road research bike equipped with sensors to measure surface smoothness and cameras to capture pavement conditions, the Council gathered comprehensive data on the condition of the shared use paths. This evaluation informs targeted maintenance efforts to ensure shared use paths continue to support SRTS initiatives effectively.

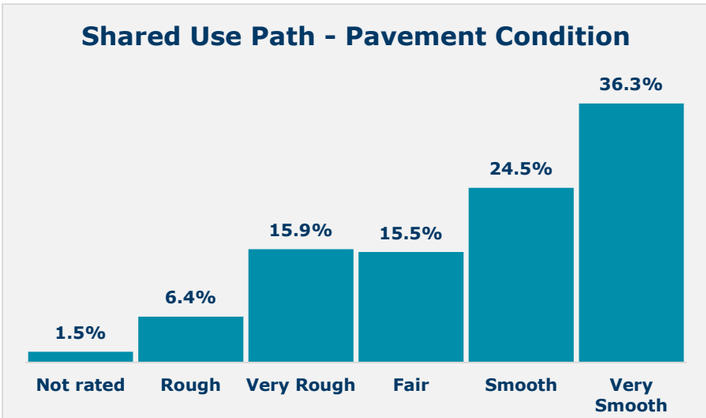


Figure 105. Shared use path pavement condition within a half-mile buffer around the schools.

Within the Rolling Meadows neighborhood, south of Pine Meadow Primary School and along Fifth Street N, pavement conditions are rated as rough to very rough, posing challenges for student use. Conversely, the shared use paths along Pinecone Road N and Seventh Street N are in very smooth to smooth condition. These paths are vital connectors to multiple schools and experience high usage, underscoring their importance for SRTS.

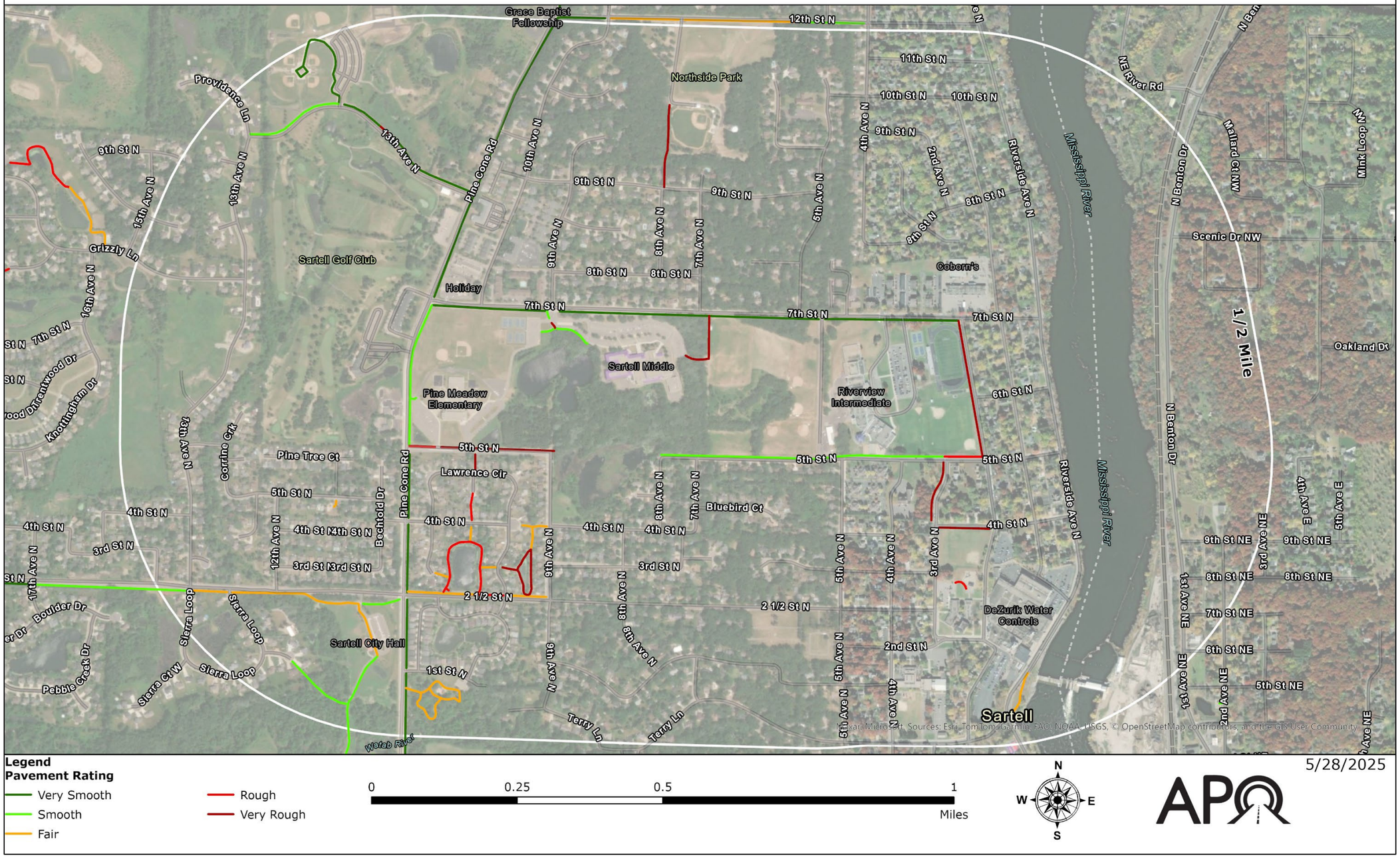
In the vicinity of Riverview Intermediate School, Fifth Street N south of the school is in smooth condition and heavily utilized by both Riverview Intermediate and middle school students. However, to the east of the school, segments along Second Avenue N, portions of Fifth Street N, Third Avenue N, and Fourth Street N are in rough condition, presenting safety and accessibility concerns.

Around Sartell Middle School, most of the shared use path pavement is in smooth condition, except for a short stretch near the tennis courts and east of the school by the athletic fields. Despite the available infrastructure, students primarily use a dirt trail through the wooded area, bypassing these sections.

The only other area noted for rough pavement is the path within Northside Park.

Figure 106. The shared use path in Northside Park in very rough condition.

Shared Use Path Pavement Condition



Legend
Pavement Rating

- Very Smooth
- Smooth
- Fair
- Rough
- Very Rough

0 0.25 0.5 1 Miles

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Figure 107. A map displaying the pavement condition of shared use paths.

Detectable Warning Surfaces

The Americans with Disabilities Act (ADA), enacted in 1990, was a landmark piece of legislation aimed at preventing discrimination against individuals with disabilities. It ensures that all Americans, regardless of ability, have access to the same opportunities in everyday life, including the ability to safely use the public transportation system. Central to the ADA are specific infrastructure requirements designed to make transportation systems safer and more accessible for people with disabilities.

One of these critical infrastructure elements is the detectable warning surface. These textured surfaces provide tactile cues that signal changes in the walking environment, such as the transition from a sidewalk to a street, ensuring that visually impaired individuals, including students, can navigate their routes to school with confidence and independence.

Figure 108. A detectable warning surface at the intersection of Seventh Street N and Second Avenue N.

According to the 2010 ADA Standards for Accessible Design (https://bit.ly/4cemuqF) from the U.S. Department of Justice Civil Rights Division, detectable warning surfaces are typically installed at curb ramps and crosswalks, marking the boundary between pedestrian paths and vehicle zones. These surfaces serve as vital guides for students and members of the public with visual impairments, reducing the risk of accidentally stepping into traffic. The installation of these surfaces ensures compliance with ADA standards, promoting inclusivity and equal access to safe walking and biking routes for all students.

Figure 109. A detectable warning surface at the intersection of Ninth Avenue N and the Sartell Middle School entrance/exit.

Moreover, detectable warning surfaces benefit not only students with visual impairments but also those with cognitive disabilities or those who use mobility devices, such as wheelchairs. The distinct texture and color of the surfaces serve as clear indicators of approaching danger zones, allowing students to take the necessary precautions.

In addition to providing tactile alerts, the coloring of these surfaces enhances their visibility, offering a visual warning that helps all students, regardless of ability, understand where the pedestrian zone ends, and the vehicle zone begins. This added layer of safety is beneficial at key transition points, such as intersections.

For students who rely on tactile cues for mobility, detectable warning surfaces foster independence by giving them the tools they need to navigate safely on their own. This not only builds confidence but also encourages self-reliance as students travel to and from school. Even students without disabilities benefit from these surfaces, as the textured ground serves as a reminder to stay cautious when crossing into potentially dangerous areas.

Detectable Warning Surface Locations

Within the half-mile buffer surrounding the schools, a total of 187 curb ramps were assessed. Of these, 143 (76.5%) were equipped with detectable warning surfaces, while 44 curb ramps (23.5%) lacked them, highlighting the need for further improvements to ensure complete accessibility.

The majority of curb ramps on school properties are equipped with detectable warning surfaces, with only a few exceptions. Specifically, two ramps at Pine Meadow Primary School, one at Riverview Intermediate School, and three at Sartell Middle School lack these essential safety features.

Outside of school properties, several areas within the surrounding neighborhoods are also missing detectable warning surfaces. These include sections along 13th Avenue N, portions of Fifth Street N, and several locations near the Benton-Stearns Education Center, particularly along Third Avenue N and Second Street N. Additionally, many curb ramps within the Rolling Meadows neighborhood, including those on Fourth Street N and other local roadways, are without detectable warning surfaces.

Figure 110. The intersection of 13th Avenue N and Bear Path Court lacks a detectable warning surface.

Curb Ramps

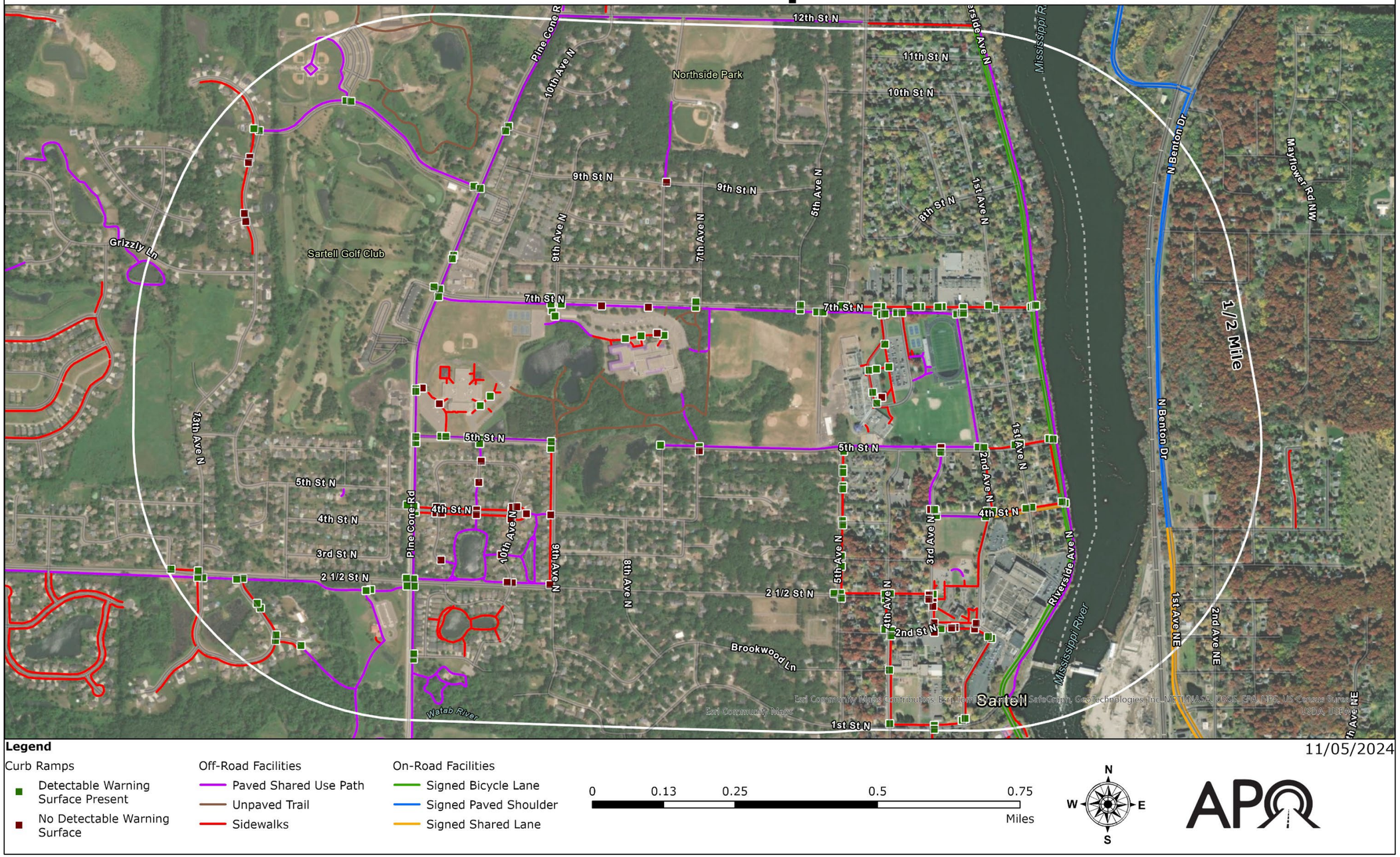


Figure 111. A map displaying the locations of detectable warning surfaces.

Audible Pedestrian Signals and Pedestrian Pushbutton

Another critical infrastructure design element for ensuring ADA compliance is the use of audible pedestrian signals (APS) located at signalized intersections. According to the report Planning and Design for Alterations (https://bit.ly/41X7om5) by the U.S. Access Board, APS play a crucial role in enhancing safety, accessibility, and independence for students, particularly those with visual impairments or other disabilities. These devices provide essential sound cues at busy intersections, enabling visually impaired students to navigate safely, even when they cannot see the traffic signals.

The APS includes verbal instructions or tones that indicate when it is safe to cross and the direction of the crosswalk, enabling students to cross intersections confidently. By providing both auditory and visual signals, these buttons ensure that all students, regardless of their ability, can cross the street safely.

For students with disabilities, APS offers a greater sense of independence. They enable students to travel to school along their designated routes without relying on assistance, thereby fostering both confidence and self-reliance.

The benefits of APS extend beyond students with disabilities. The additional sound cues provide an extra alert for all students, reminding them to stay cautious while crossing the street. This is especially helpful for younger students who may be distracted or unfamiliar with safe crossing practices.

Additionally, these buttons provide enhanced safety in adverse conditions, such as fog, rain, or low light, where visual signals may not be as effective.

Incorporating these key safety features can also give parents and caregivers more confidence in allowing their children to walk or bike to school. When parents know that crossings are equipped with both visual and auditory signals, they are more likely to feel comfortable letting their children travel independently.

Audible Pedestrian Push Button Locations

The only signalized intersection within a half-mile of the schools is located at Pinecone Road N and 2-1/2 Street N. This intersection is equipped with APS at all four corners, providing essential auditory cues for visually impaired pedestrians.

However, based on our observations, there is an issue regarding the placement of these push buttons. According to design standards, audible push buttons should be positioned within reach of the sidewalk or path to ensure ease of use. At this intersection, three of the four push buttons are located away from the active transportation facilities, requiring users to step into the grass to access them.

Figure 112. An audible push button located at the intersection of Pinecone Road N and 2-1/2 Street N.

This presents a challenge for individuals using mobility devices, as navigating onto the grass can be difficult or impossible. Additionally, visually impaired users may struggle to locate the buttons if not placed directly along the sidewalk. Furthermore, during winter months, if a path to the push buttons is not cleared of snow, they would become inaccessible, further limiting the functionality of the intersection for all users.

Figure 113. Two people walk along the shared use path on Pinecone Road N, one using a guide cane.

Active Transportation-Oriented Lighting

Active transportation-oriented lighting refers to lighting that is either shining directly on or next to active transportation facilities, such as sidewalks, bike lanes, and shared use paths. Lights oriented solely toward the roadway and located on the opposite side of the street are excluded from this evaluation.

By increasing visibility for pedestrians, bicyclists, and drivers, proper lighting reduces the risk of crashes. According to the FHWA Office of Safety report Proven Safety Countermeasures (https://bit.ly/4jgq85B), intersection lighting can reduce pedestrian crashes by up to 42%. This is especially important for students traveling during early morning or evening hours, when visibility is reduced. Well-lit routes ensure that students can navigate safely and that drivers can easily spot them.

Figure 114. A light post along a shared use path in the Rolling Meadows neighborhood.

Lighting also fosters a sense of security for students, parents, and caregivers. Well-lit areas deter crime and unwanted behavior, particularly in the areas surrounding schools and along popular routes. This sense of safety encourages parents to allow their children to walk or bike to school, knowing the routes are well-lit and secure.

Figure 115. A light post at the intersection of Fifth Street N and Ninth Avenue N.

In addition, good lighting along active transportation routes makes walking and biking a more viable option for students and families throughout the year, even during shorter winter days or early morning commutes. The assurance of well-lit paths motivates more families to participate in active transportation year-round.

Lighting at critical crossing points, such as crosswalks and intersections, is essential. It enhances visibility for pedestrians, bicyclists, and drivers, helping to prevent crashes and ensuring that crosswalks are used safely and properly. For students with visual impairments or other physical limitations, appropriate lighting is a key factor in their ability to navigate routes independently and safely.

Well-lit paths and areas around schools enhance safety for the broader community. Families, caregivers, and other community members can utilize these routes for evening activities, thereby fostering a walkable and bike-friendly environment.

Active Transportation-Oriented Lighting Locations

There are 139 active transportation-oriented light posts within a half-mile radius of the schools, and each of the three schools has adequate lighting on its property. Several roadways also have ample lighting, including 13th Avenue N, 2-1/2 Street N, Fifth Street N near Pine Meadow Primary School, and the Rolling Meadows neighborhood, particularly along Fourth Street N and adjacent local streets. Riverside Avenue N/Stearns County Road 1 also has sufficient lighting. However, some streets have fewer lights or lack lighting altogether. Notable corridors without adequate lighting include Pinecone Road N, Seventh Street N, and Fifth Street N near Riverview Intermediate School and Sartell Middle School.

Figure 116. A light post along the Riverside Drive/Stearns County Road 1 shared use path.

Active Transportation-Oriented Lighting

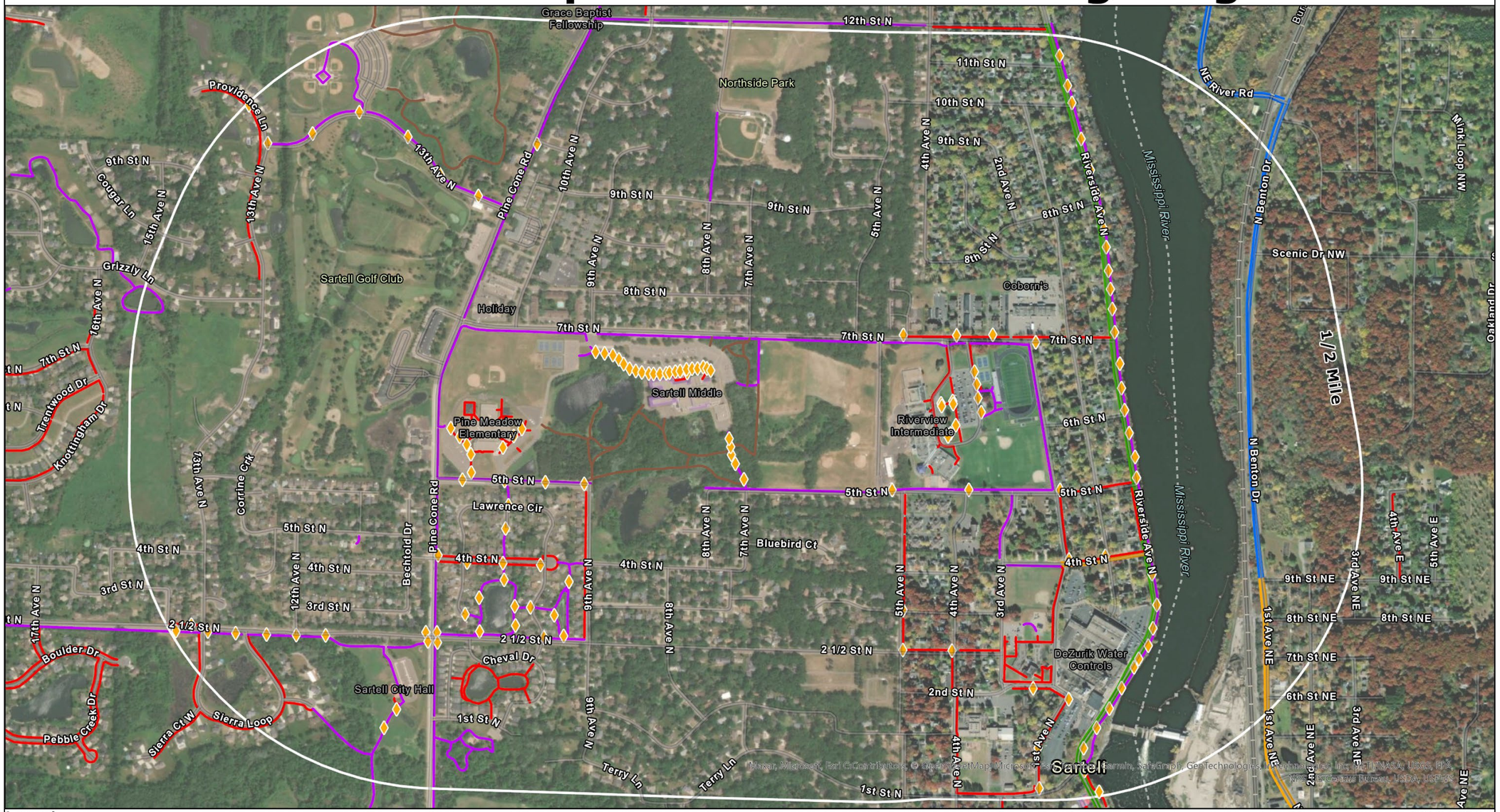


Figure 117. A map displaying active transportation-oriented lighting.

Benches

Incorporating benches into SRTS programs enhances both comfort and accessibility.

Benches placed along walking or biking routes provide essential resting spots for students and caregivers, making active transportation more accessible and appealing. This is particularly beneficial for younger children or those who may tire on longer routes. By offering places to rest, benches make active transportation more feasible for a broader range of students and families.

Figure 118. A swinging bench located along Riverside Avenue N/Stearns County Road 1.

According to the paper Benches for Everyone: Solitude in Public, Sociability for Free (https://bit.ly/42cKgii), benches contribute to the inclusivity of walking routes, providing rest stops for students with physical limitations or for caregivers, such as older adults, who accompany children on their way to school. The availability of seating creates a more supportive and accommodating environment for all users of these routes.

Additionally, benches situated near schools or in high-traffic areas can serve as informal gathering spots. These locations can also enhance overall safety by allowing adults or volunteers to observe pedestrian activity, adding an extra layer of supervision for students.

Figure 119. A bench with a tabletop in the Rolling Meadows neighborhood around Brians Lake.

By encouraging people to stop, sit, and socialize, benches foster a sense of community. They provide opportunities for parents, caregivers, and students to engage with one another, reinforcing the social aspect of walking or biking to school.

Benches also provide students with a safe and comfortable place to wait if they arrive early or are waiting for a ride after school, thereby reducing the likelihood of students congregating in unsafe areas near busy streets.

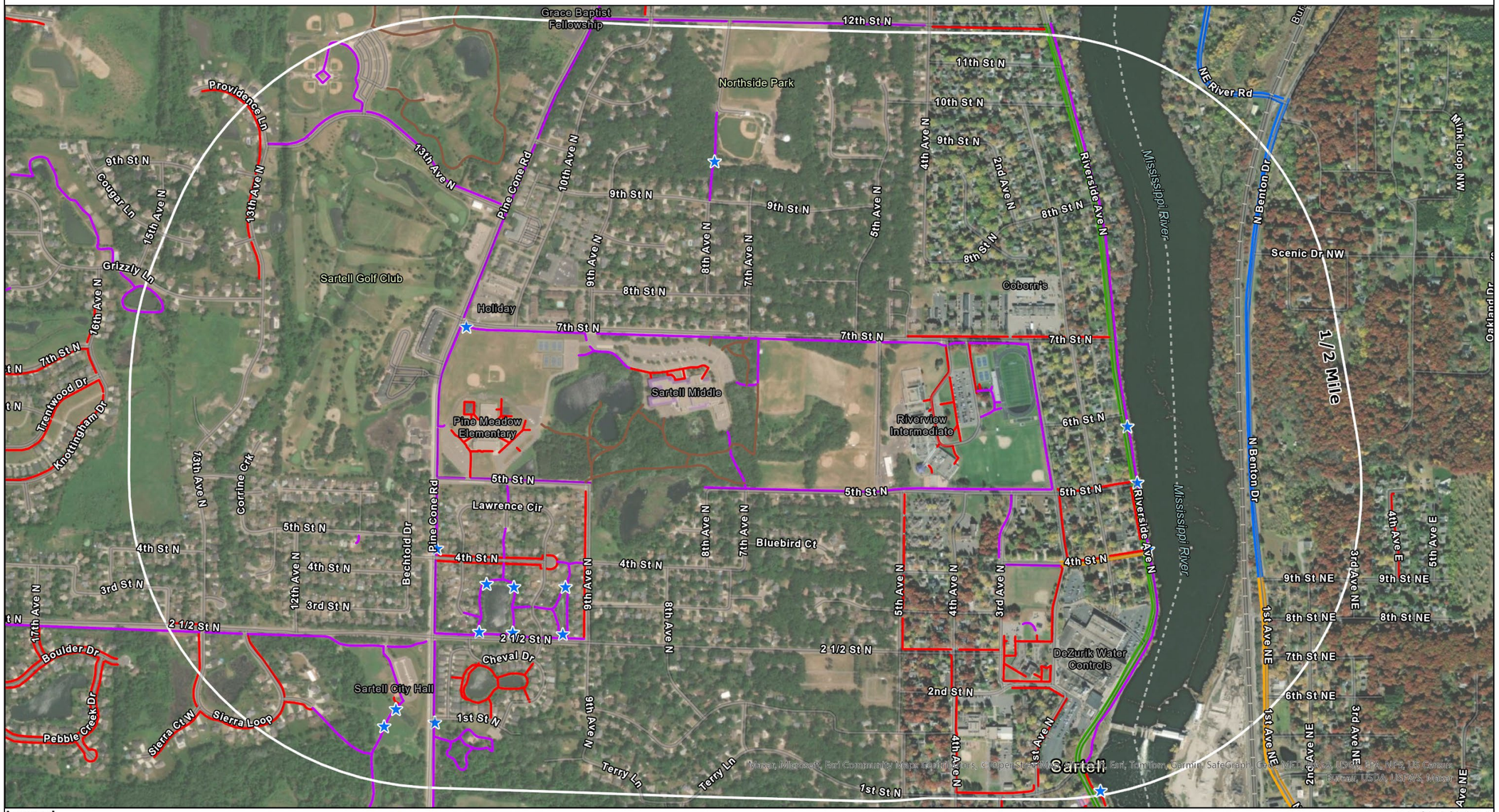
Figure 120. Benches in Lion's Park.

Bench Locations

Within the half-mile buffer around the schools, there are 16 benches. Several benches are located along Pinecone Road N and near the City Hall trail. Additional benches are placed along Riverside Avenue N/Stearns County Road 1 and in the Rolling Meadows neighborhood, particularly around Brians Lake.

Figure 121. A bench along the City Hall trail.

Benches



Legend

Off-Road Facilities
- Paved Shared Use Path
- Unpaved Trail
- Sidewalks

On-Road Facilities
- Signed Bicycle Lane
- Signed Paved Shoulder
- Signed Shared Lane

Active Transportation Infrastructure
- ★ Benches

0 — 0.17 — 0.35 — 0.7 Miles

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Figure 122. A map displaying the location of benches.

Marked Crosswalks

Marked crosswalks ensure that students are more visible to drivers, especially in school zones, where clear markings signal the need for caution and prompt drivers to slow down and yield to pedestrians.

Crosswalks provide designated spaces for students to cross streets safely, helping to organize pedestrian traffic and guide children to cross at safer, predetermined locations rather than in unmarked or unpredictable areas. This organization reinforces pedestrian right-of-way laws, making it easier for law enforcement to monitor and address violations, ensuring that drivers stop for students at designated points. This helps create a safer driving culture in school zones.

Figure 123. A marked crosswalk in front of Pine Meadow Primary School on Fifth Street N.

For students, particularly younger ones, marked crosswalks offer a clear visual cue for where to cross safely. By reinforcing these habits early, marked crosswalks help reduce the likelihood of students crossing in unsafe locations. Paired with other school zone markings and signage, crosswalks effectively alert drivers that they are approaching a school area. Enhanced crosswalk designs, including bright colors or additional signage, grab drivers' attention, prompting them to reduce their speed and proceed with extra caution.

Figure 124. A marked crosswalk at the intersection of Pinecone Road N and 2-1/2 Street N.

Intersections are often the most dangerous locations for pedestrians, particularly for children. Marked crosswalks help define pedestrian space and manage traffic flow, reducing the risk of crashes in these vulnerable areas. When crosswalks are designed with additional safety features, such as curb extensions or flashing beacons, they contribute to traffic calming, encouraging drivers to slow down and pay closer attention in school zones. This ultimately improves overall pedestrian safety.

Figure 125. A marked crosswalk by Sartell City Hall.

According to the FHWA Highway Safety Programs (https://bit.ly/41YAJfZ), high-visibility crosswalks, which include painted pavement markings, lighting, and signing, can reduce pedestrian injury crashes by up to 40%.

Parents are more likely to allow their children to walk or bike to school when visible safety features, such as marked crosswalks, are in place. Knowing their children have a safe, designated space to cross the street builds confidence for both parents and students, supporting the broader goals of SRTS to promote active and safe transportation.

Marked Crosswalk Locations

Within a half-mile radius of the three schools, there are 80 crosswalks, the majority of which follow the continental striping pattern. However, some intersections, such as Pinecone Road N and 2-1/2 Street N, use red-colored concrete to designate crosswalks. Since data collection for this plan, the City of Sartell has begun restriping these red-colored concrete crosswalks to incorporate the continental design for improved visibility and safety.

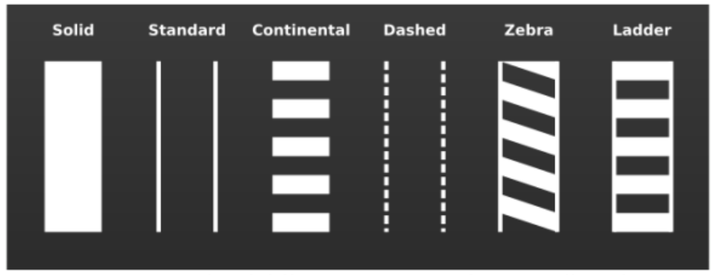


Figure 126. Example of different patterns of crosswalks. Photo courtesy of sfbetterstreets.

According to the FHWA Highway Safety Programs (https://bit.ly/41YAJfZ) high-visibility crosswalks should be marked using the ladder or continental pattern, which features a series of wide, parallel stripes extending across the roadway. This design enhances visibility for both drivers and pedestrians.

Painted Crosswalks

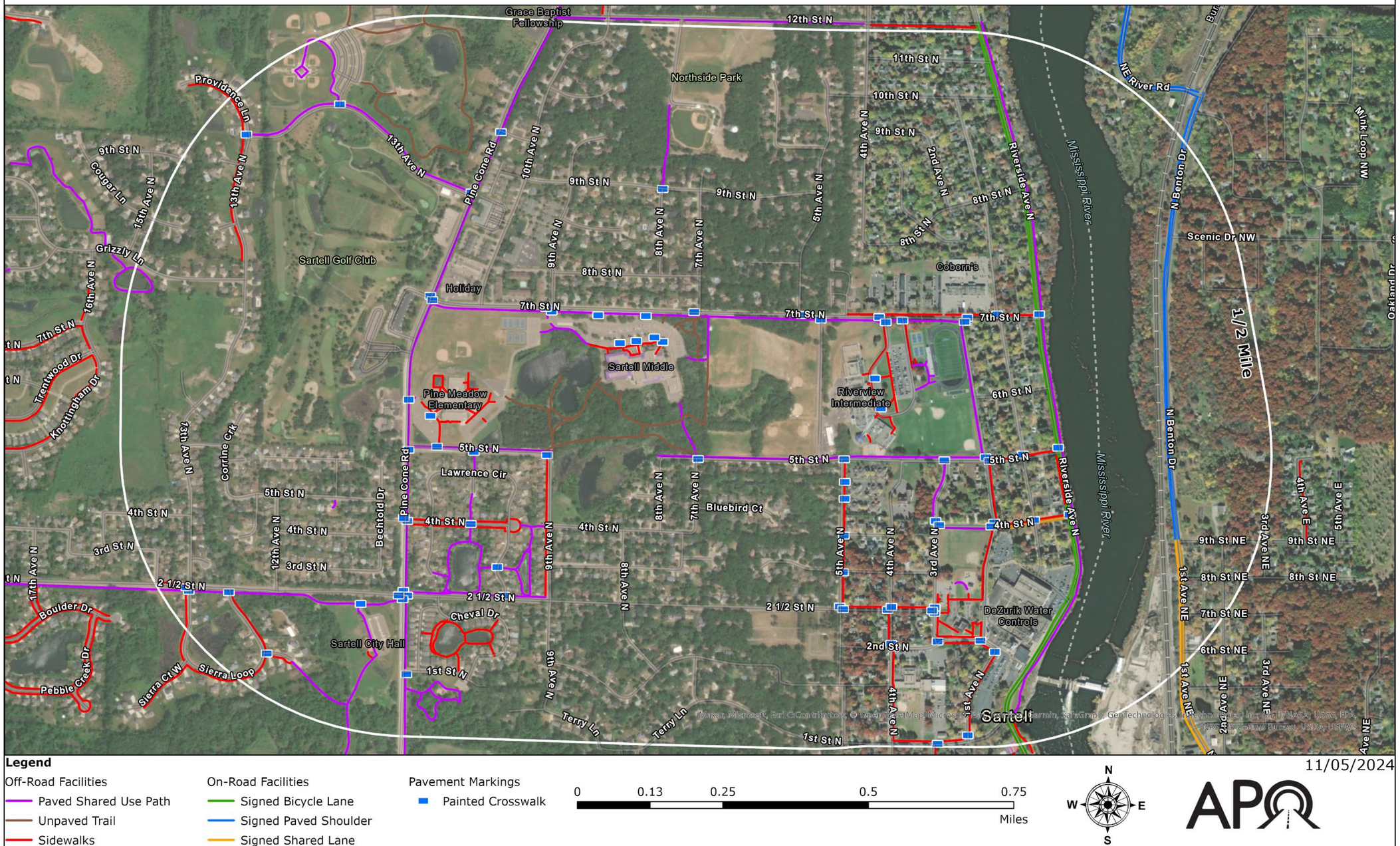


Figure 127. A map displaying the location of painted crosswalks.

Advanced Stop Bar

Advanced stop bars are pavement markings designed to improve safety by increasing driver awareness and providing additional space for pedestrians at intersections and crosswalks.

According to the FHWA Highway Safety Program (https://bit.ly/41YAJfZ), the use of advanced yield or stop markings and signs can reduce pedestrian crashes by up to 25%. By positioning stop bars farther back from crosswalks, these markings create a buffer zone that enhances pedestrian visibility and reduces the risk of vehicles encroaching on the crossing area. This extra distance encourages drivers to stop earlier and focus on pedestrians, improving overall safety in school zones.

Figure 128. An advanced stop bar on Pinecone Road N.

Advanced stop bars also help prevent conflicts between vehicles and pedestrians, particularly at busy intersections where buses, cars, bikes, and students interact. When vehicles stop too close to crosswalks, students may be forced to maneuver around them, increasing their risk of being struck. By clearly designating a stopping point away from the pedestrian zone, advanced stop bars ensure a safer and more predictable crossing experience.

Figure 129. An advanced stop bar at the intersection of 2-1/2 Street N and Sierra Loop.

Additionally, these markings contribute to traffic calming by encouraging vehicles to slow down before reaching school crossings. At signalized intersections, they also help ensure that stopped vehicles do not block pedestrian paths when the light changes. For students biking to school, advanced stop bars create a safer space by reducing the risk of bicyclists being squeezed between stopped cars and the curb.

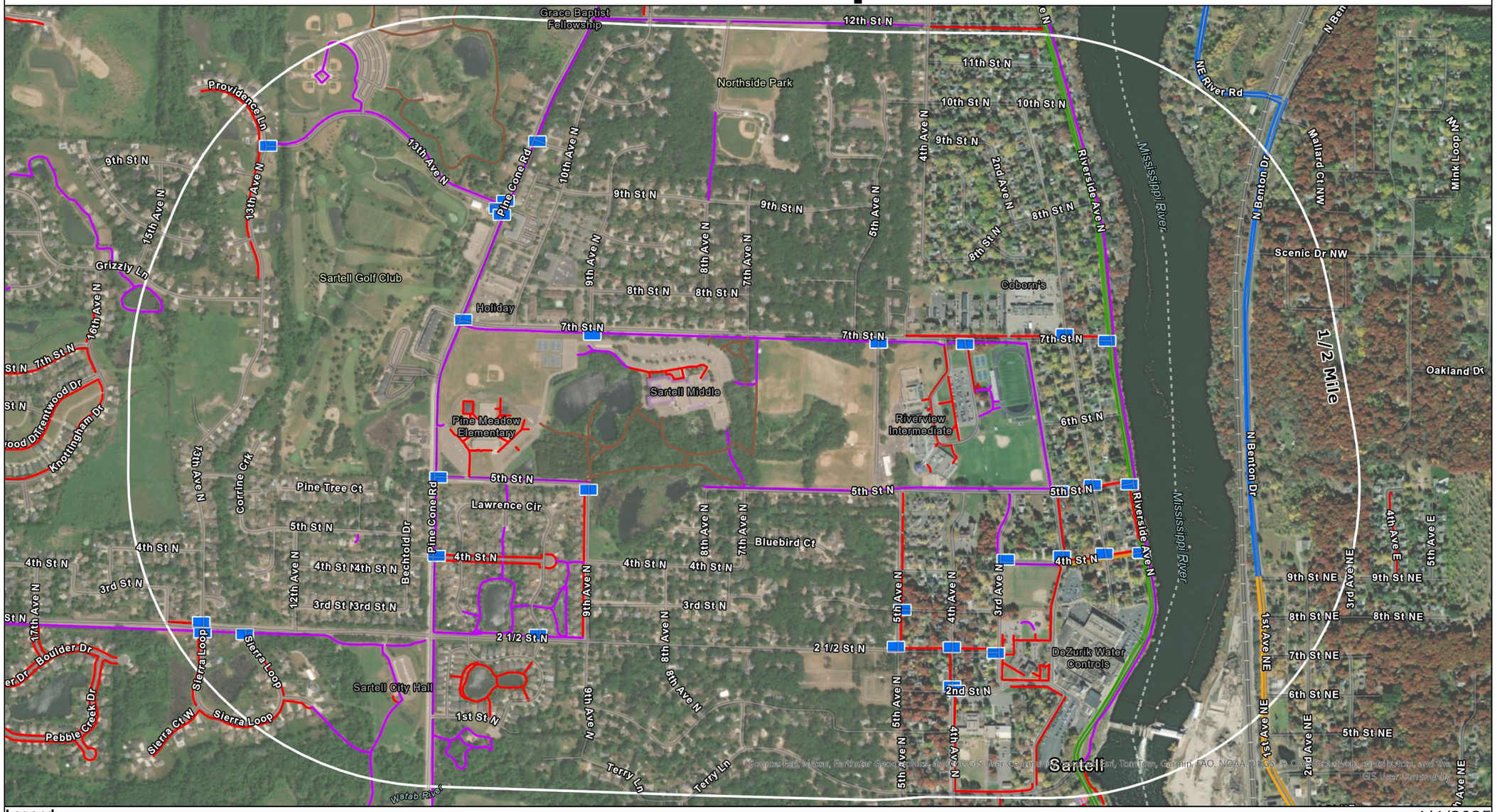
Integrating advanced stop bars into SRTS plans not only enhances safety but also helps organize traffic flow and promotes safer behaviors among both drivers and pedestrians.

Advanced Stop Bar Locations

Advanced stop bars were evaluated for intersections with marked crosswalks or connections to active transportation facilities. Within a half-mile radius of the schools, a total of 31 advanced stop bars have been installed.

Figure 130. An advanced stop bar on Fifth Street N.

Advanced Stop Bar



Legend

Off-Road Facilities	On-Road Facilities	Pavement Markings
Paved Shared Use Path	Signed Bicycle Lane	Advanced Stop Bar
Unpaved Trail	Signed Paved Shoulder	
Sidewalks	Signed Shared Lane	

0 0.17 0.35 0.7 Miles

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Figure 131. A map of the location of advanced stop bars.

School Speed Limit Signs

Flashing school speed limit signs with beacons capture drivers' attention, particularly during school arrival and dismissal times, when pedestrian and bicycle traffic is at its highest. Studies have shown that school zone signs equipped with flashing beacons are more effective in reducing vehicle speeds compared to those without, according to Enhancing Traffic Safety at School Zones by Operation and Engineering Countermeasures: A Microscopic Simulation Approach (https://bit.ly/4lfqyLl). By highlighting reduced speed limits in school zones, they help curb speeding, a major factor in traffic-related injuries near schools.

Figure 132. A school speed limit sign with flashers on Pinecone Road N.

Slower vehicle speeds significantly lower both the likelihood and severity of crashes involving students walking or biking. Research shows that pedestrians struck at lower speeds have a much higher chance of survival, making speed reduction essential for student safety.

Flashing beacons also reinforce speed limits, helping law enforcement ensure compliance and educate drivers on their importance. Unlike static signs, these beacons can be programmed to activate only during school hours or peak traffic times, preventing drivers from becoming desensitized to them.

School Speed Limit Sign Locations

There are 10 school speed limit signs installed along Pinecone Road and Seventh Street N. Eight of these signs are equipped with flashers, while two lack this feature. The signs without flashers are located on Fifth Street N and near the intersection of Pinecone Road and Seventh Street N.

Speed Feedback Signs

Speed feedback signs, also referred to as radar speed signs, display real-time vehicle speeds, prompting drivers to comply with posted speed limits, especially in school zones where lower speeds are essential to protect vulnerable road users.

Speed feedback signs provide a visual reminder of the speed limit and the driver's current speed, encouraging immediate behavioral adjustments. This tool is particularly effective in areas with heavy pedestrian and cyclist traffic, as slower vehicle speeds significantly reduce the likelihood and severity of collisions.

According to the National Highway Traffic Safety Administration (NHTSA) (https://bit.ly/3XKV3Pv), over time, speed feedback signs contribute to lasting improvements in driving habits, reinforcing the culture of safe driving near schools. Additionally, these signs serve as a cost-effective supplement to traditional law enforcement, operating continuously without supervision and fostering safer traffic conditions.

Many speed feedback signs are equipped with data collection capabilities, which offer valuable insights into traffic trends, speeding patterns, and overall compliance with speed limits. This data enables schools and municipalities to identify areas requiring further intervention and to measure the effectiveness of SRTS initiatives.

Speed Feedback Sign Locations

Four speed feedback signs are installed near the schools to encourage safer driving speeds. Two are located along Seventh Street N—one for westbound traffic approaching Riverview Intermediate School and another for eastbound traffic near the Sartell Middle School tennis courts. The remaining two are positioned on Pinecone Road N, with one facing northbound traffic just past Fourth Street N and the other for southbound traffic before Seventh Street N.

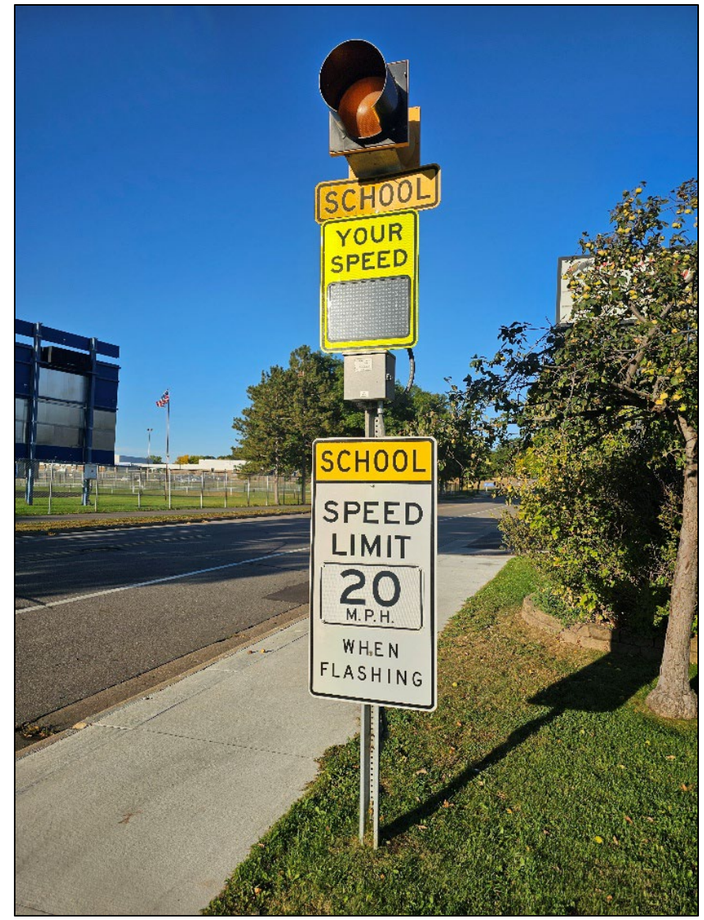


Figure 133. A speed feedback sign on Seventh Street N.

School Speed Limit and Speed Feedback Signs

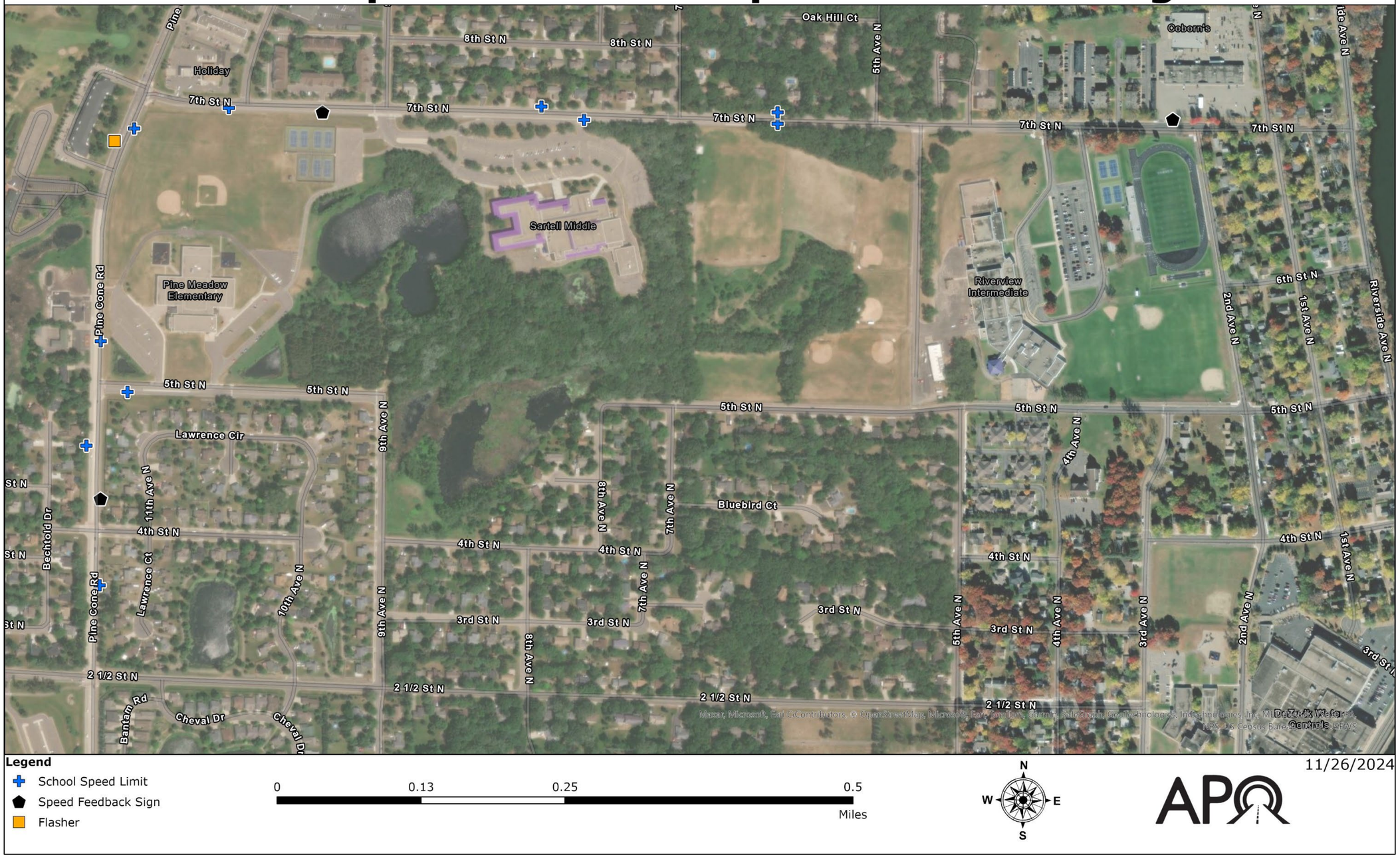


Figure 134. A map of the locations of school speed limit and speed feedback signs.

School Advance Warning and School Crosswalk Signs

School advance warning signs often feature symbols of a child walking or biking, along with the words "SCHOOL", "SCHOOL ZONE" or “AHEAD” to warn drivers about the upcoming school area. These signs are placed before entering or in a school zone to give drivers enough time to reduce speed and exercise caution, which is particularly important in areas where schools may not be immediately visible or are located near busy roads.

School crosswalk signs, on the other hand, are placed at designated pedestrian crossing points, helping drivers identify where students are likely to be crossing. By making crosswalks more visible, these signs reduce the risk of collisions by ensuring both pedestrians and drivers are aware of each other’s presence.

Figure 135. A school advance warning sign on Fifth Street N.

Together, these signs also serve as a visual reminder to the community about the presence of children in the area, promoting a culture of safety and shared responsibility among drivers.

Figure 136. A school crosswalk sign on Fifth Street N.

School Advance Warning and School Crosswalk Sign Locations

There are 63 school advance warning and school crosswalk signs installed along roadways adjacent to the three schools. These signs are also positioned near the Benton-Stearns Education Center and St. Francis Xavier Catholic School, ensuring drivers are alerted to areas with high pedestrian activity and student crossings.

Crosswalk Sign

Like school crosswalk signs, general crosswalk signs are placed at or near pedestrian crossings to alert drivers to locations where students or pedestrians are likely to cross the street. However, these signs are typically positioned outside of school zones. Their main purpose is to signal drivers to be vigilant and yield to pedestrians at these crossings.

Crosswalk signs are often placed directly at crosswalks, ensuring that drivers are specifically aware of pedestrian activity at these points. They typically feature immediate alerts, such as messages like "Yield to Pedestrians" or use a pedestrian icon to visually emphasize the need for caution. This direct messaging helps improve safety by drawing attention to potential pedestrian movement, especially in high-traffic areas where children or other pedestrians may be crossing.

Crosswalk Sign Locations

Within the half-mile school zone, there are 21 crosswalk signs placed to enhance pedestrian safety and visibility.

Figure 137. A crosswalk sign on Riverside Avenue N/Stearns County Road 1.

Rectangular Rapid-Flashing Beacon (RRFB)

Rectangular rapid-flashing beacons (RRFBs) are essential elements of SRTS initiatives because they significantly enhance pedestrian safety, particularly at crosswalks in high foot-traffic areas like school zones. The rapid flashing lights of RRFBs capture drivers' attention, alerting them to the presence of pedestrians and increasing the likelihood that drivers will slow down and yield when children are crossing.

One of the main advantages of RRFBs is its ability to improve driver compliance. Research from the Federal Highway Administration (https://bit.ly/3E2z2F9) has shown that RRFBs can increase driver yielding rates by up to 98%, which is crucial in reducing pedestrian crashes. Additionally, these beacons have been shown to reduce crashes by up to 47%, making them especially valuable in school zones where safety is a top concern.

School Advance Warning and School Crosswalk Signs, Crosswalk Signs, and Rectangular Rapid-Flashing Beacon (RRFB)

Figure 138. A map showing the locations of school advance warning, school crosswalk, crosswalk and RRFB signs.

RRFBs are particularly effective during school arrival and dismissal times when children may be crossing streets with varying levels of supervision.

Moreover, RRFBs improve visibility at crossing points, even in adverse weather conditions such as fog, rain, snow, or low light. Their bright, attention-grabbing lights ensure that both drivers and pedestrians are more aware of potential hazards at crosswalks, which is vital for maintaining safety for students walking or biking to school.

Figure 139. An RRFB on Riverside Avenue N/Stearns County Road 1.

RRFB Locations

There are three locations with a RRFBs: one at the intersection of Pinecone Road N and Central Park Boulevard, and two along Riverside Avenue N/Stearns County Road 1—one at Fourth Street N and another at Seventh Street N.

Figure 140. An RRFB on Riverside Avenue N/Stearns County Road 1.

In-Street School Crossing Sign

In-street school crossing signs are a crucial component of SRTS programs, providing a clear and highly visible reminder for drivers to slow down and yield to pedestrians in school zones. Positioned in the middle of the roadway, these signs alert drivers to upcoming crosswalks where children are likely to be present, particularly during school arrival and dismissal times.

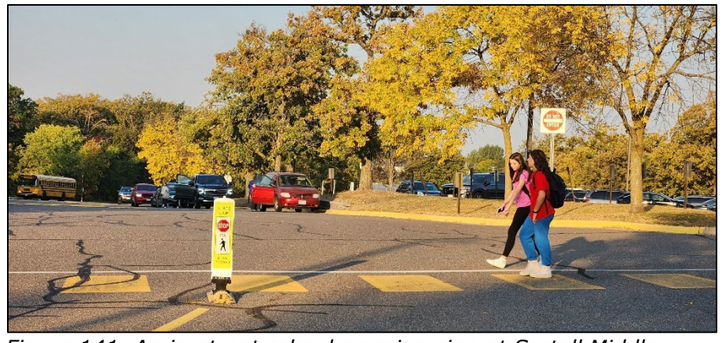


Figure 141. An in-street school crossing sign at Sartell Middle School.

The primary benefit of in-street school crossing signs is the ability to enhance driver awareness and reduce crash risks. Their placement within the roadway creates an unavoidable visual cue, increasing the likelihood that drivers will stop or yield for pedestrians. This immediate and prominent warning encourages safer driving behaviors in school zones.

In-Street School Crossing Sign Locations

Six in-street school crossing signs are installed around school zones to enhance pedestrian safety. Two are positioned on Pinecone Road N at the intersections with Fourth Street N and Seventh Street N. Another is located at 2-1/2 Street N and 13th Avenue N. One sign is placed on Fifth Street N near Pine Meadow Primary School. The remaining two are near Sartell Middle School—one at the intersection of Seventh Street N and Seventh Avenue N, and the other within the school's parking lot.

Figure 142. An in-street school crossing sign on Fifth Street N.

In-Street School Crossing Sign

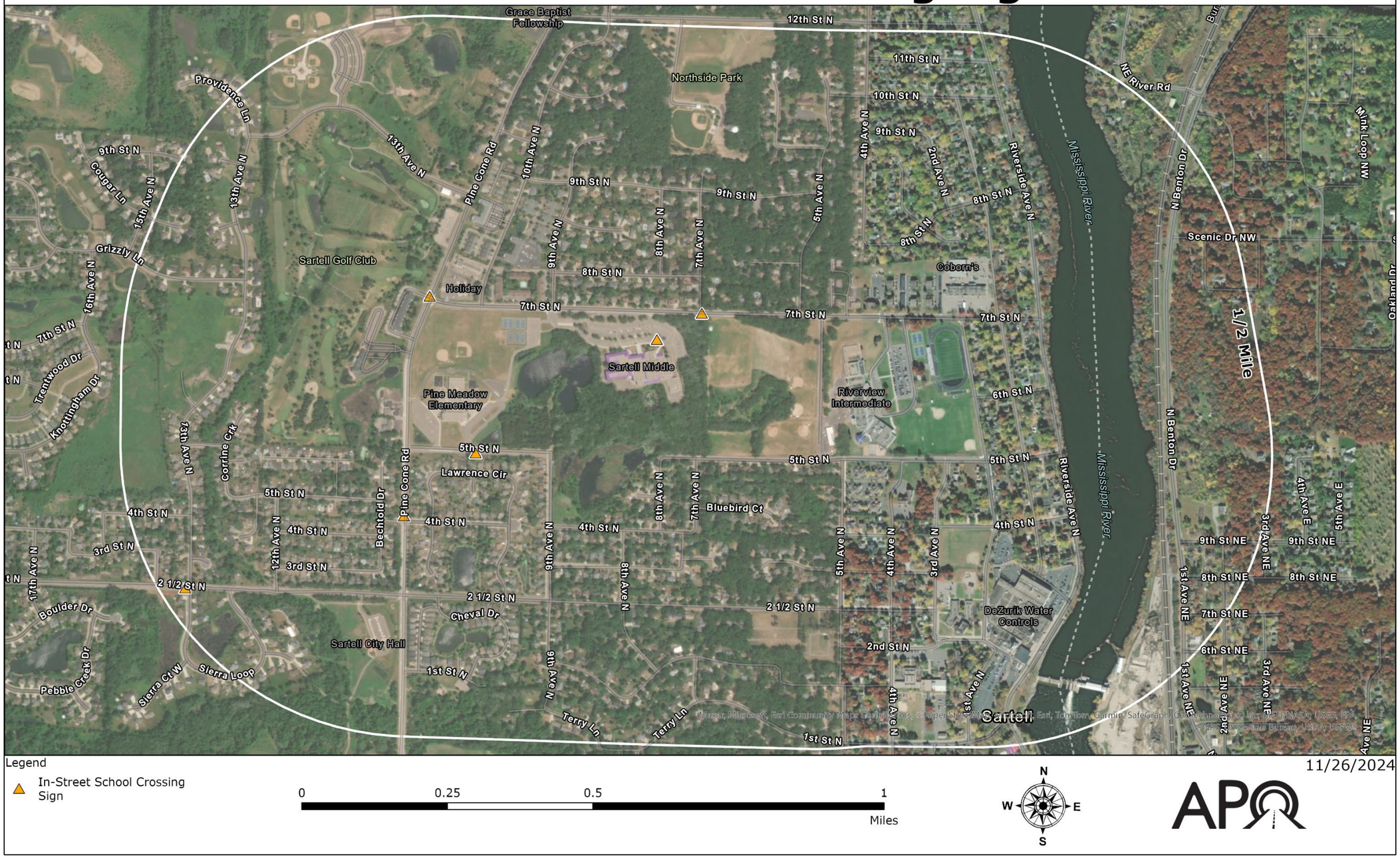


Figure 143. A map of in-street school crossing signs.

Engineering - Projects

After reviewing existing conditions and identifying key issues, we now turn to the project section.

Projects were identified through an analysis of existing conditions, survey responses from parents and caregivers, and discussions with the SRTS Planning Team. This team includes key stakeholders such as the City of Sartell, Sartell-St. Stephen School District principals, school staff, and other relevant agencies.

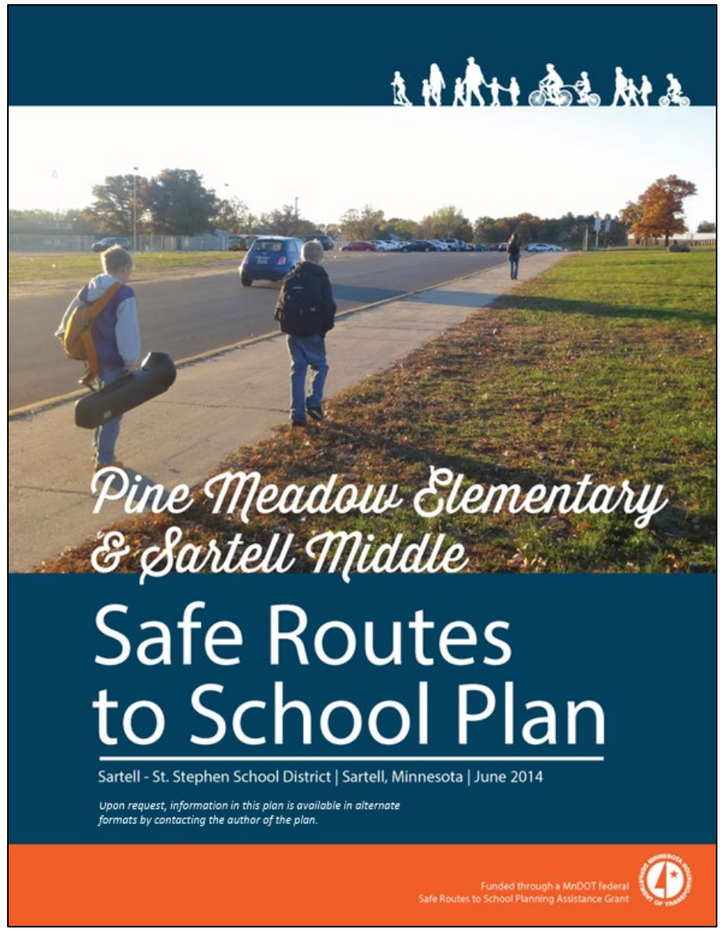


Figure 144. Cover page of the 2014 Pine Meadow Elementary and Sartell Middle School SRTS Plan.

Review of the 2014 SRTS Plan

The first step in project selection involved revisiting the 2014 Pine Meadow Primary and Sartell Middle School SRTS Plan (https://bit.ly/42FXlkh). Each project from that plan was evaluated based on the following criteria:

- Is the issue still relevant?
- Is the proposed solution still appropriate?
- Has the project been completed, and if so, was it implemented as originally planned?

Some projects have been fully completed, while others were implemented with modifications. Projects that remain uncompleted were assessed to determine if conditions have changed or if they should still be considered a priority. If a project was still relevant, it has been carried forward into the proposed solutions section of this plan.

Planned Projects

This section highlights projects that have already been funded and programmed into a Capital Improvement Plan (CIP) or through the Sartell–St. Stephen School District. These projects are scheduled for completion within the next few years.

Figure 145. The reconstruction of Riverside Avenue N/Stearns County Road 1 in Sartell.

Proposed Recommendations

Proposed projects are categorized into three priority levels:

- **High Priority** – Projects that address urgent needs or can be implemented quickly with minimal barriers.
- **Medium Priority** – Projects that require additional planning, coordination, or funding but are expected to be addressed in the near future.
- **Low Priority** – Projects that require further evaluation, long-term planning, and additional resources before implementation.

Within each priority level, projects are listed alphabetically and not ranked in order of importance.

Figure 146. The construction of Scout Drive in Sartell.

School-Specific Proposed Recommendations

These proposed projects are also categorized into three priority levels. However, since they are located on school property, they will require School Board approval before implementation.

Implementation Considerations

These projects are subject to change based on further planning, public input, and funding availability. No entity is currently committed to constructing these facilities. Final designs will require approval from the City of Sartell, the Sartell-St. Stephen School District, and other relevant governing bodies before moving forward.

Pine Meadow Primary School 2014 SRTS Plan Recommended Improvements

Project #	Location	Problem/Issue	Solution/Recommendation	Completed/Modified/ Not Complete	Status
A	Pinecone Road north of Seventh Street N.	No sidewalk on the west side of Pinecone Road.	Consider constructing a sidewalk on the west side of Pinecone Road.	Not Complete	The project was eliminated by Sartell City Council in 2025.
B	Pinecone Road at Seventh Street N.	Difficult crossing. Low yielding rates despite existing flashing beacon.	Upgrade existing flashing beacon to user-activated Rectangular Rapid Flash Beacon.	Scheduled for completion in 2025.	The project is scheduled for 2025; see the Pinecone Road project.
C	Seventh Street N and Ninth Avenue N.	The existing marked crosswalk leads to a vertical curb. The lack of sidewalks along the north side of Seventh Street N and both sides of Ninth Avenue N creates a difficult crossing situation, particularly in winter when snow covers the grass along the road.	Construct a sidewalk ramp and landing that wraps around the NW corner of the intersection.	Modified	An ADA curb ramp was constructed on the NW corner of the intersection, but it does not wrap around Ninth Avenue N.
D	Fifth Street N midblock crossing.	Existing crosswalk markings are narrow and there is no signage to let drivers know that students may be present here.	Upgrade the crosswalk across Fifth Street N to a standard width, install school crosswalk and advance school warning signs, and stripe stop bars at a crosswalk.	Complete	All upgrades were made besides the stripe stop bars at the crosswalk, which is not recommended.
E	Paths between Pine Meadow Elementary and Sartell High School (now Middle School).	Paths are not maintained during winter.	Consider winter maintenance of the path between the schools and the future upgrade of the trail to a permanent surface.	Not complete	Trails between the schools are used for cross-country skiing during the winter. A paved shared-used path was installed between Fifth Street N and the Middle School.
F	Pinecone Road at Fourth Street N.	Difficult crossing. Low yielding rates despite existing flashing beacon.	Install Rectangular Rapid Flashing Beacons at the crossing at Pinecone at Fourth Street.	Not complete	This project is still a priority and is listed as project A6 on the RRFB project list.
G	Pinecone Road at 2-1/2 Street N.	Long signal cycle creates delays for pedestrians and leads to non-compliance.	Optimize signal timing for all modes to reduce delays. Upgrade pedestrian signal heads to modern countdown signals.	Complete	Signal timing was adjusted, and plans are underway to further coordinate it with the new Pinecone Road signal.
H	Second Street N from Pinecone Road to Fourth Avenue.	There is a gap in the sidewalk network on the south side. Opportunity to connect neighborhoods to school.	Construct sidewalk on Second Street S from Pinecone Road to Fourth Avenue.	Complete	A sidewalk is located on both sides of the roadway.
I	Pinecone Road and Second Street S.	Challenging intersections.	Review best practices on pedestrian and bicycle-friendly intersection design for Pinecone Road and Second Street S. Redesign should include protected signal phases, pedestrian countdown signal heads, and the shortest crossing distance possible.	Complete	A roundabout was installed at this intersection.

Figure 147. Pine Meadow Primary School 2014 SRTS Plan recommended improvements.

Pine Meadow Elementary School

Recommended Improvements

- **A** Consider constructing a sidewalk on the west side of Pinecone Rd.
- **B** Upgrade existing flashing beacon to user-activated Rectangular Rapid Flash Beacon.
- **C** Construct a sidewalk ramp and landing that wraps around the NW corner of intersection.
- **D** Upgrade the crosswalk across 5th St N to standard width, install school crosswalk and advance school warning signs. Stripe stop bars at crosswalk.
- **E** Consider winter maintenance of the paths between the schools and future upgrade of trail to permanent surface.
- **F** Install Rectangular Rapid Flash Beacons to the crossing of Pine Cone at 4th St.
- **G** Optimize signal timing for all modes to reduce delays. Upgrade pedestrian signal heads to modern countdown signals.
- **H** Construct sidewalk on the south side of 2nd St S from Pinecone Rd to 4th Ave (see inset).
- **I** Review best practices on pedestrian and bicycle-friendly intersection design for Pinecone Rd and 2nd St S. Redesign should include protected signal phases, pedestrian countdown signal heads, and the shortest crossing distances possible.

Figure 148. Pine Meadow Primary School 2014 recommended improvements.

Riverview Intermediate School (formerly Sartell Middle School) 2014 SRTS Plan Recommended Improvements

Project #	Location	Problem/Issue	Solution/Recommendation	Completed/Modified/ Not Complete	Status
A	Seventh Street N and Seventh Avenue N.	The existing crosswalk leads to the residents' front lawn. This is especially problematic during winter when the area is used to store snow.	Add landing and corner sidewalk with curb ramps to the north side of Seventh Street N crossing at Seventh Avenue N.	Modified	The curb ramp was installed but no corner sidewalk was installed.
B	Seventh Street N and Fifth Avenue N.	The existing crosswalk leads to the residents' front lawn. This is especially problematic during winter when the area is used to store snow.	Add a landing and corner sidewalk with curb ramps to the northwest corner of the intersection. Relocate the marked crosswalk to the west side of the intersection due to utility constraints associated with the construction of the landing and corner sidewalk. Consider installing an RRFB.	Modified	The curb ramp was installed on the intersection's northeast corner. No corner sidewalk was installed, and the crosswalk is still located on the east corner of the intersection. See project RRFB project A.3.
C	Parent loading/unloading loop.	The existing configuration creates flow and visibility issues for students unloading.	Consider restriping the parking lot to improve circulation and safety during drop-off and pick-up.	Modified	The parent drop-off and pick-up area was moved to the parking lot on the west side of the school.
D	Bike parking.	Parking is open and exposed to the elements.	Cover the existing bike parking.	Not complete	See bike rack project for more details.
E	The school campus, between the existing bike parking and gate on Fifth Street N.	The lack of paved paths from bike parking to the southern entrance makes bicycling less convenient and is hard on the grass. Students are currently using this route, as evidenced by foot trails in grass and snow.	Construct a path from the sidewalk on Fifth Street N to the existing bike parking.	Scheduled for completion in 2025.	Project scheduled for 2025, see Riverview Intermediate School sidewalk project for more information.
F	Fifth Street N and Seventh Street N.	Parked cars along Fifth Street N limit visibility at the crossing.	Prohibit parking in advance of existing marked crosswalks to improve visibility.	Not complete	The City will coordinate and paint the curbs to designate no-parking zones around crosswalks as projects occur.
G	Fifth Street N near the school playground.	The narrow gate inhibits conventional bicycle access to the school on the south side.	Widen the gate to the school on Fifth Street N near the playground.	Not complete	Project is discussed under the proposed Riverview Intermediate School sidewalk project.
H	Fifth Street N and Second Avenue N.	Speeding on Second Avenue N. Low yielding rates at the crossing.	Install stop signs on Second Avenue N at Fifth Street N, creating a four-way stop-controlled intersection.	Not complete	The City examined this intersection and addressed the issues. A four-way stop is not warranted at this time.
I	Seventh Avenue N and Fourth Street N.	Low visibility curve.	Install a warning sign at the sharp corner of Seventh Avenue and Fourth Street.	Scheduled for completion in 2025.	The City will install a warning sign.
J	Fifth Avenue N from Fifth Street N to 2-1/2 Street N. Also, 2-1/2 Street N from Fifth Avenue N to Fourth Avenue N.	The gap in the sidewalk network.	Fill the sidewalk gap.	Completed	The sidewalk connections were constructed.
K	Second Avenue N from Fifth Street N to Fourth Street N.	The gap in the sidewalk network with a direct connection to the school	Fill the sidewalk gaps.	Completed	A sidewalk was constructed.

Figure 149. Riverview Intermediate School 2014 SRTS Plan.

Sartell Middle School

Recommended Improvements

- **A** Add landing and corner sidewalk with curb ramps to north side of 7th St N crossing at 7th Ave N.
- **B** Add landing and corner sidewalk with curb ramps to the northwest corner of intersection. Relocate marked crosswalk to the west side of the intersection due to utility constraints associated with construction of landing and corner sidewalk. Consider installing an RRFB.
- **C** Consider restriping the parking lot to improve circulation and safety during drop-off and pick-up. (See inset)
- **D** Cover the existing bike parking.
- **E** Construct a path from the sidewalk on 5th St N to the existing bike parking.
- **F** Prohibit parking in advance of existing marked crosswalk to improve visibility.
- **G** Widen the gate to the school on 5th St N near the playground.
- **H** Install stop signs on 2nd Ave N at 5th St N, creating a 4-way stop-controlled intersection.
- **I** Install a warning sign at the sharp corner of 7th Ave & 4th St.
- **J** Fill sidewalk gap.
- **K** Fill sidewalk gap.

Figure 150. Sartell Middle School 2014 recommended improvements.

Planned Projects

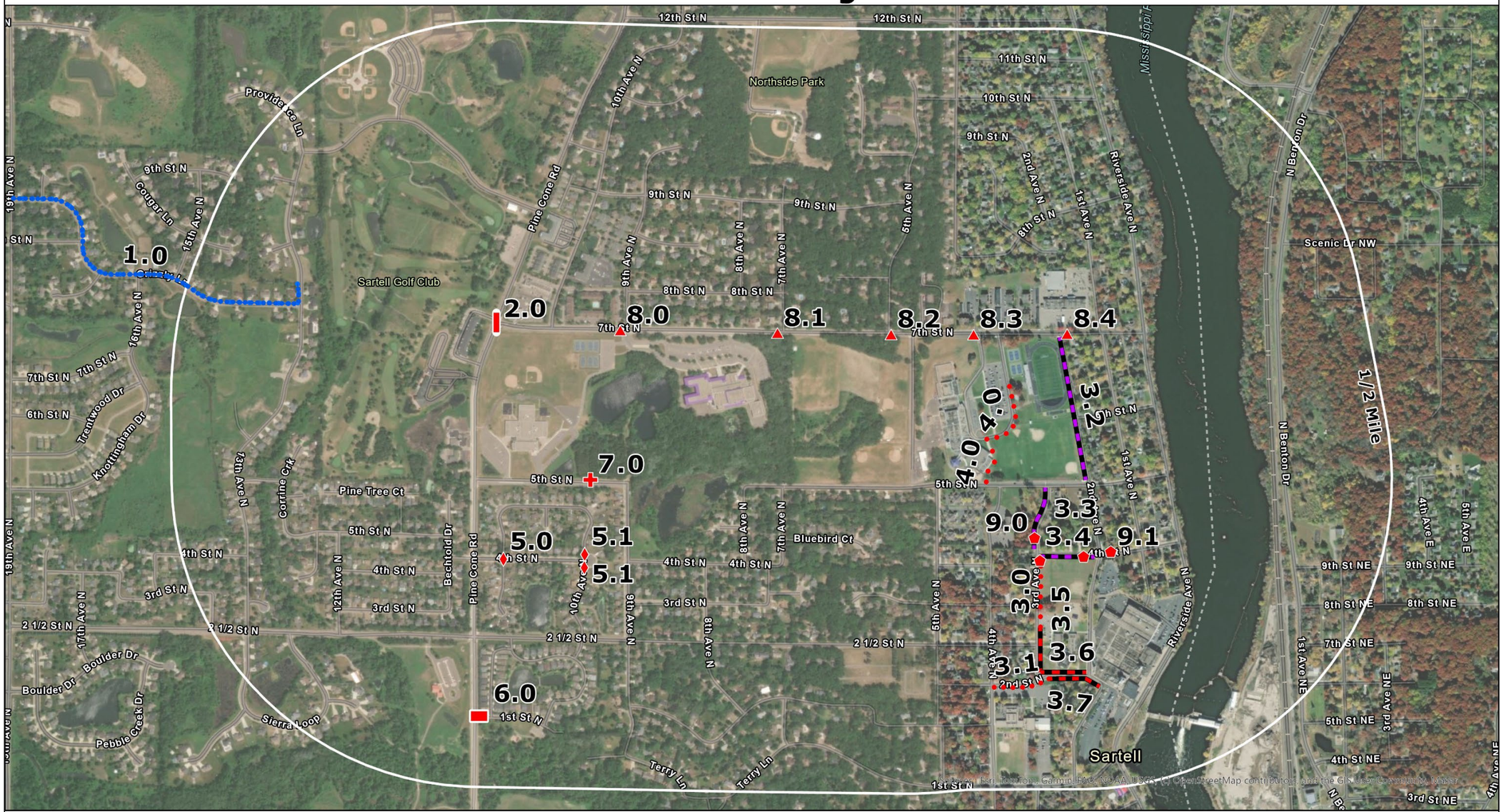


Figure 151. A map of planned projects.

Project ID	Planned Improvements
1.0	Construct a multi-modal corridor along Grizzly Lane from 19th Avenue N to 13th Avenue N.
2.0	Install a traffic signal at the intersection of Pinecone Road and Seventh Street N.
3.0	Construct a sidewalk on Third Avenue N from 2-1/2 Street N to Fourth Street N.
3.1	Construct a sidewalk on Second Street N from Fourth Avenue N to Third Avenue N.
3.2	Reconstruct shared-use path along Second Avenue N from Seventh Street N to Fifth Street N.
3.3	Reconstruct shared-use path along Third Avenue N from Fifth Street N to Fourth Street N.
3.4	Reconstruct shared-use path along Fourth Street N from Third Avenue N to Second Avenue N.
3.5	Reconstruct sidewalks along Third Avenue N from 2-1/2 Street N to Second Street N.
3.6	Reconstruct sidewalks along Second Street N from Third Avenue N to Second Avenue N.
3.7	Reconstruct sidewalks along Second Street N from Third Avenue N to First Avenue N.
4.0	Construct a sidewalk from Fifth Street N shared use path to Riverview Intermediate School's southeast entrance. Additionally, construct a sidewalk connection from the existing front school parking lot sidewalk to the sidewalk by the tennis courts.
5.0	To enhance pedestrian and bicycle safety, high-visibility crosswalks (e.g., bar pairs, continental, or ladder-style) should be installed at Fourth Street N at the intersection with Lawrence Circle.
5.1	To enhance pedestrian and bicycle safety, high-visibility crosswalks (e.g., bar pairs, continental, or ladder-style) should be installed at 10th Avenue N/Lawrence Circle at the intersection with Fourth Street N.
6.0	Install advanced stop bars at Pinecone Road and First Street N to improve driver-stopping compliance and enhance pedestrian and bicycle safety.
7.0	To enhance safety near Pine Meadow Primary School, a school speed limit sign should be installed on the westbound lane of Fifth Street N.
8.0	To enhance pedestrian and bicycle safety, RRFBs should be installed at the intersection of Seventh Street N and Ninth Avenue N.
8.1	To enhance pedestrian and bicycle safety, RRFBs should be installed at the intersection of Seventh Street N and Seventh Avenue N.
8.2	To enhance pedestrian and bicycle safety, RRFBs should be installed at the intersection of Seventh Street N and Fifth Avenue N.
8.3	To enhance pedestrian and bicycle safety, RRFBs should be installed at the intersection of Seventh Street N and Third Avenue N (Riverview Intermediate East Parking Lot Entrance).
8.4	To enhance pedestrian and bicycle safety, RRFBs should be installed at the intersection of Seventh Street N and Second Avenue N.
9.0	To improve pedestrian and bicycle safety near schools, school advance warning and crosswalk signs should be installed at the intersection of Third Avenue N and Fourth Street N.
9.1	To improve pedestrian and bicycle safety near schools, school advance warning and crosswalk signs should be installed at the intersection of Fourth Street N and Second Avenue N.

1. Grizzly Lane

Priority: Planned

Recommendation

Construct a multi-modal corridor along Grizzly Lane from 19th Avenue N to 13th Avenue N.

Project Relevance

This project is scheduled for construction in 2025 and will address a critical gap in the active transportation network. The western section of Sartell has limited east-west corridors, with the closest alternatives being a quarter mile north at Central Park Boulevard or over half a mile south on 2-1/2 Street N. The new multi-modal corridor along Grizzly Lane will provide a direct connection to the existing sidewalk on 13th Avenue N, which links to the Central Park Boulevard shared-use path and extends further to Pinecone Road.

While much of Grizzly Lane falls outside the standard half-mile school buffer, it remains an important corridor that will improve access to schools and recreational destinations. This infrastructure improvement will also enhance connectivity to other active transportation networks, including:

- The shared-use path on 19th Avenue N links to the Celebration neighborhood's sidewalk network.
- Shared-use paths in Wilds Park North and South.

Community Input

Community input has consistently highlighted the need for active transportation facilities along Grizzly Lane. Feedback from the Parent/Caregiver Survey and Interactive Map Survey included multiple comments supporting the installation of facilities:

Public Comments:

- *"Lack of sidewalks on Grizzley Ln"*
- *"The lack of sidewalks through the Wilds neighborhood and specifically along Grizzly Lane is a major factor in kids biking to school from being the Celebration, the Woods & the Wilds neighborhoods."*
- *"Take stop signs down on Grizzly Ln, the basketball court in the wilds has been resolved. There needs to be sidewalk on Grizzly and 8th Street to 19th Ave. A lot of waking and biking traffic on this major roadway to ball fields and schools."*
- *"There are no sidewalks, bike lanes or shoulder along Grizzly Lane. The condition of the road makes it difficult for bikers and motorists to share the street."*
- *"A designated bike/walk/run path along one side of Grizzly would be very beneficial. There is no sidewalk and there are several turns on thus highly traveled road. Due to very uneven surfaces bikers/ electric scooter riders are frequently in the middle of the road."*

The Parent/Caregiver Survey indicated that:

- Over 30% identified the lack of sidewalks or pathways as a significant barrier.
- The fourth most requested improvement was better/more sidewalks or pathways.

Implementation Responsibility

This roadway is a local street owned and maintained by the City of Sartell. Coordination with the city will be necessary for design, funding, and construction efforts.

Figure 152. Example of Grizzly Lane.

Equity Considerations

This project aligns with equity goals by improving pedestrian accessibility and safety for diverse community members.

The project area is within a Census block group where:

- 7.3% of the population identifies as BIPOC.
- 0.2% of households in the area are classified as low-income.
- 33.4% of the population is under the age of 18.

Conclusion

The proposed multi-modal corridor along Grizzly Lane is a high-priority improvement that will enhance connectivity, improve safety, and respond to community concerns. This project supports SRTS objectives and broader mobility goals in Sartell by filling gaps in the active transportation network.

Figure 153. Example of Grizzly Lane.

Grizzly Lane - Multi-Modal Corridor

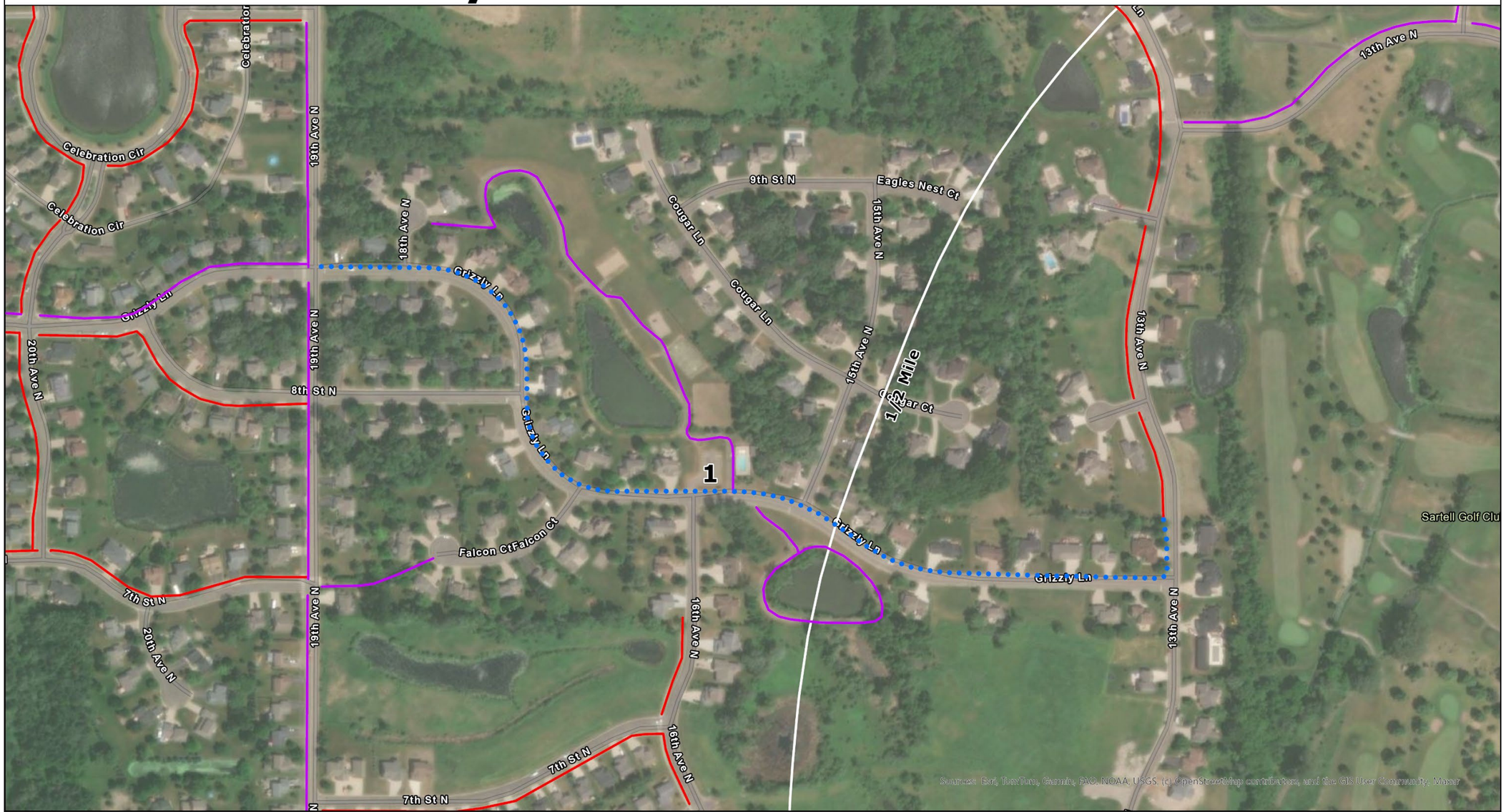


Figure 154. A map of the multi-modal corridor on Grizzly Lane.

2. Pinecone Road

Priority: Planned (2025-2026)

Recommendation

Install a traffic signal at the intersection of Pinecone Road and Seventh Street N.

Project Relevance

This project is scheduled for construction in 2025, with completion expected in 2026. The Pinecone Road and Seventh Street N intersection has experienced safety and operational concerns due to increasing traffic volumes and nearby schools. These issues are projected to worsen as traffic continues to grow along Pinecone Road and Seventh Street N.

The intersection provides direct access to multiple schools and commercial developments, including a gas station at the northeast corner, which students frequently visit. Over the past five years, there have been 11 reported vehicle crashes, seven of which were right-angle collisions. Poor sightlines for drivers looking south from Seventh Street N and a high volume of young drivers contribute to a decline in safety performance.

Additionally, in the past ten years, two active transportation crashes have occurred at this intersection, one resulting in a serious pedestrian injury and the other involving a bicyclist with a possible injury.

Community Input

Public feedback has consistently emphasized the need for improvements at this intersection. Surveys, including the Parent/Caregiver Survey and Interactive Map Survey, received numerous comments supporting these upgrades. Key comments include:

- *"The intersection of Pinecone and 7th St N is incredibly dangerous for kids to cross and there is no side walk on 7th St N. Not only is that intersection extremely unsafe at the crosswalk, but it has taken me over 22 minutes to take a left hand turn onto Pinecone in the morning after drop off. When Riverside Ave was under construction, the BEST thing they did was add a temporarily stop light at that intersection as there is little to no breaks in traffic on Pinecone in the morning at drop off or afternoon at pick up. The BEST thing our city could do is add a stop light at that intersection. It would also give breaks in traffic for other left hand turns onto Pinecone making it more SAFE for drivers, walkers, bikers, busses, etc."*
- *"A stop light at the intersection on Pine Cone Rd N and 7th St N."*
- *"Pinecone and 7th intersection is way too busy and drivers do not always pay attention to crosswalk. Suggest a light at this intersection."*
- *"The intersection at Pinecone and 7th St N needs roundabout or traffic lights. More bike racks are needed at the schools too"*
- *"The roundabout on pinecone and 2nd needs pedestrian crossing lights. It is a very dangerous area for children to navigate. Also the corner of pinecone and 7th needs a traffic light. Cars turn without enough distance between and often stop well past the crosswalks."*

Figure 155. The intersection of Pinecone Road and Seventh Street N.

The Parent/Caregiver Survey indicated that:

- 75% of respondents feel intersection safety prevents their child from walking or biking to school.
- 40% cite traffic speed as a barrier.
- The top request for improvements was safer intersections/crossings, and the sixth highest response was slower vehicle speeds along school routes.

Implementation Responsibility

Pinecone Road is a municipal street owned and maintained by the City of Sartell. Collaboration with the city will be necessary for design, funding, and construction efforts.

Equity Considerations

This project supports equity goals by improving pedestrian accessibility and safety for diverse community members:

The project area includes two Census block groups where:

- 7.3% and 9.4% of the population identify as BIPOC.
- 0.2% and 8.3% of households are classified as low-income.
- 33.4% and 34.7% of the population are under 18.
- ADA-compliant infrastructure, such as curb ramps and audible pedestrian signals, will ensure accessibility for individuals with disabilities.
- The new traffic signal will include a pedestrian walk signal, improving safety for all active transportation users.

Conclusion

The proposed traffic signal improvements at Pinecone Road and Seventh Street N is a high-priority upgrade that will improve safety and respond to community concerns. This project aligns with SRTS objectives and broader mobility goals for Sartell.

Figure 156. The intersection of Pinecone Road and Seventh Street N.

Pinecone Road - Intersection Control

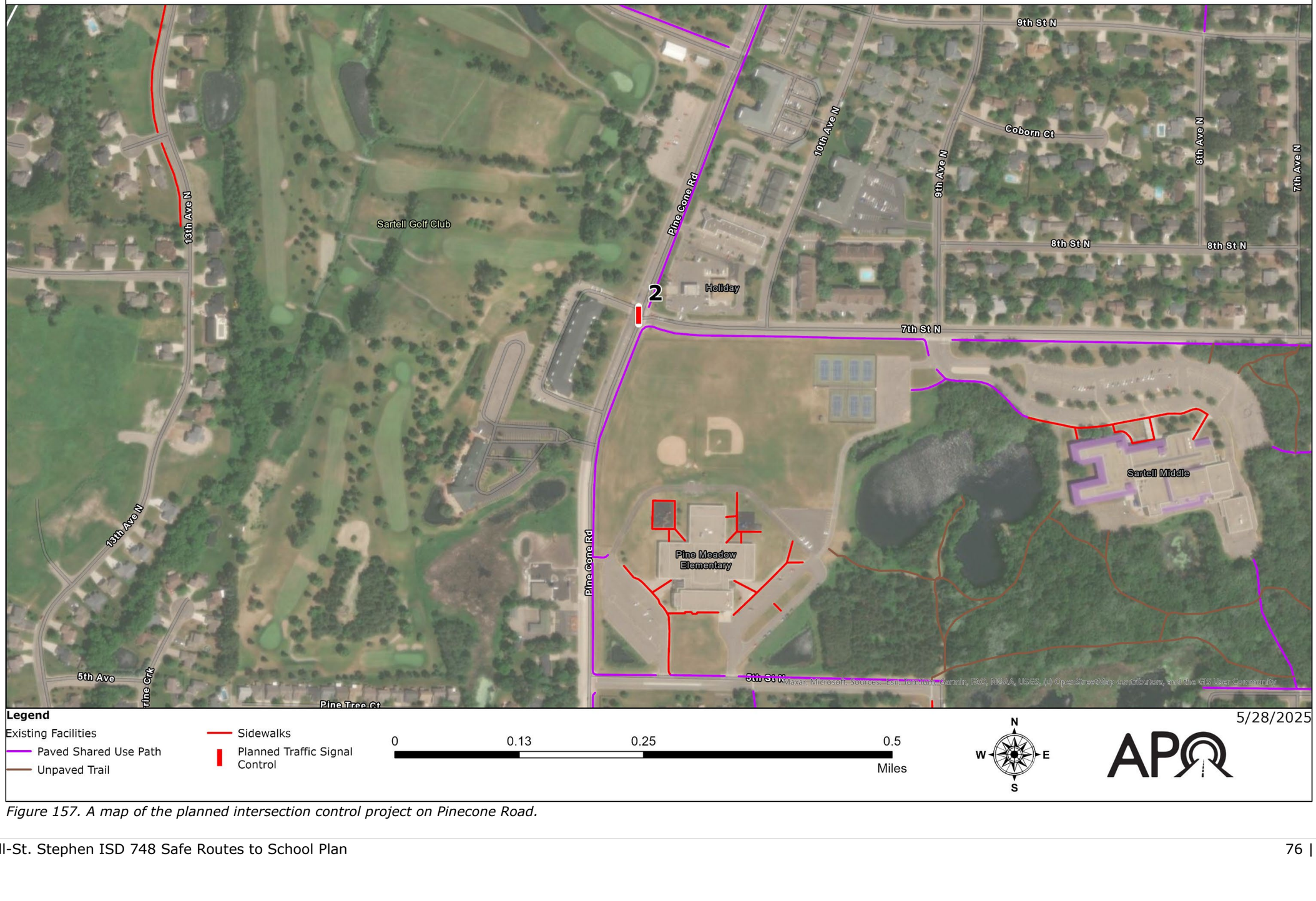


Figure 157. A map of the planned intersection control project on Pinecone Road.

3.0-3.7. West Side Reconstruction

Priority: Planned (2025-2026)

Recommendation

Construct a sidewalk on:

- 3.0. Third Avenue N from 2-1/2 Street N to Fourth Street N.
- 3.1. Second Street N from Fourth Avenue N to Third Avenue N.

Reconstruct shared-use paths along:

- 3.2. Second Avenue N from Seventh Street N to Fifth Street N.
- 3.3. Third Avenue N from Fifth Street N to Fourth Street N.
- 3.4. Fourth Street N from Third Avenue N to Second Avenue N.

Reconstruct sidewalks along:

- 3.5. Third Avenue N from 2-1/2 Street N to Second Street N.
- 3.6. Second Street N from Third Avenue N to Second Avenue N.
- 3.7. Second Street N from Third Avenue N to First Avenue N.

Project Relevance

This project is scheduled for construction in 2025, with completion expected in 2026 as part of a larger street and utility reconstruction effort. The overall project includes street reconstruction with curb and gutter, water, sewer, and stormwater improvements, and the addition and reconstruction of sidewalks and shared use paths to enhance active transportation options.

Data from the APO's shared-use path pavement condition assessment indicates that Second Avenue N, Third Avenue N, and Fourth Street N have pavement classified as very rough, which increases the risk of trips, falls, and bicycle-related crashes, especially for students.

While sidewalk pavement condition data is not available, field observations suggest that sidewalks along Second Street N and Third Avenue N are in poor condition and require reconstruction.

The new sidewalks on Second Street N and Third Avenue N will help close gaps in the neighborhood's active transportation network, benefiting students and staff at St. Francis Xavier Catholic School and the Benton Stearns Education Center, both of which are adjacent to the project area.

Community Input

Although the Parent/Caregiver Survey and Interactive Map Survey did not include specific comments about this corridor, there was strong overall support for expanding active transportation infrastructure. Additionally, one comment specifically supported sidewalks along Fourth Avenue N, which is parallel to the proposed Third Avenue N sidewalk project.

Relevant public comments are as follows:

- *"4th Ave N to Riverview has no sidewalks for biking."*
- *"We would need a path to our neighborhood to make it a possibility to bike to school."*
- *"We do not have a sidewalk or path from our neighborhood to any bike paths."*
- *"We would bike everywhere if our development was connected to the rest of the city via a sidewalk or trail"*

The Parent/Caregiver Survey indicated that:

- Over 30% identified the lack of sidewalks or pathways as a significant barrier.
- The fourth most requested improvement was better/more sidewalks or pathways.

Implementation Responsibility

The City of Sartell owns and maintains the streets included in this project. Collaboration with the city will be necessary for design, funding, and construction efforts.

Equity Considerations

This project aligns with equity goals by enhancing pedestrian accessibility and safety for diverse community members. The project area is located in a Census block group where:

- 4.0% of the population identifies as BIPOC.
- 10.7% of households in the area are classified as low-income.
- 30.0% of the population is under the age of 18.
- ADA-compliant infrastructure (including curb ramps) will ensure accessibility for individuals with disabilities.
- Sidewalks will provide physical separation from vehicle traffic, improving safety for students and community members.
- Improved pavement quality will benefit individuals using wheelchairs, strollers, and other assistive devices, reducing accessibility barriers.

Conclusion

The proposed sidewalk additions and reconstruction of active transportation facilities are high-priority improvements that will enhance connectivity in the neighborhood, improve safety for pedestrians and bicyclists, and respond to community concerns about active transportation accessibility. This project supports SRTS objectives and broader mobility goals for Sartell.

Figure 158. The sidewalk along Second Street N.

West Side Reconstruction

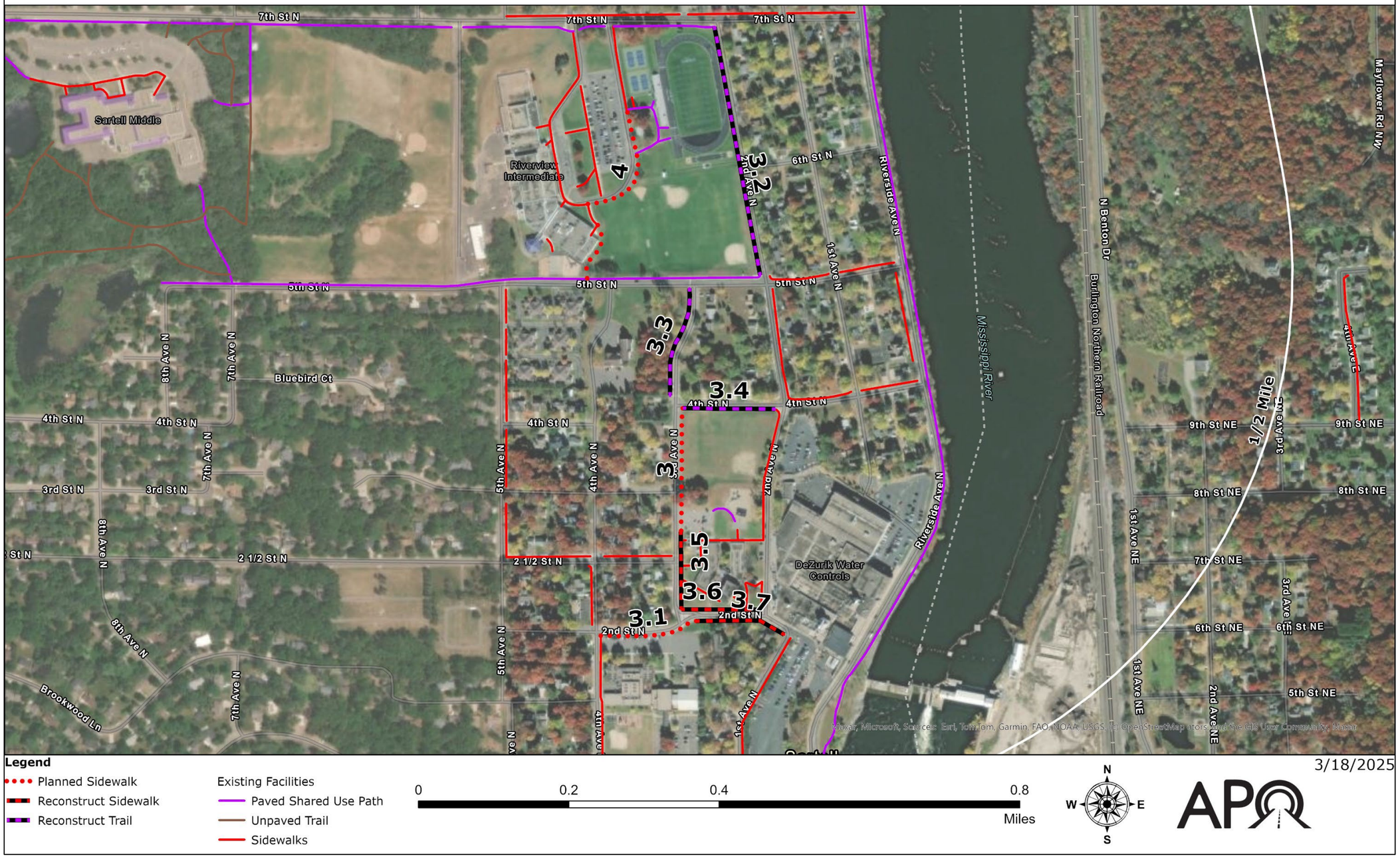


Figure 159. A map of the planned west side reconstruction project.

4.0. Riverview Intermediate School - Sidewalk

Priority: Planned (2025)

Recommendation

Construct a sidewalk from Fifth Street N shared use path to Riverview Intermediate School's southeast entrance. Additionally, construct a sidewalk connection from the existing front school parking lot sidewalk to the sidewalk by the tennis courts. Additional consideration should be given to widening the gate to the school on Fifth Street N near the playground.

Figure 160. Riverview Intermediate School student biking to school.

Project Relevance

This sidewalk project is scheduled for construction in 2025 and was initially identified in the 2014 Sartell Middle School SRTS Plan before school locations shifted. While it was rated a low-priority project in 2014, changing needs have increased its importance.

One element that was omitted from the project scope is the widening of the school gate on Fifth Street N near the playground. The current narrow gate restricts conventional bicycle access to the school's south side, creating a barrier for students biking to campus. Addressing this issue should be considered as part of the implementation process.

Currently, along Fifth Street N, some parents drop off students at the south gate, requiring students to walk along the west side of the building and through the parent drop-off parking lot to enter the school. This creates a safety concern due to interactions with vehicular traffic. The addition of an east sidewalk connection will allow students to enter an alternative school entrance with designated sidewalks, reducing safety risks.

Additionally, students biking or walking from the south of the school site must navigate through an area with no sidewalk to reach the nearest bike rack, located on the east side of the building. The proposed sidewalk will provide direct access to the bike rack.

The proposed sidewalk near the tennis courts and football field will significantly improve safety, particularly for kindergarten students transferring to Oak Ridge Early Learning Center. Currently, after Riverview Intermediate School students are dropped off at the main entrance, buses proceed to the east end of the parking lot near the football field, where kindergarten students transfer to designated buses.

This staging area currently lacks a sidewalk, creating a safety concern, especially in winter when snow piles further complicate the transfer process. Adding a sidewalk will provide a designated, safe pathway, reducing risks and ensuring a clearer, more secure staging area for students and staff.

Figure 161. Riverview Intermediate School bus drop-off.

Community Input

While the Parent/Caregiver Survey and Interactive Map Survey did not include specific feedback about this issue, there was strong overall support for expanding active transportation infrastructure and winter maintenance of facilities.

The Parent/Caregiver Survey indicated that:

- Over 30% identified the lack of sidewalks or pathways as a significant barrier.
- The fourth most requested improvement was better/more sidewalks or pathways

Implementation Responsibility

As this project is located on school property, the Sartell-St. Stephen ISD 748 will be responsible for implementation, design, and construction.

Equity Considerations

This project aligns with equity goals by improving pedestrian and bicycle accessibility and safety for all students and community members. The project area falls within a Census block group where:

- 4.0% of the population identifies as BIPOC.
- 10.7% of households are classified as low-income.
- 30.0% of the population is under the age of 18.
- Physical separation from vehicle traffic in the parking lot will enhance safety for students, staff, and visitors.

Conclusion

The proposed sidewalk additions will enhance connectivity, improve safety, and support active transportation for students. These improvements will also facilitate the safe transfer of kindergarten students to their designated buses. By aligning with SRTS objectives and Sartell's broader mobility goals, this project represents a critical investment in student safety and accessibility.

Figure 162. Riverview Intermediate School's southern gate.

Riverview Intermediate School - Sidewalk

Figure 163. A map of the planned Riverview Intermediate School sidewalk project.

5.0 & 5.1. Crosswalks

Priority: Planned (2025)

Recommendation

To enhance pedestrian and bicycle safety, high-visibility crosswalks (e.g., bar pairs, continental, or ladder-style) should be installed at the following locations:

- 5.0. Fourth Street N at the intersection with Lawrence Circle.
- 5.1. 10th Avenue N/Lawrence Circle at the intersection with Fourth Street N.

These crosswalks should be accompanied by appropriate signage to alert drivers and reinforce pedestrian right-of-way.

This project was added to the City of Sartell's 2025 construction plan as a direct result of the discussions and collaboration that took place during the development of this SRTS plan.

Figure 164. Crosswalk at the intersection of Seventh Street N and Second Avenue N.

Project Relevance

These crosswalks are scheduled to be painted in 2025. Marked crosswalks help define pedestrian crossing areas, making students more visible to drivers—particularly near schools, where clear markings encourage drivers to slow down and yield. According to the FHWA (https://bit.ly/41YAJfZ), crosswalks should be installed at all midblock pedestrian crossings and uncontrolled intersections to improve pedestrian safety.

Both identified intersections—Fourth Street N/Lawrence Circle and 10th Avenue N/Fourth Street N—are uncontrolled local roadways with limited through traffic. Similar intersections throughout Sartell already have marked crosswalks, reinforcing the need for consistency and improved pedestrian safety at these locations.

Community Input

Public feedback has consistently emphasized the need for enhanced crosswalks around schools. A common concern is driver non-compliance at crosswalks, where vehicles frequently fail to stop for pedestrians and bicyclists, increasing safety risks. Residents strongly support clearer, more visible crosswalk markings, with a preference for white paint over red for improved contrast and visibility.

Community concerns were reflected in survey responses, including the Parent/Caregiver Survey and Interactive Map Survey:

- *"Drivers do not yield to waiting children at crosswalk."*
- *"Cars DO NOT STOP for me trying to cross, even in the crosswalks. Most cars exceed the 20 mph speed limit too."*
- *"Crosswalks should be WHITE and visible not pale red"*
- *"Cars and school buses do not stop at the crosswalks. 5 or more cars will drive through the crosswalk before one will stop to allow my child to cross. Police presence would be helpful and flashing lights at the crosswalk."*
- *"Again, very well marked with crosswalk sign, but cars DO NOT STOP for pedestrians"*

Key findings from the Parent/Caregiver Survey include:

- 75% of respondents feel intersection safety prevents their child from walking or biking to school.
- 40% cite traffic speed as a barrier.
- The top request for improvements was safer intersections and crossings, while the sixth most common solution was vehicle speeds near schools.

Figure 165. Crosswalk on Fifth Street N.

Implementation Responsibility

The City of Sartell owns and maintains the streets included in this project. Collaboration with city officials will be essential to secure funding, finalize designs, and approve construction.

Equity Considerations

This project aligns with equity goals by improving pedestrian and bicycle accessibility and safety for all students and community members. The affected Census block group includes:

- 4.0% of the population identifying as BIPOC.
- 10.7% of households classified as low-income.
- 30.0% of the population under age 18.

Conclusion

Installing crosswalks at these intersections has the potential to reduce pedestrian injury crashes by up to 40%, according to the FHWA. By improving visibility and ensuring safer crossings, this project will create a safer walking and biking environment for students and community members alike.

Marked Crosswalks

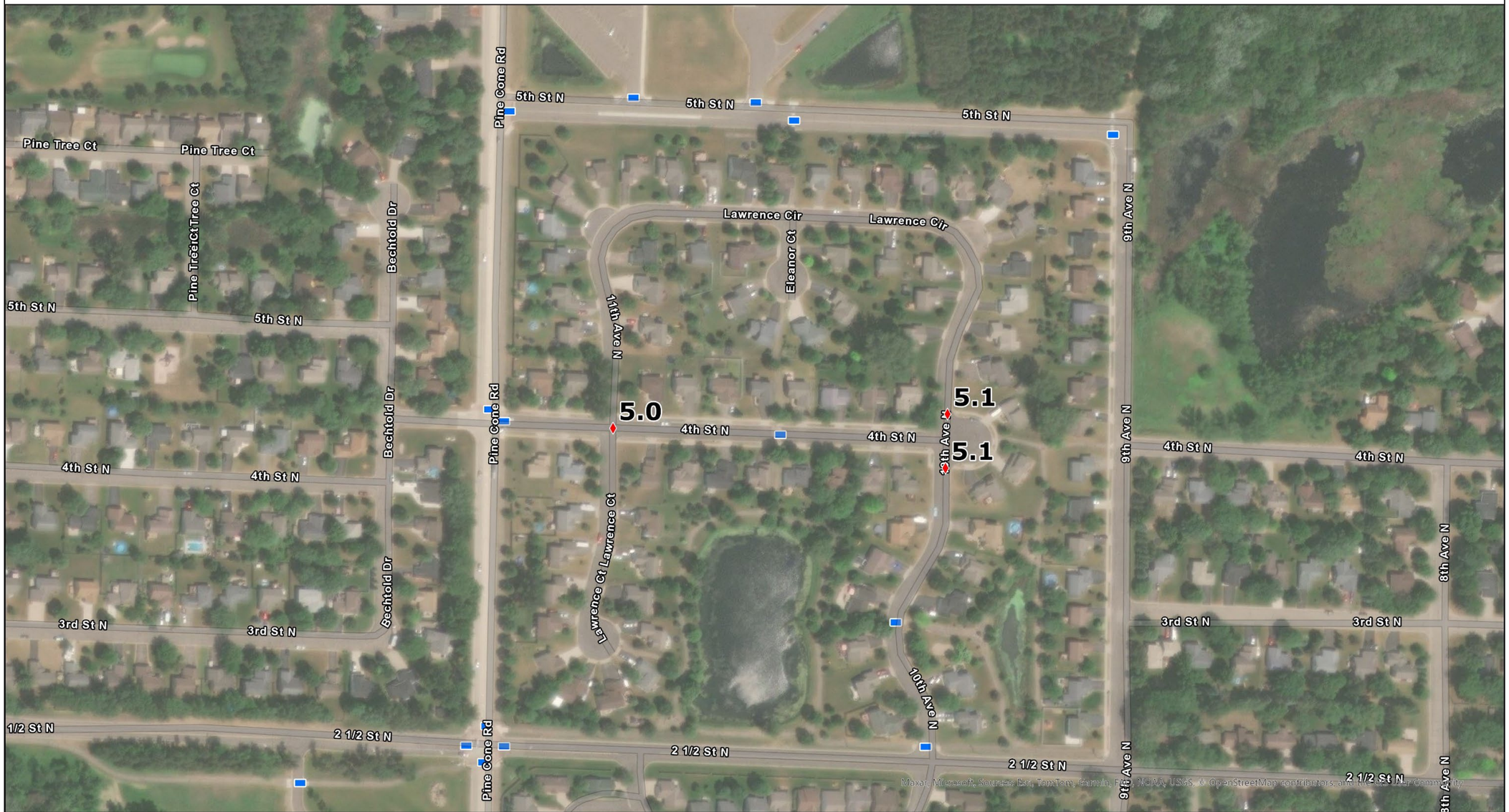


Figure 166. A map of the proposed marked crosswalks.

6. Advanced Stop Bar

Priority: Planned (2025)

Recommendation

Install advanced stop bars at Pinecone Road and First Street N to improve driver-stopping compliance and enhance pedestrian and bicycle safety.

This project was added to the City of Sartell's 2025 construction plan as a direct result of the discussions and collaboration that took place during the development of this SRTS plan.

Project Relevance

Advanced stop bars are an effective safety measure for students walking or biking to school. Positioned further back from crosswalks, these markings create additional space for pedestrians and bicyclists, improving visibility and reducing the risk of vehicles encroaching on crosswalks. By encouraging drivers to stop at a greater distance, advanced stop bars increase safety for students crossing in front of stopped vehicles.

At the intersection of Pinecone Road and First Street N, sightline issues pose a safety concern. Vehicles traveling west on First Street N approaching the stop sign have limited visibility of pedestrians and bicyclists using the adjacent trail due to obstructing pine trees. This creates a potential conflict where drivers may not see active transportation users until it is too late. Installing an advanced stop bar at this location will help mitigate this risk by ensuring vehicles stop farther back, improving sightlines, and preventing potential collisions.

Community Input

Public feedback has repeatedly highlighted concerns about driver non-compliance at crosswalks. Many residents have reported that drivers fail to stop for pedestrians and bicyclists, creating safety hazards for students walking and biking to school.

Survey responses from the Parent/Caregiver Survey and Interactive Map Survey reinforce these concerns:

- *"Drivers do not yield to waiting children at crosswalk."*
- *"Cars DO NOT STOP for me trying to cross, even in the crosswalks. Most cars exceed the 20 mph speed limit too."*
- *"Crosswalks should be WHITE and visible not pale red"*
- *"Cars and school buses do not stop at the crosswalks. 5 or more cars will drive through the crosswalk before one will stop to allow my child to cross. Police presence would be helpful and flashing lights at the crosswalk."*
- *"Again, very well marked with crosswalk sign, but cars DO NOT STOP for pedestrians"*

Key findings from the Parent/Caregiver Survey further emphasize the need for intersection safety improvements:

- 75% of respondents stated that intersection safety concerns prevent their child from walking or biking to school.
- 40% identified traffic speed as a significant barrier.
- The most requested improvement was safer intersections and crossings, with slower vehicle speeds also ranking among the top solutions.

Implementation Responsibility

The City of Sartell owns and maintains the streets identified in this project. Collaboration with city officials will be essential to secure funding, finalize designs, and approve construction to ensure these safety improvements are implemented effectively.

Equity Considerations

This project aligns with equity goals by improving pedestrian accessibility and safety for all students and community members, particularly in areas with higher proportions of vulnerable populations. The affected Census block group includes:

- 4.0% of the population identifying as BIPOC.
- 10.7% of households classified as low-income.
- 30.0% of the population under age 18.

Conclusion

According to the FHWA, advanced stop bars and accompanying signage can reduce pedestrian crashes by up to 25%. By improving visibility and ensuring safer crossings, this project will create a safer walking and biking environment for students and the broader community.

Figure 167. Advanced stop bar at Fifth Street N.

Advanced Stop Bar

Figure 168. A map of the proposed advanced stop bar.

7. School Speed Limit Sign

Priority: Planned (2025)

Recommendation

To enhance safety near Pine Meadow Primary School, a school speed limit sign should be installed on the westbound lane of Fifth Street N. This sign will alert drivers to the reduced speed limit, ensuring they slow down when traveling through the school zone.

This project was added to the City of Sartell's 2025 construction plan as a direct result of the discussions and collaboration that took place during the development of this SRTS plan.

Project Relevance

School speed limit signs play a critical role in protecting students by clearly marking school zones and enforcing lower speed limits. In Sartell, school zones have a speed limit of 20 MPH, typically reinforced with flashing lights to signal when the limit is in effect. Installing an additional sign on Fifth Street N will increase driver awareness and compliance, reducing the risk of speeding near the school and enhancing pedestrian safety.

Community Input

Excessive speeding near schools has been a persistent concern among parents and community members. Survey responses from the Parent/Caregiver Survey and Interactive Map Survey highlight the issue:

- *"Lowering neighborhood speed limits to 20 mph would also help."*
- *"Cars as well as school buses drive way too fast despite the flashing lights for a 20 mph speed during school hours."*
- *"Speeding is very bad on hwy 1 and pinecone rd"*
- *"The speed of traffic is a good idea but it's a joke. No one follows the 20 mph speed limit when the lights are flashing and Sartell PD does ZERO enforcement for it. It's super frustrating and a major problem for ALL ways to travel to school."*
- *"The City of Sartell is facing a significant issue with vehicles speeding excessively through residential areas and along the main road, particularly when flashing lights indicate a 20 MPH speed limit. Many drivers disregard these alerts, and those who do adhere to the speed limit often find themselves tailgated or passed on a "no passing road".*
- *"parents and high schoolers speed in this area and are not watching for pedestrians/bikers."*
- *"Traffic on Pinecone Rd does not slow when school zone speed limit is activated."*

Key findings from the Parent/Caregiver Survey further emphasize the need for speed reduction measures:

- 40% identified traffic speed as a significant barrier.
- Slower vehicle speeds also rank among the top solutions.

Figure 169. The school speed limit sign heading east on Fifth Street N.

Implementation Responsibility

The City of Sartell owns and maintains the streets included in this project. Coordination with city officials will be necessary to secure funding, finalize designs, and ensure the successful installation of the school speed limit sign.

Equity Considerations

This project aligns with equity goals by improving pedestrian and bicyclist safety for all students and community members, particularly in areas with vulnerable populations. The affected Census block group includes:

- 4.0% of the population identifying as BIPOC.
- 10.7% of households classified as low-income.
- 30.0% of the population under age 18.

Conclusion

Installing a school speed limit sign on Fifth Street N will reinforce speed compliance in the school zone, improving safety for students walking and biking to school. Research from the FHWA indicates that reducing vehicle speeds in school zones significantly decreases the likelihood and severity of pedestrian crashes. By enhancing visibility and driver awareness, this project will create a safer school environment for the Sartell community.

Figure 170. School limit speed sign and flasher on Seventh Street N.

School Speed Limit Sign

Figure 171. A map of the proposed locations of school speed limit signs.

8.0-8.4. Rectangular Rapid Flashing Beacons

Priority: Planned (2026)

Recommendation

To enhance pedestrian and bicycle safety, RRFBs should be installed at the following intersections along Seventh Street N:

- 8.0. Seventh Street N and Ninth Avenue N.
- 8.1. Seventh Street N and Seventh Avenue N.
- 8.2. Seventh Street N and Fifth Avenue N.
- 8.3. Seventh Street N and Third Avenue N (Riverview Intermediate East Parking Lot Entrance).
- 8.4. Seventh Street N and Second Avenue N.

During the development of this plan, the City of Sartell applied for an Active Transportation (TA) grant to install dynamic speed display signs and RRFBs along Pinecone Road N and Seventh Street N. The application was successful, and the city was awarded $641,520 to implement these safety upgrades. The upgrades are planned for the 2026 construction year.

Project Relevance

Seventh Street N serves as a key corridor for students accessing Riverview Intermediate School and Sartell Middle School. In the 2014 SRTS Plan, an RRFB was recommended at Seventh Street N and Fifth Avenue N, as well as Pinecone Road and Fourth Street N, as a high-priority projects. Today, the need for RRFBs has expanded due to an increase in safety concerns along Seventh Street N, including:

- **Traffic Safety Incidents:** Between 2014 and 2023, one bicyclist sustained a minor injury near Riverview Intermediate School. In 2024, as this plan was being developed, a student was injured by a vehicle at a crosswalk while a crossing guard was present.
- **Visibility & Roadway Conditions:** A hill near Riverview Intermediate School creates sightline challenges, while the east-west roadway orientation results in sun glare for eastbound drivers during morning hours. Additionally, wide driving lanes and underutilized parking contribute to speeding issues along the corridor.

Community Input

Public feedback has repeatedly emphasized the need for improved pedestrian infrastructure along Seventh Street N. Surveys, including the Parent/Caregiver Survey and Interactive Map Survey, captured strong community concerns:

- *"Flashing lights at crosswalks on 7th street!"*
- *"I will never allow my child to ever step on 7th because of traffic and inattentive drivers."*
- *"The intersection at 7th St N and 7th Ave N in Sartell Is the worst intersection for children and adults to cross at. Cars as well as school buses drive way too fast despite the flashing lights for a 20 mph speed during school hours. There needs to be a beeping and flashing crosswalk machine at this intersection as well as a station police officer."*
- *"We live at the corner of 7th Ave and 7th street North. It has become increasingly dangerous to use the crosswalk as people cannot see due to parked cars, traffic moving too fast. There is no crossing guard or lights to help keep kids get across safely. I am quite concerned and I know there are a lot more kids in our neighborhood that have worried parents as well. My husband has spoke to the chief of police regarding this. Additional pain on the sidewalk was freshened up, but we still have an issue with parking near the soccer fields by the middle school."*
- *"Crosswalk on 7th street are very unsafe. Need light patrolled crosswalk- the traffic on 7th during school times is so busy and people don't stop! I live within 1 block of the crosswalks and I see kids wait to cross while numerous vehicles fly through the crosswalk."*
- *"We live on 7th Ave N so my daughters cross at the intersection of 7th Ave N & 7th street to attend/come home from Sartell Middle School. My daughters have commented several times that they sometimes feel unsafe crossing because people don't stop for the crosswalk & it's at the top of a hill. Several kids cross at this intersection daily for school."*
- *"Flashing lights and push button to cross at the bottom of the hill would be beneficial for those crossing to RIS. There is currently a crossing guard. Traffic also speeds through here despite the 20mph limit"*

The Parent/Caregiver Survey indicated that:

- 75% of respondents feel intersection safety prevents their child from walking or biking to school.
- 40% cite traffic speed as a barrier.
- The top request for improvement was safer intersections/crossings, and the sixth highest response was slower vehicle speeds along school routes.

Implementation Responsibility

The City of Sartell owns and maintains the streets included in this project. Collaboration with city officials will be necessary to secure funding, design, and construction approvals.

Equity Considerations

This project aligns with equity goals by improving safe pedestrian and bicycle access for students and residents across diverse backgrounds. The project area includes two Census block groups where:

- 4.0% and 9.4% of the population identify as BIPOC.
- 10.7% and 8.3% of households are classified as low-income.
- 30.0% and 34.7% of the population are under 18.

Conclusion

Installing RRFBs along Seventh Street N will significantly improve pedestrian and bicycle safety by increasing driver awareness and reducing crashes by up to 47% (FHWA). The flashing beacons will help ensure drivers yield to students crossing, reinforcing SRTS goals and supporting the broader transportation safety objectives for Sartell.

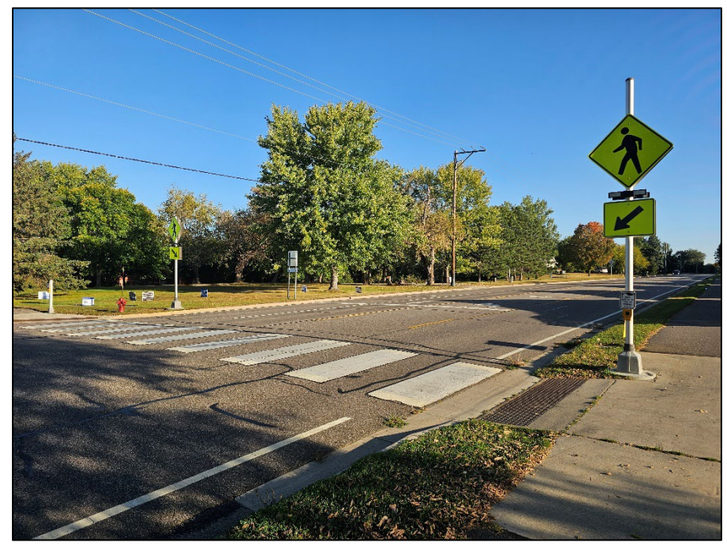


Figure 172. RRFB at the intersection of Pinecone Road and Central Park Blvd.

Rectangular Rapid Flashing Beacons (RRFBs)

Figure 173. A map of the locations proposed rectangular rapid flashing beacons.

9.0 & 9.1. School Advance Warning and School Crosswalk Sign

Priority: Planned (2025)

Recommendation

To improve pedestrian and bicycle safety near schools, school advance warning and crosswalk signs should be installed at the following intersections:

- 9.0. Third Avenue N and Fourth Street N.
- 9.1. Fourth Street N and Second Avenue N.

These signs will be incorporated into the scope of the West Side Reconstruction project as a direct result of the discussions and collaboration that took place during the development of this SRTS plan.

Project Relevance

School crosswalk signs play a crucial role in increasing driver awareness and reducing the risk of collisions by clearly marking designated pedestrian crossing points. These signs help ensure that drivers anticipate and yield to students crossing the street.

According to the FHWA, three key crosswalk visibility enhancements improve pedestrian safety:

- High-visibility crosswalk markings.
- Adequate lighting.
- Proper signage and pavement markings.

While the intersections currently have marked crosswalks and lighting, they lack the necessary signage to further improve visibility and compliance.

Community Input

Public feedback has consistently highlighted concerns about driver non-compliance at school crosswalks, where vehicles frequently fail to stop for pedestrians and bicyclists. Many respondents emphasized the need for better enforcement and visibility measures.

Community concerns were reflected in survey responses, including the Parent/Caregiver Survey and Interactive Map Survey:

- *"Drivers do not yield to waiting children at crosswalk."*
- *"Cars DO NOT STOP for me trying to cross, even in the crosswalks. Most cars exceed the 20 mph speed limit too."*
- *"Crosswalks should be WHITE and visible not pale red"*
- *"Cars and school buses do not stop at the crosswalks. 5 or more cars will drive through the crosswalk before one will stop to allow my child to cross. Police presence would be helpful and flashing lights at the crosswalk."*
- *"Again, very well marked with crosswalk sign, but cars DO NOT STOP for pedestrians"*

Key findings from the Parent/Caregiver Survey include:

- 75% of respondents feel intersection safety prevents their child from walking or biking to school.
- 40% cite traffic speed as a barrier.
- The top request for improvements was safer intersections and crossings, while the sixth most common solution was vehicle speeds near schools.

Figure 174. School advance warning sign on Seventh Street N.

Implementation Responsibility

The City of Sartell owns and maintains the streets included in this project. Collaboration with city officials will be essential to secure funding, finalize designs, and approve construction.

Equity Considerations

This project aligns with equity goals by improving pedestrian and bicycle accessibility and safety for all students and community members. The affected Census block group includes:

- 4.0% of the population identifying as BIPOC.
- 10.7% of households classified as low-income.
- 30.0% of the population under age 18.

Conclusion

Adding school advance warning and crosswalk signs at these intersections will enhance safety for students walking and biking to school. By improving visibility and driver awareness, this project directly responds to community concerns and aligns with best practices for student safety.

Figure 175. School crosswalk sign on Seventh Street N.

School Advance Warning and School Crosswalk Sign Locations

Figure 176. A map of planned school advance warning and school crosswalk sign locations.

A. Audible Pedestrian Signals

Priority: High

Recommendation

To enhance accessibility, relocate the APS closer to the sidewalk with a stub at the signalized intersection of Pinecone Road and 2-1/2 Street N.

Project Relevance

An APS assists individuals with visual impairments and other disabilities in safely crossing roadways by providing auditory cues. Currently, although this intersection features APS buttons on all four legs, three of the buttons are inaccessible from the sidewalk or shared use path.

According to the Manual on Uniform Traffic Control Devices (MUTCD), pedestrian push buttons should be:

- Unobstructed and adjacent to a level, all-weather surface for wheelchair accessibility.
- Connected to an accessible route leading to the curb ramp.
- Located between the extended crosswalk line and the side of a curb ramp, but no more than five feet from the crosswalk line.
- Positioned between 1.5 and 6 feet from the curb, shoulder, or pavement edge.

Since the APS buttons at the north two locations and the southeast location do not meet these guidelines, relocation is necessary to ensure they are accessible to all users. Their current placement forces individuals using mobility devices to navigate onto grass, which is particularly problematic in winter when snow and ice can obstruct access. For visually impaired pedestrians, buttons placed too far from the sidewalk can be difficult to locate, reducing the intersection's usability and safety.

Community Input

Parents and community members have expressed concerns about this intersection's safety and accessibility. Survey responses from the Parent/Caregiver Survey and Interactive Map Survey highlight the issue:

- *"My child has disabilities."*
- *"Too cold and icy in the winter. Too busy of traffic at the 2 1/2 and pinecone intersection. Work and teenage drivers running red lights."*
- *"Almost been killed. One car might stop, but others do not because it is hard to see pedestrians from 4 angles. I avoid this intersection at ALL COSTS"*
- *"There is a lot of traffic that crosses in the crosswalk here. There is a small sign in the road, but it does not seem to help. Maybe something with flashing lights to draw more attention."*
- *"Signal does not function efficiently. Needs to be a roundabout. Even a mini roundabout would work better. Takes too long for bed signal to come up so peds/bikes often go against the light because it takes too long to come up."*

Key findings from the Parent/Caregiver Survey further emphasize the need for improvements:

- 75% of respondents stated that intersection safety concerns prevent their child from walking or biking to school.
- 40% identified traffic speed as a significant barrier.
- 40% identified winter maintenance of sidewalks/pathways as a barrier.
- The most requested improvement was safer intersections and crossings, with slower vehicle speeds also ranking among the top solutions.

Figure 177. APS button at the northeast corner of the intersection of Pinecone Road and 2-1/2 Street N.

Implementation Responsibility

The City of Sartell owns and maintains the traffic signal at this intersection. Collaboration with city officials will be necessary to secure funding, finalize design plans, and implement the APS relocation to improve safety and accessibility.

Equity Considerations

This project aligns with equity goals by enhancing pedestrian and bicyclist accessibility and safety for all community members, particularly individuals with disabilities and those in underserved areas.

The project area includes two Census block groups where:

- 16.5% and 4.0% of the population identify as BIPOC.
- 1.6% and 10.7% of households are classified as low-income.
- 14.8% and 30.0% of the population are under 18.

Ensuring ADA-compliant infrastructure, including properly located APS buttons and curb ramps, will provide essential accessibility for individuals with mobility and visual impairments.

Conclusion

Relocating the APS buttons at this intersection will significantly improve accessibility and safety for pedestrians, particularly those with disabilities. Addressing these issues aligns with best practices outlined in the MUTCD and responds directly to community concerns. By ensuring compliance with accessibility guidelines and improving the pedestrian experience, this project will contribute to a safer, more inclusive walking and biking environment in Sartell.

Proposed High Priority APS Modification Locations

Figure 178. A map of the proposed locations of audible pedestrian signals.

Proposed Medium Priority Projects

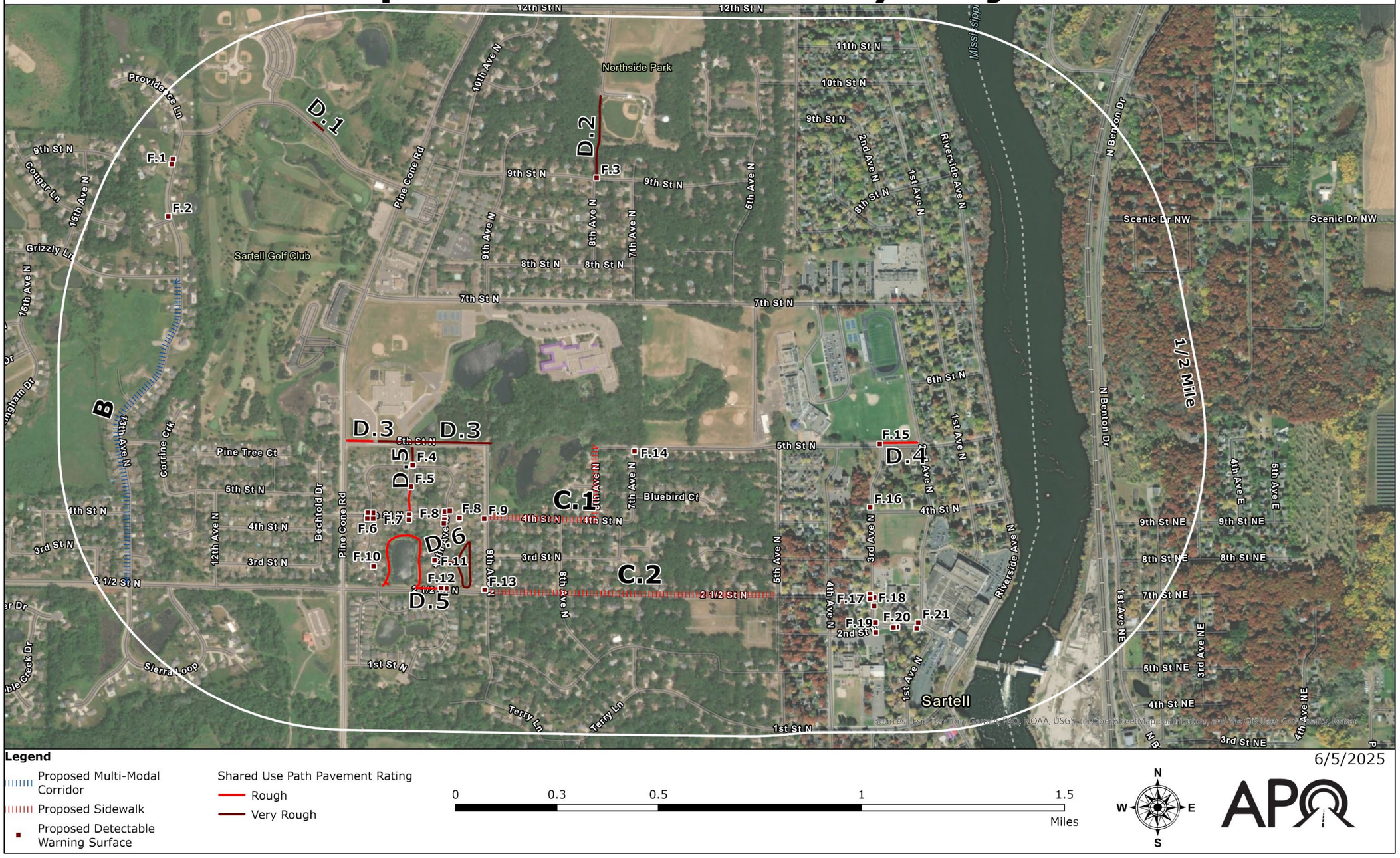


Figure 179. A map of proposed medium priority projects.

Project ID	Proposed Medium Priority Projects
B	Construct a multi-modal corridor along 13th Avenue N from Grizzly Lane to 2-1/2 Street N.
C.1	To improve pedestrian connectivity and safety, construct a sidewalk along Fourth Street N/Eighth Avenue N from Ninth Avenue N to Fifth Street N.
C.2	To improve pedestrian connectivity and safety, construct a sidewalk along 2-1/2 Street N from Ninth Avenue N to Fifth Avenue N.
D.1	To improve comfort and safety for pedestrians and bicyclists, the shared use path along 13th Avenue N, currently in very rough condition, should be reconstructed or repaired.
D.2	To improve comfort and safety for pedestrians and bicyclists, the shared use paths in Northside Park, currently in very rough condition, should be reconstructed or repaired.
D.3	To improve comfort and safety for pedestrians and bicyclists, the shared use path on Fifth Street N (from Pinecone Road to Ninth Avenue N), currently in rough to very rough condition, should be reconstructed or repaired.
D.4	To improve comfort and safety for pedestrians and bicyclists, the shared use path on Fifth Street N (from Third Avenue N to Second Avenue N), currently in rough condition, should be reconstructed or repaired.
D.5	To improve comfort and safety for pedestrians and bicyclists, the shared use paths in Rolling Meadows West Park, currently in very rough condition, should be reconstructed or repaired.
D.6	To improve comfort and safety for pedestrians and bicyclists, the shared use paths in Rolling Meadows East Park, currently in very rough condition, should be reconstructed or repaired.
E	Construct a sidewalk on the west side of Pinecone Road from 27th Street N to Stearns County Road 120.
F.1	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at 13th Avenue N and Bear Path Court (two ramps).
F.2	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at 13th Avenue N and Antler Creek Court (one ramp).
F.3	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Ninth Street N and Eighth Avenue N (one ramp).
F.4	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Lawrence Circle and Eleanor Court (one ramp).
F.5	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Eleanor Court and shared-use path (one ramp).
F.6	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Fourth Street N and 11th Avenue N (four ramps).
F.7	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Fourth Street N and shared-use path (two ramps).
F.8	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Fourth Street N and 10th Avenue N (six ramps).
F.9	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Ninth Avenue N and Fourth Street N (one ramp).
F.10	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Lawrence Court and shared-use path (one ramp).
F.11	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at 10th Avenue N and shared-use path (one ramp).
F.12	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at 2-1/2 Street N and 10th Avenue N (two ramps).
F.13	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at 2-1/2 Street N and Ninth Avenue N (one ramp).
F.14	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Seventh Avenue N and Fifth Street N (one ramp).
F.15	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Fifth Street N and shared-use path (one ramp).
F.16	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Third Avenue N and Fourth Street N (one ramp).
F.17	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Third Avenue N and 2-1/2 Street N (three ramps).
F.18	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Third Avenue N and sidewalk at Benton-Stearns Education Center (one ramp).
F.19	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Second Street N and Third Avenue N (two ramps).
F.20	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Second Street N and sidewalk at St. Francis Xavier Parish and School (two ramps).
F.21	To improve ADA compliance and enhance accessibility, it is recommended that ADA-compliant detectable warning surfaces be installed at Second Street N and Second Avenue N (two ramps).

B. 13th Avenue N – Multi-Modal Corridor

Priority: Medium

Recommendation

Construct a multi-modal corridor along 13th Avenue N from Grizzly Lane to 2-1/2 Street N.

Project Relevance

The installation of a multi-modal corridor along 13th Avenue N will address a critical gap in the active transportation network. Once a sidewalk is constructed along Grizzly Lane from 19th Avenue N to 13th Avenue N, this corridor will remain without a pedestrian or bicyclist-friendly connection. The nearest existing north-south active transportation facilities are 19th Avenue N and Pinecone Road N, both situated over a quarter mile away. Filling this gap will provide direct connectivity to major corridors and local neighborhoods, improving safety and accessibility for students walking and biking to school.

This corridor has been identified as a priority in regional and local transportation plans:

- The City of Sartell's 2023 Parks + Trails Master Plan recognized this segment as a trail gap.
- The APO's 2022 Regional Active Transportation Plan designated this area as a future potential project.

Community Input

Community feedback strongly supports active transportation improvements in Sartell, citing safety concerns and the need for better connectivity. Survey responses from the Parent/Caregiver Survey and Interactive Map Survey highlight the issue:

- *"We live in Sierra loop- and would prefer my son to take 13th Ave to avoid line one as much as possible- however there are no sidewalks there. That road is horrible and super unsafe. That road needs to be redone and sidewalks need to be added."*
- *"We would need a path to our neighborhood to make it a possibility to bike to school."*
- *"We do not have a sidewalk or path from our neighborhood to any bike paths."*
- *"We would bike everywhere if our development was connected to the rest of the city via a sidewalk or trail"*

Key findings from the Parent/Caregiver Survey further reinforce the need for improvements:

- 65% of respondents stated that the amount of traffic concerns prevents their child from walking or biking to school.
- Over 30% identified the lack of sidewalks or pathways as a significant barrier.
- The fourth most requested improvement was better/more sidewalks or pathways.

Implementation Responsibility

The City of Sartell owns and maintains the streets in this area. Collaboration with city officials will be necessary to secure funding, finalize design plans, and implement the sidewalk.

Equity Considerations

This project aligns with equity goals by enhancing pedestrian and bicyclist safety for all students and community members, particularly in areas with vulnerable populations. The project area includes two Census block groups where:

- 16.5% and 7.3% of residents identify as BIPOC.
- 1.6% and 0.2% of households are classified as low-income.
- 14.8% and 33.4% of the population are under 18.

Figure 180. Example of 13th Avenue N.

Conclusion

Constructing a multi-modal corridor along 13th Avenue N will close a critical gap in the pedestrian and bicyclist network, providing a safe and accessible route for students and residents. Addressing this need aligns with community priorities and established planning goals while improving overall walkability in Sartell. By enhancing active transportation infrastructure, this project will contribute to a safer, more connected community.

Figure 181. Example of 13th Avenue N.

Proposed Medium Priority 13th Avenue N Corridor

Figure 182. A map of the proposed 13th Avenue N multi-modal corridor.

C.1 & C.2. Fourth Street N/Eighth Avenue N and 2-1/2 Street N - Sidewalk

Priority: Medium

Recommendation

To improve pedestrian connectivity and safety, construct a sidewalk along the following corridors:

- C.1. Fourth Street N/Eighth Avenue N from Ninth Avenue N to Fifth Street N.
- C.2. 2-1/2 Street N from Ninth Avenue N to Fifth Avenue N.

Project Relevance

The proposed sidewalks will address critical gaps in the active transportation network, improving connectivity for students walking and biking to school. Currently, there are no east-west active transportation facilities between Second Street S and Seventh Street N. Additionally, due to wetland constraints, Fifth Street N does not connect, forcing students living west of Ninth Avenue N to rely on Fourth Street N and Eighth Avenue N to access the Fifth Street N facilities when traveling to Riverview Intermediate School.

For 2-1/2 Street N, sidewalks exist both east and west of the identified gap. Filling in this missing segment will create a continuous active transportation corridor, linking neighborhoods and improving safe routes to school.

This need is further supported by:

- The City of Sartell's 2023 Parks + Trails Master Plan, which identifies Fourth Street N/Eighth Avenue N from Ninth Avenue N as a trail gap.
- The APO's 2022 Regional Active Transportation Plan, which includes 2-1/2 Street N as a future potential project.

Community Input

Community feedback consistently highlights the demand for improved sidewalks and shared-use paths in Sartell, emphasizing safety concerns and the need for better connectivity. Survey responses from the Parent/Caregiver Survey and Interactive Map Survey highlight the issue:

- *"We need a sidewalk along 2 1/2 St N"*
- *"Sidewalk along 2 1/2 street #1 priority of "projects"*
- *"Sidewalks built in along 2 1/2. Better lighting surround school streets and ALL crosswalks"*
- *"We need sidewalks on 2 1/2 Street (the East side) for kids to walk safely on that road to RIS."*
- *"sidewalk along 2 1/2 St N would be most helpful. Lowering neighborhood speed limits to 20 mph would also help."*
- *"I think finishing the sidewalk on 2.5 between 5th ave and 8th ave would be beneficial for kids. It is too busy to bike safely on that road."*

Key findings from the Parent/Caregiver Survey further reinforce the need for improvements:

- 65% of respondents stated that the amount of traffic concerns prevents their child from walking or biking to school.
- Over 30% identified the lack of sidewalks or pathways as a significant barrier.
- The fourth most requested improvement was better/more sidewalks or pathways.

Figure 183. Example of Fourth Street N.

Implementation Responsibility

The City of Sartell owns and maintains the streets in this area. Collaboration with city officials will be necessary to secure funding, finalize design plans, and implement the sidewalk.

Equity Considerations

This project supports equity goals by enhancing pedestrian safety for all students and community members, particularly those in vulnerable populations. The project area includes Census block groups where:

- 4.0% of residents identify as BIPOC.
- 10.7% of households are classified as low-income.
- 30.0% of the population are under 18.

To ensure accessibility for individuals with disabilities, the project will incorporate ADA-compliant intersections and features.

Figure 184. Example of 2-1/2 Street N.

Conclusion

Completing these sidewalk connections will create a safer, more accessible active transportation network in Sartell, addressing existing gaps and meeting community needs. These improvements will provide direct, safe routes for students walking and biking to the Sartell schools, aligning with local and regional planning priorities.

Proposed Medium Priority Sidewalk Connections

Figure 185. A map of the proposed sidewalk on Fourth Street N/Eighth Avenue N and 2-1/2 Street N.

D.1-D.6. Reconstruct Shared Use Paths

Priority: Medium

Recommendation

To enhance pedestrian and bicyclist comfort and safety, the following shared use paths should be reconstructed or repaired:

- D.1. 13th Avenue N.
- D.2. Northside Park.
- D.3. Fifth Street N (from Pinecone Road to Ninth Avenue N).
- D.4. Fifth Street N (from Third Avenue N to Second Avenue N).
- D.5. Rolling Meadows West Park.
- D.6. Rolling Meadows East Park.

Project Relevance

Regular maintenance of shared use paths is essential to ensure they remain safe and accessible for students traveling to and from school. Cracks, potholes, and uneven surfaces pose safety risks, particularly for young children and inexperienced bicyclists, increasing the likelihood of trips, falls, and crashes. Well-maintained paths reduce these hazards and encourage more students to walk or bike to school, supporting active transportation and community connectivity.

Each of these paths serves as a critical route for students and the broader Sartell community. Maintaining them will improve overall transportation safety and usability for pedestrians and bicyclists alike.

Community Input

Community feedback has consistently emphasized the need for improved sidewalks and shared use paths, citing safety concerns and a desire for better connectivity throughout Sartell. Addressing these concerns will enhance walkability and encourage more families to consider walking and biking as viable transportation options.

The Parent/Caregiver Survey indicated that:

- Over 30% identified the lack of sidewalks or pathways as a significant barrier.
- The fourth most requested improvement was better/more sidewalks or pathways.

Implementation Responsibility

The City of Sartell owns and maintains these shared use paths. Collaboration with city officials will be required to secure funding, develop design plans, and oversee implementation.

Figure 186. Example of Fifth Street N shared use path from Pinecone Road to Ninth Avenue N.

Equity Considerations

This project advances equity goals by enhancing pedestrian and bicycle safety for all community members, particularly students and individuals with disabilities. By improving infrastructure, the project ensures that everyone—regardless of age or ability—has access to safe and reliable transportation options.

Conclusion

Reconstructing and repairing these shared use paths will improve safety, accessibility, and connectivity for students and community members. By addressing maintenance issues, Sartell can foster a more walkable and bike-friendly environment, supporting the goals of the SRTS program.

Figure 187. Example of Fifth Street N shared use path from Pinecone Road to Ninth Avenue N.

Proposed Medium Priority Shared Use Path Reconstruction Locations

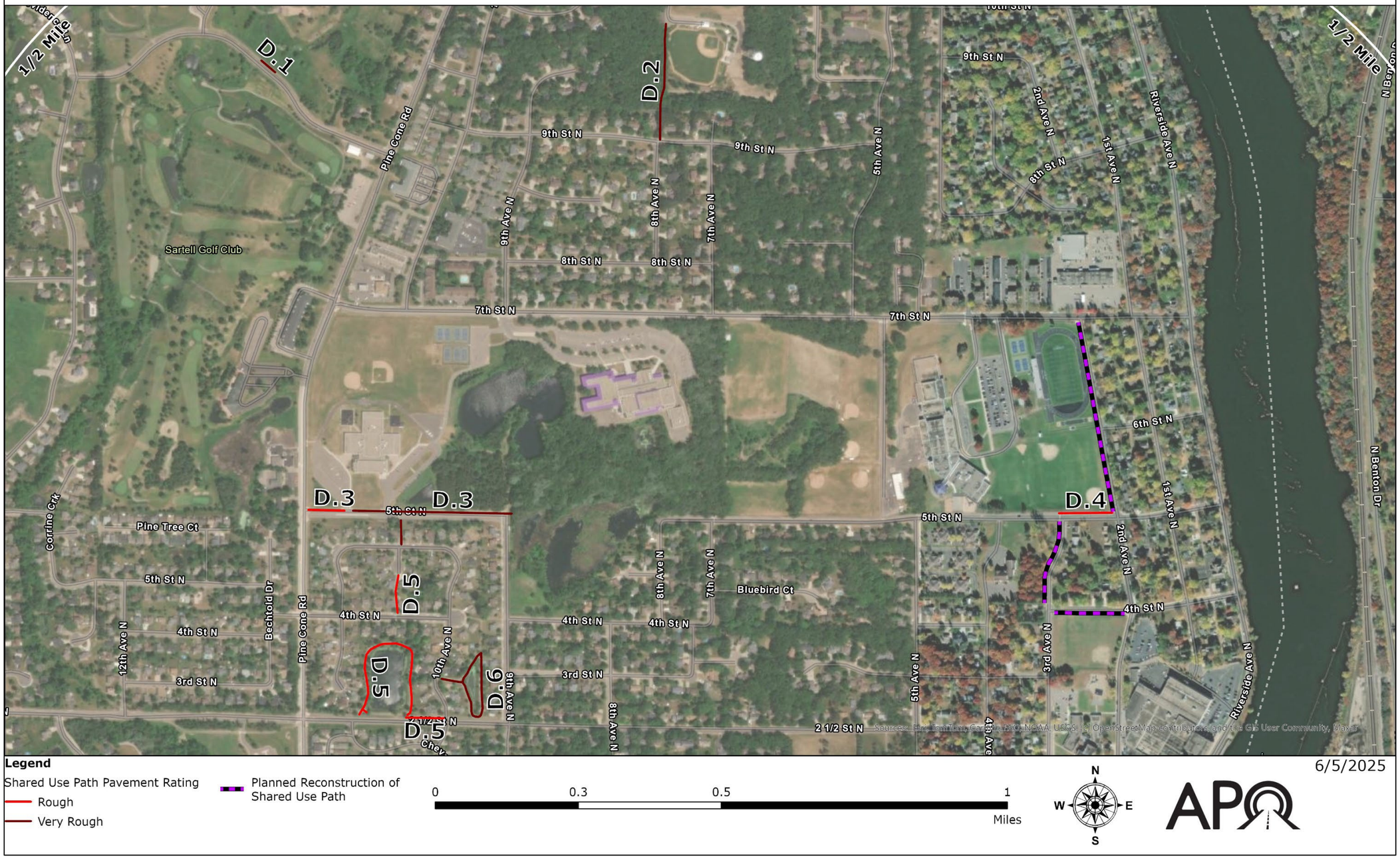


Figure 188. A map of the locations of proposed reconstructed shared use paths.

E. Pinecone Road - Sidewalk

Priority: Medium

Recommendation

Construct a sidewalk on the west side of Pinecone Road from 27th Street N to Stearns County Road 120.

Project Relevance

Constructing a sidewalk along the west side of Pinecone Road from 27th Street N to Stearns County Road 120 will enhance pedestrian connectivity along the corridor.

Pinecone Road serves as a key north-south arterial in Sartell, connecting neighborhoods, schools, parks, and commercial areas. While a shared use path exists on the east side of Pinecone Road, the lack of pedestrian infrastructure on the west side presents safety challenges, particularly due to the need for multiple midblock crossings along the corridor. A sidewalk on the west side would guide pedestrians to safer crossing points at controlled intersections.

The corridor includes a mix of land uses, including single-family homes, multifamily housing, parks, and businesses. Sartell High School is located near 27th Street N, and Stearns County Road 120 marks the boundary with the City of Saint Cloud, making this an inter-jurisdictional facility that serves a broad community.

Community Input

Public feedback has consistently highlighted the need for improved pedestrian infrastructure, particularly near schools. Key comments include:

- *"We do not have a sidewalk or path from our neighborhood to any bike paths."*
- *We would bike everywhere if our development was connected to the rest of the city via a sidewalk or trail"*

The Parent/Caregiver Survey indicated that:

- 65% of respondents stated that amount of traffic concerns prevent their child from walking or biking to school.
- Over 30% identified the lack of sidewalks or pathways as a significant barrier.
- The fourth most requested improvement was better/more sidewalks or pathways.

Implementation Responsibility

Pinecone Road is owned and maintained by the City of Sartell. Collaboration with the city will be essential to secure funding, finalize design plans, and implement construction.

Equity Considerations

This project aligns with equity goals by improving pedestrian accessibility and safety for all community members, including:

- ADA compliance: Infrastructure improvements such as curb ramps will enhance accessibility for individuals with disabilities.
- Increased safety: A dedicated sidewalk will provide a physical separation between pedestrians and vehicular traffic, reducing risks for students, older adults, and residents walking in the area.
- Expanded access: The project will improve pedestrian connectivity across the city, ensuring that more residents can safely reach schools, parks, and commercial destinations.

Figure 189. Example of west side of Pinecone Road near Nemeth Orthodontics.

Conclusion

Adding a sidewalk along the west side of Pinecone Road from 27th Street N to Stearns County Road 120 will significantly enhance pedestrian safety and connectivity in Sartell. This project addresses community concerns, improves access to key destinations, and supports broader transportation equity efforts.

Figure 190. Example of west side of Pinecone Road looking south to Fourth Street N.

Proposed Medium Priority Pinecone Road Sidewalk Location

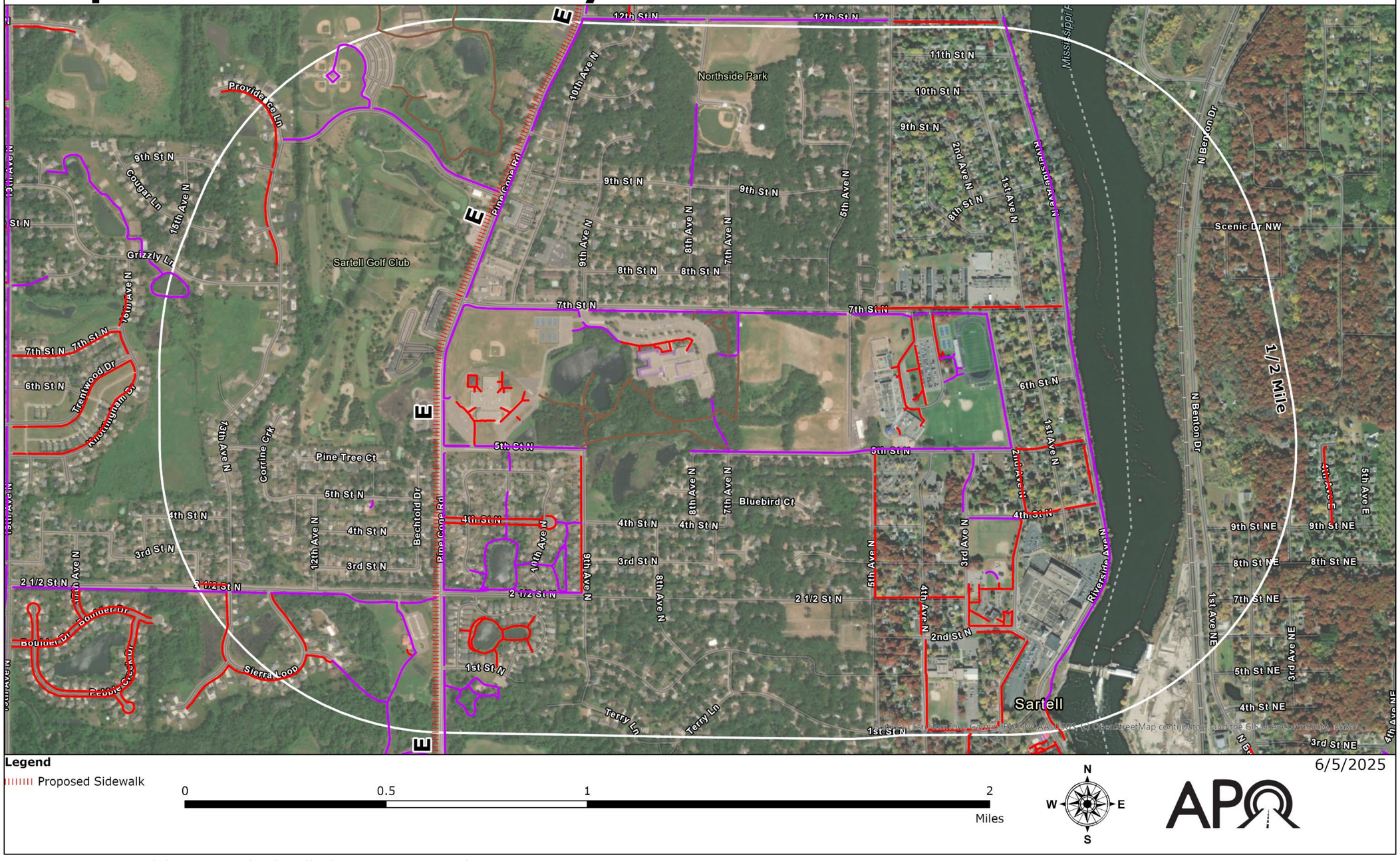


Figure 191. A map of the proposed sidewalk along Pinecone Road.

F.1-F.21. ADA Compliant Detectable Warning Surface

Priority: Medium

Recommendation

To improve ADA compliance and enhance accessibility, install ADA-compliant detectable warning surfaces at the following locations:

- F.1. 13th Avenue N and Bear Path Court (two ramps).
- F.2. 13th Avenue N and Antler Creek Court (one ramp).
- F.3. Ninth Street N and Eighth Avenue N (one ramp).
- F.4. Lawrence Circle and Eleanor Court (one ramp).
- F.5. Eleanor Court and shared-use path (one ramp).
- F.6. Fourth Street N and 11th Avenue N (four ramps).
- F.7. Fourth Street N and shared-use path (two ramps).
- F.8. Fourth Street N and 10th Avenue N (six ramps).
- F.9. Ninth Avenue N and Fourth Street N (one ramp).
- F.10. Lawrence Court and shared-use path (one ramp).
- F.11. 10th Avenue N and shared-use path (one ramp).
- F.12. 2-1/2 Street N and 10th Avenue N (two ramps).
- F.13. 2-1/2 Street N and Ninth Avenue N (one ramp).
- F.14. Seventh Avenue N and Fifth Street N (one ramp).
- F.15. Fifth Street N and shared-use path (one ramp).
- F.16. Third Avenue N and Fourth Street N (one ramp).
- F.17. Third Avenue N and 2-1/2 Street N (three ramps).
- F.18. Third Avenue N and sidewalk at Benton-Stearns Education Center (one ramp).
- F.19. Second Street N and Third Avenue N (two ramps).
- F.20. Second Street N and sidewalk at St. Francis Xavier Parish and School (two ramps).
- F.21. Second Street N and Second Avenue N (two ramps).

Project Relevance

The installation of ADA-compliant detectable warning surfaces aligns with the Americans with Disabilities Act (ADA), which ensures equal access to public spaces for individuals with disabilities. These upgrades will enhance mobility for all users, particularly individuals with visual impairments, and improve safety at key intersections throughout Sartell.

Detectable warning surfaces provide crucial tactile feedback to pedestrians, helping them navigate transitions between sidewalks and streets. This project will ensure compliance with ADA Standards for Accessible Design, reducing barriers to safe and independent travel.

Community Input

Community feedback consistently highlights the need for safer and more accessible pedestrian infrastructure. Key concerns include:

- The lack of ADA-compliant curb ramps at multiple intersections.
- The need for improved sidewalk and crosswalk conditions near schools and key destinations.
- The importance of enhancing accessibility for residents with mobility challenges.

Implementation Responsibility

- The City of Sartell is responsible for implementing these projects, including securing funding, finalizing design plans, and overseeing construction.

Equity Considerations

This project supports equity goals by improving pedestrian safety for all community members, particularly those with disabilities and students traveling to school. The upgrades will:

- Provide ADA-compliant intersections to ensure accessibility for individuals with mobility impairments.
- Reduce transportation barriers for vulnerable populations.
- Enhance safe routes to school, encouraging active transportation for students.

Conclusion

By installing ADA-compliant detectable warning surfaces at key intersections, this project will significantly improve pedestrian safety, accessibility, and compliance with federal standards.

Figure 192. Curb ramp on Riverside Avenue N and Fifth Street N.

Proposed Medium Priority ADA Compliant Detectable Warning Surface Locations

Figure 193. A map of the proposed location of ADA compliant detectable warning surfaces.

Proposed Low Priority Projects

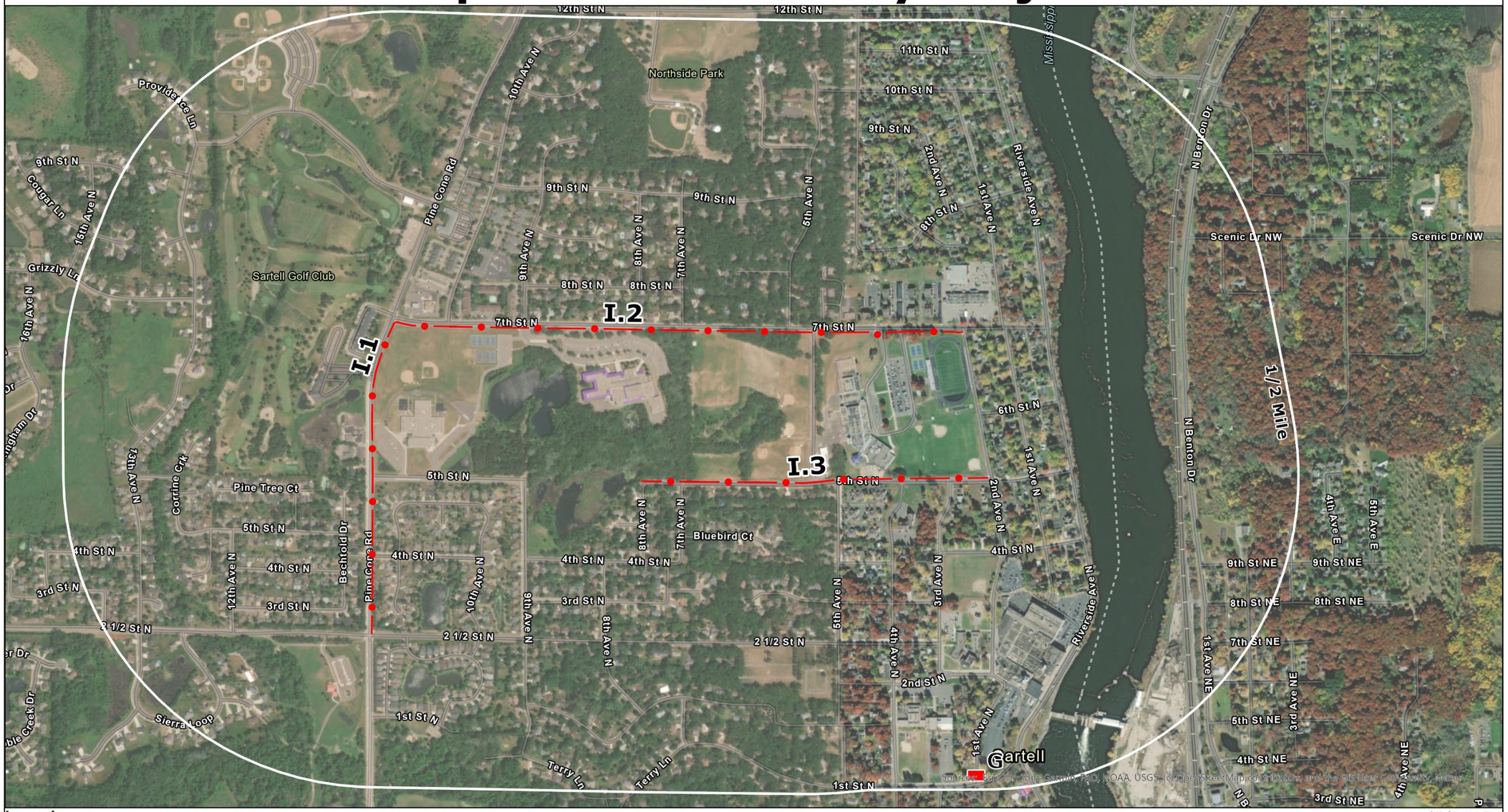


Figure 194. A map of proposed low priority projects.

Project ID	Proposed Low Priority Projects
G	To improve driver-stopping compliance and enhance pedestrian and bicycle safety, install advanced stop bars at First Avenue N and First Street N.
H	To improve active transportation safety around schools, consider implementing traffic calming measures where necessary. *(Not mapped.)*
I.1	Enhance the streetscape along Pinecone Road from 2-1/2 Street N to Seventh Street N to create a more pedestrian- and bicycle-friendly environment.
I.2	Enhance the streetscape along Seventh Street N from Pinecone Road to Second Avenue N to create a more pedestrian- and bicycle-friendly environment.
I.3	Enhance the streetscape along Fifth Street N from Eighth Avenue N to Second Avenue N to create a more pedestrian- and bicycle-friendly environment.

G. Advanced Stop Bar

Priority: Low

Recommendation

To improve driver-stopping compliance and enhance pedestrian and bicycle safety, install advanced stop bars at First Avenue N and First Street N.

Project Relevance

Advanced stop bars are an effective safety measure for students walking or biking to school. Positioned further back from crosswalks, these markings create additional space for pedestrians and bicyclists, improving visibility and reducing the risk of vehicles encroaching on crosswalks. By encouraging drivers to stop at a greater distance, advanced stop bars increase safety for students crossing in front of stopped vehicles.

The intersection of First Avenue N and First Street N features a crosswalk that is not aligned at a 90-degree angle, but rather is slanted. This misalignment makes it particularly important to implement an advanced stop bar, providing clear guidance for drivers and ensuring pedestrian visibility. To align the sidewalk at a 90-degree angle, a utility pole will need to be relocated, and the sidewalk will need to be extended to the corner.

Community Input

Public feedback has repeatedly highlighted concerns about driver non-compliance at crosswalks. Many residents have reported that drivers fail to stop for pedestrians and bicyclists, creating safety hazards for students walking and biking to school.

Survey responses from the Parent/Caregiver Survey and Interactive Map Survey reinforce these concerns:

- *"Drivers do not yield to waiting children at crosswalk."*
- *"Cars DO NOT STOP for me trying to cross, even in the crosswalks. Most cars exceed the 20 mph speed limit too."*
- *"Crosswalks should be WHITE and visible not pale red"*
- *"Cars and school buses do not stop at the crosswalks. 5 or more cars will drive through the crosswalk before one will stop to allow my child to cross. Police presence would be helpful and flashing lights at the crosswalk."*
- *"Again, very well marked with crosswalk sign, but cars DO NOT STOP for pedestrians"*

Key findings from the Parent/Caregiver Survey further emphasize the need for intersection safety improvements:

- 75% of respondents stated that intersection safety concerns prevent their child from walking or biking to school.
- 40% identified traffic speed as a significant barrier.
- The most requested improvement was safer intersections and crossings, with slower vehicle speeds also ranking among the top solutions.

Implementation Responsibility

The City of Sartell owns and maintains the streets identified in this project. Collaboration with city officials will be essential to secure funding, finalize designs, and approve construction to ensure these safety improvements are implemented effectively.

Equity Considerations

This project aligns with equity goals by improving pedestrian accessibility and safety for all students and community members, particularly in areas with higher proportions of vulnerable populations. The affected Census block group includes:

- 4.0% of the population identifying as BIPOC.
- 10.7% of households classified as low-income.
- 30.0% of the population under age 18.

Conclusion

According to the FHWA, advanced stop bars and accompanying signage can reduce pedestrian crashes by up to 25%. By improving visibility and ensuring safer crossings, this project will create a safer walking and biking environment for students and the broader community.

Figure 195. Advanced stop bar at the intersection of 2-1/2 Street N and Third Avenue N.

Proposed Low Priority Advanced Stop Bar Project Location

Figure 196. A map of the locations of the proposed advanced stop bar.

H. Traffic Calming Measures

Priority: Low

Recommendation

To improve active transportation safety around schools, consider implementing traffic calming measures where necessary.

Project Relevance

According to the Institute of Transportation Engineers (ITE), traffic calming measures include but are not limited to, the following:

1. **Horizontal Deflection**: These measures introduce a shift in the roadway, making it difficult for drivers to maintain high speeds while navigating. Examples include:
    - Lateral Shift.
    - Chicane.
    - Realigned Intersection.
    - Traffic Circle.
    - Small Modern Roundabout/Mini-Roundabout.
    - Roundabout.
2. **Vertical Deflection**: These measures raise the roadway's surface, encouraging drivers to slow down for comfort. Examples include:
    - Speed Hump.
    - Speed Cushion.
    - Speed Table.
    - Raised Crosswalk.
    - Raised Intersection.
3. **Street Width Reduction**: By narrowing travel lanes or roadways, these measures naturally encourage slower speeds and reduce pedestrian crossing distances. Examples include:
    - Corner Extension/Bulb-Out.
    - Choker.
    - Median Island.
    - On-Street Parking.
    - Road Diet.
4. **Routing Restrictions**: These measures limit specific vehicle movements to reduce cut-through traffic. Examples include:
    - Diagonal Diverter.
    - Street Closure.
    - Median Barrier/Forced Turn Island.

Further studies are required to determine the most effective solutions for specific roadways.

Figure 197. Example of a temporary corner extension in Sauk Rapids.

Community Input

Community feedback has consistently emphasized concerns about unsafe crossings and driver behavior near schools. A common issue is vehicles failing to yield to pedestrians, even at marked crosswalks. Survey responses highlight the need for increased pedestrian visibility and traffic calming measures:

- *"Drivers do not yield to waiting children at crosswalk."*
- *"Cars DO NOT STOP for me trying to cross, even in the crosswalks. Most cars exceed the 20 mph speed limit too."*
- *"Cars and school buses do not stop at the crosswalks. 5 or more cars will drive through the crosswalk before one will stop to allow my child to cross. Police presence would be helpful and flashing lights at the crosswalk."*
- *"Again, very well marked with crosswalk sign, but cars DO NOT STOP for pedestrians"*
- *"Lowering neighborhood speed limits to 20 mph would also help."*
- *"Cars as well as school buses drive way too fast despite the flashing lights for a 20 mph speed during school hours."*
- *"Speeding is very bad on hwy 1 and pinecone rd"*
- *"The speed of traffic is a good idea but it's a joke. No one follows the 20 mph speed limit when the lights are flashing and Sartell PD does ZERO enforcement for it. It's super frustrating and a major problem for ALL ways to travel to school."*
- *"The City of Sartell is facing a significant issue with vehicles speeding excessively through residential areas and along the main road, particularly when flashing lights indicate a 20 MPH speed limit. Many drivers disregard these alerts, and those who do adhere to the speed limit often find themselves tailgated or passed on a "no passing road".*
- *"parents and high schoolers speed in this area and are not watching for pedestrians/bikers."*
- *"Traffic on Pinecone Rd does not slow when school zone speed limit is activated."*

Key findings from the Parent/Caregiver Survey include:

- 75% of respondents feel intersection safety prevents their child from walking or biking to school.
- 40% cite traffic speed as a barrier.
- The top request for improvements was safer intersections and crossings, while the sixth most common solution was vehicle speeds near schools.

Implementation Responsibility

The City of Sartell owns and maintains the streets included in this project. Collaboration with city officials will be crucial to securing funding, finalizing designs, and obtaining construction approval.

Equity Considerations

This project aligns with equity goals by ensuring that all students, regardless of age, ability, or background, have access to safe and comfortable walking and biking routes. Enhancing pedestrian infrastructure particularly benefits:

- Students who rely on walking or biking as their primary mode of transportation.
- Individuals with mobility challenges, such as those using wheelchairs or strollers.
- Families without access to private vehicles, for whom walking or biking is a necessity.

Conclusion

Implementing strategic traffic calming measures will enhance pedestrian safety, encourage active transportation, and promote equitable access for all students.

I.1-I.3. Streetscape

Priority: Low

Recommendation

Enhance the streetscape along the following corridors to create a more pedestrian- and bicycle-friendly environment:

- I.1. Pinecone Road from 2-1/2 Street N to Seventh Street N.
- I.2. Seventh Street N from Pinecone Road to Second Avenue N.
- I.3. Fifth Street N from Eighth Avenue N to Second Avenue N.

Project Relevance

A well-designed streetscape enhances the experience of walking and biking by improving comfort, safety, and aesthetics. Streetscape elements such as trees, seating, lighting, and signage help create inviting spaces that encourage active transportation.

Several of these corridors lack essential streetscape features:

- **Street Trees:** Currently, there are no street trees along Pinecone Road, Seventh Street N (from Pinecone Road to Sartell Middle School), and Fifth Street N. Adding trees would provide shade, improve aesthetics, and create a more comfortable experience for pedestrians and bicyclists.
- **Benches:** Only one bench is available along these corridors. Additional benches would provide resting spots, particularly benefiting younger children and caregivers.
- **Pedestrian-Oriented Lighting:** Improved lighting is needed along these routes to enhance safety, particularly in early morning and evening hours.
- **Wayfinding Signage:** Signage displaying walking and biking times to schools could encourage students to choose active transportation.

Community Input

Community feedback highlights concerns about poor lighting and pedestrian safety, particularly near schools and crosswalks. Survey responses include:

- *"Better lighting surround school streets and ALL crosswalks"*
- *"MORE LIGHTING AT THE PARENT DROP OFF TURN AT RIVERVIEW"*
- *"Better lighting on all paths, including the entirety of the path through town (15th Street-7th Street is VERY DARK)"*
- *"Lighting at school crosswalks & parking lots is completely inadequate & creates a safety hazard."*
- *"Inadequate lighting at the only entrance/exit to the middle school. This intersection is dangerous with multiple crosswalks & no lighting"*
- *"Basically no lighting at this crosswalk & parking lot entrance. Significant lighting improvements are needed to improve safety"*
- *"Better crossing for students and definitely better lighting"*

Key findings from the Parent/Caregiver Survey include:

- Better/more lighting along the route was the fifth most sought-after solution.

Figure 198. Shared use path along Pinecone Road N.

Implementation Responsibility

The City of Sartell owns and maintains these corridors. Collaboration with city officials will be necessary to, secure funding for design and construction, develop streetscape improvement plans, oversee the implementation of lighting, seating, trees, and signage.

Equity Considerations

This project supports equity by ensuring that all students, regardless of ability or background, have access to safe, comfortable, and reliable walking and biking routes. Improved infrastructure benefits vulnerable populations, including children, individuals with disabilities, and those without access to private vehicles.

Conclusion

Enhancing the streetscape along these key corridors will improve the overall experience for pedestrians and bicyclists, increasing safety, comfort, and accessibility. With community support and city collaboration, these improvements will help foster a more walkable and bike-friendly environment for students and the broader community.

Figure 199. Shared use path along Riverside Avenue N.

Proposed Low Priority Streetscape Improvement Locations

Figure 200. A map of the proposed streetscape improvements.

Proposed School Projects

Figure 201. A map of proposed school projects.

Project ID	Project Priority	Proposed Low Priority Projects
J.1	**High**	To enhance pedestrian and bicycle connectivity and safety, construct a shared use path from the front of Pine Meadow Primary School entrance to Pinecone Road shared use path.
J.2	**High**	To enhance pedestrian and bicycle connectivity and safety, construct a shared use path from Fifth Street N through the Pine Meadow Primary School bus chute to Sartell Middle School.
J.3	**High**	To enhance pedestrian and bicycle connectivity and safety, construct a shared use path from the southern shared-use path behind Sartell Middle School to the front sidewalk network.
K.1	**High**	To accommodate increased demand and enhance bicycle security, install additional bike racks at Sartell Middle School – western bike rack area.
K.2	**High**	To accommodate increased demand and enhance bicycle security, install additional bike racks at Riverview Intermediate School – northern bike rack area.
L.1	**Medium**	To improve ADA compliance and enhance accessibility, install ADA-compliant detectable warning surfaces at Pine Meadow Primary School (two ramps).
L.2.	**Medium**	To improve ADA compliance and enhance accessibility, install ADA-compliant detectable warning surfaces at Sartell Middle School (three ramps).
L.3	**Medium**	To improve ADA compliance and enhance accessibility, install ADA-compliant detectable warning surfaces at Riverview Intermediate School (one ramp).
M	**Medium**	Install pedestrian-oriented lighting along the sidewalk from Seventh Street N to Riverview Intermediate School to improve visibility and enhance safety for students and community members.
N	**Low**	Relocate the accessible (disability) parking spaces further east along the front of Riverview Intermediate School.

J.1-J.3. Pine Meadow Primary School and Sartell Middle School – Shared Use Path

Priority: High

Recommendation

To enhance pedestrian and bicycle connectivity and safety, construct a shared use path in the following locations:

- J.1. From the front of Pine Meadow Primary School entrance to Pinecone Road shared use path.
- J.2. From Fifth Street N through the Pine Meadow Primary School bus chute to Sartell Middle School.
- J.3. From the southern shared-use path behind Sartell Middle School to the front sidewalk network.

Project Relevance

The sidewalk in front of Pine Meadow Primary School extends from Fifth Street N to the front entrance and continues northwest toward Pinecone Road, but terminates before reaching the access road behind the school. Extending the sidewalk to this access road would provide a direct connection to existing facilities along Pinecone Road. Currently, students must walk through the parking lot to reach the shared-use path, which poses safety concerns.

The bus chute between Pine Meadow Primary School and Sartell Middle School is a one-way driveway, only wide enough for a single vehicle, with traffic flowing from the Middle School to Pine Meadow. Observations and discussions with school staff indicate that some middle school students who live southwest of the school use this driveway to bike or scooter to and from school. Since buses frequently use this route, the absence of a dedicated pedestrian and bicycle path poses a safety concern. Constructing a separated shared use path from Fifth Street N to Sartell Middle School would provide a safer alternative by keeping students away from moving vehicles.

The existing shared use path behind Sartell Middle School currently connects to the back parking lot but does not extend to the front of the school. As a result, students must walk along the driveway to reach the front entrance. A new connection between the rear shared use path and the front sidewalk network would improve safety and ensure a continuous, dedicated route for pedestrians and bicyclists.

Figure 202. Sidewalk gap in front of Pine Meadow Primary School.

Community Input

While there were limited comments made regarding these connections, community feedback consistently highlights the need for better sidewalk and pathway infrastructure in Sartell. Parent comments include:

- *When getting to pine meadow from the middle school area, kids need to walk/bike on the bus lane (unsafe) or go all the way down and around 7th to pinecone- need a pedestrian sidewalk that connects sms and pmps*

Key findings from the Parent/Caregiver Survey include:

- Over 30% of respondents identified the lack of sidewalks or pathways as a significant barrier to walking or biking to school.
- Improved and additional sidewalks or pathways were the fourth most requested infrastructure improvement.

Implementation Responsibility

The Sartell-St. Stephen Independent School District 748 is responsible for implementing these improvements, as the project involves school property. The district will need to secure funding and coordinate installation efforts.

Equity Considerations

This project supports equity goals by improving pedestrian and bicyclist safety and accessibility for all students and community members, particularly vulnerable populations. The project area includes Census block groups where:

- 4.0% of residents identify as BIPOC.
- 10.7% of households are classified as low-income.
- 30.0% of the population is under the age of 18.

To ensure accessibility for individuals with disabilities, the project will incorporate ADA-compliant features.

Conclusion

Constructing these shared use paths will enhance safety and connectivity for students walking and biking to Sartell Middle School and Pine Meadow Primary School. By providing dedicated, separated pathways, the project will reduce conflicts between pedestrians, bicyclists, and vehicles, supporting long-term goals for a safer and more accessible school environment.

Figure 203. End of shared use path behind Sartell Middle School.

High Priority PMPS and SMS Shared Use Path Locations

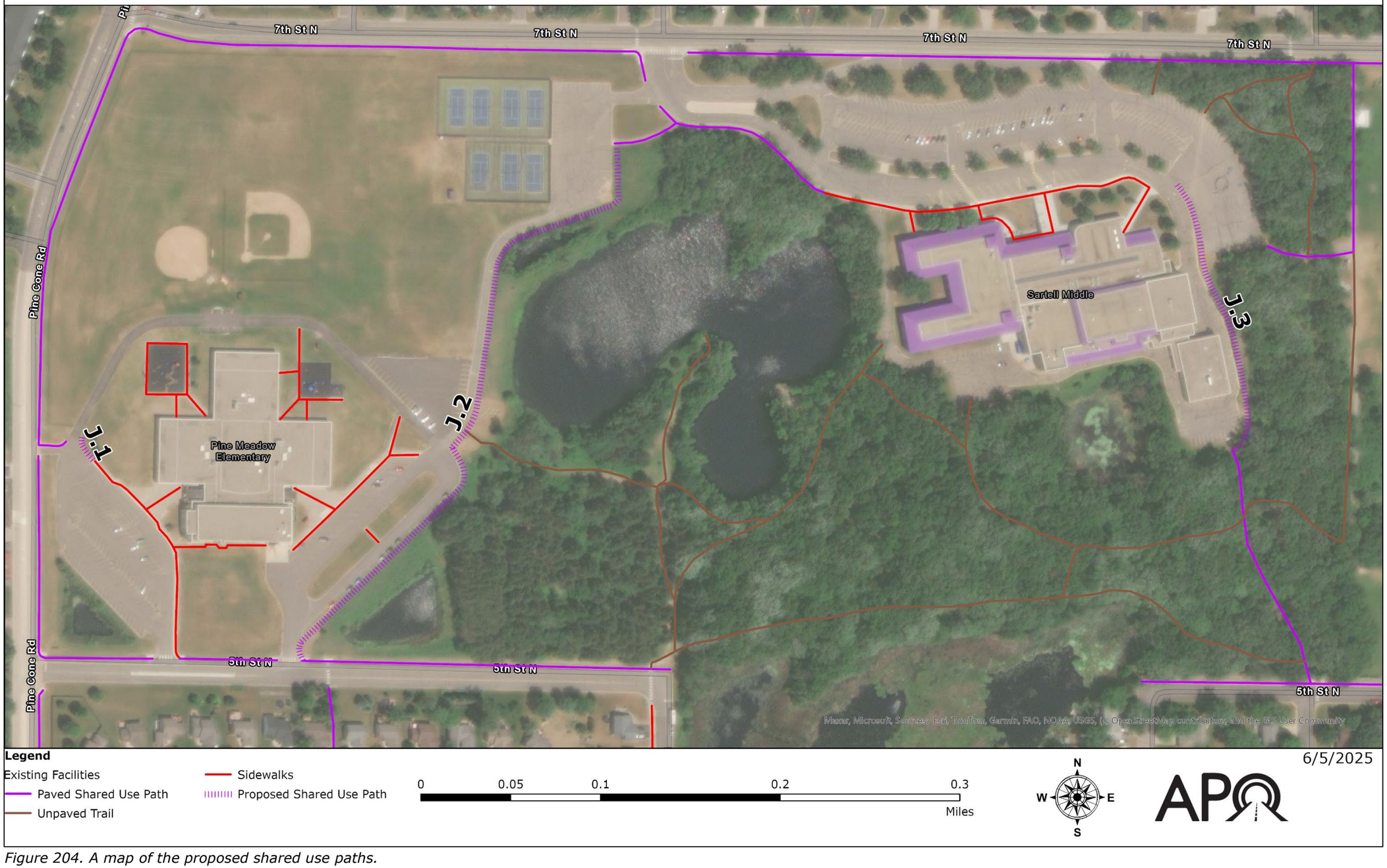


Figure 204. A map of the proposed shared use paths.

K.1 & K.2. Riverview Intermediate School and Sartell Middle School – Bike Racks

Priority: High

Recommendation

To accommodate increased demand and enhance bicycle security, install additional bike racks at the following locations:

- K.1: Sartell Middle School – western bike rack area.
- K.2: Riverview Intermediate School – northern bike rack area.

If feasible, bike parking should be covered to protect bicycles and e-scooters from weather conditions. If the district permits, constructing covered bike parking could serve as a project for middle or high school woodshop students.

Figure 205. The western bike rack at Pine Meadow Primary School.

Project Relevance

Observations indicate that Sartell Middle School currently has four bike racks, two near the west entrance and two near the east entrance. During observations, 57 bicycles and 10 scooters were counted, exceeding the available bike rack capacity. Many students were unable to secure their bikes due to limited space.

At Riverview Intermediate School, three bike racks are available: one near the main entrance and two near the south entrance. A total of 29 bicycles were counted, with the main entrance bike rack at full capacity. Overcrowding forced some students to leave their bikes unsecured. Additional racks are needed to accommodate demand and improve safety.

Figure 206. The western bike racks at Sartell Middle School.

Community Input

While only two direct comments addressed bike parking concerns in the parent/caregiver survey, broader safety and security concerns—such as bike theft—were noted. Key survey findings include:

- "More bike racks are needed at the schools too."
- "Weather - need a covered area to lock scooter up at school."

Additional survey responses highlight:

- Around 5% of parents reported that a lack of access to a bike or bike lock prevents their child from biking to school.
- Access to a bike, bike lock, or secure bike parking ranked as the 11th most requested improvement for encouraging biking to school.

Implementation Responsibility

The Sartell-St. Stephen Independent School District 748 is responsible for implementing these improvements, as the project is located on school property. The district will need to secure funding and coordinate installation efforts.

Equity Considerations

This project aligns with equity goals by improving bicycle accessibility for all students, particularly those in vulnerable populations. The project area includes Census block groups where:

- 4.0% of residents identify as BIPOC.
- 10.7% of households are classified as low-income.
- 30.0% of the population is under the age of 18.

To ensure accessibility for all students, bike racks should be installed in locations that are easily accessible and visible, promoting both safety and security.

Conclusion

Increasing bike parking capacity at Sartell Middle School and Riverview Intermediate School will support growing student demand, improve safety, and enhance the overall effectiveness of SRTS initiatives. If covered bike parking can be implemented, it will provide additional benefits by protecting bicycles and e-scooters from weather conditions, encouraging more students to bike to school year-round.

Figure 207. The northern bike rack at Riverview Intermediate School.

Proposed High Priority Bike Rack Locations

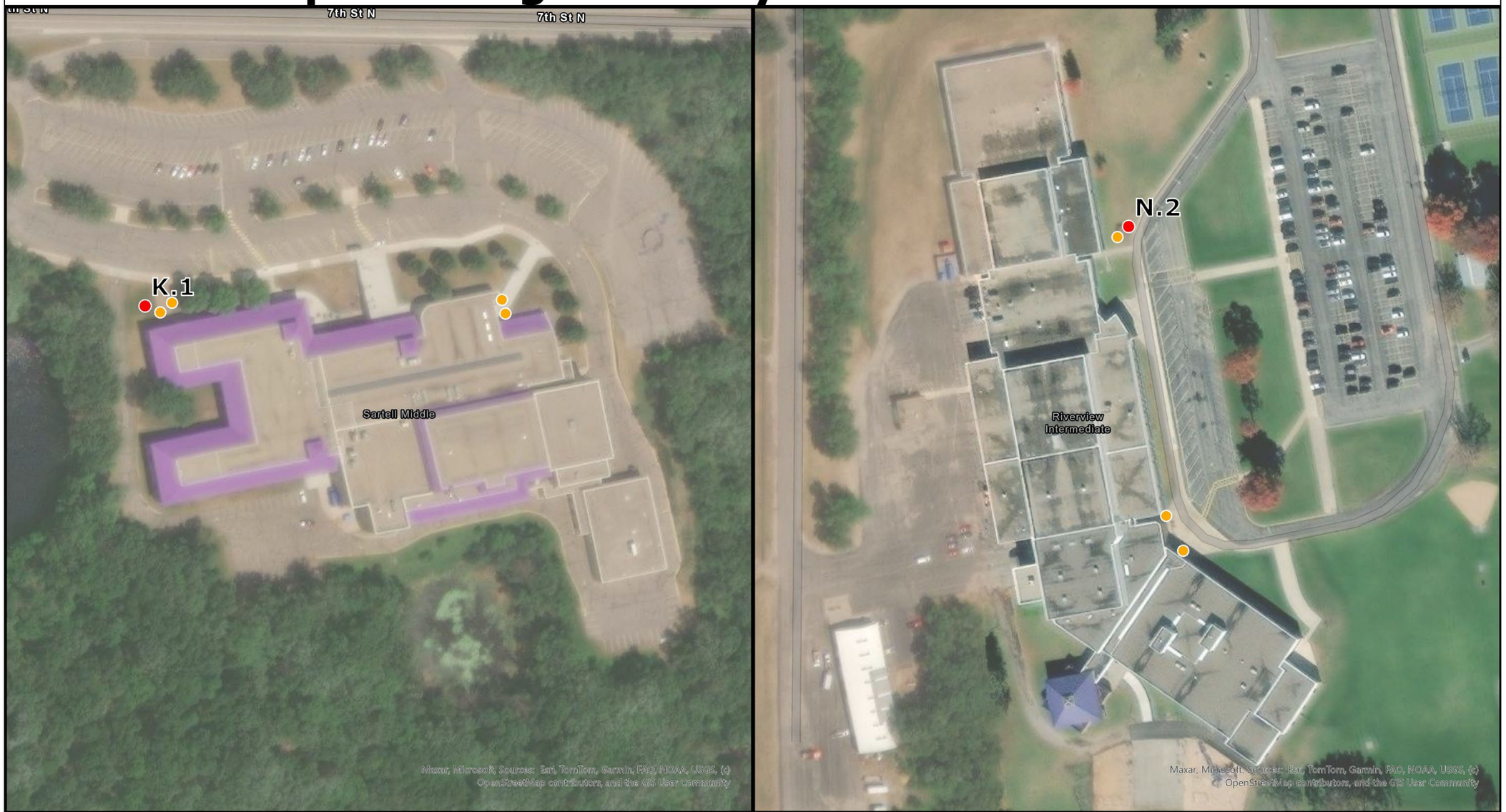


Figure 208. A map of the locations of proposed bike racks.

L.1-L.3. ADA Compliant Detectable Warning Surface

Priority: Medium

Recommendation

To improve ADA compliance and enhance accessibility, install ADA-compliant detectable warning surfaces at the following locations:

- L.1. Pine Meadow Primary School (two ramps).
- L.2. Sartell Middle School (three ramps).
- L.3. Riverview Intermediate School (one ramp).

Figure 209. A missing ADA warning surface at a crosswalk at Riverside Intermediate School.

Project Relevance

The installation of ADA-compliant detectable warning surfaces aligns with the Americans with Disabilities Act (ADA), which ensures equal access to public spaces for individuals with disabilities. These upgrades will enhance mobility for all users, particularly individuals with visual impairments, and improve safety at key intersections throughout Sartell.

Detectable warning surfaces provide crucial tactile feedback to pedestrians, helping them navigate transitions between sidewalks and streets. This project will ensure compliance with ADA Standards for Accessible Design, reducing barriers to safe and independent travel.

Figure 210. A missing ADA warning surface at a crosswalk at Sartell Middle School.

Community Input

Community feedback consistently highlights the need for safer and more accessible pedestrian infrastructure. Key concerns include:

- The lack of ADA-compliant curb ramps at multiple intersections.
- The need for improved sidewalk and crosswalk conditions near schools and key destinations.
- The importance of enhancing accessibility for residents with mobility challenges.

Implementation Responsibility

- Sartell-St. Stephen ISD 748 is responsible for implementing projects that involve school properties. The district will need to secure funding and coordinate installation efforts.

Equity Considerations

This project supports equity goals by improving pedestrian safety for all community members, particularly those with disabilities and students traveling to school. The upgrades will:

- Provide ADA-compliant intersections to ensure accessibility for individuals with mobility impairments.
- Reduce transportation barriers for vulnerable populations.
- Enhance safe routes to school, encouraging active transportation for students.

Conclusion

By installing ADA-compliant detectable warning surfaces, this project will significantly improve pedestrian safety, accessibility, and compliance with federal standards.

Figure 211. A curb ramp on Seventh Street N.

Proposed Medium Priority Detectable Warning Surface Locations

Figure 212. Proposed ADA compliant detectable warning surface.

M. Riverview Intermediate School - Lighting

Priority: Medium

Recommendation

To improve visibility and enhance safety for students and community members, install pedestrian-oriented lighting on the sidewalk extending from Riverview Intermediate School to Seventh Street N. Where feasible, lighting should be Dark Sky compliant to minimize light pollution while maintaining effectiveness.

Figure 213. Riverview Intermediate School drop off.

Project Relevance

Existing lighting on school grounds is concentrated near the tennis courts, football fields, and along pathways connecting the parking lot to the building. These areas provide adequate visibility for early morning activities, including student transfers to Oak Ridge Early Learning Center. Additionally, building-mounted lights effectively illuminate the front entrance and bus drop-off zone.

However, the sidewalk extending from the school building to Seventh Street N lacks adequate lighting, creating potential safety concerns for students traveling before sunrise or after sunset. Improved lighting in this area would enhance visibility and contribute to safer walking conditions.

Community Input

Community members and parents have expressed concerns about inadequate lighting near schools and along key walking routes. Survey responses include:

- "Better lighting surround school streets and ALL crosswalks"
- "MORE LIGHTING AT THE PARENT DROP OFF TURN AT RIVERVIEW"
- "Better lighting on all paths, including the entirety of the path through town (15th Street-7th Street is VERY DARK)"
- "Lighting at school crosswalks & parking lots is completely inadequate & creates a safety hazard."
- "Inadequate lighting at the only entrance/exit to the middle school. This intersection is dangerous with multiple crosswalks & no lighting"
- "Basically no lighting at this crosswalk & parking lot entrance. Significant lighting improvements are needed to improve safety"
- "Better crossing for students and definitely better lighting"

Additionally, findings from the Parent/Caregiver Survey indicate that improved lighting along walking and biking routes was the fifth most requested solution to help students walk or bike to school safely.

Implementation Responsibility

The Sartell-St. Stephen Independent School District 748 is responsible for implementing these improvements, as the project is located on school property. The district will need to secure funding and coordinate the installation of lighting infrastructure.

Equity Considerations

Enhancing lighting supports equity by improving access and safety for all students, particularly those from vulnerable populations. The project area includes Census block groups where:

- 4.0% of residents identify as BIPOC.
- 10.7% of households are classified as low-income.
- 30.0% of the population is under the age of 18.

Ensuring well-lit routes to school helps create a safer, more inclusive environment for all students, regardless of their background or mode of transportation.

Figure 214. Riverview Intermediate School drop off.

Conclusion

Installing pedestrian-oriented lighting along the sidewalk from Seventh Street N to Riverview Intermediate School will address safety concerns raised by the community, improve visibility, and encourage active transportation. If feasible, Dark Sky-compliant lighting should be prioritized to balance safety and environmental considerations.

Figure 215. The area lacking lighting at Riverview Intermediate School.

Proposed Medium Priority RIS Lighting Locations

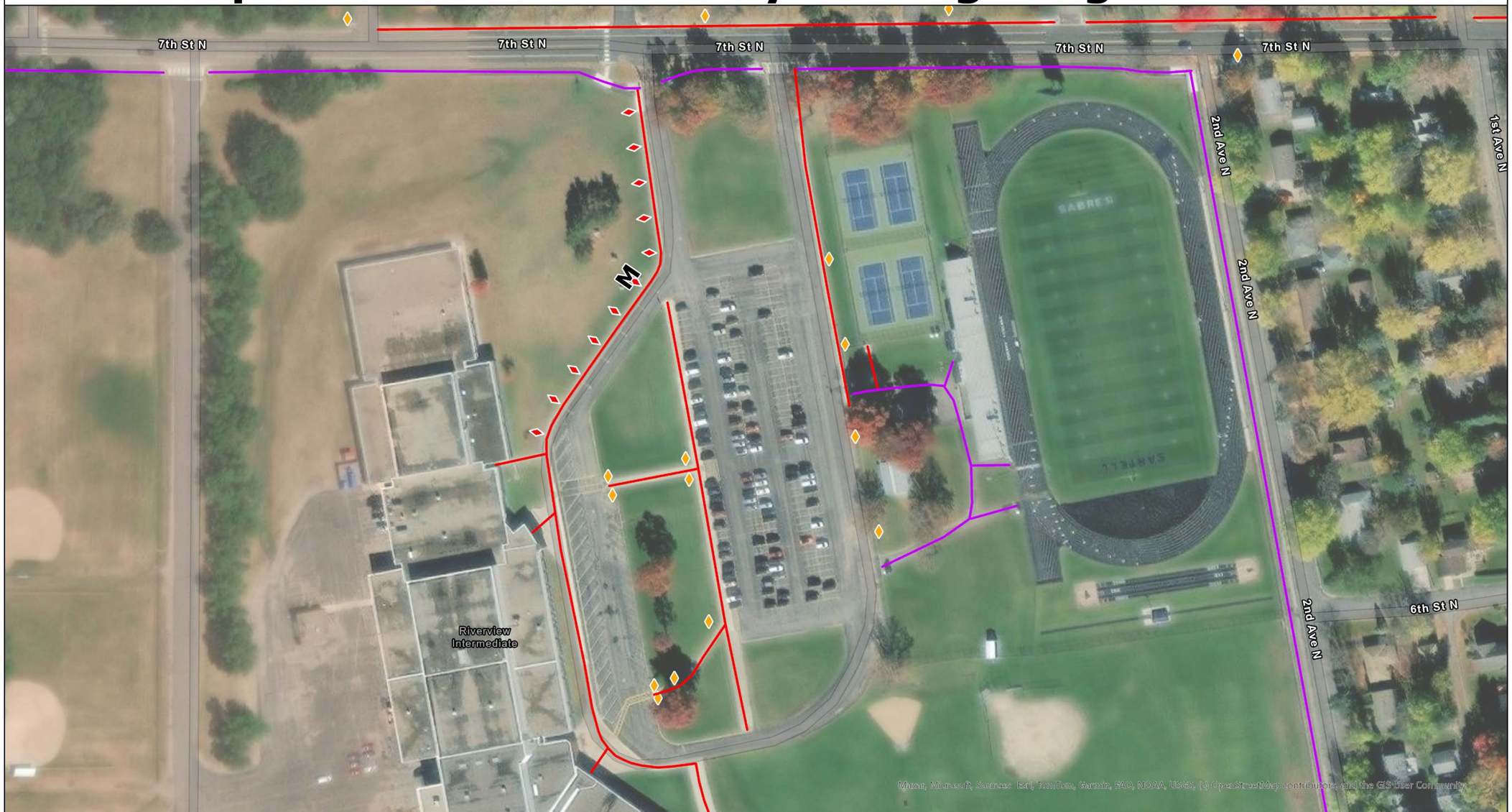


Figure 216. A map of proposed lighting at Riverview Intermediate School.

N. Riverview Intermediate School – Accessible Parking Spaces

Priority: Low

Recommendation

Relocate the accessible (disability) parking spaces further east along the front of Riverview Intermediate School.

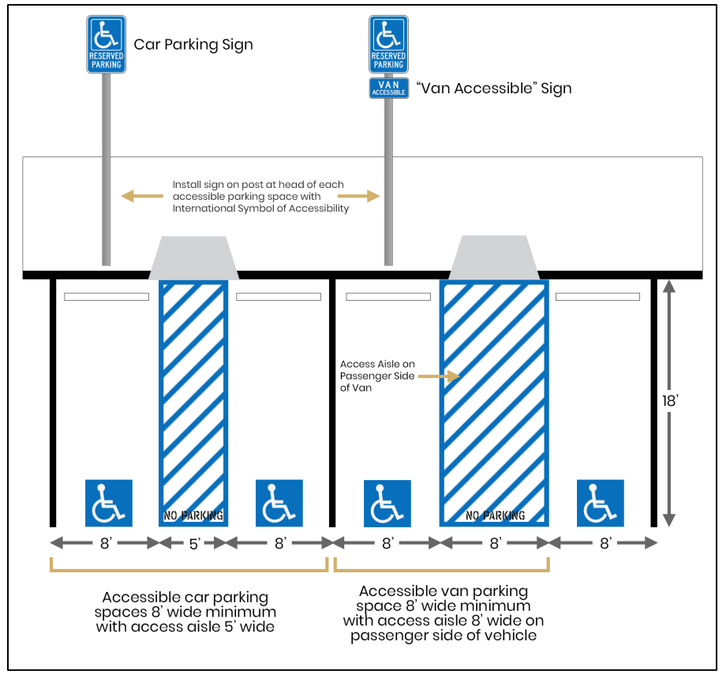


*Figure 217. Example of accessible parking space guidelines. *Photo courtesy of Hot Springs, Arkansas.*

Project Relevance

The current accessible parking spaces at Riverview Intermediate School are situated within the bus chute lane in front of the school at a 45-degree angle. While these spaces meet accessibility standards, they present operational challenges during afternoon dismissal when buses line up. Parked vehicles in these spaces can obstruct bus movement, making it difficult for buses to pull up to the curb at the same angle. Currently, staff who utilize these accessible spaces park parallel along the curb to mitigate this issue, but members of the public would not be required to do the same. Relocating these spaces further east would alleviate this conflict and improve traffic flow.

All accessible parking spaces must comply with the Minnesota Accessibility Code (Chapter 1341).

*Figure 218. Example of accessible parking. *Photo courtesy of the U.S. Access Board - Guide to the ADA Accessibility Standards.*

Community Input

There were no specific comments regarding accessible parking in the parent/caregiver survey. However, compliance with the Minnesota Accessibility Code is essential to ensure inclusivity and accessibility for all users.

Implementation Responsibility

The Sartell-St. Stephen Independent School District 748 is responsible for implementing these improvements, as the project is located on school property. The district will need to secure funding and coordinate the relocation of the accessible parking spaces.

Equity Considerations

Enhancing accessible parking spaces supports individuals with disabilities and aligns with broader equity goals. The project area includes Census block groups where:

- 4.0% of residents identify as BIPOC.
- 10.7% of households are classified as low-income.
- 30.0% of the population is under the age of 18.

*Figure 219. Example of accessible parking spaces. *Photo courtesy of the Northwest ADA Center.*

Conclusion

Relocating accessible parking spaces will improve safety and accessibility during school dismissals while ensuring compliance with state accessibility standards. This adjustment will create a safer and more inclusive environment for all students, staff, and visitors.

Figure 220. Example of accessible parking spaces at Riverview Intermediate School.

Proposed Low Priority RIS Accessible Parking Location

Figure 221. A map of the proposed accessible parking spaces at Riverview Intermediate School.

Education - Programs

Education is a key component of the comprehensive "6E" approach to making walking and biking safer, more accessible, and enjoyable for children. It involves teaching students and their parents essential pedestrian, bicycle, and traffic safety skills while also highlighting the benefits of active transportation, such as improved health, reduced traffic congestion, and a positive environmental impact.

Why Education Matters

Teaching children how to walk and bike safely is a core element of SRTS programs. Beyond safety skills, educating students about the personal and environmental benefits of active transportation can inspire lifelong healthy habits.

Figure 222. Safety Town presentation at Pine Meadow Primary School.

The Importance of School-Based Education

Schools play a vital role in delivering safety education because:

- While parents are ideally the primary source of instruction, not all children receive consistent safety education at home. School-based programs ensure all students have access to essential pedestrian and bicycle safety training.
- Learning traffic safety skills benefits all students, regardless of whether they currently walk or bike to school, as these skills remain useful throughout life.
- In some communities, young children walk to school alone due to family circumstances. Providing structured safety education helps prepare them for real-world traffic situations.

When to Teach Pedestrian and Bicycle Safety

A challenge in safety education is that children develop at different rates, even within the same grade. Research from the National Highway Traffic Safety Administration (NHTSA) (https://bit.ly/3RvmBon) suggests that most children are not ready to cross streets independently until around age 10.

Ideally, parents play an active role in their child's safety education, assessing their readiness and reinforcing safe behaviors in daily life. Schools and community programs should emphasize the importance of children checking with a parent or guardian before walking or biking alone, as children may mistakenly believe they are ready for independent travel simply because they have learned basic safety skills.

By incorporating age-appropriate safety education into school curricula and encouraging parental involvement, communities can equip children with the knowledge and confidence to navigate their surroundings safely.

Figure 223. Why Safe Routes to School. Infographic courtesy of City of McMinnville.

Active Transportation Safety Training Program Study

Recommendation

Provide students and parents with information based on the Minnesota Department of Transportation's (MnDOT) Active Transportation Safety Training Program Study.

Figure 224. Riverview Intermediate School students riding their bikes to school.

Program Relevance

Currently, Sartell schools include a brief video on safety as part of their bus safety curriculum. However, Minnesota Statute 123B.935 (https://bit.ly/4jo5GAs), passed in 2023, now requires age-appropriate education for safe walking and biking within the first few weeks of school.

Training Requirements

- Grades K-3: Students must receive pedestrian safety education, including instructions on how to safely cross roads.
- Grades 4-8: Students must receive education on:
  - **Pedestrian Safety:** Including the "searching left-right-left" technique for crossing roads safely.
  - **Bicycle Safety:** Covering relevant traffic laws, the proper fit and use of protective headgear, bicycle parts and safety features, and safe riding techniques.
  - **Electric-Assisted Bicycle Safety:** Including the law that individuals under age 15 are not permitted to operate an electric-assisted bicycle.

The Active Transportation Safety Training Program Study aims to develop age-appropriate educational materials for Minnesota youth in grades K-8, reflecting the diverse contexts of Minnesota's rural, suburban, and urban communities that can be used to satisfy the statute. The training aims to address health and safety disparities and simplify the process for educators, caregivers, and students to learn and support safe walking and biking practices. The study is scheduled to conclude by May 2026.

Community Input

Feedback from parents and caregivers shows strong support for walking and biking as ways to encourage physical activity and promote mental well-being. Many parents recognize the health benefits of walking or biking to school, such as improved fitness and reduced stress, and hope these practices become more common. Additionally, learning traffic rules and regulations for walking and biking safely ranked among the top 10 suggested solutions in the parent/caregiver survey.

Implementation Responsibility

- Sartell-St. Stephen ISD 748 should integrate active transportation safety, including e-bike safety, into their curriculum.
- The Sartell Police Department should provide safety demonstrations and clarify regulations.
- City of Sartell should offer insights into infrastructure and safety needs.
- Parent-Teacher Organizations should support outreach and engagement efforts.

Figure 225. A Sartell Middle School student riding his bike to school.

Conclusion

Implementing this program will ensure students gain essential safety knowledge for walking and biking, fostering safer and healthier travel habits within the community. This will satisfy the requirement for walking and biking education.

Resources

Grades K-3 are now required to learn pedestrian safety skills. Below are tools that can be used to meet state requirements:

- Use the "Safely Crossing" (https://bit.ly/43Z8tv3) lesson from the Walk!Bike!Fun! Curriculum.
- Watch the "Pedestrian Safer Journey video" (https://bit.ly/4ippK40) for ages five to nine with your class. The video teaches about safe places to walk and cross streets and the importance of watching for cars and other traffic.
- Quiz students on what they learned on their Pedestrian Safer Journey (https://bit.ly/4lI56Pw).
- The Teaching Children to Walk Safely as They Grow and Develop guide (https://bit.ly/4jmRw2A), offers key pedestrian safety tips for caregivers to help ensure everyone is informed and on the same page.

Grades 4-8 are required to learn more advanced pedestrian safety skills. Below are tools that can be used to meet state requirements:

- Use the "Crossing Safely and Safety Around Intersections lesson plans" from the Walk!Fun! Curriculum.
- Watch the "Pedestrian Safer Journey video" (https://bit.ly/3EGjln9) for ages 10 to 14 with your class. It teaches about safe places to walk and cross streets and the importance of watching for cars and other traffic.
- Quiz students on what they learned on their "Pedestrian Safer Journey" (https://bit.ly/4jIYgr1).
- The Teaching Children to Walk Safely as They Grow and Develop guide (https://bit.ly/4jmRw2A), offers key pedestrian safety tips for caregivers to help ensure everyone is informed and on the same page.

Youth Electric-Assisted Bicycle (E-Bike) Study

Recommendation

Provide students and parents with information based on the MnDOT e-bike safety study.

Program Relevance

E-bikes can reach higher speeds more quickly than traditional bicycles, which can increase the risk of losing control, especially when navigating hazards such as potholes or debris. This is particularly true for newer riders. Practicing how to safely operate an e-bike, including learning proper stopping techniques, is crucial. Higher speeds mean longer stopping distances, similar to driving a car.

MnDOT is currently conducting a study to enhance e-bike safety for riders under 18 and other users of active transportation infrastructure. This study is in collaboration with advisory committees and councils across Minnesota.

Key laws in Minnesota Statutes 169.222 (https://bit.ly/3Y9tcbP) related to e-bike operation include:

- Riders must be at least 15 years old to operate an e-bike.
- No driver's license is required to operate an e-bike or a standard bicycle.
- Modifying an e-bike to bypass speed controls is prohibited.
- On shared-use trails, riders must alert pedestrians with a bell or voice when approaching.

The e-bike market is expanding rapidly, with a growth rate of 11.96% per year according to the Minnesota Department of Revenue.

Key focus areas of the study Sec. 133. (https://bit.ly/3YIEPGK) are that by Feb. 1, 2026, MnDOT will submit recommendations to state lawmakers focusing on:

1. **Identifying Safety Challenges:** Understanding the risks young riders face when using e-bikes.
2. **Regulating E-Bike Modifications:** Reviewing current laws and suggesting ways to limit unsafe motor modifications.
3. **Recommending Legal Updates:** Determining if state laws need to change to make e-bike use safer on roads, trails, and shared paths.
4. **Promoting Education and Awareness:** Suggesting public campaigns to educate communities about safe e-bike use and the unique features of these bikes.

Figure 226. An example of E-Bikes.

Minnesota updated its e-bike regulations (https://bit.ly/3Y9tcbP) in 2021. E-bikes are now classified into three types:

- **Class 1:** Pedal-assist only, with a maximum speed of 20 mph.
- **Class 2:** Throttle-assisted (no pedaling required) with a max speed of 20 mph.
- **Class 3:** Pedal-assist only, with a higher maximum speed of 28 mph.

All e-bikes are limited to a power output of 750 watts and are treated the same as regular bicycles under state law.

While younger students may not yet be old enough to operate an e-bike, early education prepares them for future safe riding practices.

Community Input

The parent/caregiver survey showed that nearly 30% of parents cited distance or travel time as barriers to walking or biking to school. E-bikes could be a solution for older students, such as those attending Sartell High School, by making longer commutes faster and more feasible.

Learning traffic rules and regulations for walking and biking safely ranked among the top 10 suggested solutions.

Implementation Responsibility

- Sartell-St. Stephen ISD 748 should integrate e-bike safety into its curriculum.
- Sartell Police Department should offer safety demonstrations and clarify regulations.
- Sartell city staff should provide insights into infrastructure, safety needs, and review ordinances.
- Parent-Teacher Organizations can support outreach and engagement efforts.

Conclusion

Introducing students and families to e-bike safety and regulations will promote safer riding habits and prepare students for responsible e-bike use as they grow older. With thoughtful planning and community collaboration, e-bikes can serve as a safe and efficient transportation option for students.

Resources

- Let's Talk E-Bikes (https://bit.ly/3RtUjdR) – Bicycle Alliance of Minnesota.
- Mastering the Minnesota Ebike Laws: Licensing & Regulations in 2025 (https://bit.ly/444vv3D) – The Cyclist Choice.
- Are Electric Bikes (E-Bikes) Safe for Children? (https://bit.ly/3YGhSUE) – American Academy of Pediatrics.
- Are electric bikes (e-bikes) safe for kids? How to prevent injuries (https://bit.ly/4cGJlLM) – Children's Hospital of Orange County (CHOC).

Figure 227. Example of an E-Bike.

Motorized Foot Scooter (E-Scooters)

Recommendation

Provide students and parents with clear guidance on e-scooter laws and safe riding practices.

Program Relevance

Observations at Sartell Middle School noted that approximately 10 students were using e-scooters, with some riding two to a scooter, which is a safety concern. Understanding and following state regulations is essential for promoting safe and legal riding behaviors.

Under Minnesota Statutes 169.225 (https://bit.ly/4jPkJ69) regarding e-scooters:

- **Application of Traffic Laws:** E-scooter operators have the same rights and duties as bicycle operators, except where laws specifically pertain to e-scooters or where bicycle laws cannot reasonably be applied.
- **Sidewalk and Passenger Prohibition:** Riding on sidewalks is prohibited, except when entering or leaving adjacent properties. Additionally, e-scooters are designed for one person only; carrying passengers is not allowed.
- **Minimum Age Requirement:** Riders must be at least 12 years old to operate an e-scooter.
- **Helmet Requirement:** Riders under 18 must wear a properly fitted and fastened helmet that meets safety standards.
- **Lighting Requirements:** E-scooters must have a headlight and taillight if operated during times when vehicle lights are required by law.

Operation Requirements:

- Ride as close to the right-hand curb as practicable, except when passing, preparing for a left turn (which must be completed by dismounting and crossing on foot), or avoiding hazards.
- E-scooters can be used on bicycle paths, lanes, or trails unless local authorities prohibit it.

Since students begin middle school around the legal riding age, it is crucial to prepare them with information and practices that promote safety and compliance with the law.

Figure 228. Sartell Middle School students riding E-Scooters.

Community Input

The parent/caregiver survey indicated that nearly 30% of parents identified distance or travel time as barriers to walking or biking to school. While e-bikes may help older students cover longer distances, e-scooters can also provide a faster and more accessible option for middle school students.

Learning traffic rules and regulations for walking and biking safely ranked among the top 10 solutions identified by parents. Relevant comments include:

- *WE need clear instuctions and rules for all the kids ridning E-scooters in the road*

Implementation Responsibility

- The Sartell-St. Stephen ISD 748 should integrate e-scooter safety education into its curriculum.
- Sartell Police Department should provide safety demonstrations and clarify local regulations.
- Sartell city staff should offer insights into infrastructure needs and ensure pathways support safe e-scooter use, along with local ordinances.
- Parent-Teacher Organizations should support outreach efforts to ensure parents and students are informed about safe riding practices.

Conclusion

Educating students and parents about e-scooter laws and safe practices is vital for reducing risks and promoting responsible riding. Implementing these recommendations will help ensure that students are better prepared to navigate their commutes safely and legally.

Resources

- Kids & Electric Scooters: What Are the Risks? (https://bit.ly/3GxNvJP) – Cincinnati Children's Blog.
- Micromobility: E-Bikes, E-Scooters and Hoverboards (https://bit.ly/3RrkamP) – United States Consumer Product Safety Commission.
- Electric scooter safety: An integrative review of evidence from transport and medical research domains (https://bit.ly/4jnSsnn) – Sustainable Cities and Society.

Figure 229. Example of E-Scooters at Sartell Middle School.

Safety Town – Pine Meadow Primary School

Recommendation

Annually, conduct Safety Town (Traffic Garden, Traffic Playground, Safety Village, etc.) at Pine Meadow Primary School for second-grade students.

Program Relevance

Safety Town is a miniature city layout built to the scale of small children. Set up in a gym, it features buildings, pedal cars, signals, and signs. Tape outlines sidewalks, traffic lanes, and railroad crossings. Prior to participating, students learn basic rules of the road and pedestrian navigation techniques, promoting positive safety behaviors early on.

Figure 230. Safety Town at Pine Meadow Primary School.

Community Input

Although only about 1% of Pine Meadow Primary students currently walk or bike to school, this number increases to around 3% at Riverview Intermediate School. According to the parent/caregiver survey, 37% of respondents indicated that they would allow their child to walk or bike without an adult by the time they reach grades 3 through 5. Teaching safety skills at Pine Meadow helps prepare students for independent travel as they age. Learning traffic rules and safe walking/biking techniques ranked among the top 10 solutions identified by parents.

Over 80% of parents feel that their child's school is neutral in encouraging walking and biking to and from school. Safety Town could be a step toward increasing that encouragement.

Figure 231. Safety Town at Pine Meadow Primary School.

Implementation Responsibility

- Sartell-St. Stephen ISD 748 should integrate Safety Town into its curriculum.
- The Sartell Police Department should provide staff to assist with the event, enhancing positive experiences with law enforcement.
- City of Sartell staff should provide support to the event, connecting students with the professionals responsible for planning and designing safe infrastructure.
- Parent-Teacher Organizations should support outreach efforts to ensure parents and students are informed about Safety Town and volunteer opportunities.

Figure 232. Example of an outdoor Safety Town at Miller Elementary School. Photo courtesy of the City of Huntington.

Conclusion

Safety Town fosters early learning of traffic rules and safety behaviors, laying a foundation for independent, safe travel in later school years.

Resources

- Discover Traffic Gardens (https://bit.ly/441fJ9N) – Discover Traffic Gardens
- Safety Town on Wheels implementation guide (https://bit.ly/4lJZDHM) – Minnesota Toward Zero Deaths.

Figure 233. Safety Town at Pine Meadow Primary School.

Walk/Bike and Roll to School Day Events

Recommendation

Riverview Intermediate School and Sartell Middle School students are encouraged to participate in Walk/Bike & Roll to School Day events.

Figure 234. A Sartell Middle School student on Bike to School Day.

Program Relevance

Walk/Bike & Roll to School Day events promote safe, active travel and help build stronger community connections. These events encourage families to try walking, biking, and rolling to school. They also provide opportunities to educate students about safety and support broader community efforts toward safer, more walkable routes to school.

The process works by having schools partner with local organizations, law enforcement, and parent-teacher groups to spread information through flyers, newsletters, social media, and school announcements. The goal is to raise awareness and inspire participation from the entire school community.

Safety is a key focus during the planning phase. Schools work to identify safe routes for walking and biking, and they coordinate with volunteers and local law enforcement to ensure students are supported along the way. Educational materials about walking and biking safety are often shared with families in advance, helping students feel prepared and confident.

Students, families, and community members gather at designated meeting spots on the day of the event. Together, they walk, bike, or roll to school, turning a regular commute into an exciting experience. To make the event even more engaging, some groups organize fun activities like decorating bikes, dressing in themed outfits, or playing games along the route.

After arriving at school, participants may be recognized with small rewards or celebrations, reinforcing the positive experience. Schools often take the opportunity to gather feedback, learning what worked well and how future events could be even more impactful.

Figure 235. Sartell Middle School students on Bike to School Day.

Community Input

Although only about 1% of Pine Meadow Primary students currently walk or bike to school, this number increases to around 3% at Riverview Intermediate School, and over 5% at Sartell Middle School. A parent/caregiver survey revealed that 37% of respondents would allow their child to walk or bike without an adult by the time they are in grades 3 through 5, increasing to 41% for grades 6 through 8.

Additionally, 10-15% of parents expressed interest in having other adults accompany their children during the commute. Including volunteers and law enforcement in Walk/Bike & Roll events can enhance safety and provide reassurance. Learning traffic rules and safe walking/biking techniques ranked among the top 10 solutions identified by parents. Moreover, over 80% of parents feel that their child's school is neutral in encouraging walking and biking, highlighting an opportunity for improvement through these events.

Implementation Responsibility

- Sartell-St. Stephen ISD 748 should promote Walk/Bike & Roll to School Day events.
- Sartell Police Department should provide staff to assist with the event, enhancing positive experiences with law enforcement.
- Sartell city staff should provide support to staff for the event, connecting students with professionals responsible for planning and designing safe infrastructure.
- Parent-Teacher Organizations should support outreach efforts to ensure parents and students are informed about the events and volunteer opportunities.

Conclusion

Walk/Bike & Roll to School Day events foster safer and healthier school commutes by encouraging active transportation and community engagement. These initiatives help build lifelong safety habits and contribute to a more supportive environment for walking and biking.

Resources

- Walk Bike & Roll to School (https://bit.ly/3GigeT9) – Safe Routes National Center for Safe Routes to School.
- International Walk to School Day (https://bit.ly/4lGzNo6) - Minnesota Safe Routes to School.

Figure 236. Riverview Intermediate School students on Bike to School Day.

Walk! Bike Fun! Curriculum

Recommendation

The Sartell-St. Stephen ISD 748 should adopt the Walk! Bike! Fun! curriculum into their schools and provide training for educators through BikeMN.

Program Relevance

The Minnesota Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum is a comprehensive, two-part program tailored for Minnesota's schools and youth education initiatives. Aligned with Minnesota education standards, it plays a vital role in the MnDOT's SRTS Program. The curriculum equips children aged 5 to 13 with essential knowledge about traffic rules, potential travel hazards, and the skills needed to walk and bike safely and responsibly within their communities.

Figure 237. The logo on Minnesota Walk! Bike! Fun! curriculum.

Community Input

Currently, about 1% of Pine Meadow Primary students walk or bike to school, increasing to 3% at Riverview Intermediate School and over 5% at Sartell Middle School. Parents have identified learning traffic rules and safe walking/biking techniques as one of the top 10 priorities for improving active transportation. Additionally, over 80% of parents feel that their child's school is neutral in promoting walking and biking, presenting a clear opportunity for growth through the integration of this curriculum.

Implementation Responsibility

- Sartell-St. Stephen ISD 748 should incorporate the Walk! Bike! Fun! Curriculum into their educational programs and ensure educators receive appropriate training.
- Parent-Teacher Organizations should assist with outreach to keep parents and students informed about curriculum activities and encourage volunteer participation.

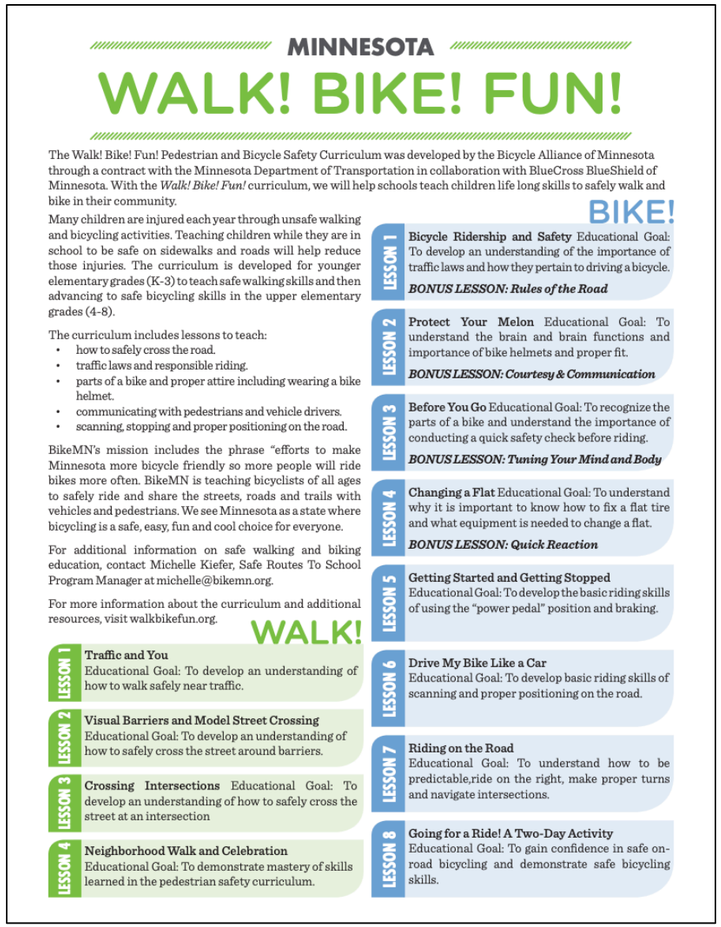
Figure 238. Sartell Middle School students walking to school.

Conclusion

Integrating the Walk! Bike! Fun! curriculum will enhance students' understanding of pedestrian and bicycle safety, foster lifelong healthy habits, and create safer, more active school communities.

Resources

- Minnesota Walk! Bike! Fun! (https://bit.ly/3rUf2vu) – Minnesota Walk! Bike! Fun!
- Walk! Bike! Fun! And Bike Fleets (https://bit.ly/3RwakjC) – Minnesota Safe Routes to School.
- Bike and Walk Education for All Minnesotans (https://bit.ly/3S2P1pX) – Bicycle Alliance of Minnesota



MINNESOTA

WALK! BIKE! FUN!

The Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum was developed by the Bicycle Alliance of Minnesota through a contract with the Minnesota Department of Transportation in collaboration with BlueCross BlueShield of Minnesota. With the *Walk! Bike! Fun!* curriculum, we will help schools teach children life long skills to safely walk and bike in their community.

Many children are injured each year through unsafe walking and bicycling activities. Teaching children while they are in school to be safe on sidewalks and roads will help reduce those injuries. The curriculum is developed for younger elementary grades (K-3) to teach safe walking skills and then advancing to safe bicycling skills in the upper elementary grades (4-8).

The curriculum includes lessons to teach:

- how to safely cross the road.
- traffic laws and responsible riding.
- parts of a bike and proper attire including wearing a bike helmet.
- communicating with pedestrians and vehicle drivers.
- scanning, stopping and proper positioning on the road.

BikeMN's mission includes the phrase "efforts to make Minnesota more bicycle friendly so more people will ride bikes more often. BikeMN is teaching bicyclists of all ages to safely ride and share the streets, roads and trails with vehicles and pedestrians. We see Minnesota as a state where bicycling is a safe, easy, fun and cool choice for everyone.

For additional information on safe walking and biking education, contact Michelle Kiefer, Safe Routes To School Program Manager at michelle@bikemn.org.

For more information about the curriculum and additional resources, visit walkbikefun.org.

WALK!

LESSON 1 **Traffic and You** Educational Goal: To develop an understanding of how to walk safely near traffic.

LESSON 2 **Visual Barriers and Model Street Crossing** Educational Goal: To develop an understanding of how to safely cross the street around barriers.

LESSON 3 **Crossing Intersections** Educational Goal: To develop an understanding of how to safely cross the street at an intersection

LESSON 4 **Neighborhood Walk and Celebration** Educational Goal: To demonstrate mastery of skills learned in the pedestrian safety curriculum.

BIKE!

LESSON 1 **Bicycle Ridership and Safety** Educational Goal: To develop an understanding of the importance of traffic laws and how they pertain to driving a bicycle.
BONUS LESSON: Rules of the Road

LESSON 2 **Protect Your Melon** Educational Goal: To understand the brain and brain functions and importance of bike helmets and proper fit.
BONUS LESSON: Courtesy & Communication

LESSON 3 **Before You Go** Educational Goal: To recognize the parts of a bike and understand the importance of conducting a quick safety check before riding.
BONUS LESSON: Tuning Your Mind and Body

LESSON 4 **Changing a Flat** Educational Goal: To understand why it is important to know how to fix a flat tire and what equipment is needed to change a flat.
BONUS LESSON: Quick Reaction

LESSON 5 **Getting Started and Getting Stopped** Educational Goal: To develop the basic riding skills of using the "power pedal" position and braking.

LESSON 6 **Drive My Bike Like a Car** Educational Goal: To develop basic riding skills of scanning and proper positioning on the road.

LESSON 7 **Riding on the Road** Educational Goal: To understand how to be predictable,ride on the right, make proper turns and navigate intersections.

LESSON 8 **Going for a Ride! A Two-Day Activity** Educational Goal: To gain confidence in safe on-road bicycling and demonstrate safe bicycling skills.

Figure 237. Example of the Minnesota Walk! Bike! Fun! curriculum.

Bus Stop and Walk

Recommendation

Organize a Bus Stop and Walk (BSW) event at Riverview Intermediate School and Sartell Middle School to encourage safe, active transportation for students.

Program Relevance

A BSW is an event held in the morning before school, where buses drop students off at a designated location a short distance from the school. School staff greet and supervise students as they walk the remaining distance. This initiative provides an opportunity for students, who may not typically walk to school, to experience the benefits of walking, including:

- Physical activity that promotes health and wellness.
- A sense of responsibility and independence.
- Social interaction with peers and engagement with their neighborhood environment.

BSW events can be a one-time initiative or a recurring program, fostering a culture of active transportation within the school community.

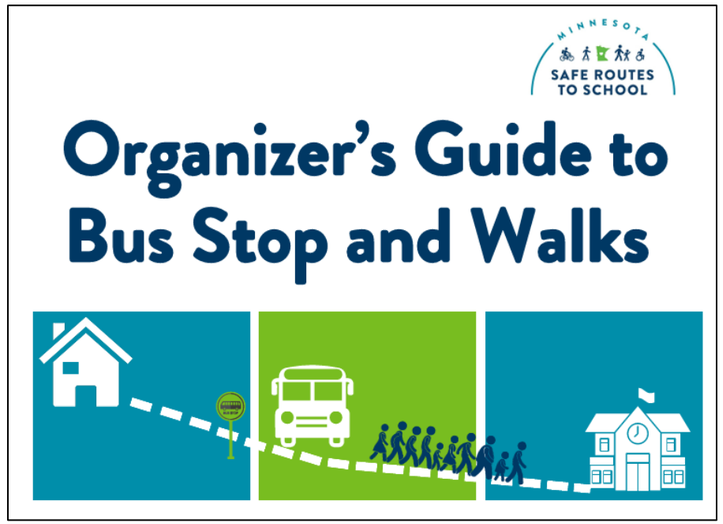


Figure 238. Cover image of the Organizer's Guide to Bus Stop and Walks. Photo courtesy of Minnesota Safe Routes to School.

Community Input

Although only about 1% of Pine Meadow Primary students currently walk or bike to school, this number increases to around 3% at Riverview Intermediate School, and over 5% at Sartell Middle School. A parent/caregiver survey revealed that 37% of respondents would allow their child to walk or bike without an adult by the time they are in grades 3 through 5, increasing to 41% for grades 6 through 8.

Additionally, 10-15% of parents expressed interest in having other adults accompany their children during the commute. Including volunteers and law enforcement in a BSW event can enhance safety and provide reassurance. Moreover, over 80% of parents feel that their child's school is neutral in encouraging walking and biking, highlighting an opportunity for improvement through these events.

Figure 239. Students participating in a BSW event. Photo courtesy of Minnesota Safe Routes to School.

Implementation Responsibility

- Sartell-St. Stephen ISD 748 should promote and coordinate BSW events, ensuring communication with students and families.
- The Sartell Police Department should provide staff to assist during events, offering additional safety and fostering positive community engagement.
- Sartell city staff should support events by facilitating safe routes and connecting students with professionals responsible for infrastructure planning.
- Parent-Teacher Organizations should assist with outreach efforts and volunteer coordination to maximize event participation.

Conclusion

Organizing BSW events will provide students with a safe, enjoyable opportunity to engage in active transportation. These events can foster healthier lifestyles, strengthen community bonds, and promote a culture of walking within local schools.

Resources

Bus Stop and Walk (https://bit.ly/4m1JGNF) – Minnesota Safe Routes to School.

Figure 240. Example of key stakeholders needed for a BSW event. Photo courtesy of Minnesota Safe Routes to School.

Pedestrian and Bicycling Maps

Recommendation

Develop and distribute pedestrian and bicycle route maps for schools to promote safe and active transportation.

Program Relevance

Pedestrian and bicycling route maps serve as valuable tools to guide students and parents/guardians toward safe and accessible routes for walking and biking to school. These maps can also encourage more families to consider active transportation by highlighting safe pathways. Effective maps should include:

- School locations.
- Street networks.
- Recommended pedestrian and bicycling routes.
- Crossing guard locations.
- Controlled crossing points (with STOP signs or traffic signals).
- Sidewalks and shared-use paths.
- Bike lanes.
- Estimated walking and biking times and distances.

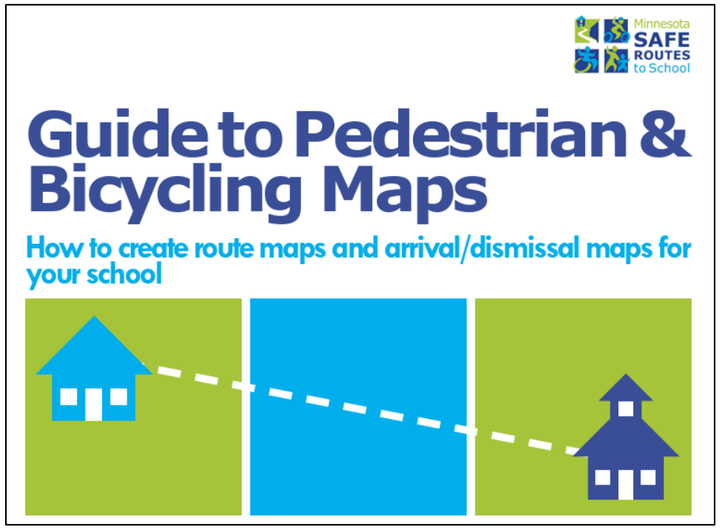


Figure 241. Cover page of the Guide to Pedestrian & Bicycling Maps. Photo courtesy of Minnesota Safe Routes to School.

Community Input

Although only about 1% of Pine Meadow Primary students currently walk or bike to school, this number increases to around 3% at Riverview Intermediate School, and over 5% at Sartell Middle School. The parent/caregiver survey revealed that 37% of respondents would allow their child to walk or bike without an adult by the time they are in grades 3 through 5, increasing to 41% for grades 6 through 8.

Additionally, one solution to help their child walk or bike to school was to provide more information about walking and biking routes.

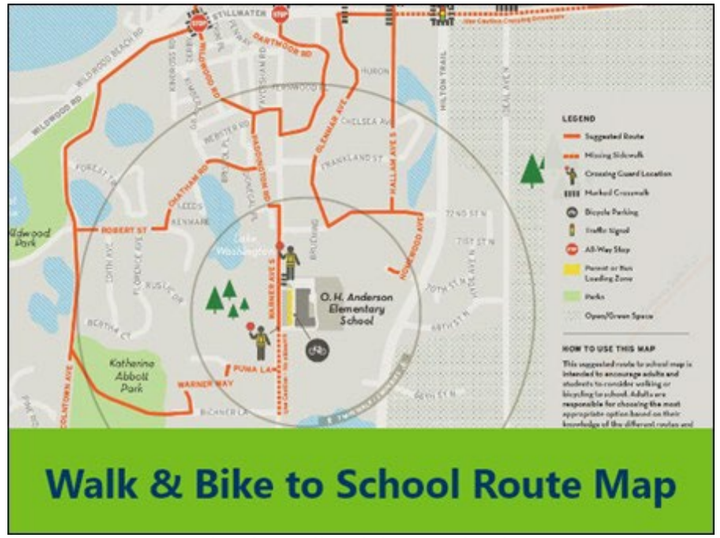


Figure 242. Example of a walk & bike to school route map from Minnesota Safe Routes to School.

Implementation Responsibility

- Sartell-St. Stephen ISD 748 should lead the promotion and distribution of pedestrian and bicycling maps to students and families.
- The Sartell Police Department should offer guidance on identifying and recommending safe routes for students.
- Sartell city staff should assist in evaluating route safety and contribute to map development.
- Parent-Teacher Organizations should support outreach efforts and help distribute maps.

Conclusion

Creating and promoting pedestrian and bicycling route maps will enhance safety awareness, encourage active transportation, and support families in making informed decisions about walking and biking to school.

Figure 243. Students walking across crosswalk at Pleasantview Elementary School in Sauk Rapids.

Resources:

- Guide to Pedestrian & Bicycling Maps (https://bit.ly/4jFsjju) – Minnesota Safe Routes to School.
- Minneapolis Walking Routes for Youth (https://bit.ly/4cOZ6R1) – City of Minneapolis.
- State bicycle map (https://bit.ly/4lOIpJC) – MnDOT.

Crossing Guards – Crossing Guard Training

Recommendation

Review the existing crossing guard program and ensure all crossing guards receive standardized training to enhance student safety.

Program Relevance

Observations identified key crossing guards assisting students along Seventh Street N, contributing to a safer walking and biking environment. This program is valuable for fostering safety and reassurance among students and parents. As resources and staffing permit, expanding the crossing guard program should be considered.

All crossing guards should receive training on crossing procedures, common crash causes, and Minnesota state laws through the Minnesota SRTS program. This training is not meant to replace existing programs but to establish a standardized minimum level of knowledge for crossing guards.

Community Input

Although only about 1% of Pine Meadow Primary students currently walk or bike to school, this number increases to around 3% at Riverview Intermediate School, and over 5% at Sartell Middle School. The parent/caregiver survey revealed that 37% of respondents would allow their child to walk or bike without an adult by the time they are in grades 3 through 5, increasing to 41% for grades 6 through 8.

Around 70% of parents indicated that the safety of the intersection and crossing was a concern. Among the solutions, the top two were safer intersections/crossings and crossing guards.

Relevant parent/caregiver comments include:

- *The intersections are horrendous, one kid just got hit, I used to walk my child to school until I was nearly hit by a school bus, yes a school bus, on two separate occasions at the crosswalk at 7th and 7th at the top of the hill, nobody stops there and it is extremely dangerous, complaints to the city of Sartell have gone nowhere so far, I won't let my kid walk because of how dangerous it is, and drivers are constantly speeding, it needs a crosswalk guard*
- *We live at the corner of 7th Ave and 7th street North. It has become increasingly dangerous to use the crosswalk as people cannot see due to parked cars, traffic moving too fast. There is no crossing guard or lights to help keep kids get across safely. I am quite concerned and I know there are a lot more kids in our neighborhood that have worried parents as well. My husband has spoke to the chief of police regarding this. Additional pain on the sidewalk was freshened up, but we still have an issue with parking near the soccer fields by the middle school.*
- *My children need to cross 7th Ave near RIS and it is dangerous for them to have to walk when cars cannot see them easily as they approach the driveway into the school. One of my children has almost been struck there. Additionally, having crossing guards parking vehicles and sitting in them does not allow for them to see children approach the I tersection to cross AND it adds a parked vehicle near stop signs and more obstacles for drivers to need to be vigilant about as they enter intersections. Plus, my child walks homes from RIS and there is not a crossing guard at the I trrsection of 7th ans 5th for him to safely cross. There is also very limited patrolling of the area, specifically 7th Ave, during times when children are biking snd walking. during times when child*
- *There is a real problem with crossing guards along 7th Street North. The afternoon crossing guard doesn't even get the crossing station until most of the children are already passed. Also where the crossing guard is stationed puts the children going west on the street versus allowing them to stay on the safe bike path. A crossing guard further up the street would be very helpful or at least pedestrian crossing lights. Also where the crossing guard is stationed*

Implementation Responsibility

- Sartell-St. Stephen Independent School District 748 review and enhance crossing guard programs and training.
- The Sartell Police Department should provide training guidance and support for crossing guards.
- Sartell city Staff should evaluate high-risk areas and recommend crossing guard locations.
- Parent-Teacher Organizations should support outreach and awareness efforts about the crossing guard program.

Conclusion

Ensuring all crossing guards receive comprehensive training and expanding their presence where feasible will significantly improve student safety. This initiative will help create a more secure walking and biking environment for students and reassure parents about their children's safety.

Resources

- Minnesota Crossing Guard Training (https://bit.ly/4jGWgzz) – Minnesota Safe Routes to School.
- Adult School Crossing Guard Guidelines (https://bit.ly/44czyLv) – National Center for Safe Routes to School.

Figure 244. Crossing guard on Seventh Street N.

Enhanced Police Enforcement

Recommendation

Collaborate with the Sartell Police Department to increase police presence around schools during critical drop-off and pick-up times, enhancing student safety and reducing traffic-related risks.

Program Relevance

Community feedback strongly emphasizes the need for heightened police visibility and active traffic law enforcement near schools. Parents and caregivers have consistently voiced concerns about unsafe driving behaviors, such as speeding, distracted driving, and failure to yield to pedestrians. The absence of consistent monitoring has contributed to ongoing safety issues in school zones. Enhancing police presence during peak times will deter unsafe behaviors and create a safer environment for students.

"Stop for Me" Campaign: Aimed at raising awareness about pedestrian safety and encouraging drivers to stop for pedestrians at crosswalks. Key components include:

- **Increase Driver Awareness:** Educate drivers on legal responsibilities to stop for pedestrians.
- **Promote Pedestrian Safety:** Remind pedestrians to use crosswalks and ensure eye contact with drivers before crossing.
- **Reduce Crashes:** Lower the number of pedestrian accidents through education and enforcement.
- **Engage the Community:** Partner with local police, city planners, schools, and community organizations.

Active Police Monitoring: Increase visible police patrols during school start and end times to deter unsafe driving behaviors.

Community-Driven Enforcement Programs: Utilize feedback from residents to target enforcement in high-risk areas and intersections.

Community Input

Relevant parent/caregiver comments include:

- *Years ago I visited the police station with concerns about the speed on 10th Ave N and was met with laughs from the women at the front desk and told Sartell has a speeding problem. After speaking with an officer, we were then given the speed meter over 4th of July (very little traffic) and nothing has changed. This was in 2018. I left crying-feeling humiliated and helpless.*
- *The intersection at 7th St N and 7th Ave N in Sartell Is the worst intersection for children and adults to cross at. Cars as well as school buses drive way too fast despite the flashing lights for a 20 mph speed during school hours. There needs to be a beeping and flashing crosswalk machine at this intersection as well as a station police officer.*
- *Police presence to stop cars driving on wrong side of median. As well as not stopping for pedestrians.*
- *Police patrol stopping cars who speed and don't stop for pedestrians trying to cross*
- *Let's get the police to actually enforce speeds and stopping at crosswalks.*
- *Have the police more visible mornings and afternoons- at all schools INCLUDING SHS, drivers are too fast, passing cars on Pinecone, racing down the middle. Officers should be on patrol EVERYDAY at the schools and beyond. Ticket, ticket, ticket. Let's hold people accountable!!!!!!!*
- *Issue is that few abide by school speed limits. Police need o give tickets. People think it is a joke and half the lights work. Please show Sartell that our school speed limits mean something!!*
- *Just from observations from driving my daughter to school every morning, I think it would be really helpful if a police officer would sit on pinecone road to ensure people are driving around that 20mph. People are driving so fast around there when the lights are clearly flashing*

Implementation Responsibility

- Sartell-St. Stephen ISD 748 should collaborate with law enforcement to align enforcement with school schedules and assist with safety messaging for students and parents.
- The Sartell Police Department should lead the coordination of enhanced enforcement activities, conduct regular patrols during drop-off and pick-up times, implement awareness campaigns, and provide public reports on enforcement outcomes.
- Sartell city staff should identify and prioritize high-risk zones for enforcement and recommend infrastructure improvements to support safe crossings.
- Parent-Teacher Organizations should assist with community outreach and awareness efforts, promoting traffic safety and supporting law enforcement initiatives.

Conclusion

Enhancing police presence and implementing targeted safety campaigns will significantly improve traffic safety near Sartell schools. Community input underscores the urgency of these measures. A coordinated approach involving law enforcement, city planners, schools, and the broader community will create safer routes and promote responsible driving behaviors.

Figure 245. Sartell Police Department patrolling at Pine Meadow Primary School.

Grants Overview

Funding for SRTS programs comes from state and federal sources, including the state non-infrastructure program, federal SRTS transition funds, and funds designated by the MnDOT. Funding availability and program details may change each year.

Types of Grants

Planning Assistance Grants

- These grants help schools and communities develop comprehensive SRTS plans. Regional development organizations or a statewide SRTS consultant typically assist with plan creation.
- Resources – Planning assistance grants - (https://bit.ly/42zAf02).

SRTS Boost Grants

- Available for communities with existing SRTS plans or other comprehensive approaches, these grants promote non-infrastructure projects that make walking and biking to school safer, easier, and more enjoyable for students.
- Resources – Safe Routes to School Boost grants – (https://bit.ly/3EMEfRG).

State-Funded SRTS Infrastructure Grants

- These grants support infrastructure projects that improve safety and access to schools, such as sidewalks, trails, and crossing improvements. A SRTS plan is recommended but not required, and there is no match funding requirement.
- Grant awards range from a minimum of $50,000 to a maximum of $1 million.
- Resources – Infrastructure grant program – (https://bit.ly/3GKvfwW).

District Coordinator Grants

- These grants support coordinator positions within schools or districts. Coordinators help advance non-infrastructure strategies to make walking and biking to school safe and fun, especially in communities with existing SRTS plans.
- Resources – District Coordinator Grant – (https://bit.ly/4iGjrcm).

Demonstration Project Technical Assistance

- Support is available for communities with existing plans to help them begin the planning, design, and implementation of demonstration projects.
- Resources – Demonstration Project Technical Assistance Opportunity – (https://bit.ly/3YoHDZN).

Design Assistance

- This assistance helps bridge the gap between SRTS plan strategies and implementation.
- Resources – Design assistance – (https://bit.ly/43cexPO).

Transportation Alternatives

- The Transportation Alternatives (TA) program provides federal transportation funding for a variety of generally smaller-scale transportation projects such as pedestrian and/or bicycle facilities; community improvements such as historic preservation and vegetation management; environmental mitigation related to stormwater and habitat connectivity; recreational trails; SRTS projects; and vulnerable road user safety assessments.
- Resources:
  - Central Minnesota Area Transportation Partnership – (https://bit.ly/43ahpg8).
  - Saint Cloud APO Grant Opportunities – (https://bit.ly/4lU6L4r).

Carbon Reduction Program

- The Carbon Reduction Program (CRP) is a program created by the Infrastructure Investment and Jobs Act (IIJA). The purpose of the program is to reduce carbon dioxide emissions from on-road highway sources. Example projects include installing and maintaining infrastructure network improvements for walking, rolling, and bicycling, planning, designing, and engineering infrastructure network improvements for walking, rolling, and bicycling, and many other types of projects.
- Resources:
  - MnDOT Carbon Reduction Program – (https://bit.ly/4d0WpMj).
  - Saint Cloud APO Grant Opportunities – (https://bit.ly/4lU6L4r).

State-Funded Active Transportation Infrastructure Grant

- The Active Transportation (AT) Infrastructure Grant program is designed to connect communities and key destinations within them, boost public health by creating safer environments for people to walk, bike, or roll to their destinations, and mitigate safety hazards related to interacting with vehicular traffic.
- This program does not require a local match.
- Grant awards range from a minimum of $50,000 to a maximum of $1 million.
- Projects should ideally be implemented within two years of receiving the award.
- Resources:
  - MnDOT Active Transportation Program – (https://bit.ly/4jCpWhS).
  - Saint Cloud APO Grant Opportunities – (https://bit.ly/4lU6L4r).

Figure 246. Photo of Scout Drive construction.

Student Travel Tally

Student travel tally measures how students get to and from school (mode share). The student travel tally serves as a baseline for the SRTS planning process. If conducted annually the student tally can also serve as a measure of mode shift and program effectiveness.

The student travel tally is conducted by teachers in the classroom on two to three consecutive school days during a specified week. Teachers record the number of students arriving/leaving school that day using each type of travel mode.

The tally was administered in as many classrooms as possible. The tally was completed first thing in the morning –asking two questions: 'How did you arrive at school this morning?' and 'how do you plan to leave for home after school?'

Student travel tallies were conducted at Pine Meadow Primary School, Riverview Intermediate School, and Sartell Middle School on Tuesday through Thursday on the weeks of September 30th and October 7th. A total of 92 classrooms participated.

Travel Tally Summary

The transportation choices for students reflect a heavy reliance on traditional methods, with the majority of students, 61.2%, depending on the school bus as their primary mode of getting to and from school. The district has opted to provide bus transportation for all students regardless of distance to school.

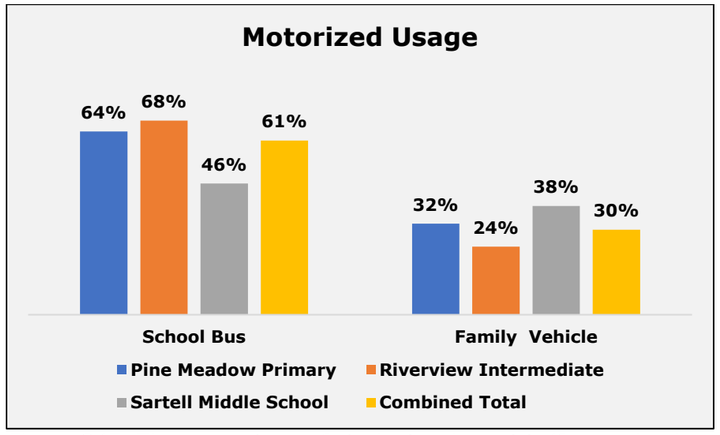


Figure 247. The percentage of students who get to/from school-by-school bus or family vehicle.

Family vehicles are the second most common option, used by 29.9% of students. This reliance on family cars emphasizes the convenience and necessity for many families, although it also points to the challenges of reducing car congestion around schools, which can impact safety and traffic flow.

Walking and biking remain much less common, with only 3.1% of students walking and 3.3% biking to school. This highlights potential areas for improvement in infrastructure and safety for active transportation, especially given the growing emphasis on encouraging healthier, more sustainable modes of commuting.

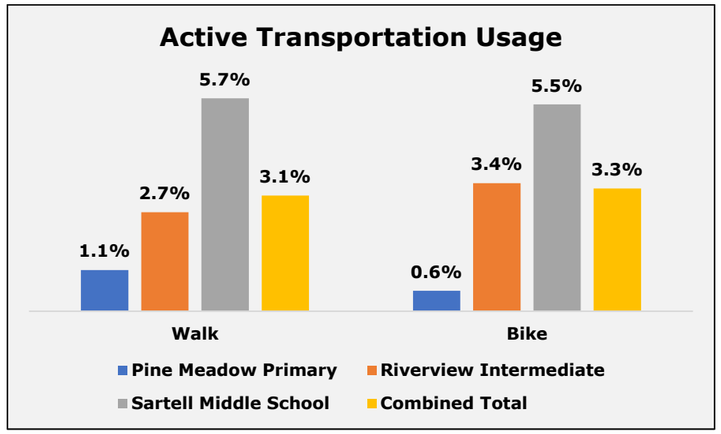


Figure 248. The percentage of students who get to/from school by walking or bicycling.

Carpooling, at 1.2%, is also a relatively low occurrence. While this may reflect fewer opportunities for families to coordinate, increasing carpooling could ease traffic congestion and provide environmental benefits.

Finally, the use of public transit or other alternative transportation methods is minimal, accounting for less than 1.4% of students. Many in the other category accounted for KidSTOP after school.

In summary, while traditional methods like school buses and family vehicles dominate the way students travel to school, there is a clear opportunity to boost walking, biking, and carpooling rates by improving infrastructure and promoting safer, more sustainable transportation options.

Pine Meadow Primary School

At Pine Meadow Primary School, the school bus is the dominant mode of transportation, used by 64.4% of students. Family vehicles are the second most common option, accounting for 32.0% of students. Walking, biking, and other transportation modes are each used by less than 2.0% of students and is the lowest percentage out of the three schools.

Riverview Intermediate School

At Riverview Intermediate School, the school bus is the dominant mode of transportation, used by 68.2% of students and the highest out of all three schools. Family vehicles follow as the second most common mode at 23.9% and are the lowest out of the three schools. Walking (2.7%) and biking (3.4%) are slightly more common here than at Pine Meadow Primary School but remain minor compared to bus use.

Sartell Middle School

At Sartell Middle School, the school bus remains the primary mode of transportation, though it accounts for a smaller share compared to the other schools at 46.1%. Family vehicles are the most common alternative, making up 38.2% of the mode share, the highest percentage among the three schools. Carpooling is more frequent here, with 3.3% of students using this mode. Walking (5.7%) and biking (5.5%) are more common than at Pine Meadow Primary and Riverview Intermediate but still represent a small portion of overall travel choices.

Figure 249. Sartell Middle School students walking and biking after school.

Parent/Caregiver Survey

The parent/caregiver survey measures what factors affect whether parents allow their children to walk or bike to school and the presence of safety related conditions along routes to school.

The survey was conducted using the online platform SurveyMonkey and remained open from Oct. 14 to Nov. 22, 2024. It was distributed to families at all three schools via Skylert, a mass notification system for emergency alerts and announcements, on Oct. 14. Additional reminders were sent through Skylert on Nov. 7 and Nov. 15.

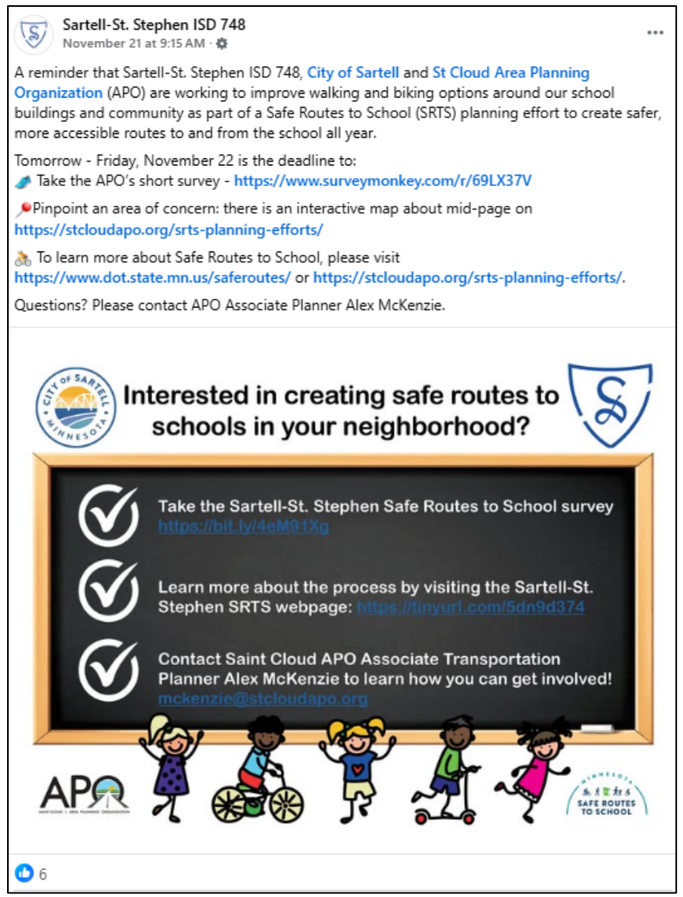


Figure 250. An example of a social media post promoting the Parent/Caregiver Survey.

To expand outreach, the survey link was shared on the Sartell-St. Stephen ISD 748 Facebook page and the district's website under the News & Events section on Nov. 7, with another post on Facebook on Nov. 21.

The APO also promoted the survey on its Facebook, Instagram, and Nextdoor pages on Oct. 17. Additionally, the survey link was made available on the APO's website under the SRTS Planning Efforts section.

Overall, there were 388 individual survey responses.

Survey Results

Question 2

Question 2 of the survey asked respondents, *"Which school would you like to provide feedback for?"* The distribution of responses closely aligned with the actual enrollment breakdown for each school. Riverview Intermediate School, which accounts for 37.7% of total students in grades 1-8, received feedback from 36% of survey participants. Sartell Middle School, representing 40.2% of the student population, had 41% of respondents providing feedback. Pine Meadow Primary School, with 22% of the student population, saw slightly lower representation, with 15% of survey responses focused on it.

The "Other" category accounted for 8% of feedback. Most of these respondents either had students attending multiple schools or were providing input regarding Sartell High School.

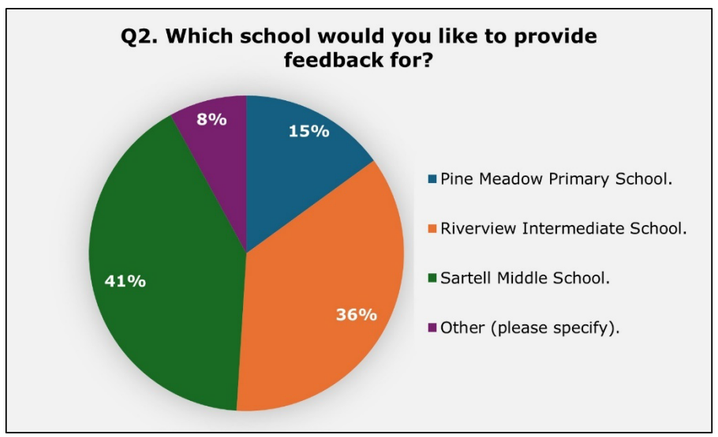


Figure 251. Responses to Question 2: "Which school would you like to provide feedback for?"

Questions 3 & 4

Questions 3 and 4 of the survey, similar to the student travel tally administered by teachers, asked, *"On most days, how does your child get to and from school?"*

The school bus remained the primary mode of transportation for both morning and afternoon commutes, with an afternoon increase of 5 percentage points, reaching 51%. Family vehicles were the second most common mode, significantly higher in the morning at 31%, a 12-percentage-point jump compared to the afternoon. Feedback suggests this difference is because many parents or older siblings, such as high schoolers, drop students off in the morning on their way to work or school. However, in the afternoon, parents are often still working, and high school dismissals occur later than those of the other schools.

Walking and biking were reported at approximately 10% in the morning and slightly higher, 11% to 12%, in the afternoon most likely due to warmer weather and lighting conditions. These percentages are nearly double those recorded in the student tally survey. This discrepancy likely stems from the nature of the survey itself, which focuses on walking and biking to school. Parents or caregivers whose children use these active modes of transportation are more likely to engage in and respond to the survey.

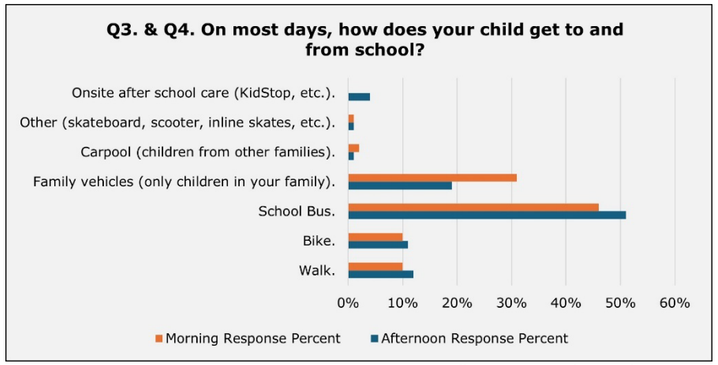


Figure 252. Responses to Question 2 & 3: "On most days, how does your child get to and from school?"

Question 5

Question 5 asked, *"How far does your child live from school?"* In analyzing existing conditions, a half-mile radius was established around the perimeters of the three schools as a reasonable walking and biking distance, based on standard

guidelines. However, this distance can vary depending on factors such as the student's age, weather conditions, and other situational considerations.

The survey results indicate that approximately 22% of students live within this half-mile radius, making walking or biking to school a viable option for them. An additional 18% of students live between ½ mile and 1 mile away. While distance may still allow for walking or biking, factors such as the student's age or infrastructure availability could influence feasibility.

For the 60% of students who live more than 1 mile away, walking or biking to school is less practical. For these students, programs promoting active transportation in creative or supplemental ways, such as walking school buses or remote drop-off points, could be explored and will be discussed further in this plan.

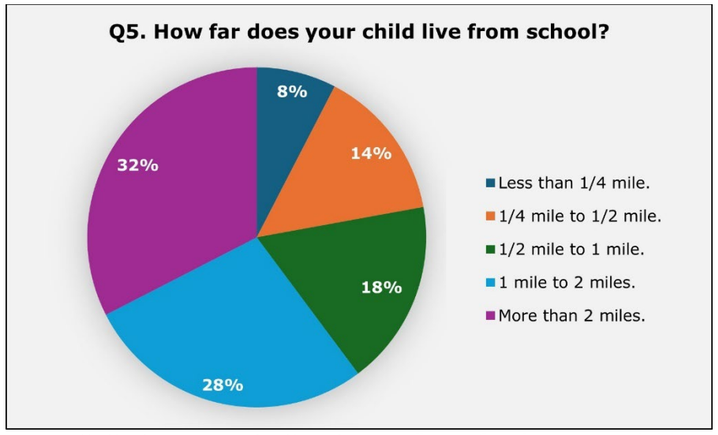


Figure 253. Responses to Question 5: "How far does your child live from school?"

Question 6

Question 6 asked, *"How much does your child's school encourage walking and biking to/from school?"* Most respondents (83%) selected a neutral response, indicating neither strong encouragement nor discouragement. Approximately 8% felt the school encourages or strongly encourages these active transportation modes, while slightly more respondents (9%) believe the school discourages or strongly discourages them.

These findings suggest significant room for improvement in promoting the benefits of walking and biking to school, emphasizing the need for stronger communication, outreach, and programs to support these healthier and more sustainable transportation options.

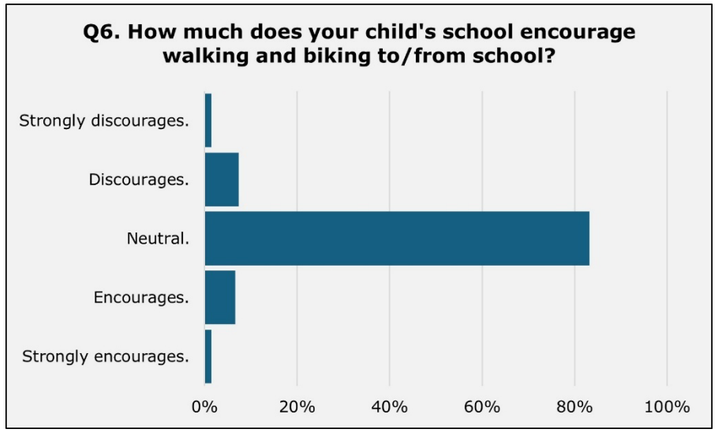


Figure 254. Responses to Question 6: "How much does your child's school encourage walking and biking to/from school?"

Question 7

Question 7 asked, *"At what grade would you allow your child to walk or bike to/from school without an adult?"* The responses help guide infrastructure planning and educational programs tailored to each school. For Pine Meadow Primary School, serving first and second graders, only 1% of parents/caregivers would allow their child to walk or bike alone. At Riverview Intermediate School, which includes third through fifth grades, 37% of respondents indicated they would allow their child to walk or bike without an adult during these grades. For Sartell Middle School, serving sixth through eighth grades, the figure rises to 41%, the highest among the three schools.

These results highlight the importance of introducing walking and biking education before middle school to prepare students for independent travel as they reach the appropriate age. However, 14% of respondents stated they would not feel comfortable allowing their child to walk or bike alone at any grade level, reflecting concerns that will be addressed later in this plan.

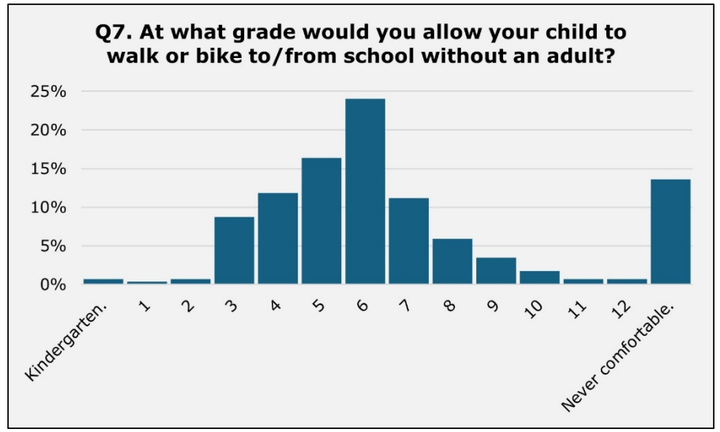


Figure 255. Responses to Question 7: "At what grade would you allow your child to walk or bike to/from school without an adult?"

Question 8

Question 8 of the parent/caregiver survey asked, "*Which of the following issues prevent your child from walking or biking to/from school? Select all that apply."* The responses highlight a range of concerns that families face when considering active transportation.

The most frequently cited barrier was the safety of intersections and crossings, selected by 75% of respondents. This was followed by concerns about the amount of traffic along the route (64%), poor weather conditions or winter maintenance of sidewalks and pathways (41%), traffic speeds along the route (41%), and a lack of sidewalks or pathways (33%).

These results emphasize that four out of the top five concerns are directly related to infrastructure, indicating a strong need for safer street crossings, improved visibility for pedestrians and bicyclists, and more robust walking and biking infrastructure. Concerns about traffic volume and speed further emphasize the need for traffic-calming measures and designated safe routes to school.

Additionally, seasonal weather and winter maintenance were significant concerns, with more than 40% of families citing these conditions as barriers. This highlights the importance of not only building infrastructure but maintaining it year-round to ensure consistent access and safety.

Other notable but less frequently cited barriers include the distance or time required to walk or bike (29%), not having other students or adults to walk or bike with (18% and 12%, respectively), and concerns related to violence or crime (11%). Although fewer families selected issues like bullying,

discrimination, or school policies as barriers, these remain important considerations for ensuring equitable access to active transportation.

Question 9

Question 9 asked, *"What would help your child walk or bike to/from/at school more often?"*

The responses highlighted a strong desire for safety improvements and supportive infrastructure. The top-ranked solution was safer intersections and crossings, followed closely by the presence of crossing guards, student patrols, or corner captains. Reducing traffic along routes, providing better or more sidewalks and pathways, and improving lighting were also among the most frequently mentioned needs.

Other commonly suggested improvements included slowing vehicle speeds, organizing groups of students to walk or bike together, and ensuring better snow and ice removal in winter. Respondents also noted the importance of teaching students how to walk and bike safely, as well as having adults available to accompany them.

Additional ideas included improved access to bicycles and secure bike parking, more information about safe walking and biking routes, and efforts to shorten travel distances. Some families expressed interest in activities such as walking or biking field trips, school policies that encourage active transportation, and reward-based programs to motivate participation.

These responses indicate that families are looking for both physical infrastructure changes and supportive programs to make walking and biking to school a safer and more accessible option for all students.

Questions 10 and 11

Question 10 and 11 asked; *"How often does you child/family walk (Question 10) or bike (Question 11) in your neighborhood?"*

The results revealed that nearly 85% of respondents reported walking weekly in their neighborhoods, while 73% said they bike weekly.

These high levels of neighborhood activity suggest that many parents and caregivers are already engaging in walking and biking, presenting an opportunity to reinforce these behaviors by teaching children the skills needed to travel independently to school in the future.

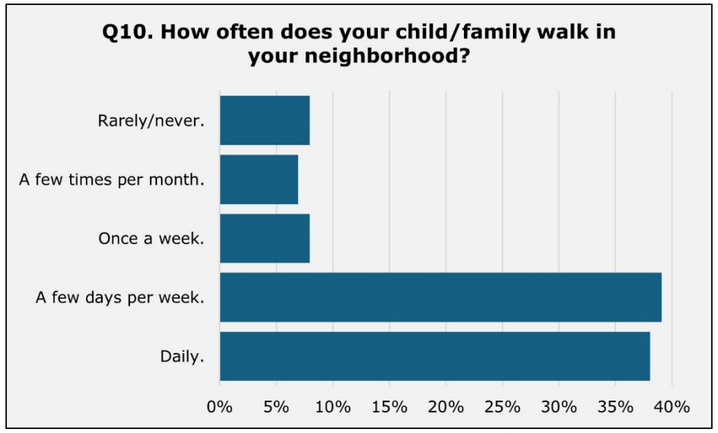


Figure 256. Responses to Question 10: "How often does your child/family walk in your neighborhood?"

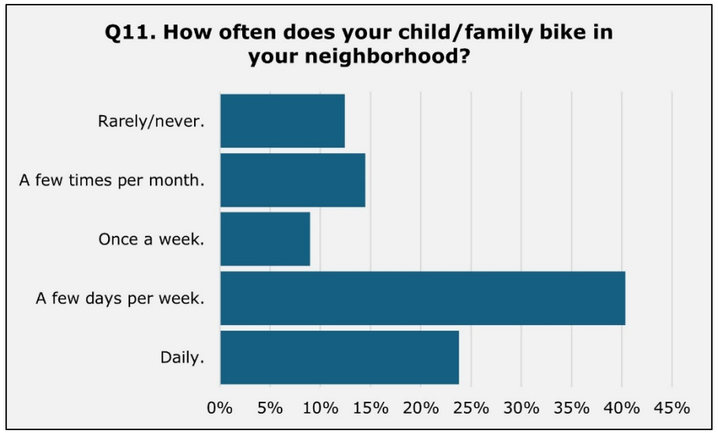


Figure 257. Responses to Question 11: "How often does your child/family bike in your neighborhood?"

Question 12

Question 12 asked, *"How healthy do you think walking and biking to/from school is for your child?"* The results showed that over 90% of respondents believe walking and biking are healthy or very healthy activities for their child, with only 9% expressing a neutral opinion. These findings highlight strong support for the physical and mental health benefits of active transportation among parents and caregivers.

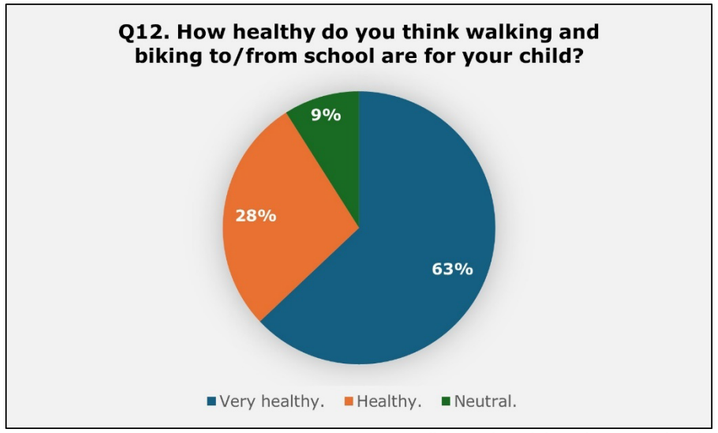


Figure 258. Responses to Question 12: "How healthy do you think walking and biking to/from school are for your child?"

Area of Concern – Interactive Map

To supplement the Parent/Caregiver Survey, the APO utilized ArcGIS Online to create an interactive map where respondents could pinpoint areas of concern around the three schools. The map link was shared at the end of the Parent/Caregiver Survey, included in Skylert reminders, and made available on the APO's website under the SRTS Planning Efforts section. A total of 80 individual concern points were identified, providing valuable insights into specific locations needing attention.

Survey Comment Results

Comments were collected through both the Parent/Caregiver Survey and the interactive online map. After reviewing the responses, APO staff grouped the feedback into key themes and identified specific areas of concern based on the input provided.

Traffic Safety Concerns

Speeding and Non-Compliance

A significant theme that emerged from community feedback was the concern over traffic safety in and around the school zones. One of the most pressing issues highlighted was excessive speeding, with drivers reported to exceed speed limits by as much as 20 mph, particularly in designated school zones. Specific areas frequently mentioned for speeding problems included Riverside Drive/Stearns County Road 1 (3 comments), Seventh Street N (9 comments), and Pinecone Road (5 comments).

To address these concerns, respondents suggested the installation of speed feedback signs in critical locations such as Seventh Street N (1 comment) and Pinecone Road (2 comments). There were also requests for speed feedback signs on roadways beyond the half-mile school zone buffer, specifically Pinecone Road near 27th Street N and 35th Street N eastbound toward Sartell High School.

Another recurring issue was non-compliance at crosswalks, where drivers often failed to stop for pedestrians and bicyclists waiting to cross, exacerbating safety risks. Additionally, participants expressed dissatisfaction with the current level of police enforcement, calling for stricter monitoring and ticketing, particularly for speeding and distracted driving, such as texting behind the wheel.

These insights underscore the need for targeted interventions, including enhanced enforcement and roadway design improvements, to prioritize the safety of students and families in these areas.

Problematic Intersections

Several intersections and roundabouts within and outside the school zone were flagged as dangerous due to issues like poor visibility, inadequate traffic controls, and high traffic volumes. The most frequently mentioned intersection was Pinecone Road and Seventh Street N, receiving 16 comments. Other problematic intersections within the school zone include:

- Pinecone and Fifth Street N. (1 comment)
- Pinecone Road and 2-1/2 Street N. (5 comments)
- Seventh Street N and Ninth Avenue N. (1 comment)
- Seventh Street N and Seventh Avenue N. (3 comments)
- Riverview Intermediate School's parent drop-off/pick-up area and bus entrance (1 comment each)
- Fifth Street N and Second Avenue N. (1 comment)
- Fifth Street N and Riverside Avenue N. (1 comment)
- Fifth Street N at the Pine Meadow Primary School bus entrance (1 comment)

Outside the school zone, problematic intersections include:

- Pinecone Road and 27th Street N. (1 comment)
- Pinecone Road and 15th Street S. (1 comment)
- Pinecone Road and Second Street S. (5 comments)

Respondents recommended installing stoplights and enhancing traffic controls at several Pinecone Road intersections and roundabouts to improve safety and manage traffic flow.

Visibility concerns were also noted on Seventh Street N, where parked vehicles near crosswalks obstruct drivers' views, creating potential hazards for pedestrians. These comments emphasize the need for targeted traffic calming measures, improved signage, and infrastructure upgrades to address visibility and safety concerns.

Crosswalk Issues

Concerns about crosswalk safety were a prominent theme, with a focus on the lack of adequate crossing aids and visible markings. Respondents expressed a strong desire for RRFBs at key locations to improve pedestrian visibility and encourage driver compliance. Specific crosswalk locations mentioned within the school zone include:

- Along Seventh Street N. (8 comments)
- Pinecone Road and Seventh Street N. (5 comments)
- Pinecone Road and Fourth Street N. (2 comments)
- 2-1/2 Street N and 13th Avenue N. (1 comment)
- 2-1/2 Street and Fourth Avenue N. (1 comment)
- Fifth Street North and Ninth Avenue N. (1 comment)

Outside the school zone, desired RRFB locations included:

- Pinecone Road and Second Street S roundabout. (5 comments)
- Second Street S and Fourth Avenue S. (1 comment)
- 12th Street N and Fourth Avenue N. (1 comment)

There were also suggestions for Pedestrian Hybrid Beacons (PHBs) to enhance safety at higher-risk crossings. Requests for PHBs included:

Within the school zone:

- Pinecone Road and Central Park Boulevard. (1 comment)

Outside the school zone:

- 19th Avenue N and 2-1/2 Street N. (1 comment)
- Pinecone Road and 15th Street S. (1 comment)

Requests for improved marked crosswalks were another major topic. Many respondents advocated for clearer, more visible crosswalk markings—preferring white paint over red for better contrast and visibility. Marked crosswalk locations mentioned included:

Within the school zone:

- Ninth Avenue N and Fourth Street N. (1 comment)
- Fourth Avenue N and First Street N. (1 comment)

Outside the school zone:

- Riverside Avenue N and 22nd Street N. (1 comment)
- Second Street S and Horizon Avenue. (1 comment)
- Heritage Drive and 10th Street S. (1 comment)

These comments highlight the community's strong focus on pedestrian safety and their call for better infrastructure to create safer walking and biking routes to and from school.

Crossing Guards

Concerns regarding the availability and placement of crossing guards were a recurring theme. Specific issues were raised about the absence of crossing guards near Riverview Intermediate School and Sartell Middle School, where increased pedestrian traffic heightens the need for enhanced safety measures.

Key intersections highlighted for additional crossing guard support include:

- Pinecone Road and Seventh Street N. (1 comment)
- Pinecone Road and Central Park Boulevard. (1 comment)
- Fifth Street N and Third Avenue N. (1 comment)

Respondents also suggested the implementation of student safety patrol programs to monitor intersections and crossings. These programs could involve older students assisting in

creating a safer environment for younger children, promoting both safety and community engagement.

Traffic Calming and Speed Reduction

The need for traffic calming measures was another prominent concern. Suggestions included:

- Reducing neighborhood speed limits to 20 mph to improve safety in residential and school-adjacent areas.
- Enhanced visibility of crosswalks, with calls for more prominent markings and pedestrian crossing lights.
- Improved traffic control measures at key intersections to address safety concerns related to high traffic volumes and speeding.

These comments emphasize the importance of reducing vehicle speeds, especially near schools, and enhancing traffic management to prioritize pedestrian and cyclist safety. Together with other infrastructure improvements, these measures could significantly improve safety for children walking or biking to school.

Infrastructure Needs

Sidewalks and Shared Use Paths

A consistent theme in the feedback was the need for sidewalks and bike paths (shared-use paths) to improve safety and accessibility for students walking and biking to school. Specific corridors within and outside the school buffer zone were identified where these improvements are most desired.

Within the School Buffer Zone

- 2-1/2 Street N. (Fifth Avenue N to Ninth Avenue N) – 9 comments
- Fourth Avenue N. (2 ½ Street N to Fifth Street N) – 2 comments
- Fourth Street N. (Bechtold Drive to Pinecone Road) – 1 comment
- Seventh Street N. (Northside from Pinecone Road to Fifth Avenue N) – 1 comment
- 10th Avenue N. (Seventh Street N to 12th Street N) – 1 comment
- 13th Avenue N. (2-1/2 Street N to Grizzly Lane) – 1 comment
- Grizzly Lane (13th Avenue N to 19th Avenue N) – 4 comments
- Throughout neighborhoods, including The Wilds, Woods, and Celebration – 1 comment

Outside the School Buffer Zone

- Fourth Street N. (19th Avenue N to 20th Avenue N) – 1 comment
- Seventh Street S to 19th Street S. – 1 comment
- Eighth Street N. (19th Avenue N to Grizzly Lane) – 1 comment
- 27th Street N. (Pinecone Road to Riverside Avenue N) – 2 comments
- 35th Street N. (12th Avenue N to Blackberry Circle) – 3 comments
- 50th Avenue N. (Heritage Drive to Scout Drive) – 1 comment
- 390th Street. (Pinecone Road to Riverside Avenue N) – 2 comments
- Riverside Ave N/Stearns County Road 1. (12th Street N to 27th Street N) – 1 comment
- Pinecone Road. (35th Street N to 390th Street) – 4 comments

Some respondents suggested the construction of a walking bridge over Pinecone Road to enhance pedestrian safety and improve crossing efficiency.

These suggestions highlight the community's desire for safer, more connected pedestrian and cycling infrastructure to support active transportation to and from schools. Addressing these requests would enhance safety, reduce traffic concerns, and encourage healthier modes of travel.

Lighting

The feedback also revealed concerns about insufficient lighting, particularly around schools and crosswalks, which poses safety risks for students and other pedestrians. This issue is especially problematic during early mornings or late afternoons when visibility is low.

Within the School Buffer Zone

- Seventh Street N and intersections with crosswalks – 9 comments
- Riverview Intermediate School parent drop-off and pick-up entrance – 4 comments
- Behind Riverview Intermediate School – 1 comment

Outside the School Buffer Zone

- 15th Street N. – 1 comment

Improved lighting in these key areas was strongly recommended to increase visibility for both pedestrians and drivers. Enhanced lighting at crosswalks, school entrances, and along walking paths would address safety concerns, make crossings more secure, and encourage active transportation during darker hours. Prioritizing these upgrades will not only improve safety but also foster a greater sense of security for students and their families.

Parental and Student Concerns

Distance & Weather

A significant number of families highlighted challenges related to distance and weather conditions as barriers to walking or biking to school. Many students live beyond a reasonable walking or biking range, making active transportation impractical. Harsh winter conditions, including cold temperatures, icy sidewalks, and insufficient winter maintenance of pathways, further limit safe mobility during a large part of the school year.

Personal Safety

Concerns about personal safety were also a recurring theme among parents and caregivers. There is distrust in traffic safety stems from inattentive or distracted drivers, particularly near school zones. There were crime concerns such as fears of kidnappings and other potential dangers discourage parents from allowing younger children to walk or bike independently.

This lack of trust leads many families to avoid active transportation options altogether, prioritizing their children's safety over school drop-off and pick-up issues.

Parental Non-Compliance

A significant issue identified during the survey and community feedback is parental non-compliance with existing drop-off and pick-up guidelines.

Many parents fail to follow established protocols for dropping off and picking up their children, contributing to unsafe conditions around schools.

In some cases, this non-compliance results in vehicles blocking crosswalks, creating bottlenecks, and increasing the risk of crashes.

High Volume & Congestion

In addition to the issue of parental non-compliance, there are concerns about the high volume of traffic near schools.

Both bus traffic and private vehicles contribute to congestion during the morning and afternoon rush hours, leading to unsafe conditions for students, pedestrians, and bicyclists.

Community members have suggested that the traffic flow could be improved by designating separate areas for walkers and bikers, which would help reduce the conflict between different modes of transportation.

Other suggestions include more organized systems for vehicle drop-off and pick-up zones, which would increase efficiency and safety.

Law Enforcement & Community Involvement

Increased Police Presence

A common theme expressed by community members was the need for increased police presence around schools to ensure the safety of students.

Respondents highlighted that the lack of active monitoring and enforcement has contributed to the ongoing traffic safety issues in school zones.

Concerns were raised that past reports of unsafe driving near schools, such as speeding or not stopping for pedestrians at crosswalks, were not taken seriously by authorities, resulting in a lack of accountability for dangerous driving behaviors.

As a result, there were strong calls for a more visible and proactive police presence to enforce traffic laws, particularly during school drop-off and pick-up hours, to deter speeding, distracted driving, and other unsafe behaviors.

Community Education

In addition to law enforcement, community education was identified as a key strategy to improve safety.

Many respondents emphasized the importance of educating teen drivers about the unique hazards of driving near schools, crosswalks, and areas with high pedestrian activity.

Teaching young drivers to be more cautious and attentive in these areas could help reduce crashes and improve overall safety.

Several parents suggested that targeted education campaigns, including partnerships with local schools, could promote safe driving practices and ensure that new drivers are well aware of the dangers of distracted driving, particularly around school zones.

Bussing

Early Bus Times

A common concern expressed by parents was the early bus pick-up times.

Many parents reported that the early departure times for buses, which can often occur long before the school day starts, cause significant challenges for families.

As a result, a number of parents chose to drive their children to school instead of relying on the bus. This adds to the traffic congestion around schools and undermines efforts to reduce car usage in favor of more sustainable transportation options like walking or biking.

Improved Bus Services

Another key issue raised by parents was the need for improved bus services, particularly for families living outside the Sartell district or farther from school.

Some parents outside of the district expressed difficulty accessing bus services, especially if they lived further from the school or were outside designated bus routes.

Positive Feedback

Despite some of the challenges and concerns raised throughout the survey, there was also a strong sense of support from parents for the efforts to improve transportation safety around schools. Many parents expressed appreciation for the attention given to these issues and encouraged the continued work towards making routes to school safer for students.

Some respondents specifically praised the focus on safety improvements, noting that it's an important issue for the well-being of their children.

Parents were generally pleased with the initiative to address traffic congestion, pedestrian safety, and the development of infrastructure to support walking and biking to school.

These encouraging comments highlight the community's desire for positive change and their support for future actions that could reduce risks and improve the overall safety of school routes.

Encouragement for Walking/Biking

The feedback from parents indicates a strong interest in walking and biking as a means of encouraging physical activity and promoting mental well-being for children. Many parents recognize the health benefits of walking or biking to school, such as improved fitness and reduced stress, and are eager to see these activities become more common.

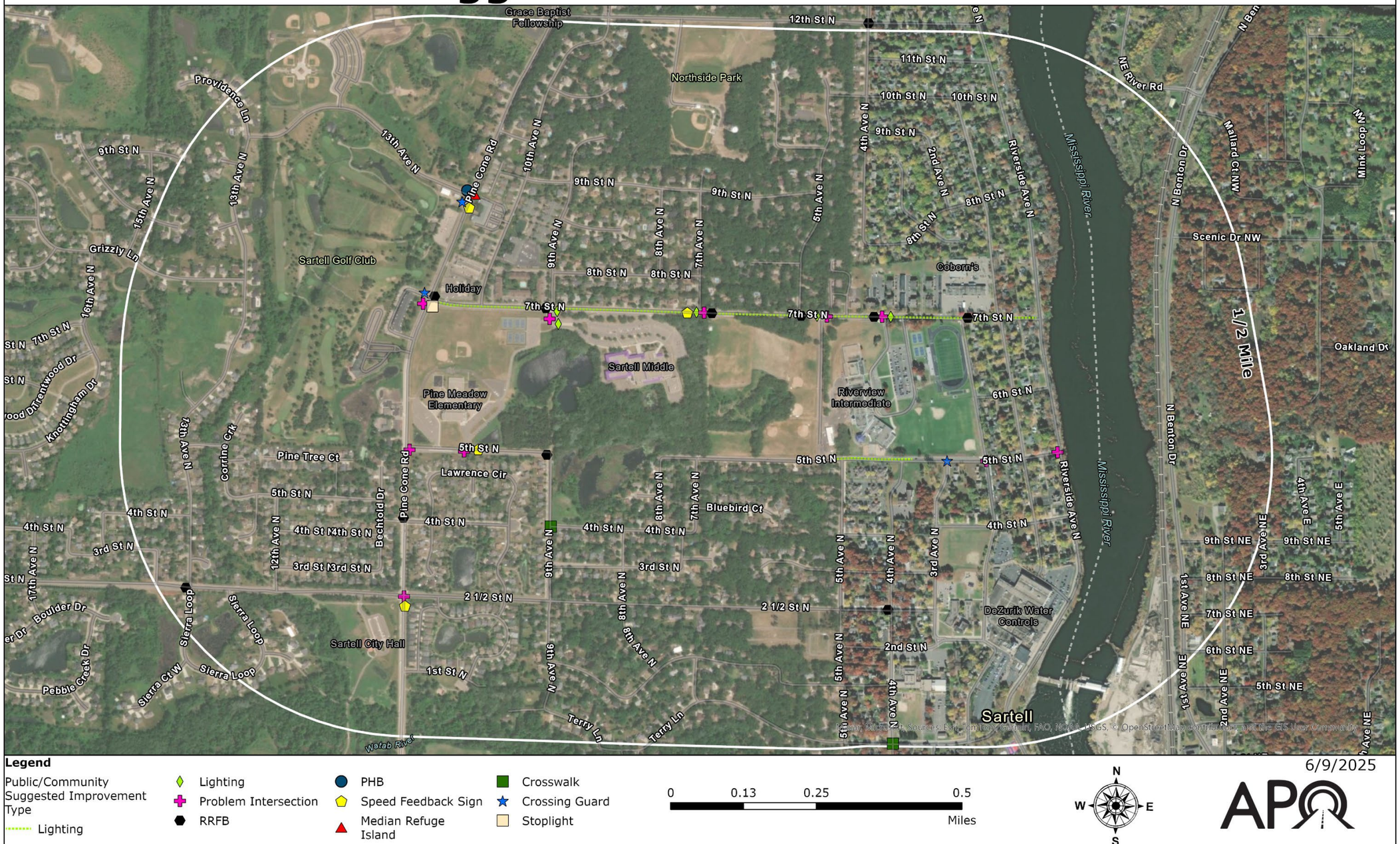
However, parental hesitance remains a significant factor in limiting walking and biking. Despite recognizing the benefits, many parents are reluctant to allow their children to walk or bike due to concerns about unsafe conditions along current routes. These concerns often revolve around traffic safety, inadequate infrastructure, and the lack of safe crossings.

For families living further from schools, distance is another challenge, though many still express a desire to support walking or biking if infrastructure improvements are made. Parents feel that with better safety measures, such as improved sidewalks, crossings, and traffic control, they would be more likely to encourage their children to walk or bike to school.

This feedback underscores a community desire for safer, more accessible routes to school that would allow children to enjoy the health benefits of walking and biking, while alleviating parental concerns about safety.

Figure 259. Riverview Intermediate student and their parent during Bike to School Day.

Infrastructure Suggestions from SRTS Public Comments



Legend

Public/Community Suggested Improvement Type
- Lighting

- Lighting
- Problem Intersection
- RRFB
- PHB
- Speed Feedback Sign
- Median Refuge Island
- Crosswalk
- Crossing Guard
- Stoplight

0 0.13 0.25 0.5 Miles

N W E S

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Figure 260. A map of the locations of public input comments.

Infrastructure Suggestions from SRTS Public Comments

Figure 261. A map of the locations of public input comments.

Public Input Comments - Sidewalks and Shared Use Paths

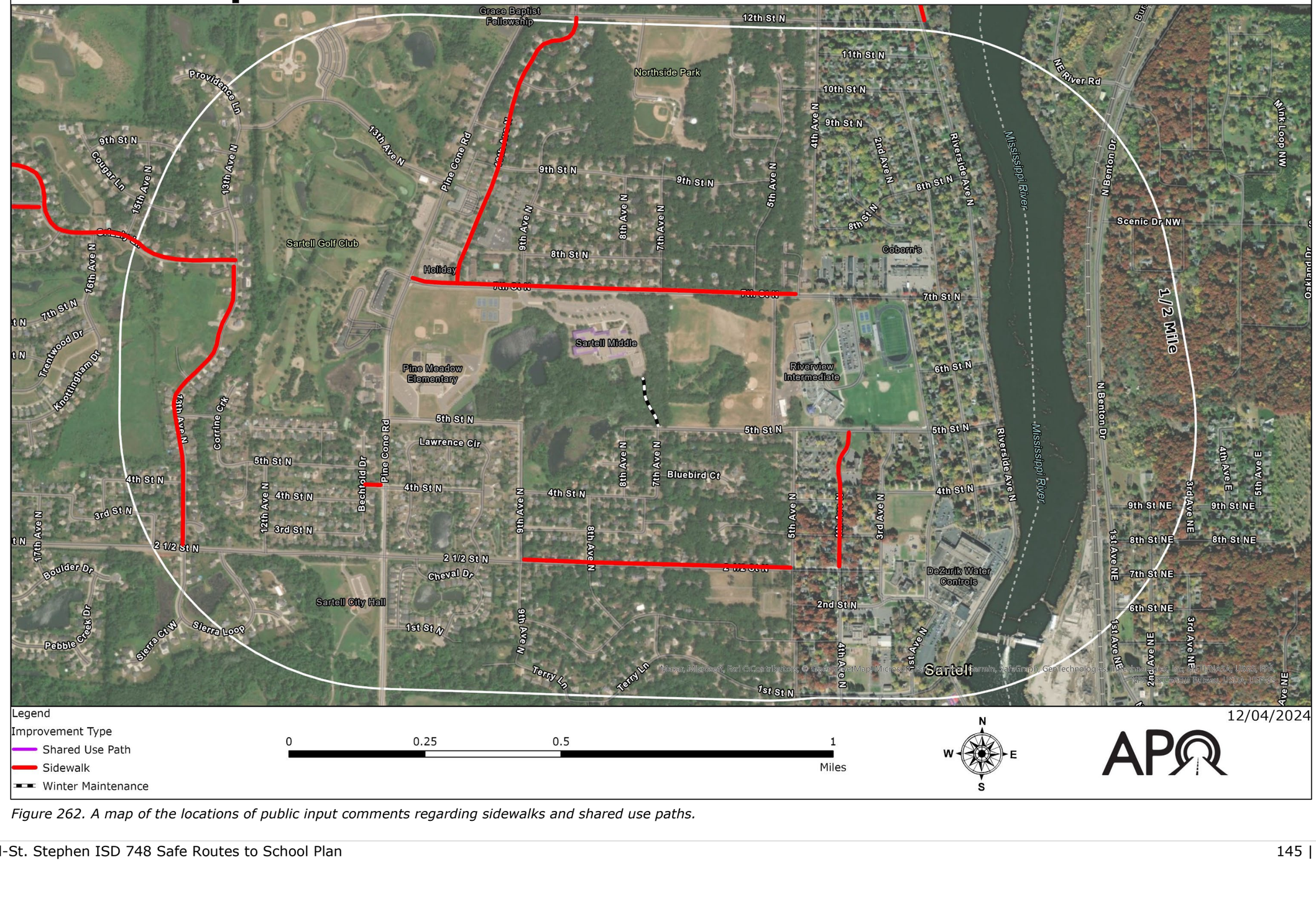

Figure 262. A map of the locations of public input comments regarding sidewalks and shared use paths.

Public Input Comments - Sidewalks and Shared Use Paths

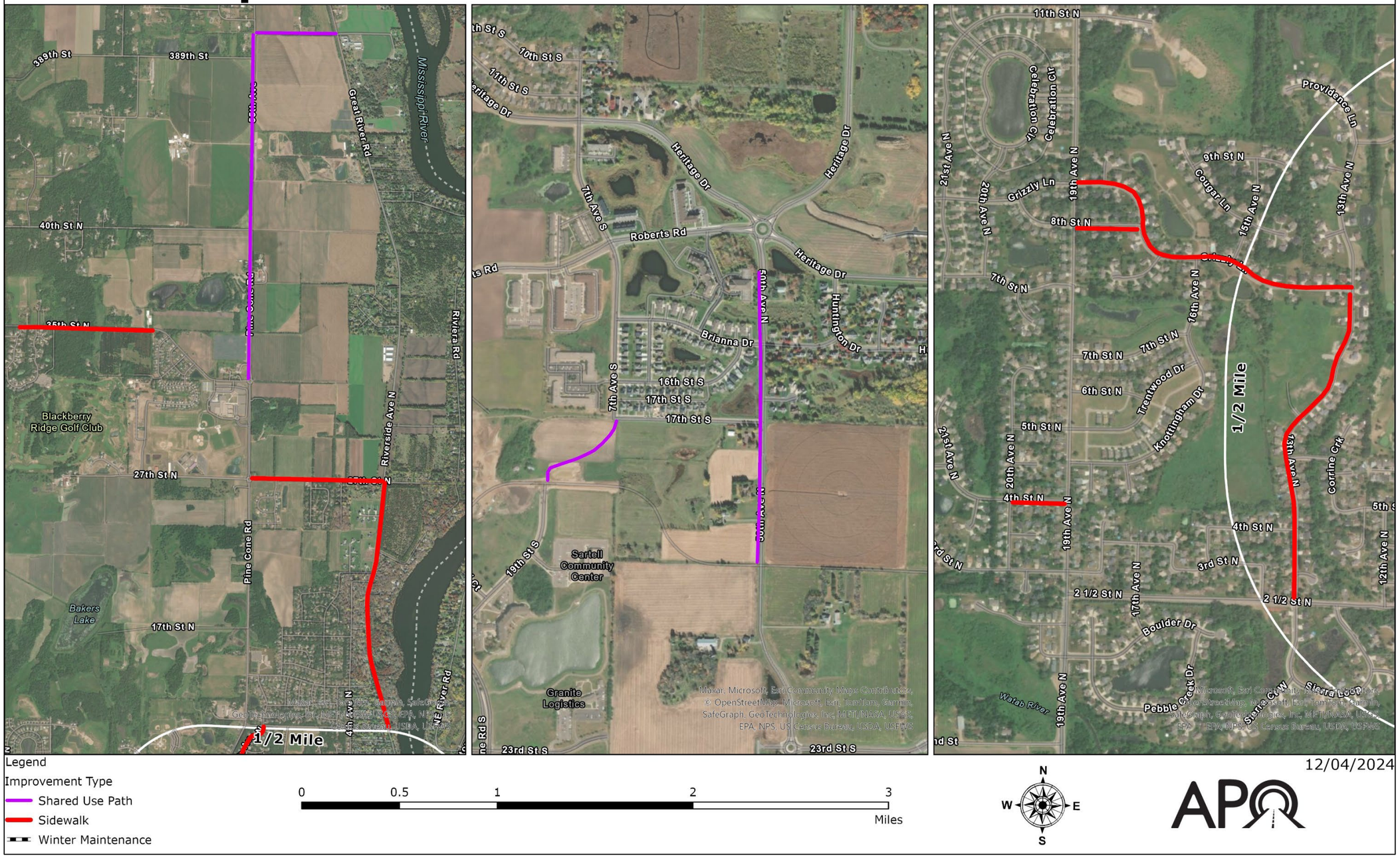

Figure 263. A map of the locations of public input comments regarding sidewalks and shared use paths.

Parent/Caregiver Survey Responses

ID	Question	Route 1	Route 2	Response
1	Is there anything else you would like us to know?	10th Ave N	Pinecone Rd	Sidewalks on 10th Ave N and traffic lights on Pinecone and 7th along with flashing crosswalk signs on 7th would make Sartell more safe. Years ago I visited the police station with concerns about the speed on 10th Ave N and was met with laughs from the women at the front desk and told Sartell has a speeding problem. After speaking with an officer, we were then given the speed meter over 4th of July (very little traffic) and nothing has changed. This was in 2018. I left crying-feeling humiliated and helpless.
2	Is there anything else you would like us to know?	13th Ave N		Pinecone road scares me like crazy. People don't always stop at that bike intersection near the golf course- let alone the busy time in the AM makes it difficult to cross pinecone. We live in Sierra loop- and would prefer my son to take 13th Ave to avoid line one as much as possible- however there are no sidewalks there. That road is horrible and super unsafe. That road needs to be redone and sidewalks need to be added. Also would prefer a bike bridge over pine cone for students. Or a tall crossing that goes overnpinecone so people are more aware of the flashing lights. Also slower traffic during school hours would be better- or another way in and out if Sartell. The river road and pine cone seem to be the only way in and out. More sidewalks and better crossing options are my main reason we are hesitant on sending our kids on bikes.
3	Which of the following issues prevent your child from walking or biking to/from school?	2-1/2 St N		We need a sidewalk along 2 1/2 St N
4	What would help your child walk or bike to/from/at school more often?	2-1/2 St N		Sidewalk along 2 1/2 street #1 priority of "projects"
5	What would help your child walk or bike to/from/at school more often?	2-1/2 St N		Sidewalks built in along 2 1/2. Better lighting surround school streets and ALL crosswalks
6	Is there anything else you would like us to know?	2-1/2 St N		We need sidewalks on 2 1/2 Street (the East side) for kids to walk safely on that road to RIS.
7	Is there anything else you would like us to know?	2-1/2 St N		more blinky light crossings would be great! sidewalk on 2.5!
8	Is there anything else you would like us to know?	2-1/2 St N		A sidewalk along 2 1/2 St N would be most helpful. Lowering neighborhood speed limits to 20 mph would also help.
9	Is there anything else you would like us to know?	2-1/2 St N		I think finishing the sidewalk on 2.5 between 5th ave and 8th ave would be beneficial for kids. It is too busy to bike safely on that road.
10	Which of the following issues prevent your child from walking or biking to/from school?	27th St N		No sidewalk or walking path on 27th St North, the curb is very narrow with a ton of traffic and high speed of traffic
11	Is there anything else you would like us to know?	2nd St S		There is only one crosswalk on 2nd St S (besides at the traffic light), and frequently people don't stop for people trying to cross in the crosswalk.
12	Is there anything else you would like us to know?	2nd St S	4th Ave S	Crossing 2nd street south is not safe. The crosswalk at the roundabout of 2nd st s and pinecone is not safe. Drivers do not pay attention to pedestrians. Also need a more visible crosswalk at 4th Ave s and 2nd st s. It's not safe to walk across 2nd to get to watab park or walking bridge

ID	Question	Route 1	Route 2	Response
13	What would help your child walk or bike to/from/at school more often?	35th St N		DESPERATELY Need a sidewalk or shoulder on 35th st n, west of SHS
14	Which of the following issues prevent your child from walking or biking to/from school?	5th St N		Cars parked in the neighborhood behind the school that block crosswalks and don't watch for pedestrians or children playing.
15	Is there anything else you would like us to know?	5th St N		It is so dark especially by the back entrance to Riverview. It is extremely dangerous for the children, walking and biking in for the people driving.
16	What would help your child walk or bike to/from/at school more often?	7th St N	Riverview Parent Drop-Off and Pick-Up Entrance	MORE LIGHTING AT THE PARENT DROP OFF TURN AT RIVERVIEW
17	What would help your child walk or bike to/from/at school more often?	7th St N		Flashing lights at crosswalks on 7th street!
18	Is there anything else you would like us to know?	7th St N	15th St N	Better lighting on all paths, including the entirety of the path through town (15th Street-7th Street is VERY DARK)
19	Is there anything else you would like us to know?	7th St N	Riverview Parent Drop-Off and Pick-Up Entrance	MORE LIGHTS AT RIVERVIEW (ROAD, and WHERE YOU TURN TO DROP OFF YOUR KID AT THE DROP OFF LANE.
20	Is there anything else you would like us to know?	7th St N		I will never allow my child to ever step on 7th because of traffic and inattentive drivers.
21	Is there anything else you would like us to know?	7th St N	7th Ave N	The intersections are horrendous, one kid just got hit, I used to walk my child to school until I was nearly hit by a school bus, yes a school bus, on two separate occasions at the crosswalk at 7th and 7th at the top of the hill, nobody stops there and it is extremely dangerous, complaints to the city of Sartell have gone nowhere so far, I won't let my kid walk because of how dangerous it is, and drivers are constantly speeding, it needs a crosswalk guard
22	Is there anything else you would like us to know?	7th St N	7th Ave N	The intersection at 7th St N and 7th Ave N in Sartell Is the worst intersection for children and adults to cross at. Cars as well as school buses drive way too fast despite the flashing lights for a 20 mph speed during school hours. There needs to be a beeping and flashing crosswalk machine at this intersection as well as a station police officer.
23	Is there anything else you would like us to know?	7th St N	7th Ave N	We live at the corner of 7th Ave and 7th street North. It has become increasingly dangerous to use the crosswalk as people cannot see due to parked cars, traffic moving too fast. There is no crossing guard or lights to help keep kids get across safely. I am quite concerned and I know there are a lot more kids in our neighborhood that have worried parents as well. My husband has spoke to the chief of police regarding this. Additional pain on the sidewalk was freshened up, but we still have an issue with parking near the soccer fields by the middle school.

ID	Question	Route 1	Route 2	Response
24	Is there anything else you would like us to know?	7th St N	7th Ave N	My children need to cross 7th Ave near RIS and it is dangerous for them to have to walk when cars cannot see them easily as they approach the driveway into the school. One of my children has almost been struck there. Additionally, having crossing guards parking vehicles and sitting in them does not allow for them to see children approach the I tersection to cross AND it adds a parked vehicle near stop signs and more obstacles for drivers to need to be vigilant about as they enter intersections. Plus, my child walks homes from RIS and there is not a crossing guard at the I trrsection of 7th ans 5th for him to safely cross. There is also very limited patrolling of the area, specifically 7th Ave, during times when children are biking snd walking. during times when child
25	Is there anything else you would like us to know?	7th St N	7th Ave N	Need patrol officers to help cross 7th street/7th ave intersection. Very dangerous with the hill going both ways and cars don't stop for kids
26	Is there anything else you would like us to know?	7th St N		Crosswalk on 7th street are very unsafe. Need light patrolled crosswalk- the traffic on 7th during school times is so busy and people don't stop! I live within 1 block of the crosswalks and I see kids wait to cross while numerous vehicles fly through the crosswalk.
27	Is there anything else you would like us to know?	7th St N		Crossing 7th street north EVEN in marked crosswalk is so unsafe. When I bike with my children, we have to wait a long time for cars to stop. The sunrise in the morning affects this too as the light shines directly into view coming up the hill going toward RIS. We NEED lighted crosswalks along 7th street. When getting to pine meadow from the middle school area, kids need to walk/bike on the bus lane (unsafe) or go all the way down and around 7th to pinecone- need a pedestrian sidewalk that connects sms and pmps
28	Is there anything else you would like us to know?	7th St N	7th Ave N	We live on 7th Ave N so my daughters cross at the intersection of 7th Ave N & 7th street to attend/come home from Sartell Middle School. My daughters have commented several times that they sometimes feel unsafe crossing because people don't stop for the crosswalk & it's at the top of a hill. Several kids cross at this intersection daily for school.
29	Is there anything else you would like us to know?	7th St S		We live across from the middle school, so my only real concern is crossing 7th at the bottom of the hill, there is a ton of traffic there and there are no crossing guards
30	Is there anything else you would like us to know?	Grizzly Ln		Lack of sidewalks on Grizzley Ln
31	What would help your child walk or bike to/from/at school more often?	Middle School SUP		my kids take a back path from the 5th street north side of town and it is never groomed or removed from snow/ice. we have pointed it out and get told that it isn't a path that gets groomed because it isn't finished but it is, then they added the nordic ski track course go through there which makes walking to school even more difficult for many students who now go to school with wet shoes. my son slipped on ice last year and hurt his knee for over a week because the path wasn't cleared again. In the fall/spring I have had to clear trees on a weekly basis that have become dead and fallen onto the path and then not been removed promptly.
32	Which of the following issues prevent your child from walking or biking to/from school?	Pinecone Rd		A bike path NORTH of the high school
33	Which of the following issues prevent your child from walking or biking to/from school?	Pinecone Rd	7th St N	The intersection of Pinecone and 7th St N is incredibly dangerous for kids to cross and there is no side walk on 7th St N. Not only is that intersection extremely unsafe at the crosswalk, but it has taken me over 22 minutes to take a left hand turn onto Pinecone in the morning after drop off. When Riverside Ave was under construction, the BEST thing they did was add a temporarily stop light at that intersection as there is little to no breaks in traffic on Pinecone in the morning at drop off or afternoon at pick up. The BEST thing our city could do is add a stop light at that intersection. It would also give breaks in traffic for other left hand turns onto Pinecone making it more SAFE for drivers, walkers, bikers, busses, etc.
34	What would help your child walk or bike to/from/at school more often?	Pinecone Rd	7th St N	The intersections! Specifically the one by the Holiday gas station and PME/SMS
35	What would help your child walk or bike to/from/at school more often?	Pinecone Rd		A bike path NORTH of the high school

ID	Question	Route 1	Route 2	Response
36	What would help your child walk or bike to/from/at school more often?	Pinecone Rd	7th St N	A stop light at the intersection on Pine Cone Rd N and 7th St N.
37	What would help your child walk or bike to/from/at school more often?	Pinecone Rd	4th St N	Push button at intersection on Pinecone and Bechtold
38	Is there anything else you would like us to know?	Pinecone Rd	2nd St S	My main concern is the round about at Pinecone and 2nd street. Drivers do not seem to slow down for it and it is hard to see around. I have seen people almost get hit because drivers are going too fast and not paying attention.
39	Is there anything else you would like us to know?	Pinecone Rd	7th St N	Pinecone and 7th intersection is way too busy and drivers do not always pay attention to crosswalk. Suggest a light at this intersection.
40	Is there anything else you would like us to know?	Pinecone Rd	2nd St S	The roundabouts by the police station and Walgreens are what prevent me from having my kids walk/bike to school. They aren't even safe for adults to cross.
41	Is there anything else you would like us to know?	Pinecone Rd	2nd St S	Asking the city to place the flashing lights on the 2nd street roundabout when pedestrians are there, like there is up be the high school. That roundabout is a death trap for anyone.
42	Is there anything else you would like us to know?	Pinecone Rd		Crossing over pine cone is a burden with so much traffic. Would love some sort of walking or bike path bridge over it
43	Is there anything else you would like us to know?	Pinecone Rd		Traffic on Pine Cone road is crazy. People drive too fast daily. The round a bout by Sartell Walgreens is too small, it's dangerous for drivers let alone pedestrians.
44	Is there anything else you would like us to know?	Pinecone Rd	Riverside Ave N	Speeding is very bad on hwy 1 and pinecone rd
45	Is there anything else you would like us to know?	Pinecone Rd	7th Ave N	It would be helpful to have a blinking cross walk light by the Holiday gas station
46	Is there anything else you would like us to know?	Pinecone Rd	390th St	We live north of the high school, and the route to school is very dangerous for walkers/bikers. Pine Cone Road and 390th Street north of the high school are very narrow, have no shoulders, there is no bike path, and there is a ton of traffic. Would love a bike path that connects to the paths by SHS.
47	Is there anything else you would like us to know?	Pinecone Rd	7th St N	The intersection at Pinecone and 7th St N needs roundabout or traffic lights. More bike racks are needed at the schools too
48	Is there anything else you would like us to know?	Pinecone Rd	2-1/2 St N	Too cold and icy in the winter. Too busy of traffic at the 2 1/2 and pinecone intersection. Work and teenage drivers running red lights.
49	Is there anything else you would like us to know?	Pinecone Rd	19th Ave N	We are a bit further than some. If we lived a little closer and didn't have to cross 19th and Pinecone I'd be more comfortable
50	Is there anything else you would like us to know?	Pinecone Rd	2nd St S	The roundabout on pinecone and 2nd needs pedestrian crossing lights. It is a very dangerous area for children to navigate. Also the corner of pinecone and 7th needs a traffic light. Cars turn without enough distance between and often stop well past the crosswalks.
51	Is there anything else you would like us to know?	Pinecone Rd	7th St N	I am very concerned about the safety of crossing the intersection by holiday gas station and pine meadow
52	Is there anything else you would like us to know?	Pinecone Rd	2nd St S	2nd Street Roundabout would deter from letting children of any age walk/bike to school
53	Is there anything else you would like us to know?	Pinecone Rd		A walking bridge over Pinecone road

ID	Question	Route 1	Route 2	Response
54	Is there anything else you would like us to know?	Riverview Parent Drop-Off and Pick-Up Entrance		having cones to block the back entrance to Riverview from crossing traffic is causing drivers to drive into neighborhoods to u-turn and can be chaotic.
55	Is there anything else you would like us to know?	Riverview Parent Drop-Off and Pick-Up Entrance		Lights just need to be put up in front of Riverview School for better vision for drivers in the earlier mornings when it's still dark out
56	Which of the following issues prevent your child from walking or biking to/from school?			Half the school year is frigid. Stop wasting time on this issue. Concentrate on safe bussing and getting drivers.
57	Which of the following issues prevent your child from walking or biking to/from school?			Hills, lack of good lighting
58	Which of the following issues prevent your child from walking or biking to/from school?			The intersections are NOT safe and people blow through them
59	Which of the following issues prevent your child from walking or biking to/from school?			Lack of beeping and flashing crosswalk machines
60	Which of the following issues prevent your child from walking or biking to/from school?			My child does walk/bike to school
61	Which of the following issues prevent your child from walking or biking to/from school?			We live 5 miles out of town
62	Which of the following issues prevent your child from walking or biking to/from school?			Drivers do not yield to waiting children at crosswalk.
63	Which of the following issues prevent your child from walking or biking to/from school?			Child does not have a cell phone yet for emergencies

ID	Question	Route 1	Route 2	Response
64	Which of the following issues prevent your child from walking or biking to/from school?			My child has disabilities.
65	Which of the following issues prevent your child from walking or biking to/from school?			Cars DO NOT STOP for me trying to cross, even in the crosswalks. Most cars exceed the 20 mph speed limit too.
66	Which of the following issues prevent your child from walking or biking to/from school?			There is a path through my neighborhood, which I would allow my children to use however many parents use the same path as a pick-up zone for the high school. This means there is A LOT of unneeded traffic going through my neighborhood, many are speeding making the neighborhood unsafe.
67	Which of the following issues prevent your child from walking or biking to/from school?			Crosswalks should be WHITE and visible not pale red
68	Which of the following issues prevent your child from walking or biking to/from school?			The huge crime on runaways and kidnappings
69	Which of the following issues prevent your child from walking or biking to/from school?			The car and bus traffic is significant near the schools. If a separate area at the school away from vehicle and bus traffic could be staging area for bikers and walkers, I would feel better about my kid walking/biking to and from school. Navigating through all the vehicle and bus traffic is concerning because so few kids bike and walk, they are not seen. People in cars are also distracted and drive around our schools way to fast.
70	Which of the following issues prevent your child from walking or biking to/from school?			I don’t feel comfortable letting my daughter bike/walk at any grade
71	Which of the following issues prevent your child from walking or biking to/from school?			Sidewalks
72	Which of the following issues prevent your child from walking or biking to/from school?			Weather - need a covered area to lock scooter up at school.
73	Which of the following issues prevent your child from walking or biking to/from school?			Child
74	Which of the following issues prevent your child from walking or biking to/from school?			texting and driving
75	Which of the following issues prevent your child from walking or biking to/from school?			Traffic is horrible at the intersections off of pinecone to pine meadow, RIS, middle school. Little to no safety patrol crossings at those intersections making it very scary for a parent to trust other vehicles to stop. We need to improve safety patrols at all of these corners or implement crossing walkways similar to the ones by the highschool, that flash and make it noticable someone is about to cross. I would love for my kids to bike to school but defintely not safe at this point in time due to poor/unsafe crossing regulations at these points.

ID	Question	Route 1	Route 2	Response
76	Which of the following issues prevent your child from walking or biking to/from school?			Large trucks in our neighborhood going fast. No sidewalks in our neighborhood.
77	What would help your child walk or bike to/from/at school more often?			We do not have a bike path or side walks to access on a busy road.
78	What would help your child walk or bike to/from/at school more often?			For my current 2nd grader there just is no way that I have enough trust in my child to make it from point A to point B without an adult and with us being FT employed this isn't a time commitment that we'd be able to do.
79	What would help your child walk or bike to/from/at school more often?			We live too far to bike in the winter months or when it starts to get dark in the morning
80	What would help your child walk or bike to/from/at school more often?			Police presence to stop cars driving on wrong side of median. As well as not stopping for pedestrians.
81	What would help your child walk or bike to/from/at school more often?			crossing Pinecone
82	What would help your child walk or bike to/from/at school more often?			Traffic controls at dangerous intersections
83	What would help your child walk or bike to/from/at school more often?			Police patrol stopping cars who speed and don't stop for pedestrians trying to cross
84	What would help your child walk or bike to/from/at school more often?			Let's get the police to actually enforce speeds and stopping at crosswalks.
85	What would help your child walk or bike to/from/at school more often?			Crossing Pinecone is my biggest fear for them!!
86	What would help your child walk or bike to/from/at school more often?			We live by riverroad and that road is scary and doesn't allow for kids to safely get to school so instead they have to bike a totally different out of the way route through neighborhoods without bike paths, however I feel like they are safer doing that vs biking on river
87	What would help your child walk or bike to/from/at school more often?			Giving tickets for texting and driving and not warning tickets.

ID	Question	Route 1	Route 2	Response
88	Is there anything else you would like us to know?			We pay school resource officers, there is zero reason they aren't out controlling traffic at the beginning and end of the day. It makes a difference at schools where this is happening.
89	Is there anything else you would like us to know?			This issue is a waste of time. Recruit more decent bus drivers and funding for them. Who walks or bikes when 5 months of the school year is way too cold. Frostbite ?? Do adults like to walk ride bike in the cold? Why would we want young kids to? Wasting time and money on this. Do kids walk to school or ride back in Canada or Scandinavia to school?
90	Is there anything else you would like us to know?			We do not have a sidewalk or path from our neighborhood to any bike paths.
91	Is there anything else you would like us to know?			We would need a path to our neighborhood to make it a possibility to bike to school.
92	Is there anything else you would like us to know?			These questions are a little misleading because all of these things would be helpful. It's the intersections and roundabouts Specifically, the biggest problem in Sartell
93	Is there anything else you would like us to know?			I wouldn't feel comfortable with my child walking to school even with these changes due to distance, weather, and safety concerns.
94	Is there anything else you would like us to know?			Unfortunately even with changes I wouldn't feel comfortable with my kids walking to school for more reasons than the distance and knowledge about road/sidewalk safety.
95	Is there anything else you would like us to know?			The only reason our kids will never bike or walk is because we live 7 miles from school. If we lived within walking/ biking distance, I eventually would use that option.
96	Is there anything else you would like us to know?			Drop off parents are not following guidelines and routes which are creating safety issues.
97	Is there anything else you would like us to know?			Great to work on this issue! Thank you!
98	Is there anything else you would like us to know?			We live several miles out of town so it isn't an option
99	Is there anything else you would like us to know?			RIS intersection needs better traffic control-coming down that hill is dangerous when there is no visibility of that crosswalk
100	Is there anything else you would like us to know?			I would love a bike path where we live
101	Is there anything else you would like us to know?			Ask me again in a few years and my responses may change due to different schools.
102	Is there anything else you would like us to know?			It is too dangerous to allow children to walk... way too much traffic
103	Is there anything else you would like us to know?			The speed of traffic is a good idea but it's a joke. No one follows the 20 mph speed limit when the lights are flashing and Sartell PD does ZERO enforcement for it. It's super frustrating and a major problem for ALL ways to travel to school.
104	Is there anything else you would like us to know?			Lighting at school crosswalks & parking lots is completely inadequate & creates a safety hazard.
105	Is there anything else you would like us to know?			Cars and school buses do not stop at the crosswalks. 5 or more cars will drive through the crosswalk before one will stop to allow my child to cross. Police presence would be helpful and flashing lights at the crosswalk.
106	Is there anything else you would like us to know?			I would love for my children to walk to school to encourage a healthy lifestyle but worry that a car won't see them if they're in the crosswalk. We need a stoplight, flashing pedestrian lights, or speed reductions by the Holiday gas station. It's dangerous for both cars and pedestrians.

ID	Question	Route 1	Route 2	Response
107	Is there anything else you would like us to know?			Need more crosswalk lights like the one added on Cty. Rd 1 & Watab Park
108	Is there anything else you would like us to know?			The City of Sartell is facing a significant issue with vehicles speeding excessively through residential areas and along the main road, particularly when flashing lights indicate a 20 MPH speed limit. Many drivers disregard these alerts, and those who do adhere to the speed limit often find themselves tailgated or passed on a "no passing road". I have contacted both city officials and law enforcement, but my concerns have not been taken seriously. It was only a matter of time before this situation escalated and a child was hurt. I am extremely disappointed that the police do not prioritize this matter. This morning, I noticed an officer parked on 7th Street North near the middle school during drop-off time for my child; however, he appeared too distracted by his phone to monitor the traffic. What is the purpose of having a police presence if traffic laws are not enforced to safeguard our children? Parents should be encouraged to teach their teenage drivers to drive cautiously and stay alert for crosswalks. Our residential area is just three blocks from Pine Meadow, and high school students often use our street as a shortcut to bypass the traffic lights by city hall to access 2 1/2 Street. There is no justification for them to be speeding at 50 MPH on our road. Some of our neighbors have children who bike to and from the middle school daily, and I make it a priority to watch them closely as they return home safely, as this is a significant concern for me.
109	Is there anything else you would like us to know?			We are at 2 miles away from PMPS this was never something I had on my radar especially since I do not trust that my kid is responsible enough
110	Is there anything else you would like us to know?			We live in the "country". The path to school involves a very busy county road without a bike lane or safe access into town.
111	Is there anything else you would like us to know?			Improve the bus routes and you wouldn't have so many parents driving their kids to school. My kids bus time is 6:47 am. That is a ridiculous time, so I have to drive my child to school everyday. No kid should get picked up that early.
112	Is there anything else you would like us to know?			I would love for my child to bike to/from school on a regular basis as weather allows
113	Is there anything else you would like us to know?			Have the police more visible mornings and afternoons- at all schools INCLUDING SHS, drivers are too fast, passing cars on Pinecone, racing down the middle. Officers should be on patrol EVERYDAY at the schools and beyond. Ticket, ticket, ticket. Let's hold people accountable!!!!!!!
114	Is there anything else you would like us to know?			Walking/biking really helps my kids wake up and dispel energy before and after school, among other health benefits.
115	Is there anything else you would like us to know?			Creating a school policy to encourage biking is a terrible idea and sounds like dictatorship. dId Jen Smith come up with this?
116	Is there anything else you would like us to know?			The turn around at pine meadow is v very unsafe for walkers and bikers the way vehicles need to turn around and can't just turn into the school
117	Is there anything else you would like us to know?			We would encourage our child and advocate for her to safely walk and/or bike if we lived closer to SMS.
118	Is there anything else you would like us to know?			Make crosswalks near schools more visible to drivers. Add blinking lights. So many people do not stop for kids at crosswalks
119	Is there anything else you would like us to know?			We mostly don't bike or walk to school because of distance.
120	Is there anything else you would like us to know?			This is a different topic but our family in particular would appreciate better bussing options for outside Sartell school district
121	Is there anything else you would like us to know?			As a grown adult and parent, I am afraid of our traffic. I completely avoid the roundabouts because cars on all sides cannot see pedestrians and my family and I have had close encounters many times. People DO NOT stop when I am trying to cross the road on a bike, even with a flashing crosswalk sign! Speeding cars are the majority, especially when the lights are flashing for 20 mph. Very dangerous if a biker is not hypervigilant.

ID	Question	Route 1	Route 2	Response
122	Is there anything else you would like us to know?			I've been very disappointed that the school district has not addressed the issue with the neighborhood behind the high school. I won't allow my kids outside until well after the high school has ended school as we've had too many close calls with traffic from people using the neighborhood as a pick-up zone. More people would allow their kids to ride their bikes from our neighborhood if this was better controlled
123	Is there anything else you would like us to know?			WE need clear instuctions and rules for all the kids ridning E-scooters in the road
124	Is there anything else you would like us to know?			The traffic is slow enough, drivers just don't follow the rules and do what they want.
125	Is there anything else you would like us to know?			My son is now in middle school and I know that he will not be able to walk/bike next year as we will be too far from the high school. We have encouraged our kids to walk from grade 4 to grade 8 even in winter conditions. (Rides were given if it was really bad). We live close by. I am surprised that the bus drops off my neighbors though. Should the school be funding transportation this close?
126	Is there anything else you would like us to know?			More lights, people, paths, are not going to make me feel any more comfortable. Too many creeps around
127	Is there anything else you would like us to know?			The intersections along Pincecone are far too busy and uncontrolled.
128	Is there anything else you would like us to know?			If we lived closer I walk definitely let them walk to the middle school. She's 9 and has asked about walking to school before, it would require her to wake up earlier
129	Is there anything else you would like us to know?			At the crosswalks, it would be great to have flashing lights when someone is going to cross,; especially at the crosswalks where there are no stoplights. The solar flashing lights really get driver's attention
130	Is there anything else you would like us to know?			Road conditions for part of the trip without sidewalks are terrible.
131	Is there anything else you would like us to know?			For students who live in le saux township but close enough to bike it feels as though their path to school safety is forgotten about. There are not good bike paths for them to get to school at all. Biking on river road where there is no sidewalk bike path or on the other road that goes to the ORE roundabout here there is not a sidewalk bike path is NOT safe.
132	Is there anything else you would like us to know?			Please work on safer options for crossing at the intersection on Pine Cone by Holiday gas station. There's so much traffic in the morning and we need options for kids to safely cross here.
133	Is there anything else you would like us to know?			We would bike everywhere if our development was connected to the rest of the city via a sidewalk or trail
134	Is there anything else you would like us to know?			Safety is also a concern, my child wears a helmet, locks bike with padlock, and always bikes with a friend.
135	Is there anything else you would like us to know?			Issue is that few abide by school speed limits. Police need o give tickets. People think it is a joke and half the lights work. Please show Sartell that our school speed limits mean something!!
136	Is there anything else you would like us to know?			There is a real problem with crossing guards along 7th Street North. The afternoon crossing guard doesn't even get the crossing station until most of the children are already passed. Also where the crossing guard is stationed puts the children going west on the street versus allowing them to stay on the safe bike path. A crossing guard further up the street would be very helpful or at least pedestrian crossing lights. Also where the crossing guard is stationed
137	Is there anything else you would like us to know?			Sartell need to do more to have more paths and much better options for crossing major roads.....
138	Is there anything else you would like us to know?			Did I mention texting and driving.
139	Is there anything else you would like us to know?			I would like to see flashing lights at all cross walks around middle school and Riverview, in the mornings with high traffic and the sun angle it can be really hard to see kids at crosswalks near holiday especially

ID	Question	Route 1	Route 2	Response
140	Is there anything else you would like us to know?			Growing up our middle school had a safety patrol club. We encouraged older students to join this club and they were the safety points at these intersections.. ensuring all these corners were covered. Difficulty finding these volunteers or paid people are difficult and this would lessen that burden possibly. Riding/walking to school promotes better health/mental health overall.. getting outside, exercising to start the day off is a positive. Nothing good happens on the bus anyways..
141	Is there anything else you would like us to know?			My child needs to cross Pinecone in order to bike to school. Even at the intersections, the traffic is heavy and I worry more about his crossing the busy road than anything else.
142	Is there anything else you would like us to know?			I would love for our kids to bike to school! Having a safe path and crossing guards would be so helpful.
143	Is there anything else you would like us to know?			Just from observations from driving my daughter to school every morning, I think it would be really helpful if a police officer would sit on pinecone road to ensure people are driving around that 20mph. People are driving so fast around there when the lights are clearly flashing
144	Is there anything else you would like us to know?			The route from the high school down pinecone road is not safe for walkers or bikers. Many kids leave activities after high school and bike or walk toward BlackBerry ridge or past upper deck. This leaves drivers and bikers and pedestrians in unsafe situations as there are no shoulders on this road. A wider road or addition of bike Lane/sidewalks would be very beneficial.
145	Is there anything else you would like us to know?			The lack of sidewalks through the Wilds neighborhood and specifically along Grizzly Lane is a major factor in kids biking to school from being the Celebration, the Woods & the Wilds neighborhoods.
146	Is there anything else you would like us to know?			Sartell High School traffic is a pedestrian/biking nightmare. Sidewalks on pine cone road North switch sides at 27th Ave forcing students to make 2 crossings minimum. Cars fly through the roundabout at too fast a speed for people to cross safely.

Interactive Map Survey Responses

ID	Intersection Improvement	Route Improvement	Intersection Improvement Type	Route Improvement Type	Route 1	Route 2	Comments
1	Yes	<Null>	Push Button to Cross	Lighting	Pinecone Rd	4th St N	Many kids and families cross here from Bechtold. There's no sidewalk on the Bechtold side and no good area to stand and wait to cross. Lighting, bush button and signage would drastically help this area
2	<Null>	Yes	Push Button to Cross	<Null>	Riverside Ave N	7th St N	Flashing lights and push button to cross at the bottom of the hill would be beneficial for those crossing to RIS. There is currently a crossing guard. Traffic also speeds through here despite the 20mph limit
3	Yes	Yes	Marked Crosswalk	Lighting	5th St N	3rd Ave N	Maybe have a crosswalk attendant on this side as well
4	Yes	Yes	Other	Other	Pinecone Rd	2-1/2 St N	<Null>
5	<Null>	<Null>	<Null>	<Null>	5th St N	4th Ave N	<Null>
6	<Null>	<Null>	<Null>	<Null>	5th St N	4th Ave N	<Null>
7	<Null>	<Null>	<Null>	<Null>	Messiah Lutheran Church Parking Lot		<Null>
8	Yes	Yes	Marked Crosswalk	Sidewalk	4th Ave N		4th Ave N to Riverview has no sidewalks for biking.
9	Yes	Yes	<Null>	Speed Feedback Signs	Pinecone Rd	Central Park Blvd	<Null>
10	Yes	Yes	Other	Other	Pinecone Rd	27th St N	The speed limit on Pine Cone Road (PCR) North approaching the roundabout at 27th is 40mph. Traffic flies through this roundabout and all but ignores the school speed limit of 30 on the other side. 27th St N on the East of PCR is 45 mph. The sidewalk being on the east and then having to cross to the west to continue walking makes this a very dangerous roundabout to cross. Traffic simply goes too fast to hope that you will be seen as someone exists the roundabout.
11	Yes	Yes	Push Button to Cross	<Null>	Pinecone Rd	7th St N	Crossing the intersection at 7th St N and Pinecone Rd could be improved by adding some kind of pedestrian crossing lights.
12	No	Yes	<Null>	Sidewalk	Grizzly Ln	8th St N	Take stop signs down on Grizzly Ln, the basketball court in the wilds has been resolved. There needs to be sidewalk on Grizzly and 8th Street to 19th Ave. A lot of waking and biking traffic on this major roadway to ball fields and schools.
13	Yes	<Null>	Push Button to Cross	<Null>	Pinecone Rd	4th St N	It is difficult for my children to cross pinecone coming from Bechtold Drive. It takes several minutes and many people do not stop.
14	No	No	Marked Crosswalk	Lighting	7th St N	5th Ave N	<Null>
15	No	Yes	<Null>	Sidewalk	27th St N		We need a sidewalk here....
16	No	Yes	<Null>	Sidewalk	Riverside Ave N		We need sidewalk going north on river road.
17	<Null>	Yes	Push Button to Cross	Other	7th St N	7th Ave N	<Null>
18	Yes	<Null>	Lighting	<Null>	Pinecone Rd	7th St N	<Null>

ID	Intersection Improvement	Route Improvement	Intersection Improvement Type	Route Improvement Type	Route 1	Route 2	Comments
19	Yes	<Null>	Other	Other	Pinecone Rd	Central Park Blvd	crosswalk attendant? sunlight affect visibility with early morning driving
20	Yes	Yes	Push Button to Cross	Lighting	Pinecone Rd	7th St N	This intersection is very backed up and congested in the mornings. recommend push button/flashing lights for safety
21	No	Yes	<Null>	Speed Feedback Signs	Pinecone Rd	27th St N	parents and high schoolers speed in this area and are not watching for pedestrians/bikers. flashing lights were not working this summer.
22	No	Yes	<Null>	Speed Feedback Signs	35th St N	12th Ave N	Cars traveling East at this intersection are often traveling in excess of 60+ mph
23	<Null>	<Null>	Marked Crosswalk	Sidewalk	Grizzly ln		There are no sidewalks, bike lanes or shoulder along Grizzly Lane. The condition of the road makes it difficult for bikers and motorists to share the street.
24	<Null>	<Null>	<Null>	<Null>	Pinecone Rd	2-1/2 St N	<Null>
25	Yes	Yes	Push Button to Cross	Lighting	2-1/2 Street N	13th Ave N	almost no one sees, or obeys, the small pedestrian crossing sign in the middle of the intersection.
26	Yes	Yes	Other	Other	Pinecone Rd	Central Park Blvd	with the flashing lights being on the sides of the road many drivers to not see them or pay attention. There should be a over-arching light that indicates to drives that this a high pedestrian crossing.
27	Yes	Yes	Push Button to Cross	Lighting	Pinecone Rd	7th St N	Many drivers stop well over the cross walk to see when they can turn because visibility is poor and the intersection is so busy. There should be cross walk lights that extend over the intersection and an attendant helping kids cross safely during school hours
28	Yes	No	Other	<Null>	19th Ave N	2-1/2 Street N	needs a crosswalk sign/light that extends over the street like on Heritage and 7th. drivers do not yield to the flashing lights on the side of the road.
29	Yes	Yes	Push Button to Cross	Speed Feedback Signs	12th St N	4th Ave N	Blind corner on intersection of 12th street and pinecone. Could seriously benefit from a button further back on the path to warn incoming drivers of approaching foot or bike traffic
30	Yes	Yes	Push Button to Cross	Other	Pinecone Rd	7th St N	This intersection should be controlled by traffic lights with push button crosswalk. Too many people turning when there isn't sufficient time between vehicles and not watching for pedestrians crossing.
31	Yes	Yes	Marked Crosswalk	Speed Feedback Signs	4th Ave N	1st St N	Busy intersection of 4th avenue north and 12th street n, no crosswalk marked when new sidewalk was put in. Lots of kids cross 12th street to go to Riverview and middle school. Benefit from marked crosswalk and lighting options.
32	<Null>	Yes	<Null>	Sidewalk	4th St N		<Null>
33	Yes	Yes	Other	Other	Pinecone Rd	2 1/2 St N	Almost been killed. One car might stop, but others do not because it is hard to see pedestrians from 4 angles. I avoid this intersection at ALL COSTS
34	Yes	Yes	Other	Other	Pinecone Rd	5th St N	I don't know how to improve! You have signs, but lots of people don't stop for bikes
35	Yes	Yes	Other	Other	5th St N	Pine Meadow Bus Entrance	Cars turn around here even though everything is marked not to. Parents speed out of lots.
36	Yes	Yes	Other	Other	5th St N	Riverside Ave N	Again, very well marked with crosswalk sign, but cars DO NOT STOP for pedestrians
37	<Null>	Yes	<Null>	Sidewalk	35th St N		<Null>
38	Yes	Yes	Push Button to Cross	Shared Use Path	Pinecone Rd	2nd St S	Drivers do not pay attention to pedestrians in crosswalk at roundabout
39	Yes	Yes	Push Button to Cross	Signage	2nd St S	4th Ave S	The crosswalk sign is outdated crossing 2nd st s at 4th Ave s. Need light up crosswalk sign. Very dangerous for kids from neighborhood who want to go to walking bridge or watab park

ID	Intersection Improvement	Route Improvement	Intersection Improvement Type	Route Improvement Type	Route 1	Route 2	Comments
40	Yes	No	Other	<Null>	Sartell Middle School		Ideally there would be a roundabout built here. This intersection is very dangerous during morning start, end of day and when sport activities start and stop. If that cannot be accomplished a street light at a minimum to better illuminate the intersection as well as a flashing crossing sign that hovers over the road.
41	Yes	Yes	Other	Other	Pinecone Rd	7th St N	Needs a roundabout!!! Its just a matter of time before there is a bad road accident that severely injures someone walking on any side of the intersection. If you watch, cars take shortcuts through the gas station parking lot and also on 9th avenue N behind the gas station and cut through the kensignton parkinglot or 4th / pinecone.
42	No	Yes	<Null>	Shared Use Path	Pinecone Rd		Pine Cone Road and 390th Street north of Sartell High School are very narrow, have no shoulders, there is no bike path, and there is a ton of traffic. The route to school there is very dangerous for walkers/bikers. Would love a bike path that connects to the paths by SHS.
43	<Null>	Yes	<Null>	Other	Pinecone Rd	2-1/2 Street N	There is a lot of traffic that crosses in the crosswalk here. There is a small sign in the road, but it does not seem to help. Maybe something with flashing lights to draw more attention.
44	Yes	Yes	Push Button to Cross	Speed Feedback Signs	5th St N	Pine Meadow Bus Entrance	<Null>
45	Yes	No	Marked Crosswalk	Signage	9th Ave N	4th St N	<Null>
46	Yes	Yes	Push Button to Cross	Signage	2nd St S		Crossing 2nd St S heading North on Pinecone, 7th, 6th, 5th, or 4th is tremendously difficult with a child during the morning as there's no traffic control from pinecone to give a chance to cross. The crosswalk on 4th Ave and 2nd St S is a start but most cars still go 40 and sunrise limits visibility. A push to cross light would be very helpful providing access connecting south bike routes to the north trails that reach our schools.
47	<Null>	<Null>	Push Button to Cross	Lighting	9th Ave N	5th St N	Many students cross from 9th to the woods in the morning when PMPS famililes are dropping off students. Flashing walking lights would make students more visible when trying to get through this intersection.
48	Yes	Yes	<Null>	Shared Use Path	Grizzly Ln		A designated bike/walk/run path along one side of Grizzly would be very beneficial. There is no sidewalk and there are several turns on thus highly traveled road. Due to very uneven surfaces bikers/ electric scooter riders are frequently in the middle of the road.
49	Yes	<Null>	Other	Other	Pinecone Rd	Central Park Blvd	This intersection is difficult at high traffic times. In particular when trying to turn onto Pinecone from Central Park Blvd there is a sign and utility box on the southwest corner (golf course) which obstructs the view of Pinecone when looking south necessitating drivers to pull further out into the intersection. This can be particularly difficult when there are cars waiting to turn both N and S onto Pinecone.
50	Yes	Yes	Lighting	Lighting	Pinecone Rd	7th St N	The intersection of Pinecone and 7th steer (by holiday gas station) would benefit from a light. It is particularly difficult turning north onto Pinecone and also a dangerous crosswalk for pedestrians/cyclists as drivers don't always double check before turning onto Pinecone from 7th
51	Yes	Yes	Push Button to Cross	Speed Feedback Signs	7th St N	7th Ave N	The 7th Ave N and 7th St N intersection in Sartell is terrible. Cars as well as school buses regularly speed through this intersection and it is very dangerous for all pedestrians, especially children.
52	Yes	Yes	Push Button to Cross	Other	Pinecone Rd	7th St N	this whole intersection needs to be improved for both traffic and pedestrians, it's a nightmare.

ID	Intersection Improvement	Route Improvement	Intersection Improvement Type	Route Improvement Type	Route 1	Route 2	Comments
53	<Null>	<Null>	<Null>	<Null>	27th St N	Riverside Ave N	<Null>
54	Yes	Yes	Marked Crosswalk	Shared Use Path	Riverside Ave N	22nd St N	<Null>
55	Yes	No	Other	Other	Pinecone Rd	Central Park Blvd	Instead of an overhead RRFB, place a median refuge island similar to County Road 1 at Watab Park. This will make it shorter to cross and enable an RRFB in the median for better visibility by drivers.
56	Yes	No	Other	Other	Pinecone Rd	7th St N	Construct roundabout to slow traffic on Pinecone and reduce peak hour congestion on 7th St N.
57	Yes	No	Other	Other	Pinecone Rd	2-1/2 Street N	Signal does not function efficiently. Needs to be a roundabout. Even a mini roundabout would work better. Takes too long for bed signal to come up so peds/bikes often go against the light because it takes too long to come up.
58	Yes	No	Other	Other	Heritage Drive	7th Ave S	A median refuge island with RRFB's would work better than this overhead RRFB. There are still 4 lanes to cross which is very long. Also, recent research shows that objects at the height of driver eye is more effective than objects that are above like the current overhead RRFB. Many drivers don't use the westbound left turn lane here since they usually take the Roberts Rd exit of the Heritage Dr roundabout east of here, so a median refuge island would be better.
59	Yes	No	<Null>	Other	Heritage Drive	10th St S	My young kids and I try jumping the curb to get back in the neighborhood often, and it is not comfortable since drivers are coming fast around the curve. A curb ramp, median refuge islands, and a marked crosswalk with side-mount RRFB's would be effective and cheaper solution that an overhead system. Please look at something here as my kids will be crossing here regularly in the future.
60	No	Yes	Other	Other	7th Ave S	Scout Drive	A north-south trail connection in this area from 7th Ave S to the Community Center would be great. Otherwise, my kids and I have to resort to cutting across the Coborns parking lot and there is no way we would walk/bike down Leander Ave which is too narrow and horrible condition.
61	Yes	No	Lighting	Other	Pinecone Rd	15th St S	Peds/bikes cannot safely cross Pinecone Rd. Traffic is too fast, the road is too wide, there is no enhanced crossing features, and traffic does not expect people to cross here. Should likely be a roundabout to slow traffic or ped hybrid beacon like by the St Cloud library. Roundabout preferred.
62	No	Yes	<Null>	Shared Use Path	50th Ave N		I've seen families walk on this road which is scary. There needs to be a separate trail with crossing improvements into the neighborhoods.
63	Yes	No	Push Button to Cross	<Null>	Pinecone Rd	2nd St S	According to PROWAG, all multi-lane approaches-exits to roundabouts should have RRFB's, raised crosswalks, or a pedestrian hybrid beacon. I strongly suggest RRFB's or raised crosswalks as I've crossed here many times with my family and I think it could be much improved. Roundabout has been much better than signal used to be but ped crossing can be improved as stated.
64	<Null>	Yes	<Null>	Shared Use Path	2-1/2 St N		Needs to be a trail continued on the north side of road. My family and I resort to biking on the road with traffic which is not ideal and less safe.
65	Yes	Yes	Signage	Signage	5th St N	2nd Ave N	People blow through these stop signs often. My kid crosses to walk to school.
66	Yes	No	Other	<Null>	Pinecone Rd	7th St N	Traffic on Pinecone Rd does not slow when school zone speed limit is activated. Please don't install a signal here as this will perpetuate the speed problem.
67	<Null>	Yes	<Null>	Sidewalk	2-1/2 St N		<Null>
68	Yes	<Null>	Push Button to Cross	<Null>	Pinecone Rd	7th St N	<Null>

ID	Intersection Improvement	Route Improvement	Intersection Improvement Type	Route Improvement Type	Route 1	Route 2	Comments
69	Yes	<Null>	Push Button to Cross	<Null>	2-1/2 St N	4th Ave N	<Null>
70	Yes	No	Push Button to Cross	<Null>	7th St N	7th Ave N	Push button/flashing sign would be helpful for visibility. 7th St can become busy and it's difficult to cross especially before & after school.
71	<Null>	<Null>	Signage	Shared Use Path	35th St N		Many kids would bike to school if there were safe biking/walking paths on this road. There is also no speed limit signage coming from SHS. So many high schools speed down this road. Very scary for my kids, older neighbors who walk this road daily.
72	Yes	<Null>	Lighting	<Null>	7th St N	Sartell Middle School Entrance	Inadequate lighting at the only entrance/exit to the middle school. This intersection is dangerous with multiple crosswalks & no lighting
73	Yes	<Null>	Lighting	<Null>	7th St N	Riverview Intermediate Parent Pick-up/Drop Off	Basically no lighting at this crosswalk & parking lot entrance. Significant lighting improvements are needed to improve safety
74	Yes	Yes	Marked Crosswalk	Signage	2nd St S	Horizon Ave	<Null>
75	Yes	Yes	Push Button to Cross	Speed Feedback Signs	Pinecone Rd	2-1/2 St N	Sartell requires a cultural change on how they approach traffic circles. Currently drivers view the circle as an impediment to their destination and enter at near post speed to continue through. Drivers MUST approach all traffic circles with the expectation of yielding or stopping and slow down appropriately. I have personally been nearly hit a half dozen times, in no way to I trust the cities drivers to look out for my children.
76	Yes	Yes	Push Button to Cross	Other	7th St N		Better crossing for students and definitely better lighting
77	Yes	Yes	Push Button to Cross	Other	Pinecone Rd	7th St N	Maybe make a round-a-bout, to slow traffic, it is so dangerous as kids are crossing
78	Yes	<Null>	Push Button to Cross	<Null>	Pinecone Rd	4th St N	The cross walk from 4th across pinecone is terrible and needs a flashing button for kids to cross.
79	Yes	Yes	Lighting	<Null>	Pinecone Rd	7th St N	There needs to be some form of traffic control here. Pedestrian crossing is very dangerous either crossing over Pinecone or crossing 7th. Also, there is not a right turn lane on 7th turning onto Pinecone but people create one, which then causes cars to drive into the crosswalk to watch for traffic.
80	Yes	<Null>	Push Button to Cross	<Null>	7th St N	Riverview Intermediate Parent Pick-up/Drop Off	This crosswalk is dangerous because cars come quickly down the hill, sometimes driving into the sunshine, and do not pay attention to the crosswalk signage.