

JUNE 2018

A person wearing a white helmet and dark clothing is riding a bicycle across a large, mostly empty asphalt parking lot. In the background, there are several cars parked, utility poles, and a large industrial building with a dome. The sky is overcast and grey.

Safe Routes to School

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

COMMUNITY LEARNING CENTER

South St. Paul, MN

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TABLE OF CONTENTS

01

INTRODUCTION + CONTEXT

Why Safe Routes to School.....	5
The Six E's & Navigating this Plan	6
The Vision.....	7
CLC in Context.....	8

02

PROGRAMS

Introduction	11
Existing Programs	12
Program Recommendations	13

03

INFRASTRUCTURE

Introduction	19
Existing Infrastructure.....	20
Recommended Infrastructure.....	21
Planned Infrastructure Projects	23

04

HOW TO GET INVOLVED

Using this Plan	25
Who are You?.....	26

A

APPENDICES

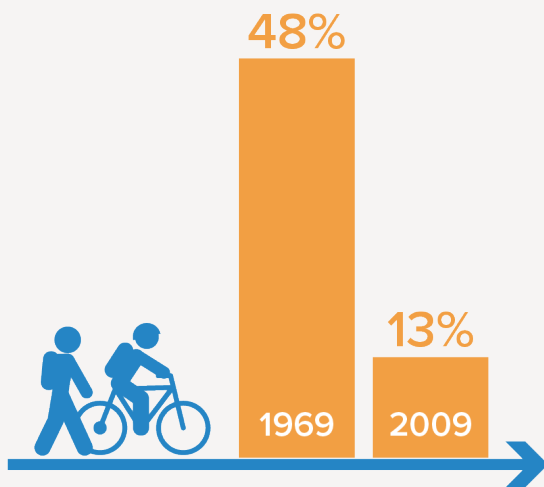
For More Information	A
Facts for School Communication.....	B
Planning Process Summary.....	C
Existing Conditions.....	D
Parent Survey.....	E
Student Hand Tally	F
Planned Infrastructure Projects	G
Infrastructure Toolbox	H
Bike Parking for Schools	I
Maintenance Planning	J
Equity in SRTS Planning.....	K
School Start Times	L



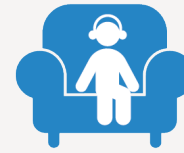
01

INTRODUCTION + CONTEXT

Why Safe Routes To School?



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



MOST KIDS ARE NOT GETTING ENOUGH PHYSICAL ACTIVITY



ROADS NEAR SCHOOLS ARE CONGESTED, DECREASING SAFETY AND AIR QUALITY FOR CHILDREN

KIDS WHO WALK OR BIKE TO SCHOOL:



Arrive alert and able to focus on school



Get most of the recommended 60 minutes of daily physical activity during the trip to and from school



Are more likely to be a healthy body weight



Demonstrate improved test scores and better school performance*



Are less likely to suffer from depression and anxiety

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



Fewer students walking & biking to school

More parents driving children to school

Rising concern about safety of walking & biking

Increased traffic at and around school

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

The Six E's

Safe Routes to School (SRTS) programs use a variety of strategies to make it easy, fun and safe for children to walk and bike to school. These strategies are often called the "Five E's." Equity, the 6th E, is an overarching part of this plan.

EQUITY

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



EDUCATION

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



ENFORCEMENT

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



ENCOURAGEMENT

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



EVALUATION

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



ENGINEERING

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

Navigating this Plan

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



PROGRAMS

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



HOW TO GET INVOLVED

As more people get involved in Safe Routes to School programs, the more successful they are. Use this section to find out how you can be a part of this important initiative.



INFRASTRUCTURE

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



APPENDICES

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



The Vision

This plan provides recommendations to make walking and biking to and around school a safe, comfortable, and fun activity for all students and families at Community Learning Center.

This plan was made possible with support from the Statewide Health Improvement Partnership and Dakota County Public Health and was developed in coordination with the city, school district, and school community. It is the product of workshops, discussion, and site visits involving city and county representatives, teachers, school staff, students, and law enforcement.

This report offers program and infrastructure recommendations based on the 6 E's model. Some recommendations may be implemented almost immediately while others will take more planning, analysis, and funding. While not all of recommendations can be implemented right away, it is important to achieve short-term successes to build momentum and lay the groundwork for more complex projects.

EQUITY HIGHLIGHT

EQUITY IN SRTS

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

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



Community Learning Center in Context

South St. Paul Community Learning Center (CLC) provides education to junior high and high school students in a non-traditional classroom setting. It is located on the east side of the City of South St. Paul and shares a facility with the Doug Woog Arena.

South St. Paul Community Learning Center is located a quarter-mile north of Interstate 494 and just west of Concord Street S. The campus is located on a bluff overlooking Concord Street S. The only existing access point to the school is 6th Street E. Land uses east of the school are primarily light industrial and office park. Land uses west of the school are primarily single-family residential. Fifth Avenue S, located about five blocks west of the school, is a transit route and has some commercial uses and religious institutions. Lorraine Park and the Roosevelt Tennis Courts are also located within a few blocks of CLC.

During the 2017-2018 school year, 50 students grades

10-12 attended CLC. The school's enrollment boundary includes the entire city of South St. Paul. Some students commute from outside South St. Paul to attend CLC.

As per South St. Paul School District's transportation policy, secondary students must live more than one and a half miles from school to be eligible for District-provided transportation.

In March of 2018, a parent survey was distributed among CLC parents and caregivers to gather information about travel patterns and factors that affect caregivers' decision to allow or not allow their student to walk or bike to school. Five parent surveys were returned. Reported modes of arrival included two walkers, one bus, and two family vehicles. Four of the five respondents reported that their students walk home. Distance, participation in after school programs, violence or crime, sidewalks and pathways, and time were all reported as factors that affect caregivers' decision to allow their students to walk



or bike. Snow and ice removal during winter months was also identified as a barrier. Parents stated that increased community awareness of SRTS would help to increase the sense of safety for students walking or biking to school.

In May, CLC staff conducted student travel tallies to get a broader sense of how students travel to and from school. Tallies were taken for three consecutive days. Between 15 and 28 students participated each day. Most students reported traveling to or from school by family vehicle, school bus, or walking (on average 48, 28, and 25 percent, respectively). Twenty-five percent reported walking home, two percent reported biking, 12 percent reported carpooling, and two percent reported taking transit.

Detailed reports of parent survey and student tally results are provided in Appendix E and F.



APPENDIX

FURTHER READING

.....

The summary on this page takes information from more detailed existing conditions reports, which can be found in Appendix D. There you'll find a report that discusses surrounding land use, travel patterns, and a map illustrating where CLC students live. This information helped planners and community stakeholders develop the best strategies for increasing safety and comfort for students walking and biking to school.





Introduction to Programs

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

While engineering improvements such as sidewalks, crosswalks, and bikeways are important, equally important are education programs to give children and families basic safety skills, encouragement programs to highlight walking and bicycling to school as fun and normal, enforcement against unsafe and illegal motorist behavior, and evaluation of the impact of investments and non-infrastructure efforts. Often, programs that help to get more kids walking and biking lead to increased public support for infrastructure projects - they can be an important first step towards building out the physical elements that make walking and biking safer and more comfortable. And relative to certain infrastructure projects, most programs are very low cost.

EQUITY HIGHLIGHT

EQUITY IN PROGRAMMING

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

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



Existing Programs

Community Learning Center, South St. Paul School District, and the City of South St. Paul have been actively working towards providing safe and inviting spaces around the school campuses for students. This foundation of encouraging student travel safety is valuable for expanding programs to encourage more students to walk and bike. Here are a few programs that already exist for students attending CLC:

Programs already active at CLC

- Parent communication: South St. Paul Public Schools and school administrators have a variety of ways to communicate with families including a robust district website, individual school webpages, social media, and print and digital newsletters.
- Walking and biking field trips: CLC has participated in walking and biking field trips to destinations in and around South St. Paul in the past.
- Walk and Bike to School Day: South St. Paul Public School District has informally participated in Walk and Bike to School Day in the past.
- Law enforcement presence: The South St. Paul Police Department patrols school arrival and dismissal on a rotating schedule to ensure a consistent law enforcement presence during peak traffic times.



Program Recommendations

The following programs were identified as priority programs by the local SRTS team for CLC during the SRTS planning process. These programs were selected to meet the needs and interests of the school community in the near term (one to five years). Some were recommended to build on existing support and resources from the school and school district. During the planning process, programs were discussed with stakeholders to determine the compatibility with CLC.

Recommended program list


- Walking and biking field trips
- Bike mechanics class / Earn-a-Bike
- Bike drive
- Class or school competitions
- Walk and Bike to School Day (formal participation)
- Increased school communication
- Safety campaign

Programs have been prioritized into implementation timelines based on stakeholder feedback, existing programs already at the school, and the readiness of the school to launch the program:


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


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








CHECK BOTH DIRECTIONS











TIPS FOR KIDS
WALK & SKATE SAFE!

USE A CROSSWALK & THE CROSSING GUARDS:
Always cross at corners or at a marked crosswalk where drivers expect to see you. Cross with the crossing guard if your school has one.

LOOK BEFORE YOU CROSS:
Look left, right, and left again before crossing a street. Make eye contact with drivers before stepping off of the sidewalk.

BE VISIBLE:
If possible, wear reflective or bright-colored clothing and walk with one or more walking buddies.

WALK WITH CARE:
If there is no sidewalk, walk facing traffic as far to the side of the road as possible, but do not weave in and out of parked cars.


TIPS FOR KIDS
BIKE SAFE!


WEAR YOUR HELMET:
It models good behavior. Helmets should fit snug, be level on your head and should always be buckled firmly under your chin.

RIDE PREDICTABLY:
Look for vehicles and signal to drivers which direction you plan to go before making turns. Ride in a straight line. Avoid the door zone, about five feet away from parked cars.

RIDE WITH TRAFFIC:
Ride on the right, in the direction of traffic. Obey all signs and signals.

LOCK YOUR BIKE:
When you get to school, lock your bike to a bike rack inside the campus. Lock both your front wheel and the bike frame to the rack.





WALK AND BIKE TO SCHOOL DAY

Walk and Bike to School Day is an international event that attracts millions of participants in over 30 countries in October. Minnesota also celebrates Bike to School Day in May and Winter Walk to School Day in February. These events encourage students and their families to try walking or bicycling to school, and are a great opportunity to pilot other SRTS programs. Events are often promoted through press releases, school communication, and posters. Students can earn incentives for participating or there is a celebration at school following the morning event.

Program Lead: South St. Paul School District, school staff and administrators

Timeline: Immediate

Why we recommend it: Schools in South St. Paul have informally participated in Walk to School Day. Resources exist on the Minnesota Safe Routes to School Resource Center to publicize Walk to School Day events in the community and within the school. Publicizing Walk and Bike to School Days are a great way to keep SRTS momentum going.

SCHOOL COMMUNICATION

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

Program Lead: South St. Paul School District, school staff and administrators

Timeline: Immediate

Why we recommend it: South St. Paul Public Schools already send out communication through websites, Facebook, and newsletters. Consider regularly posting about safe habits and encouraging families and students to give walking and biking a try. More detailed information about safe driving near schools can be sent home at the beginning of the year and after winter breaks.



BIKE DRIVE

A bike drive is an event where bicycles are donated, collected, repaired, and given away to students who do not have access to them. A bike drive can be hosted and organized by a school district, police department, or any other community group. These events can also take the form of a bike swap, where families trade different sized bicycles once one child has outgrown a certain bike. A trained bicycle mechanic should always be on site to ensure any bike is safe to ride before leaving with a family.

Program Lead: Local law enforcement, school district, South St. Paul Community Liaison

Timeline: Short term (1-2 years)

Why we recommend it: Access to helmets and functioning bicycles was identified as a barrier to bicycling during school visits and the March workshop. Law enforcement could be involved in a bike drive as they come across abandoned bicycles. This program could also be combined with an after-school bike mechanics class where students could earn credit by making repairs to donated bicycles.



CLASS OR SCHOOL COMPETITIONS

Competitions and contests reward students by tracking the number of times they walk, bike, carpool, or take transit to school. Contests can be individual, classroom competitions, school wide, or between schools. Students and classrooms can compete for prizes and bragging rights. Competitions could be held on an ongoing monthly basis or a couple times a year, incorporated into existing events / competitions, or designed as fundraising.

Program Lead: School staff, South St. Paul Public Schools

Timeline: Short (1-2 years)

Why we recommend it: A friendly competition is one of the best ways to encourage older students to bike to school. Consider combining events with walking field trips to see which classes get the most steps in. Displaying counts or tallies in common areas of the school that track walking will encourage other classes or individuals to join the competition.



WALKING AND BIKING FIELD TRIPS

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

Program Lead: School staff, teachers

Timeline: Short (1-2 years)

Why we recommend it: Participants of the Rapid Planning Workshop mentioned walking and biking field trips as a potential program. South St. Paul schools can take advantage of nearby destinations including the Mississippi River, city parks, or local businesses to learn about science, history, social / culture studies, or other topics. Consider applying for use of the Minnesota Bike Fleet or coordinating with a bike drive or after-school bike mechanics course.



BIKE MECHANICS CLASS/EARN-A-BIKE

Bike mechanics classes provide students with hands-on skills to fix bicycles. Classes can be offered as an after-school extracurricular class or as an elective similar to shop classes. Earn-a-Bike programs are bike mechanic classes where students get to keep the bike they fix when the class is complete.

Program Lead: School administrators, teachers. Partnership with law enforcement or local bike shop.

Timeline: Short (1-2 years)

Why we recommend it: During the Rapid Planning Workshop, participants noted that bike mechanics classes could be offered through the district's credit recovery program or as a skill and career development opportunity. Bike mechanics classes could be paired with an Earn-a-Bike program, removing potential barriers to bicycle ownership. Schools could partner with local law enforcement to fix up abandoned bicycles. Bikes that are too small for middle and high school students could be fixed and donated to bike drives for elementary schools. Consider partnering with a local bike shop.



SAFETY CAMPAIGN

A safety campaign is an effective way to build awareness around students walking and biking to school and to encourage safe driving behavior among parents and passersby. A School Traffic Safety Campaign can use media at or near schools such as posters, business window stickers, yard signs, and/or street banners to remind drivers to slow down and use caution in school zones.

Program Lead: School administration, South St. Paul Community Liaison, PTO/A, local law enforcement, local businesses

Timeline: Short (1-2 years)

Why we recommend it: The community and school pride in South St. Paul is evident. Businesses along Marie Avenue proudly display “Go Packers” signs in their windows. Consider leveraging this school pride to promote safety for people walking and biking to school.



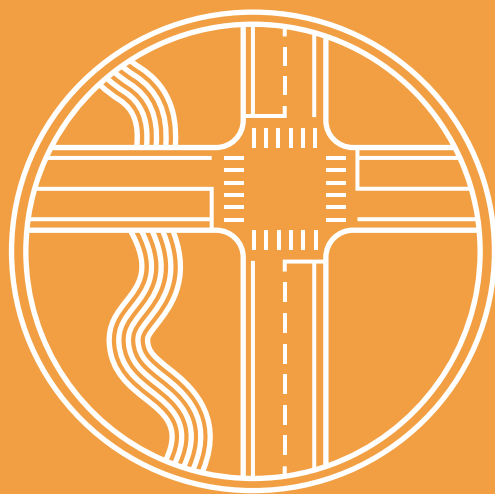
EVALUATION

PARENT SURVEYS AND STUDENT TRAVEL TALLIES

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

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

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





Introduction to Infrastructure

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

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

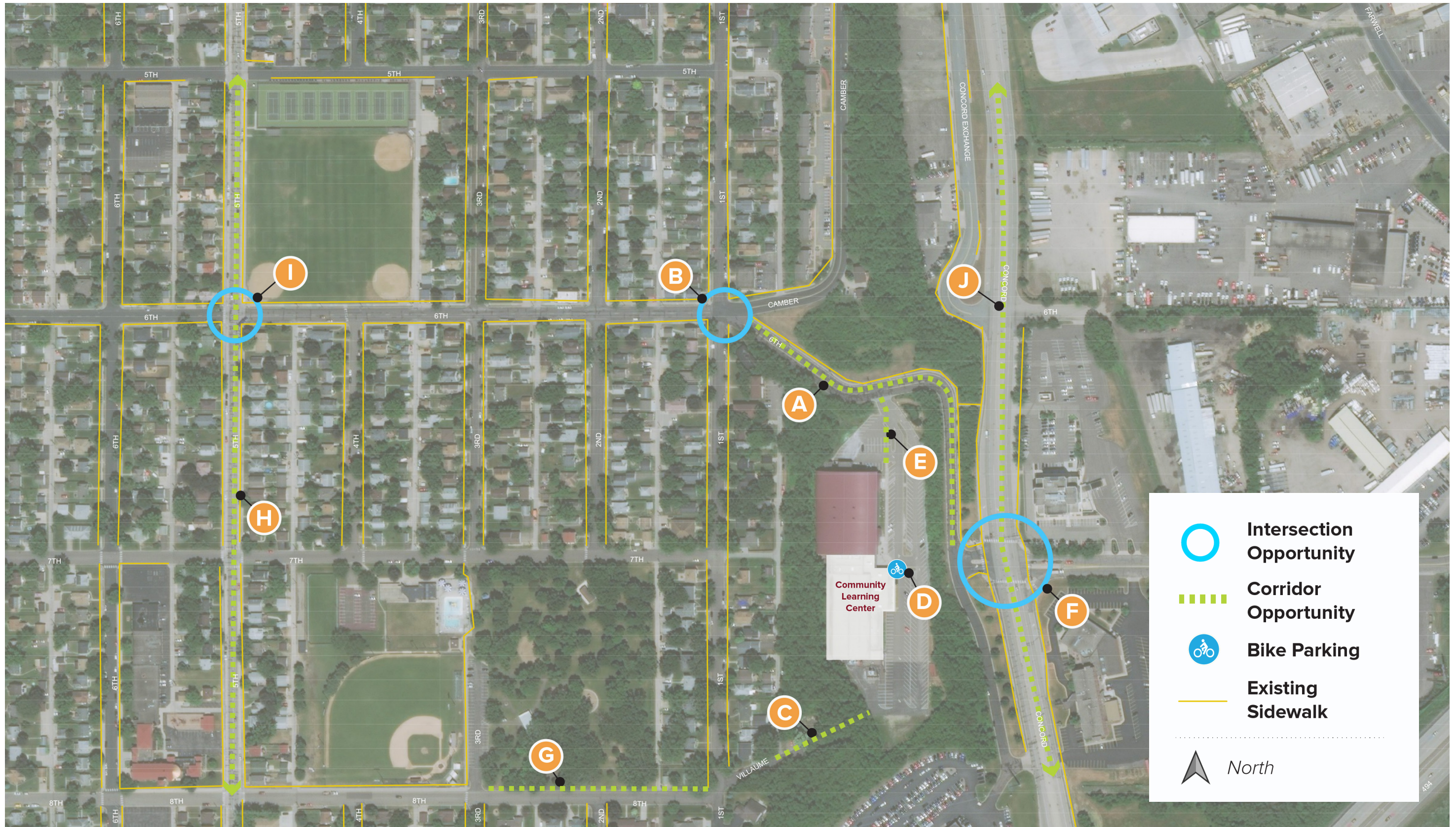
This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. Instead, it calls attention to key conflict points: the highest priority infrastructure improvements to improve walking and biking access to school. Recommendations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

Engineering recommendations are shown on the Recommended Infrastructure Map on page 21 and described in the table on the following page. It should be noted that funding is limited and all recommendations are planning level concepts only. Additional planning and engineering study will be needed to confirm feasibility and costs for all projects.

Existing Infrastructure



Left to right, from top left: The five-way intersection of 6th Street S, 1st Avenue S and 6th Street E is a challenge; students must cross 6th Street E at the school driveway to access the existing sidewalk; there is potential to formalize a pedestrian connection to the south side of campus; students who take the Metro on Concord Street S cross at Villaume Avenue; parent and bus circulation in the parking lot; there is no clear pedestrian route from the school building to 6th Street E.



Infrastructure Recommendations

Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE	RECOMMENDATIONS	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	6th St between Camber Ave and Concord St	No sidewalk on west / south side of 6th St forces students to cross 6th at school driveway which has poor sight lines.	Install sidewalk on west / south side of 6th St. Coordinate with recommendations A and B.	Increased comfort for people walking to and from school using 6th St; reduce need for students to cross 6th at school driveway, where visibility is poor.	City of South St. Paul	High
B	Non-signalized intersection of 6th St / 1st Ave / Camber Ave	Complex intersection is confusing for people walking and people driving; long crossings and wide curb radii allow for higher speeds and uncomfortable crossings.	Explore geometric and signage improvements to simplify the intersection and minimize pedestrian crossing distances; install ADA compliant curb ramps and high visibility crosswalk markings.	Increase pedestrian and motorist understanding; reduce pedestrian crossing distances; reduce confusion amongst all users.	City of South St. Paul	High
C	Trail connecting Villaume Ave and school parking lot	Pedestrian access to campus is limited. Offering additional connection at south end of campus provides a more direct route for students who live south of 6th.	Formalize connection between Villaume St and school campus. Consider including meditation area, seating, or other placemaking elements.	Improved access for students who live south of 6th.	City of South St. Paul, South St. Paul Public Schools	Medium
D	Main entrance to school	No bicycle parking.	Install high quality bicycle parking near main entrance similar to that shown in Appendix I. Consider additionally installing dedicated skateboard parking.	Increased number of people biking to school and community center.	South St. Paul Public Schools	Medium
E	On-campus	No clear or formal pedestrian route between 6th St and school driveway to main entrance.	Formalize continuous route through parking lot between 6th St and main entrance by extending on-campus sidewalk connections and installing striping where pedestrians cross vehicle access points. Also provide formal connection in coordination with implementation of Item C.	Dedicated space for people walking; increased comfort for people walking to and from school using 6th St.	South St. Paul Public Schools, City of South St. Paul	Medium
F	Concord St & Villaume Ave	Long crossing distances; wide, busy street; sidewalk back-of-curb; north-bound bus stop location encourages mid-block crossing to access stairs.	Adjust signal timing to include leading pedestrian interval; reconsider bus stop locations to encourage crossing at signalized intersection; extend center medians to provide pedestrian refuge; reduce turning radii and increase buffer between pedestrians and motorists.	Increase pedestrian visibility at signal; increase pedestrian crossing time; encourage use of signalized crossing; reduce crossing distance; reduce vehicle turning speeds; increase pedestrian comfort.	MnDOT, City of South St. Paul	Medium
G	8th St, between 1st Ave and 3rd Ave	No sidewalk on either side of 8th St creates uncomfortable space for people walking.	Install sidewalk.	Increased number of people walking to school and in the area.	City of South St. Paul	Medium
H	5th Ave from I-494 to Southview Blvd	Missing sidewalk segments; does not meet ADA requirements.	This segment of 5th Ave is identified in the city's 2018-2022 CIP. As part of upcoming work, explore opportunities for pedestrian improvements and traffic calming including filling sidewalk gaps, installing curb extensions at intersections where on-street parking is present, narrowing the roadway, and installing landscaping, lighting, and other treatments.	Continuous dedicated space for people walking; increased comfort and safety for people walking in the corridor; slower vehicle travel speeds; improved pedestrian visibility at intersections.	City of South St. Paul	Medium
I	5th Ave & 6th St	Long crossings and uncomfortable intersection for walking. Curb ramps are not ADA compliant. Students frequently use transit stop at this corner.	Install curb extensions; construct ADA compliant curb ramps; install forward stop bars. Coordinate with Item H.	Slower vehicle speeds, higher yielding compliance by vehicles, better visibility, more comfortable experience for people walking.	City of South St. Paul	Low
J	Concord St	Wide, high-speed, high-traffic corridor.	The City of South St. Paul is currently working with MnDOT to develop a preferred alternative for Concord Street between Wentworth Ave and I-494. As part of this study, consider opportunities to improve pedestrian and bicycle connections and crossings in the corridor including adding trails and boulevards, reducing traffic speeds and crossing distances, and placement of transit stops.	Explore opportunities for pedestrian and bicycle improvements as part of an ongoing corridor study to develop a plan for future improvements.	MnDOT, City of South St. Paul	Low



Planned Infrastructure Projects

The City of South St. Paul is leading and working in partnership with Dakota County and the Minnesota Department of Transportation (MnDOT) on a variety of infrastructure projects and studies that will impact the way that people walking and biking travel in South St. Paul.

Several projects, including those outlined below, are located along student routes to CLC. Projects in close proximity to the school are identified in this plan's infrastructure recommendations.

This plan supports the continued planning, design, and implementation of these projects and others as outlined in the City of South St. Paul's 2018-2022 Capital Improvement Program. A more comprehensive list of planned infrastructure projects near South St. Paul Schools is located in Appendix G.

Concord Street

In 2016, the City of South St. Paul, City of St. Paul, and MnDOT jointly developed a planning study for the Concord Street Corridor from Interstate 494 to Annapolis Street in South St. Paul to determine the overall vision for the corridor in advance of a proposed MnDOT project that will include pavement resurfacing, drainage improvements, and active transportation accommodations. This City of South St. Paul received grant funding to proceed with the preferred alternative for the northern segment between Annapolis Street and Wentworth Avenue and is currently working with MnDOT to develop a preferred alternative for the southern segment from Wentworth Avenue to Interstate 494.

5th Avenue S

The City is preparing to reconstruct 5th Avenue S between Interstate 494 and Southview Boulevard. In addition to replacing and upgrading the roadway, curb and gutter, water main, and storm sewer, the project is exploring opportunities to achieve additional goals in-

EQUITY HIGHLIGHT

EQUITY IN INFRASTRUCTURE

A complete, well-maintained sidewalk and bikeway network can make walking and bicycling to school safe, comfortable, and convenient. Likewise, sidewalk gaps, busy intersections, and physical barriers can deter students from walking or biking to school.

Considering equity in the way infrastructure projects are identified, prioritized, funded, built, and maintained is a key step in creating a more equitable walking and bicycling network. Equitable approaches may include identifying and prioritizing projects based on presence and quality of infrastructure and community need instead of a complaint based system, or moving away from assessing property owners for improvements.

cluding improving pedestrian facilities, adding pedestrian-level lighting, reducing the street width, widening boulevards, increasing intersection safety, and calming traffic overall. Final designs will be complete in late 2018 and construction is planned for 2019.





Using this Plan

At the heart of every successful Safe Routes to School comprehensive program is a coordinated effort by parent volunteers, school staff, local agency staff, law enforcement, and community advocates, such as public health.

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

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



Who are you?

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

I am a parent

Parents can use this report to understand the conditions at their children's school and to become familiar with the ways an SRTS program can work to make walking and bicycling safer. Concerned parents or city residents have a very important role in the Safe Routes to School process. Parent groups, both formal and informal, have the ability and the responsibility to help implement many of the educational and encouragement programs suggested in this plan. Parent groups can also be key to ongoing success by fundraising for smaller projects and programs.

I am a community member

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

I work for the school district

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



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

I am a school administrator

School administrators have an important role in implementing the recommendations contained within this SRTS plan. For a plan to succeed, the impetus for change and improvement must be supported by the leadership of the school.

School administrators can help with making policy and procedural changes to projects that are within school grounds and by distributing informational materials to parents within school publications. Please read the SRTS Facts for School Communication in Appendix B.

I am a teacher or other staff member

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

I work for the city or county

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

- MnDOT SRTS grants
- Federal SRTS grants
- Statewide Health Improvement Program (SHIP)

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

should be conducted before final design and construction. For recommendations within the public right-of-way, the responsible agency will determine how (and if) to incorporate suggestions into local improvement plans and prioritize funding to best meet the needs of each school community.

I work for the police department

Police department staff can use this report to understand issues related to walking and bicycling to school and to plan for and prioritize enforcement activities that may make it easier and safer for students to walk and bike to school. The Police Department will be instrumental to the success of the enforcement programs and policies recommended in this plan. The Police Department will also have a key role in working with school administrations in providing officers and assistance to some of the proposed education and encouragement programs.

I work in public health

Public health staff can use this report to identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors in school children and their families.

FOR MORE INFORMATION

MN SRTS RESOURCE CENTER

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

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

mnsaferoutestoschool.org



A

APPENDICES



Appendix A. For More Information

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

LOCAL RESOURCES

Amy Jones, Health Promotion Specialist
Dakota County Public Health
1 Mendota Rd
West St Paul, MN 55118
651-554-6134
amy.jones@co.dakota.mn.us

STATE RESOURCES

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

Mao Yang, State Aid for Local Transportation
395 John Ireland Blvd
St. Paul, MN 55155
651-366-3827
mao.yang@state.mn.us

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

MnSRTS Guide to Getting Started
http://www.dot.state.mn.us/mnsaferoutes/about/getting_started.html

MnDOT Safe Routes to School Resource Website
<http://www.dot.state.mn.us/saferoutes/>

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

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

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

NATIONAL RESOURCES

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

Pedestrian and Bicycle Information Center
<http://www.pedbikeinfo.org/>

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

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

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

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

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

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

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Appendix B. SRTS Facts for School Communication

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

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

TRAFFIC: COSTS, CONGESTION, AND SAFETY

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

HEALTH: PHYSICAL ACTIVITY AND OBESITY

- The U.S. Department of Health and Human Services recommends that children do one hour or more of physical activity each day. Walking just one mile each way to and from school would meet two-thirds of this goal.
- Studies have found that children who get regular physical activity benefit from healthy hearts, lungs, bones, and muscles; reduced risk of developing obesity and chronic diseases; and reduced feelings of depression and anxiety. Teachers also report that students who walk or bike to school arrive at school alert and “ready to learn.”
- Researchers have found that people who start to include walking and biking at part of everyday life (such as the school commute trip) are more successful at sticking with their increased physical activity in the long term than people who join a gym.
- One recent study showed that children who joined a “walking school bus” ended up getting more physical activity than their peers. In fact, 65 percent of obese students who participated in the walking program were no longer obese at the end of the school year.
- Childhood obesity has increased among children ages 6 to 11 from four percent in 1969 to 19.6 percent in 2007. Now 23 million children and teens—nearly one-third of all young people in the U.S.—are overweight or obese.
- The 2010 Shape of the Nation report from the National Association for Sport and Physical Education found that, nationwide, less than one-third of all children ages six to 17 participate in physical activity for at least 20 minutes that made the child sweat and breathe hard.
- Children aren’t exercising enough and 78 percent of children aren’t getting the 30 to 60 minutes a day of regular exercise plus 20 minutes of more vigorous exercise that doctors recommend.
- Children are increasingly overweight. Twenty percent of children and 33 percent of teens are overweight or at risk of becoming overweight. This is a 50 percent to 100 percent increase from 10 years ago.
- According to a Spanish study of 1,700 boys and girls aged between 13 and 18 years, cognitive performance of adolescent girls who walk to school is better than that of girls who travel by bus or car. Moreover, cognitive performance is also better in girls who take more than 15 minutes than in those who live closer and have a shorter walk to school.
- One hundred calories can power a cyclist for three miles, but it would only power a car 280 feet. If you have a bowl of oatmeal with banana and milk for breakfast, you could bike more than nine miles. How far is the trip to school from your house?
- A 2004 study in the American Journal of Preventive Medicine found that, for every hour people spend in their cars, they are six percent more likely to be obese.
- Because of the health benefits, the cost of walking is actually negative.
- Childhood obesity rates have more than tripled in the past 30 years, while the number of children walking and biking to school has declined. According to the 2009 National Household Travel Survey, 13 percent of students between the ages of five and 14 walked or biked to or from school, compared to 48 percent in 1969.



ENVIRONMENT: AIR QUALITY, CLIMATE CHANGE AND RESOURCE USE

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

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Appendix C. Summary of Planning Process in South St. Paul

Dakota County Safe Routes to School in South St. Paul came out of a city-led drive to develop Safe Routes to School Plans ahead of the 2018 Regional Solicitation. The City of South St. Paul is in the planning and design phases of several infrastructure projects located near schools and along student routes to school and is pursuing funding to implement projects that will make it easier, safer, and more comfortable for students to walk or bike to school. With support and funding from Dakota County Health and the Statewide Health Improvement Partnership, all four public schools in South St. Paul School District are participating in this city-wide Safe Routes to School initiative.

RAPID PLANNING SESSION

In March 2018, a broad group of stakeholders met for an intensive, day-long Rapid Planning Workshop at South St. Paul Secondary School. This charrette-style event brought together school, district, city and county staff, plus students, and public health professionals to discuss the challenges and opportunities for walking and biking to school in South St. Paul.

The Rapid Planning Workshop included

- Introduction to SRTS for all participants including programs, infrastructure, and the planning process
- Observation of student arrival at Lincoln Center Elementary School and student dismissal at South St. Paul Secondary School
- Meeting with South St. Paul Secondary student to discuss routes, experiences, concerns, and ideas for improvement
- Walking audit of the streets surrounding Lincoln Center and South St. Paul Secondary
- Discussion of infrastructure issues, upcoming projects, and opportunities for improvement
- Brainstorm of existing and potential programs
- Discussion of observations, consensus-building around primary issues and opportunities

Information gathered during the day was used to develop preliminary draft infrastructure and programming recommendations for each school. County and consulting team staff conducted arrival/dismissal observations and walking audits at Community Learning Center and Kaposia Education Center to gather information about existing conditions, issues, and student routes.

DATA COLLECTION

In March, parent perception surveys were distributed by schools through a link to an online survey or by sharing hard copies with parents. Surveys asked parents about how comfortable they were with their children walking and biking to school. In addition, the survey asked the distance from school families live, whether they feel like their school promotes biking and walking, and what changes would make them feel more confident about allowing their children to walk or bike.

In May, school staff conducted student travel tallies to gather information about how students traveled to and from school. This student tally collected data on travel to and from school during three weekdays in May.

Both the student tally and parent survey were designed by the National Center for Safe Routes to School. Results from both were uploaded to the Data Collection System, allowing for comparison when future surveys and tallies are completed. The results of these evaluation efforts are in Appendix E and F.



Left to right from top left: Members of the SRTS team conducted observations and walk assessments at Kaposia Education Center (shown) and Community Learning Center before the Rapid Planning Workshop; representatives from the county, city, school district, and schools identified routes, barriers, and opportunities on and near school campus; the team met with students who currently walk to school at South St. Paul Secondary to hear about their experiences and feelings about traveling to school; workshop participants conducted a walking audit of the neighborhood surrounding South St. Paul Secondary and Lincoln Center Elementary as part of the Rapid Planning Workshop.



Appendix D. Existing Conditions

The following is a brief summary of the existing conditions on and around school campus.

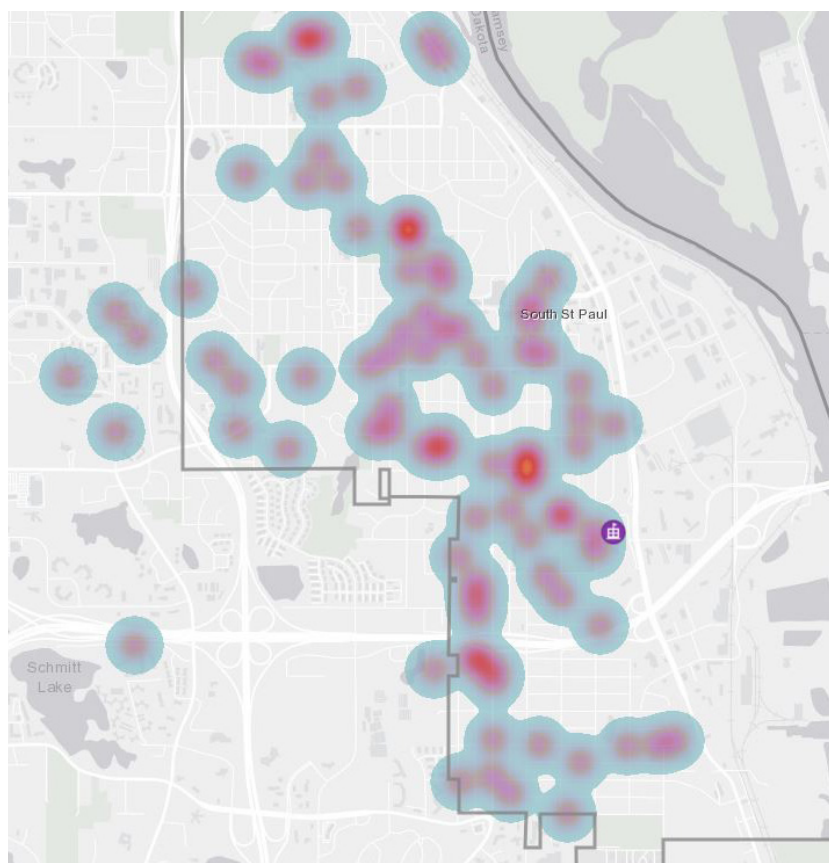
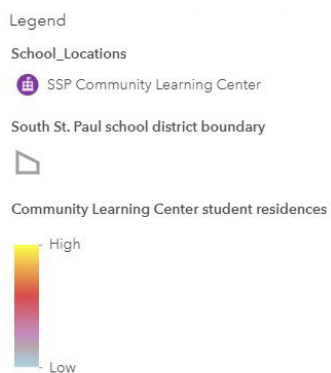
SCHOOL CONTEXT

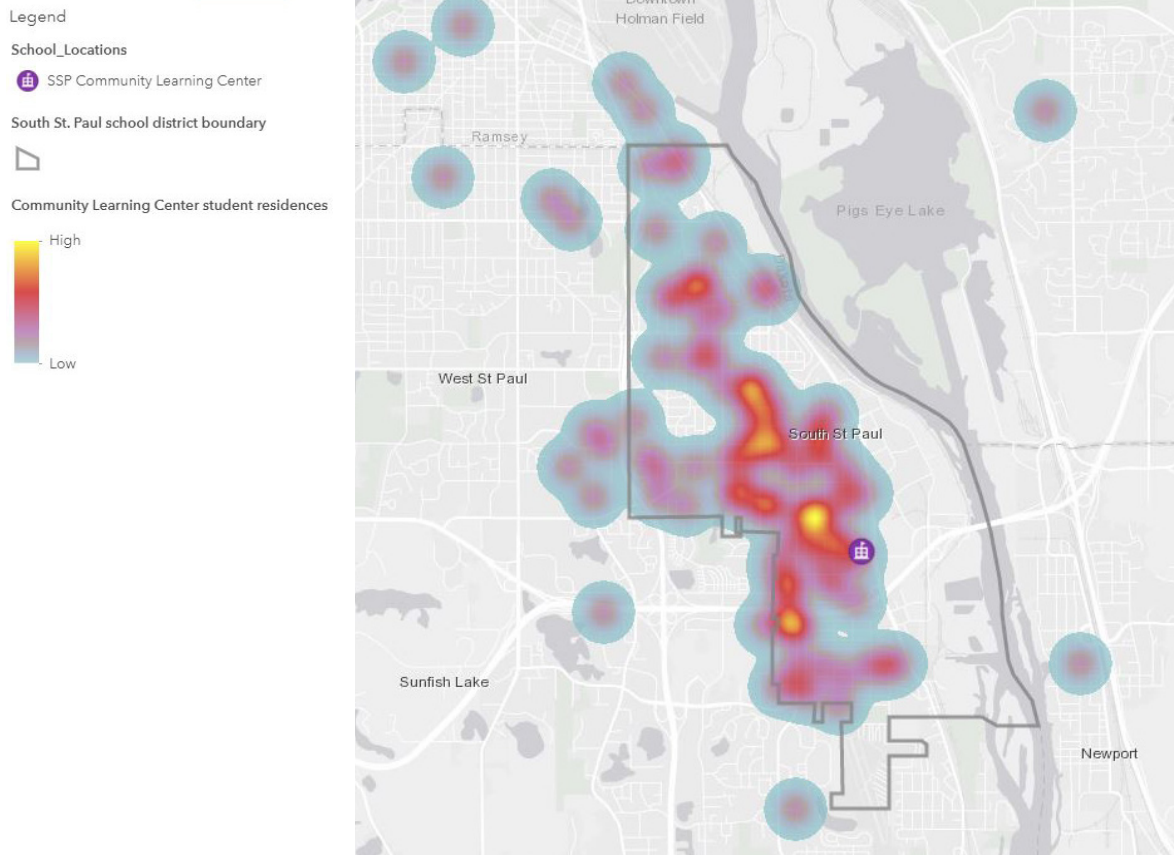
Basic Information

Principal: Chuck Ochocki
Grades: 10-12
Number of students: 50
Arrival time: 7:50 AM
Dismissal time: 2:30 PM

Student Locations and School Enrollment Boundary

The two maps below show the locations of students attending Community Learning Center (CLC) during the 2017-2018 school year. The first map shows the area immediately surrounding CLC and the second map shows a wider geographic area. Warmer colors (red, yellow) represent areas with higher concentrations of students while cooler colors (blue) represent lower concentrations of students. The school location is shown as a purple marker.





School/Campus Layout

South St. Paul Community Learning Center shares a building with Doug Woog Arena. The property is located midway up a bluff and overlooks Concord Street S. The building is located on the west side of campus. A bluff and wooded area lines the school on the west side. Parking is located on the north, east, and south sides of the school. A single main entrance is located on the east side of the building.

The primary parking lot is located along the east edge of campus with access off 3rd Street N and 6th Avenue N. A smaller student parking lot is located across the street on the east side of 6th Avenue N.

Bus and car pick-up and drop-off occurs in the parking lot. Bicycle parking is not provided at CLC.

Surrounding Land Use

South St. Paul Community Learning Center is located a quarter mile north of Interstate 494 and just west of Concord Street S. Community Learning Center is located on a bluff overlooking Concord Street S. The only existing access point to the school is 6th Street E. Land uses east of the school are primarily light industrial and office park. Land uses west of the school are primarily single-family residential. Fifth Avenue S, located about five blocks west of the school, is a transit route and has some commercial uses and religious institutions. Lorraine Park and the Roosevelt Tennis Courts are also located within a few blocks of CLC.



Infrastructure for Walking and Biking

Sixth Street E is the single access point to the school. Students who walk, bike, or take Metro Transit to school must cross 6th Street E at the school driveway in order to access the existing sidewalk. Sixth Street E is a steep, curving road, and site lines are poor at the school driveway. There is also not a clear pedestrian route across campus from the school's entrance to the driveway.

At the top of the 6th Street E hill is a five-way intersection. Due to the topography, geometry, and right-of-way, it can be challenging to predict driver behavior. Pedestrian crossings at the intersection are long and not direct. At the bottom of the hill, 6th Street E intersects Concord Street S, a Minnesota Department of Transportation highway. Several students take Metro Transit to CLC and get on and off the bus at this intersection. The 6th Street E and Concord Street S intersection is signalized and includes pedestrian countdown timers. The bus stops, in particular the northbound bus stop, are located in such a way that students may be inclined to cross mid-block to a set of stairs on the west side of Concord Street S instead of backtracking to cross at the signal.

Sidewalks are available on at least one side of most streets in the neighborhood east of CLC, however there are some notable gaps in the sidewalk network. In the past, an informal route provided pedestrian access from the south side of campus up the bluff to 8th Street S. Due to an unfortunate event, that route is currently closed and not maintained.

There are no designated bikeway connections to CLC.

SCHOOL TRAVEL PATTERNS

Student Hand Tallies

According to the student hand tally, students most commonly travel to or from Community Learning Center by family vehicle, school bus, or walking (as high as 48 percent, 28 percent, and 25 percent of students, respectively). According to the survey, 25 percent of students walk home in the afternoon, two percent bike home, 12 percent carpool, and two percent take transit. Students are more likely to take the school bus or a family vehicle in the morning than in the afternoon, and students are more likely to walk, bike, carpool, or take transit in the afternoon than in the morning.

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

Parent Survey Summary

Five parent surveys were returned. Of those who responded, one estimated that they live within a half mile of campus, three estimated that they live between a half mile and one mile from campus, and one estimated that they live between one and two miles from campus. Arrival mode split included two walkers, one bus, and two family vehicle. Four respondents provided information about mode of departure and all stated that students walk.

Survey respondents of students who do not currently walk or bike cited distance, participation in after school programs, and violence or crime as the factors that affect their decision. Students of parents who do currently walk or bike reported sidewalks or pathways and time as the factors that affect their decision.

In open comments, snow and ice removal was identified as a barrier to walking during winter months. Increased community awareness of SRTS was identified as something that would increase the sense of safety walking or biking to school.

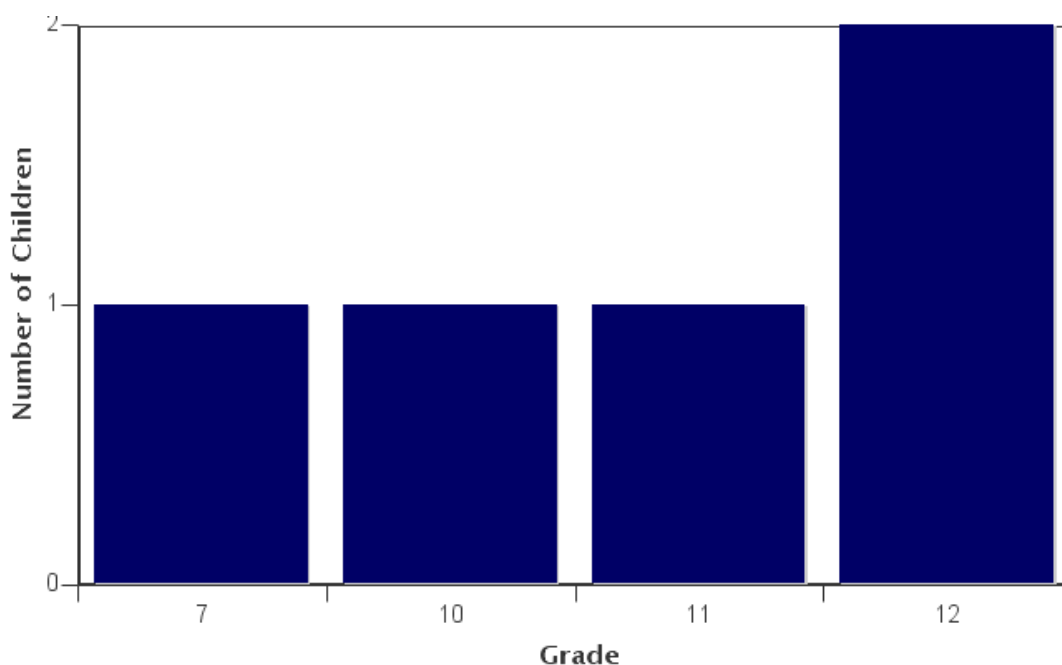
Detailed results from the parent survey can be found in Appendix E.



Appendix E. Parent Survey

The following shows a summary of a survey sent home to parents of children in March of 2018. It asks parents their feelings about walking and biking and is a direct export from the National Safe Routes to School Data Collection System, which processed the survey responses and generated this report. A total of five surveys were completed.

Grade levels of children represented in survey



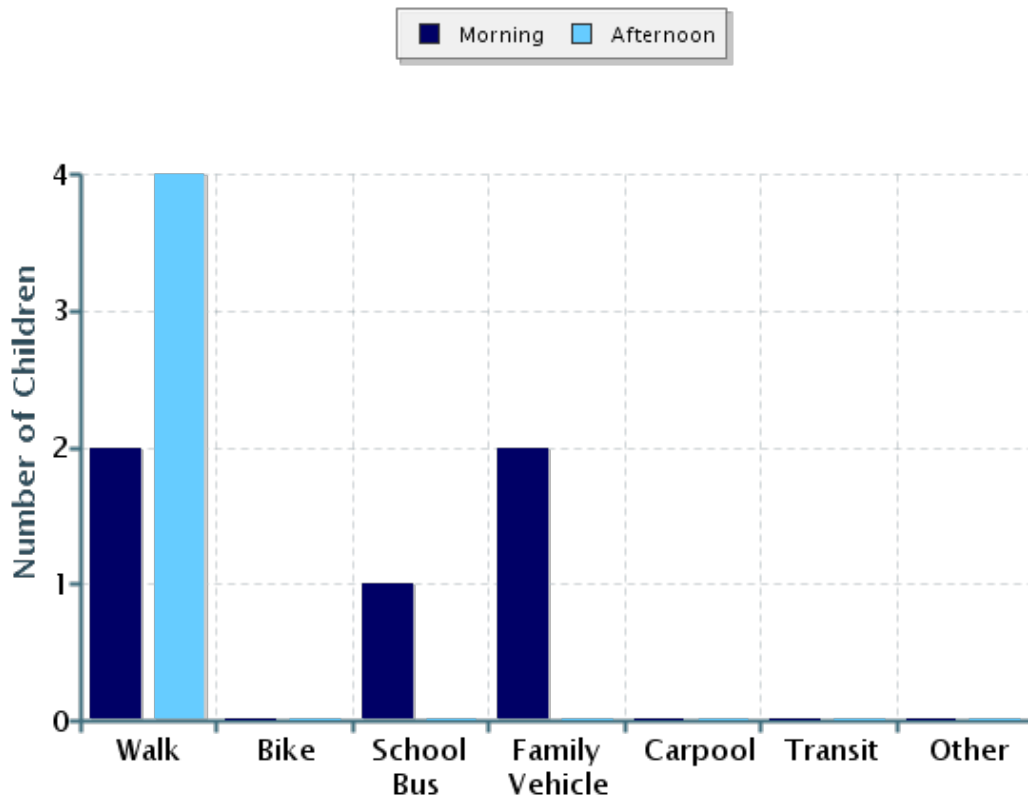
Grade levels of children represented in survey

Grade in School	Responses per grade
	Number
7	1
10	1
11	1
12	2

No response: 0

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	5	2	0	1	2	0	0	0
Afternoon	4	4	0	0	0	0	0	0

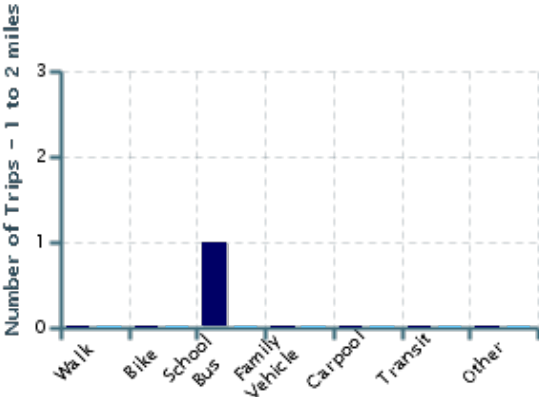
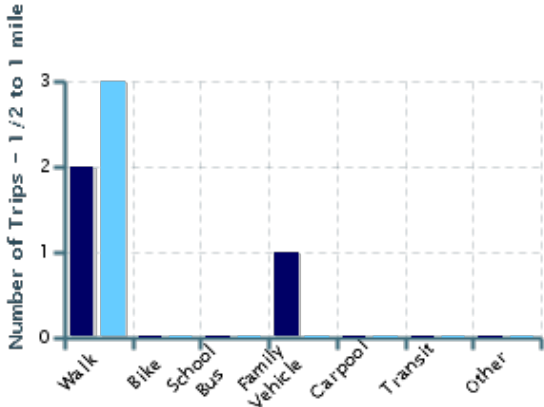
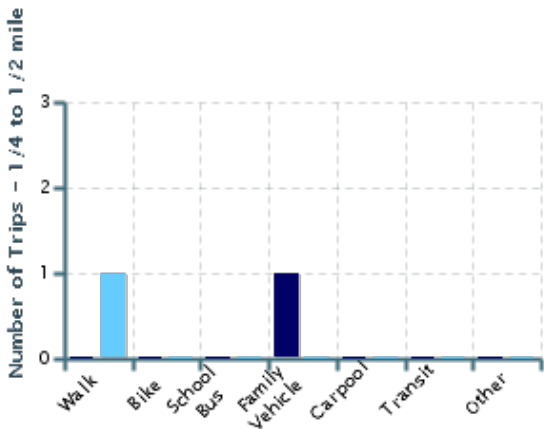
No Response Morning: 0

No Response Afternoon: 1

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

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

■ Morning ■ Afternoon



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

School Arrival

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

Don't know or No response: 0

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

School Departure

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

Don't know or No response: 1

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

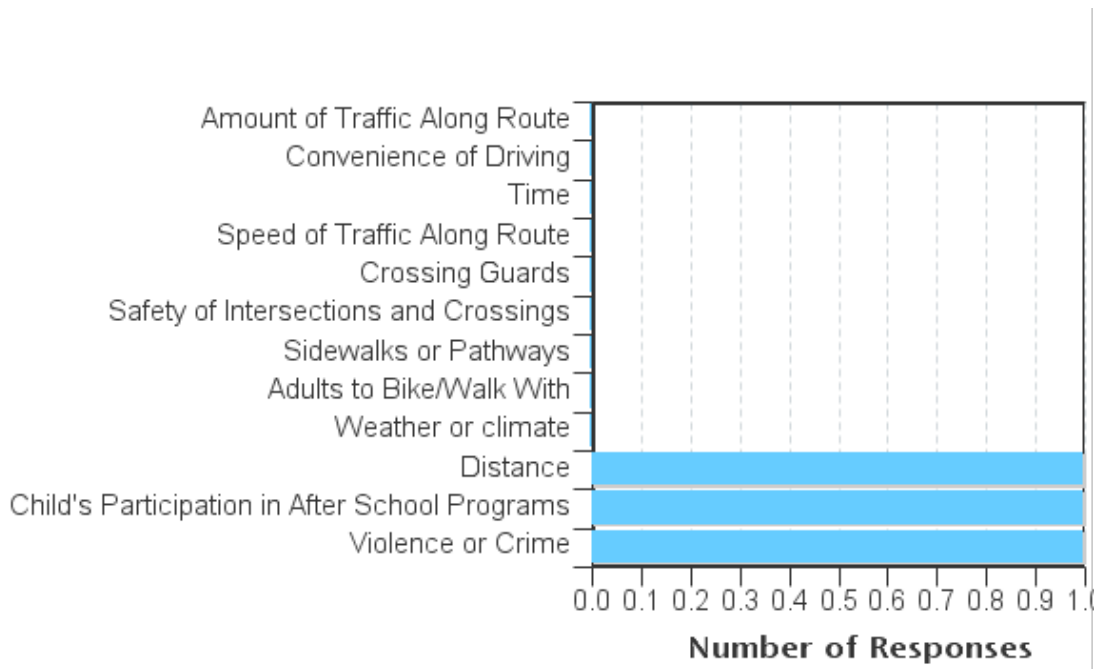
Number of children who have asked for permission to walk or bike to/from school by distance they live from school

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

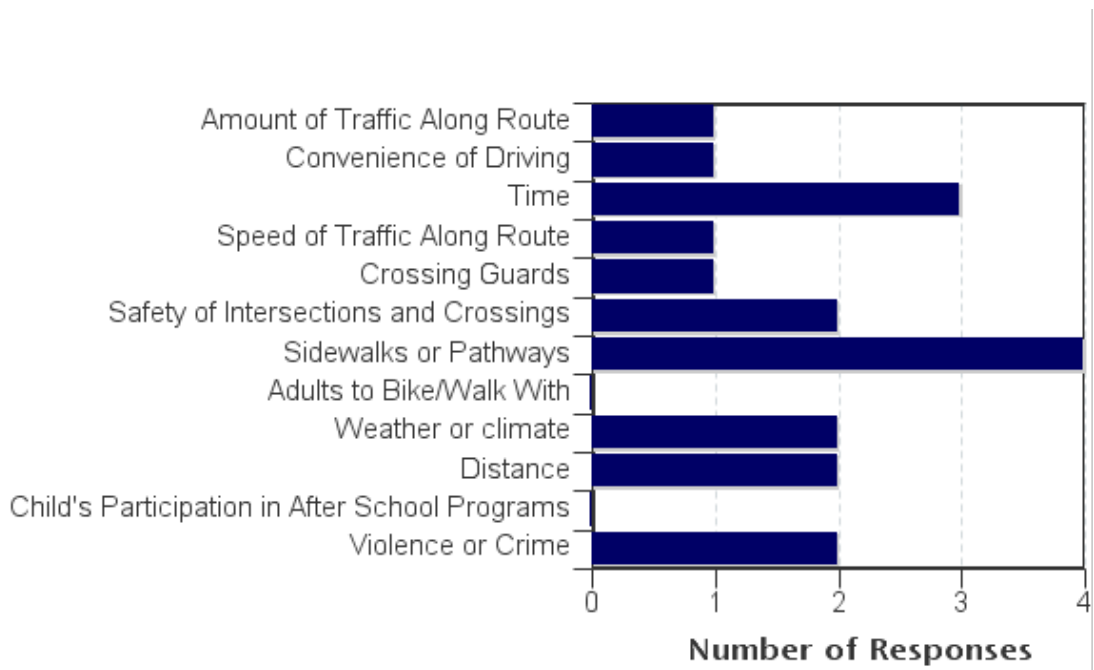
Don't know or No response: 1

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

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



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



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

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

No response: 0

Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

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

Level of support	Number of children
Strongly Encourages	0
Encourages	2
Neither	3
Discourages	0
Strongly Discourages	0

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

Level of fun	Number of children
Very Fun	0
Fun	0
Neutral	5
Boring	0
Very Boring	0

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

How healthy	Number of children
Very Healthy	0
Healthy	5
Neutral	0
Unhealthy	0
Very Unhealthy	0

Comments Section

SurveyID	Comment
1592783	<p>During the winter time, most sidewalks are not shoveled/clean, therefore there is no walkable path. I would rather not have my child walk if she has to walk along the busy street. It would be nice to have the community/neighbors around the schools be aware/informed of safe routes to school. Our community is pretty safe therefore I want my child to feel safe knowing the neighbors are also keeping an eye for their safety when children are walking home from school and passing by their homes.</p>

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Appendix F. Student Hand Tally

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

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

School Name: S St Paul Community Learning Center

Set ID: 25819

School Group: Dakota County Schools

Month and Year Collected: May 2018

School Enrollment: 0

Date Report Generated: 05/30/2018

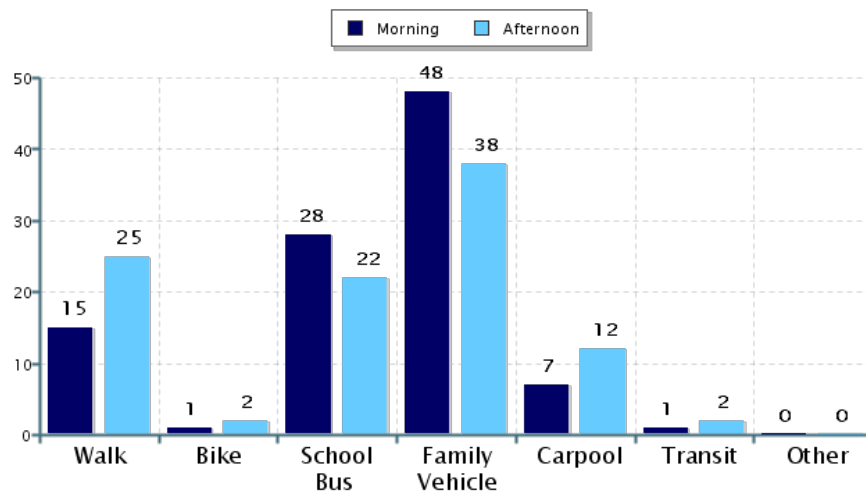
% of Students reached by SRTS activities:

Tags:

**Number of Classrooms
Included in Report:** 4

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

Morning and Afternoon Travel Mode Comparison



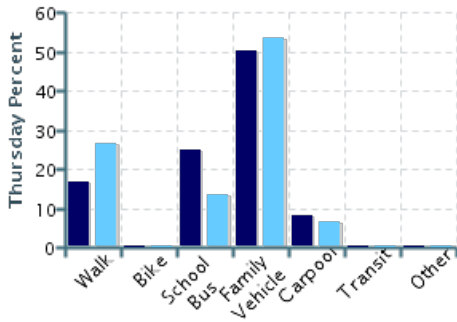
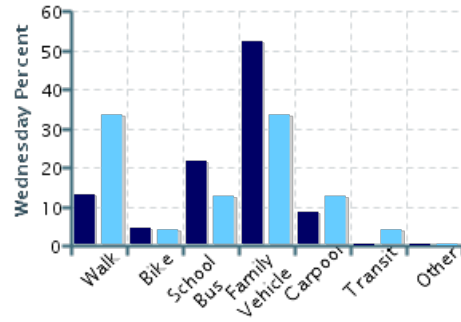
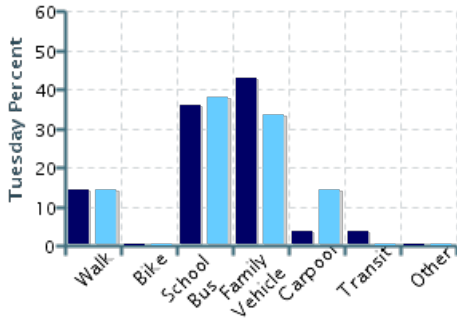
Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	75	15%	1%	28%	48%	7%	1%	0%
Afternoon	60	25%	2%	22%	38%	12%	2%	0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

■ Morning ■ Afternoon



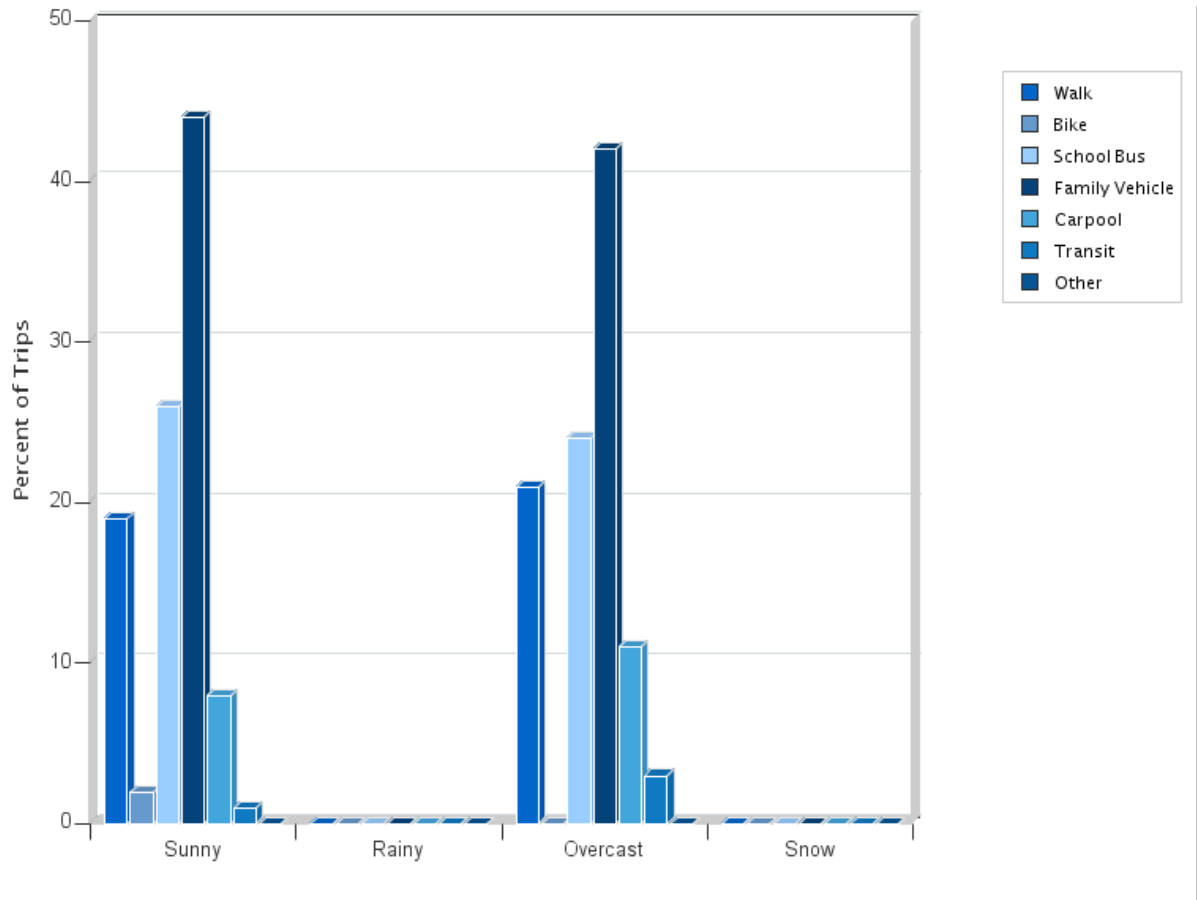
Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	28	14%	0%	36%	43%	4%	4%	0%
Tuesday PM	21	14%	0%	38%	33%	14%	0%	0%
Wednesday AM	23	13%	4%	22%	52%	9%	0%	0%
Wednesday PM	24	33%	4%	13%	33%	13%	4%	0%
Thursday AM	24	17%	0%	25%	50%	8%	0%	0%
Thursday PM	15	27%	0%	13%	53%	7%	0%	0%

Percentages may not total 100% due to rounding.



Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	97	19%	2%	26%	44%	8%	1%	0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	38	21%	0%	24%	42%	11%	3%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

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Appendix G. Planned Infrastructure Projects

The City of South St. Paul is leading and working in partnership with Dakota County and the Minnesota Department of Transportation (MnDOT) on a variety of infrastructure projects and studies that will impact the way that people walking and biking travel in South St. Paul.

Several projects, including those outlined below, are located along student routes to school. The City additionally has ongoing sidewalk and pavement maintenance programs to fill gaps and improve the quality of transportation infrastructure in the city. This plan supports the continued planning, design, and implementation of the following projects which are outlined in the City of South St. Paul's 2018-2022 Capital Improvement Program:

Southview Boulevard

Together with Dakota County, South St. Paul is working to redevelop and rehabilitate Southview Boulevard and a portion of 3rd Avenue S. The planned reconstruction project will replace aging infrastructure, narrow the roadway width, widen sidewalks, install curb extensions, provide streetscaping improvements, and address traffic and safety needs. Construction is planned to begin in 2018.

Marie Avenue

Segments of Marie Avenue are in need of pedestrian and bicycle mobility improvements in accordance with the city's adopted Bicycle and Pedestrian Plan as well as street light upgrades to replace an outdated system. The city is pursuing funding to implement pedestrian, bicycle, accessibility, and general streetscaping improvements, which will positively impact the comfort and safety of students walking or bicycling to school and other destinations in South St. Paul.

12th Avenue

Twelfth Avenue from Marie Avenue to Thompson Avenue is identified for reconstruction. Changes may include a narrower roadway to calm traffic and provide space for pedestrian and/or bicycle improvements as well as sidewalk replacement and street lighting upgrades.

Concord Street

In 2016, the City of South St. Paul, City of St. Paul, and MnDOT jointly developed a planning study for the Concord Street Corridor from Interstate 494 to Annapolis Street in South St. Paul to determine the overall vision for the corridor in advance of a proposed MnDOT project that will include pavement resurfacing, drainage improvements, and active transportation accommodations. This City of South St. Paul received grant funding to proceed with the preferred alternative for the northern segment between Annapolis Street and Wentworth Avenue, and is currently working with MnDOT to develop a preferred alternative for the southern segment from Wentworth Avenue to Interstate 494.

Wentworth Avenue

The city is beginning the planning process for a proposed sidewalk along the south side of Wentworth Avenue from US 52 to 15th Avenue N. Wentworth Avenue is a primary route between West and South St. Paul, and is a student route to school, however it currently has no sidewalks. The addition of sidewalks will improve pedestrian comfort and safety and provide improved access to neighborhoods, parks, and schools in north South St. Paul.

5th Avenue S

The city is preparing to reconstruct 5th Avenue S between Interstate 494 and Southview Boulevard. In addition to replacing and upgrading the roadway, curb and gutter, water main, and storm sewer, the project is exploring opportunities to achieve additional goals including improving pedestrian facilities, adding pedestrian-level lighting, reducing the street width, widening boulevards, increasing intersection safety, and calming traffic overall. Final designs will be complete in late 2018 and construction is planned for 2019.

5th & 7th at Dale Street

The City of South St. Paul is installing pedestrian crossing improvements at the intersections of 5th and 7th Avenues at Dale Street as requested by South St. Paul School District. Improvements include curb extensions at both intersections and a rectangular rapid flashing beacon (RRFB) at the intersection of 5th Avenue and Dale Street. These improvements are based on safety concerns from the general public and school district and will help to overcome infrastructure barriers to invite more students to walk or bike to Kaposia Education Center.

Sidewalk Infill and Replacement

The city has an ongoing sidewalk infill and replacement program to fill gaps in the sidewalk network as identified in the city's 2030 Comprehensive Plan and replace sidewalk segments that are in disrepair. It is recommended that the city prioritize sidewalk infill projects along student routes to school and in neighborhoods that have higher proportions of transit-dependent and/or traditionally marginalized populations. In order to not disproportionately burden lower-income households, the city should explore strategies to fund sidewalk installation and replacement without assessing adjacent property owners.

Pavement Management

South St. Paul has an ongoing pavement management program which dedicates funds to repave or reconstruct streets with poor pavement quality or beyond their useful life. Repaving and reconstruction projects provide opportunities for the city to make changes to the roadway ranging from striping changes with repaving projects to more extensive improvements such as roadway narrowing, curb extensions, and streetscaping with a full reconstruction.



Appendix H. Infrastructure Toolbox

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

ADVANCED STOP LINES

Description

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



Estimated Costs^{A,E}

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

Resources

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

CROSSING GUARD

Description

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



Estimated Costs^D

- \$14.00 per hour average wage for a crossing guard

Resources

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

CURB EXTENSION/BULB OUT

Description

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



Estimated Costs^E

- \$13,000 for a single corner

Resources

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

CURB RADIUS REDUCTION

Description

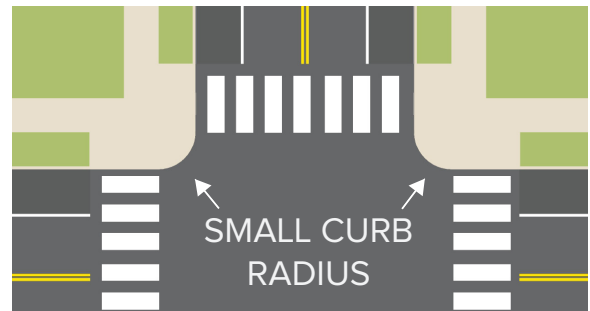
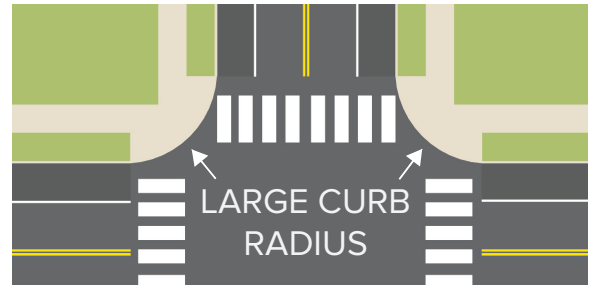
Curb radii designs are determined based on the design vehicle of the roadway. In general, vehicles are able to take turns more quickly around corners with larger curb radii. Minimizing curb radii forces drivers to take turns at slower speeds, making it easier and safer for people walking or biking to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

Estimated Costs^{F, G}

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

Resources

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



CURB RAMPS

Description

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

Estimated Costs

- Varies depending on retrofit or new construction, material used

Resources

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



HAWK SIGNALS

Description

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

Estimated Costs^H

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

Resources

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



HIGH-VISIBILITY CROSSWALK

Description

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

Estimated Costs^E

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

Resources

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



LEADING PEDESTRIAN INTERVAL

Description

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

Estimated Costs^A

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

Resources

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



MEDIAN REFUGE ISLAND

Description

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

Estimated Costs^E

- \$13,500, \$10 per square foot

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 9-10, 43-44
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 17-20
- FHWA Proven Safety Countermeasures: Medians and Pedestrian Crossing Islands in Urban and Suburban Areas
- MN MUTCD: Part 3. Markings – Page: 31-2
- NACTO Urban Street Design Guide – Page: 116



RAISED CROSSWALKS

Description

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

Estimated Costs^E

- \$8,170 each

Resources

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



RECTANGULAR RAPID FLASHING BEACON (RRFB)

Description

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

Estimated Costs^B

- \$36,000 for two assemblies on poles

Resources

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



ROAD DIET

Description

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

Estimated Costs^E

- \$120,680 per mile, assuming 8 blocks in a mile.
Estimate includes 16 symbols, 16 signs, six curb extensions, one mini traffic circle

Resources

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



SCHOOL SPEED ZONE

Description

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

Estimated Costs^{A, C}

- \$600 for sign and post in each direction

Resources

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



SHARED USE PATH

Description

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



Estimated Costs^B

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

Resources

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

SIDEWALKS

Description

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

Estimated Costs^{A, B}

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



Resources

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



TRAFFIC CIRCLES (MINI ROUNDABOUTS)

Description

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



Estimated Costs^E

- \$35,000-\$50,000 each

Resources

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

SOURCES

A: <http://www.dot.state.mn.us/bidlet/avgPrice/AVGPR162015.pdf>

B: <http://www.hennepin.us/~media/hennepinus/residents/transportation/bottineau-documents-mpls-gv/estimated-infrastructure-costs-and-funding.pdf?la=en>

C: <http://www.trafficsign.us/signcost.html>

D: <https://www.bls.gov/oes/current/oes339091.htm>

E: http://www.pedbikeinfo.org/cms/downloads/Countermeasure%20Costs_Report_Nov2013.pdf

F: http://guide.saferoutesinfo.org/engineering/reduced_corner_radii.cfm

G: http://www.pedbikeinfo.org/cms/downloads/Countermeasure_Costs_Summary_Oct2013.pdf

H: <http://www2.ku.edu/~kutc/pdf/LTAPFS11-Mid-Block.pdf>

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Appendix I. Bike Parking for Schools



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

HOW MUCH PARKING SHOULD BE PROVIDED?

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

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

WHERE SHOULD PARKING BE LOCATED?

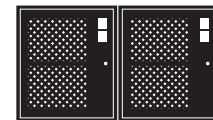
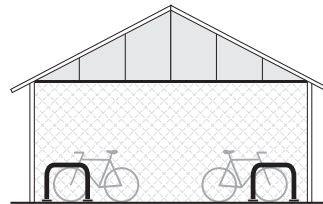
Well-located bike parking will be:

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

For example, if each classroom has a max capacity of 20 students and there are 10 classes should be provided. Don't forget to add some for faculty and staff!

CAN MY SCHOOL PROVIDE ADDITIONAL AMENITIES?

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



WHICH RACKS ARE BEST?



INVERTED U



POST & RING



WHEELWELL SECURE

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

WHICH RACKS ARE NOT RECOMMENDED?



WAVE



COMB



SPIRAL

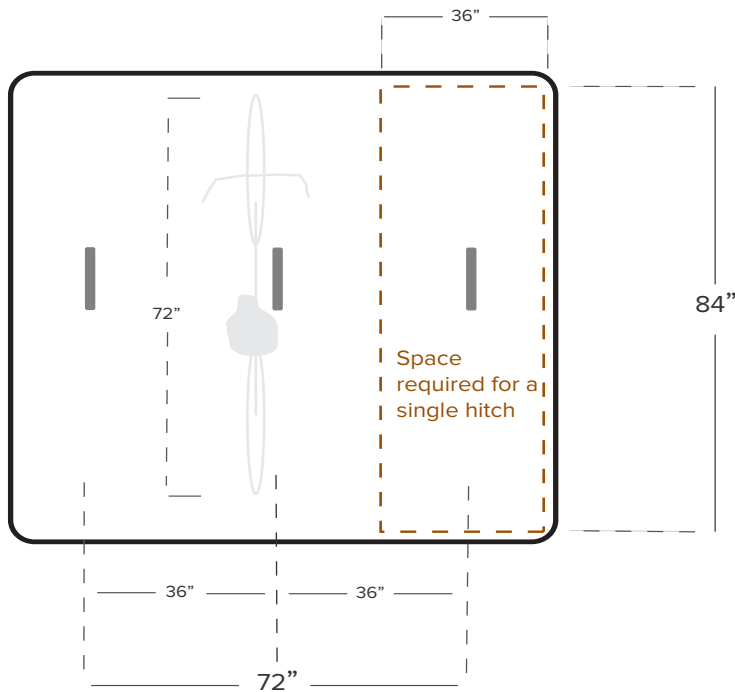
These racks do not provide support at two places on the bike, can damage the wheel, do not provide adequate security, and are not intuitive to use!



WHEELWELL

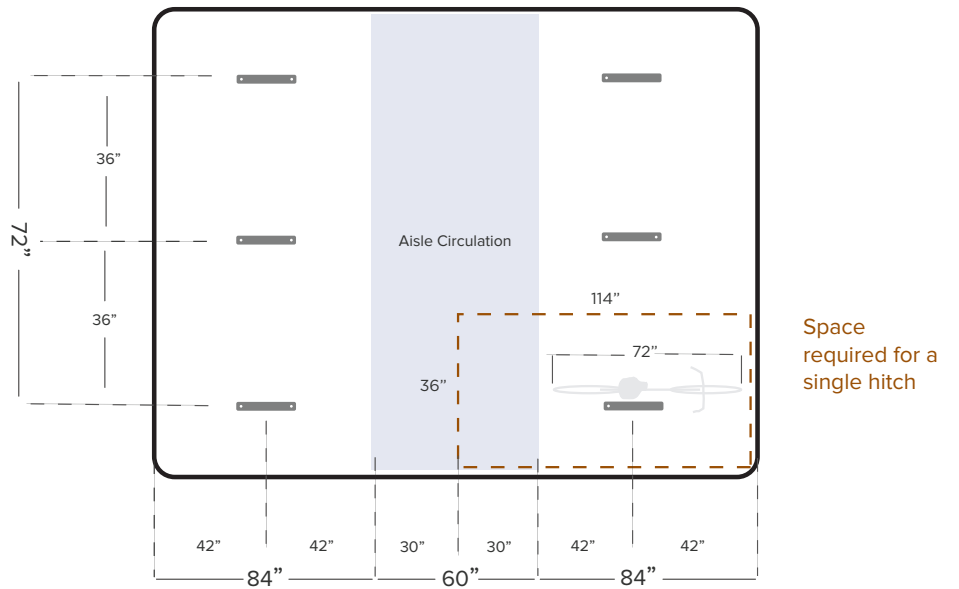
Graphics courtesy of Association of Pedestrian and Bicycle Professionals Essentials of Bike Parking report (2015).

SPACE REQUIREMENTS



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

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



RESOURCES FOR EQUIPMENT

[Dero](#)
[Sportworks](#)
[Urban Racks](#)

MORE INFORMATION

[APBP Essentials of Bike Parking](#)



Appendix J. Maintenance Planning

ANNUAL MAINTENANCE

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

SEASONAL PLANNING AND MAINTENANCE

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

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

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

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

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

Resources

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

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Appendix K. Equity in SRTS Planning

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

LANGUAGE AND/OR CULTURAL BARRIERS

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

Provide Materials in Multiple Languages

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

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

Use a Variety of Media

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

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

Meet People Where They Are

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

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

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

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

- Consider inviting law enforcement or public works staff to build a better relationship between officers and residents so they feel comfortable voicing future concerns. Note that some groups may have complex relationships of police mistrust, such as among undocumented communities. Again, asking for police representatives who are from the community works best.
- When looking for volunteers, start by looking to friends and neighbors to build your base group.
- Be creative; consider going to community events like Farmer's Markets and neighborhood gathering spots to recruit. Try different ways of engaging with participants; the City as Play Design Workshops have creative ideas for asking attendees to build their visions.
- Look for small victories: adding a crossing guard, signage and paint gives parents confidence that their issues can be addressed.

Host Parent Workshops

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

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

Establish Flexible Programs

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

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

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

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

Communicate Health Benefits

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

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

STUDENTS WITH DISABILITIES

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

- Invite children with physical disabilities to participate in school infrastructure audits to learn how to improve school access for all.
- Understand that students with mental disabilities may have differing capacities for retaining personal and traffic safety information, but programs like neighborhood cleanups and after-school programs can be fun ways to socialize and participate with other students.



- Involve special education instructors and parents of disabled students in the planning and implementation of these programs to better determine the needs of children with disabilities.
- Create SRTS materials that recognize students with disabilities. Include pictures of students with disabilities in program messaging to highlight that SRTS programs are suitable for all students.

Additional Resources

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

PERSONAL SAFETY CONCERNS

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

Neighborhood Watch Programs

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

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

SchoolPool with a Group

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

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

Sponsor Neighborhood Beautification Projects

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

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

Education Programs

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

Safety Information for Students

- Use time at school, such as during recess, PE, or no-cost after school programs, to teach children how to bike and walk safely.

- Utilize either existing curricula or bring in volunteer instructors from local advocacy groups and non-profit organizations.
- Teach children what to do in the event of an emergency and where to report suspicious activity or bullying.
- Provide helmets and bikes during the trainings will allow all students to participate regardless of whether or not they have access to these items.
- Organize an Open Streets event as a strategy to create safe zones to teach new skills in the street.

Safety Information for Parents

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

Resources

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

BARRIERS RELATED TO SCHOOL DISTANCE

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

Remote Drop-off

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

Walk to School Bus Stops

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

Frequent Walker Programs

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

Additional Resources

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



Appendix L. School Start Times

Across the country, communities are considering and implementing later start times for middle and high schools due to teenagers' biological sleep patterns and a wide range of well-researched benefits. Districts that implement later start times have typically required that school begins after 8 a.m. and bus pickup begins no earlier than 7 a.m. Studies have found that later start times for middle and high schools are correlated with improved attendance and academic performance, lower rates of depression, fewer risky behaviors, and reduced crash rates among teen drivers. From a safety perspective, later start times also mean that more middle and high school students are able to walk or bike in daylight which improves traffic and personal safety.

While later start times for middle and high school students are well supported by research, impacts of earlier start times on elementary school students in regards to academic performance and safety are less understood.

In order to limit financial impacts related to busing, many districts pursuing later start times for middle and high schools have chosen to flip start times, moving elementary start times up to the earliest time slot and pushing middle and high school start times to the later time slot. This means that elementary school students start and end their school day earlier than middle and high school students.

CONSIDERATIONS FOR SCHOOL START TIMES

Lighting

Flipping middle/high and elementary school start times means that young students will be walking or biking to school or to bus stops when it is dark outside for a significant portion of the year. Elementary school students are smaller and can be more difficult for drivers to see if waiting along the street or walking across it. As with older students, lack of lighting can be a significant risk factor for the safety of people walking and biking to school or to bus stops.

Availability of parents and older siblings

Earlier elementary start times may allow more parents or older siblings to walk with younger students before work or school. Incentives such as accruing volunteer hours could encourage older students to lead Walking School Buses or act as safety patrols or school valets at elementary schools.

Before and after school activities and traffic

If before school elective periods for middle and high school students are substantial, there may be conflicts with elementary students arriving to school. Consider after-school schedules as well. Will elementary students be traveling as middle and high school dismissal traffic begins? How do current and proposed arrival and dismissal times compare to peak morning and evening commuter traffic?

RESOURCES

For more information about school start times and Safe Routes to School, visit the Safe Routes to School National Partnership at <https://www.saferoutespartnership.org>.