

Safe Routes to School

Executive Summary



The Vision

Walking and biking to school is safe, comfortable, and fun for all students at Oak Hills Elementary.

In June 2020, Lakeville Area Schools completed a year-long planning process that culminated in a Safe Routes to School (SRTS) Plan. The SRTS Plan identifies program and infrastructure strategies to improve walking and biking at Cherry View Elementary, Christina Huddleston Elementary, Oak Hills Elementary, John F. Kennedy Elementary, and McGuire Middle School. The Plan was made possible with funding from the Minnesota Department of Transportation (MnDOT) and was developed in collaboration with the Lake City Public Schools community. The Plan includes a variety of strategies that are often called the “Six Es” of SRTS: equity, engineering, education, encouragement, enforcement, and evaluation.

This executive summary highlights near-term, high-priority recommendations at Oak Hills Elementary.

Infrastructure

Engineering projects that improve streets and routes



Map above shows high priority infrastructure recommendations only.

- A** **165TH STREET W**

Issue/problem: Concerns about the speed and amount of traffic and unpredictable driver behavior, including unsafe passing.

Potential solution/recommendation: Install enhanced school speed zone assembly with flashing beacon and “WHEN FLASHING” language. Additional engineering study required.
- B** **165TH STREET W & HORIZON AVENUE**

Issue/problem: Long crossing distance, poor visibility between people walking and driving, concerns about the speed and amount of traffic, and concerns about driver behavior including unsafe passing and failure to yield to pedestrians in the crosswalk.

Potential solution/recommendation: Install an Rectangular Rapid Flashing Beacon and consider installing curb extensions or a median refuge island. Additional study is required to support design of potential crossing improvements.

Programs

Education, encouragement, evaluation, and enforcement



WALK & BIKE TO SCHOOL DAYS

Minnesota celebrates Walk/Bike to School Days in October, February, and May to build awareness and excitement for walking and biking to school, and to encourage students and families to try something new.

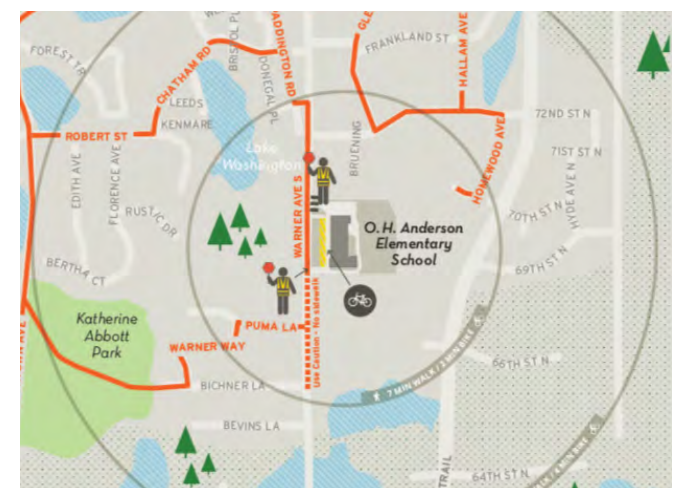
Who: Lakeville Area Schools, school admin/staff, PTO



SRTS COMMUNICATION

Communication may include website updates, social media, videos, parent workshops, and other strategies to educate families about school transportation practices and promote walking and biking as an option.

Who: Lakeville Area Schools, school admin/staff, PTO



WALK/BIKE ROUTE MAPS

Suggested route maps are both an education and encouragement tool for families. They can identify sidewalks, enhanced crossing locations, and estimated distances and travel times to school. Google Maps be used to create, edit, and share suggested route maps.

Who: Lakeville Area Schools, school admin/staff



GET INVOLVED

Plan a walking or biking route with your child, practice safe driving, and show your support by volunteering! Contact your school principal or local SRTS team lead (below) to learn how you can get involved.

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Learn more about SRTS in Minnesota at www.dot.state.mn.us/saferoutes/

JUNE 2020



Safe Routes to School

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

LAKEVILLE AREA SCHOOLS, MINNESOTA

CHERRY VIEW ELEMENTARY
CHRISTINA HUDDLESTON ELEMENTARY
JOHN F. KENNEDY ELEMENTARY
OAK HILLS ELEMENTARY
MCGUIRE MIDDLE

m DEPARTMENT OF
TRANSPORTATION



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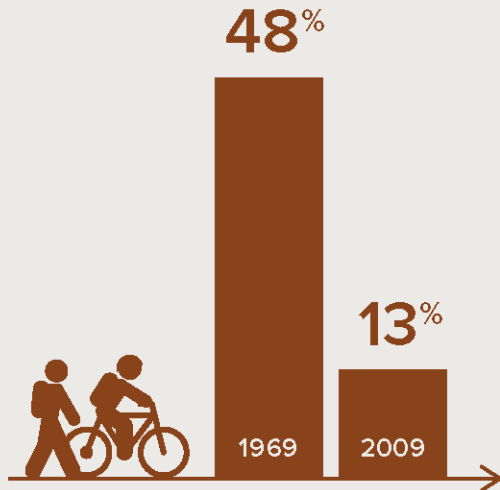
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01

INTRODUCTION + CONTEXT

Why Safe Routes to School?



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



MOST KIDS ARE NOT GETTING ENOUGH PHYSICAL ACTIVITY



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

KIDS WHO WALK OR BIKE TO SCHOOL:



Arrive alert and able to focus on school



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 students to walk and bike to school. These strategies are often called the "Six E's."

EQUITY

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



EDUCATION

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



ENFORCEMENT

Strategies aimed at improving driver behavior near schools and ensuring safe roads for all users.



ENCOURAGEMENT

Programs that make it fun for students 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 roadmap for navigating the way through this plan. Use it to find all the information you need for helping students be safer and more active!



PROGRAMS

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



HOW TO GET INVOLVED

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



INFRASTRUCTURE

Ensuring the safety of students on their trips to and from school means upgrading 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

Walking and biking to and during school is a safe, comfortable, and fun option for all students.

This plan was made possible with support from the Minnesota Department of Transportation (MnDOT) and was developed in coordination with Lakeville Area Schools and Lakeville community. Recommendations within this plan are the result of workshops, discussion, and site visits involving city, county, and MnDOT staff as well as school administrators, teachers, students, parents, and other stakeholders.

This SRTS plan includes recommendations for five schools: Cherry View Elementary, Christina Hudleston Elementary, Oak Hills Elementary, John F. Kennedy Elementary, and McGuire Middle School. It identifies program strategies to create a culture of walking and biking and infrastructure recommendations to support a safe and comfortable environment for active transportation near campus. Some recommendations may be implemented almost immediately while others will require more planning, analysis, and funding. While not all of these recommendations can be implemented right away, achieving short-term successes where possible will help build momentum and lay the groundwork for more complex projects in the future.

EQUITY HIGHLIGHT

EQUITY IN SRTS

Equity in SRTS means that every student is able to safely, comfortably, and conveniently walk and bike to school, regardless of race, cultural identity, tribal affiliation, 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 equity approach requires working with local partners to tailor programs and allocate resources to meet the unique needs of the community.

Plan Development

The Lakeville SRTS Plan was a collaboration between stakeholders who work with students and transportation at Lakeville Area Schools and within Lakeville. For more information related to the planning process, see Appendix C.

- **SRTS Planning Team:** The SRTS Planning Team included representatives from Lakeville Area Schools, the City of Lakeville, Dakota County, and the Minnesota Department of Transportation. Stakeholders brought varying perspectives and expertise to the team including teaching and learning, administration, urban planning, and engineering.
- **Rapid Planning Workshop:** The SRTS Planning Team convened for a Rapid Planning Workshop in the December of 2019. It brought together the local SRTS Team as well as students to identify issues and opportunities related to walking and biking to school.
- **Parent/Caregiver Survey:** Surveys collected information from parents and caregivers about habits and barriers related to walking and biking to school.
- **Administrative Survey:** School administrators completed a school environment and policy assessment to identify policies, practices, and infrastructure that promotes or discourages walking and biking to school.
- **Interactive Online Map:** An interactive online map allowed students, parents, and community stakeholders to identify destinations, routes, and barriers for walking and biking.
- **School Community Engagement:** SRTS staff hosted a tables during Oak Hill's parent-teacher conferences on Tuesday, November 12, 2019 and during the Christina Huddleston Glow Dance on Friday, December 6. Staff spoke to a combined 155 students, parents, and staff during the two events. Materials included an interactive mapping activity, a walking and biking trivia game, and an activity book with games and SRTS resources to gather feedback from participants.

KEY TAKEAWAYS

Challenges

- Speed and amount of traffic on streets and at intersections near schools and along walking and biking routes
- Poor driver behavior by parents and other motorists on campus and near schools, including speeding and not yielding for pedestrians
- Gaps in the sidewalk and bikeway network on higher-traffic streets, and a general lack of sidewalks on residential streets
- Walking and biking rates at many schools is low, and caregivers don't want their children being "the only ones" who walk or bike to school

Opportunities

- Many students live within a quarter-mile or half-mile of school and could feasibly walk or bike if it was the safe, inviting, and easy choice
- Caregivers expressed interest and excitement in allowing their students to walk or bike to school if and when improvements, such as paths and walking groups, are implemented
- The City of Lakeville and Dakota County are actively planning sidewalk and bikeway improvements that will increase connectivity for people walking and biking to school in Lakeville
- There are many existing activities and resources that provide a great foundation for additional SRTS programs including crossing guards, student patrols, walking and biking field trips, robust family communications, and an active PTO



Lakeville Area Schools in Context

Lakeville Area Schools serves approximately 11,000 students in Dakota and Scott Counties, and covers over 85 square miles including most of Lakeville, parts of Burnsville and Elko New Market, and portions of Eureka, Credit River, and New Market townships.

In total, there are eight elementary schools, three middle schools, and two high schools in the Lakeville Area School District, as well as an online school, an Area Learning Center, and two Community Education facilities that serve early childhood through adult education. This SRTS Plan includes recommendations for five of those schools: Cherry View, Christina Huddleston, and Oak Hills Elementary Schools in northern Lakeville, and John F. Kennedy Elementary and McGuire Middle School in southern Lakeville.

Lakeville Area Schools previously completed a SRTS Planning Process in 2009 which identified specific infrastructure and engineering needs at each school

in the district. Since the creation of the 2009 plan, changes in enrollment and transportation environments around schools have motivated the City of Lakeville, Dakota County, Lakeville Area Schools, and school administrators to think critically about how students travel to school.

District-wide, student attendance is growing and putting pressure on school building capacity, busing, and traffic flow during school arrival and dismissal. The District is currently exploring potential sites for two new elementary schools in the City of Lakeville, and the City and County have identified a need to increase pedestrian and bicycle connections to existing and future school sites. This plan identifies strategies to make walking and biking a safe, easy choice for more students.



Cherry View Elementary and the surrounding area.

CHERRY VIEW ELEMENTARY

During the 2019-2020 school year, about 630 students grades K-5 attended Cherry View Elementary.

The school is located in North Lakeville at the intersection of 175th Street W and Highview Avenue, about one mile east of Christina Huddleston Elementary and one mile south of Oak Hills Elementary. Cherry View is surrounded by single-family residential neighborhoods. There are also several parks and conservation areas nearby.

Shared use trails are located on both sides of 175th Street W and Highview Avenue, and there is a short trail that connects Cherry View to 176th Street W south of campus. Nearby residential streets typically do not include sidewalks.

On campus, a blacktop play area on the west side of the school building doubles as a dedicated bus loop during arrival and dismissal, and caregivers use a parking lot and pick-up/drop-off loop on the north side of the building for family vehicle circulation. Some parents use 176th Street W as an alternate pick-up/drop-off area. Students who walk or bike primarily cross at the intersection of 175th Street W and Highview Avenue. Student patrols and an adult crossing guard help facilitate pedestrian movements at that key crossing as well as two crossings in the parking lot.

Between 13 and 18 percent of students currently walk to/from school at Cherry View. A little more than 40 percent of students travel to/from school by bus, and slightly less than 40 percent of students travel in a family vehicle.



Christina Huddleston Elementary and the surrounding area.

CHRISTINA HUDDLESTON ELEMENTARY

About 490 students grades K-5 attended Christina Huddleston Elementary during the 2019-2020 school year.

Christina Huddleston is located about a mile west of Cherry View Elementary at the intersection of 175th Street W and Ipava Avenue which was recently converted from a four-way stop to a traffic signal. The school is primarily surrounded by single-family residential neighborhoods. Dakota Heights Park is located across the street to the south, and Steve Michaud Park is located about a half-mile to the northeast.

Shared-use paths are located on both sides of Ipava Avenue and on both sides of 175th Street W east of Ip-

ava Avenue. West of Ipava Avenue, 175th Street W has a shared-use path on the south side and a sidewalk on the north. On the school property, the sidewalk along 175th Street W curves away from the street, directing all pedestrians through the school parking lot to the school's main entrance.

A parking lot on the east side of the school building is used for bus circulation while the south parking lot is used for family vehicle circulation. Many students who walk to school from the neighborhood northwest of Christina Huddleston take shortcuts between homes and across campus.

About 65 percent of students currently travel to/from Christina Huddleston by school bus, and just over 30 percent travel by family vehicle. Fewer than two percent of students currently walk or bike to/from school.



Oak Hills Elementary and the surrounding area.

OAK HILLS ELEMENTARY

During the 2019-2020 school year, about 600 students grades K-5 attended Oak Hills Elementary.

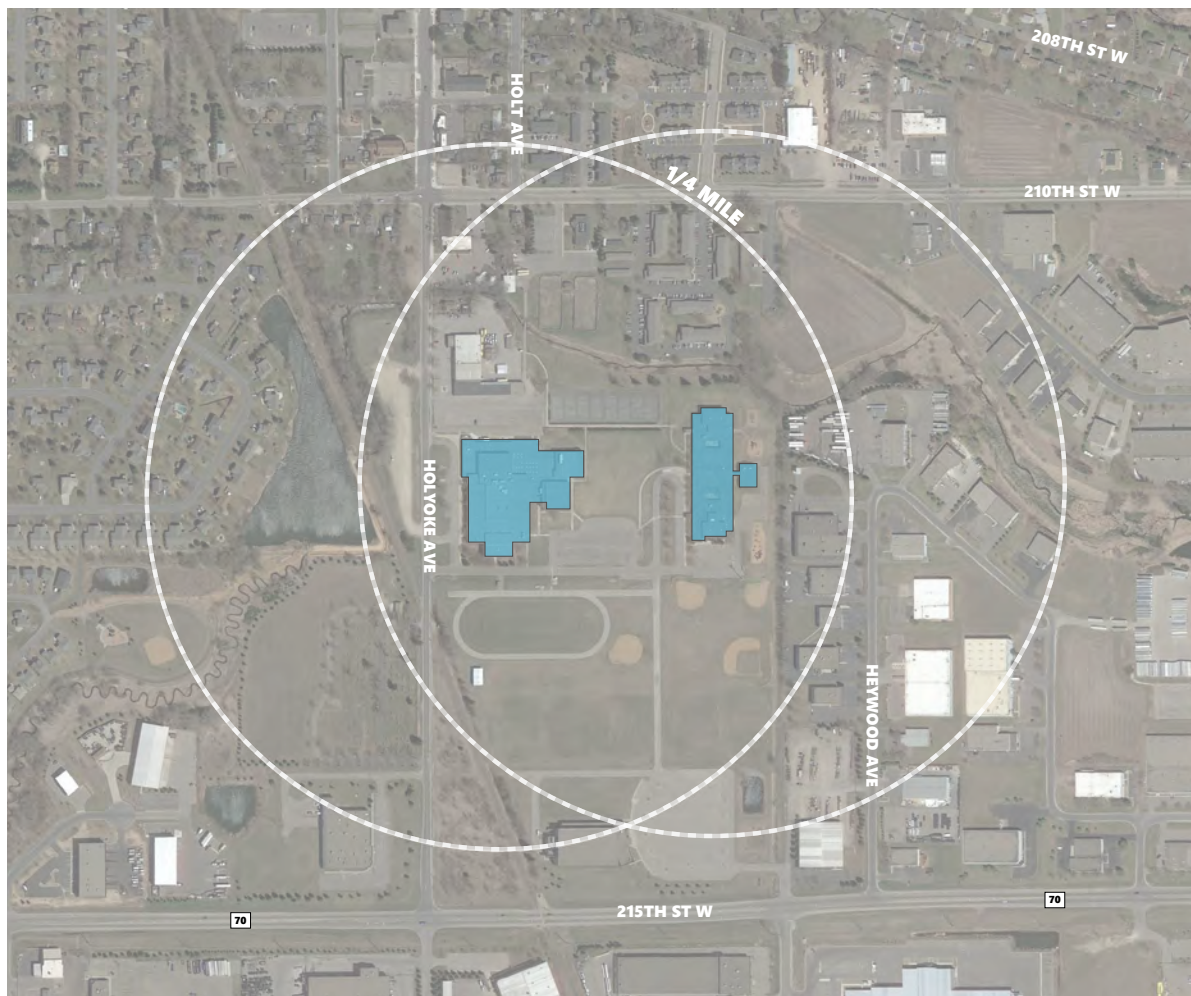
The school is located in North Lakeville about a mile north of Cherry View Elementary near the intersection of 165th Street W and Highview Avenue. The school is primarily surrounded by single-family residential neighborhoods. Messiah Lutheran Church is located directly south of the school.

Shared-use paths are present on both sides of 165th Street W and on both sides of Highview Avenue north of 165th Street W. South of 165th Street W, a shared-use path is present on the east side of Highview Avenue only. Sidewalks are not present on residential streets in the surrounding neighborhood. Students

who live north of Oak Hills Elementary are all instructed to cross 165th Street W at Horizon Avenue which is monitored by student patrols during school arrival and dismissal.

All buses and family vehicles are instructed to use the western driveway during arrival and dismissal. Buses use a dedicated loop on the west side of the school and exit through the same driveway, and family vehicles loop through the north parking lot and exit through the east driveway. Students who walk and bike to school use the bus loop entrance since there is no pedestrian route from 165th Street W to the primary north entrance.

Between 40 and 45 percent of students either take the school bus or travel to school in a family vehicle, and five percent of students walk.



John F. Kennedy Elementary, McGuire Middle, and the surrounding area.

JOHN F. KENNEDY ELEMENTARY & MCGUIRE MIDDLE

During the 2019-2020 school year, about 585 students grades K-5 attended John F. Kennedy Elementary and about 950 students grades 6-8 attended McGuire Middle.

John F. Kennedy Elementary and McGuire Middle are located on a partially shared campus in South Lakeville near the intersection of Holyoke Avenue and 210th Street W, just south of downtown Lakeville. Single family homes are located west and north of campus. Manufacturing, freight, and other light industrial uses are to the east. Commercial and civic destinations as well as multifamily housing are located to the north. South creek and railroad tracks create barriers to accessing destinations directly west and north of campus.

Sidewalks and trails are present on some streets, but there are significant gaps in the network that make it difficult for students to safely access John F. Kennedy and McGuire Middle while walking or biking.

Each school building has a dedicated a pick-up/drop-off loop. There is also a shared parking lot that is centrally located between the two buildings. The loops and the parking lot are used for family and school bus circulation. Bike parking is provided at both schools, but could be moved and updated to be more visible and secure.

Zero percent of students at John F. Kennedy reported walking or biking to school. Student travel tallies were not completed at McGuire Middle.





Introduction to Programs

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

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

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



Existing Programs

Lakeville Area Schools, the City of Lakeville, and Dakota County have been actively working towards providing safe and inviting spaces around school campuses for students. This foundation of encouraging student travel safety provides a valuable baseline for expanding programs to encourage more students to walk and bike.

Active program activities/resources include:

- Crossing guards and student patrols
- Participation in Walk/Bike to School Day
- Walk/bike field trips
- Walk-a-thon and healthy lifestyle promotion
- School communication and video regarding arrival and dismissal procedures
- Active PTO and student council
- Partnership with Michael's Cycles for adaptive bike maintenance

EQUITY HIGHLIGHT

EQUITY IN PROGRAMMING

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

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



Program Recommendations

The following programs are recommended to increase the awareness, understanding, and excitement for walking and biking to school. Programs were selected through conversations with school and district staff, parents, students, community members, and city and county staff. Some build on existing programs while others will require new resources and partnerships.

Program recommendations include:

- Walk/Bike to School Day
- School Communication
- Walk/Bike Route Maps
- Remote Drop/Park & Walk
- Trip Tracking/Incentive Program
- Walk! Bike! Fun!
- Walking School Bus
- Bike Rodeo
- Safety Campaign
- Bike Swap

Programs have been tailored to meet the needs and interests of the school community in the near term. Recommendations are prioritized into implementation timelines based on existing programs, input from local stakeholders, and readiness of the school to launch the program:

- Immediate implementation
- Short-term (1-2 years)
- Medium-term (3-5 years)

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



WALK/BIKE TO SCHOOL DAYS

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

Which schools: All schools (District-wide potential)

Program lead/partners: Lakeville Area Schools, school administrators and staff, PTO

Timeline: Immediately

Why we recommend it: Walk/Bike to School Days are a great way to introduce students and families to walking and biking to school and build excitement and support for other programs. Some schools have participated in the past, but events have not been heavily promoted. Increasing promotion and participation in Walk/Bike to School Days are a great first step to build awareness and interest among students and families. Work with Lakeville Area School's Communication Department for a more coordinated, district-wide approach.



PROGRAMS

PARENT SURVEYS AND STUDENT TRAVEL TALLIES

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

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

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

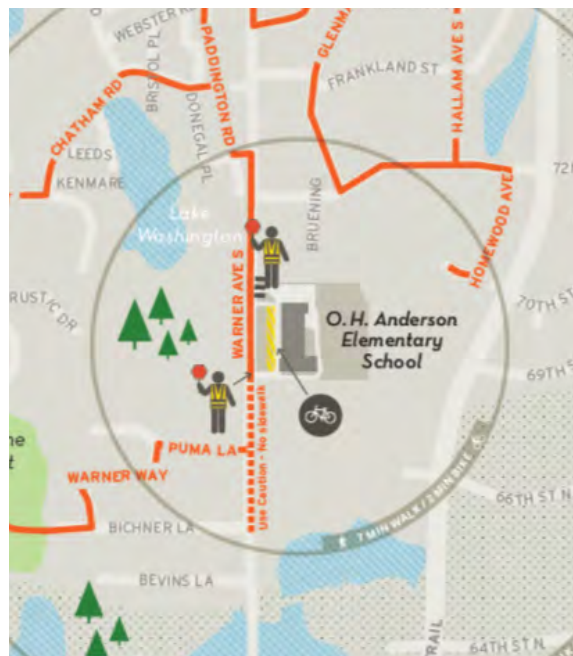
FOR MORE INFORMATION

DEMONSTRATION PROJECTS

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

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

http://www.dot.state.mn.us/mnsaferoutes/resources/demonstration_projects.html



SRTS COMMUNICATION

Communication may include paper and electronic newsletters, video, social media blasts, parent workshops, and other outreach strategies to educate families about school transportation practices and promote walking and biking as an option. Outreach may include information on suggested routes and crossing locations, dressing for the weather, locking bikes, SRTS news and efforts to date, and opportunities to get involved in SRTS programs.

Which schools: All schools (District-wide potential)

Program lead/partners: Lakeville Area Schools, City of Lakeville, school administrators and staff, PTO

Timeline: Immediately

Why we recommend it: Several schools administrators reported great success communicating expectations for parent pick-up and drop-off procedures using educational videos. Consider using videos and other communication media and channels to promote walking and biking to school and safe motorist behavior. Invite students to share their voices and experiences in school communication. Check out [Safe Routes to School Messaging for Pros: A Communications Toolkit for Schools and School Districts](#) for more ideas.

WALK/BIKE ROUTE MAPS

A walking and biking route map suggests safe and low-stress routes and crossings for students and families traveling to school and other destinations in the community. Maps can identify existing sidewalks and sidewalk gaps, dedicated bikeways, controlled or enhanced crossing locations, and estimated distances and travel times to school. Google Maps can easily be used to create, edit, and share suggested route maps using the “My Maps” tool.

Which schools: All schools

Program lead/partners: Lakeville Area Schools, school administrators and staff

Timeline: Immediately to short term (1-2 years)

Why we recommend it: Suggested walking and biking route maps are both education and encouragement tools. They can teach students and families how far they live from school, inform them of the most comfortable routes and crossings, and take the guesswork out of route planning. Printed maps can include walking and biking safety tips and messaging, and interactive online maps can be easily shared and updated if conditions change. Consider sending walk/bike route maps out with busing information at the beginning of the year.



REMOTE DROP/PARK & WALK

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

Which schools: Christina Huddleston, Oak Hills, John F. Kennedy, McGuire

Program lead/partners: Lakeville Area Schools, school administrators and staff, PTO

Timeline: Short term (1-2 years) at Christina Huddleston, John F. Kennedy, and McGuire; following infrastructure improvements at Oak Hills

Why we recommend it: Distance from school and vehicle congestion on campus were identified as challenges for walking and biking to school in Lakeville. Remote drop-off or park and walk events address both these challenges by relieving parent drop-off activity on and near campus and giving students who live further from school the opportunity to walk.



PROGRAMS

FURTHER READING

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

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



TRIP TRACKING/INCENTIVE PROGRAM

Competitions and contests reward students by tracking the number of times they walk, bike, carpool, or take transit to school. Contests can be individual, classroom competitions, school wide, or between schools. Students and classrooms can compete for prizes and bragging rights. Inexpensive incentives such as shoelaces, stickers, bike helmets, or class parties can be used as rewards for participation. Competitions could be held on an ongoing monthly basis or a couple times a year, incorporated into existing events / competitions such as the Walk-a-Thon or homecoming activities, or designed as a fundraiser.

Which schools: All schools

Program lead/partners: School administrators and staff, Lion's Club, Michael's Cycles

Timeline: Short term (1-2 years)

Why we recommend it: Lakeville Area Schools already has a program in place to recognize and reward good behavior. This could be expanded to include walking and biking to school or participating in physical activity during the school day.



WALK! BIKE! FUN!

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

Which schools: All schools

Program lead/partners: Lakeville Area Schools, school administrators and staff

Timeline: Short term (1-2 years)

Why we recommend it: Being able to safely walk and bike is a learned skill that must be taught. Integrating Walk! Bike! Fun! Into physical education curriculum and other class activities can help students build critical life skills and help prepare them to walk or bike to school or as part of school activities including walking and biking field trips.



WALKING SCHOOL BUS

A Walking School Bus is a group of children walking to school, often with one or more adults. Parents can take turns leading the bus, which follows the same route each time and picks up children from their homes or designated bus stops at specified times. Ideally, buses run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event. Older students or “walking buddies” could also be used once a safe route has been established with the help of a trusted adult.

Which schools: All schools

Program lead/partners: Lion’s Club, Kiwanis, PTO

Timeline: Short term (1-2 years)

Why we recommend it: Many people who responded to the caregiver survey noted that the ability for their child to walk with a group was a key factor in their decision to allow or not allow their student(s) to walk or bike to school. Students at McGuire Middle School also noted that they help walk their younger neighbors to and from school. Consider developing a formal Walking School Bus or Adopt-a-Route program to pair students with their peers, parents, older students, and other trusted adults to chaperone students along their walk to school.



BIKE RODEO

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

Which schools: All (potential for a District-wide or City-wide approach)

Program lead/partners: Local law enforcement, Lion’s Club, Kiwanis, PTO

Timeline: Medium term (3-5 years)

Why we recommend it: Bicycle rodeos have taken place in Lakeville before. Bike rodeos offer opportunities for students to learn how to ride a bike for the first time, learn rules of the road, or strengthen bicycle handling and traffic skills to enable them to safely bike to school or to other destinations in the community.



SAFETY CAMPAIGN

A safety campaign is an effective way to build awareness around students walking and biking to school and encourage safe driving behavior among student drivers, parents, and other motorists. A campaign can use media on campus or near school including posters, window stickers, yard signs, and/or street banners to remind drivers to slow down and use caution in school areas. This type of campaign can also address other specific behaviors such as walking or bicycling to school, school bus safety, and/or parent drop-off and pick-up behavior. Safety campaigns should use positive messaging to promote preferred behaviors.

Which schools: All (potential for a District-wide or City-wide approach)

Program lead/partners: Lakeville Area Schools, City of Lakeville, local law enforcement

Timeline: Medium term (3-5 years)

Why we recommend it: Poor driver behavior including unsafe passing, speeding, and yielding behavior were identified as barriers for walking and biking to school. A safety campaign would help increase awareness about safe and desirable walking, biking, and driving behavior near schools and throughout Lakeville. Consider collaborating with students on campaign messaging.

BIKE SWAP

A bike swap is an opportunity for school and community members to purchase, sell, or trade used bikes and gear that children have outgrown or simply don't use anymore. Elementary, middle, and high school students could help with simple mechanical fixes on their own bikes or bikes for the bike swap during a bike fit-it day leading up to the event. A bike swap could also be combined with a bike drive or raffle to provide free bikes, helmets, locks, and other gear to students who wouldn't otherwise have access.

Which schools: All (potential for District-wide or City-wide approach)

Program lead/partners: Local law enforcement, Lakeville Area Schools, Lakeville Cycling Association, Michael's Cycles, PTO

Timeline: Medium term (3-5 years)

Why we recommend it: For some students, the biggest barrier to biking is simply not having a functioning, well-fitting bicycle. Partner with the local law enforcement, bike shops, and bike groups to advertise, solicit donations, help with repairs, and fit students for bikes. Bikes could be dropped at a designated location, sorted and repaired, and then matched with new owners over a few days.





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 near Cherry View, Christina Huddleston, Oak Hills, John F. Kennedy, and McGuire.

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

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

Existing Infrastructure

This section highlights existing infrastructure and challenge areas on and near campus. Photos and observations were made by the Lake City SRTS Team during a fall 2019 Rapid Planning Workshop and walk assessment that allowed the team to experience what it's like for students who walk and bike in the area.

CHERRY VIEW ELEMENTARY





CHRISTINA HUDDLESTON ELEMENTARY



Opposite - left to right, from top left: Caregiver pick-up and bike parking in the northern parking lot; a recent parking lot remodel left key pedestrian crossings without curb ramps; stairs provide the only continuous sidewalk route between the main entrance and 175th St W; student patrols and an adult crossing guard assist with crossings at 175th St W & Highview Ave; trail access to campus from 176th St W; 176th St W directly south of campus.

Above - left to right, from top left: Caregivers drop off students in the south parking lot; bike parking on the west side of the south parking lot; the sidewalk along 175th St W curves to the school instead of following the roadway, and footprints in the snow indicate the many shortcuts that students take from adjacent neighborhood streets; nearby residential streets typically do not include sidewalks; 175th St W directly south of campus, looking west; a new traffic signal at 175th St W and Ipava Ave.

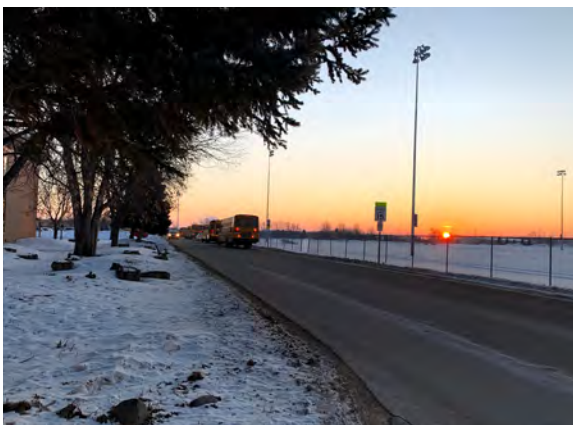
OAK HILLS ELEMENTARY



Left to right, from top left: Congestion and inter-modal conflicts are a concern along 165th St W near the school entrance driveway; student and adult patrols monitor pedestrian crossings of the bus loop driveway; students who walk and bike use the bus loop entrance, as there's no pedestrian route to the main entrance in the parking lot; students who live in the neighborhood directly north of Oak Hills are instructed to cross at Horizon Ave - more than a third of a mile detour; student patrols monitor the crossing of 165th St W at Horizon Ave during arrival and dismissal, and have reported unsafe driver behavior including speeding, failure to yield, illegal passing, and road rage; bike parking is provided near the bus loop entrance.



JOHN F. KENNEDY ELEMENTARY

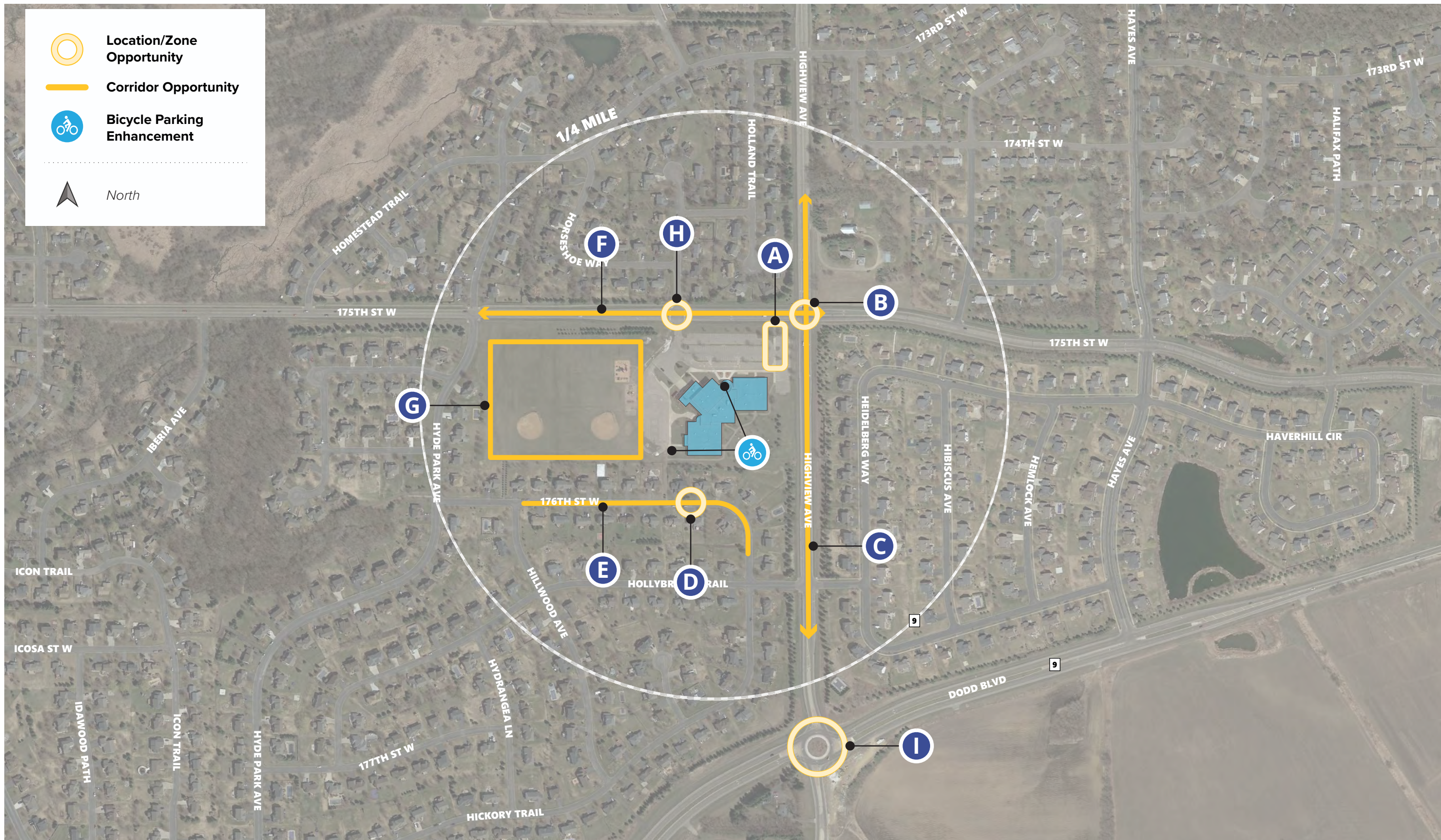


Left to right, from top left: Buses queue up in the bus loop just west of JFK; student patrols monitor two bus loop crosswalks; bicycle parking is located near the northwest corner of the school building; students and parents walk along the sidewalk south of the tennis courts; no pedestrian facilities are present along the driveway that connects to JFK and the McGuire parking lot; a group of students walk to JFK in the morning.

MCGUIRE MIDDLE



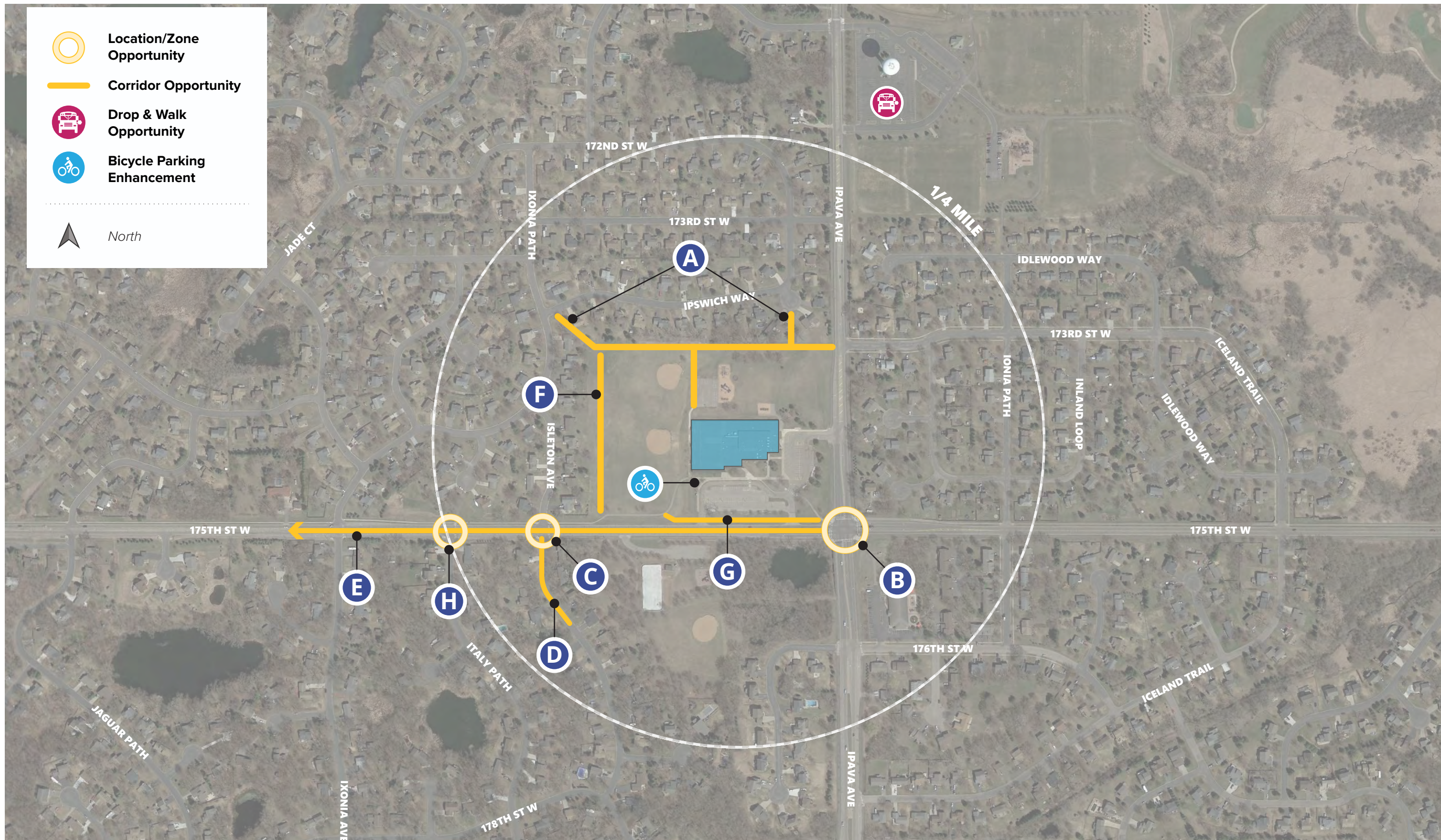
Left to right, from top left: A walking path and bridge over south creek just north of McGuire; the four-way stop at Holyoke Ave and 210th St W was identified as a barrier to walking in the caregiver survey; existing sidewalks along 210th St W were covered in snow and ice during site visits; caregivers drop off in two rows in the McGuire parent loop, requiring students to cross traffic to access the sidewalk; caregivers enter the loop from the shared McGuire/JFK driveway and a dedicated entrance only driveway; buses use the shared driveway and drop off in the parking lot between JFK and McGuire in the morning.



Cherry View Infrastructure Recommendations

Cherry View Infrastructure Recommendations

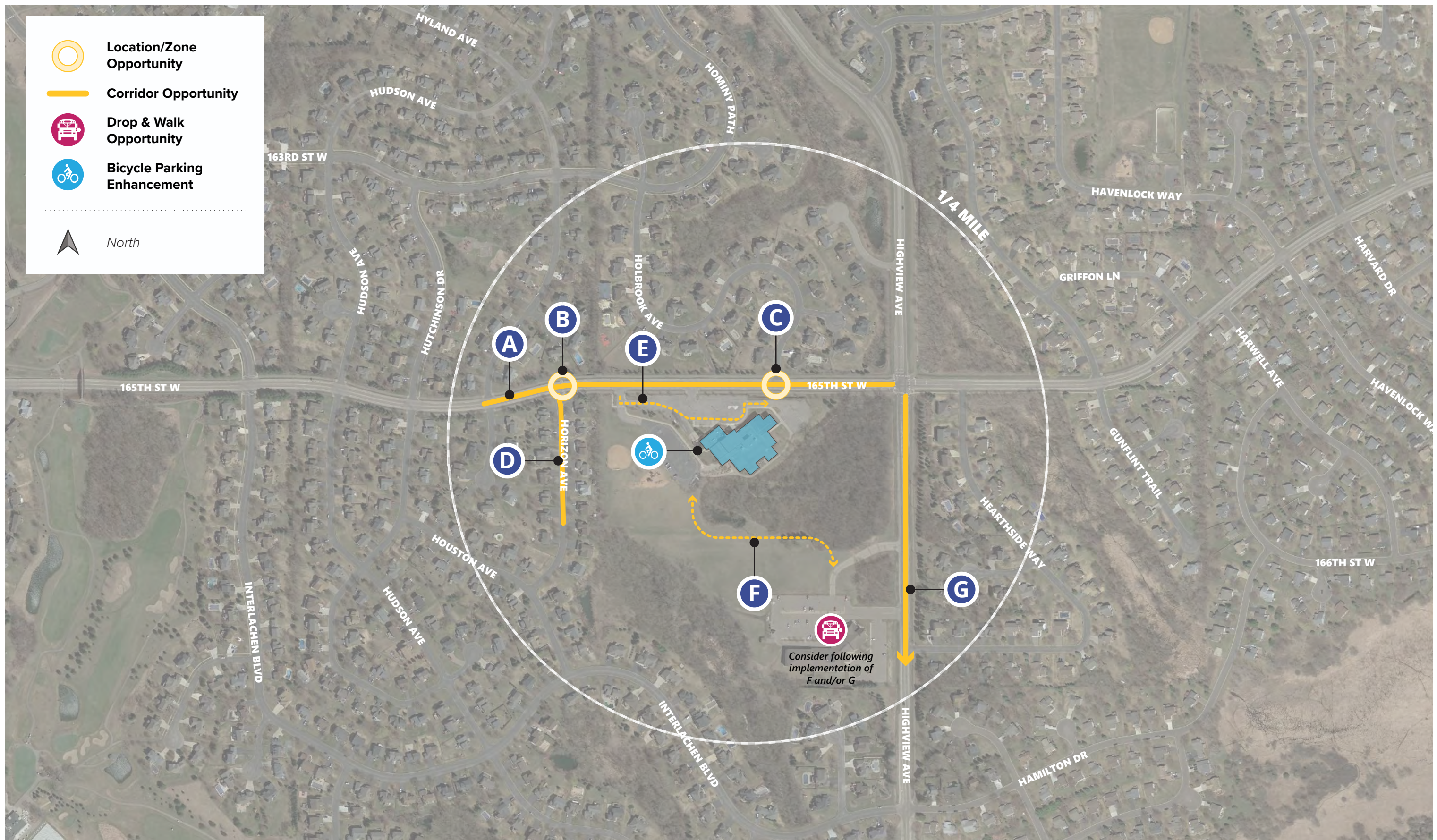
	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	Parking lot pedestrian crossings and stairs	No accessible route for people with bikes, strollers, or mobility devices through the parking lot to 175th St W.	Add curb cuts and ADA compliant curb ramps along walking route through parking lot; install bike runnel/gutter in stairway between 175th St W and the parking lot; explore opportunities to install a ramp between 175th St W and the parking lot.	Improved accessibility for pedestrians and bicyclists.	Lakeville Area Schools	High
B	Highview Ave & 175th St W	Primary student crossing location; long crossing distance; concerns about driver yielding behavior.	Explore opportunities to reduce pedestrian crossing distance including lane removal, curb extensions, and/or refuge islands. Detailed engineering analysis will be needed prior to approval/implementation.	Reduce pedestrian crossing distances; increase pedestrian visibility, comfort, and safety; improve driver yielding behavior.	City of Lakeville	High
C	Highview Ave	Wide roadway; concerns about traffic speeds/volumes.	Install enhanced school speed zone assembly with beacon and "WHEN FLASHING" language following review of appropriate locations. Ensure signage is consistent with Minnesota State Aid and MN MUTCD standards.	Increase driver awareness of school zone; reduce speeding behavior during arrival and dismissal.	City of Lakeville	Medium
D	176th St W at school access trail	Poor visibility at pedestrian access route between campus and 176th St W; conflicts between pedestrians and motorists including parent vehicles during pick-up/drop-off.	Consider restricting parking/stopping near trail access during school arrival and dismissal times, or exploring other options to increase pedestrian visibility at the trail access.	Improve pedestrian visibility.	City of Lakeville	Medium
E	176th St W from approximately Hillwood Ave to Hollybrook Trail	No dedicated pedestrian space along 176th St W; conflicts between pedestrians and motorists.	Consider establishing a dedicated walkway, including a striped walking lane in coordination with parking restrictions or a dedicated sidewalk. Coordinate closely with residents to explore options.	Improve pedestrian visibility, comfort, safety, and connectivity..	City of Lakeville	Medium
F	175th St W	Wide roadway, especially east of school driveway; concerns about traffic speeds/volumes; concerns about driver behavior including unsafe passing and yielding behavior.	Install enhanced school speed zone assembly with beacon and "WHEN FLASHING" language. Consider implementing a road diet west of Highview Ave including one thru lane in each direction and a center two-way left turn lane. Additional engineering study required prior to approval/implementation.	Increase driver awareness; reduce speeding behavior during arrival and dismissal; increase driver predictability.	City of Lakeville	Medium
G	Cherry View open field	No formal pedestrian route through open field; opportunity to establish walking loop for school-related travel and recreation.	Implement walking loop around the perimeter of the Cherry View open field, and maintain year round.	Increase pedestrian and bicycle access to campus; increase physical activity during the school day.	Lakeville Area Schools	Low
H	175th St W and Honeysuckle Ave	Students not permitted to cross at Honeysuckle Ave, a marked school crossing; unpredictable driver behavior; poor visibility due to congestion and lane configuration.	Consider crossing enhancements such as a median refuge island and RRFB in coordination with Location G. Consider staffing with an adult crossing guard before encouraging student crossings. Additional engineering study required before pursuing.	Increase pedestrian visibility, comfort, and safety; improve driver yielding behavior.	City of Lakeville	Low
I	Dodd Blvd & Highview Ave	Concerns about driver yielding behavior, especially at two-lane crossings of roundabout; concerns about traffic volumes. Issue anticipated to worsen as residential development increases south of Dodd Blvd.	As development continues along and south of Dodd Blvd, evaluate opportunities to improve pedestrian and bicycle travel along and across the roadway. Potential improvements may include adding RRFBs at one or more of the roundabout crossings.	Increase pedestrian comfort and visibility; improve driver yielding behavior.	Dakota County City of Lakeville	Low



Christina Huddleston Infrastructure Recommendations

Christina Huddleston Infrastructure Recommendations

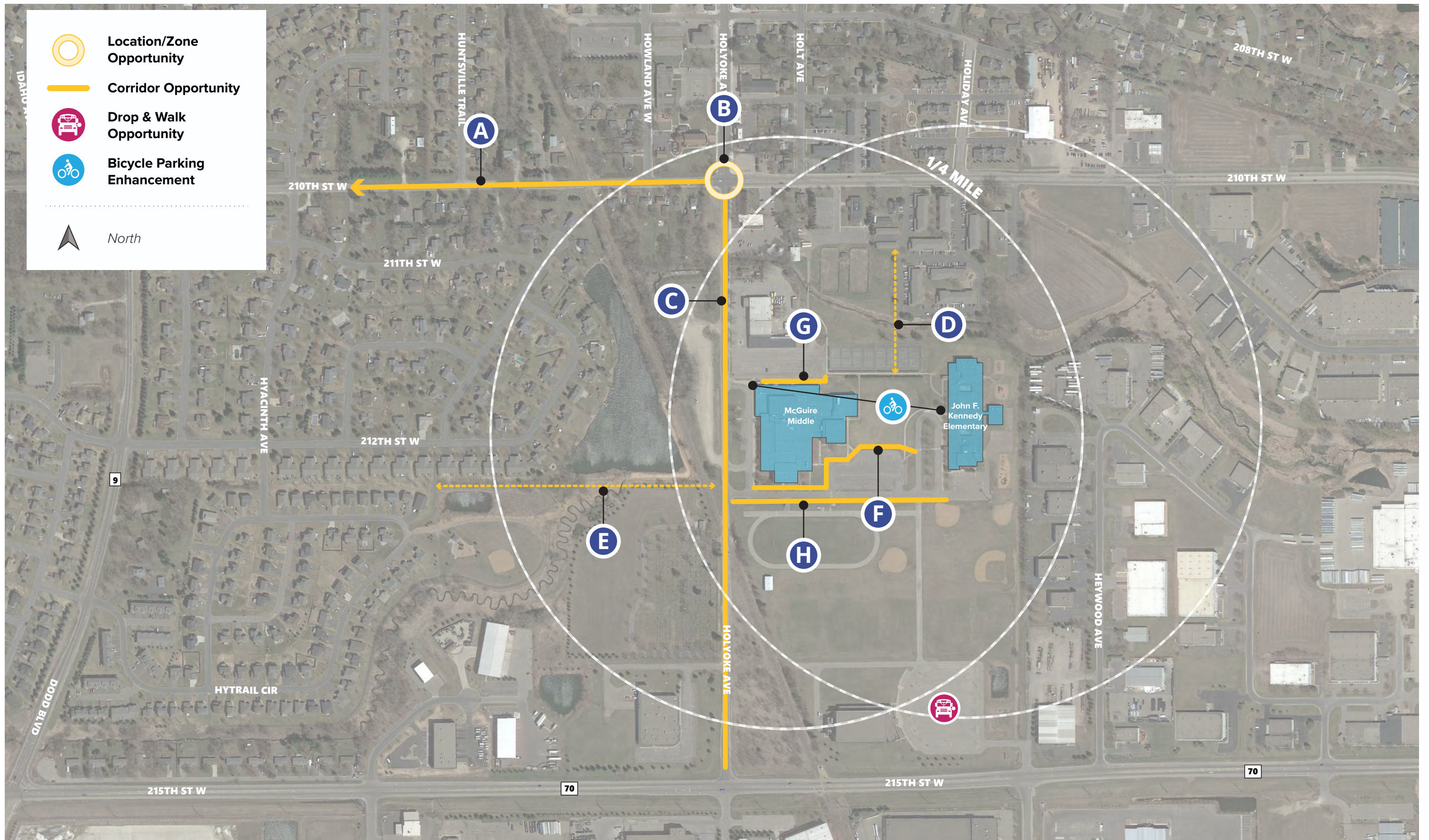
LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A Pedestrian shortcuts between Ipswich Way and campus	Pedestrian routes between residential street and campus are informal/not maintained in winter.	Install paved walkways to formalize pedestrian shortcuts, and maintain routes in winter. Consider connections between shortcuts and school sidewalk network. Coordinate closely with adjacent property owners, Parks Department, and school regarding implementation and maintenance.	Increase pedestrian/bicyclist access to campus; increase walking and biking opportunities during the school day.	City of Lakeville Lakeville Area Schools	High
B Ipava Ave & 175th St W	Long crossing distance; concerns about traffic speeds/volumes; poor yielding behavior by turning motorists.	Explore adjusting signal timing and installing leading pedestrian interval in signal phasing. Coordinate with County and traffic consultant.	Increase pedestrian visibility, comfort, and safety; improve driver yielding behavior.	City of Lakeville	High
C 175th St W & Isleton Ave	Long crossing distance; concerns about traffic speeds/volumes; concerns about driver yielding behavior.	Consider implementing a median refuge island and/or RRFB. Coordinate with potential Italy Path crossing improvement. Additional engineering analysis required.	Reduce pedestrian crossing distance; increase pedestrian visibility, comfort, and safety.	City of Lakeville	High
D Isleton Ave south of 175th St W	No dedicated pedestrian space along Isleton Ave; conflicts between pedestrians and vehicle parking.	Install sidewalk or implement a pedestrian walking lane using paint and parking restrictions.	Improve pedestrian comfort, safety, and connectivity..	City of Lakeville	Medium
E 175th St W west of Ipava Ave	Wide roadway; concerns about traffic speeds/volumes.	Install enhanced school speed zone assembly with beacon and "WHEN FLASHING" language. Implement traffic calming measures such as reduced lane widths and/or installing a planted center median where the center left turn lane is not needed for vehicular movements. Additional engineering study required.	Increase driver awareness of school zone; calm traffic speeds; increase pedestrian comfort and safety.	City of Lakeville	Medium
F Christina Huddleston open field	Pedestrian routes between residential street and campus are informal/not maintained in winter.	Implement paved trail along the west side of campus to create a full paved loop. Maintain during winter for year round use. Coordinate with A.	Increase pedestrian/bicycle access to campus; increase walking and biking opportunities during the school day.	Lakeville Area Schools	Low
G 175th St W along school grounds	No sidewalk along 175th Street W between Ipava Ave and west end of campus.	Install sidewalk or shared use path within right-of-way. Coordinate with Lakeville Area Schools regarding implementation.	Improve pedestrian comfort, safety, and connectivity..	City of Lakeville Lakeville Area Schools	Low
H 175th St W and Italy Path	Long crossing distance; concerns about traffic speeds/volumes; concerns about driver yielding behavior.	Consider implementing a median refuge island and/or RRFB. Coordinate with potential Isleton Ave crossing improvement. Additional engineering analysis required.	Reduce pedestrian crossing distance; increase pedestrian visibility, comfort, and safety.	City of Lakeville	Low



Oak Hills Infrastructure Recommendations

Oak Hills Infrastructure Recommendations

LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A 165th St W between approximately Hutchinson Dr and Highview Ave	Concerns about traffic speeds/volumes during arrival and dismissal; unpredictable driver behavior including unsafe passing.	Install enhanced school speed zone assembly with beacon and "WHEN FLASHING" language. Additional engineering study required.	Increase driver awareness of speed zone; reduce speeding behavior.	City of Lakeville	High
B 165th St W & Horizon Ave	Long crossing distance; poor visibility between drivers and pedestrians; concerns about driver behavior including unsafe passing and poor yielding; concerns about traffic speeds/volumes during arrival and dismissal.	Install an RRFB and consider installing either curb extensions or a median refuge island. Additional engineering required to support design of potential crossing improvements.	Reduce pedestrian crossing distance and poor driver passing behavior; improve driver yielding behavior; increase pedestrian visibility, comfort, and safety.	City of Lakeville	High
C 165th St W & Holbrooke Ave	No direct/convenient connection between campus and neighborhood directly north of 165th St W; interest in relocating school exit driveway east to align with Holbrooke Ave.	Evaluate implementing exit only driveway in alignment with Holbrook Ave and eliminating existing east driveway. Consider installing pedestrian crossing improvements in coordination with a new exit only driveway to provide a more direct access for students who live north of 165th St W. Additional engineering study and analysis will be required.	Improve on-campus circulation; increase pedestrian visibility, comfort, safety, and connectivity.	City of Lakeville Lakeville Area Schools	Medium
D Horizon Ave south of 165th St W	No dedicated walkway along Horizon Ave	Install sidewalk or designated walking lane using paint and parking restrictions.	Improve pedestrian connectivity.	City of Lakeville	Medium
E On-campus circulation	Conflicts between private vehicle circulation and school bus circulation; unpredictable driver behavior at school driveways; no pedestrian route between 165th and north entrance.	In coordination with Location D, reroute vehicular circulation through parking lot to exit at Holbrook Ave; remove existing east driveway. Install sidewalk between west access and front entrance.	Improve on-campus circulation; reduce conflicts between modes.	Lakeville Area Schools	Medium
F Bus circulation/remote drop route	Conflicts between private vehicle circulation and school bus circulation in existing parking lot; no dedicated route between potential remote drop-off site and school.	Coordinate with the church about the potential of creating a designated bus loop entrance off of Highview Ave to eliminate bus/vehicle conflicts near 165th. Consider using the church parking lot as a remote drop-off site once a walking connection is established between the church and school. An easement acquisition between the church and school may be required.	Improve on-campus circulation; reduce conflicts between modes.	Lakeville Area Schools	Low
G Highview Ave south of 165th St W	No dedicated route between potential remote drop-off site and school. Coordinate with item G.	Review feasibility of installing a trail connection on the west side of Highview Ave.	Improve pedestrian connectivity.	City of Lakeville	Low



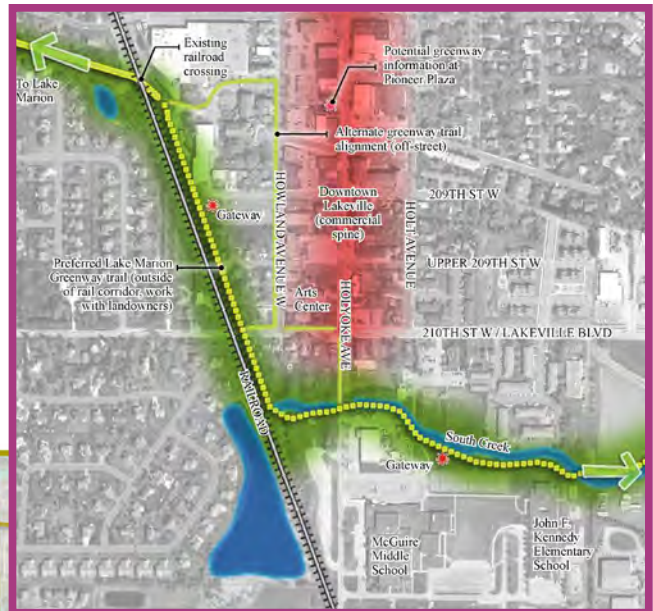
John F. Kennedy & McGuire Infrastructure Recommendations

John F. Kennedy & McGuire Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	210th St W west of Holyoke Ave	No sidewalk or trail along primary route between student residences, John F. Kennedy/McGuire, and Lakeville South High School	Install sidewalk and/or trail along both sides of 210th St W. Consider opportunities to provide a planted buffer between travel lanes and sidewalk/trail and pedestrian lighting. The City of Lakeville is currently undergoing an engineering study for a trail connection, with potential 2022 construction.	Provide designated space for people walking and biking; improve pedestrian and bicyclist visibility, safety, and comfort.	City of Lakeville	High
B	210th St W & Holyoke Ave	Concerns about driver yielding behavior and traffic volumes during arrival and dismissal.	Consider installing pedestrian activated flashing stop signs or other intersection improvements. Include review of potential changes with ongoing 210th St engineering study. This intersection may also be a potential trail crossing for the Lake Marion Greenway, which provides an opportunity to partner with Dakota County.	Increase driver awareness of pedestrian crossing and yielding behavior.	City of Lakeville	High
C	Holyoke Ave between 210th St W and 215th St W	No school zone signage; concerns regarding driver speeds and traffic volumes; no sidewalk on west side; no sidewalk on east side south of McGuire exit driveway	Install enhanced school speed zone assembly with beacon and "WHEN FLASHING" language. Install sidewalk/trail on both sides of Holyoke. Additional engineering study required.	Increase driver awareness of school zone; reduce speeding behavior during arrival and dismissal; improve pedestrian connectivity.	City of Lakeville	Medium
D	Connection between north campus and multifamily housing to the north	No direct/convenient route between school and multifamily homes directly north of campus	Install a bridge over the creek and sidewalk/trail connection to both schools. Consider installing as standalone project or implementing as part of the planned Lake Marion Greenway, with additional connections to schools. Explore options as part of a future Lake Marion Greenway Feasibility Study, and coordinate planning with the City of Lakeville, Dakota County, Lakeville Area Schools, and adjacent property owners.	Improve pedestrian connectivity.	Lakeville Area Schools City of Lakeville	Medium
E	Connection between Holyoke Ave and neighborhood to the west	No direct/convenient route between school and residential neighborhood west of campus and Holyoke Ave	Explore opportunities to establish a dedicated sidewalk/trail between Holyoke and neighborhoods to the west. Coordinate with potential sidewalk/bikeway improvements along/across Holyoke. Consider options as part of South Creek Regional Trail alignment.	Improve pedestrian connectivity.	City of Lakeville	Medium
F	Between McGuire Middle and John F. Kennedy Elementary	No designated pedestrian route between schools, and between Holyoke and John F. Kennedy Elementary. Consider school driveway crossings in coordination with any linear improvements.	Install sidewalk along parking lot between JFK and McGuire.	Improve pedestrian connectivity.	Lakeville Area Schools	Medium
G	North side of school	Sidewalk gap along north side of building between student route and main entrance	Install sidewalk.	Improve pedestrian connectivity.	Lakeville Area Schools	Low
H	School driveway	No designated pedestrian route between schools, and between Holyoke and John F. Kennedy Elementary. Consider school driveway crossings in coordination with any linear improvements.	Install sidewalk/trail along school driveway.	Improve pedestrian connectivity.	Lakeville Area Schools	Low

SOUTH CREEK GREENWAY ALIGNMENT

The Lake Marion Greenway is envisioned to travel 20 miles connecting Burnsville to Farmington. Four miles of the planned greenway follow South Creek, beginning south of downtown Lakeville along the north side of John F. Kennedy Elementary and McGuire Middle School. The South Creek Greenway will provide recreational, environmental, and transportation benefits, including offering a safe, comfortable, and scenic route for students walking and biking to school and during the school day.



The proposed Lake Marion Greenway South Creek alignment will provide transportation benefits for students walking and biking to John F. Kennedy Elementary and McGuire Middle School. Images from the 2013 Lake Marion Greenway Master Plan.





Using this Plan

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

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

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



Who are you?

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

I AM A STUDENT

Students can have incredible influence when advocating for change in their school and broader community. There are many ways that students can support and lead SRTS initiatives including: encourage safe walking, biking, and driving to, from, and near school; develop campaigns to generate enthusiasm and improve social conditions for SRTS; volunteer time to lead a Walking School Bus or organize a bike drive; promote SRTS activities through newspaper and media courses; advocate for funding and infrastructure improvements at City Hall, and more.

I AM A PARENT

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

I AM A SCHOOL ADMINISTRATOR

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



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

I 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 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 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 CITY OR COUNTY

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

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

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

I WORK FOR LAW ENFORCEMENT

Police department staff can use this report to understand issues related to walking and bicycling to school and to lead and support education, encouragement, and enforcement activities that make it easier and safer for students to walk and bike to school. Enforcement efforts should focus on traffic safety education, rewarding positive behavior, and supporting school walk and bike events. Law enforcement representatives should be mindful of strategies that may disproportionately and negatively affect students and families of color, low wealth, or marginalized populations.

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.





Next Steps

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

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

START SMALL

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

FOCUS ON EQUITY

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

BUILD PARTNERSHIPS

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

EMPOWER STUDENTS AS LEADERS

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

TRACK PROGRESS

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

CELEBRATE SUCCESS

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





A

APPENDICES

LAKEVILLE AREA SCHOOLS, MINNESOTA

CHERRY VIEW ELEMENTARY

CHRISTINA HUDDLESTON ELEMENTARY

JOHN F. KENNEDY ELEMENTARY

OAK HILLS ELEMENTARY

MCGUIRE MIDDLE

JUNE 2020

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Appendix A. For More Information

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

NATIONAL RESOURCES

Safe Routes to School Data Collection System

<http://www.saferoutesdata.org/>

Pedestrian and Bicycle Information Center

<http://www.pedbikeinfo.com/>

National Center for Safe Routes to School

<http://www.saferoutesinfo.org/>

Safe Routes to School Policy Guide

http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf

School District Policy Workbook Tool

<http://www.changelabsolutions.org/safe-routes/welcome>

Safe Routes to School National Partnership State Network Project

<http://www.saferoutespartnership.org/state/network>

Bike Train Planning Guide

http://guide.saferoutesinfo.org/walking_school_bus/bicycle_trains.cfm

10 Tips for SRTS Programs and Liability

http://apps.saferoutesinfo.org/training/walking_school_bus/liabilitytipsheet.pdf

Tactical Urbanism and Safe Routes to School

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

STATE RESOURCES

Dave Cowan, Minnesota SRTS Coordinator

395 John Ireland Blvd

St. Paul, MN 55155

651-366-4180

dave.cowan@state.mn.us

Kelly Corbin, Safe Routes to School Planner

395 John Ireland Blvd

St. Paul, MN 55155

507-286-7590

Kelly.Corbin@state.mn.us

MnDOT SRTS Educational Webinars:

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

MnDOT Safe Routes to School Resource Website

<http://www.mnsaferoutestoschool.org>

Minnesota Safe Routes to School Facebook page

<https://www.facebook.com/MinnesotaSafeRoutesToSchool>

Walk!Bike!Fun! Pedestrian and Bicycle Safety Curriculum

<http://www.bikemn.org/education/walk-bike-fun>

School Siting and School Site Design

http://www.dot.state.mn.us/mnsaferoutes/planning/school_siting.html

LOCAL RESOURCES

Damien Nelson, Health, Safety & Security Manager

Lakeville Area Schools

Lakeville, MN

nels3969@isd194.org

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Appendix B. SRTS Talking Points

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

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

TRAFFIC: COSTS, CONGESTION, AND SAFETY

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

HEALTH: PHYSICAL ACTIVITY AND OBESITY

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



ENVIRONMENT: AIR QUALITY, CLIMATE CHANGE AND RESOURCE USE

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

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Appendix C. Planning Process

Planning for this SRTS plan began in the summer of 2019, after Lakeville Area Schools was awarded a SRTS planning assistance grant from MnDOT. In October 2019, local team leads, members of the consulting team, and MnDOT staff formally kicked off the planning process and met to provide an overview of SRTS and the 6 E's, review the planning process and schedule, brainstorm student and family engagement opportunities, and discuss challenges and recent efforts related to walking and biking to school.

PROJECT SCHEDULE

Fall 2019: Project kickoff, data collection, community engagement, Rapid Planning Workshop

Winter 2019-2020: Identification of issues and opportunities

Spring 2020: Draft strategies and action steps

Summer 2020: Draft and final SRTS Plan

DATA COLLECTION

In fall of 2019, baseline data was collected through a variety of SRTS evaluation methods including tools from the National Center for Safe Routes to School and Minnesota Safe Routes to School Resource Center:

- **Student Travel Tallies:** Student hand tallies were conducted on three consecutive midweek days and collected information about how students traveled to school and how they planned to travel home in the afternoon.
- **Parent/Caregiver Survey:** Surveys collected information from parents and caregivers about perceptions, habits, and barriers related to walking and biking to school, and changes that would make students more confident walking or biking. Caregiver surveys were collected for all schools.
- **Administrative Survey:** School administrators completed a school environment and policy assessment to identify policies, practices, and infrastructure that promotes or discourages walking and biking to school. School administrator surveys were completed at Cherry View, Christina Huddleston, Oak Hills, and John F. Kennedy.
- **Interactive Online Map:** An interactive online map allowed students, parents, and community stakeholders to identify destinations, routes, and barriers for walking and biking.
- **Student Engagement:** The local team met with a group of middle school students during the Rapid Planning Workshop. Students shared things that they like and dislike about walking and biking to school, identified challenges, and brainstormed ideas for improvement around McGuire Middle School. They identified their walking and biking routes as well as streets and intersections that are barriers for walking and biking to school.
- **School Community Engagement:** SRTS staff hosted a table at the School Choral Festival held at the Oak Hills Elementary School parent-teacher conference on Tuesday, November 12, 2019 and a table at the Huddleston Glow Dance on Friday, December 6. Staff set-up the tables in a high-traffic locations at both events and spoke to 155 students, parents, and staff at the two Lakeville schools combined. Materials included an interactive mapping activity, a walking and biking trivia game, and an activity book with games and SRTS resources to gather feedback from participants.

RAPID PLANNING WORKSHOP

In December 2019, a broad group of stakeholders met for an intensive, day and a half-long Rapid Planning Workshop at Lakeville Area Schools. This charrette-style event brought together school, school district, county, and MnDOT staff, as well as students to discuss challenge and opportunities for walking and biking to school.

The Rapid Planning Workshop included:

- Introduction to SRTS for all participants including programs, infrastructure, and the planning process
- Observation of student arrival and dismissal
- Walking audit of the streets surrounding the Bluff View and Lincoln campuses
- Discussion of infrastructure issues, upcoming projects, and opportunities for improvement
- Brainstorm of existing and potential programs
- Meeting with a student panel to discuss routes, challenges, and opportunities

Information gathered during the day was used to develop preliminary infrastructure issues and program recommendations for Lakeville. Preliminary recommendations were shared with the SRTS Team for input and refinement prior to identifying action steps and schedules for implementation. Preliminary issues and recommendations were additionally shared and discussed with City of Lakeville staff during a virtual meeting.

DRAFT STRATEGIES AND ACTION PLAN MEETING

The Lakeville SRTS Team met virtually in May 2020 to review draft program and infrastructure action plan recommendations. Participants discussed near-term priorities as well as stakeholders and resources to help support and lead implementation.

DRAFT AND FINAL SRTS PLAN

The draft Lakeville SRTS Plan was shared with the local planning team for review and comment in spring of 2020 using an interactive online PDF commenting tool. A final copy of the plan was delivered in ## 2020.



Appendix D. Existing Conditions

The following is a summary of the existing conditions on and around participating school campuses.

LAKE CITY PUBLIC SCHOOL CONTEXT

Basic Information

Cherry View Elementary

Principal: Paul Helberg
Grades: K-5
Number of students: 630
Arrival time: 9:25 am
Dismissal time: 3:55 pm

John F. Kennedy Elementary

Principal: Beth Anderson
Grades: K-5
Number of students: 585
Arrival time: 9:25 am
Dismissal time: 3:55 pm

Christina Huddleston Elementary

Principal: Jill Kelly
Grades: K-5
Number of students: 490
Arrival time: 8:50 am
Dismissal time: 3:20 pm

McGuire Middle

Principal: Dr. Joshua Alexander
Grades: 6-8
Number of students: 950
Arrival time: 8:00 am
Dismissal time: 2:45 pm

Oak Hills Elementary

Principal: Wade Labatte
Grades: K-5
Number of students: 600
Arrival time: 8:50 am
Dismissal time: 3:20 pm

Student Locations and School Enrollment Boundary

The maps on the following pages show the locations of students attending school at Cherry View, Christina Huddleston, Oak Hills, John F. Kennedy, and McGuire during the 2019-2020 school year. The top maps show students locations closer to school, and the bottom maps include student locations further from campus. Campus locations are identified with a green pin.

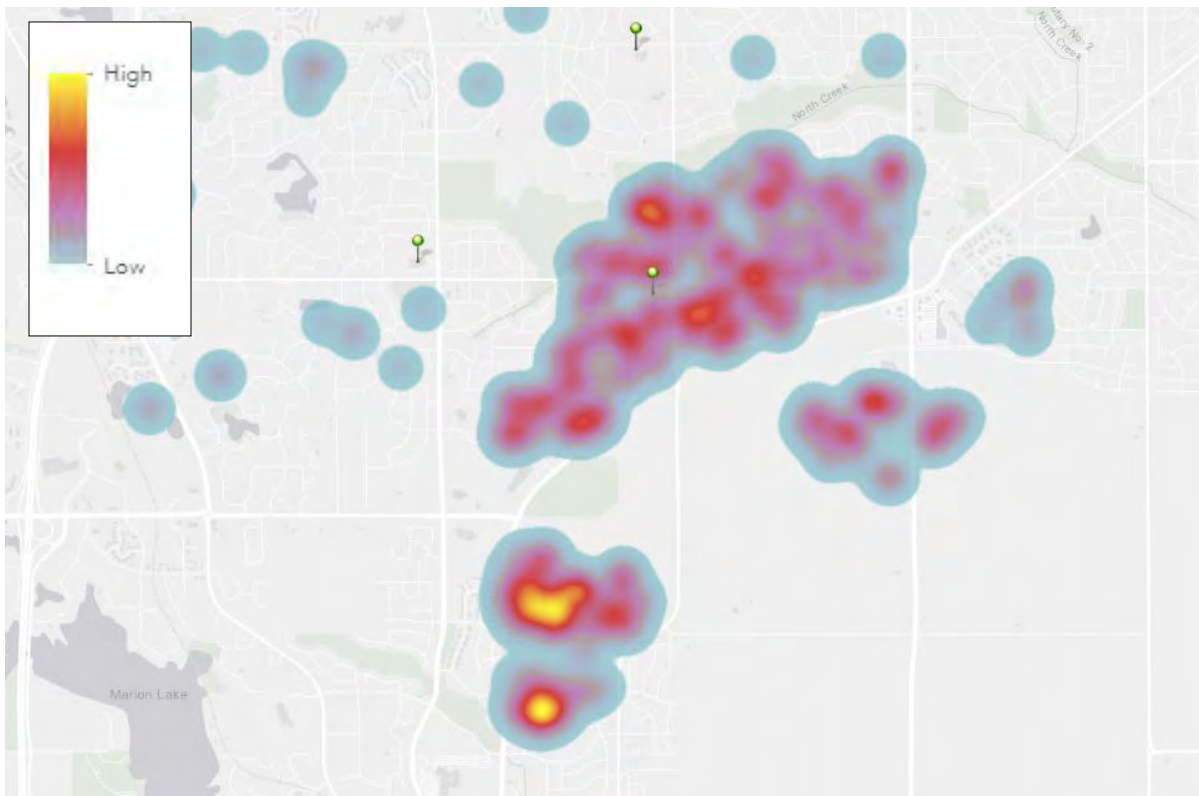
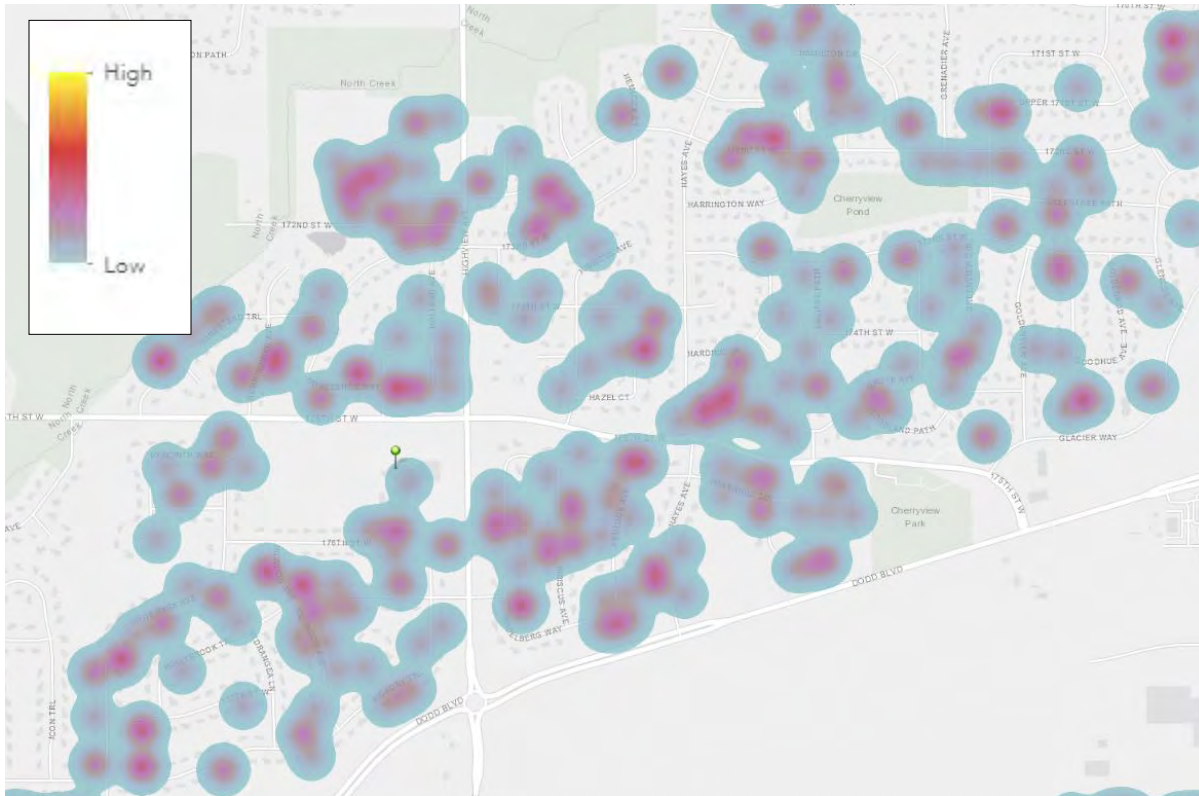
School/Campus Layout

Cherry View: Cherry View Elementary is located on the southwest corner at the intersection of Highview Avenue and 175th Street W. The school building is located on the east side of campus, with open play fields to the west. Vehicular access is limited to a single driveway on 175th Street W at Honeysuckle Avenue. School buses use a blacktop play area/bus loop on the west side of the building, and a parking lot on the north side of the building serves private vehicular traffic. Some parents also pick up along 176th Street W south of campus.

The campus sidewalk network provides connections to 176th Street W to the south, and toward the intersection of 175th Street W and Highview Avenue to the northeast. Student patrols help facilitate crossings in the parking lot and at the intersection of 17th Street W and Highview Avenue with the help of an adult crossing guard. The parking lot was recently reconstructed; however curb ramps were not installed at key pedestrian crossings. There is currently no accessible route between 175th Street W and the school building. Bike parking is located at the southwest corner of the building near the 176th Street W trail access and near the main entrance on the north side of the building.

Christina Huddleston: Christina Huddleston Elementary is located on the northwest corner at the intersection of 175th Street W and Ipava Avenue. The school building is located on the southeast corner of campus with play fields to the west and north. School buses pick up and drop off in a parking lot/bus loop on the east side of the

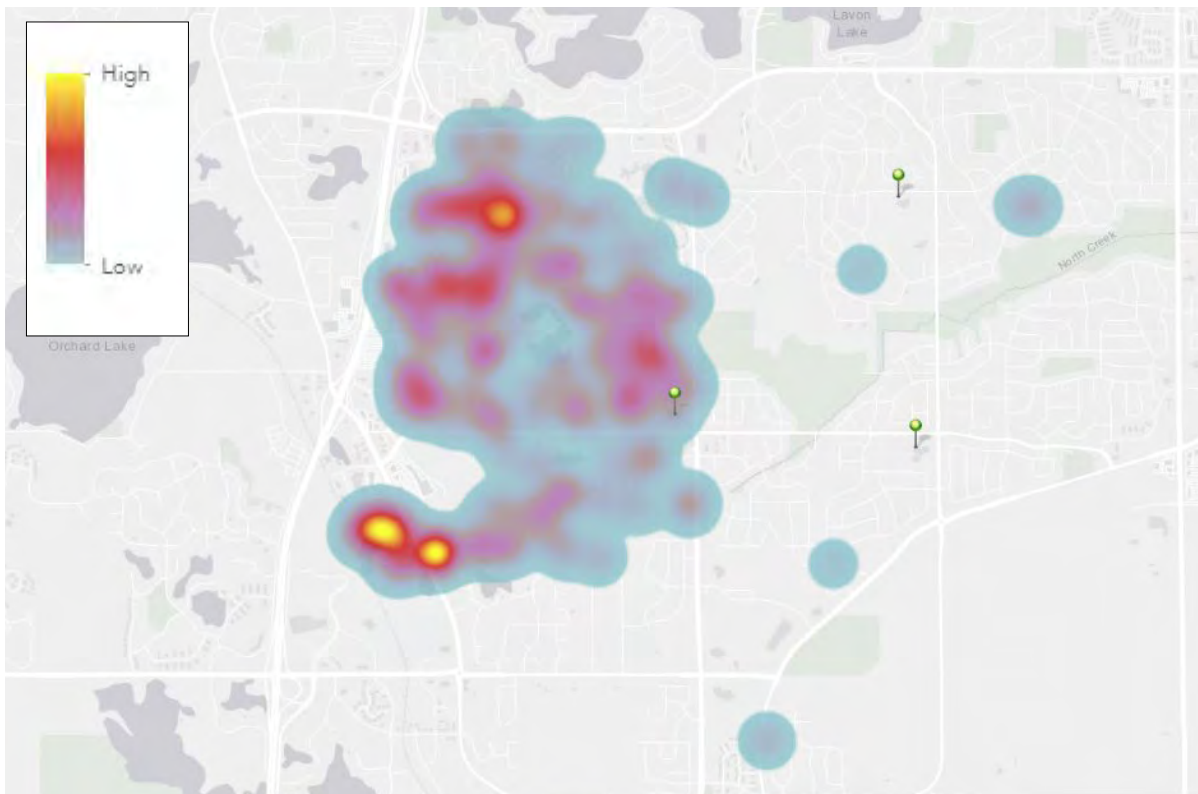
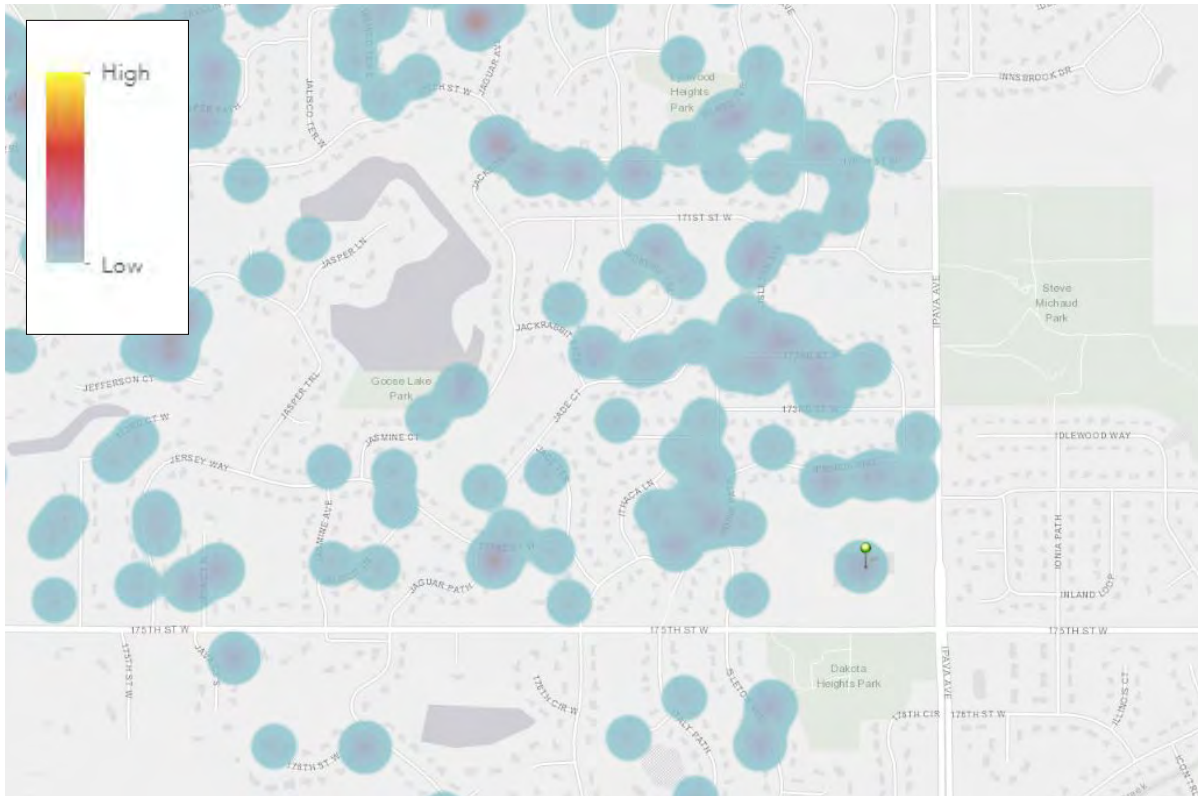
CHERRY VIEW ELEMENTARY STUDENT LOCATIONS



Source: ArcGIS online

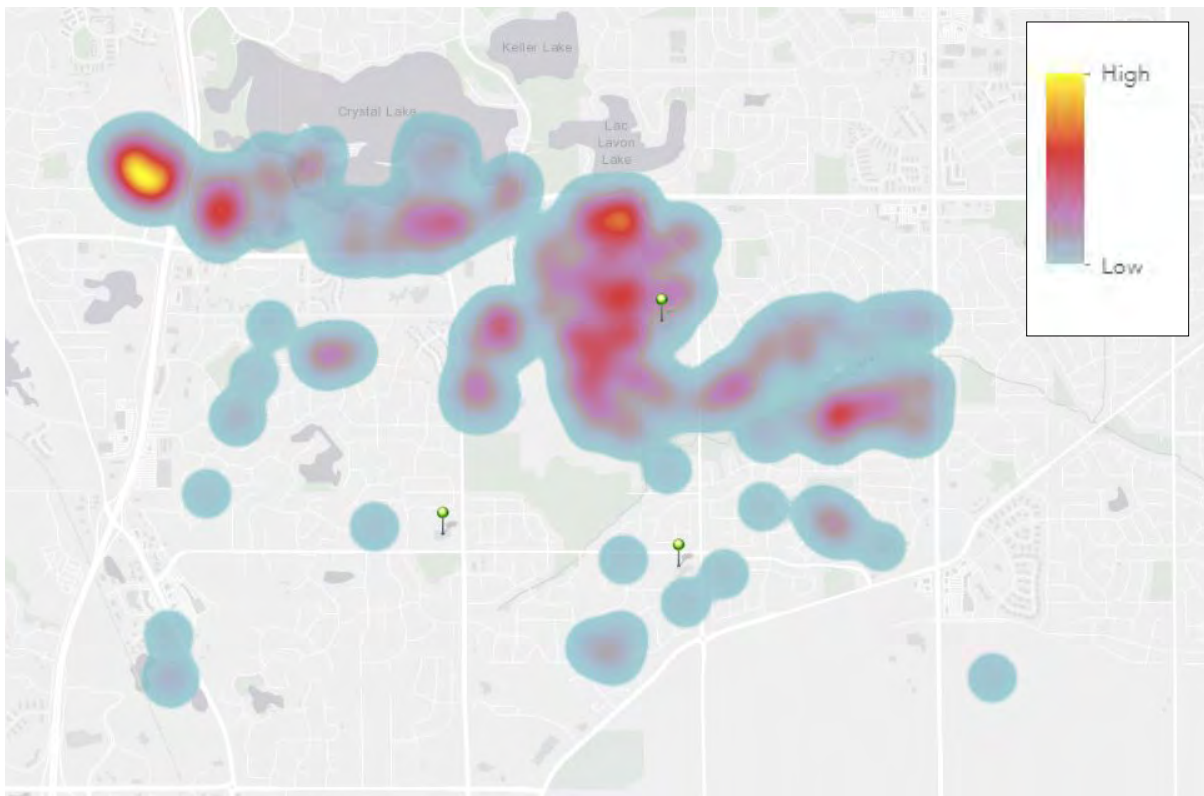


CHRISTINA HUDDLESTON ELEMENTARY STUDENT LOCATIONS



Source: ArcGIS online

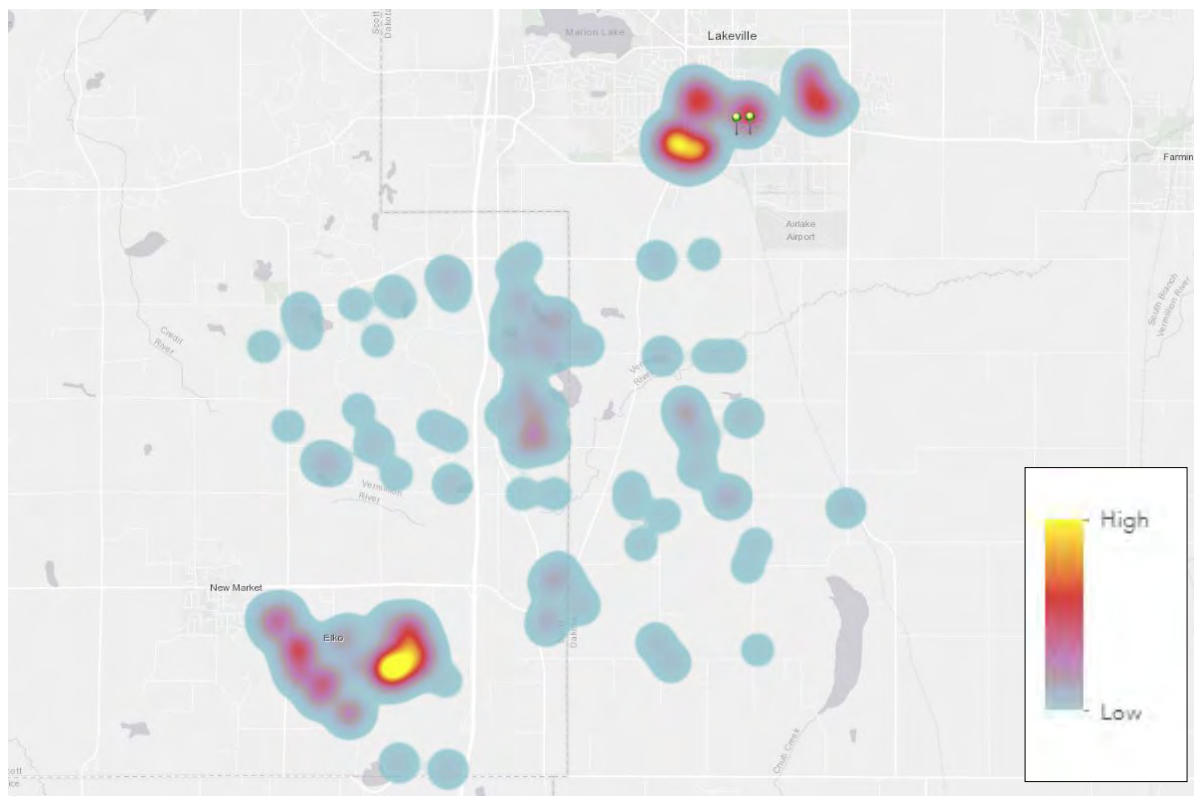
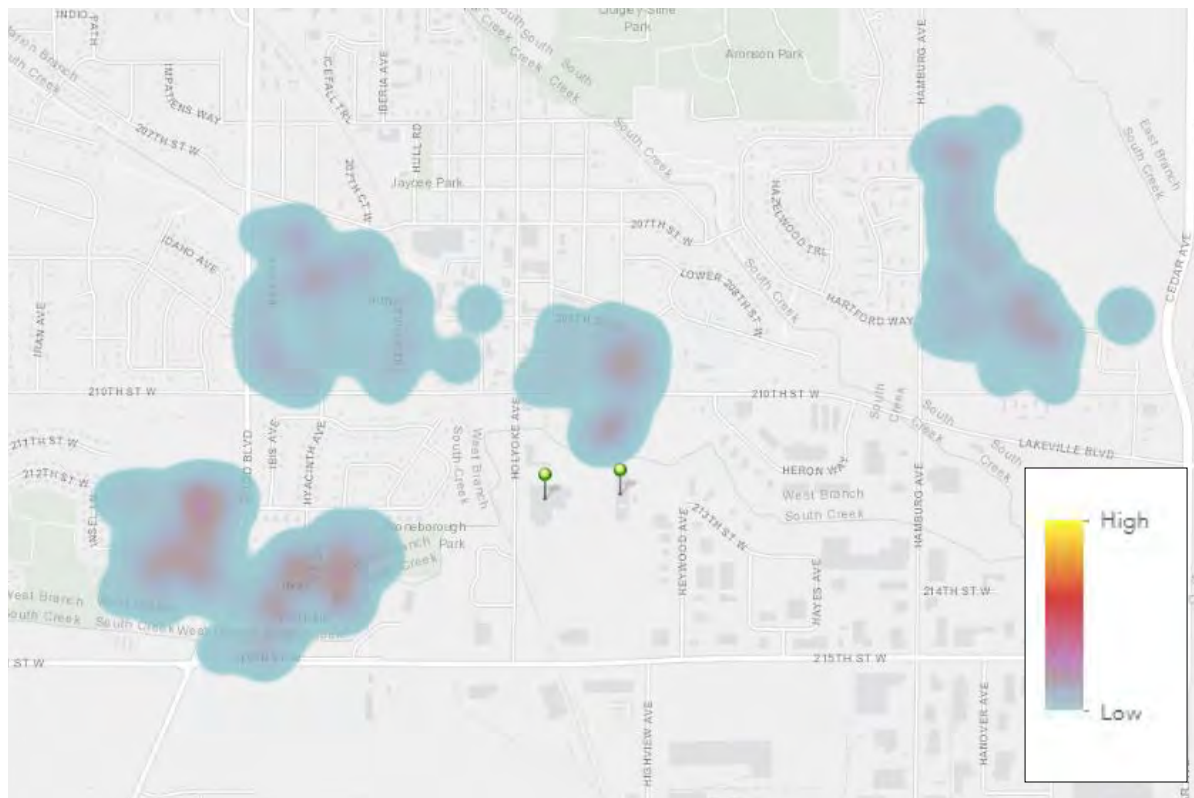
OAK HILLS ELEMENTARY STUDENT LOCATIONS



Source: ArcGIS online

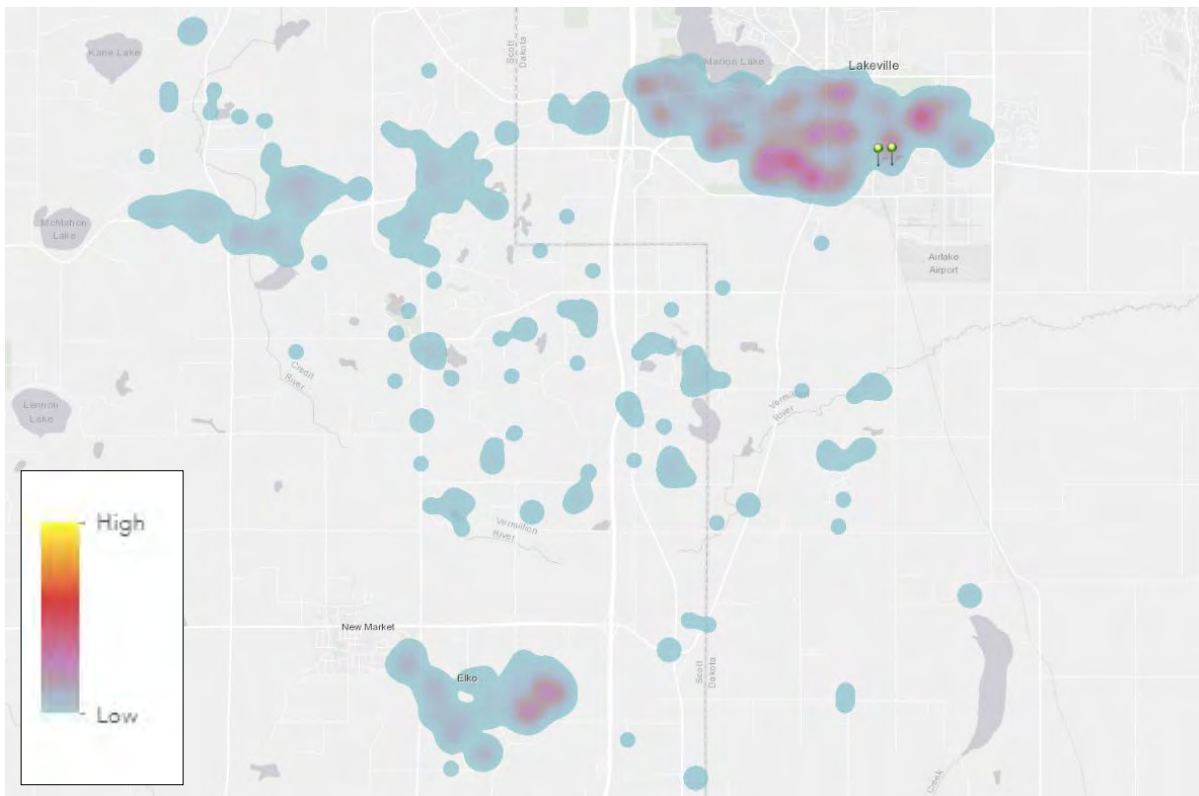
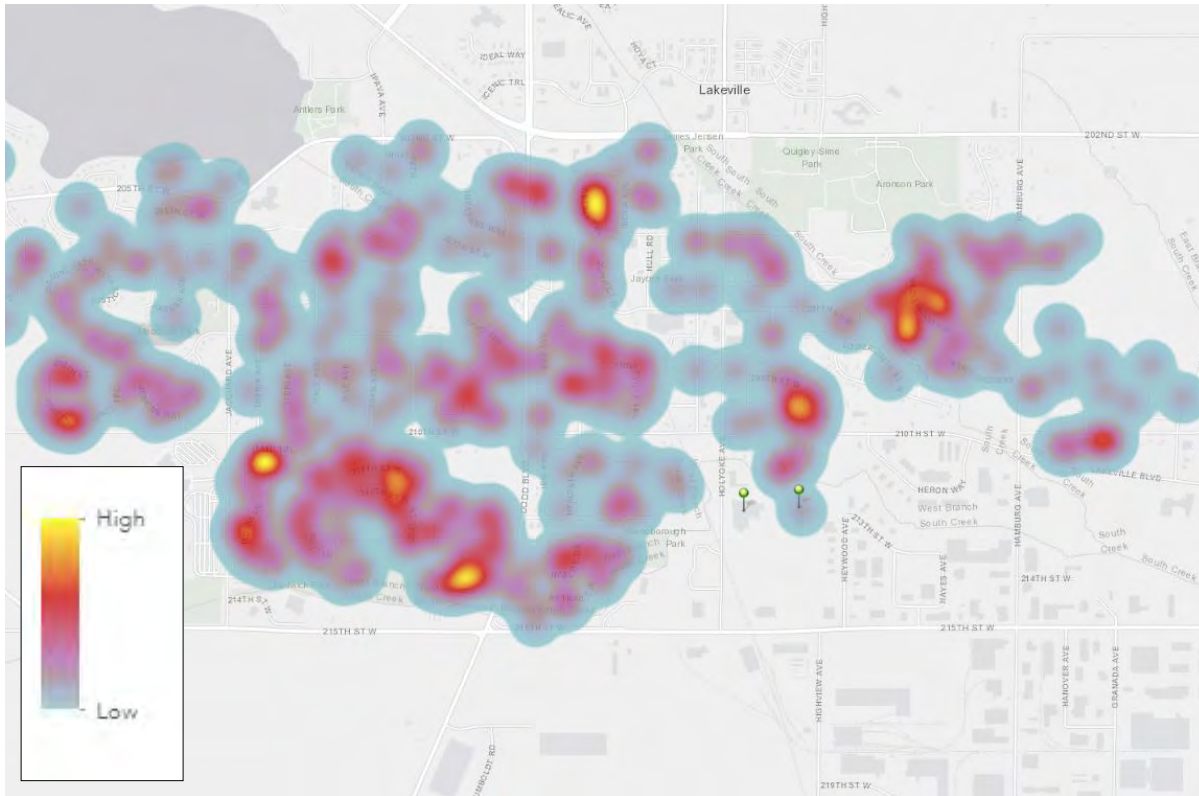


JOHN F. KENNEDY ELEMENTARY STUDENT LOCATIONS



Source: ArcGIS online

MCGUIRE MIDDLE STUDENT LOCATIONS



Source: ArcGIS online



building with access off Ipava. Private vehicles use a parent loop and parking lot on the south side of the building with two driveways (one-way in and one-way out) on 175th Street W. The bus loop and parent loop are connected by a driveway which the school cones off during arrival and dismissal to discourage cut-through traffic. A student patrol helps facilitate crossings across the pick-up/drop-off lane between the parking lot and the main entrance. Bicycle parking is located near the southwest corner of the school building. There are formal and informal short-cuts between the school grounds and neighborhood streets to the west and to the north.

Oak Hills: Oak Hills Elementary is located on the southwest corner near the intersection of 165th Street W and Highview Avenue. The school building is located on the north side of campus, and is surrounded by play fields and a wooded area on the west, south, and east. Oak Hills Elementary has two driveways, both off of 165th Street W. Buses use the western driveway as an entrance and exit to access a blacktop play area/bus loop on the west side of the school building. The western driveway is also used by private vehicles as an entrance to access the parking lot and parent loop on the north side of the building. Motorists are instructed to use the eastern driveway as an exit only. The school partially cones the eastern driveway off to discourage motorists from using it as an entrance.

Walkers and bikers are instructed to use the bus loop entrance. There is no continuous walking route between 165th Street W and the main entrance on the north side of the building (through the parking lot/parent loop). Student patrols help facilitate crossings of 165th Street W at Horizon Avenue, and across the bus loop driveway. Bicycle parking is located near the doors on the west side of the building near the bus loop. There are also recreational walking trail through the wooded area southeast of the school building.

John F. Kennedy & McGuire: John F. Kennedy and McGuire Middle is located on the east side of Holyoke Avenue between 210th Street W and 215th Street W. Both school buildings are on the north side of campus, McGuire on the west closer to Holyoke Avenue and John F. Kennedy to the east. Tennis courts are located north of the schools, a shared parking lot and green space is located between the schools, and larger athletic facilities are located south of the schools. A school access road off of Holyoke Avenue provides access to John F. Kennedy Elementary and a shared parking lot located between the two school buildings.

McGuire has a vehicle loop on the west side with a dedicated entrance and exit off of Holyoke Avenue. The loop may also be accessed from the shared driveway that serves John F. Kennedy. In the morning, the loop is used for parent drop-off and the parking lot between the schools is used for bus drop-off. In the afternoon, private vehicle and bus circulation flips. Bike parking is located at the north side of the school building.

John F. Kennedy also has a loop on the west side of the building, which is used preferentially for bus circulation. Student patrols help facilitate crossings from the school building to the shared parking lot, which is used for private vehicle pick-up and drop-off. Caregivers are instructed to park and walk their students into school. When school buses leave, parents are permitted to use the loop. Bicycle parking is located on the north end of the loop near the main entrance.

Surrounding Land Use

Cherry View: Cherry View is surrounded by single-family residential development. There are also several parks and conversation areas nearby including Zweber Woods, Daniels Conservation Area, Steve Michaud Park and Conservation Area, Woodbury Conservation Area, Cherryview Pond Park, and Cherryview Park. Land south of Dodd Boulevard is currently being developed into additional single-family homes, commercial uses, and additional parks and open space. Cherry View Elementary is about a mile east of Christina Huddleston Elementary and a mile south of Oak Hills Elementary.

Christina Huddleston: Christina Huddleston is surrounded by single-family residential development. There are also several parks and natural open spaces nearby including Dakota Heights Park directly to the south, Steve Michaud Park to the north, and Steve Michaud Park Conservation Area, Daniels Conservation Area, and Zweber

Woods to the east. A daycare facility is located kitty corner from Christina Huddleston. Christina Huddleston Elementary is about a mile east of Kenwood Trail, which is lined by multifamily housing and town homes and automobile-oriented commercial development. Christina Huddleston is about a mile west of Cherry View Elementary and less than a mile north of Eastview Elementary.

Oak Hills: Oak Hills Elementary School is primarily surrounded by single-family residential development. Messiah Lutheran Church is located directly south of campus and Minnesota Valley Church is located about a half-mile north of campus. Nearby parks and open spaces include: Woodbury Conservation Area and Steve Michaud Park to the south; Lac Lavon Park, Hypointe Crossing Park, and Highview Heights Park to the north; and Foxborough Park to the east. Crystal Lake Golf Club is also located nearby to the west.

John F. Kennedy & McGuire: John F. Kennedy Elementary and McGuire Middle are surrounded by a wide range of land uses. The shared campus is located about a quarter-mile south of downtown Lakeville which includes a variety of pedestrian-oriented commercial activities including restaurants, a bowling alley, and an arts center. There is a mix of single-family and multi-family residential development north and west of campus, including several apartments directly north of campus along 210th Street W. Land south and east of campus is primarily used for industrial activities including freight and manufacturing, or is undeveloped. Nearby parks and open spaces include Lakeville Hasse Arena directly south of campus, Stoneborough Park to the west, and Quigley Sime Park, Terrace Park, and Aronson Park to the north. Lakeville South High School is located about a mile and a half west of campus, and was identified as a popular destination during stakeholder engagement.

Infrastructure for Walking and Biking

Cherry View: Shared-use paths are located on both sides of 17th Street W and Highview Avenue, and on the north side of Dodd Boulevard. Sidewalks are generally not provided on residential streets surrounding Cherry View. The exception is the neighborhood directly east of Highview Avenue, which includes sidewalks on one side of the street. There are marked crosswalks and pedestrian crossing signage across 175th Street W at the school driveway; however students are instructed to only cross at the intersection of 175th Street W and Highview Avenue which is controlled by a four-way stop and monitored by student patrols and an adult crossing guard during arrival and dismissal.

Christina Huddleston: Shared-use paths or sidewalks are present on both sides of Ipava Avenue and 175th Street W. In front of the school, the shared-use path of 175th Street W connects to the school's main entrance instead of following along the street. While this provides a direct route for students, it forces other users to either take an indirect route through campus or walk in the grass along 175th Street W. Sidewalks are generally not provided on local residential streets near Christina Huddleston. Sidewalks are present on one or both sides of some streets in the neighborhoods west of Ipava Avenue, but there is not a consistent network. The intersection of Ipava Avenue and 175th Street W is controlled by a traffic signal, which is relatively new. Crosswalk markings are provided along 175th Street W at Ixonia Avenue, Italy Path, and Isleton Avenue west of campus. Crosswalk markings and an RRFB are located at Ipava Avenue and 171st Street W north of campus.

Oak Hills: Shared-use paths or sidewalks are located on both sides of 165th Street W and both sides of Highview Avenue north of 165th Street W. South of 165th Street W, a shared-use path is provided on the east side of Highview Avenue only. There is a marked and signed crosswalk across 165th Street W at Horizon Avenue which is patrolled by student patrols during arrival and dismissal. The intersection of Highview Avenue and 165th Street W is a four-way stop, and includes crosswalk markings. Sidewalks are generally not provided on local residential streets surrounding Oak Hills Elementary, though there is a trail easement between 165th Street W and Holbrook Avenue.

John F. Kennedy & McGuire: Pedestrian and bicycle connections to John F. Kennedy and McGuire are limited due to lacking infrastructure, railroads, and natural barriers. There is a sidewalk along the east side of Holyoke Avenue, but it ends at McGuire Middle's northernmost driveway, and there is no continuous pedestrian route



between Holyoke Avenue and John F. Kennedy. Sidewalks are present on both sides of Holyoke Avenue north of 210th Street. The intersection of 210th Street and Holyoke Avenue is controlled by a four-way stop which includes crosswalk markings. Portions of 210th Street directly north of campus have sidewalk or shared-use path; however most of 210th Street W does not include dedicated pedestrian or bicycle facilities, or shoulders of any kind. South Creek and a retention pond prevent pedestrian access from west of Holyoke Avenue and from apartments directly north of campus.

Pedestrian and Bicycle-Involved Crashes

The maps on the following pages show crashes involving people walking or biking a half mile of each campus between 2009 and 2018. No serious injury or fatal crashes were reported within the time period; however, there are a number of minor or possible injury collisions. One of the seven reported crashes involved a pedestrian under the age of 18.

SCHOOL TRAVEL PATTERNS

Student Hand Tallies

Results from the student hand tallies at each school are summarized below. A more detailed report of student hand tally results can be found in Appendix F.

Cherry View: The most common way for students to travel to and from school is by school bus (41 percent arrival / 46 percent dismissal) or family vehicle (40 percent arrival / 33 percent dismissal). Thirteen percent of students reported walking to school in the morning, and 18 percent reported walking home in the afternoon. Between one and three percent of students reported biking, carpooling, taking transit, or traveling to/from school in some other way.

Christina Huddleston: The most common way for students to travel to and from school is by school bus (64 percent arrival / 65 percent dismissal) or family vehicle (33 percent arrival / 30 percent dismissal). Between zero and two percent of students reported walking, biking, carpooling, or taking transit to/from school.

Oak Hills: The most common way for students to travel to and from school was by family vehicle (46 percent arrival / 41 percent dismissal) and school bus (41 percent arrival / 45 percent dismissal). Five percent of students reported walking to school in the morning, and six percent reported walking home. Six percent reported carpooling to school and seven percent reported carpooling home. Zero percent of students reported biking to or from school.

John F. Kennedy: The most common way for students to travel to and from school was by school bus (73 percent arrival / 76 percent dismissal). Twenty-five percent of students reported traveling to school by family vehicle in the morning, and 22 percent reported traveling home by family vehicle. One to two percent reported carpooling in the morning or afternoon. Zero percent of students reported walking or biking to school.

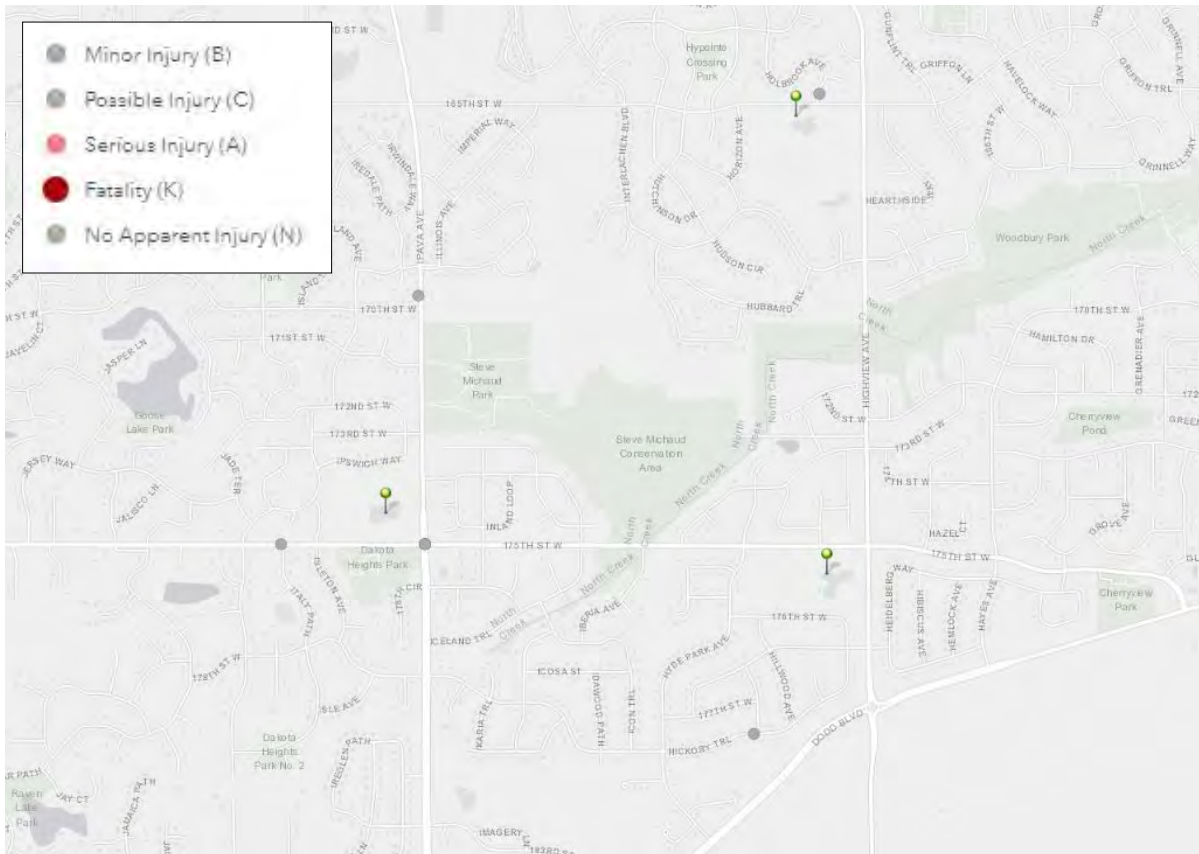
McGuire: Student hand tallies were not completed at McGuire Middle School.

Parent Survey Summary

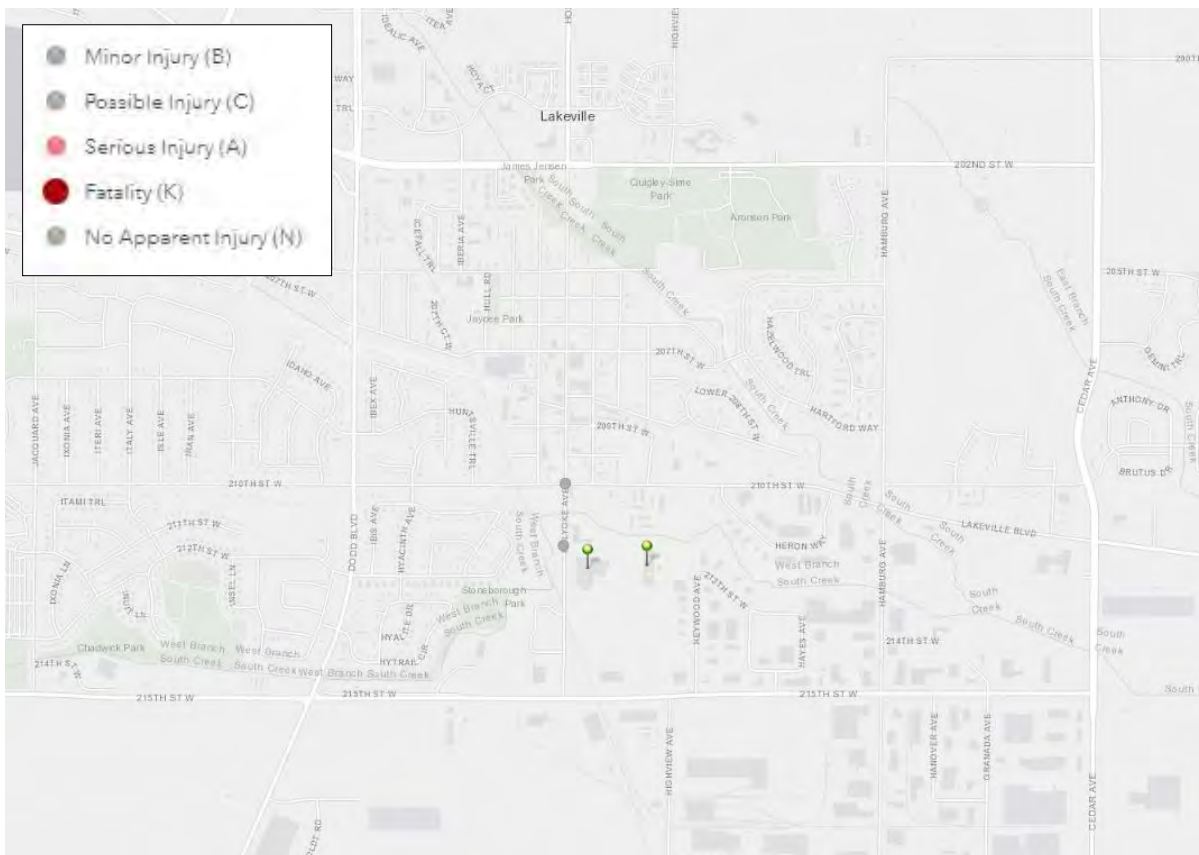
Results from the caregiver surveys at each school are summarized below. Detailed results from the parent surveys can be found in Appendix E.

Cherry View: A total of 113 caregiver surveys were completed for Cherry View Elementary. Of those who responded, 19 percent estimated living within a quarter-mile of school, 17 percent estimated living between a quarter and a half mile from school, and 16 percent estimated living between a half-mile and one mile. The remaining participants estimated living more than one mile from school. Sixty-seven percent of caregivers who estimated living within a quarter-mile of school reported that their student typically walks or bikes to school. Nineteen percent of caregivers living within a quarter-mile of school reported that their child is typically driven in a family vehicle.

CRASHES NEAR CHERRY VIEW, CHRISTINA HUDDLESTON, AND OAK HILLS



CRASHES NEAR JOHN F. KENNEDY AND MCGUIRE





The top issues reported by caregivers who do not allow their children to walk or bike to school included distance, traffic speeds and volumes, safety of intersections and crossings, weather or climate, and sidewalks or sidepaths. Caregivers who do allow their children to walk or bike to school identified distance, sidewalks or pathways, adults to walk or bike with, crossing guards, and safety of intersections and crossings as the top factors that affect their decision to allow their student to walk or bike.

In the comments, caregivers identified Dodd Boulevard and Cedar Avenue as barriers, as well as driver yielding behavior. Many respondents praised existing sidewalks/paths, the crossing guard at the intersection of 175th Street W and Highview Avenue, and the large groups of students who walk together, and shared that they walk or bike to school with their child. Some caregivers expressed concern about allowing their students to walk or bike alone, walking on streets without sidewalks or paths, or crossing busy streets without the help of a crossing guard.

Christina Huddleston: A total of 48 caregiver surveys were completed for Christina Huddleston Elementary. Of those who responded, nine percent estimated that they live less than a quarter-mile from school, 15 percent estimated living between a quarter-mile and a half-mile from school, and 34 percent estimated living between a half-mile and one mile from school. The remainder estimated living more than one mile from campus. Of those who estimated living within a quarter-mile of school, 25 percent reported that their child typically walks to school, and 75 percent said their child typically travels in a family vehicle.

The top issues reported by caregivers to affect the decision to not allow their child to walk or bike to school included traffic speeds and volumes, weather or climate, distance, and safety of intersections or crossings. More than 90 percent of caregivers said that Christina Huddleston neither encourages nor discourages walking or biking to school.

In the comments, caregivers identified Ipava Avenue, 170th Street W, the crossing of 175th Street W at Isleton, and the lack of sidewalk on residential streets as barriers for walking and biking to school. Caregivers noted that traffic volumes and driver behavior (including that of parents) near school and on campus were a concern. Parents noted that they would feel more comfortable allowing their child to walk or bike with a group, and expressed interest in establishing walking and biking groups from their neighborhoods.

Oak Hills: A total of 89 caregiver surveys were completed for Oak Hills Elementary. Sixteen percent estimated living less than a quarter-mile from school, 20 percent estimated living between a quarter-mile and a half-mile from school, and 29 percent estimated living between a half-mile and one mile from school. The rest estimated living more than one mile from school. Of those who estimated living less than a quarter-mile from school, 43 percent reported that their child typically walks to school, 43 percent reported that their child typically travels in a family vehicle, and 14 percent reported that their student typically takes the school bus.

Caregivers reported that the top issues that affect their decision to allow or not allow their student to walk or bike to school include traffic speeds and volumes, weather or climate, and safety of intersections or crossings. Seventy-five percent of respondents said that Oak Hills neither discourages nor discourages walking or biking to school. Seventeen percent said the school encourages it, and five percent said that the school discourages or strongly discourages walking or biking to school.

In the comments, caregivers identified pick-up and drop-off traffic along 165th Street W and Horizon Avenue, fear of crime, lack of sidewalks, and poor winter maintenance as barriers to walking or biking more often. Many caregivers felt that their students should be offered busing, or that they live too far from school to walk or bike. Others stated that walking and biking should be encouraged more, and even expressed that they wished walking or biking felt like a safe and viable option for their child.

John F. Kennedy: A total of 87 caregiver surveys were completed for John F. Kennedy Elementary. Four percent of respondents estimated that they live less than a quarter-mile from school, ten percent estimated living between a quarter-mile and half-mile from school, and 35 percent estimated living between a half-mile and one mile from

school. Sixty-seven percent of caregivers who estimated living less than a quarter-mile from school reported that their child typically travels to/from school by family vehicle. About 10 percent of caregivers who estimated living between a half-mile and one mile reported that their student typically bikes to school. Zero percent of caregivers who estimated living within a half-mile of school reported that their child typically walks or bikes.

The top issues caregivers reported that affect their decision to allow or not allow their child to walk or bike to school include traffic speeds and volumes, safety of intersections and crossings, and sidewalks or pathways. More than 80 percent of respondents said that the school neither encourages nor discourages walking or biking to school. Six percent reported that the school discourages or strongly discourages walking and biking, and seven percent said the school encourages or strongly encourages walking or biking.

In the comments, caregivers identified 210th Street W, Dodd Boulevard, the intersection of Holyoke Avenue and 210th Street W, and lack of sidewalks on campus as top barriers to walking or biking more often. Respondents noted that driver behavior including speeding and poor yielding were issues. Caregivers expressed interest and excitement in improving walking and biking routes to school by adding sidewalk and bikeway connections, providing crossing guards, and improving lighting.

McGuire: A total of 175 caregiver surveys were completed for McGuire Middle School. Thirteen percent estimated that they live within a half-mile of school, 19 percent estimated that they live between a half-mile and one mile of school, 30 percent estimated living between one and two miles of school, and 38 percent estimated living more than two miles from school. Nearly all respondents reported that their child typically by school bus or family vehicle.

The top issues reported by caregivers that affect whether their student walks or bikes to school include safety of intersections and crossings, traffic speeds and volumes, sidewalks or pathways, and distance. About 85 percent of respondents felt that McGuire neither encourages nor discourages walking or biking to school. Nine percent felt that walking or biking was discouraged or strongly discouraged, and seven percent felt that it was encouraged or strongly encouraged.

In the comments, caregivers overwhelmingly identified a desire for sidewalks or paths along 210th Street W between Lakeville South High School and McGuire Middle School. Holyoke Avenue, Dodd Boulevard, the intersection of Holyoke Avenue and 210th Street W, connections to neighborhoods, and poor winter maintenance were also identified as barriers to walking and biking. Many caregivers noted that it would be faster for their child to walk or bike than take the school bus, and identified walking and biking as good strategies to increase physical activity and develop independence among youth.

Appendix E. Parent Survey



This appendix includes a summary of a survey sent home to parents at in fall 2019. The surveys asks parents about walking and biking habits, barriers, and attitudes. The summaries are direct exports from the National Safe Routes to School Data Collection System.

PARENT SURVEY SUMMARY - CHERRY VIEW ELEMENTARY

School Name: Cherry View Elementary School

Set ID: 19110

School Group: Lakeville SRTS

Month and Year Collected: October 2019

School Enrollment: 0

Date Report Generated: 12/12/2019

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

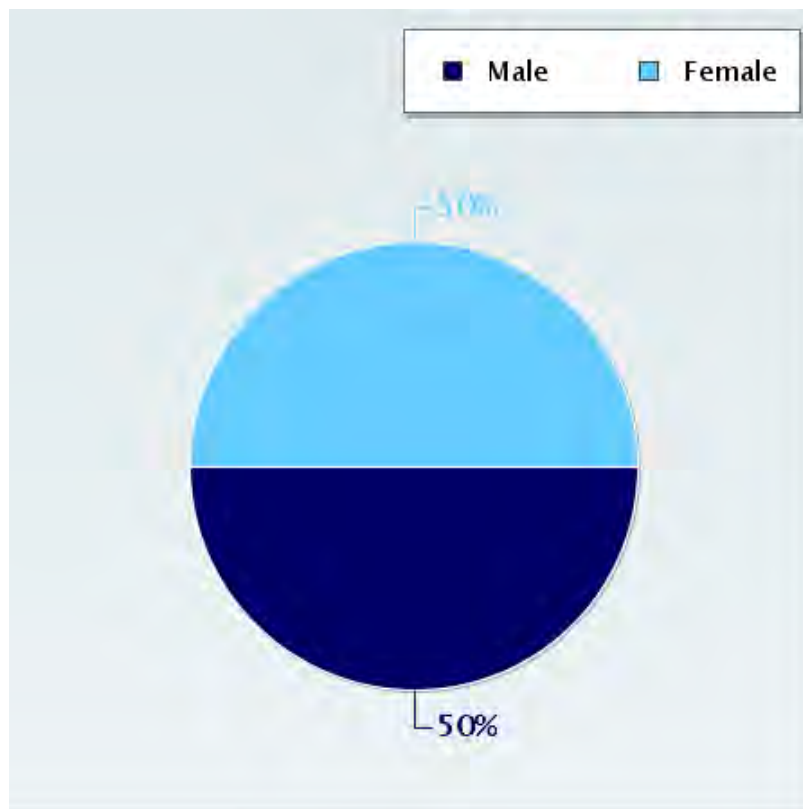
Tags:

Number of Questionnaires Distributed: 0

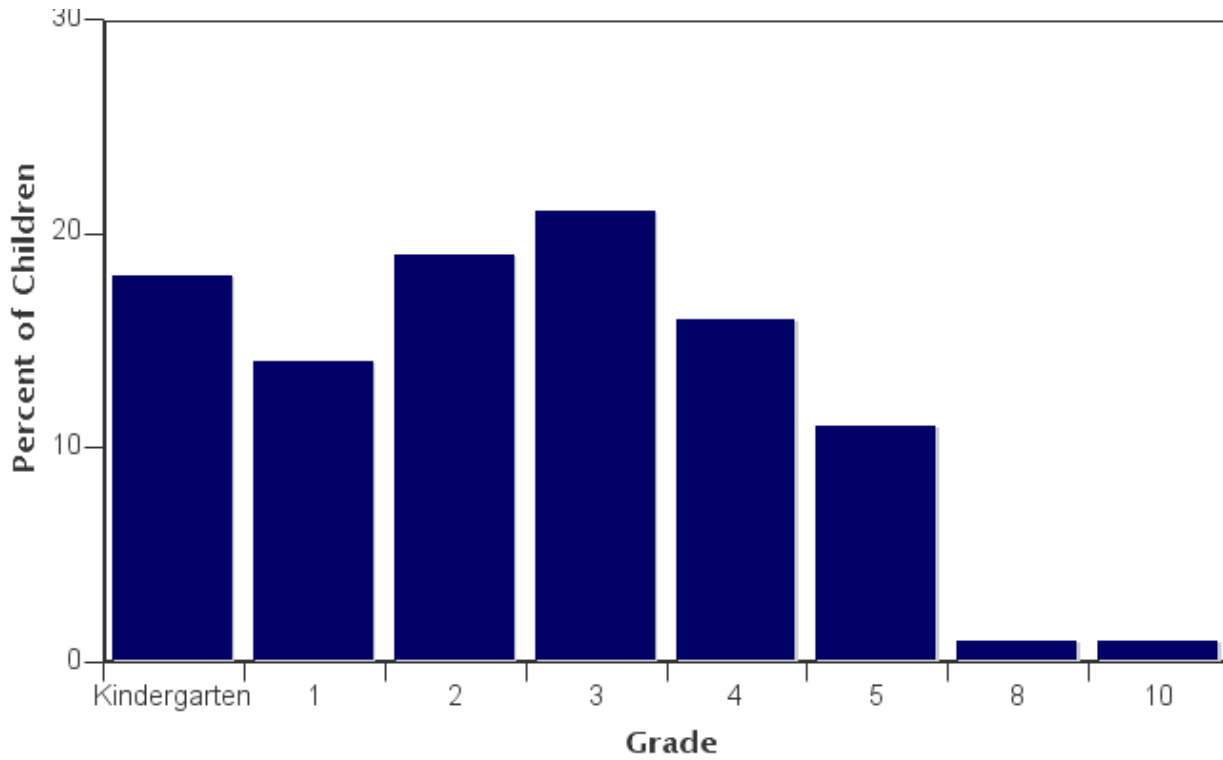
Number of Questionnaires Analyzed for Report: 113

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

Sex of children for parents that provided information



Grade levels of children represented in survey



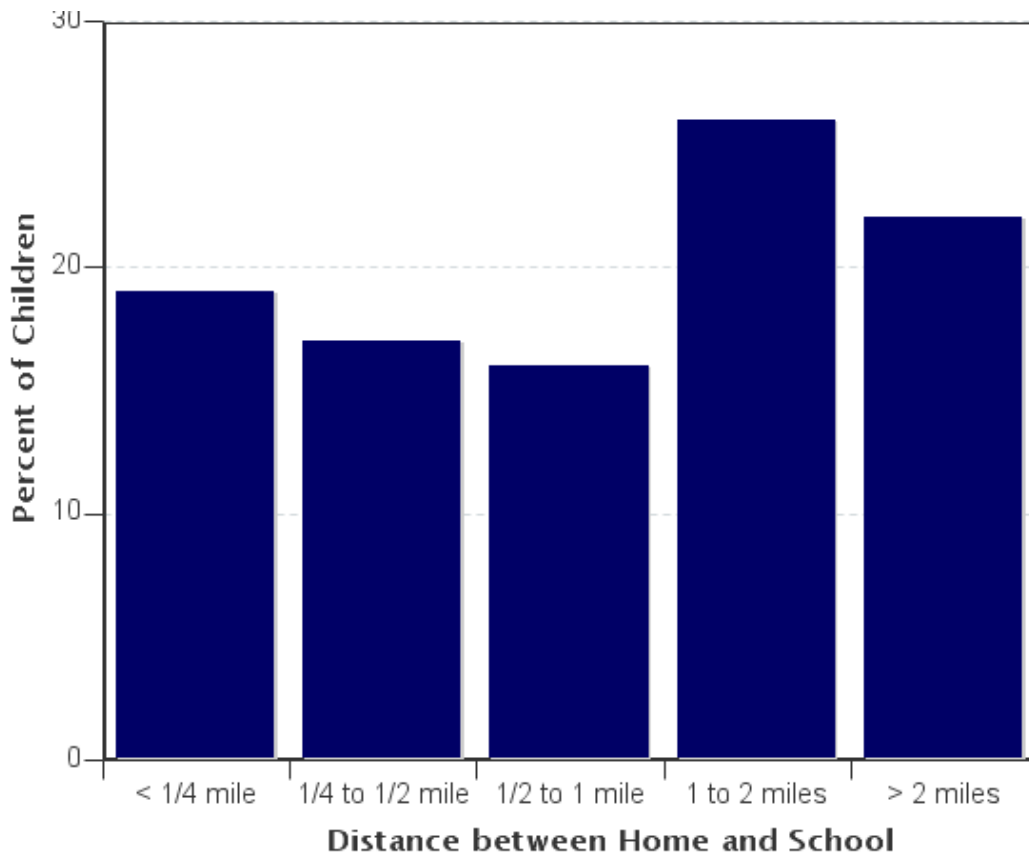
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	20	18%
1	16	14%
2	21	19%
3	24	21%
4	18	16%
5	12	11%
8	1	1%
10	1	1%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



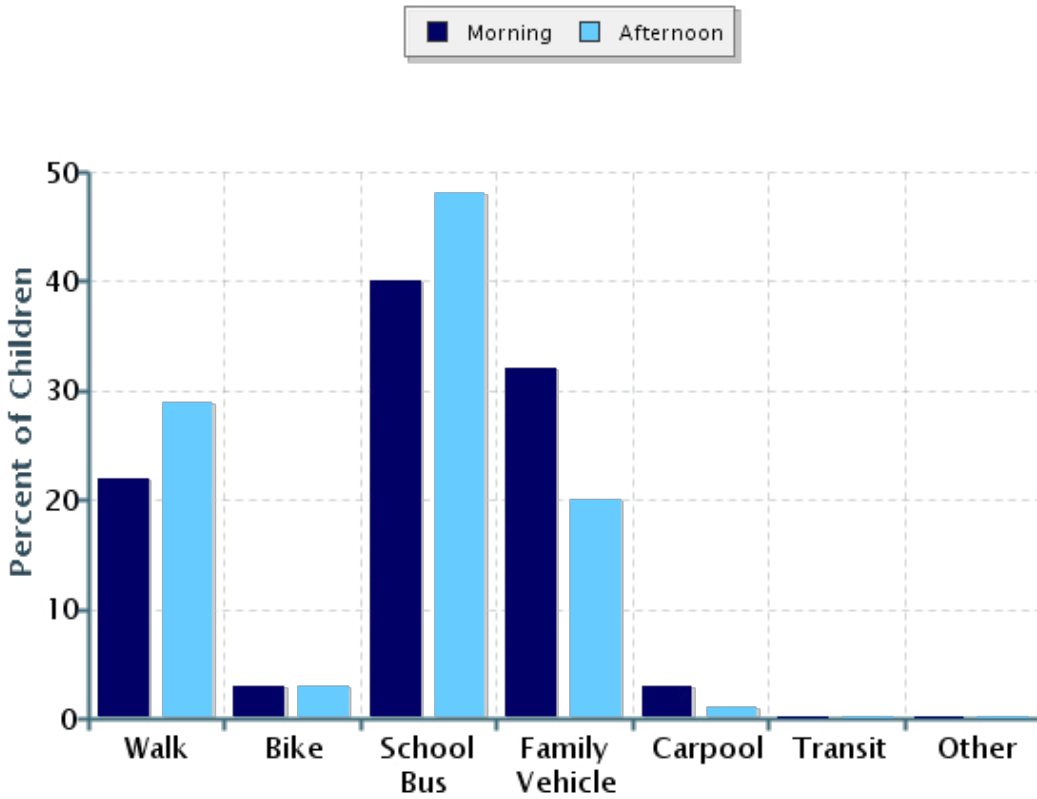
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	21	19%
1/4 mile up to 1/2 mile	19	17%
1/2 mile up to 1 mile	18	16%
1 mile up to 2 miles	29	26%
More than 2 miles	24	22%

Don't know or No response: 2

Percentages may not total 100% due to rounding.

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	112	22%	3%	40%	32%	3%	0%	0%
Afternoon	112	29%	3%	48%	20%	0.9%	0%	0%

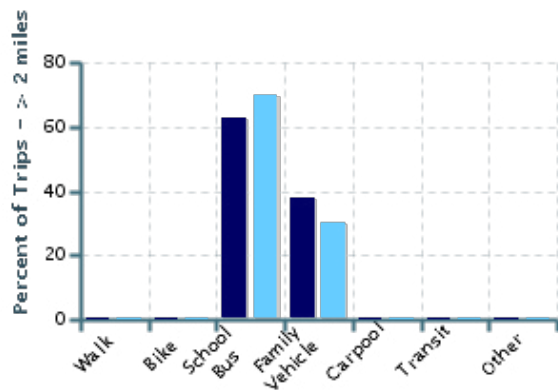
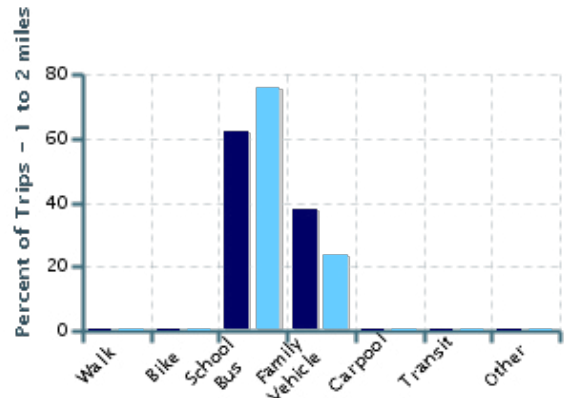
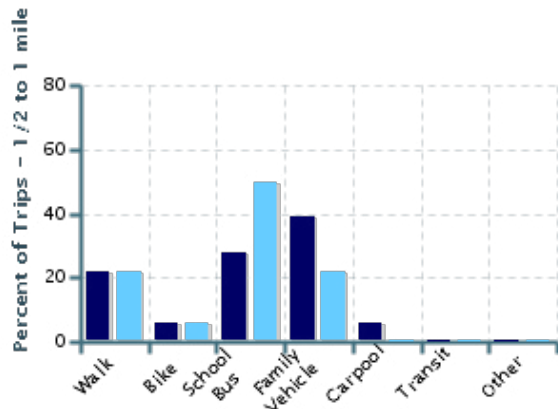
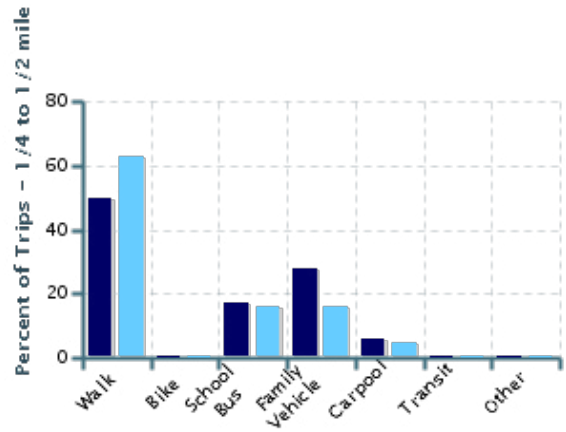
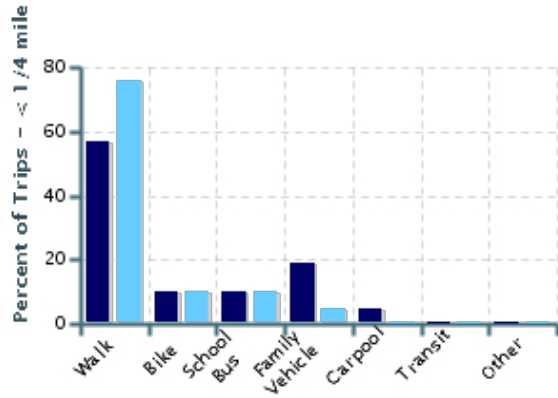
No Response Morning: 1

No Response Afternoon: 1

Percentages may not total 100% due to rounding.

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	21	57%	10%	10%	19%	5%	0%	0%
1/4 mile up to 1/2 mile	18	50%	0%	17%	28%	6%	0%	0%
1/2 mile up to 1 mile	18	22%	6%	28%	39%	6%	0%	0%
1 mile up to 2 miles	29	0%	0%	62%	38%	0%	0%	0%
More than 2 miles	24	0%	0%	63%	38%	0%	0%	0%

Don't know or No response: 3

Percentages may not total 100% due to rounding.

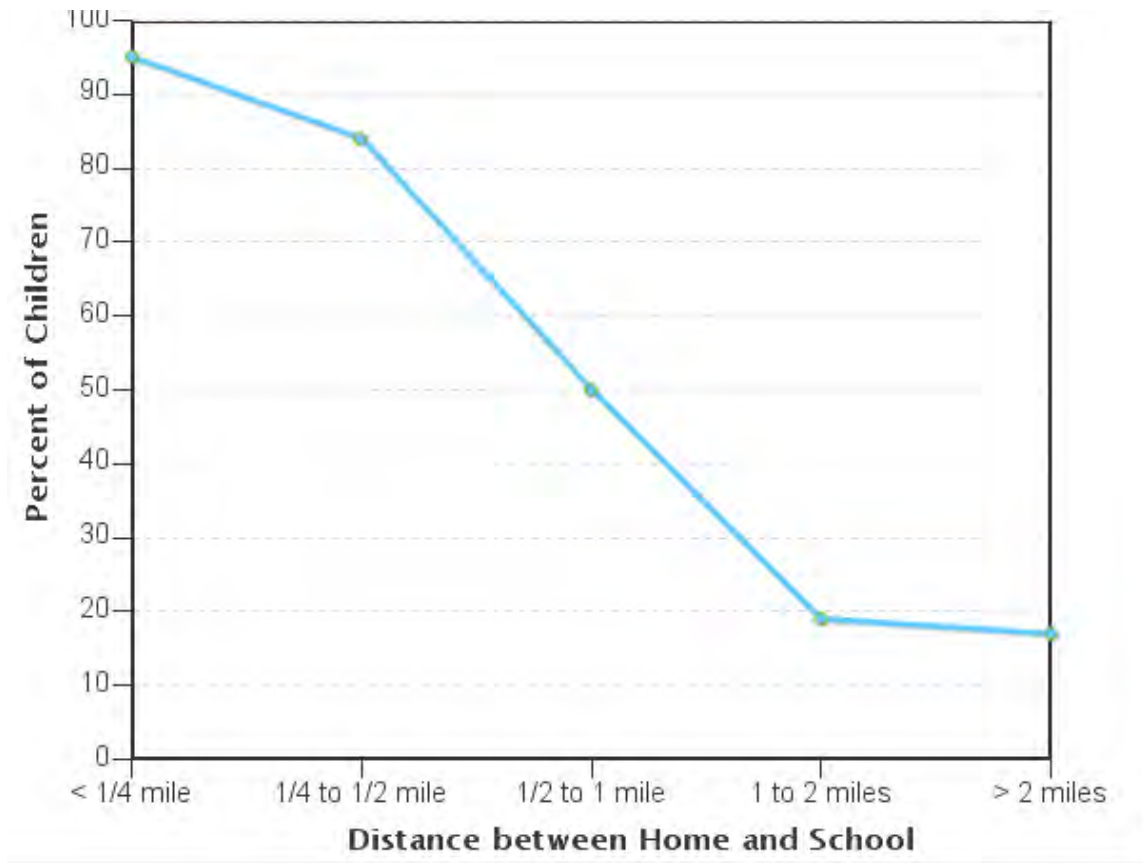
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	21	76%	10%	10%	5%	0%	0%	0%
1/4 mile up to 1/2 mile	19	63%	0%	16%	16%	5%	0%	0%
1/2 mile up to 1 mile	18	22%	6%	50%	22%	0%	0%	0%
1 mile up to 2 miles	29	0%	0%	76%	24%	0%	0%	0%
More than 2 miles	23	0%	0%	70%	30%	0%	0%	0%

Don't know or No response: 3

Percentages may not total 100% due to rounding.

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

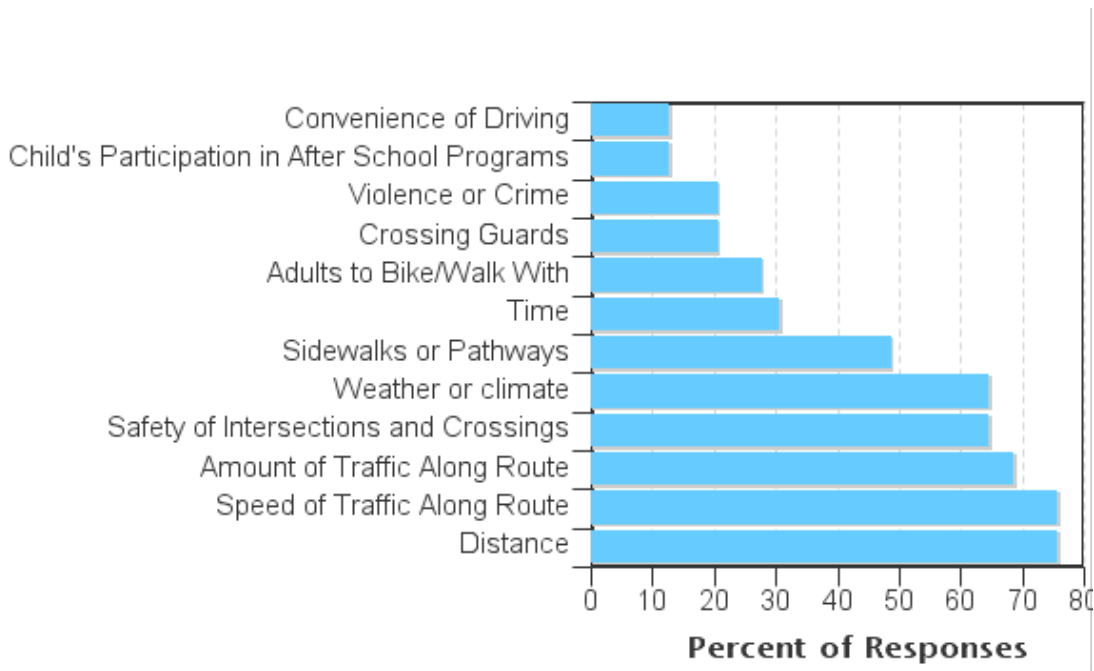


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

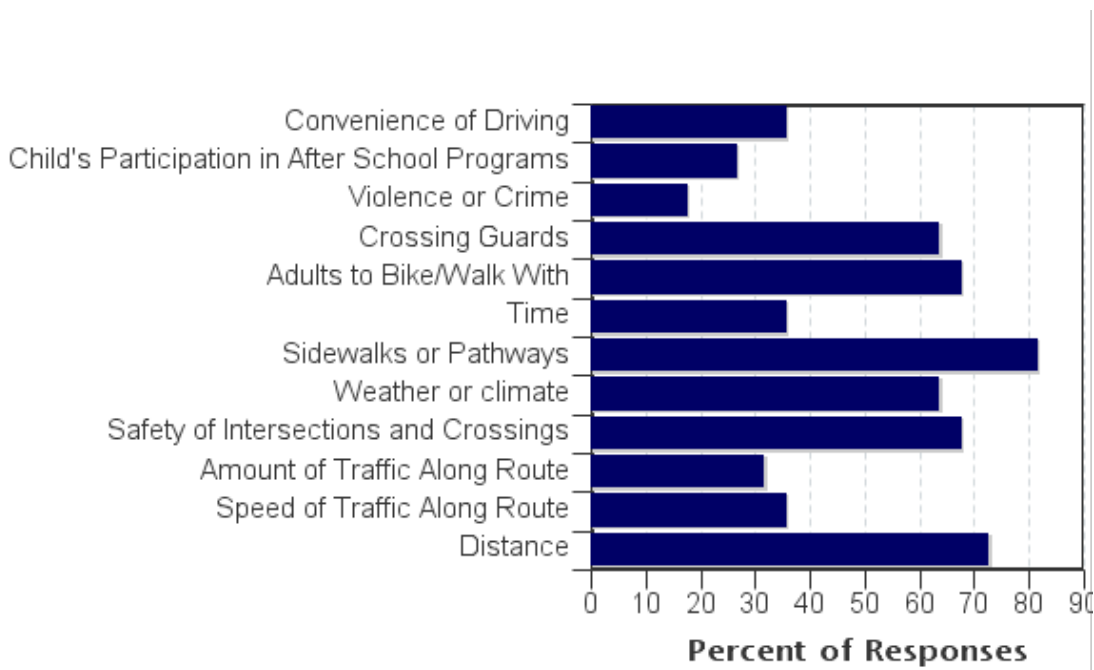
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	54	95%	84%	50%	19%	17%
No	55	5%	16%	50%	81%	83%

Don't know or No response: 4
 Percentages may not total 100% due to rounding.

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
Distance	76%	73%
Speed of Traffic Along Route	76%	36%
Amount of Traffic Along Route	69%	32%
Safety of Intersections and Crossings	65%	68%
Weather or climate	65%	64%
Sidewalks or Pathways	49%	82%
Time	31%	36%
Adults to Bike/Walk With	28%	68%
Crossing Guards	21%	64%
Violence or Crime	21%	18%
Child's Participation in After School Programs	13%	27%
Convenience of Driving	13%	36%
Number of Respondents per Category	68	22

No response: 23

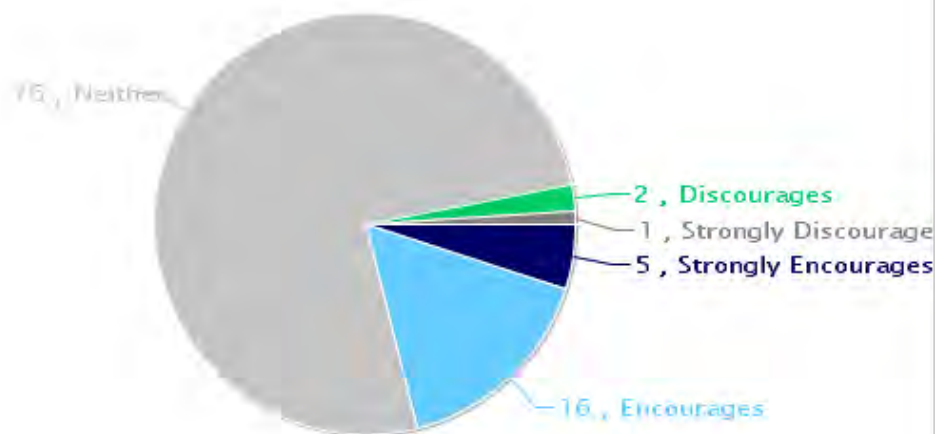
Note:

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

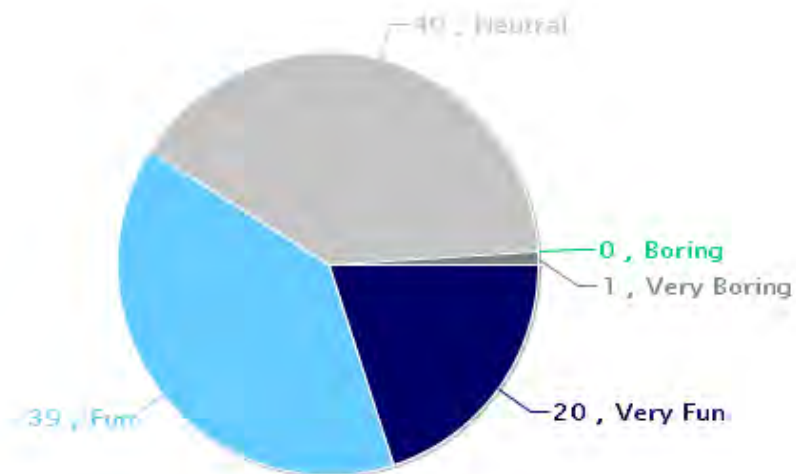
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

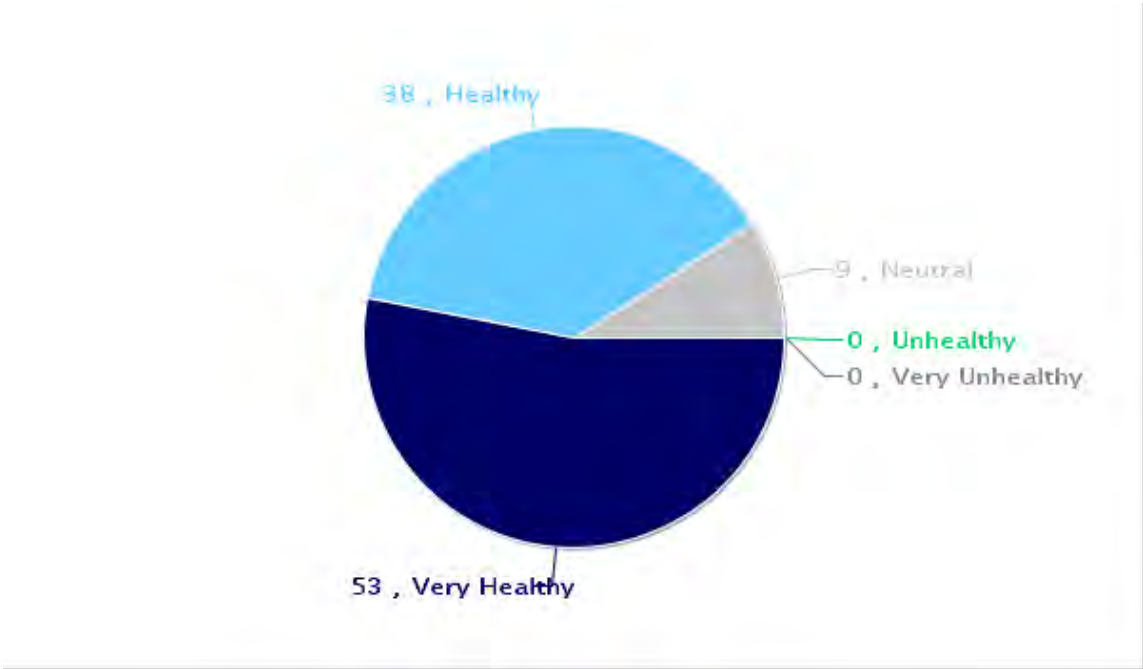
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section

SurveyID	Comment
1682727	My main reason for not allowing my child to walk is not a mistrust of my child, who is quite mature, but a mistrust of others. Bullying opportunities and child predators concern me. It's unlikely, but it's a simple thing to avoid as I'm able to drive. 99.9% of the time, all will be well, but children don't know how to handle it when the unexpected occurs. Some children have to walk due to circumstances and doing so should be made as safe as possible.
1682761	I think we just live too far away from the school to make walking or biking an option for elementary aged children. In addition, the children would have to cross Dodd to get home, which is too dangerous to cross, in my opinion.
1682767	There is not a direct route with sidewalks. And over a mile is too long to walk on pretty busy roads
1682821	Busing for kids should be based not only on distance from the school but on how many busy roads kids would have to cross. Any streets with a speed limit above 45 mph I believe would be dangerous for any child.
1682832	We live just under a half mile away from the school (0.4 miles). We feel it's too far away for our daughter to walk by herself especially in the cold winter months, so we have to pay for busing. She walks with us to school when we have a day off of work. We will do the same when our younger kids reach elementary school too.
1682837	I fully support any SRTS activities and planning for CVE. I wanted to be clear, why I am not comfortable with my child biking or walking, we live I think exactly 2 miles from CVE. Also my child would have to cross Dodd Blvd, which I don't think is safe for any elementary school child. Good luck with the SRTS efforts and planning.
1682920	I'm confident in our school's ability to police the "4-corners" cross-walk @ Highview & 175th Street. There are also great bike paths to our neighborhood, and our child walks home with a "herd" of children. I like that they hold the kids until they can cross in large packs and walk home for safety!
1682720	I would most likely never let my kid walk or bike to school as Dodd is essentially a highway at 55mph. It's completely unsafe and the amount of accidents that happen on Dodd is insane. They truly must slow the speeds down and figure out a way so that people feel safe walking and biking.
1682724	We open enroll, but live right on the boundary line. My kids walk .4 miles to the bus stop, which Google Maps says is a 9 minute walk. I worry when the weather is not good that they will get wet or when it's really cold, frostbite. Or possibly on days that there has been a lot of snow that the sidewalk won't be plowed. I would worry about the same things if they were walking straight to school.
1684119	There seems to be a lack of crosswalks and crossing guards at Hummingbird/Hyde Park and 175th and kids coming from that direction to and from school. Also they have to use a crosswalk in front of the busses.
1685967	We live in the Avonlea development on the west side of Cedar. There is a giant opportunity right now to provide a bike path through the new development being built to the North of us off of Dodd. Also I would propose When Dodd is reconstructed, build a bike tunnel under it like Farmington did with Meadowview crossing 195th
1682730	I would love for my. Hold to be able to ride his bike but the streets on Holyoke to Dodd are too unsafe and drivers drive to fast.. there is also no sidewalks or even bike path

1682764	Our son has to cross Dodd to get home. This year he had biked home twice. While waiting for the crosswalk signal he has experienced cars not stopping at the intersection. They continue to turn right (coming from 185th, turning south on Dodd) even though the walk signal is on. He's almost had to wait through another stop light cycle because the cars just kept turning and did not recognize the walk signal.
1682787	Maturity of child is a huge factor for us.
1685259	For our neighborhood it's a pretty straight route to school, so we walk whenever possible. My son is more comfortable walking home alone with friends (without an adult) due to the # of kids walking at the same time. Going to school is a different story as families leave at different times and many are dropped off for before school programs, so my son prefers to walk with an adult on the way to school. During the winter, the negative is that the sidewalk going directly to/from school is usually covered in ice and quite dangerous to walk on. For most of the winter then we are forced to drive to school due to the sidewalk conditions. If they would be made safer, then we would definitely choose to walk most days in the winter too.
1682808	A crosswalk and crossing light at 172nd Street and Highview would be wonderful. One like on Ipava, by Michaud Park. Not only would it be convenient for the school kids, but everyone else that uses the trail that crosses at that location. It's a fairly busy, high speed road, and a crosswalk with crossing lights by button would drastically increase safety. It's just a matter of time before someone is hit there.
1690788	depends on if other kids (or myself) are walking with him
1682713	We pay to have a bus pick up and drop off our kindergarten. It does upset me because it is at a stop that I feel isn't very convenient for my child to even walk to by himself plus I am paying. It's frustrating. I absolutely would not allow my kindergartener to walk to or from school by himself. I can walk him to school but he needs a ride home because his older brother gets him off the bus. Our older son walked to CVE in 4 and 5 grade. We had him take a paid bus before that. I don't mind paying but I am frustrated at how far the stop is from my house. I would consider letting my child walk in 3rd grade. Thank you
1682718	My children would have to cross cedar avenue (county road 77) to get to their school. That road is too busy and traffic is going to fast for me to ever let them cross to go to school.
1684080	We are 1 block from Eastview and .5 miles to Christina Huddleston. We travel by both schools on the way to Cherry View Elementary. District lines would be where I would start for biking to school.
1682960	I ONLY feel comfortable in that intersection during crossing guard hours. Never in my life have I experienced such a dangerous intersection by a school. I've walked to the school during non school hours and have witnessed drivers run the stop sign. One day we had a car stop across the street and we started to walk and the car started driving toward us!!! Like they absentmindedly stopped and then just drove on through. I at least feel safer when there are a lot of people at the intersection, strength in numbers. Even as a driver, I struggle with other drivers that don't understand a 4 way stop. People fly down highview as if they are still on Dodd.
1682995	My child would have to cross Dodd Blvd regardless of which grade they enter and I feel that it becomes very dangerous even at high school age, so I am hesitant to allow that till further options are explored long Dodd Blvd.
1682762	Distance to elementary is the reason we don't bike or walk. We live across Dodd from LNHS and I would never let the kids walk/bike because of the dangerous intersection.
1682777	I will not even let my child (driver permit) drive to school because the intersection is way too dangerous. Improvements need to be made.

1682818	we live far enough away from the school that it makes me slightly uncomfortable to let my girls walk to school yet we still have to pay for busing. If we could get a list of other students/parents walking from our neighborhood I would feel better letting them walk home.
1690496	I'm this day and age, I would not feel comfortable with an elementary or middle school student biking on their own to school for 0.8 miles. The route they would take is along busy roads and even though there is a way to avoid intersections, it still makes me uncomfortable.
1682719	There are no decent sidewalks to and from school for our daughter to take. The world isn't safe enough for a young girl to walk so far to and from school in our opinion.
1682740	My child had a large group of neighbors to walk to and from school with, which made me feel more comfortable at younger grades.
1690519	My children walk to school with a group of neighbors. I wouldn't be comfortable without the group. I am nervous about them walking on a portion of the path that travels to North Park to get to Highview and the busy car traffic on Highview. My kids have a mobile phone for additional communication.
1682792	Survey does not really apply to my child as he is 10+ miles away from school.
1682728	Dodd is too busy and dangerous. My kids will always have to cross Dodd to get to school at CVE, Century & LN. I only cross Dodd as a pedestrian At the stoplights and during off hour. I would not want my kids crossing during peak traffic time before /after school.
1682857	The neighborhood directly south of Cherry View is very lacking in sidewalks. Sidewalks would need to be built before I'd let my child walk to school.
1683847	My child takes the bus from a daycare, and the district makes us pay for that. For working families this is a hardship. The bus is running anyway, I do not believe Elementary students should have to pay to ride the bus. It is a safety issue when the parents are not able to pick the child up at school.
1682714	We tried driving part way and walking a little bit because he wanted to be one of the walkers. Didn't go well because no program for that. Think that it would be fun to have a day for the bus riders (kids who live too far away to walk/ride) to have the option by having a designated place for their parent to pick them up a bit away.
1682796	A lot of these questions I was not able to answer since my child rides the bus to school.

PARENT SURVEY SUMMARY - CHRISTINA HUDDLESTON ELEMENTARY

School Name: Huddleston Elementary School

Set ID: 19111

School Group: Lakeville SRTS

Month and Year Collected: October 2019

School Enrollment: 0

Date Report Generated: 12/12/2019

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

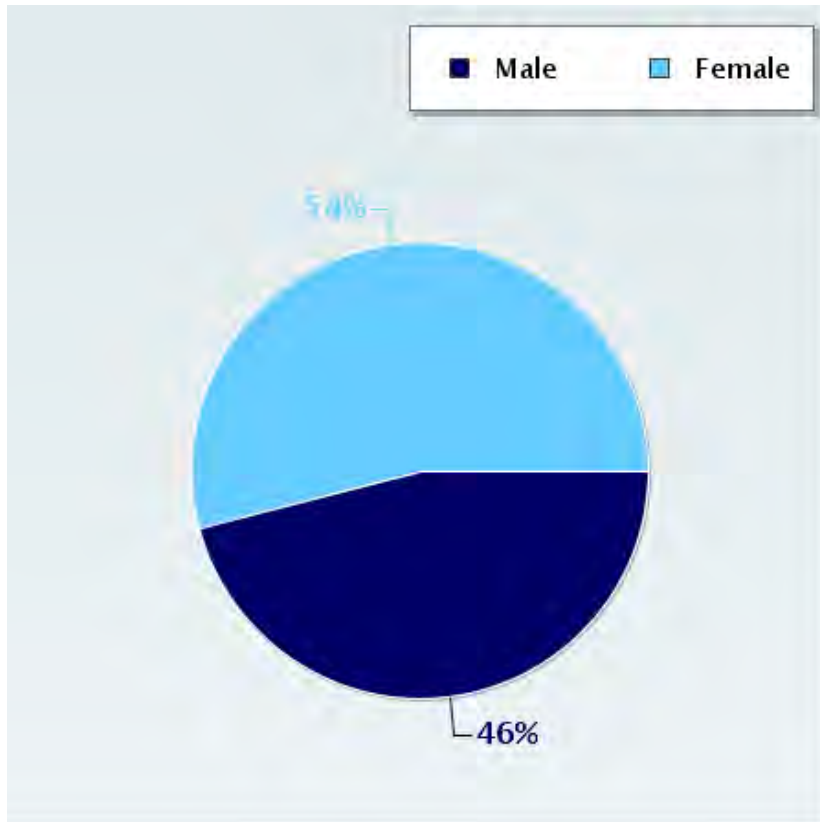
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Number of Questionnaires Distributed: 0

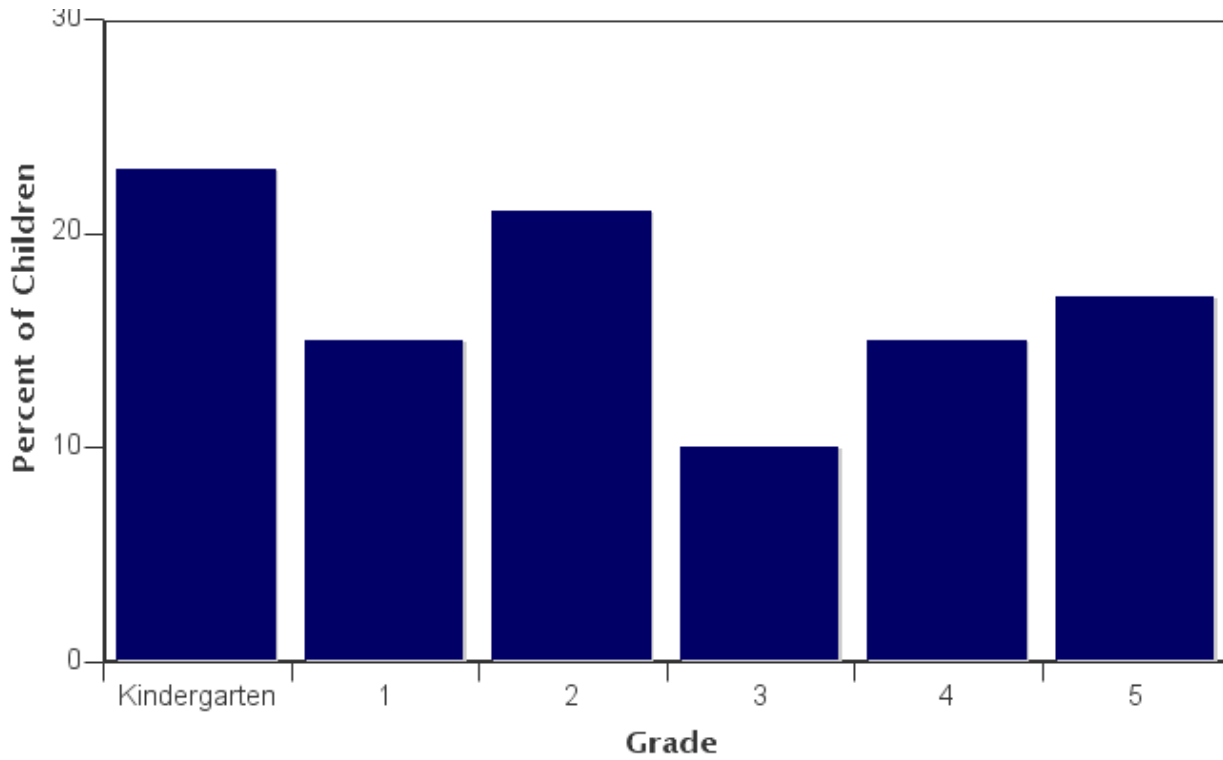
Number of Questionnaires Analyzed for Report: 48

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

Sex of children for parents that provided information



Grade levels of children represented in survey



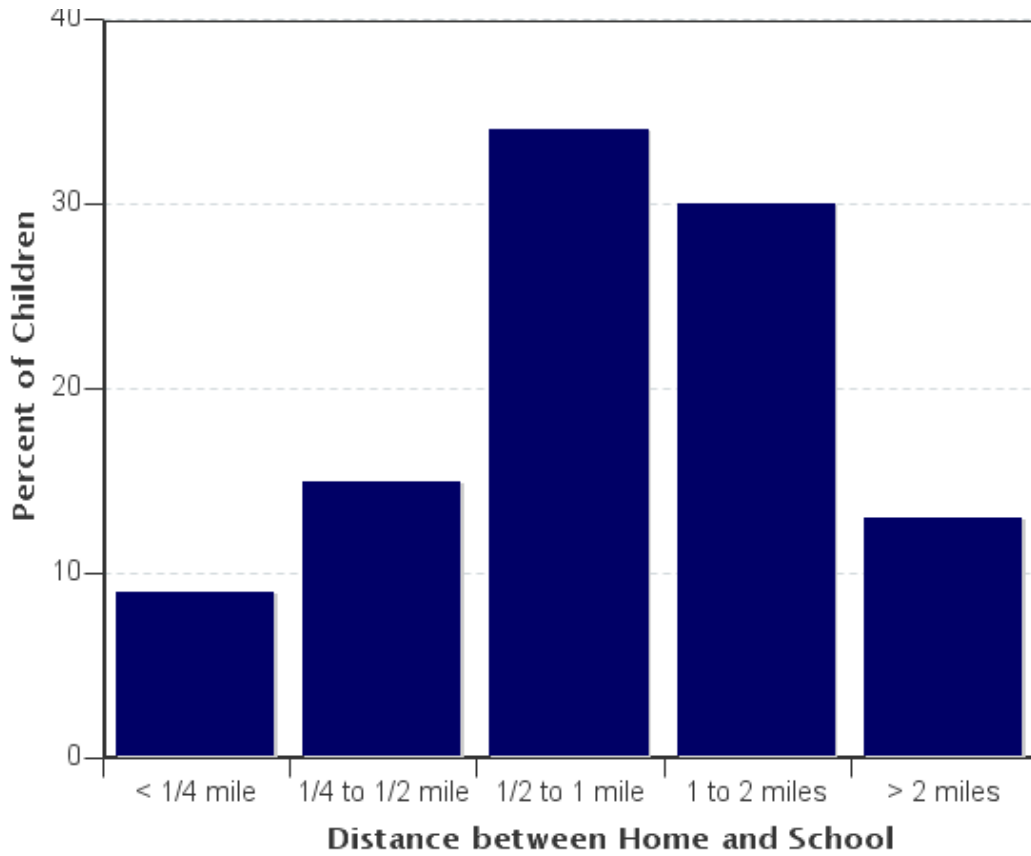
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	11	23%
1	7	15%
2	10	21%
3	5	10%
4	7	15%
5	8	17%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



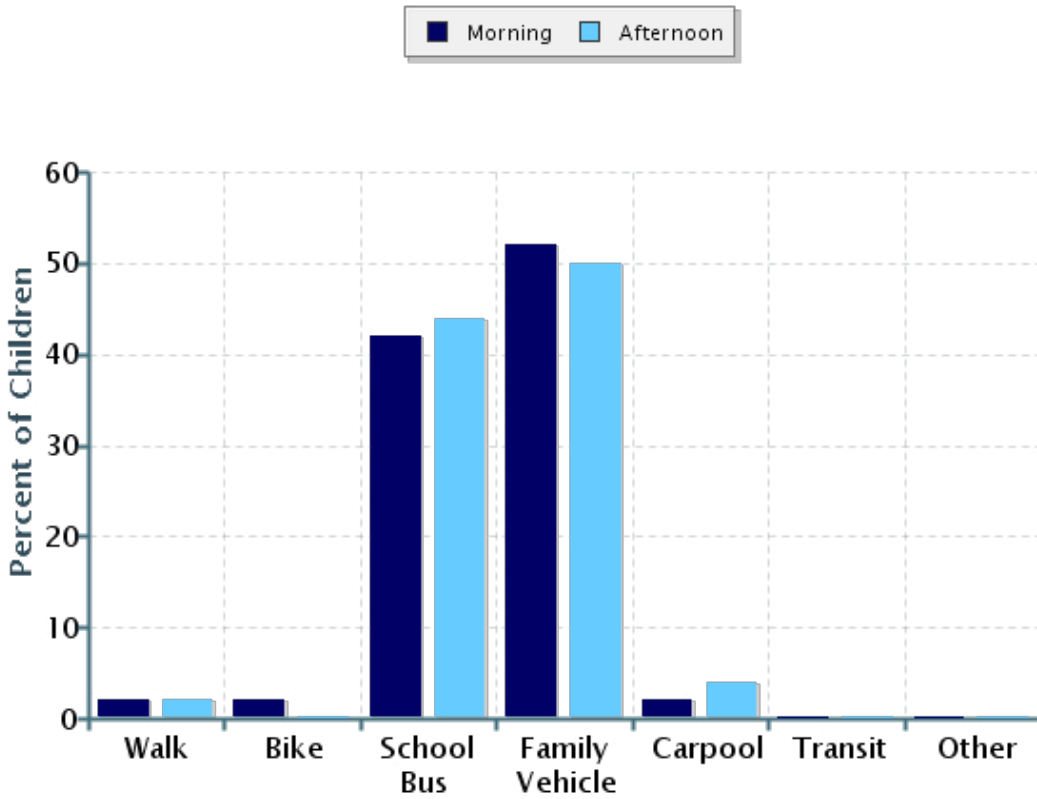
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	4	9%
1/4 mile up to 1/2 mile	7	15%
1/2 mile up to 1 mile	16	34%
1 mile up to 2 miles	14	30%
More than 2 miles	6	13%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

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	48	2%	2%	42%	52%	2%	0%	0%
Afternoon	48	2%	0%	44%	50%	4%	0%	0%

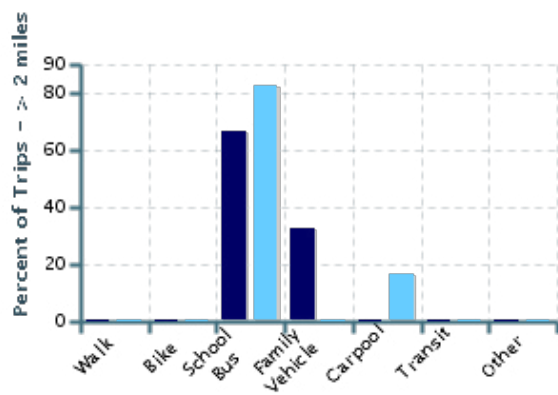
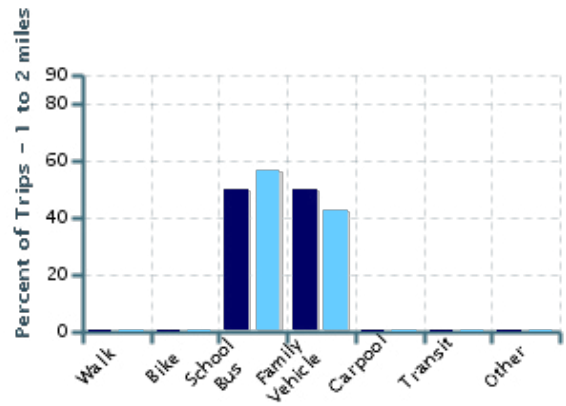
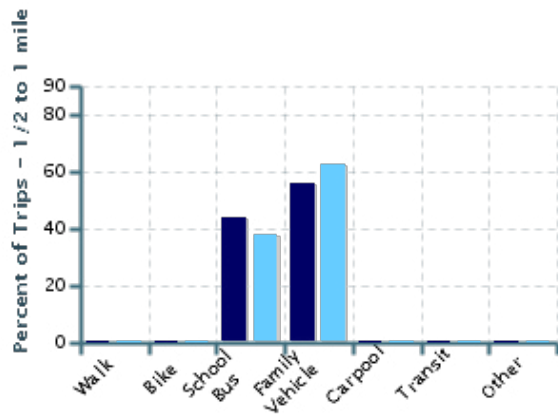
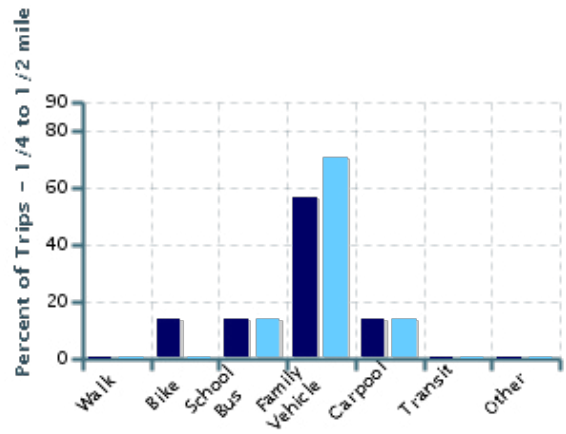
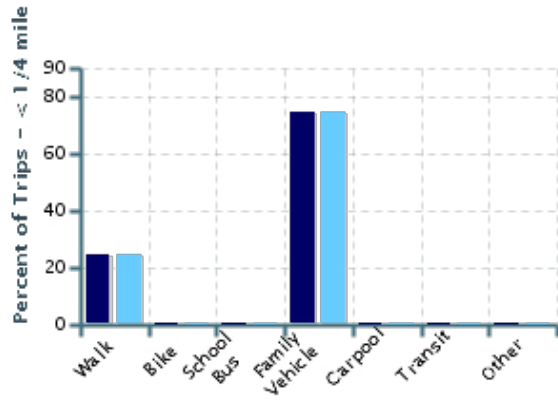
No Response Morning: 0

No Response Afternoon: 0

Percentages may not total 100% due to rounding.

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	4	25%	0%	0%	75%	0%	0%	0%
1/4 mile up to 1/2 mile	7	0%	14%	14%	57%	14%	0%	0%
1/2 mile up to 1 mile	16	0%	0%	44%	56%	0%	0%	0%
1 mile up to 2 miles	14	0%	0%	50%	50%	0%	0%	0%
More than 2 miles	6	0%	0%	67%	33%	0%	0%	0%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

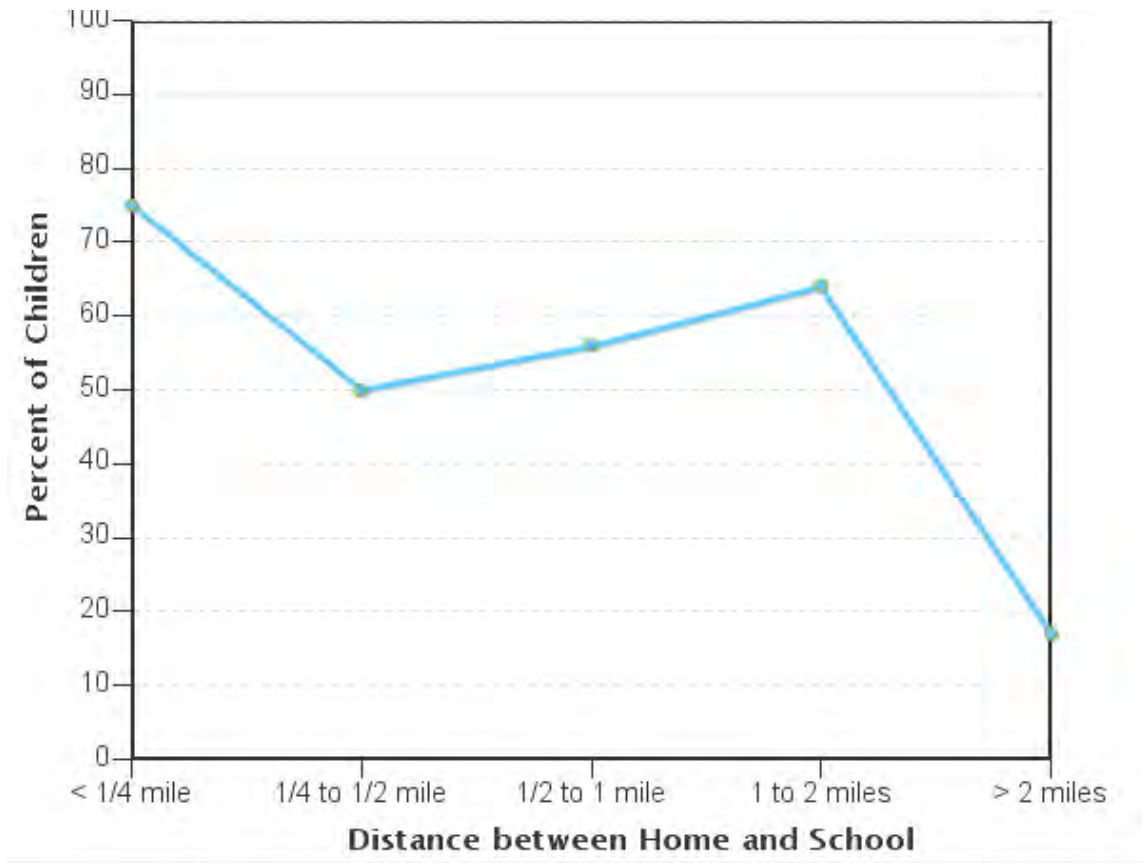
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	4	25%	0%	0%	75%	0%	0%	0%
1/4 mile up to 1/2 mile	7	0%	0%	14%	71%	14%	0%	0%
1/2 mile up to 1 mile	16	0%	0%	38%	63%	0%	0%	0%
1 mile up to 2 miles	14	0%	0%	57%	43%	0%	0%	0%
More than 2 miles	6	0%	0%	83%	0%	17%	0%	0%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

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

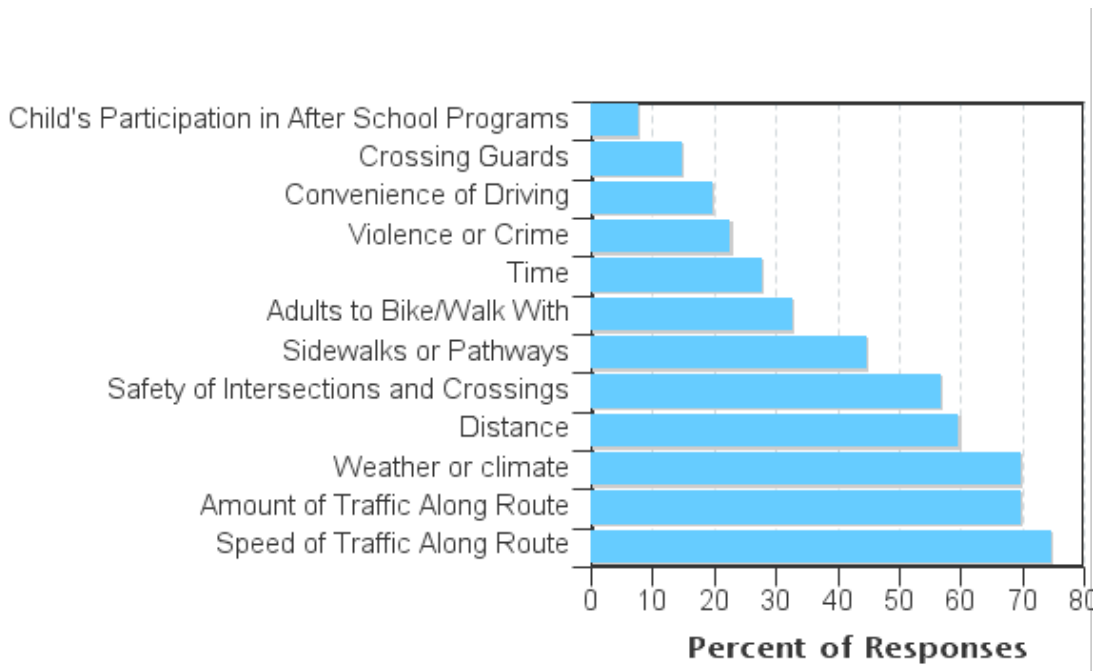


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

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	25	75%	50%	56%	64%	17%
No	21	25%	50%	44%	36%	83%

Don't know or No response: 2
 Percentages may not total 100% due to rounding.

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



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

Issue	Child does not walk/bike to school	Child walks/bikes to school
Speed of Traffic Along Route	75%	0
Amount of Traffic Along Route	70%	0
Weather or climate	70%	0
Distance	60%	0
Safety of Intersections and Crossings	57%	0
Sidewalks or Pathways	45%	0
Adults to Bike/Walk With	33%	0
Time	28%	0
Violence or Crime	23%	0
Convenience of Driving	20%	0
Crossing Guards	15%	0

Child's Participation in After School Programs	8%	0
Number of Respondents per Category	40	0

No response: 8

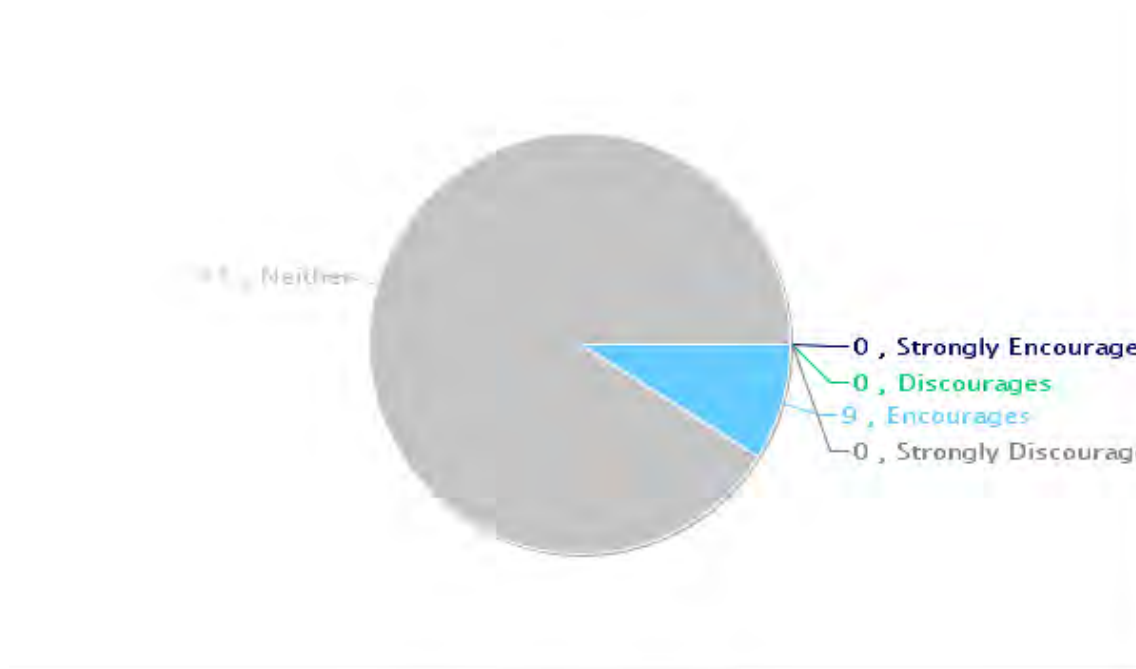
Note:

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

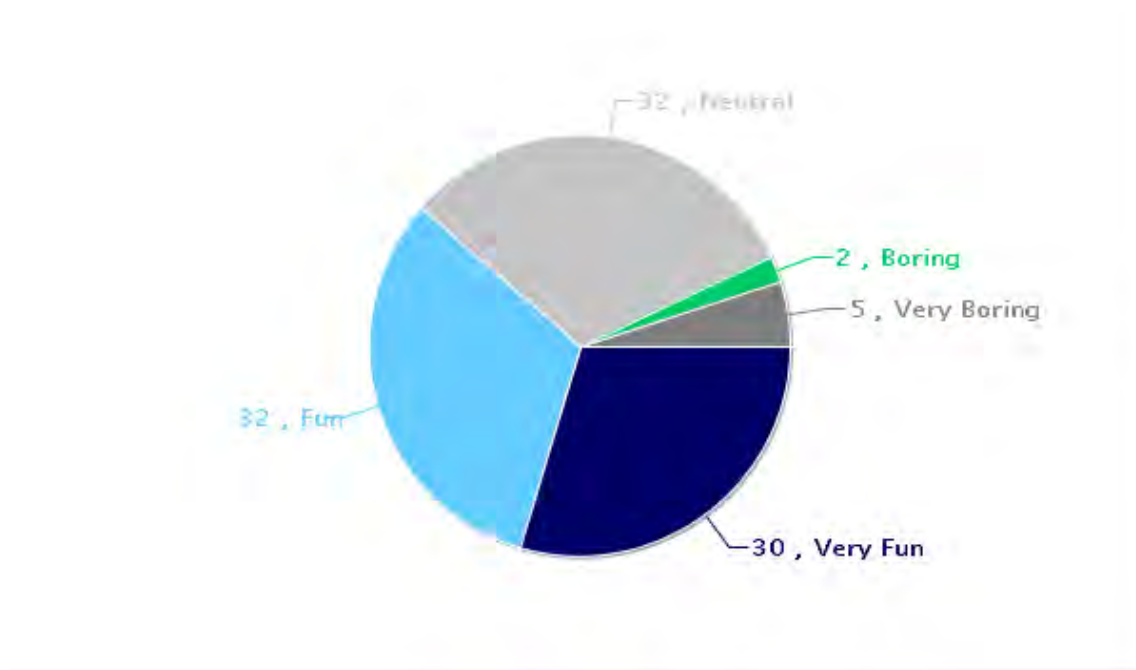
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

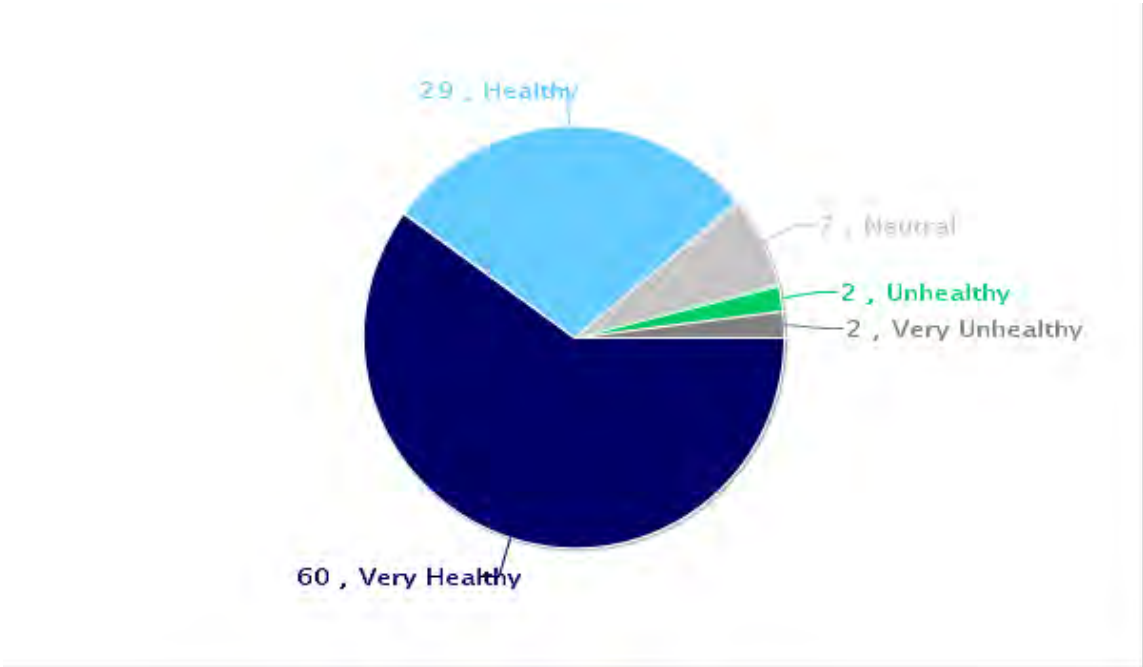
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section

SurveyID	Comment
1682253	We live too far to consider this option.
1682312	We have walked to school a handful of times on the trail along Ipava - it's about 0.8 miles one direction. Traffic on Ipava is too fast and too heavy for an elementary school student to walk to school alone, in my opinion. Winding through the back streets to avoid Ipava adds a significant distance to the walk.
1682315	My child Bikes it walks to school many days of the week, but always with an adult.
1682397	My daughter will walk 2 blocks along Ipava my main concern is how busy the road is and how fast the cars go.
1682469	I would love for my daughter to walk or bike because the pick up/drop off at Huddleston is HORRENDOUS! I dread going there every day and dealing with their terrible set up. But it is too far and most of the school year it is too cold.
1682473	I am concerned about the amount of traffic that surrounds the school at both drop off and pick up times. The intersection of Isleton and 175th is the route I take my daughter to school. On numerous occasions, people are driving too fast, not allowing pedestrians to use the crosswalk, etc. I have seen several near accidents. One of which was a third or fourth grade student who almost was directly hit by a van on his way to school. It is a very dangerous intersection. I hope the school and/or district can do something to help with the intersections that are so close to the school. I know one area of great concern (and frustration) is the parking lot and the backup of cars in the pick up lane. Hopefully, in the near future, changes can be made to help alleviate the number of cars and increase safety for the students.
1685972	Intersections and no crossing guards is a huge factor in allowing my child to walk or bike. Crime is also a deterrent - too many unstable people suffering with mental health issues. I do not want my child to become a victim.
1682247	170th St W is a major artery for many kids at CHE and this street is busy and speeds up to 40mph are often clocked. Most parents are extremely uncomfortable with their kids biking or walking along this road. It just is not safe. Sidewalks would significantly improve the ability to walk or ride bikes to school during nicer weather.
1682248	If there were sidewalks and a safer route to walk, we would definitely walk more often. I have a kindergartener and 2 younger, so this is a longer term issue for us. Speed of traffic and safety of crossing (especially along 170th) is a huge factor, even with an adult and 2 of the 3 kids in a stroller.
1684021	There should be a path connection that goes through the back of CHE into the neighborhoods, so the kids dont have to walk on the sidewalk of Ipava and put themselves at risk of the high speed cars and volume of cars
1682264	The impacting factor for me is other kids to bike with. How do we build and advertise biking groups and meeting points.
1682507	We don't have sidewalks in our neighborhood so that makes me nervous. Also not a lot of kids (none on our street) so I don't want him to walk alone.
1682298	Please please please give us sidewalks...the residential streets are unbelievably dangerous to walk and bike on because pedestrians and vehicles have to share them.

1682265	I am not as concerned about my child walking to school as I am with how others drive and behave in the parking lot at school. It is terrifying how some adults behave in the parking lot. I have seen kids and adults almost get hit in the parking lot at CHE and that NEEDS TO CHANGE
1682288	175th traffic always is fast, doesnt matter of there is a squad or not at the bottom of the hill, they still go too fast.
1682470	One of our biggest concerns is safety. Making sure that our children arrive safely on time without fear of them getting into an accident or being in a situation were a person might be confronting them.
1684180	Intersection of Jasper Trail and 173rd St W is very dangerous for biking because of steep hills
1685895	I am very frustrated that the best idea the school can come up with for a safer drop off/pick up is to 'encourage' kids to walk. This is very poor problem solving and I hope something else is figured out soon.
1682696	Walking to school is not something that we would ever consider for our children. This year, we finally got zoned and didn't have to pay a bus fee, but prior to this, we were considered "walk to school". It was unacceptable in our opinions, because even though the school may be 2 miles by circumference, following the streets we are over 3 miles. There are NO sidewalks in our neighborhood. When we get several feet of snow, it all gets plowed to the end of driveways. Drivers have a hard enough time seeing other cars/vehicles over these mounds, how will they see small children?? Sidewalks would not eliminate this issue, but it at least keeps the kids off the insanely plowed streets. Which brings the second point - days that it snows and snowplows are out driving, their job is to clear snow as fast as they can. They DO NOT look for kids and oftentimes fly right past them. Unsafe when you're throwing/pushing snow and have a huge blade in the front of your car. There are also vehicles on the street that do not slow down and look for kids. Not just every day drivers, but garbage truck drivers, delivery/mail drivers and maintenance people. Everyone speeds without regard to people, let alone children, oftentimes while looking at their phones/GPS. For a lot of families, fear of other people is also a major concern. Every day there are stories of abductions, or attempts, and no one wants to risk their child being hurt or worse. It's just a scary time we live in. We can teach our kids to pay attention as much as we can, but we all know that kids get distracted or start being silly. They are kids! There is only so much responsibility you can put on a child when the adults in the world are the worst offenders. In my opinion, no child should be required to walk to school. Ever! There are way too many situations out of their control, and it's our jobs as adults to keep them safe. Bussing should be provided for everyone, with the exception of children who has a house directly bordering school property and open enrollments.
1682251	OLE Transplant. It Impact never happened we could have stayed at our neighborhood school. We used to bike 3+ times a month to school. Not anymore :(Shame on the school board for this
1685772	The biggest concern for Christina Huddleston Elementary is the parking lot enter/exit. Gets jammed up and is it safe.

PARENT SURVEY SUMMARY - OAK HILLS ELEMENTARY

School Name: Oak Hills Elementary School

Set ID: 19114

School Group: Lakeville SRTS

Month and Year Collected: October 2019

School Enrollment: 0

Date Report Generated: 12/12/2019

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

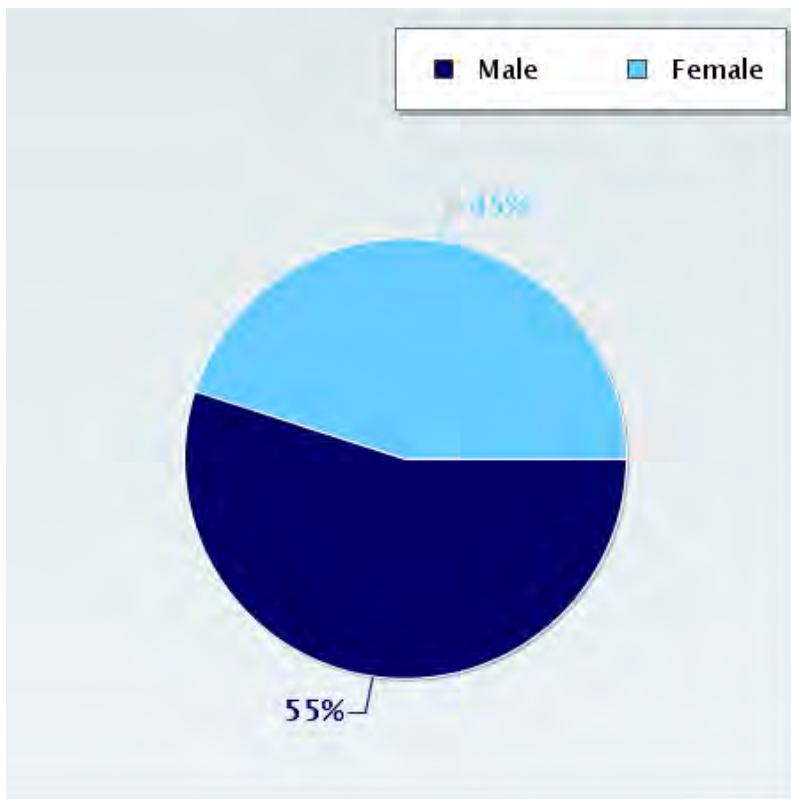
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Number of Questionnaires Distributed: 0

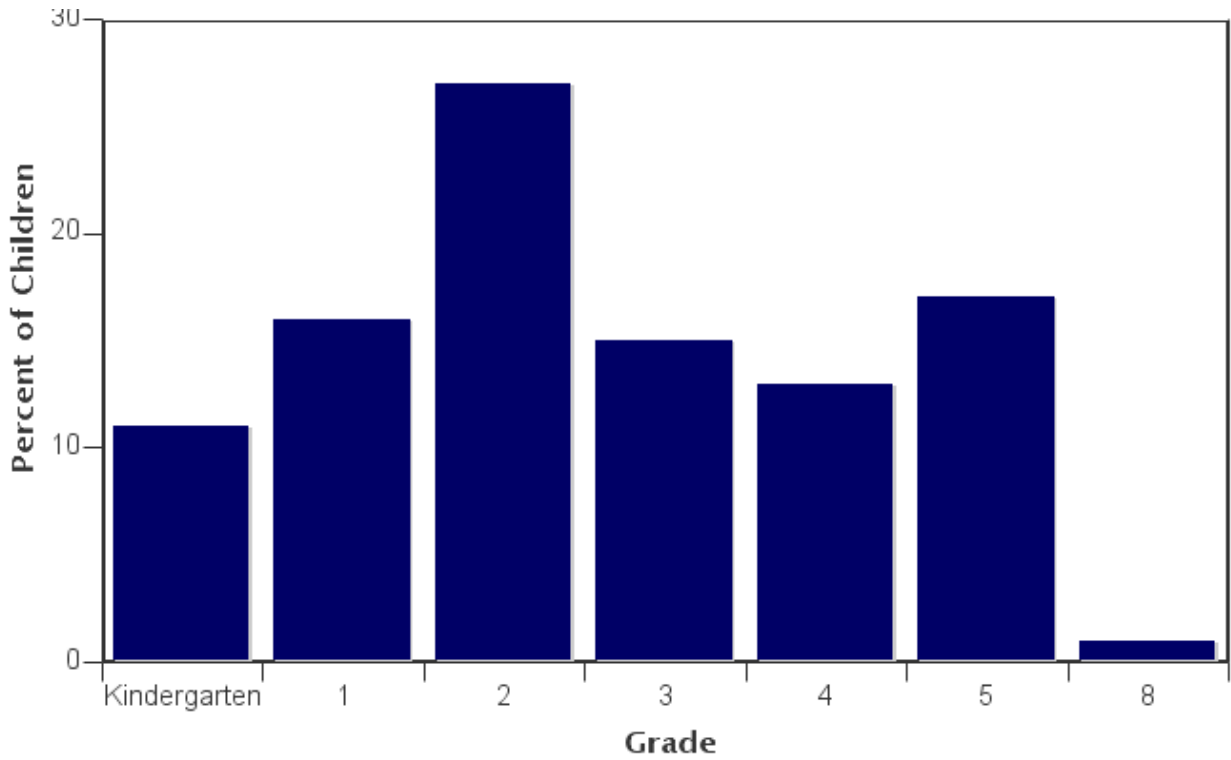
Number of Questionnaires Analyzed for Report: 89

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

Sex of children for parents that provided information



Grade levels of children represented in survey



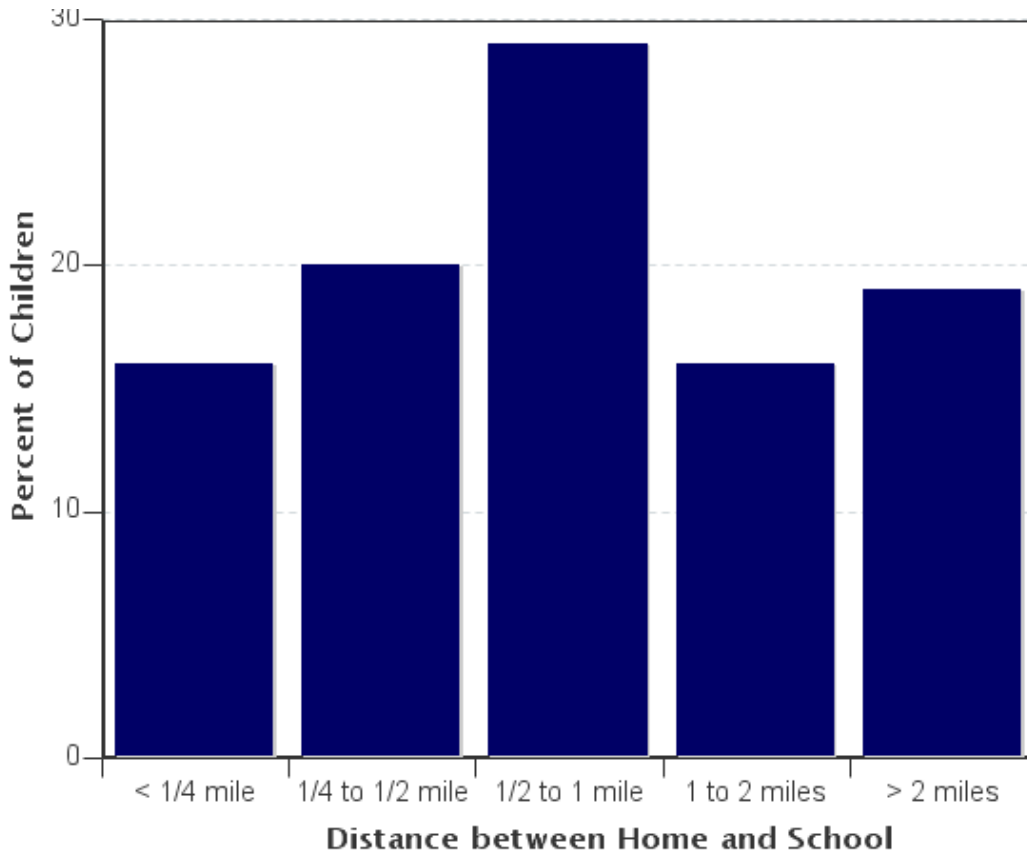
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	10	11%
1	14	16%
2	24	27%
3	13	15%
4	12	13%
5	15	17%
8	1	1%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



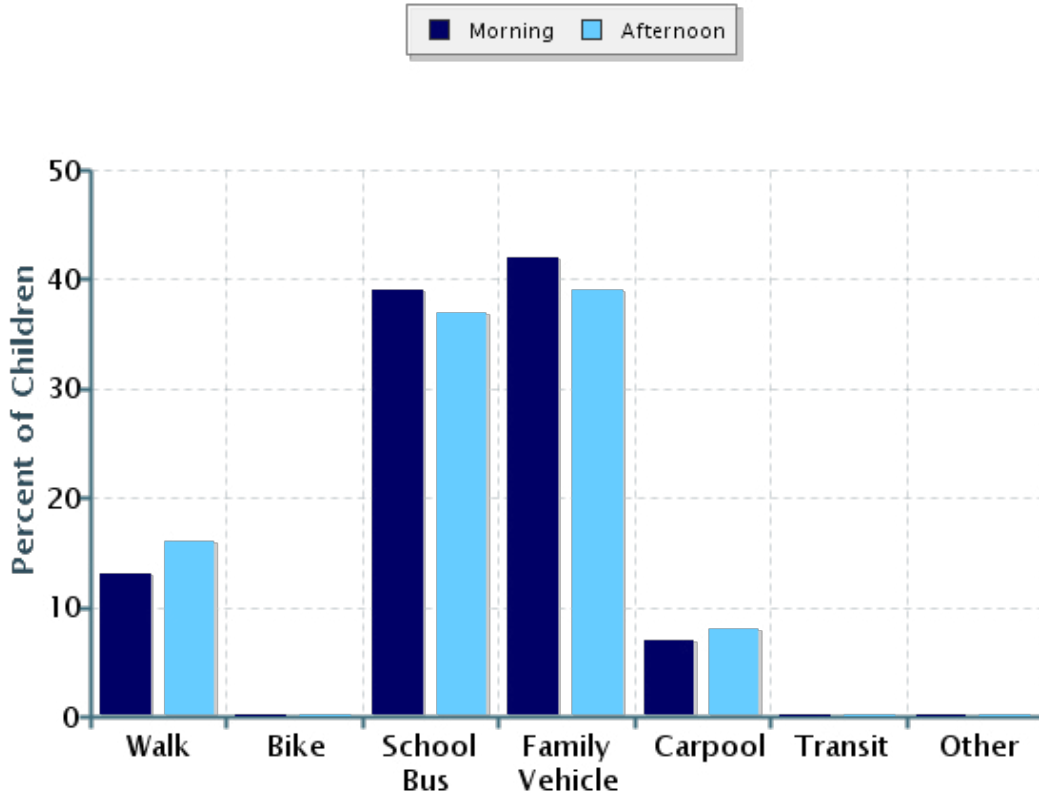
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	14	16%
1/4 mile up to 1/2 mile	18	20%
1/2 mile up to 1 mile	26	29%
1 mile up to 2 miles	14	16%
More than 2 miles	17	19%

Don't know or No response: 0

Percentages may not total 100% due to rounding.

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	88	13%	0%	39%	42%	7%	0%	0%
Afternoon	89	16%	0%	37%	39%	8%	0%	0%

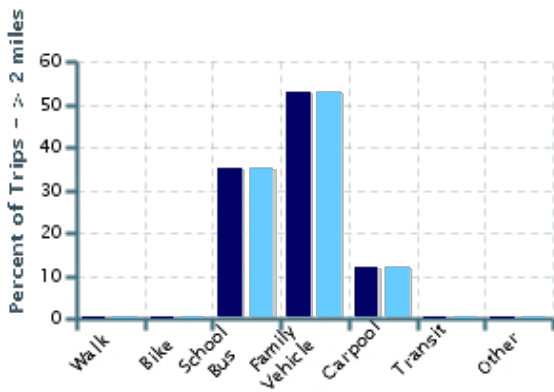
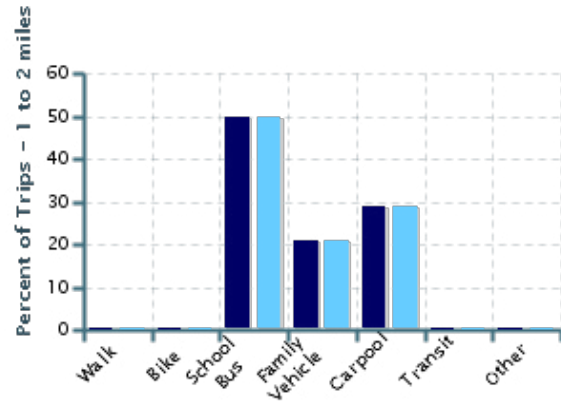
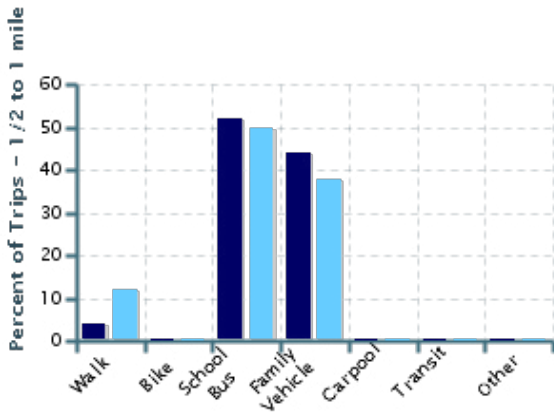
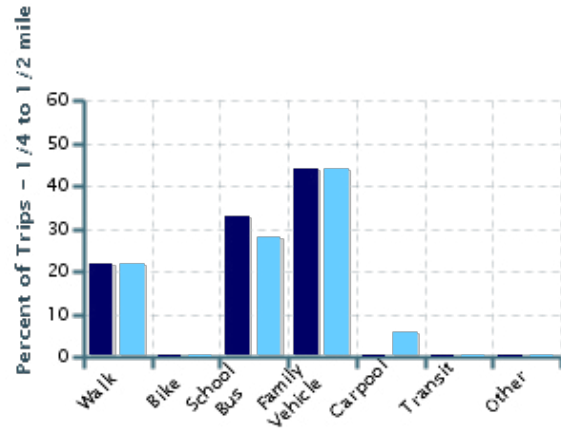
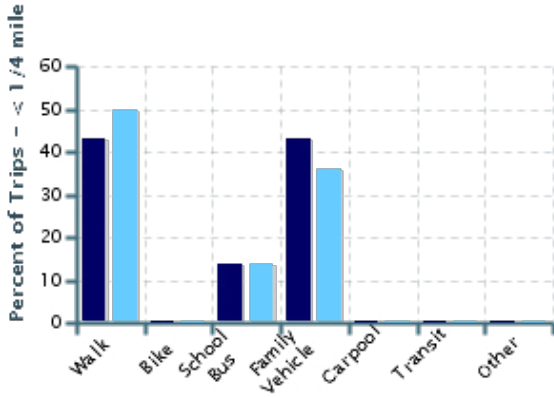
No Response Morning: 1

No Response Afternoon: 0

Percentages may not total 100% due to rounding.

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	14	43%	0%	14%	43%	0%	0%	0%
1/4 mile up to 1/2 mile	18	22%	0%	33%	44%	0%	0%	0%
1/2 mile up to 1 mile	25	4%	0%	52%	44%	0%	0%	0%
1 mile up to 2 miles	14	0%	0%	50%	21%	29%	0%	0%
More than 2 miles	17	0%	0%	35%	53%	12%	0%	0%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

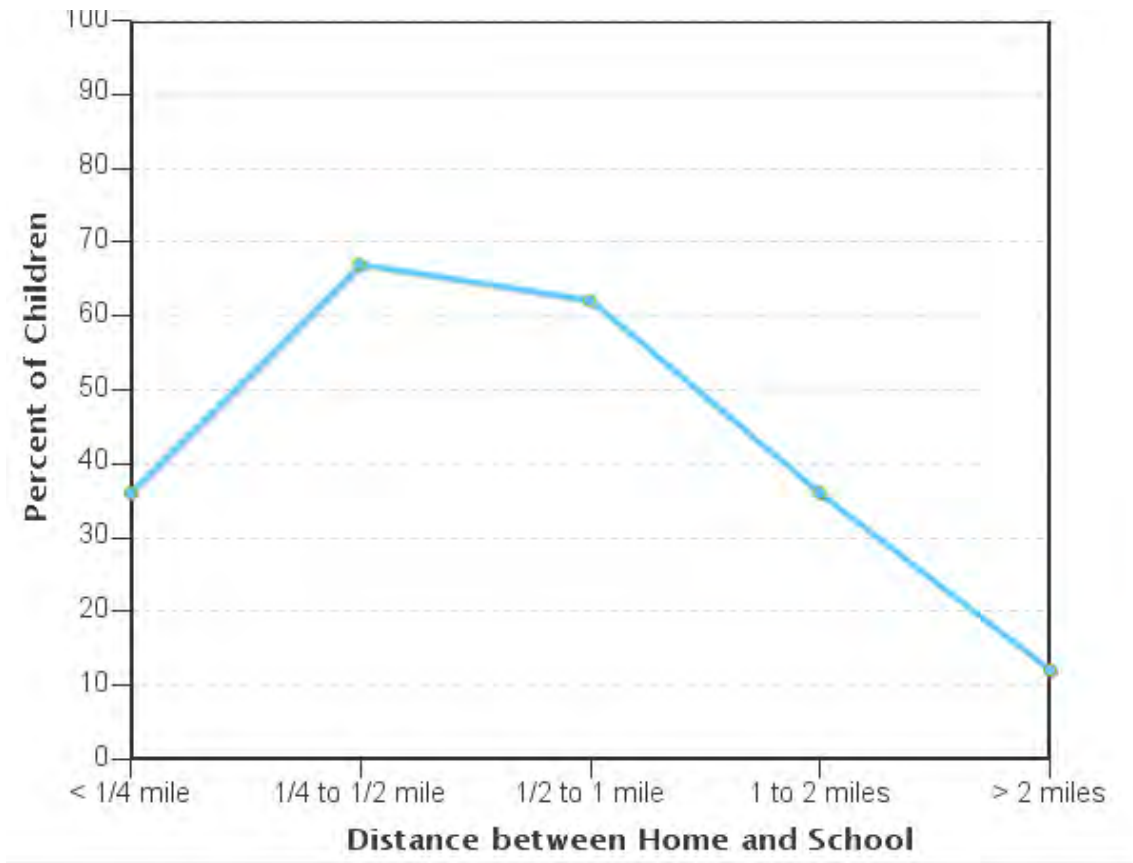
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	14	50%	0%	14%	36%	0%	0%	0%
1/4 mile up to 1/2 mile	18	22%	0%	28%	44%	6%	0%	0%
1/2 mile up to 1 mile	26	12%	0%	50%	38%	0%	0%	0%
1 mile up to 2 miles	14	0%	0%	50%	21%	29%	0%	0%
More than 2 miles	17	0%	0%	35%	53%	12%	0%	0%

Don't know or No response: 0

Percentages may not total 100% due to rounding.

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



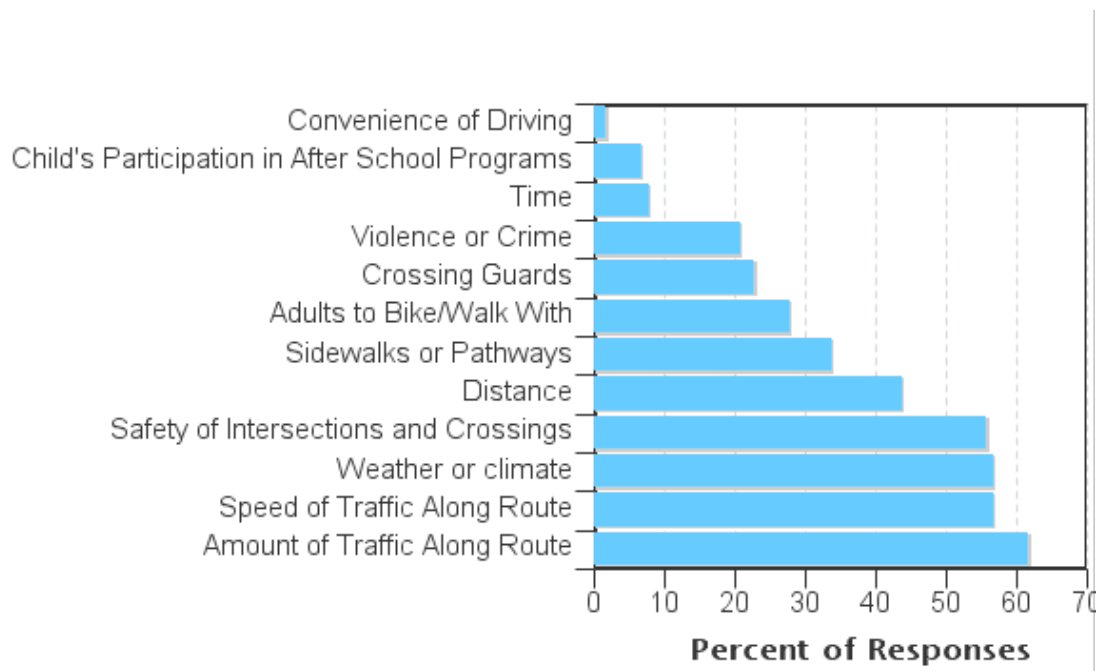
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

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	40	36%	67%	62%	36%	12%
No	49	64%	33%	38%	64%	88%

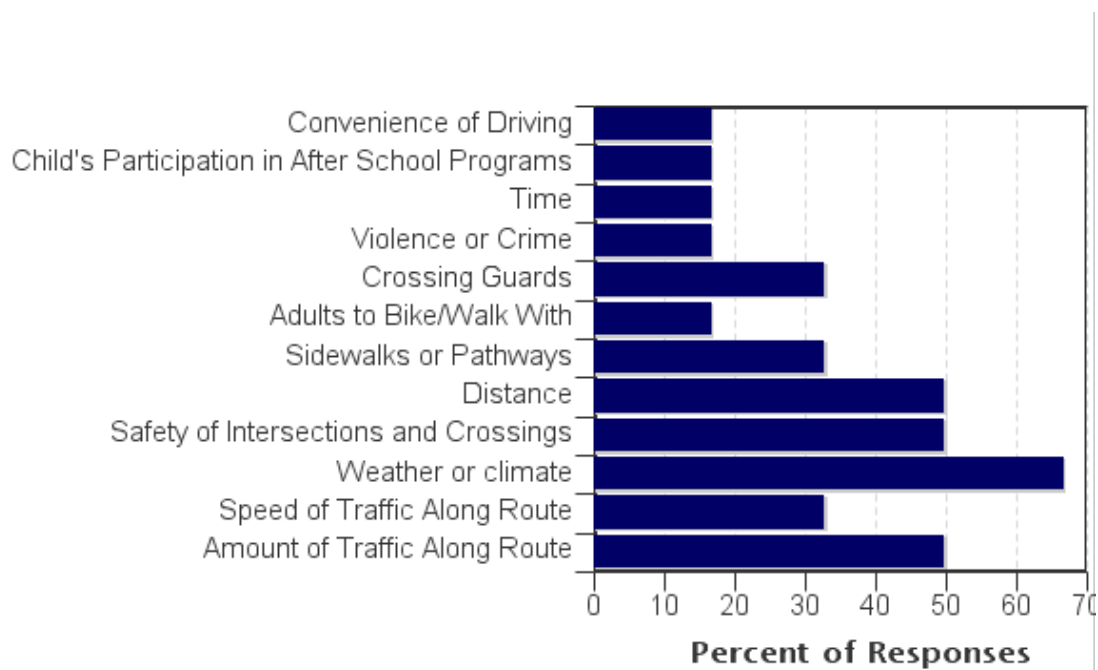
Don't know or No response: 0

Percentages may not total 100% due to rounding.

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



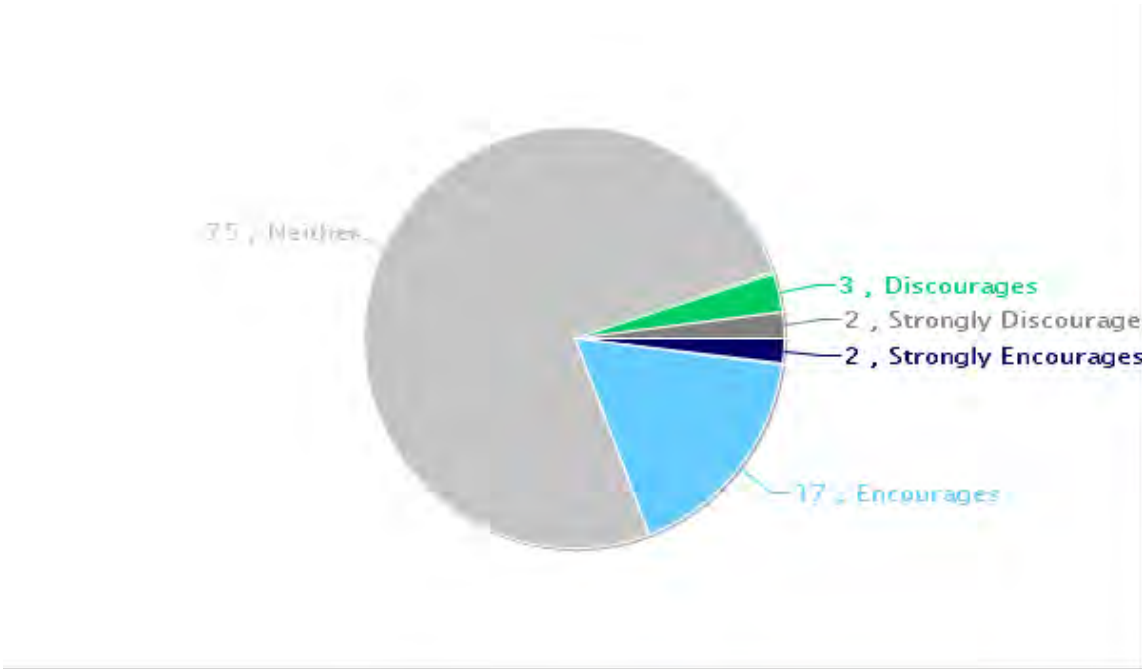
Issues reported to affect the decision to allow a child to walk or bike to/from school by
parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Amount of Traffic Along Route	62%	50%
Speed of Traffic Along Route	57%	33%
Weather or climate	57%	67%
Safety of Intersections and Crossings	56%	50%
Distance	44%	50%
Sidewalks or Pathways	34%	33%
Adults to Bike/Walk With	28%	17%
Crossing Guards	23%	33%
Violence or Crime	21%	17%
Time	8%	17%
Child's Participation in After School Programs	7%	17%
Convenience of Driving	2%	17%
Number of Respondents per Category	61	6

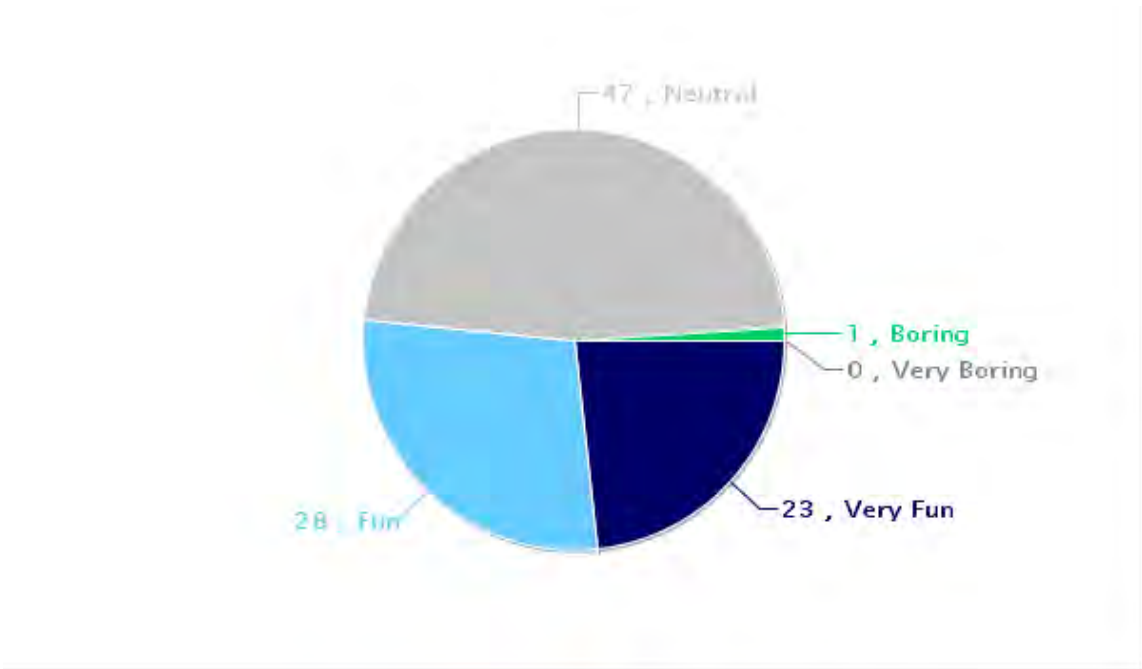
No response: 22

- Note:
- Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
 - Each column may sum to > 100% because respondent could select more than issue
 - The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

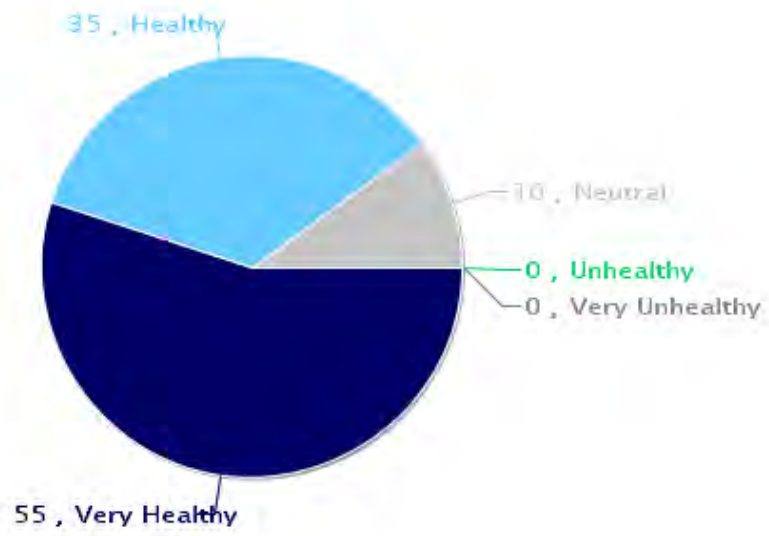
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section

SurveyID	Comment
1689659	The answers to questions 10 and 11 are based on when she would be older and we would feel comfortable with her walking or biking alone. She is currently in 2nd grade, so we wouldn't let her bike/walk alone at this time as she isn't old enough.
1689428	Lakeville needs to add a walking path along 210 between downtown and South. Students walk and ride along that road now and there is no shoulder. It's very dangerous and needs to be remedied soon before someone gets hurt.
1689453	We walked to our neighborhood school until we open enrolled at oak hills. It is just too far to walk or to let the girls walk by themselves
1689403	We open enroll both our girls to OHE, specifically for the oldest in Ignite!. So we live too far to walk to school. However, dropoff and especially pick-up take enormous amounts of time and we greatly miss being able to walk our kids to and from school when we were at Cherry View. If you can get more people to walk to and from OHE, that would reduce the long lines at pickup.
1689419	There needs to be an incentive for parents to let their kids walk to school. Or they need to pay money to drop off their children. Carpools should be encouraged. There are too many cars dropping off and picking up at that school. It is a safety hazard. I see parents actively driving and texting while students are present. Parents are not paying attentioi
1689503	Although both of my kids have always walked to and from Oak Hills, the number of cars parked along Horizon Avenue waiting for their kids instead of waiting in the pickup line cause real safety concerns, especially since there are no sidewalks and kids are constantly dodging cars to make it down the street. This has been an issue as long as we have lived here and no amount of messaging from the school seems to make any difference. It's extremely frustrating for the homeowners on Horizon Avenue and I am hoped that you will be able to find a safe solution.
1689549	We need sidewalks to allow kids to safely commute to and from school! This is a huge concern of mine. I do not feel safe with them walking or biking without an adult present. The traffic goes to fast in our neighborhood on the most direct route to school.
1690008	My child is in Ignite. I would prefer to have the option to pay for bussing to Oak Hills. There are several children in our neighborhood. It's a shame it's not offered, even at a fee.
1690068	I think more sidewalks would be good for the kids to use to stay off the busy roads.
1689397	The number one concern is for our kids safety from child predators so having other parents watch out would be great if they were along the route.
1689429	I would consider letting my child walk/bike to school in middle school, but at that point, the distance will likely be a factor.
1689412	We are on Hyland Ave. and unfortunately there are not any sidewalks it hasn't stopped us from walking but on snowy days or when the garbage trucks are driving up and down the street it sure would be nice to have a safer option). Cars drive way too fast on this street, especially at school drop off time).
1689456	Would love to have sidewalks on Hyland Avenue. We use kid zone in the am, hence we drive him for that.

1689570	Too many parents driving their children to school when buses are available to most.
1689639	There should be more sidewalks on the route to school. There are always cars that park on our street and wait so they don't have to wait in the car line and it makes it very dangerous for the kids walking to navigate around these cars. In the winter with the snow, it is very dangerous for the kids walking and we have expressed this concern multiple times.
1690102	Our neighborhood is located right across from the school and is not that old (15 years or so) and they did not put sidewalks all the way to school - unacceptable!! No neighborhood in Lakeville should be built without safe routes (sidewalks) to school.
1689436	I today's society I probably wouldn't let my child walk or bike alone unless she were in an upper year and was traveling in a group of 3 or more kids who were similarly aged. I worry that she won't pay enough attention to cars driving until then and though we live in a very safe neighborhood, you never know when a person could be hanging around who has bad intentions. It's not worth the risk - hence the group.
1690186	Traffic along 165th with all the vehicles dropping and picking kids up is the biggest issue for us - particularly at the school itself.
1689479	We are slightly over .7 miles from school. My child would have to walk up highview where there are no sidewalks. This is especially awful because the high school lets out shortly before oak hills and there are ALWAYS speeding teenagers flying around.
1689427	My child receives special bus services due to disability-related safety vulnerabilities.
1689454	Even though we live less than a mile from school, it is a steep uphill walk the entire way and the kids have to cross a busy street with heavy, fast-moving traffic when they get to the top of the hill. Between heavy backpacks, winter gear bags, cold weather, and the long uphill walk through snow and across a busy street, there is no way I would ever consider allowing my kids to walk to school. Even my oldest would struggle and it would take him forever to get there. I think it's kind of ridiculous I have to pay for my three elementary school kids to ride the bus when walking to school is completely unsafe and unreasonable for them.
1689507	Biking and walking should be encouraged. It's great exercise for days when the weather is cooperative.
1690091	The distance to the school isn't our problem. We don't have a direct pathway to the school that doesn't involve traffic from Cedar Ave or Highview Ave.
1689492	We live too far away from any of the schools that she will attend. If we lived closer to school I would allow her to walk there on her own from 5th grade.
1689459	We started the school year walking but found that traffic is too fast/unsafe and it is difficult for young children to carry a heavy backpack with snow gear.
1689408	All the cars that park on both sides of Horizon Avenue waiting for their kids make it treacherous for neighborhood children walking home. This issue is exacerbated in the winter when there is snow in the yards. Something needs to be done to address these vehicles; even if it is only allowing them to park on one side of the street. Ease of convenience for them is not more important than the walker's safety.
1689629	Just too young to be walking to school
1689793	Too far to walk. Busy roads to cross.

PARENT SURVEY SUMMARY - JOHN F. KENNEDY ELEMENTARY

School Name: Kennedy Elementary School

Set ID: 19112

School Group: Lakeville SRTS

Month and Year Collected: October 2019

School Enrollment: 0

Date Report Generated: 12/12/2019

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

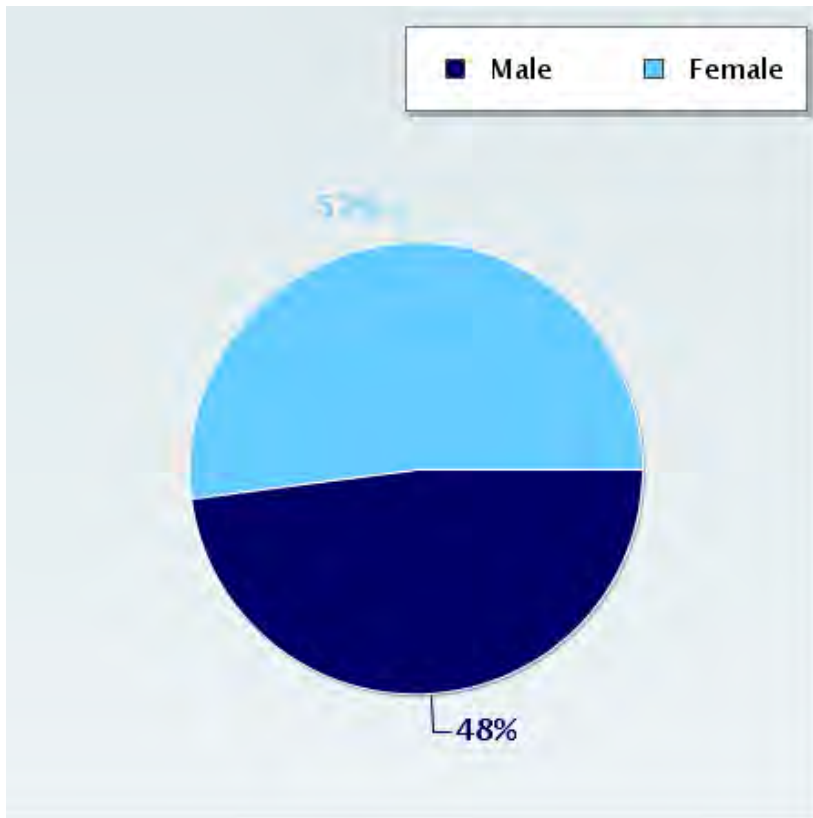
Tags:

Number of Questionnaires Distributed: 0

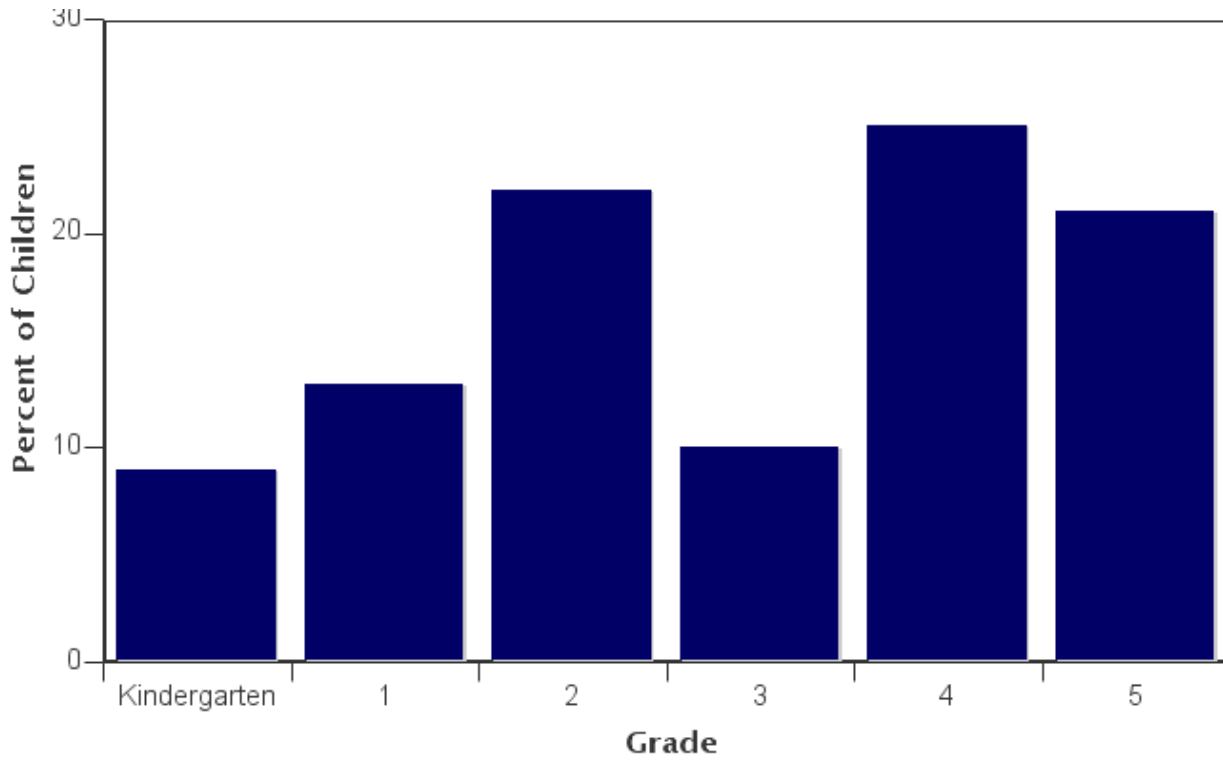
Number of Questionnaires Analyzed for Report: 87

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

Sex of children for parents that provided information



Grade levels of children represented in survey



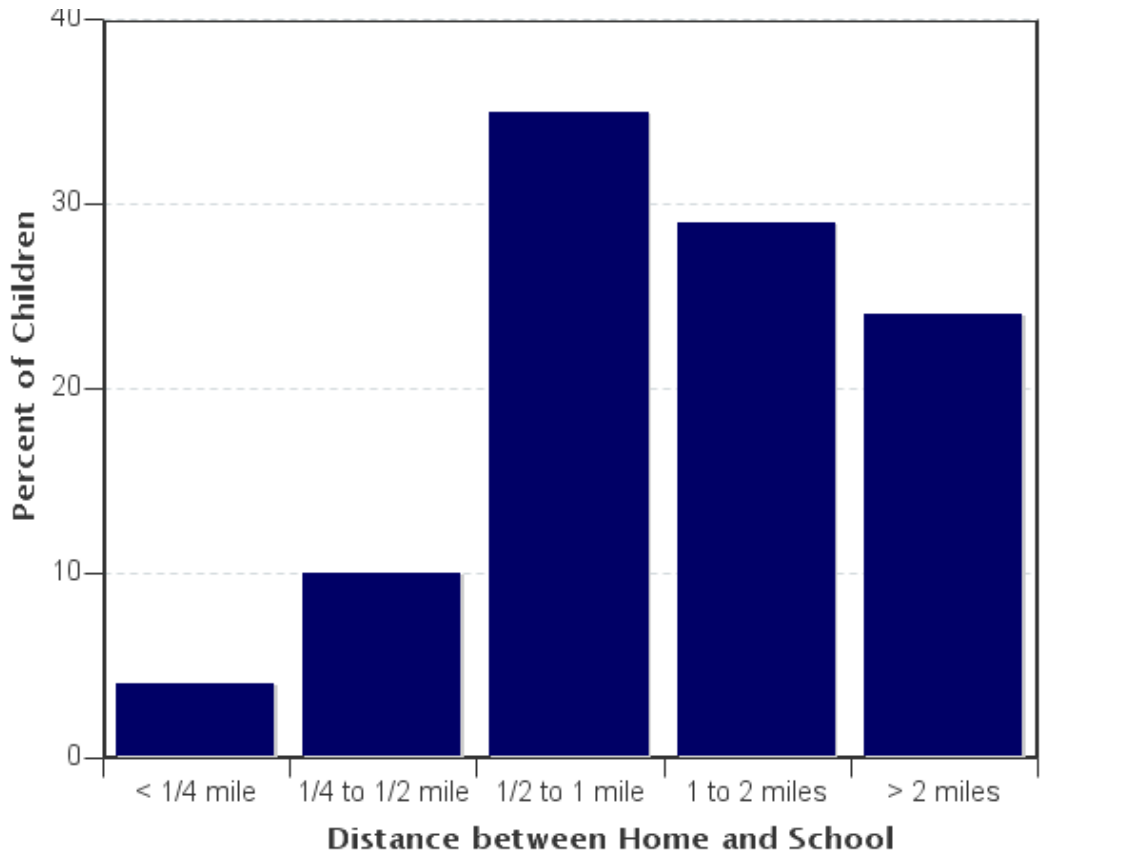
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	8	9%
1	11	13%
2	19	22%
3	9	10%
4	22	25%
5	18	21%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



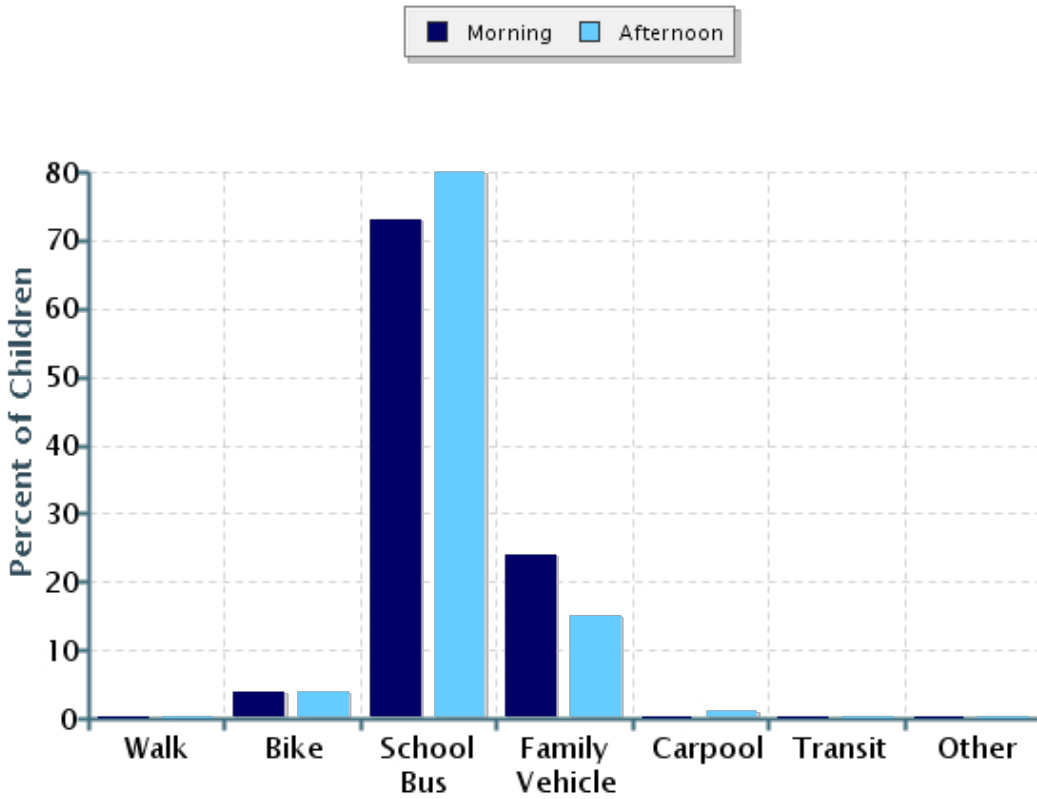
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	3	4%
1/4 mile up to 1/2 mile	8	10%
1/2 mile up to 1 mile	29	35%
1 mile up to 2 miles	24	29%
More than 2 miles	20	24%

Don't know or No response: 3

Percentages may not total 100% due to rounding.

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	84	0%	4%	73%	24%	0%	0%	0%
Afternoon	85	0%	4%	80%	15%	1%	0%	0%

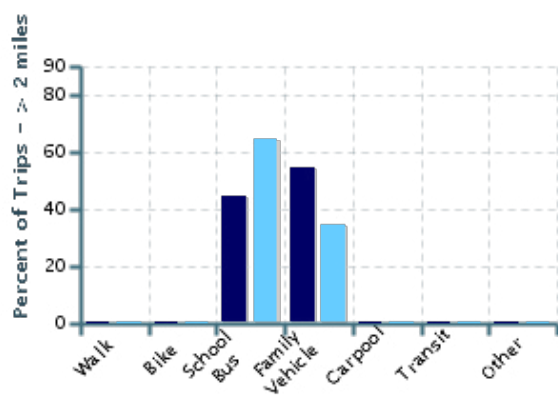
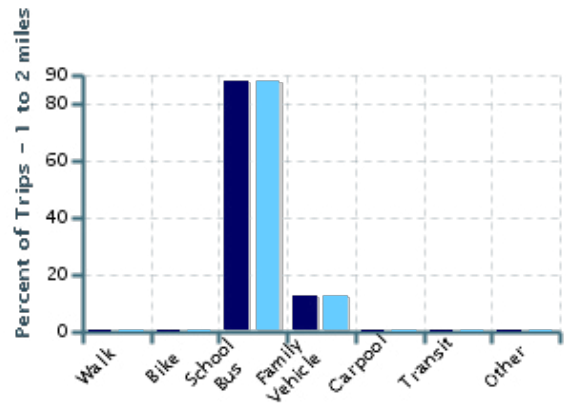
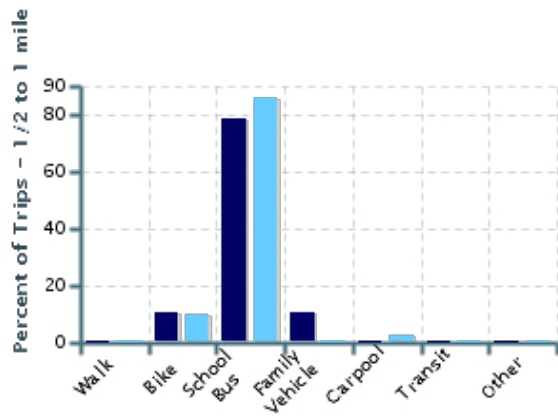
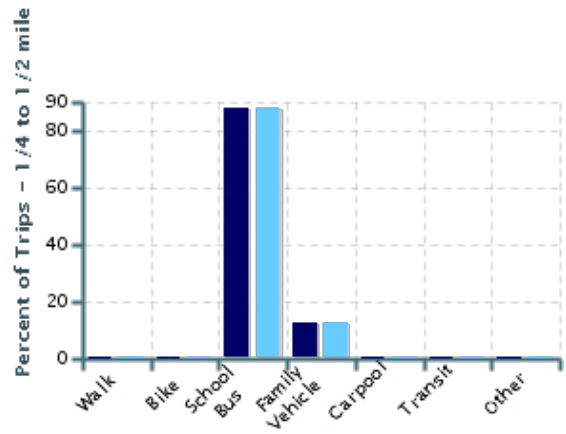
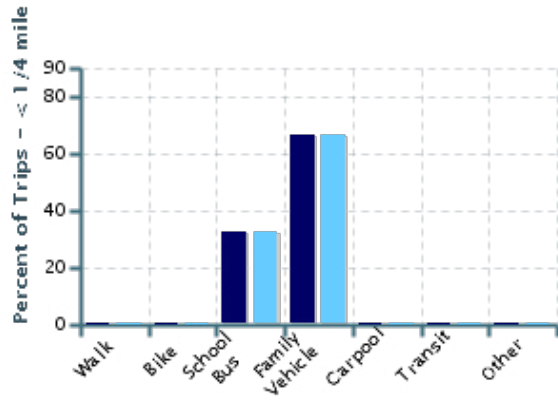
No Response Morning: 3

No Response Afternoon: 2

Percentages may not total 100% due to rounding.

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	3	0%	0%	33%	67%	0%	0%	0%
1/4 mile up to 1/2 mile	8	0%	0%	88%	13%	0%	0%	0%
1/2 mile up to 1 mile	28	0%	11%	79%	11%	0%	0%	0%
1 mile up to 2 miles	24	0%	0%	88%	13%	0%	0%	0%
More than 2 miles	20	0%	0%	45%	55%	0%	0%	0%

Don't know or No response: 4

Percentages may not total 100% due to rounding.

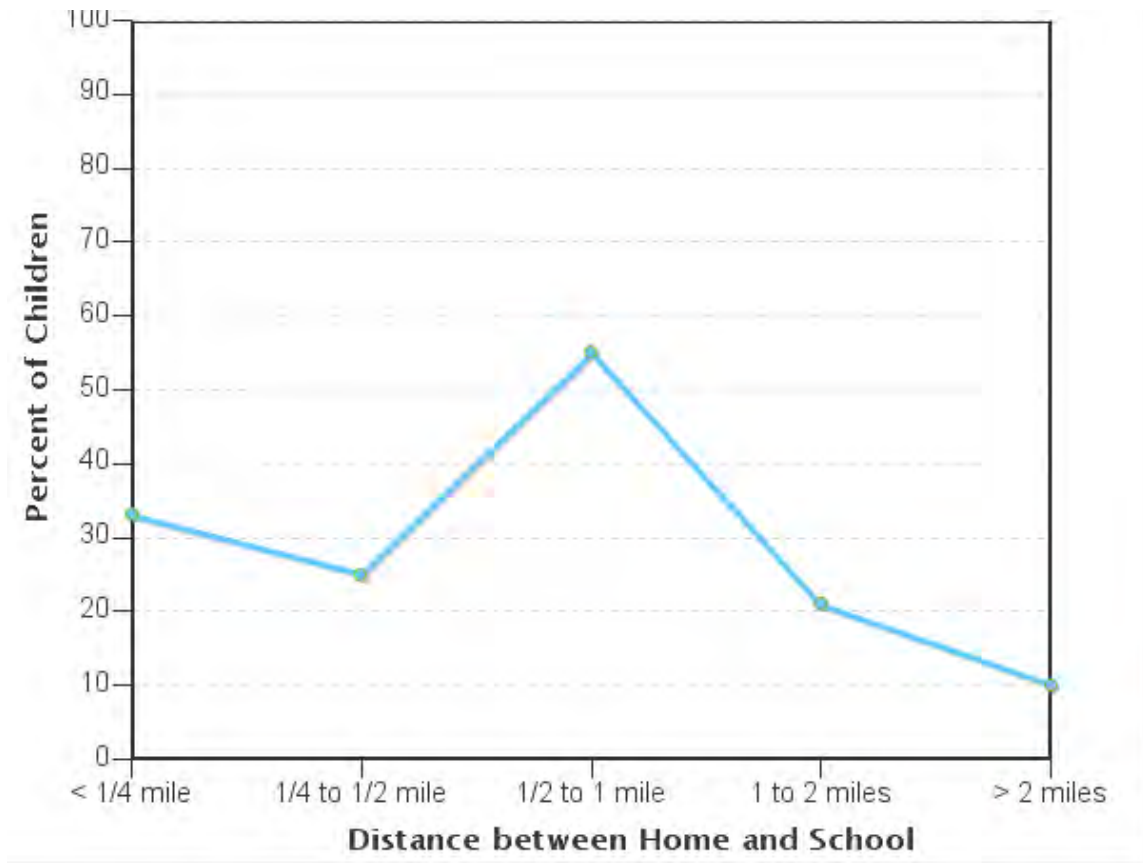
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	3	0%	0%	33%	67%	0%	0%	0%
1/4 mile up to 1/2 mile	8	0%	0%	88%	13%	0%	0%	0%
1/2 mile up to 1 mile	29	0%	10%	86%	0%	3%	0%	0%
1 mile up to 2 miles	24	0%	0%	88%	13%	0%	0%	0%
More than 2 miles	20	0%	0%	65%	35%	0%	0%	0%

Don't know or No response: 3

Percentages may not total 100% due to rounding.

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

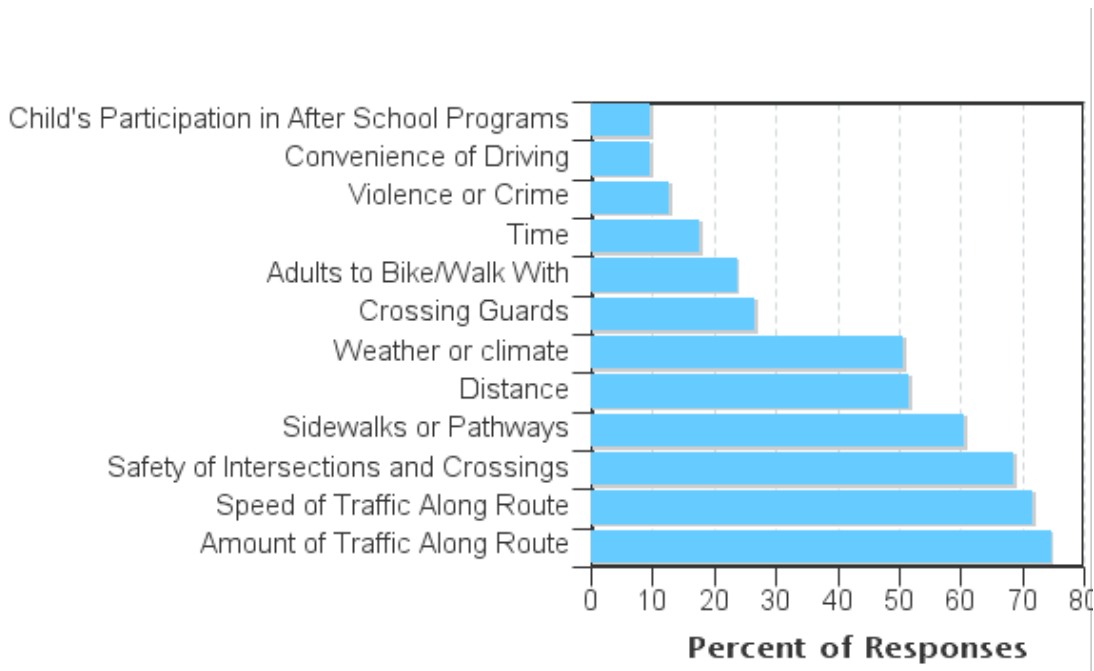


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

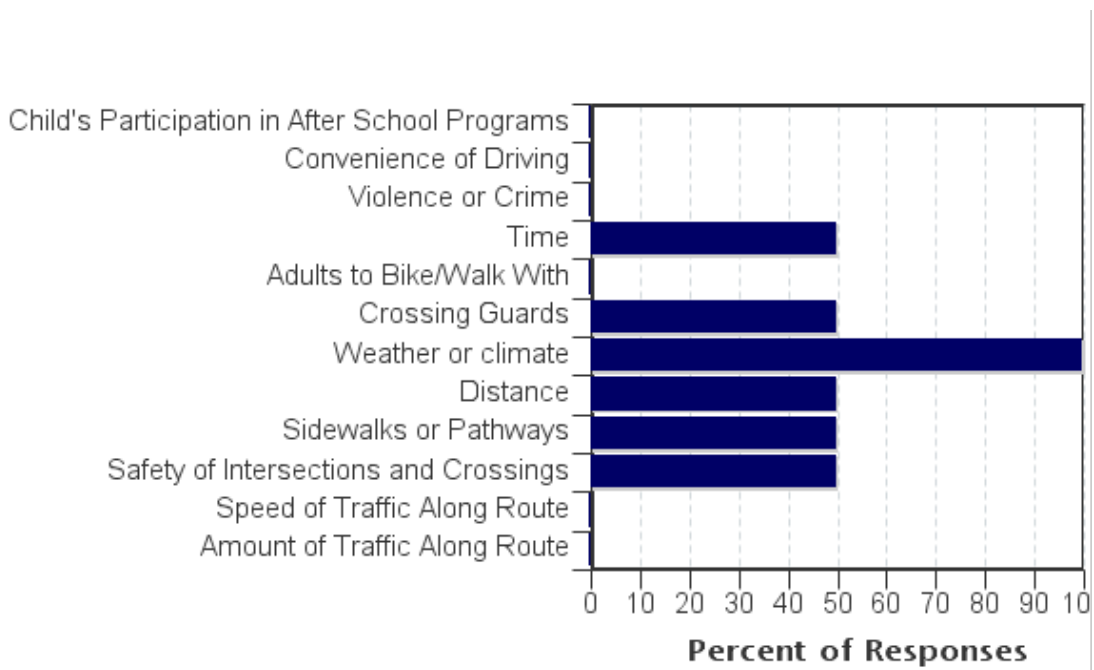
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	26	33%	25%	55%	21%	10%
No	58	67%	75%	45%	79%	90%

Don't know or No response: 3
 Percentages may not total 100% due to rounding.

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
Amount of Traffic Along Route	75%	0%
Speed of Traffic Along Route	72%	0%
Safety of Intersections and Crossings	69%	50%
Sidewalks or Pathways	61%	50%
Distance	52%	50%
Weather or climate	51%	100%
Crossing Guards	27%	50%
Adults to Bike/Walk With	24%	0%
Time	18%	50%
Violence or Crime	13%	0%
Convenience of Driving	10%	0%
Child's Participation in After School Programs	10%	0%
Number of Respondents per Category	67	2

No response: 18

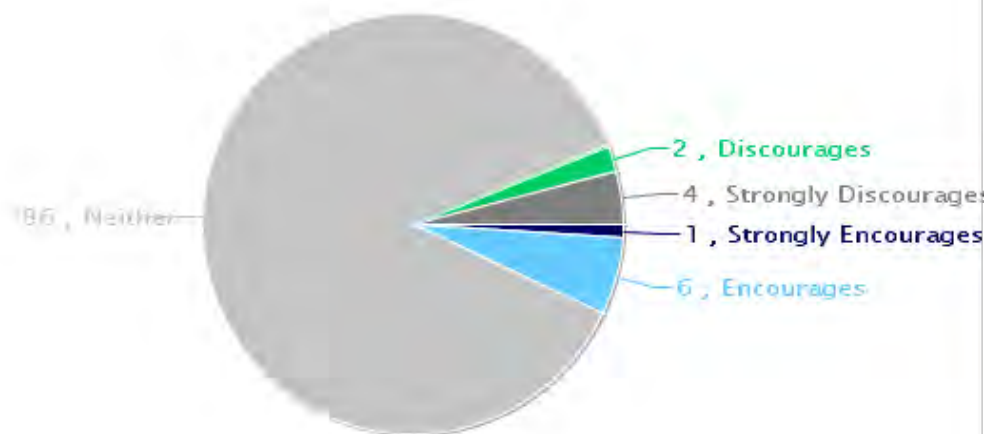
Note:

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

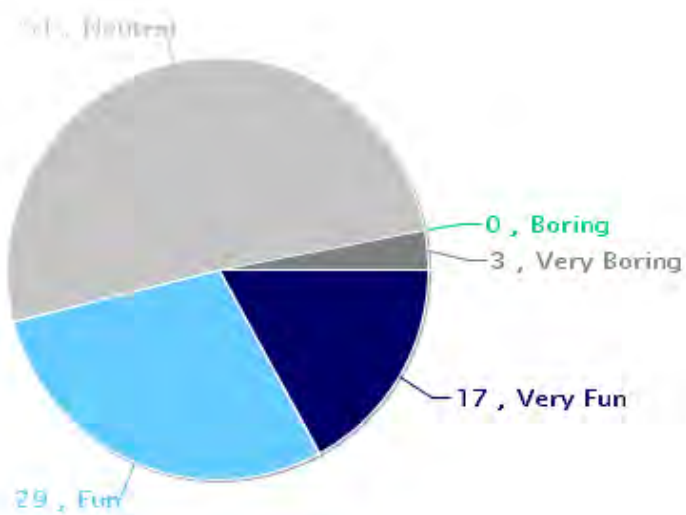
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

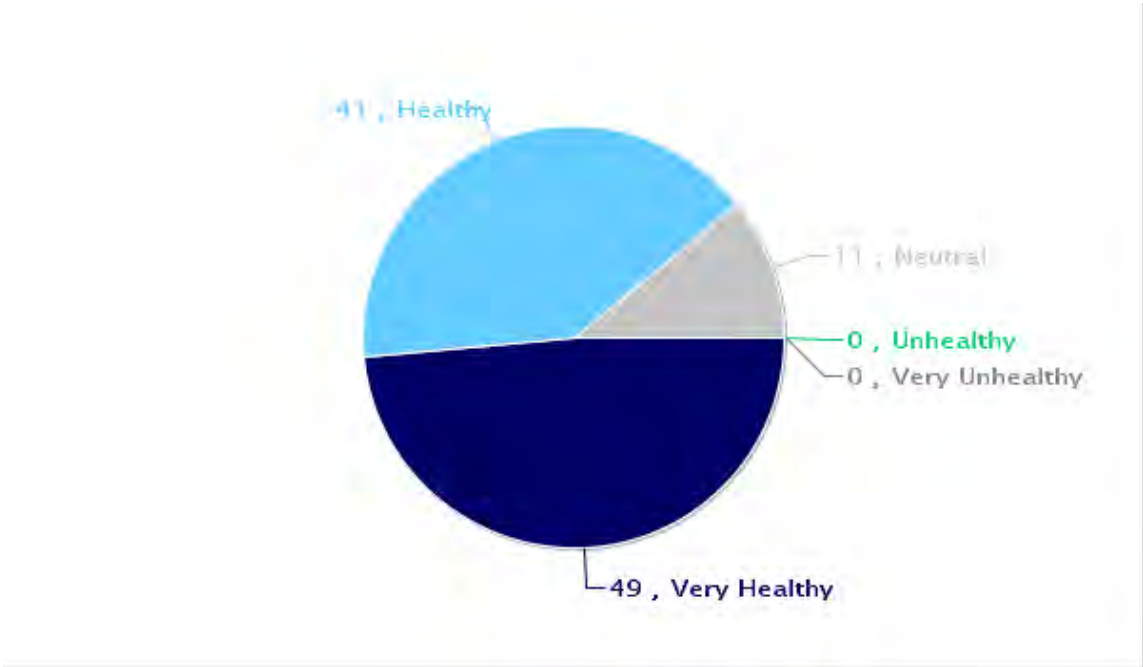
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section

SurveyID	Comment
1690814	Living in Elko, unfortunately it won't ever be an option for my daughter to walk to school. However, I would love if we lived closer and this was an option.
1690830	lack of sidewalks and/or bike paths is the primary reason for not letting our daughter bike or walk to school.
1690849	There is not a direct route with sidewalks for my child. Would not feel comfortable with children walking along side Dodd and 210th.
1691006	We live very close to school, but the route is dangerous. The most direct route does not have a sidewalk. The kids need to cross a Major intersection that has poor traffic control. Having an adult crossing guard helps at this spot. There are lots of driveways and parking lots that the kids must cross to safely bike to school. They like to bike but I usually go with them to ensure safety.
1682667	Would love for my three kids to ride to JFK and/or McGuire during good weather. We are close enough to the school that I don;t think it would be a problem as long as there were paths the entire way and they did not have to cross a major road or there were crossing guards. I love the idea.
1689246	We do not live walking or biking distance to school but the current lack of sidewalk in front of the middle school is concerning. Also the lighting is poor- it is hard to make out the turn into JFK when it is dark.
1688511	Not a very friendly route to walk to JFK or MMS. Not many sidewalks and traffic is extremely high.
1688433	I have seen so many near accidents involving kids walking at the 4 way stop outside Mcguire and JFK ... Holyoke and county 50. There is no cross walk for middle school kids! People get so frustrated with that stop sign and then they speed thru and can't see the kids crossing! Too many lanes at that stop sign for any kid to safely cross. When I walk to pick up the kids it even scary for me to cross 50 safely! Its sad because we live so close but I would never and have never let my kids walk to school or home by themselves without an adult!
1682646	We live only about 3/8 mile from the school, but 210th Street is between our home and the school. There is a high volume of traffic and the traffic moves faster than it should much of the time.
1690809	Wish more children walked. Safety in numbers.
1690811	My son has been biking or walking to school for two years. Sometimes cars don't stop at the intersection of Holyoke and 210th. Also the sidewalk on 210th just west of Holyoke can be quite treacherous in the winter with ice and snow. People not clearing the sidewalk. Another bad thing is people put their garbage cans in the middle of the sidewalk so that kids either have to walk/bike in yards or worse, in the street with no shoulder. Cars speed in that area and need to slow down. That is the only part of his route that really scares me.
1690818	This survey is not relevant to us. We live in Elko-New Market and would not allow our children to bike to Lakeville. Also, why include questions in regards to the caregiver's educational level with that is not what you are asking?
1690832	I think this is a great idea to get safe routes for kids to walk/ride bikes to school.

1690921	I'd like to see a sidewalk next to the road into JFK (from Maguire) I feel nervous for kids walking from JFK out to Holyoke. Additionally I think a crosswalk needs to be added to the dirt lot across the street. Many neighborhood kids walk across the stream and pasture near the cemetery and cross Holyoke to get to school. I worry about them crossing Holyoke with all the traffic. I know the older kids don't go down to the crosswalk to cross.
1691036	Kiddo wants to walk and bike. He isn't old enough as is, but my main concern is the lack of sidewalks after you get to McGuire. The entrance of McGuire is fine, but after that, there is no safe spot for him as he approaches JFK. There are a lot of vehicles that come in and out of the JFK parking lot, which is the only area he would be able to walk/bike through in order to reach the entrance.
1688771	Teach my boy to be very cognizant of the traffic and stranger danger. He is a black-belt in karate. Still, I am always fearful for his safety.
1688425	Walking along 210th is very unsafe due to traffic and sketchy people.
1689033	Holyoke and 210 traffic are horrible. Crossing at any point is a dangerous proposition. Drivers don't pay attention. And the section just west of Holyoke on 210 has no sidewalk for a portion so crossing riding on the street is required.
1682620	We live in a neighborhood that is super close to the elementary and middle schools but there is no safe way for our kids to walk or bike.
1690815	There is no safe way to get to JFK from our neighborhood. There is a busy street (210th) without a crosswalk or sidewalk and also a railtrack. In addition, I'm not sure I would ever feel comfortable with my kids walking towards that industrial area of town. JFK is not in a neighborhood like many other schools.
1690816	210th from Lakeville South to downtown needs sidewalks. Dodd Blvd also needs sidewalks from county rd 70 to 208th.
1690876	I couldn't ever allow her to ride/walk without an adult because she has to cross Dodd and there are no sidewalks until she gets to the walking trail, which doesn't even provide a direct route to the school from where we are.
1691007	It's too cold for the kids to walk and is not safe for them! I don't trust crossroads
1682695	The weather and potential violence against young girls will always discourage me from allowing my daughters to bike/walk to and from school alone
1690813	Anything under a half a mile make me uncomfortable for my child to get to school. We are just on the one mile mark.
1690819	We live in Elko, walking and biking to JFK will never be an option.
1690878	I don't feel my kids are old enough to walk alone currently. I would be happy to walk them to school days when weather cooperates if there was a path. Once they are old enough, I would encourage them to walk vs ride the bus.
1688990	I think over one mile in heavy traffic areas is too much to expect from a child.
1689455	We are within 2 miles of the school so we are charged a fee in order to ride the bus. I do not agree with this at all. In my opinion, elementary aged children are FAR TOO young to be walking alone and should not be required to. I think free busing should be available for all students, no matter where they live, until they reach 6th grade (middle school)

1688503	210th St from LSHS to down town Lakeville needs sidewalks. That road is so unsafe, so many kids walk on the shoulder(or lack thereof). As does Dodd Blvd, Sidewalks are needed from County 70 to 208th St.
1688467	I walked to school from 4 grade through 8 grade but there was sidewalks and the roads I walked by were not busy like 210th is. Also I didn't have the option of a bus like my kids do. I do think the bus is safer when they are in elementary school and when the weather is very cold.
1688939	The health and fun questions are irrelevant riding or walking isn't practical for our family.
1688440	There is no safe way to our school from our house. Also, my kids are elementary age. There are too many predators to allow my 2nd grader to walk alone to school. NO! He can take the bus and I will continue to fight to make sure he will always be provided bussing.
1682619	I live too far away to ever think about having my child walk to school.
1688516	Mostly worry about the intersection of 210th Street and Holyoke. Also, does the school have a bike rack?
1688831	There is no way my kids could walk or ride their bikes. We live too far away out in the country. Have not been happy with the length of our bus rides for years, there have been 45-50 minute commutes on the bus at times.

PARENT SURVEY SUMMARY - MCGUIRE MIDDLE

School Name: Mcguire Middle School

Set ID: 19113

School Group: Lakeville SRTS

Month and Year Collected: October 2019

School Enrollment: 0

Date Report Generated: 12/12/2019

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

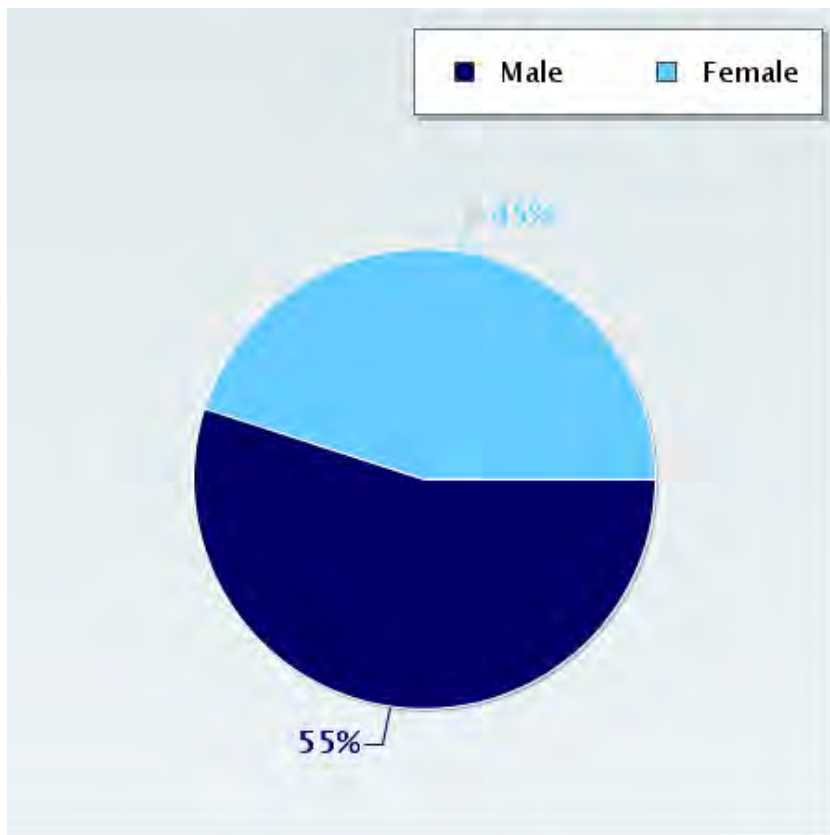
Tags:

Number of Questionnaires Distributed: 0

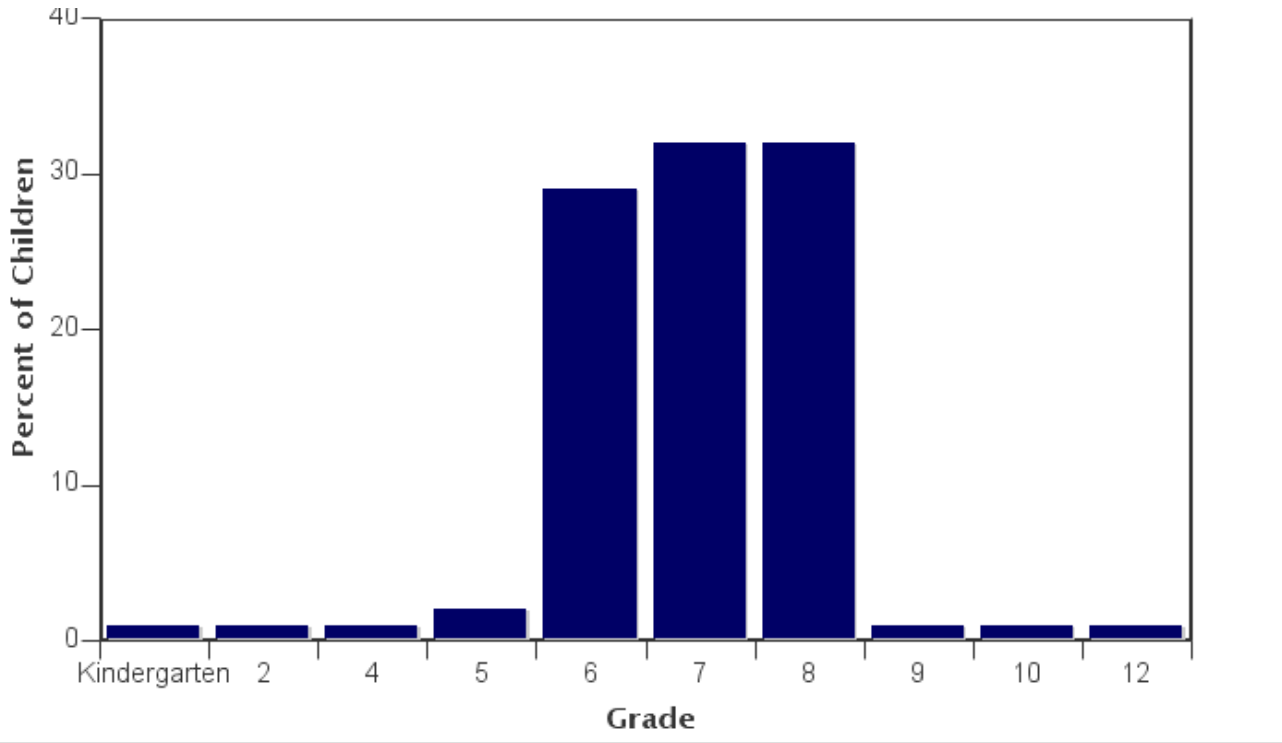
Number of Questionnaires Analyzed for Report: 175

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

Sex of children for parents that provided information



Grade levels of children represented in survey



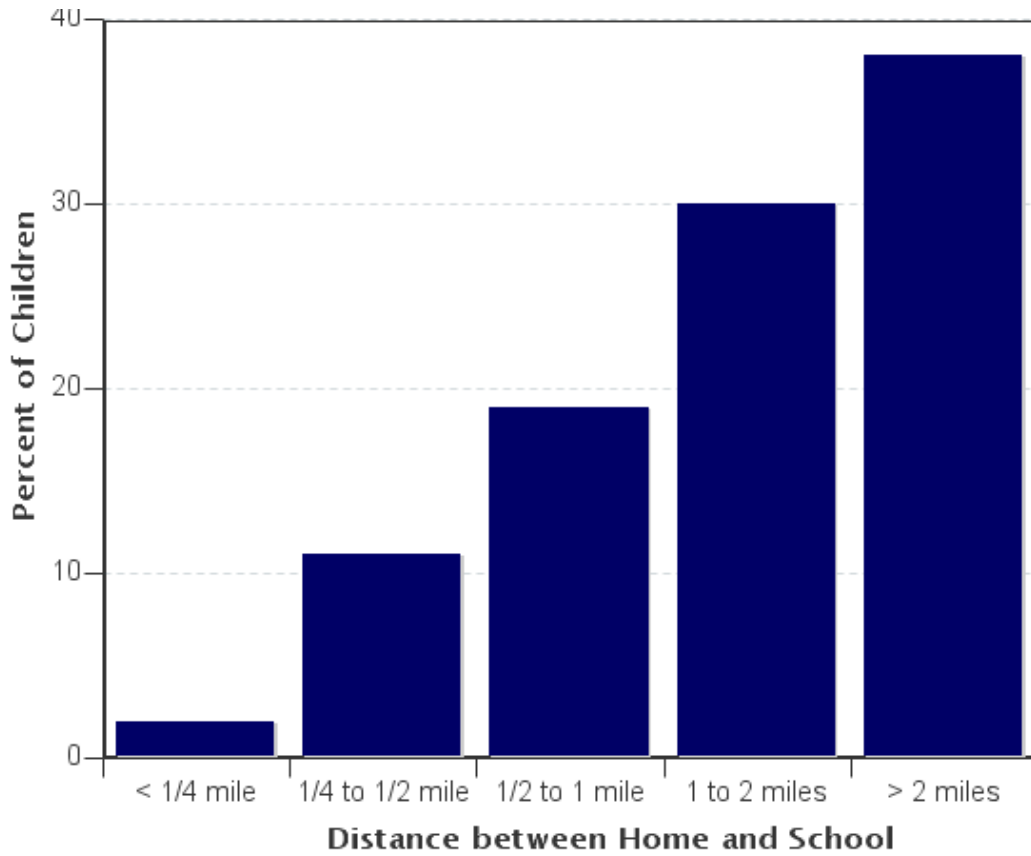
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	1	1%
2	1	1%
4	2	1%
5	3	2%
6	50	29%
7	56	32%
8	56	32%
9	2	1%
10	2	1%
12	1	1%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



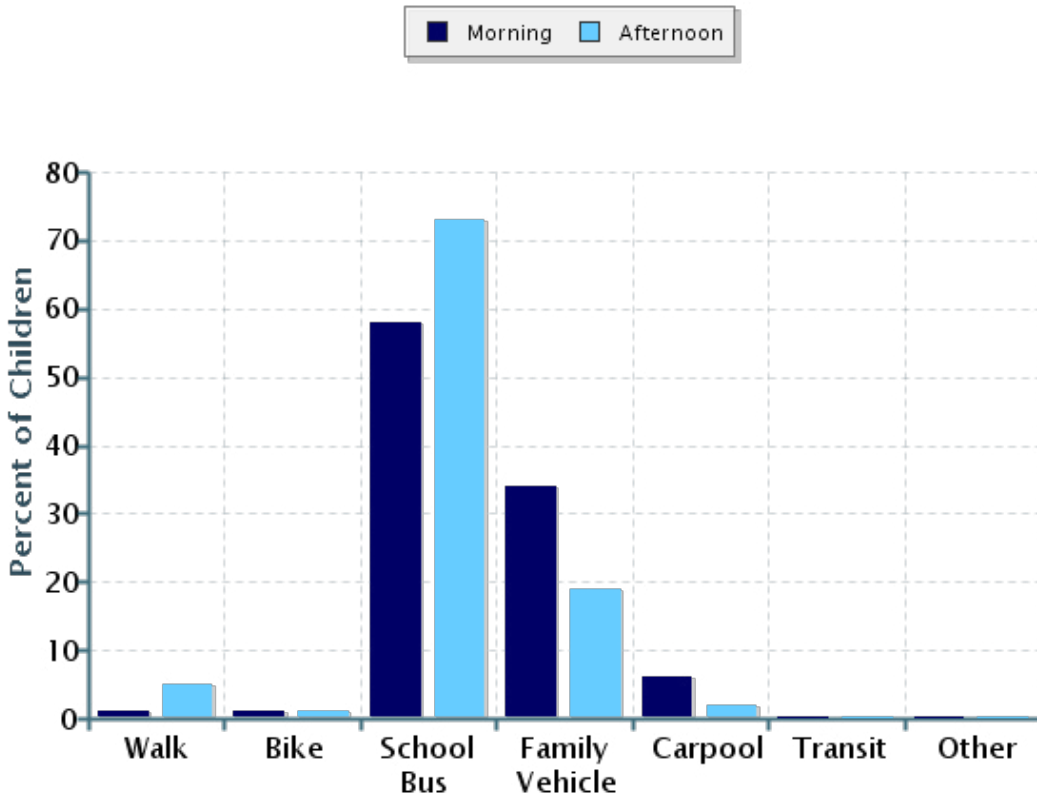
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	4	2%
1/4 mile up to 1/2 mile	18	11%
1/2 mile up to 1 mile	31	19%
1 mile up to 2 miles	49	30%
More than 2 miles	62	38%

Don't know or No response: 11

Percentages may not total 100% due to rounding.

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	163	0.6%	0.6%	58%	34%	6%	0%	0%
Afternoon	164	5%	1%	73%	19%	2%	0%	0%

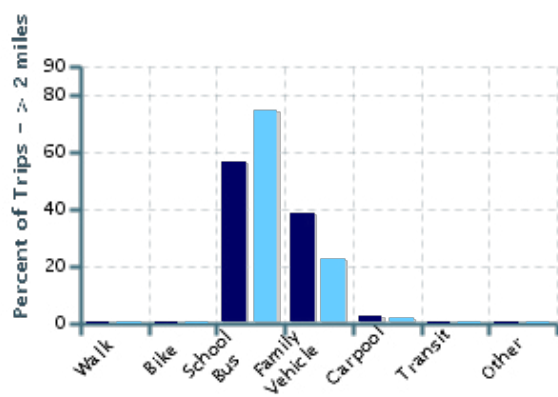
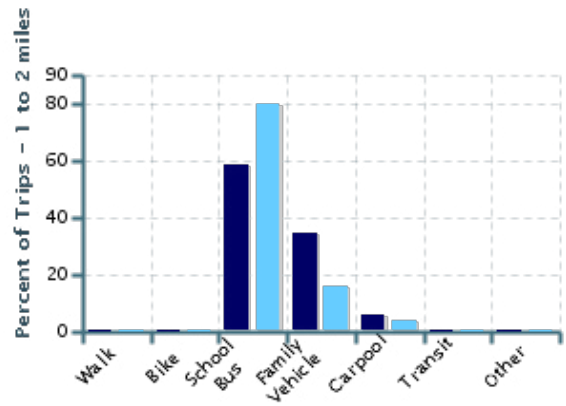
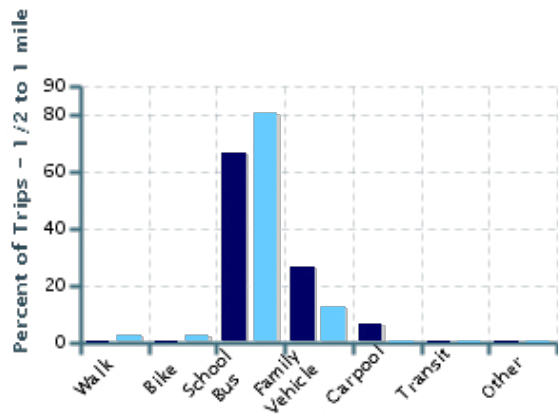
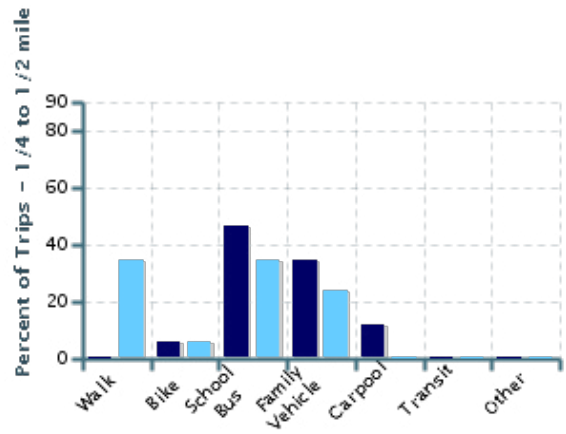
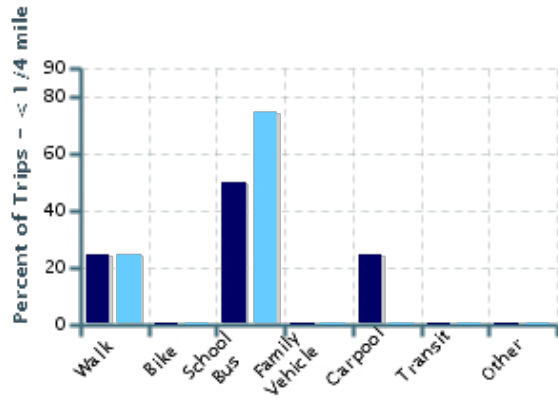
No Response Morning: 12

No Response Afternoon: 11

Percentages may not total 100% due to rounding.

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	4	25%	0%	50%	0%	25%	0%	0%
1/4 mile up to 1/2 mile	17	0%	6%	47%	35%	12%	0%	0%
1/2 mile up to 1 mile	30	0%	0%	67%	27%	7%	0%	0%
1 mile up to 2 miles	49	0%	0%	59%	35%	6%	0%	0%
More than 2 miles	61	0%	0%	57%	39%	3%	0%	0%

Don't know or No response: 14

Percentages may not total 100% due to rounding.

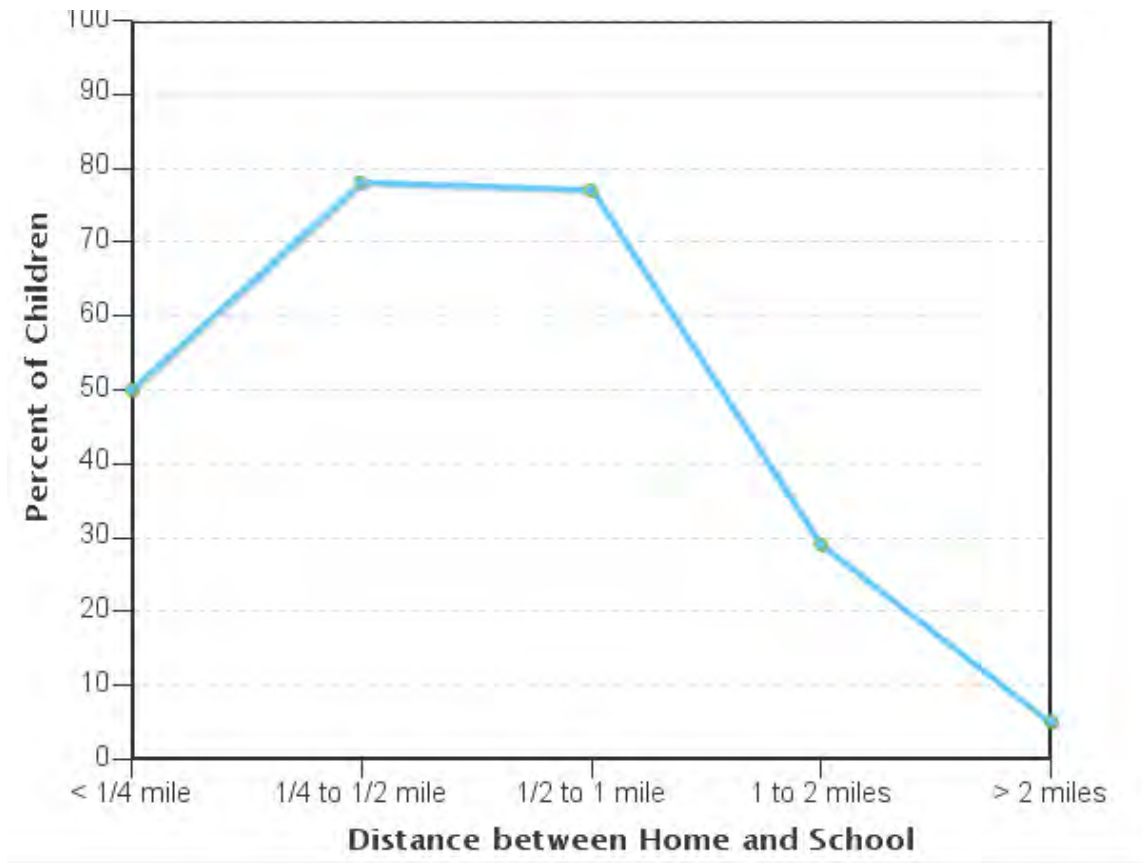
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	4	25%	0%	75%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	17	35%	6%	35%	24%	0%	0%	0%
1/2 mile up to 1 mile	31	3%	3%	81%	13%	0%	0%	0%
1 mile up to 2 miles	49	0%	0%	80%	16%	4%	0%	0%
More than 2 miles	61	0%	0%	75%	23%	2%	0%	0%

Don't know or No response: 13

Percentages may not total 100% due to rounding.

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

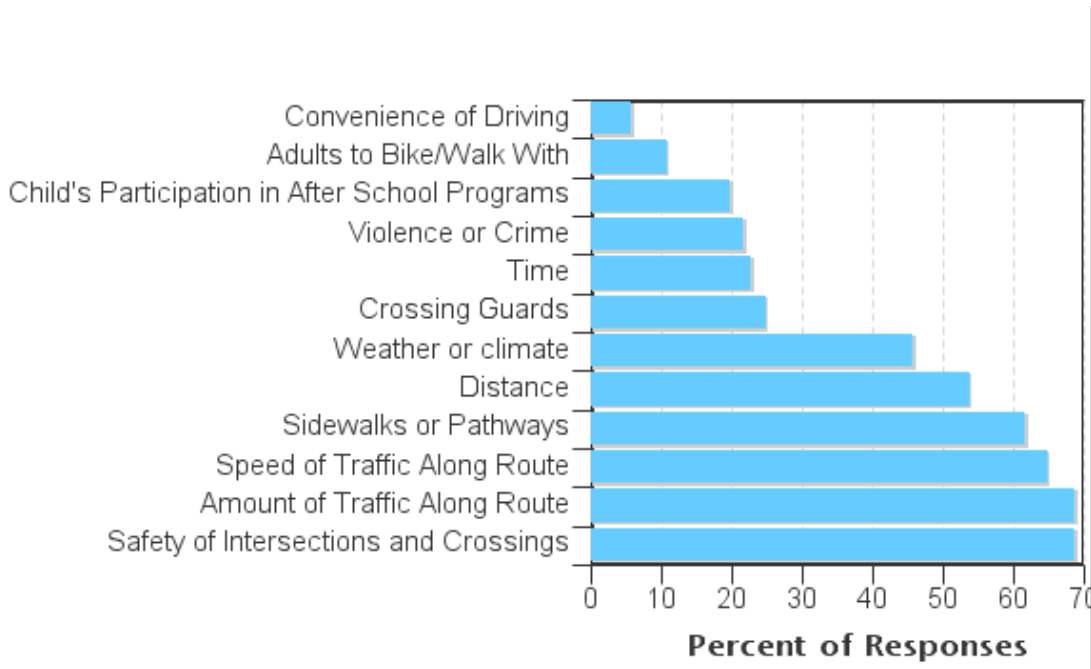


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

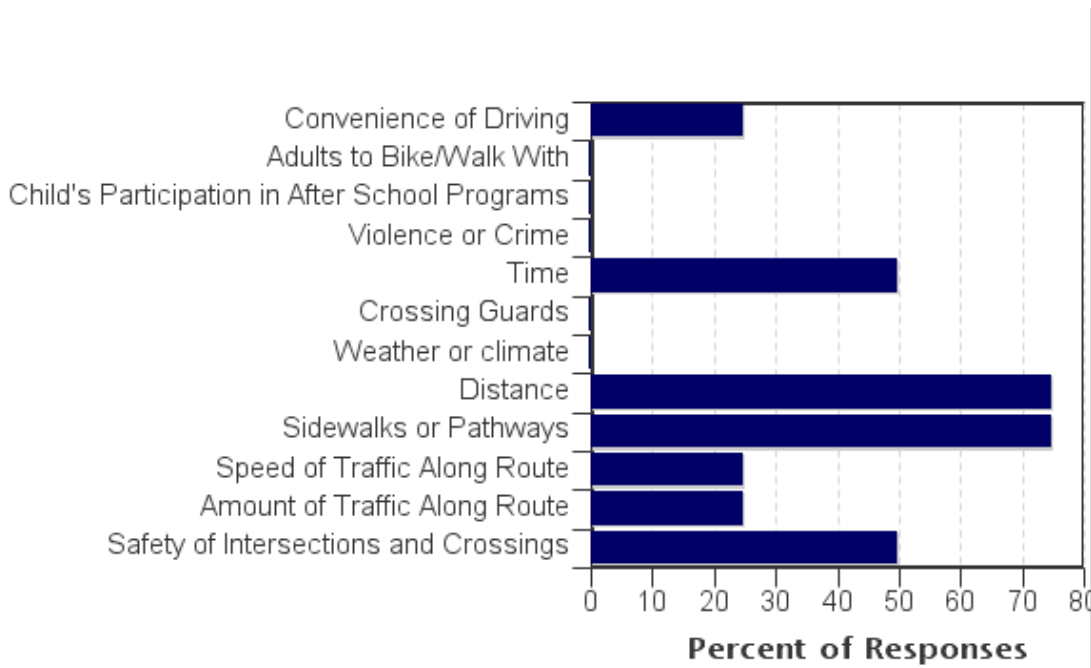
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	57	50%	78%	77%	29%	5%
No	107	50%	22%	23%	71%	95%

Don't know or No response: 11
 Percentages may not total 100% due to rounding.

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
Safety of Intersections and Crossings	69%	50%
Amount of Traffic Along Route	69%	25%
Speed of Traffic Along Route	65%	25%
Sidewalks or Pathways	62%	75%
Distance	54%	75%
Weather or climate	46%	0%
Crossing Guards	25%	0%
Time	23%	50%
Violence or Crime	22%	0%
Child's Participation in After School Programs	20%	0%
Adults to Bike/Walk With	11%	0%
Convenience of Driving	6%	25%
Number of Respondents per Category	127	4

No response: 44

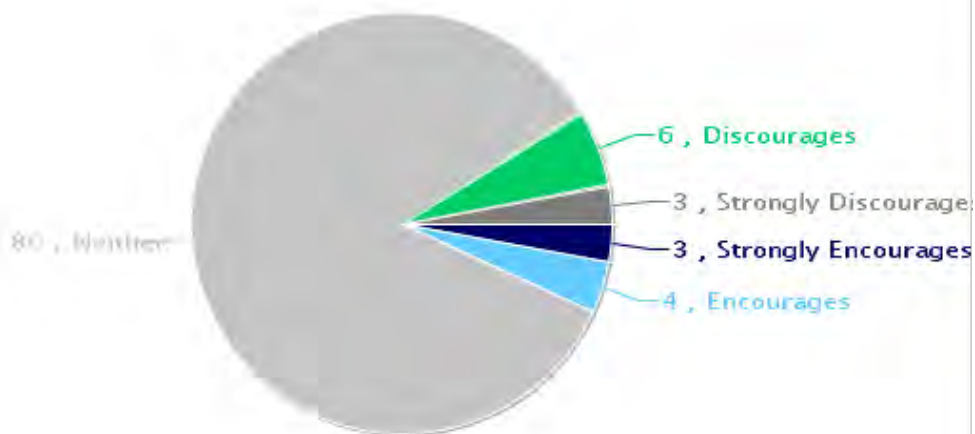
Note:

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

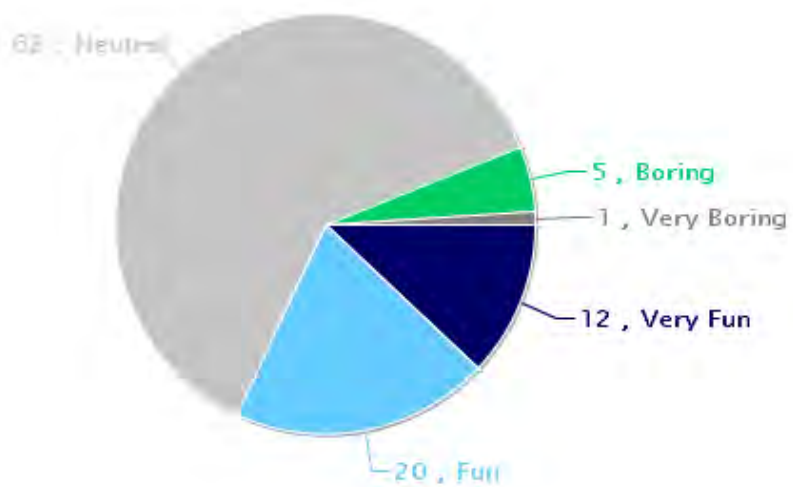
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

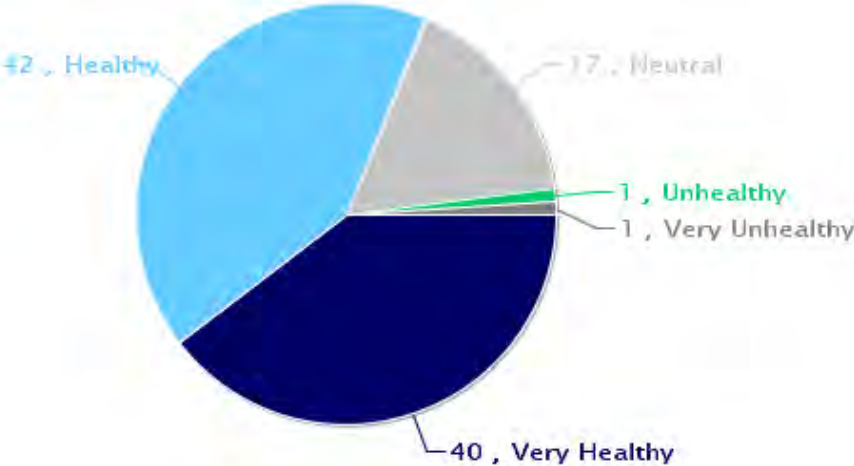
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section

SurveyID	Comment
1688854	We only allow our 6th grade daughter to walk to/from school with at least one friend. If circumstances change and she would be walking by herself we would reevaluate her transportation options.
1688894	We live 7 miles from school. It is not an option to bike or walk.
1688951	Build those sidewalks along these busy roads.
1688964	The problem if the walk when is pretty cold they will be freezing once they are at the school. Other problem is when is too dark for them to walk or ride the bike
1688971	We live by LSHS in Chadwick. There are no safe routes for crossing Dodd to get to McGuire especially with the amount and kind of traffic. To get to Lakeview, the only traffic controlled intersection is Jacquard and 210th. This intersection is not safe even though it has crosswalks, with inexperienced HS drivers and parents that are in a hurry/distracted. I ask my kids to cross over 210th at Italy but wish there was a crosswalk or sidewalks on 210th. As far as my HS kids, crossing Jacquard is a nightmare during school hours on foot. I am always surprised that the LPD doesn't control traffic around the schools that need it. Of course, prime example of when someone gets hurt, rules will change. Families on the South side of Lakeville definitely have gotten the short end of the stick with the lack of sidewalks and trail systems where it is needed.
1688974	My child is open enrolled to a middle school that is on the other side of Lakeville. When we lived in that area we would walk/bike to school. Just too far now.
1689132	Lakeville NEEDS a walking path connecting MMS and LSHS. There is no shoulder, or walking path along 210 where I see many students walking and biking dangerously close to traffic. This is long overdue!
1689158	I would like to see sidewalks or pathways along 210th Street along with pedestrian crossing signs/lights to make it safer for children to get to and from school.
1689186	Too much traffic along route, unsafe intersection (Holoyoke &Dodd), unsafe sidewalks (snow/ice covered)
1689207	We can't change the distance but it would be good to get a direct route from McGuire area to the High School, such as a bike/walking path along 210th.
1688790	If there was a bike path along Cty Rd 9 / Dodd Blvd heading north from 235th and heading east on Cty Rd 70 I would allow student to ride their bike to school - takes almost 45 mins to get home on the bus and its only about 4 miles
1689171	We need a sidewalk and biking path along 210th street!!!!
1689038	We need a walking/biking path on 210th Street!!!
1688861	There is no good way for my child to get from where we live to school that is not what we feel is a "dangerous" route. When I brought these issues up to the transportation person I was told that a child having a route without sidewalks or good crossings wasn't taken into consideration so we have to pay for bussing. My child would have to cross where vehicles are traveling over 45mph and multiple red light accidents happen. I would like areas where a student would have to cross a road like this taken into consideration for either free busing or reduced fee.

1688884	My kids would have to cross Dodd which is becoming a major traffic route. It will only get worse with more and more development. If my son wanted to, I'd probably let him, but he hasn't ever asked.
1689061	Next year we will be at LSHS. We are less than a block away from South, but because there is no sidewalk on 210th Street there is not a safe way for him to walk to school. Even a path from Jamestown to Jacquard would be helpful with a crosswalk on all 4 sides of the intersection.
1688985	My kids will walk/bike to school as often as possible.
1689183	Bike path needed near schools to encourage students to walk/bike. Youth don't get enough exercise
1689195	The kids will be going to LSHS in a couple short years and I really wish there were sidewalks along 209th for them to walk along and cross at Jacquard.
1688782	Would love to see a bike path connecting the existing path from Dodd and 208th to McGuire Middle School.
1688792	1. An exit from McGuire and Jefferson onto 210 St through the old district office site would alleviate traffic and safety issues with only one exit for two schools. Safety first. 2. A bike path from McGuire and Jefferson to LSHS would help safety of the neighborhood kids. It is dangerous to walk on 210 for the kids as is. A bike trail would be used by students and families, presumably on the south side of 210 from downtown to LSHS and perhaps a few more blocks up to the upper LSHS soccer parking lot.
1688816	There is not a safe way from our home to McGuire that does not add significant time to the route. There are no sidewalks on 210th street and the amount of traffic at 210th and Holyoke makes it hard to let my child navigate that intersections safely. While I trust his judgement, I do not trust drivers in the early morning and after school times to allow him to cross safely.
1688820	Traffic along 210th is so busy! Also, area out by the Hi-Hi is not incredibly safe/trusting.
1689199	We live in Elko. There is no school near us and the bus ride has always been the longest in the district.
1689299	Well, my youngest is 8th grade, would have been nice to have a walking path on 210th for the kids to and from Lakeview and from McGuire. 210th is Dangerous!
1689224	The amount of traffic and how close the sidewalks are to the cars concerns me. Also, from Hytrail Circle, there's a way neighborhood kids cut through the cemetery from our neighborhood to go to school but no real place to cross from the dirt lot across the road. As a parent I'd like to see a crosswalk from that lot too for when we have to park over there.
1688869	I have children at McGuire for 6 years. We are supposed to walk from the far golden pond neighborhood. It takes forever and that intersection is horrendous. 3 years I drove one and these three years I pay for the bus and so so many of my neighbors.
1688907	The main issue with walking or biking is the intersection at Holyoke and 210th. It is awful, and kids have a hard time navigating it without a crossing guard.
1689668	Crossing Dodd is my main concern. Since there are not sidewalks on 210th St or Dodd (south of 210th) it forces the kids to cross at a point without a formal intersection and/or crosswalk.
1688943	Middle school route is too far and dangerous with inadequate bike paths.

1688997	Biking/Walking to school is not my biggest concern as we live too far from the schools to take advantage (except for possibly going within town after school). However, I am very concerned with the length of the bus rides and time of arrival home after school for my elementary student. An hour bus ride after school and arriving just before 5 pm is way too long and late for a 4th grader. Also have concerns about my middle schoolers walking to the bus in the dark in the Fall months due to time changes. But biggest concern is length of time on the bus for elementary kids. Need more buses!!!
1688787	Not enough sidewalks. Child would need to cross Dodd, no lights or sidewalks.
1688815	I was blown away that we were busing our kids to schools since their walk was about 1/4 what mine was as a kid. But apparently that's the way it is now. And of course I didn't want mine to be the only kids walking. Oh well.
1688828	I'm more concerned with bus pick up drop off. I would like to see the bus come into the subdivision to pick up rather than have the kids wait at the corner of a fairly busy street. It wouldn't take any more time for the bus to come in and pick up at one or two designated areas of the subdivision, and it would be a safer option.
1688833	I watched a student on a bike almost get hit by a car at the intersection of 210th and Holyoke. Drivers seem to always be in a hurry. Seeing that scared me enough to be really nervous about my child riding her bike to school.
1689051	Where we live, riding or walking to McGuire is not safe.
1688868	There needs to be a safe sidewalk to use along 210th street from Holyoke to Lakeville South. There is way too much traffic and not a safe sidewalk to use (the partial sidewalk is unsafe walking single file with high speed traffic by the railroad tracks). I have seen kids walking through the ditches from South to MMS area and cars are going way too fast. It seems the rest of Lakeville has established paths except for the 210th/Dodd road area and there are 3 schools right there with South, MMS, and JFK. It is not safe for kids.
1688888	The intersection at Holyoke Ave and 210th St is one of the biggest deterrents to walking/biking to school. This intersection gets very busy with traffic at the beginning and end of school.
1689660	Hills, railroads, no sidewalks
1688948	We live in Elko so walking or biking is not even remotely an option.
1688972	Quite simply, 210th street needs paths from the Lakeville South HS to downtown Lakeville - McGuire MS. It really is an anomaly when compared to the rest of Lakeville. Lakeville has paths on both sides (seems excessive at times) of the road in multiple areas, yet for 2 schools there are no paths on 210th, except for a very small stretch near downtown. We've lived here 10 years and it didn't make sense back then when our older child went to Lakeville South HS. We had to pay for bussing back then since we were under a mile from the school, yet there was no safe path to the school in under a mile :) It is in no way safe for my child to walk, bike, or cross 210th street or Dodd Boulevard on his way to school - no path, ditch can be deep, narrow shoulder in places, and lots of traffic in the morning and evening. Yet, there is definitely room for one path on either side of the road, and at some point a stoplight or roundabout will be needed at the 210th street and Dodd Boulevard intersection. This is not a safe place to cross. But it doesn't matter as there are no paths to walk on :) Also, as one approaches downtown Lakeville on 210th the road condition gets worse. My 6th grader complains about how rough it is when we drive on it, which is NOT a normal complaint from him when we drive around. Hope this helps. Thank you!

1689231	It's strange to have a middle school that doesn't have clear sidewalk access in all directions from the school. As more homes have been built in walkable distances (including our own in 2013), it should be a city priority to make clear walking/biking paths for our kids. No sidewalks on parts of 210th, none on Dodd south of 210th, none on 70, & not even right in front of the school on Holyoke? Weird.
1689297	My son drives with me because I work at the school, so it is very convenient. We are too far out for him to bike and there isn't a safe path the entire way. I wouldn't be opposed to it, but it's just not the safest way for him to get to school.
1688836	The intersection of Highview and 210 is the biggest show stopper for me. I will not let my incoming 6th grader bike to Mcguire.
1688839	My kids did walk to elementary school k-5. Mms is farther and I would not want them crossing Dodd road.
1688840	My kids did walk to elementary school k-5. Mms is farther and I would not want them crossing Dodd road.
1689165	2 very busy roads to use to walk to school, Mcguire is on a very busy route for most drivers leaving lakeville so I would not encourage my child to walk for safety reasons.
1689438	We live close enough to the schools that we are charged in order for them to be allowed to ride the bus. I do not agree with this for elementary school children. They should not be required to walk.
1689166	If there were a sidewalk down 210 and safe crossings like stop lights, both my kids would have walked to school. Taking the bus home is much longer ride than walking
1688965	We have to pay for the bus because of the distance, I think we are too far for my daughter to walk, I cant afford the bus so I have to drive her.
1688967	A crossing guard SHOULD be at 210th and Holyoke for safety...one is NOT provided. Bus is too expensive for down the street. School needs to go back to doors being open at 7:00 not 7:15.
1688799	Sorry my answers probably aren't helpful. We live too far away to even think about walking or biking
1688800	Sorry my answers probably aren't helpful. We live too far away to even think about walking or biking
1688871	Walking or biking to/from school is impossible for residents of Elko New Market.
1688881	Any person who thinks crossing Dodd Blvd. from our neighborhood or biking with Zero connected or planned bike routes is acceptable is going to be sorry one day. Traffic northbound on Dodd coming through County Road 70 can be driving 55 mph. No way is my kid riding a bike across to go to school. That is what buses are for... safety.
1688936	The main school intersection, at 210th St W & Holyoke Ave is so clogged. Drivers are impatient, almost hitting each other, not to mention I've seen many students in the crosswalk almost get hit by drivers. While it was bad after elementary pickup, it's a thousand times worse after Jr High release. Something definitely needs to change & a patrol isn't gonna cut it
1689004	The roads are safe and it is far to cold/snowy most of the year.
1689180	Because of the distance we live from school it not practical to walk. When we need to, my child has walked to his dads work after school when he stays late for activities as long as weather and travel is safe. Has to walk up a steep grass hill that tends to have ice and drifts that can make it dangerous.

1689447	Speed of cars and lack of sidewalks on 210 is an issue. Am especially concerned as my son will be attending Lakeville South next year and the speed of traffic is even worse.
1689173	There is not a safe or walkable path to McGuire. Lakeville doesn't have sidewalks in most housing developments to provide a safe place to walk, nor on the north side of Co Rd 50/210th Street, and areas of the south side too. Crossing 50/210th street to get to the south side would NEVER be safe because people driving their cars drive way too fast and it's a VERY busy road. Children walking from our neighborhood has NEVER been an option. COMPLETELY UNSAFE ROUTES.
1690092	We need to get a path from LSHS to downtown on 210th! I see kids walking this route everyday and it is way too dangerous without a path! There really isn't another option- cars are swerving daily to miss kids. Please do something before it's too late- we need the main route to the HS to be safe and accessible for the kids! We live in the Chadwick neighborhood and we have sidewalks everywhere except on 201th where they dead end- please help!
1688893	We need a sidewalk on 210 because kids are walking home from Lakeville South and McGuire in unsafe road condition. Kids can't ride their bike or scooter home either because it's tough riding your bike or scooter on grass or an uneven road condition.
1688962	My children frequently walked or rode their bikes to school in elementary school, but it was only a mile away. The middle school is 3 miles from our house, so it's too far to walk in a reasonable amount of time before school. If it were closer, then the kids would walk frequently.
1688794	You should not charge for busing for some people in a neighborhood and not others. Not right.
1688795	You should not charge for busing for some people in a neighborhood and not others. Not right.
1688823	We are a little ways away, and she would have to walk down a very busy street and through a very busy intersection that does not have crossing guards. Plus I do not feel comfortable letting my daughter walk to/from school alone. It just doesn't feel safe.
1689221	I am uncomfortable letting my 13yr old daughter walk because she has been cat called by men driving by her in their vehicles. I have to pay for her to ride the bus to make sure she's safe.
1688865	Bus is not safe stopping on the county roads in Credit River township because cars are going 55-60 miles an hour, have passed the bus on the left, don't slow down quick enough. It's scary out there all around! Thanks for working to keep our kids safe!
1689194	We drive our children to school because we don't trust leaving them at the end of a long, isolated driveway waiting for a bus. Jacob Wetterling changed everything.
1688818	Is there a way to measure the child's self/environmental awareness, along with their physical abilities in relation to the distance and "vehicle" being used (if not walking)? What about a safety test similar to what they have at the DMV that can test for situational awareness, or even plot out their route with a virtual simulator... Okay, I'll stop! Good luck, and if this is to promote kids getting in exercise and developing independence, then Great work too!
1688825	There is no possible way my kids could walk or ride a bike, we live far away out in the country.

Appendix F. Student Hand Tally



The following pages show summaries of a hand tally of student transportation behavior in fall/winter 2019. Students were asked how they traveled to and from school on Tuesday, Wednesday, and Thursday of a single week. These reports are a direct export from the National Safe Routes to School Data Collection System, which processed the tallies and generated the report. Student hand tallies were not completed at McGuire Middle School.

STUDENT TRAVEL TALLY SUMMARY - CHERRY VIEW ELEMENTARY

School Name: Cherry View Elementary School

Set ID: 30386

School Group: Lakeville SRTS

Month and Year Collected: October 2019

School Enrollment: 738

Date Report Generated: 12/17/2019

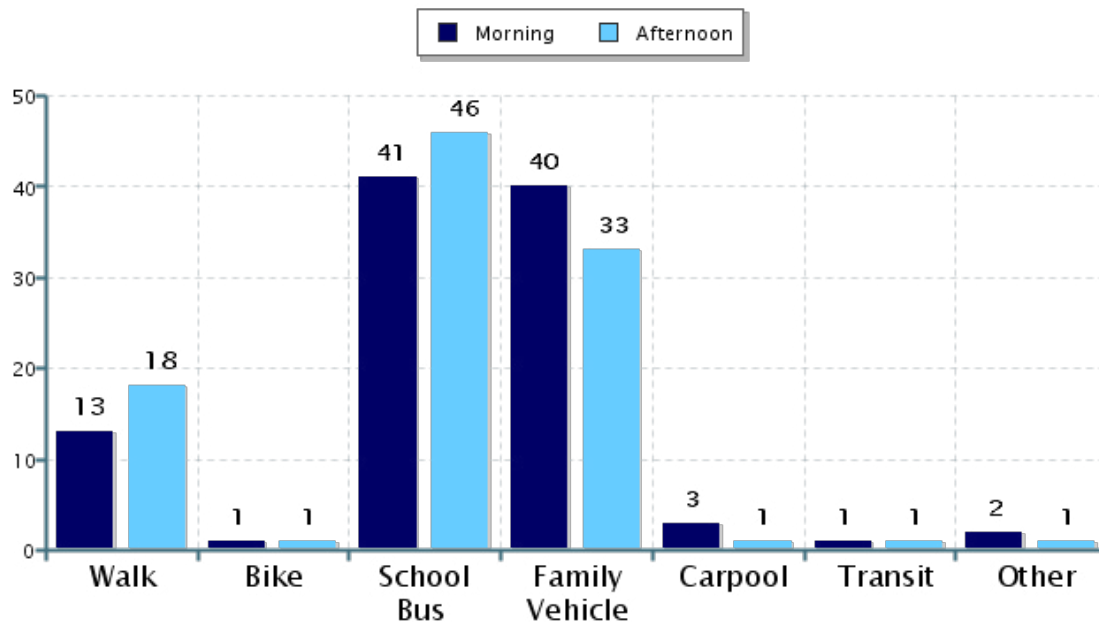
% of Students reached by SRTS activities: 76-100%

Tags:

**Number of Classrooms
Included in Report:** 29

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



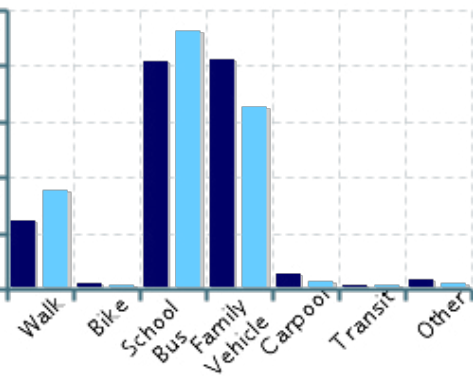
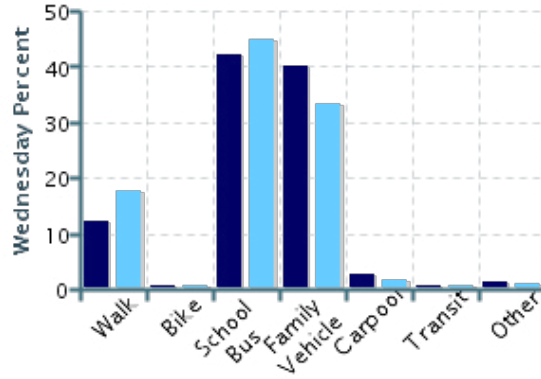
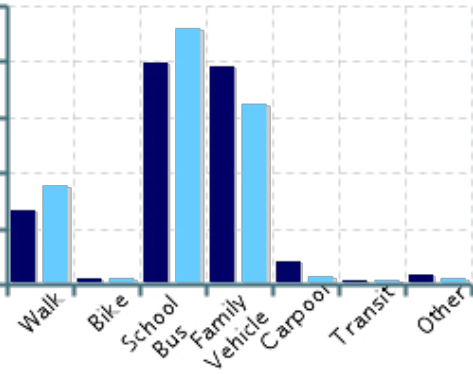
Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	2025	13%	0.9%	41%	40%	3%	0.5%	2%
Afternoon	1961	18%	0.8%	46%	33%	1%	0.7%	1.0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

■ Morning ■ Afternoon

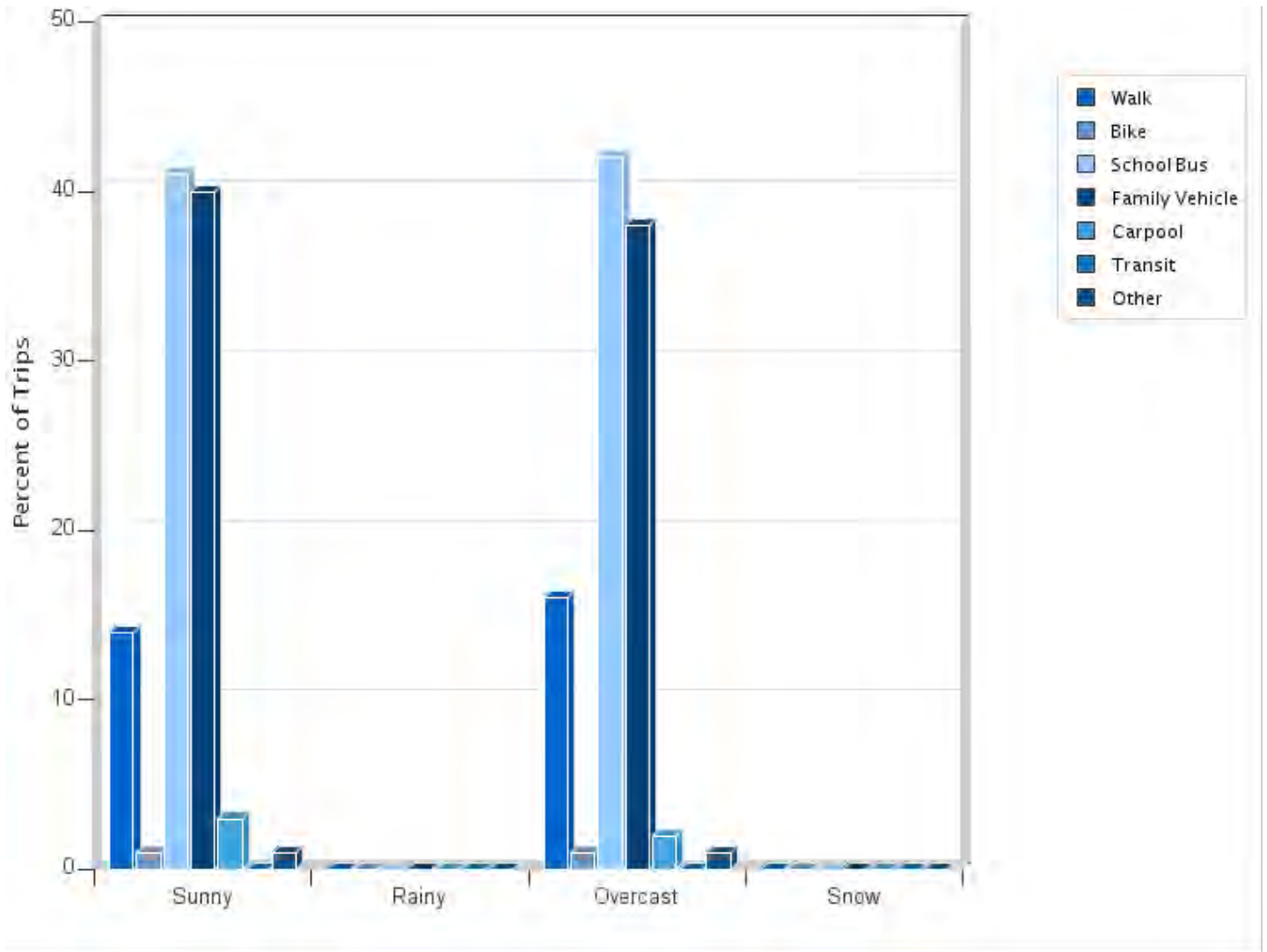


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Wednesday AM	650	13%	1%	40%	39%	4%	0.6%	2%
Wednesday PM	639	18%	1%	46%	32%	1%	0.8%	0.9%
Thursday AM	697	12%	0.7%	42%	40%	3%	0.6%	1%
Thursday PM	683	18%	0.7%	45%	33%	2%	0.7%	1%
Friday AM	678	12%	1%	41%	41%	3%	0.4%	2%
Friday PM	639	18%	0.6%	46%	33%	1%	0.6%	0.9%

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	1491	14%	1%	41%	40%	3%	0%	1%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	1508	16%	1.0%	42%	38%	2%	0%	1%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

PARENT SURVEY SUMMARY - CHRISTINA HUDDLESTON ELEMENTARY

School Name: Huddleston Elementary School

Set ID: 30387

School Group: Lakeville SRTS

Month and Year Collected: October 2019

School Enrollment: 546

Date Report Generated: 12/17/2019

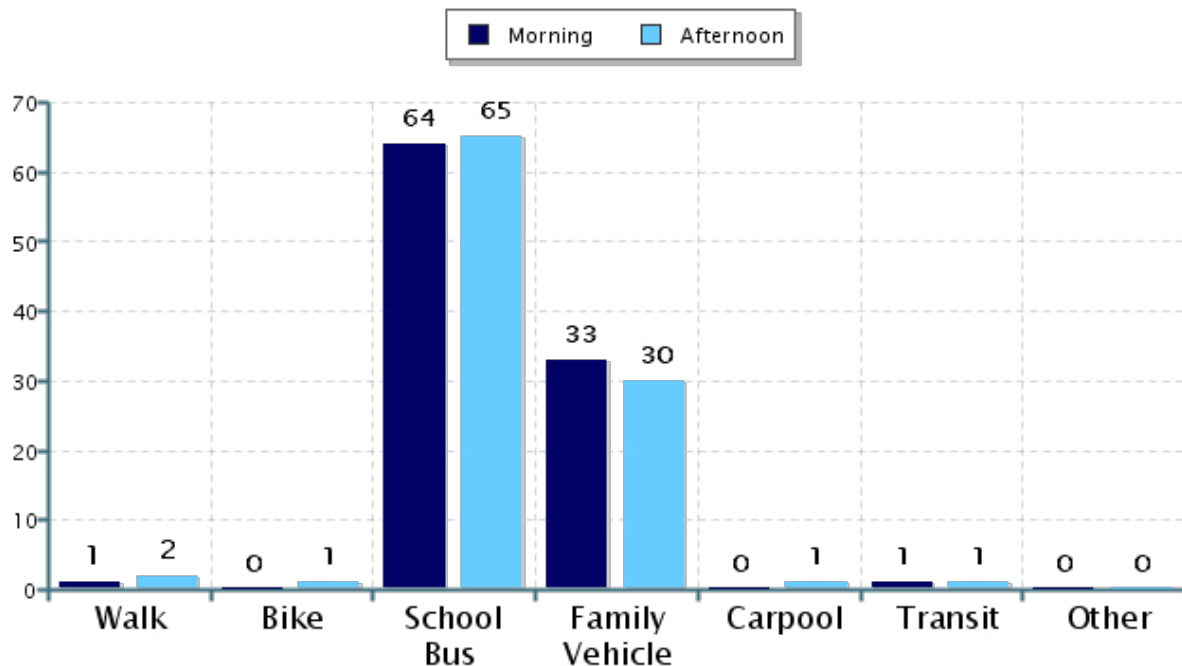
% of Students reached by SRTS activities: 76-100%

Tags:

**Number of Classrooms
Included in Report:** 24

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

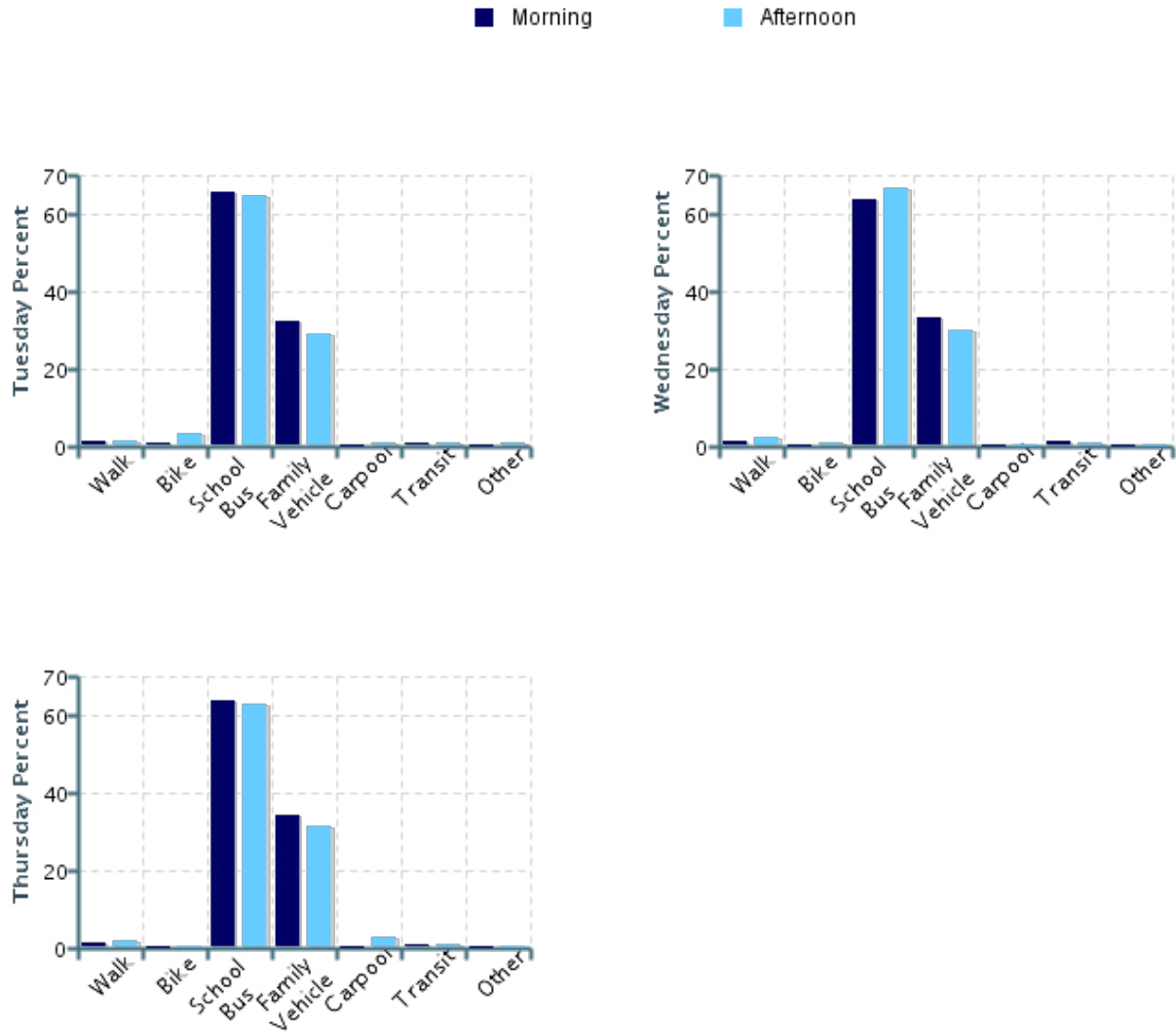


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1462	1%	0.1%	64%	33%	0%	0.9%	0%
Afternoon	1437	2%	1%	65%	30%	1%	0.6%	0.1%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

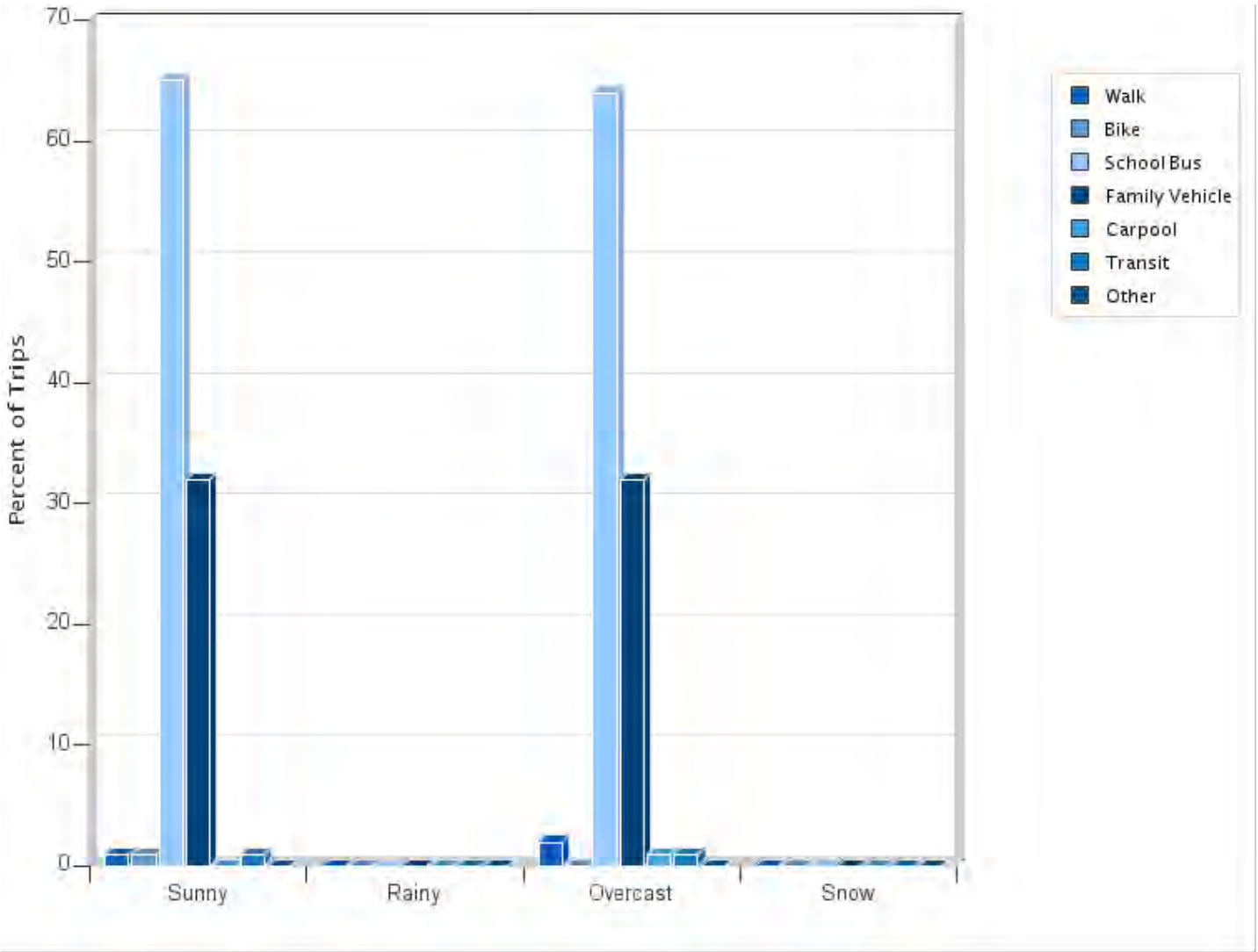


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	471	1%	0.2%	66%	32%	0%	0.4%	0%
Tuesday PM	475	1%	3%	65%	29%	0.4%	0.6%	0.2%
Wednesday AM	501	1%	0%	64%	33%	0%	2%	0%
Wednesday PM	477	3%	0.2%	66%	30%	0%	0.6%	0%
Thursday AM	490	1%	0%	64%	34%	0%	0.6%	0%
Thursday PM	485	2%	0%	63%	31%	3%	0.6%	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	1447	1%	1%	65%	32%	0.1%	0.9%	0.1%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	1452	2%	0.1%	64%	32%	1%	0.6%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

PARENT SURVEY SUMMARY - OAK HILLS ELEMENTARY

School Name: Oak Hills Elementary School

Set ID: 30390

School Group: Lakeville SRTS

Month and Year Collected: October 2019

School Enrollment: 597

Date Report Generated: 12/17/2019

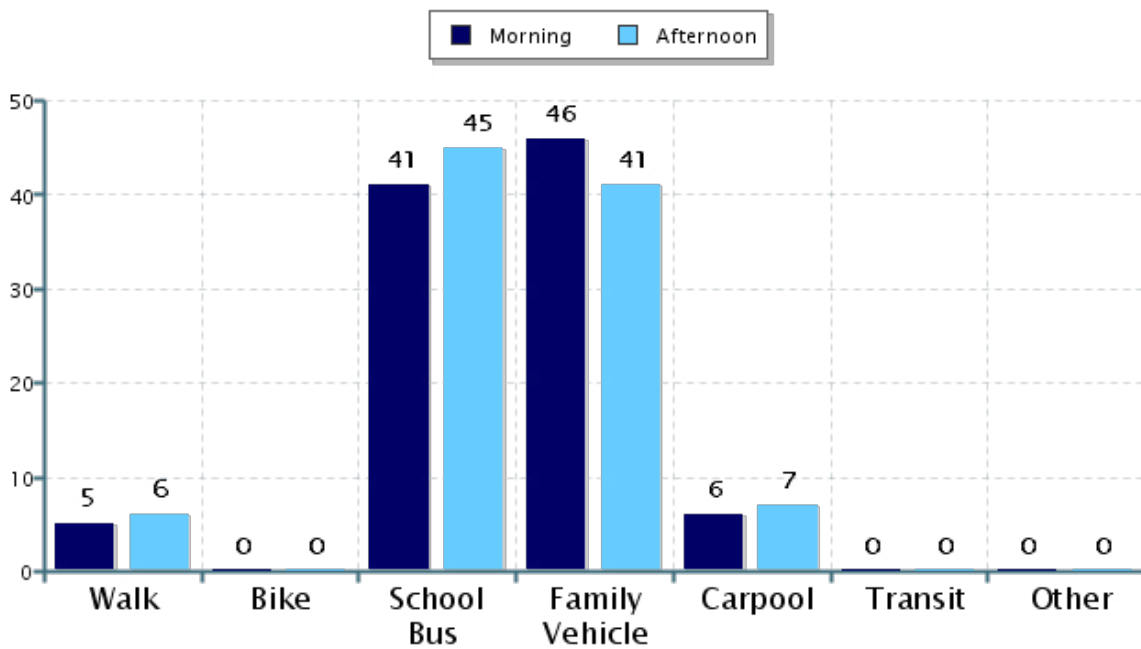
% of Students reached by SRTS activities: 76-100%

Tags:

**Number of Classrooms
Included in Report:** 21

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



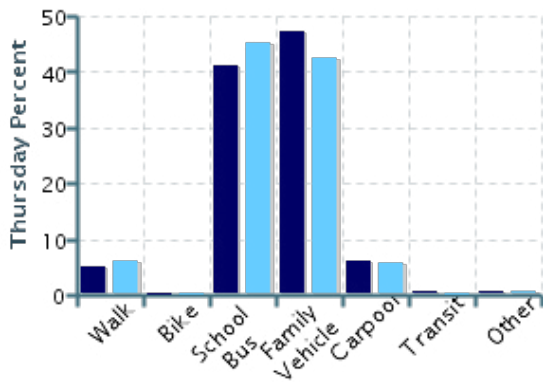
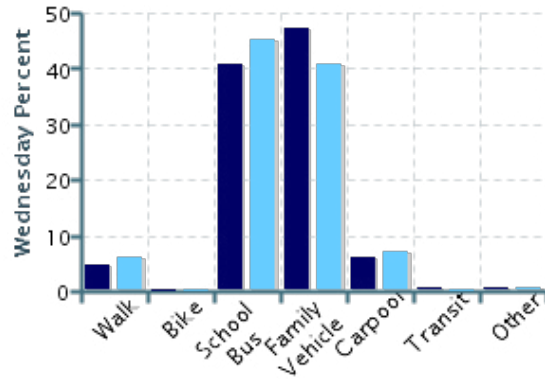
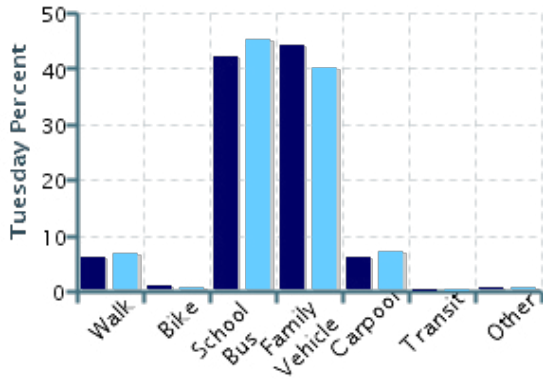
Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1432	5%	0.3%	41%	46%	6%	0.1%	0.5%
Afternoon	1424	6%	0.1%	45%	41%	7%	0%	0.5%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

■ Morning ■ Afternoon

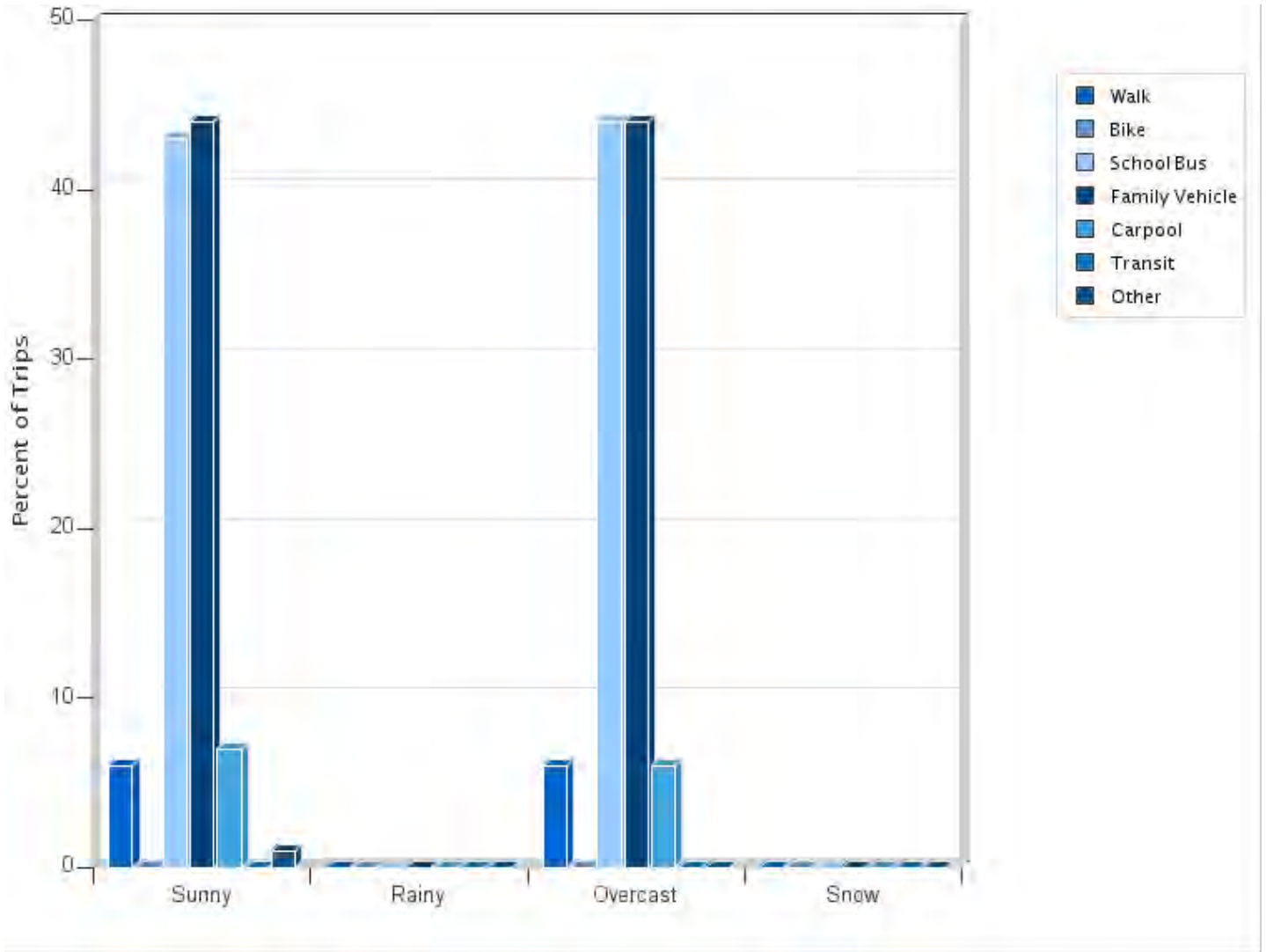


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	450	6%	0.9%	42%	44%	6%	0%	0.4%
Tuesday PM	448	7%	0.2%	45%	40%	7%	0%	0.4%
Wednesday AM	498	5%	0%	41%	47%	6%	0.2%	0.6%
Wednesday PM	495	6%	0%	45%	41%	7%	0%	0.6%
Thursday AM	484	5%	0%	41%	47%	6%	0.2%	0.4%
Thursday PM	481	6%	0%	45%	43%	6%	0%	0.4%

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	1396	6%	0.4%	43%	44%	7%	0.1%	0.5%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	1460	6%	0%	44%	44%	6%	0.1%	0.5%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

PARENT SURVEY SUMMARY - JOHN F. KENNEDY ELEMENTARY

School Name: Kennedy Elementary School

Set ID: 30389

School Group: Lakeville SRTS

Month and Year Collected: October 2019

School Enrollment: 583

Date Report Generated: 12/17/2019

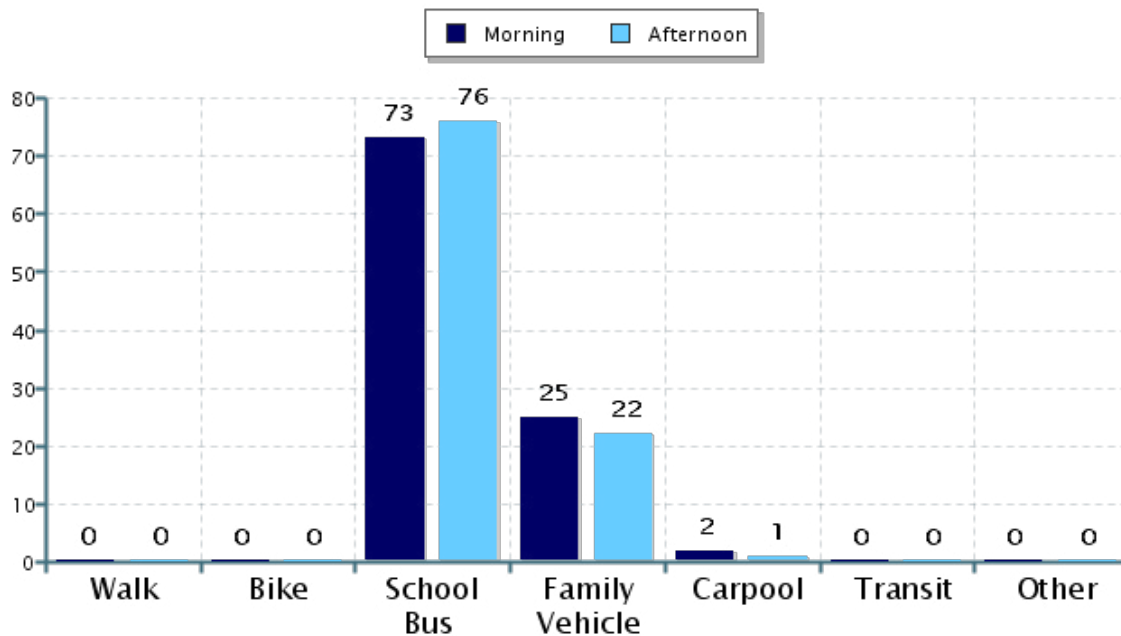
% of Students reached by SRTS activities: 76-100%

Tags:

**Number of Classrooms
Included in Report:** 23

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

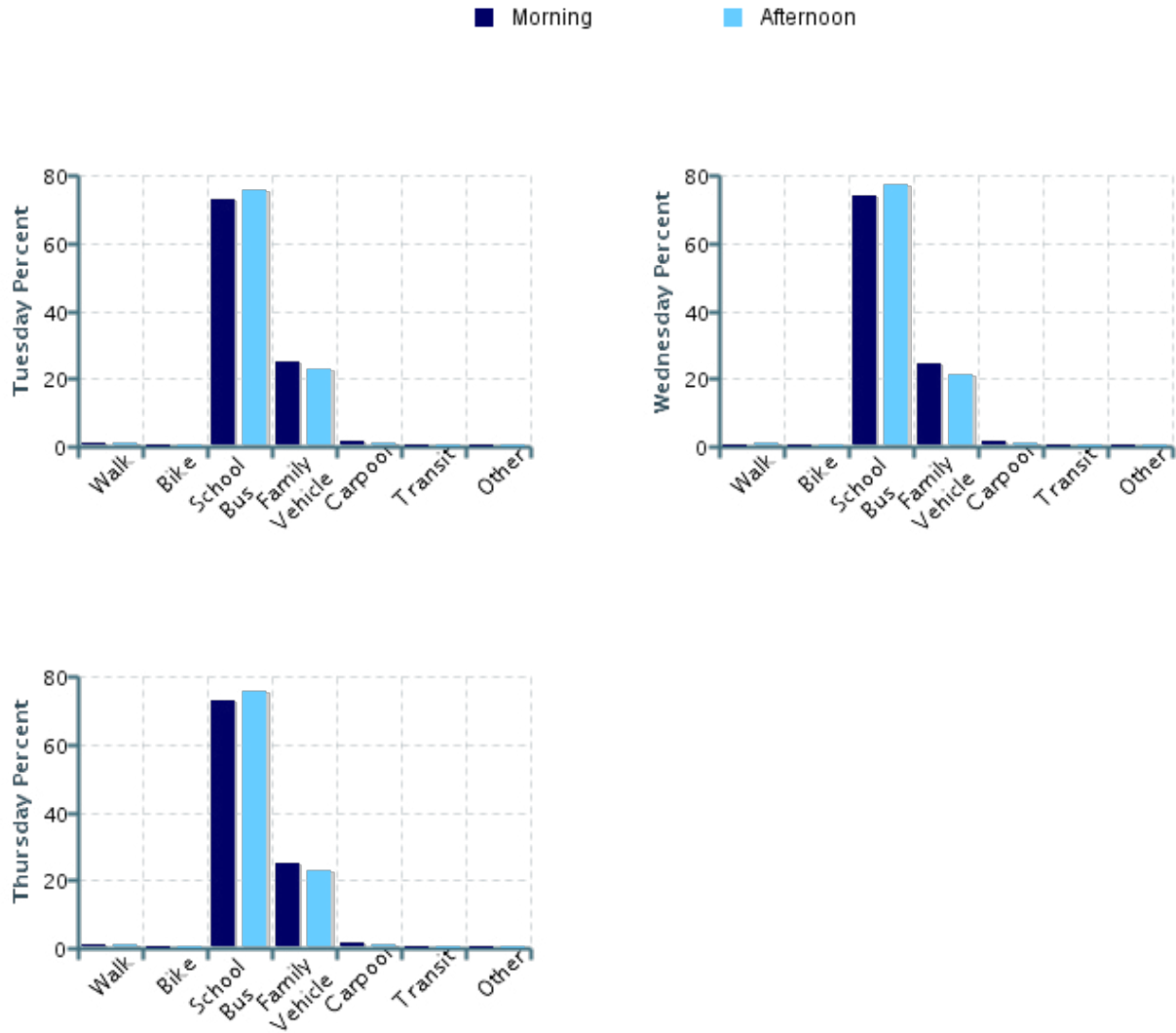


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1395	0.3%	0%	73%	25%	2%	0%	0%
Afternoon	1414	0.4%	0%	76%	22%	1.0%	0%	0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

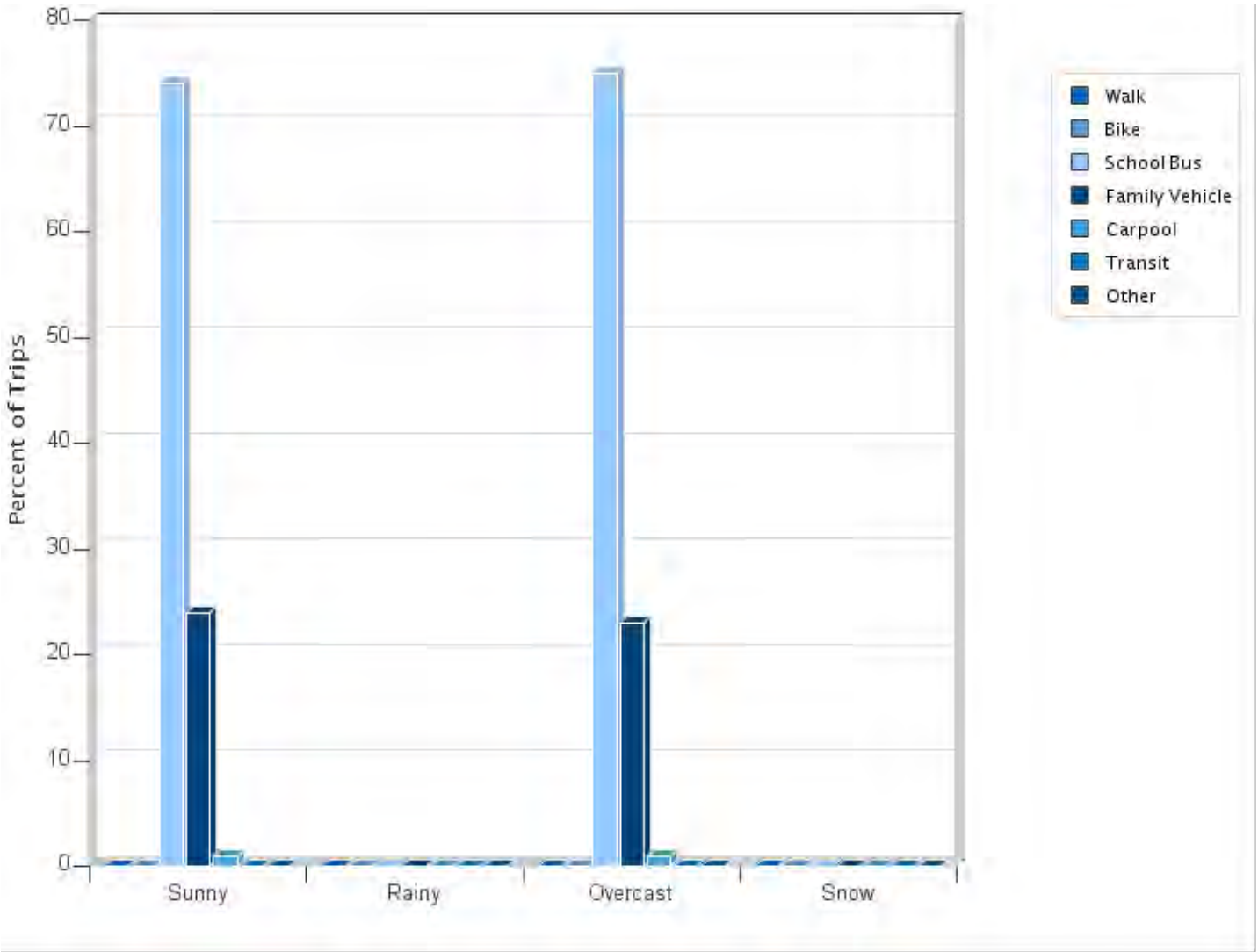


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	454	0.7%	0%	73%	25%	2%	0%	0%
Tuesday PM	474	0.6%	0%	76%	23%	0.8%	0%	0%
Wednesday AM	470	0%	0%	74%	24%	1%	0%	0%
Wednesday PM	471	0.2%	0%	77%	21%	1%	0%	0%
Thursday AM	471	0.2%	0%	73%	25%	1%	0%	0%
Thursday PM	469	0.4%	0%	76%	23%	1%	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	1398	0.4%	0%	74%	24%	1%	0%	0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	1411	0.3%	0%	75%	23%	1%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Appendix G. Administrative Survey



The following pages show responses to the MnDOT Environment and Policy Assessment tool, which was completed by school administrators in late 2019. The survey asks about programs and policies that exist at each school related to walking and biking. It also asks about the condition and presence of infrastructure surrounding school. The administrative survey was not completed at McGuire Middle School..

School Name	Cherry View Elementary
School Address	8600 175th Street W Lakeville, MN 55044
Date Completed (D-M-Y)	12/2/2019
9-digit School Code	0194-01-596
Name of person filling out assessment	Paul Helberg
Phone Number	(952) 232-3200
Email Address	paul.helberg@isd194.org
How does your school or district wellness policy address walking and biking?	Walking and biking are not addressed
How does your school or district transportation policy address walking and biking?	Walking and biking are not addressed
Does your school or district collaborate with local law enforcement on enforcing speed limits or other traffic laws in the school zone?	Yes
Does your school or district have a plan for evaluating Safe Routes to School efforts?	No
Does your school have or participate in walking and biking events or programs such as Walk to School Day or Walking School Buses?	No
Does your school have or participate in walking and biking skills and safety training or curriculum?	No
How many designated and separated points of entry (e.g., sidewalk, trail, or intersection connection) onto the school property are accessible to walkers or bikers?	3 or more
Is the bus loading/unloading area separated from parent pick-up and drop-off?	Yes
Does your school have a written arrival and dismissal policy that addresses the needs and safety of students walking and biking, such as providing staggered dismissal times or separated physical arrival/dismissal spaces for students walking and biking?	Yes, policy addresses needs and safety of students walking and biking, and it is communicated to parents via school's communications channels (e.g., school website, email, flyers, etc.)
What speed limits are posted within your school zone? Do not include signs that lower speed limits only when students are present.	Any speed limits 40 mph or more
Are there signs in your school zone that lower the speed limit to less than 30 mph when students are present?	No

Do the streets in your school zone have sidewalks, paths, and/or protected walkways?	Yes, but gaps are present
Are sidewalks and trails in your school zone maintained in safe condition in winter (e.g., cleared of snow and ice to allow students walking and biking to safely navigate them)?	Yes, all trails and sidewalks
What is the condition of the sidewalks in your school zone? (Best guesses are okay).	Good (few (< 25%) cracked, buckled, or missing sections)
How clear of obstacles (garbage bins, signs, utility poles, overgrown plants, trees, etc.) are the sidewalks in your school zone?	Few or no obstacles
Do the streets in your school zone have dedicated bicycle lanes, trails, and/or off street paths?	No
Does your school have a designated walking route in the school zone? if yes, consider this route when answering the following questions	No
Are marked crosswalks present in your school zone?	Yes, at all crossings
Are pedestrian crossing signals or 'countdown' pedestrian crossing signals present at traffic signals in your school zone?	Yes, at some crossings (or within designated route)
Are adult crossing guards with safety vests and STOP paddles or flags present within the school zone?	Yes, at some crossings (or within designated route)
Is student school patrol present within the school zone?	Yes, at all crossings
Complete?	Complete



School Name	Christina Huddleston Elementary
School Address	9569 175th St W, Lakeville, MN 55044
Date Completed (D-M-Y)	12/2/2019
9-digit School Code	0194-01-592
Name of person filling out assessment	Jill M Kelly
Phone Number	(952) 232-3110
Email Address	jill.kelly@isd194.org
How does your school or district wellness policy address walking and biking?	Promotes walking and biking
How does your school or district transportation policy address walking and biking?	Promotes walking and biking
Does your school or district collaborate with local law enforcement on enforcing speed limits or other traffic laws in the school zone?	Yes
Does your school or district have a plan for evaluating Safe Routes to School efforts?	No
Does your school have or participate in walking and biking events or programs such as Walk to School Day or Walking School Buses?	No
Does your school have or participate in walking and biking skills and safety training or curriculum?	No
How many designated and separated points of entry (e.g., sidewalk, trail, or intersection connection) onto the school property are accessible to walkers or bikers?	2-Jan
Is the bus loading/unloading area separated from parent pick-up and drop-off?	Yes
Does your school have a written arrival and dismissal policy that addresses the needs and safety of students walking and biking, such as providing staggered dismissal times or separated physical arrival/dismissal spaces for students walking and biking?	No policy or limited policy that acknowledges students walking and biking but does not address their unique needs and safety
What speed limits are posted within your school zone? Do not include signs that lower speed limits only when students are present.	Any speed limits 40 mph or more
Are there signs in your school zone that lower the speed limit to less than 30 mph when students are present?	Yes
Do the streets in your school zone have sidewalks, paths, and/or protected walkways?	Yes, but gaps are present
Are sidewalks and trails in your school zone maintained in safe condition in winter (e.g., cleared of snow and ice to allow students walking and biking to safely navigate them)?	No

What is the condition of the sidewalks in your school zone? (Best guesses are okay).	Acceptable (some (25-50%) cracked, buckled or missing sections)
How clear of obstacles (garbage bins, signs, utility poles, overgrown plants, trees, etc.) are the sidewalks in your school zone?	Few or no obstacles
Do the streets in your school zone have dedicated bicycle lanes, trails, and/or off street paths?	No
Does your school have a designated walking route in the school zone? if yes, consider this route when answering the following questions	No
Are marked crosswalks present in your school zone?	Yes, at some crossings (or within designated route)
Are pedestrian crossing signals or 'countdown' pedestrian crossing signals present at traffic signals in your school zone?	Yes, at some crossings (or within designated route)
Are adult crossing guards with safety vests and STOP paddles or flags present within the school zone?	Yes, at some crossings (or within designated route)
Is student school patrol present within the school zone?	Yes, at some crossings (or within designated route)
Complete?	Complete



School Name	Oak Hills Elementary
School Address	55044
Date Completed (D-M-Y)	12/2/2019
9-digit School Code	0194-01-599
Name of person filling out assessment	1
Phone Number	(952) 232-2500
Email Address	wade.labatte@isd194.org
How does your school or district wellness policy address walking and biking?	Promotes walking and biking
How does your school or district transportation policy address walking and biking?	Promotes walking and biking
Does your school or district collaborate with local law enforcement on enforcing speed limits or other traffic laws in the school zone?	Yes
Does your school or district have a plan for evaluating Safe Routes to School efforts?	Yes
Does your school have or participate in walking and biking events or programs such as Walk to School Day or Walking School Buses?	Yes
Does your school have or participate in walking and biking skills and safety training or curriculum?	No
How many designated and separated points of entry (e.g., sidewalk, trail, or intersection connection) onto the school property are accessible to walkers or bikers?	2-Jan
Is the bus loading/unloading area separated from parent pick-up and drop-off?	Yes
Does your school have a written arrival and dismissal policy that addresses the needs and safety of students walking and biking, such as providing staggered dismissal times or separated physical arrival/dismissal spaces for students walking and biking?	Yes, policy addresses needs and safety of students walking and biking, and it is communicated to parents via school's communications channels (e.g., school website, email, flyers, etc.)
What speed limits are posted within your school zone? Do not include signs that lower speed limits only when students are present.	Combination of 30 mph and 35 mph
Are there signs in your school zone that lower the speed limit to less than 30 mph when students are present?	Yes
Do the streets in your school zone have sidewalks, paths, and/or protected walkways?	Yes, but gaps are present
Are sidewalks and trails in your school zone maintained in safe condition in winter (e.g., cleared of snow and ice to allow students walking and biking to safely navigate them)?	Yes, in some areas

What is the condition of the sidewalks in your school zone? (Best guesses are okay).	Good (few (< 25%) cracked, buckled, or missing sections)
How clear of obstacles (garbage bins, signs, utility poles, overgrown plants, trees, etc.) are the sidewalks in your school zone?	Few or no obstacles
Do the streets in your school zone have dedicated bicycle lanes, trails, and/or off street paths?	No
Does your school have a designated walking route in the school zone? if yes, consider this route when answering the following questions	Yes, and school promotes awareness of route to students and parents (such as via signage or the school website)
Are marked crosswalks present in your school zone?	Yes, at all crossings
Are pedestrian crossing signals or 'countdown' pedestrian crossing signals present at traffic signals in your school zone?	No
Are adult crossing guards with safety vests and STOP paddles or flags present within the school zone?	Yes, at all crossings
Is student school patrol present within the school zone?	Yes, at some crossings (or within designated route)
Complete?	Complete



School Name	John F Kennedy Elementary School
School Address	21240 Holyoke Ave
Date Completed (D-M-Y)	12/2/2019
9-digit School Code	0194-01-591
Name of person filling out assessment	Beth Anderson
Phone Number	(952) 232-2810
Email Address	beth.anderson@isd194.org
How does your school or district wellness policy address walking and biking?	Promotes walking and biking
How does your school or district transportation policy address walking and biking?	Promotes walking and biking
Does your school or district collaborate with local law enforcement on enforcing speed limits or other traffic laws in the school zone?	Yes
Does your school or district have a plan for evaluating Safe Routes to School efforts?	Yes
Does your school have or participate in walking and biking events or programs such as Walk to School Day or Walking School Buses?	No
Does your school have or participate in walking and biking skills and safety training or curriculum?	No
How many designated and separated points of entry (e.g., sidewalk, trail, or intersection connection) onto the school property are accessible to walkers or bikers?	2-Jan
Is the bus loading/unloading area separated from parent pick-up and drop-off?	Yes
Does your school have a written arrival and dismissal policy that addresses the needs and safety of students walking and biking, such as providing staggered dismissal times or separated physical arrival/dismissal spaces for students walking and biking?	Yes, policy addresses needs and safety of students walking and biking, and it is communicated to parents via school's communications channels (e.g., school website, email, flyers, etc.)
What speed limits are posted within your school zone? Do not include signs that lower speed limits only when students are present.	Combination of 30 mph and 35 mph
Are there signs in your school zone that lower the speed limit to less than 30 mph when students are present?	Yes
Do the streets in your school zone have sidewalks, paths, and/or protected walkways?	Yes, but gaps are present
Are sidewalks and trails in your school zone maintained in safe condition in winter (e.g., cleared of snow and ice to allow students walking and biking to safely navigate them)?	Yes, in some areas

What is the condition of the sidewalks in your school zone? (Best guesses are okay).	Poor (mostly (>50%) cracked, buckled, or missing sections)
How clear of obstacles (garbage bins, signs, utility poles, overgrown plants, trees, etc.) are the sidewalks in your school zone?	Few or no obstacles
Do the streets in your school zone have dedicated bicycle lanes, trails, and/or off street paths?	Yes, but gaps are present
Does your school have a designated walking route in the school zone? if yes, consider this route when answering the following questions	Yes, but it is not promoted
Are marked crosswalks present in your school zone?	Yes, at some crossings (or within designated route)
Are pedestrian crossing signals or 'countdown' pedestrian crossing signals present at traffic signals in your school zone?	No
Are adult crossing guards with safety vests and STOP paddles or flags present within the school zone?	Yes, at some crossings (or within designated route)
Is student school patrol present within the school zone?	Yes, at some crossings (or within designated route)
Complete?	Complete



Appendix H. Engagement Summary

Safe Routes to School (SRTS) staff provided community engagement support to collect ideas on walking and biking from the Lakeville Schools community. SRTS staff assisted local Lakeville staff by hosting two events and providing materials and support so local staff could run additional events.

The purpose of the engagement events were to identify walking and biking challenges, to understand where people would like to go, to provide information about walking and biking safety, and to build excitement for the Lakeville Safe Routes to School Plan. The engagement events were chosen to make it easy for the Lakeville Schools community to talk to staff and participate in the engagement activities.

SRTS staff hosted a table at the School Choral Festival held at the Oak Hills Elementary School parent-teacher conference on Tuesday, November 12, 2019 and a table at the Huddleston Glow Dance on Friday, December 6. Staff set-up the tables in a high-traffic locations at both events and spoke to 155 students, parents, and staff at the two Lakeville schools combined. Materials included an interactive mapping activity, a walking and biking trivia game, and an activity book with games and SRTS resources to gather feedback from participants.



Build

excitement + support for walking + biking



Provide

information about Safe Routes to School



Identify

walking + biking routes and barriers



Understand

community desires for walking + biking

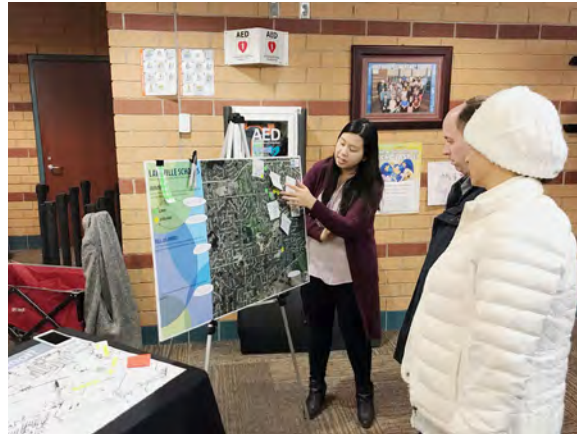
SRTS community engagement goals

OAK HILLS ELEMENTARY SCHOOL

SRTS staff hosted a table during the Oak Hills Elementary parent-teacher conferences on Tuesday, November 12, 2019. During the event, they spoke with approximately 25 students, parents, and staff about walking and biking to school.

Engagement highlights from the Oak Hills Elementary parent teacher conferences include:

- **Opportunities:** Students would like to walk and bike more to school and there are opportunities to improve safety that would encourage more walking and biking to school.
- **Barriers:** Students use 165th Street and Highview Avenue to walk/bike to school when they can but feel both roads are unsafe.
- **Programs:** There is an opportunity to create excitement for walking and biking to school by implementing programs like park and walk to school.
- **Infrastructure:** Many people want improved crossings on 165th Street and Highview Avenue and a walking and biking route along the west side of Highview Avenue, south of 165th Street.



Participants provide input during a SRTS engagement event.

OPPORTUNITIES

Many students do not currently walk or bike to school but would like to do so in the future. Some families walk or bike to school together when they can and use 165th Street and Highview Avenue to get to school at some point on their route. A couple of people they like to walk and bike on the trail that runs through Foxborough Park. One person said there is a crosswalk and crossing guards at the intersection of 165th Street and Horizon Avenue that is helpful for crossing 165th Street on foot.

BARRIERS

Many students said they live too far away from school or do not feel comfortable allowing their children to walk or bike to school on their own. The two major roads next to Oak Hills Elementary, 165th St and Highview Avenue, are major barriers to walking and biking to school. Parents and students said these roads are difficult to cross and uncomfortable to walk along. They said that better walking and biking facilities on these roads would make it easier and more enjoyable to walk and bike to school.

Routes

165th Street: Many people said 165th Street is unsafe to cross because of the high number of vehicles on the road. Parents said that cars back up on 165th Street in the morning during student drop-off, which makes it more difficult to see students crossing the road. They also said that, other than the intersections at Highview Avenue and Horizon Avenue, 165th Street does not have marked crosswalks. The lack of marked crosswalks combined with the high number of vehicles makes it difficult for students to cross the road.

Highview Avenue: A few people mentioned they cross and walk/bike along Highview Avenue to get to school. One person indicated that there is no sidewalk on the west side of Highview Avenue south of 165th Street and that makes it difficult for students to walk to school from neighborhoods south of Oak Hills Elementary.



Intersections

Highview Avenue and 165th Street: Many people mentioned there is a lot of vehicle traffic at the intersection of 165th Street and Highview Avenue that makes it difficult for students to cross the road.

Highview Avenue and 175th Street: Several people mentioned that the intersection at 175th Street and Highview Avenue is a busy, which makes it difficult for students to cross safely.

PROGRAMS

Crossing Guards: Students and parents appreciate the existing crossing guard at the intersection of 165th Street and Horizon Avenue and suggested crossing guards at other intersection near school, including 165th Street and Highview Avenue. Expanding on the existing crossing guard program to include more problematic intersections could help make it safer for students to walk and bike to school.

Park and Walk to School: A park and walk to school program could give students who normally drive to Oak Hills Elementary more opportunities to walk to school that they would not otherwise have. Adult supervisors would lead groups of students to school from the drop-off sites.

Drop-off Student Valet: A valet program run by students, teachers, or volunteers could expedite drop-off and pick-up procedures in front of Oak Hills Elementary to help reduce hazards for students arriving to and departing from school while discouraging parents from unsafe driving behaviors.

INFRASTRUCTURE

Parents and students requested more protection from cars when walking and biking to and from school. Many people want improved crossings on 165th Street and Highview Avenue and many people called for a sidewalk or trail along the west side of Highview Avenue south of 165th Street. One person asked for a marked crosswalk at the intersection of 165th Street and Holbrook Avenue since there are students who would prefer to cross there instead of the less direct marked crosswalk at 165th Street and Horizon Avenue.

CHRISTINA HUDDLESTON ELEMENTARY SCHOOL

SRTS staff hosted a table at Huddleston's Glow Dance on Friday, December 6, 2019. During the event, staff spoke with approximately 130 students, parents, and staff about walking and biking to school.

Engagement highlights from the Huddleston Glow Dance include:

Opportunities: Families who walk and bike to school together said they enjoy it and said there are places they like to walk in the area other than the school.

Barriers: Walking and biking to Huddleston Elementary School can feel unsafe, especially when crossing at 175th Street and Ipava Avenue.

Programs: Programs to build excitement for walking and biking to school like walk/bike field trips could also help teach students about safe walking and biking practices.

Infrastructure: Many people want to see improved crossings on 175th Street and on Ipava Avenue near school.

OPPORTUNITIES

Many students at Huddleston don't walk or bike to school but said they would like to do so. Parents and students who walk and bike to school together said they enjoy it and indicated that there are opportunities to make it safer to get to Huddleston by foot and by bike. A couple of students who walk said they like to cut through the yard at the intersection of Ixonia Path and Ipswich Way to get to school.

Parents and students identified a couple of destinations other than school that they like to walk or bike to including Steve Michaud Park and Dakota Heights Park. Families visit the Steve Michaud Park on the weekends for soccer games.

BARRIERS

A majority of the students that staff spoke to take the bus or get dropped-off/picked-up at school because they live too far away from Huddleston or the parents are uncomfortable with them walking or biking to school. Parents and students identified many areas around school where it is unsafe to bike and walk, with 175th Street and Ipava Avenue most commonly cited as the biggest barriers to more walking and biking. Parents and staff said that students who do walk to school see drivers that don't stop at crosswalks.

Routes

175th Street: Many people said 175th Street is unsafe to cross due to the large amount of traffic and the speed that vehicles travel. Parents said that cars back up on 175th Street in the morning during student drop-off, which makes it more difficult to see students crossing the road.

Ipava Avenue: Students and parents say they do not feel comfortable walking along or crossing Ipava Avenue due to the speed of traffic. One parent said they wish they could avoid using Ipava Avenue when walking with their child to school because it is uncomfortable and feels unsafe.

Intersections

175th Street and Ipava Avenue: People feel unsafe crossing at the intersection of 175th Street and Ipava Avenue because of the amount of traffic and speed of vehicles. Several people said drivers often try to catch the green light and drive recklessly through the intersection. In addition, parents said that the cars waiting to drop students off in the morning back up into the intersection which makes it unsafe to cross in the intersection.

175th Street and Isleton Avenue: Several people said that drivers do not yield for students crossing at the intersection of 175th Street and Isleton Avenue. They wish the crossing was easier since many students who live south of 175th Street would prefer to cross here rather than at the 175th Street and Ipava Avenue intersection.

PROGRAMS

Walk and Bike to School Route Map: A walk and bike to school route map could identify the safest routes to get to school and other favorite destinations in the neighborhood. The map could also indicate "informal" paths to get to school like the cut through that some students use the intersection of Ixonia Path and Ipswich Way.

Crossing Guards: Students and parents do not feel safe crossing the intersection of 175th Street and Ipava Avenue despite the intersection having a crosswalks and countdown timers. Having crossing guards at this intersection could help assist students with crossing at the intersection.

Walk/Bike field Trip: Dakota Heights Park and Steve Michaud Park were two nearby destinations that students mentioned as places they like to walk and bike to already. These parks could serve as a regular destinations for walk/bike field trips for Huddleston classes. Field trips could allow students to practice safe walking or biking habits

INFRASTRUCTURE

Many people suggested better crossings on 175th Street, specifically at the intersections of Ipava Avenue and Isleton Avenue, due to a lack of driver compliance at controlled intersections or a lack of control altogether at others where students want to cross.



Appendix I. Infrastructure Toolbox

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

ADVANCED STOP LINES

Description

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



Estimated Costs^{A,E}

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

Resources

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

CROSSING GUARD

Description

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



Resources

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

Estimated Costs^D

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

CURB EXTENSION/BULB OUT

Description

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

Resources

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

Estimated Costs^E

- \$13,000 for a single corner



CURB RADIUS REDUCTION

Description

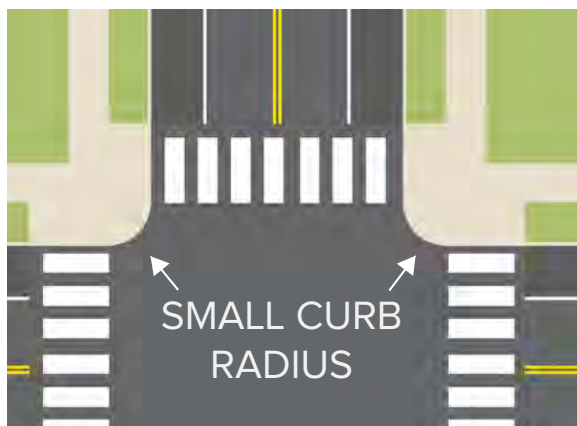
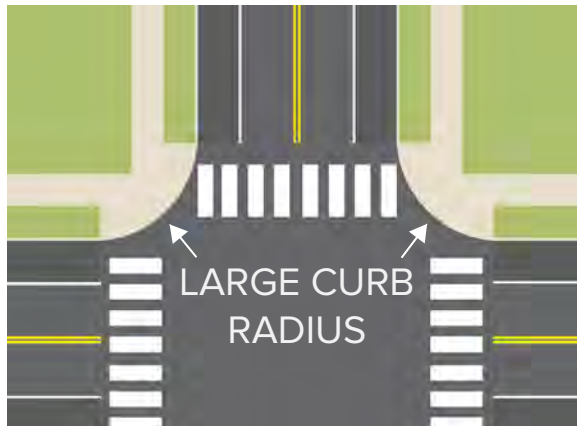
Curb radii designs are determined based on the design vehicle of the roadway. In general, vehicles are able to take turns more quickly around corners with larger curb radii. Minimizing curb radii forces drivers to take turns at slower speeds, making it easier and safer for people walking or biking to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

Resources

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

Estimated Costs^{F, G}

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





CURB RAMPS

Description

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



Resources

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

Estimated Costs

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

HAWK SIGNALS

Description

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



Resources

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

Estimated Costs^H

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

HIGH-VISIBILITY CROSSWALK

Description

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



Resources

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

Estimated Costs^E

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

LEADING PEDESTRIAN INTERVAL

Description

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



Resources

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

Estimated Costs^A

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



MEDIAN REFUGE ISLAND

Description

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



Resources

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

Estimated Costs^E

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

RAISED CROSSWALKS

Description

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



Resources

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

Estimated Costs^E

- \$8,170 each

ACTIVATED FLASHING BEACON

Description

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



Resources

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

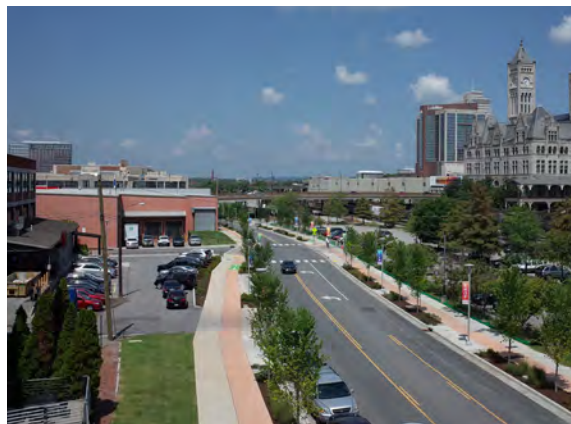
Estimated Costs^B

- \$36,000 for two assemblies on poles

ROAD DIET

Description

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



Resources

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

Estimated Costs^E

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



SCHOOL SPEED ZONE

Description

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



Resources

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

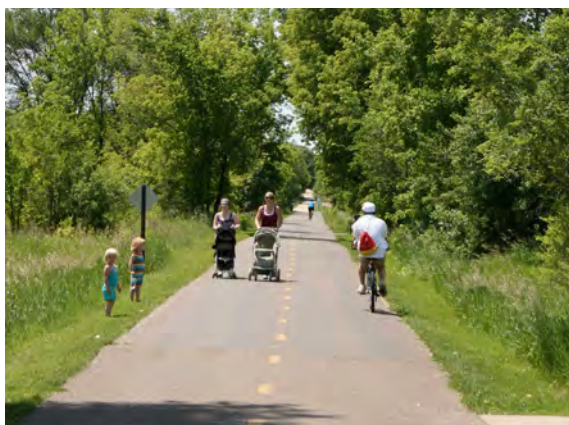
Estimated Costs^{A, C}

- \$600 for sign and post in each direction

SHARED USE PATH

Description

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



Resources

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

Estimated Costs^B

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

SIDEWALKS

Description

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



Resources

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

Estimated Costs^{A, B}

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

TRAFFIC CIRCLES (MINI ROUNDABOUTS)

Description

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



Resources

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

Estimated Costs^E

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

Sources

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

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

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

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

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

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

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

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



Appendix J. Bike Parking for Schools

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

HOW MUCH PARKING SHOULD BE PROVIDED?

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

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

For example, if each classroom has a max capacity of 20 students and there are 10 classrooms, space for 50 bicycles should be provided. Don't forget to add some for faculty and staff!

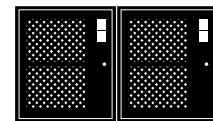
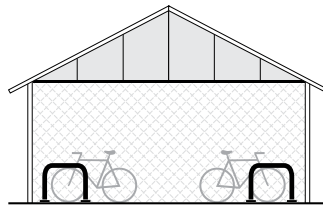
WHERE SHOULD PARKING BE LOCATED?

Well-located bike parking will be:

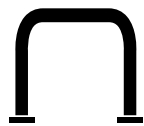
- visible to students, staff, and visitors
- near the primary school entrance/exit
- easily accessed without dismounting
- clear of obstructions which might limit the circulation of users and their bikes
- easily accessed without making a rider cross bus and car circulation
- installed on a hard, stable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

CAN MY SCHOOL PROVIDE ADDITIONAL AMENITIES?

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



WHICH RACKS ARE BEST?



INVERTED U



POST & RING



WHEELWELL SECURE

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

WHICH RACKS ARE NOT RECOMMENDED?



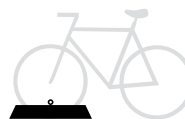
WAVE



COMB



SPIRAL

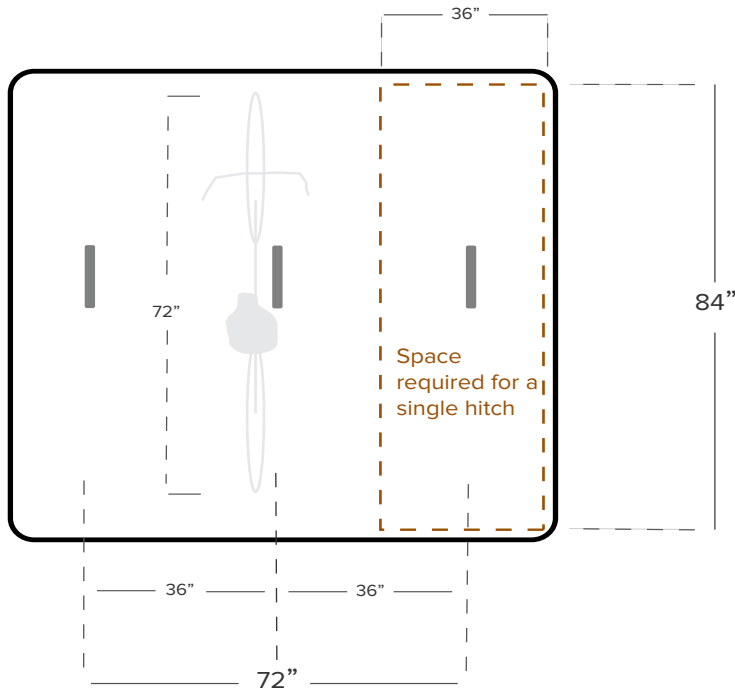


WHEELWELL

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

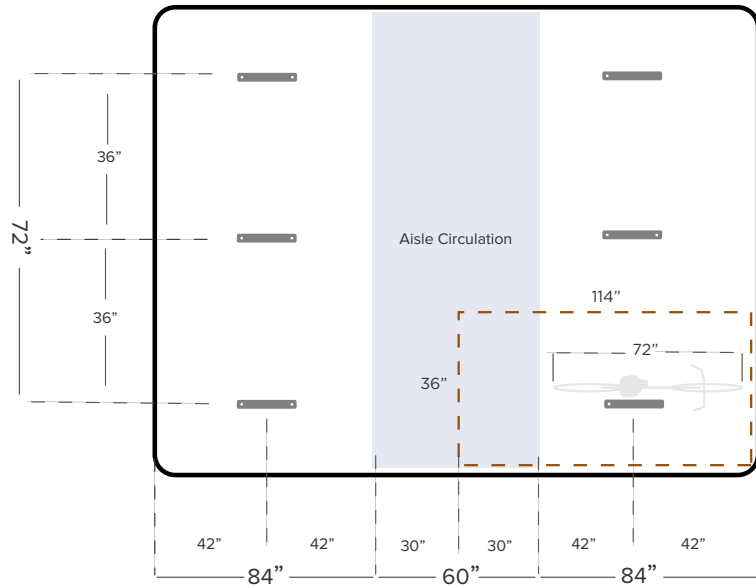
Graphics courtesy of Association of Pedestrian and Bicycle Professionals Essentials of Bike Parking report (2015).

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.



Space required for a single hitch

RESOURCES FOR EQUIPMENT

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

MORE INFORMATION

[APBP Essentials of Bike Parking](#)
[Bike Shelter Development Guide](#)
[-Portland Public Schools](#)



Appendix 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.
- 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 cut-throughs 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. 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