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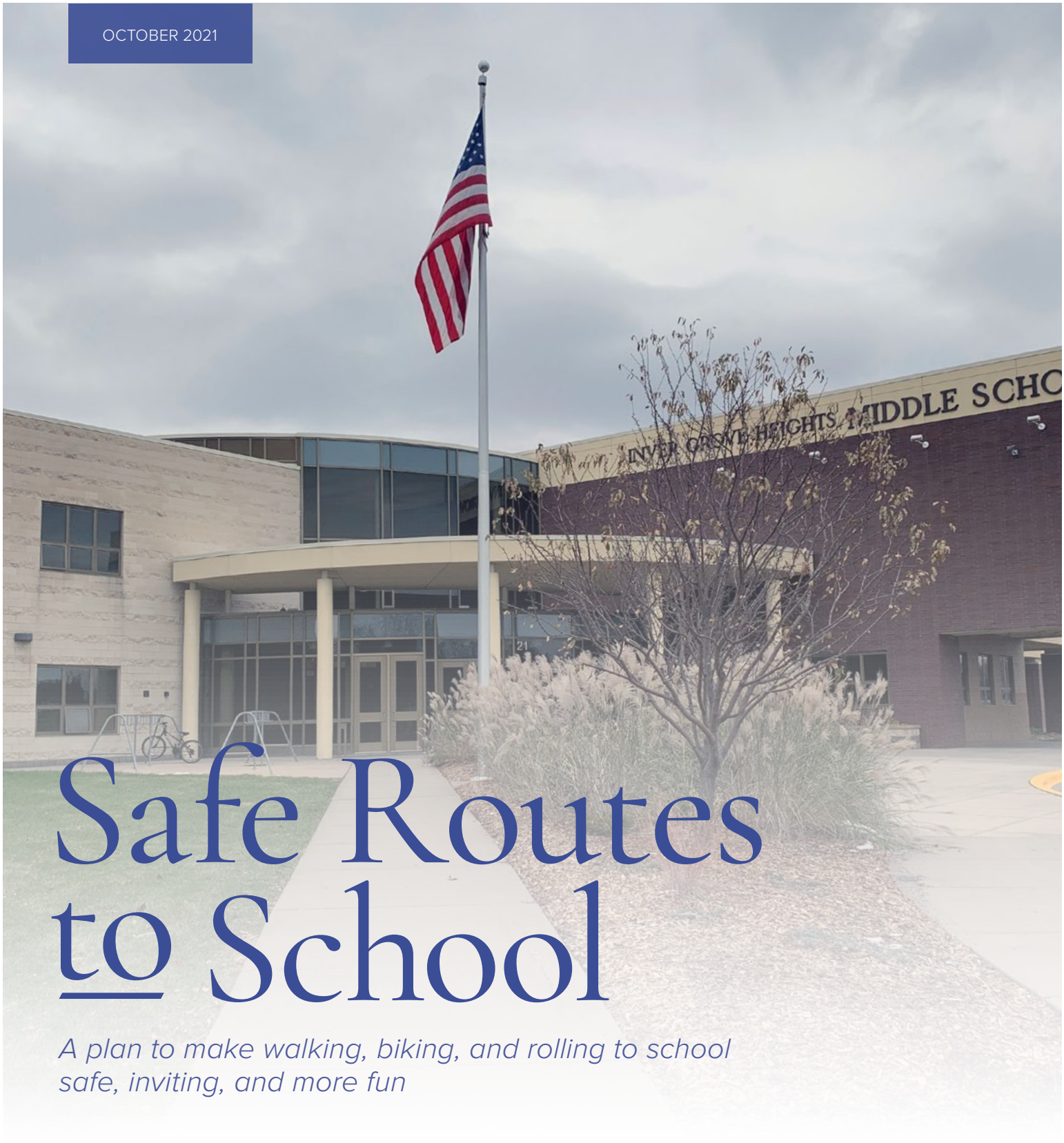

Safe Routes to School

A plan to make walking, biking, and rolling to school safe, inviting, and more fun

HILLTOP ELEMENTARY
PINE BEND ELEMENTARY
SALEM HILLS ELEMENTARY
INVER GROVE MIDDLE SCHOOL
SIMLEY HIGH SCHOOL
INVER GROVE HEIGHTS, MN

DEPARTMENT OF TRANSPORTATION

MINNESOTA SAFE ROUTES TO SCHOOL

ACKNOWLEDGMENTS

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

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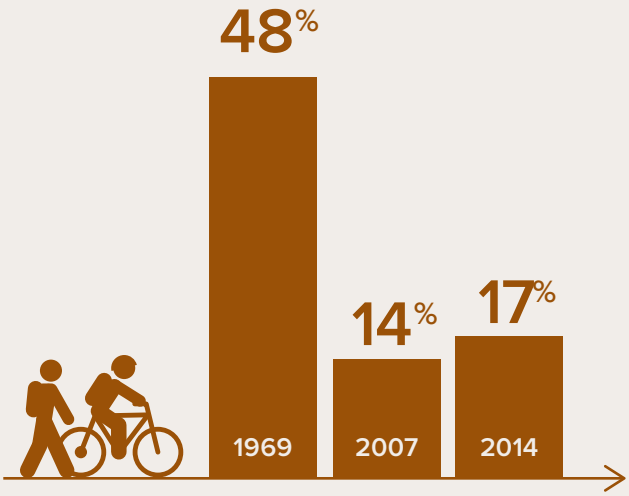
INTRODUCTION + CONTEXT

Why Safe Routes to School?



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

MOST KIDS ARE NOT GETTING ENOUGH PHYSICAL ACTIVITY

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

KIDS WHO WALK OR BIKE TO SCHOOL:

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

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

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

ENGAGEMENT

Listening to children, families, teachers, and school leaders and working with community partners and organizations to build intentional, ongoing engagement opportunities into the program structure.

EQUITY

Creating and implementing SRTS initiatives that benefit all demographic groups, with particular attention to ensuring positive outcomes for low-income students, Black students and students of color, students of all genders and sexual orientations, students with disabilities, and more.

ENGINEERING

Improving walking, biking, and rolling by making changes to the built environment.

EDUCATION

Providing children and community members with the skills safely walk and bike, educating them about the benefits active transportation, and teaching them about transportation options.

ENCOURAGEMENT

Building interest and enthusiasm for walking, biking, and rolling to school by using incentive programs, events, or classroom activities.

EVALUATION

Assessing which programs are more or less successful, ensuring that initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve to effectiveness of each activity or approach.

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 children moving.

INFRASTRUCTURE

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

HOW TO GET INVOLVED

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

APPENDICES

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

The Vision

Walking, biking, and rolling to school is safe, comfortable, and fun for all students in Inver Grove Heights.

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

The Inver Grove SRTS Plan identifies program strategies to create a culture of walking, biking, and rolling 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 Inver Grove SRTS Plan was a collaboration between stakeholders who work with students and transportation at Inver Grove schools and within the City of Inver Grove Heights For more information related to the planning process, see Appendix C.

- **SRTS Planning Team:** The SRTS Planning Team included representatives from each participating school, the school district, the City of Inver Grove, Dakota County, and MnDOT. Stakeholders brought varying perspectives and expertise to the team including teaching, school administration, urban planning, engineering, and public health.
- **Rapid Planning Workshop:** The SRTS Planning Team gathered for a virtual Rapid Planning Workshop in the fall of 2020. It brought together the local SRTS team to identify issues and opportunities related to walking, biking, and rolling to school.
- **Caregiver Survey:** Surveys collected information from caregivers about habits and barriers related to walking, biking, and rolling to school.
- **Interactive Online Map:** An interactive online map allowed students, caregivers, and community stakeholders to identify destinations, routes, and barriers for walking, biking, and rolling.
- **School Community Engagement**: SRTS staff presented at virtual PTO and PTSA meetings for Hilltop Elementary, Pine Bend Elementary, Salem Hills Elementary, and Inver Grove Middle School.

KEY TAKEAWAYS

Challenges

- Traffic and infrastructure conditions along many roadways discourage caregivers from allowing their children to walk or bike to school, including: Babcock Trail, Upper 55th Street E, 80th Street, Cahill Avenue, and others
- Many students do not live withing walking or biking distance of the school they attend
- Students need to develop walking and biking skills

Opportunities

- District-wide collaboration and inter-school coordination on SRTS communications, walk and bike events, and more
- Existing activities including crossing guards, school safety patrols, and student clubs, and involved PTOs and PTSAs provide a great foundation for program expansion and implementation
- Build on previous planning work including the Inver Grove Heights Trail Gap Study, Dakota County School Travel Safety Assessment, Dakota County 2040 Transportation Plan, and others
- Park and walk events, walking and biking field trips, and in-school pedestrian and bicycle education enable all students to learn safe walking and biking skills, regardless of where they live

SHIFT IN THE PLANNING PROCESS

COVID-19 IMPACT

From March 2020 through June 2021, the COVID-19 pandemic dramatically shifted the course of education, transportation, and the planning process.

Instead of attending classes as usual, students completed coursework online from home or in a rotating hybrid model that minimized in-person interaction. This shifted transportation needs and patterns as students either stopped traveling to campus altogether or traveled on a rotating schedule that alternated in-person and virtual learning.

COVID-19 also created big changes for the typical planning process. While typical transportation was not taking place, plans for the future still needed to be made, so virtual workshops and online data collection tools became the new norm for public engagement.

Hilltop Elementary School campus and surrounding area

Inver Grove Heights Schools in Context

Inver Grove Heights Schools (ISD 199) serves 3,600 students from preschool through 12th grade. In its Strategic Plan, the district outlines a series of core values and strategic directions that align with SRTS goals and initiatives. These include fostering a culture of racial equity, career and college readiness with core life skills, and effective teams and partnerships.

ISD 199 includes Hilltop, Pine Bend, and Salem Hills elementary schools, Inver Grove Heights Middle School, and Simley High School, all of which are included in this SRTS Plan. Elementary schools are located in the north, central, and south parts of the city, and all students funnel into a single middle and high school.

HILLTOP ELEMENTARY SCHOOL

Hilltop Elementary School is located in a commercial and residential area just northwest of the Cahill Avenue and 70th Street E intersection. Hilltop provides education for grades K-5 and shares a building with the Early Learning Center.

The area south of Hilltop is primarily single-family residential. In contrast to other campuses, Hilltop is primarily surrounded by local streets. Commercial activity is located along Cahill Avenue to the west, and multi-family and light industrial uses are located to the north. Hilltop has a student patrol program and several student leadership groups who may be able to support SRTS implementation.

PINE BEND ELEMENTARY SCHOOL

Pine Bend Elementary School is located near the southern boundary of Inver Grove Heights off of Inver Grove Trail. It serves 550 students in preschool through 5th grade. Pine Bend has several student leadership groups who could help support and lead implementation of SRTS programs at the school moving forward.

At the time this SRTS Plan was written, no Pine Bend students lived within walking or biking distance of school. However, new residential development one block north of campus may present new opportunities for children to walk or bike to school using the existing Dakota County regional trail along Inver Grove Trail.

Pine Bend Elementary School campus and surrounding area

Salem Hills Elementary School campus and surrounding area

Inver Grove Heights Middle and Simley High School campus and surrounding area

SALEM HILLS ELEMENTARY SCHOOL

Salem Hills Elementary is located on the northwest end of Inver Grove Heights off of Babcock Trail. It enrolls approximately 450 students in grades K-5. Salem Hills also houses an Early Education Program for special-needs preschool children the district's magnet gifted and talented program, Antheneum, and a variety of other Community Education programs.

The Salem Hills campus backs up to Salem Hills Park, which includes play equipment, sports fields, and an extensive trail system A small handful of students walk to Salem Hills from adjacent neighborhood streets. Most potential walkers and bikers are unable to walk or bike to school due to the lack of pedestrian and bicycle infrastructure along Upper 55th Street E and Babcock Trail.

INVER GROVE MIDDLE SCHOOL & SIMLEY HIGH SCHOOL

Inver Grove Middle School and Simley High School share a large campus at the intersection of 80th Street E and Cahill Avenue. The Inver Grove Heights School District offices are also housed in the middle and high school building.

Inver Grove Middle School serves students in grades 6-8 with an enrollment of about 850 students. Middle schoolers move on to Simley High School which enrolls about 1,100 students in grades 9-12. The middle and high school include STEM programming and opportunities for student leadership and career exploration.

School buses for the middle and high school enter campus from Cahill Avenue E, conduct pick-up and drop-off between the school building and football field, and exit campus from the high school student parking lot onto 80th Street E. The campus includes three distinct parking lots and private vehicle circulation areas: a middle school lot with access off of Cahill Avenue E, a high school and district office parking lot with access off of 80th Street E, and a high school student parking lot on the northwest corner of campus with access off of 80th Street E.

Single-family homes are located north of 80th Street E, east of Cahill Avenue, and south of College Trail. Other destinations near campus include Inver Glen Library, Inver Hills Community College, and grocery and fast food stores centered around the intersection of 80th Street E and Cahill Avenue E.

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PROGRAMS

Introduction to Programs

The SRTS 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, engagement tools to give all community members a voice, 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, biking, and rolling lead to increased public support for infrastructure projects - they can be an important first step towards building out the physical elements that make walking, biking, and rolling safer and more comfortable. Also, relative to certain infrastructure projects, most programs are very low cost.

Existing Programs

Inver Grove Schools, the City of Inver Grove, 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.

Existing and previously active programs:

- Walk & Bike Events
- Student Patrols
- Crossing Guards
- Student Clubs

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 ethnicities, genders, 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 J.

Program Recommendations

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

Programs are prioritized into the four implementation categories based on existing activities, input from local stakeholders, and school readiness:

- Immediate (within one year)
- Short-term (1-2 years)
- Medium-term (2-3 years)
- Long-term (3-5 years)

Additional details about each program including a description, suggested leads, and implementation considerations are included on the following pages.

	HILLTOP	PINE BEND	SALEM HILLS	INVER GROVE	SIMLEY
Walk & Bike Events	x	x	x	x	x
Communications	x	x	x	x	x
Ongoing Evaluation	x	x	x	x	x
Student Patrols	x	x	x		
Crossing Guards	x			x	x
Park & Walk	x		x		
Student Club	x	x		x	x
Bike Fleet	x	x	x	x	x
Walk! Bike! Fun!	x	x	x	x	
School Curriculum				x	x
SRTS Campaign				x	x
Cocoa for Carpool					x
Suggested Route Map	x	x		x	x
Walk & Bike Field Trips	x	x	x	x	x

WALK & BIKE EVENTS

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. Additional education, encouragement, and enforcement programming can be used to promote the event, increase awareness, and expand participation. Walk/bike to school days can also take place more frequently (e.g., Walking Wednesdays) if there's interest and capacity.

Walk-a-Thons and other school-based events can also build awareness about the importance of physical activity and be used as a fundraiser to support other SRTS programs.

Which schools: All schools

Timeline: Immediate (within one year)

Lead/support: School administrators and staff, ISD 199, parents, student leadership groups

Implementation considerations:

- Start by participating in Walk & Bike to School Days in October, February, and May and build from there
- Take a district-wide approach with consistent messaging and coordinated inter-school activities
- Parter with high school student groups to support programming at elementary schools

COMMUNICATIONS

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

Timeline: Immediate (within one year) - start here!

Lead/support: ISD 199, school administrators (Barb coordination with Katie)

Implementation considerations:

- Incorporate SRTS materials into school open house events to inform and educate people about SRTS
- Tailor messaging during fall, winter, and spring to address the return to in-person learning, winter safety tips, and stepping into spring
- Update school and district transportation pages to include information about walking and biking
- Communicate existing opportunities and SRTS benefits for student health, safety, behavior, academic success, and congestion reduction

ONGOING EVALUATION

Evaluation is a critical part of any comprehensive SRTS program. Collecting data such as how students typically travel to and from school, barriers to walking or biking to school, perceptions about walking and biking is an important part of understanding the impacts of program and infrastructure investments. Student travel tallies and caregiver surveys can be conducted on an annual basis to track trends over time. School administrators can also gather information related to participation or effectiveness of specific programs or events like Walk & Bike to School Day.

Which schools: All schools

Timeline: Immediate (within one year)

Lead/support: School administrators and staff, ISD 199

Implementation considerations:

- Survey students about routes, needs, and opportunities, and use input to focus initial efforts
- Conduct student travel tallies when consistent in-person learning resumes and complete annually
- Conduct caregiver surveys every 2-3 years
- Connect with PTOs and PTSAs on fundraising and program support
- Conduct program and infrastructure-specific evaluation as projects are implemented to measure success and make adjustments as needed

STUDENT PATROLS

School safety patrols are students who help facilitate pedestrian crossings on or adjacent to a school campus. They serve as role models for other children by helping them learn and practice traffic safety skills. Student patrols typically receive safety training from a certified youth crossing guard trainer and often work under supervision of an adult safety patrol supervisor or crossing guard.

Which schools: Hilltop, Pine Bend, and Salem Hills Elementary

Timeline: Immediate (within one year) to short term (one to two years)

Lead/support: School administrators and staff, ISD 199

Implementation considerations:

- Consider using incentives for student participation
- Continue existing student patrol programs at Hilltop and Salem Hills, and start a program at Pine Bend
- Train patrols using the School Safety Patrol Training on the MnSRTS Resource Center

CROSSING GUARDS

Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students crossing the street. The Minnesota SRTS Program offers adult crossing guard training covering crossing guard procedures, common causes of crashes, and state law regarding pedestrian crossings. Trained crossing guards increase supervision and driver awareness of student crossings.

Which schools: Inver Grove Middle, Simley High, and Pine Bend, Salem Hilll, and Hilltop Elementary schools

Timeline: Immediate (within one year) to short term (one to two years)

Lead/support: School administrators and staff, ISD 199

Implementation considerations:

- Some schools already have crossing guards; others will benefit from guards after other improvements are completed
- Continue existing crossing guard positions at Inver Grove Middle and Simley High on 80th Street and Cahill Street
- At Hilltop, consider adding a crossing guard at the mid-block Carmen Avenue E as school access improvements are implemented
- At Pine Bend, consider adding a crossing guard at Cahill Avenue as residential development occurs
- At Salem Hills, consider adding a crossing guard along Upper 55th Street E and/or Babcock Trail as pedestrian and bicycle circulation enhancements are implemented

PARK & WALK

A Park & Walk takes place before school when school buses and caregivers drop students at an established location a few blocks from school. Students are greeted by school staff, parents, or other volunteers and are supervised on their walk to school.

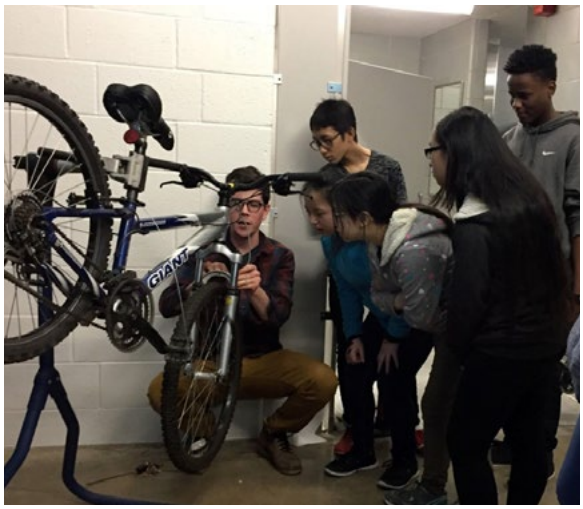
Which schools: Salem Hills, Hilltop Elementary

Timeline: Immediate (within one year) to short term (one to two years)

Lead/support: School administrators and staff, ISD 199, PTO

Implementation considerations:

- Remote drop candidates include Salem Hills Park for Salem Hills Elementary and Drkula's 32 Bowl for Hilltop Elementary
- A dispersed model that makes use of local streets such as Carmen Avenue E may work well at Hilltop
- Start by coordinating with District Transportation to hold a Park & Walk event as part of Walk & Bike to School Day, and increase frequency as interest and capacity allows
- Targeted winter maintenance and lighting may increase feasibility for winter events



STUDENT CLUB

Students can play a big role in supporting and leading program implementation. Student leadership groups or clubs can plan Walk & Bike to School Day events, act as mentors to younger students, and encourage peers to make healthier and more sustainable choices. These groups can offer a dedicated audience to engage students in SRTS activities on campus and help organize and promote other events.

Which schools: Hilltop, Salem Hills, Pine Bend, Inver Grove Middle, Simley High

Timeline: Short term (one to two years)

Lead/support: School administrators and staff, student leadership groups, ISD 199

Implementation considerations:

- Consider opportunities to integrate SRTS into existing clubs such as Hilltop's Pride & Safety Team Pine Bend's Green Team, or Simley's new environmental club
- Student groups could support or lead program implementation including communications, safety campaigns, Cocoa for Carpool, and other events

PROGRAMS

CAREGIVER SURVEYS AND STUDENT TRAVEL TALLIES

The community can measure progress in SRTS Efforts using two tools:

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

Student Travel Tally: Recommended in fall or spring of every year. In-class tallies ask students how they traveled to and from school on a given day. These tallies were not completed during the planning process in 2020 into 2021 due to COVID-19.

PROGRAMS

FURTHER READING

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

BIKE FLEET

Access to bicycles is a key component to helping teachers and after school programs better educate students on safe bicycling skills. Bike fleets can be used during biking field trips, bicycle rodeos, or in conjunction with Walk! Bike! Fun! on-bike education. Fleets often include about 30-40 bikes, helmets, basic supplies, and a trailer to store and move equipment.

Which schools: Hilltop, Pine Bend, Salem Hills, and Inver Grove Middle

Timeline: Short term (one to two years)

Lead/support: ISD 199, school administrators and staff, BikeMN

Implementation considerations:

- A fleet could be owned by ISD 199 and rotate between schools to support on-bike education and biking field trips
- Consider possible funding strategies, fleet storage, and ongoing maintenance needs as a next step

WALK! BIKE! FUN!

Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum (WBF) 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. WBF 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.

The updated WBF educator training is now available in a three-part series including a self-paced online training, live Zoom session with WBF instructors, and an in-person on-bike training.

Which schools: Hilltop, Pine Bend, Salem Hills, Inver Grove Middle

Timeline: Short term (one to two years)

Lead/support: ISD 199, school administrators and staff, BikeMN

Implementation considerations:

- Coordinate between the three elementary schools
- Increase education in PE and during the school day
- Recognize the importance of in-school education for students who wouldn't otherwise have a place to learn about safe walking and biking skills

SCHOOL CURRICULUM

Beyond WBF, there are a variety of ways that SRTS-related curriculum and activities can be incorporated into the school day. Students can measure and evaluate walking and biking routes in math classes, calculate environmental impacts of different transportation options in science, or design and fabricate custom bike parking or bike shelters in shop classes. Students can plan Walk & Bike to School Day events and incentives, lead Walking School Buses for younger students, or develop their own projects through elective classes to make walking and biking an easier, safer, and more attractive option for their peers.

Pedestrian and bicycle safety modules can also be integrated into driver education courses so that new drivers understand how to properly interact with people walking and biking when operating a motor vehicle.

Which schools: Inver Grove MIddle, Simley High

Timeline: Short term (one to two years)

Lead/support: School administrators and staff, ISD 199

Implementation considerations:

- Work with teachers to identify opportunities to integrate active transportation into curriculum
- Add a pedestrian and bicycle module into drivers' education

DEMONSTRATION PROJECTS

FURTHER READING

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

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

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

FOR MORE INFORMATION

MN SRTS Resource Center

There are many great resources already available on the Minnesota SRTS 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

SRTS CAMPAIGN

A campaign is an effective way to build awareness around students walking and biking to school and to encourage safe driving behavior among parents and others driving in the area. SRTS campaigns can use media at or near schools including posters, business window stickers, yard signs, and street banners to encourage more students to try walking or biking to school, educate caregivers about proper pick-up and drop-off procedures, and remind other motorists to slow down and use caution when driving near schools. Work with students to develop campaign goals and messaging, promotion, and program implementation.

Which schools: Inver Grove Middle, Simley High

Timeline: Short term (one to two years)

Lead/support: School administrators and staff, student leadership groups, ISD 199, City of Inver Grove Heights

Implementation considerations:

- Driver behavior on 80th Street near Inver Grove Middle and Simley High may be a campaign topic
- Focus on increasing awareness about school traffic safety and promoting active transportation

COCOA FOR CARPOOL

Cocoa for Carpools is an event organized and led by high school students that encourages students, parents, and school staff to carpool to school or work. On the day of the event, each carpooler receives a “thank you” cup of cocoa when they arrive at school. Cocoa for Carpools are typically held in winter. They may also incentivize and celebrate students who walk and bike to school on event days.

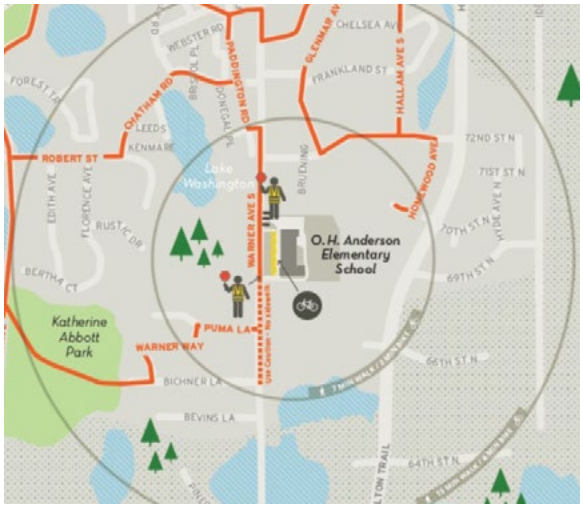
Which schools: Simley High

Timeline: Short term (one to two years)

Lead/support: School administrators and staff, student leadership groups

Implementation considerations:

- Many students at Simley High already carpool
- Simley High’s new environmental club could lead event planning, promotion, and implementation



SUGGESTED ROUTE MAP

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: Hilltop, Pine Bend, Inver Grove Middle, Simley High

Timeline: Short term (one to two years)

Lead/support: ISD 199, school administrators, City of Inver Grove Heights

Implementation considerations:

- Highlight parks and trails near schools
- Use maps to promote and support Walk & Bike to School Day activities
- Update and redistribute maps as pedestrian and bicycle connections are established and improved

WALK & BIKE FIELD TRIPS

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

Which schools: All schools

Timeline: Short term (one to two years)

Lead/support: School administrators and staff, ISD 199

Implementation considerations:

- Use the district bike fleet to support biking field trips
- Bike field trips should begin with a bike safety overview for students and chaperones
- Potential destinations include: Climb Theater and Fire Station No. 1 at Hilltop Elementary; the Mississippi River Greenway at Pine Bend Elementary; Salem Hills Park and Harmon Park Reserve at Salem Hills Elementary; VMCC Arena, City Hall, Inver Grove Community Collect, and Inver Glen Library at Inver Grove Middle and Simley High

03

INFRASTRUCTURE

Introduction to Infrastructure

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

This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling. 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 pages. 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. The City is encouraged to apply for SRTS infrastructure grants and other grants through MnDOT.

Infrastructure improvements were prioritized according to multiple factors, including community and stakeholder input, traffic and roadway conditions, proximity to schools, and proximity to and use by equity priority populations. The development of recommendations and prioritization thereof also drew on the recently completed Dakota County School Travel Safety Assessment 2021. This prioritization process reflects a preliminary ranking; additional prioritization and project evlauation will be necessary as funding is identified and projects move toward implementation. As the SRTS Team works toward developing recommended route maps, there is a need to continually and comprehensively evaluate intersections and routes based on current conditions and reevaluate when improvements are implemented.

Existing Infrastructure

This section highlights existing infrastructure and challenge areas on and near campus. Photos and observations were made by the Inver Grove SRTS Team during a fall 2020 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.

HILLTOP ELEMENTARY SCHOOL

PINE BEND ELEMENTARY SCHOOL

Opposite - left to right, from top left: *The school driveway near Carleda Avenue E; the family-vehicle drop-off area on the west side of Hilltop Elementary; a sidewalk gap on the north side of the Early Learning Center wing; a gate on the north side of campus remains locked during arrival and dismissal; a crosswalk on Carmen Avenue E between campus and an apartment complex; a sidewalk connects Hilltop to the Drkula's 32 Bowl parking lot.*

Above - left to right, from top left: *The northern school driveway; buses pick up in the northern parking lot; the southern school driveway and caregiver parking area; a fire lane on the north side of school; a trail along Inver Grove Trail; looking north across Cahill Avenue towards a residential housing development.*

SALEM HILLS ELEMENTARY SCHOOL






Left to right, from top left: *The family pickup and dropoff lane near the main entrance; Babcock Trail near the school driveway; an access point to Salem Hills Park west of campus; a trail through Salem Hills Park connects to a neighborhood, small parking lot, and Upper 55th Street E; a trail along the west side of Asher Avenue E; Upper 55th Street E near Asher Avenue E.*

INVER GROVE MIDDLE SCHOOL & SIMLEY HIGH SCHOOL





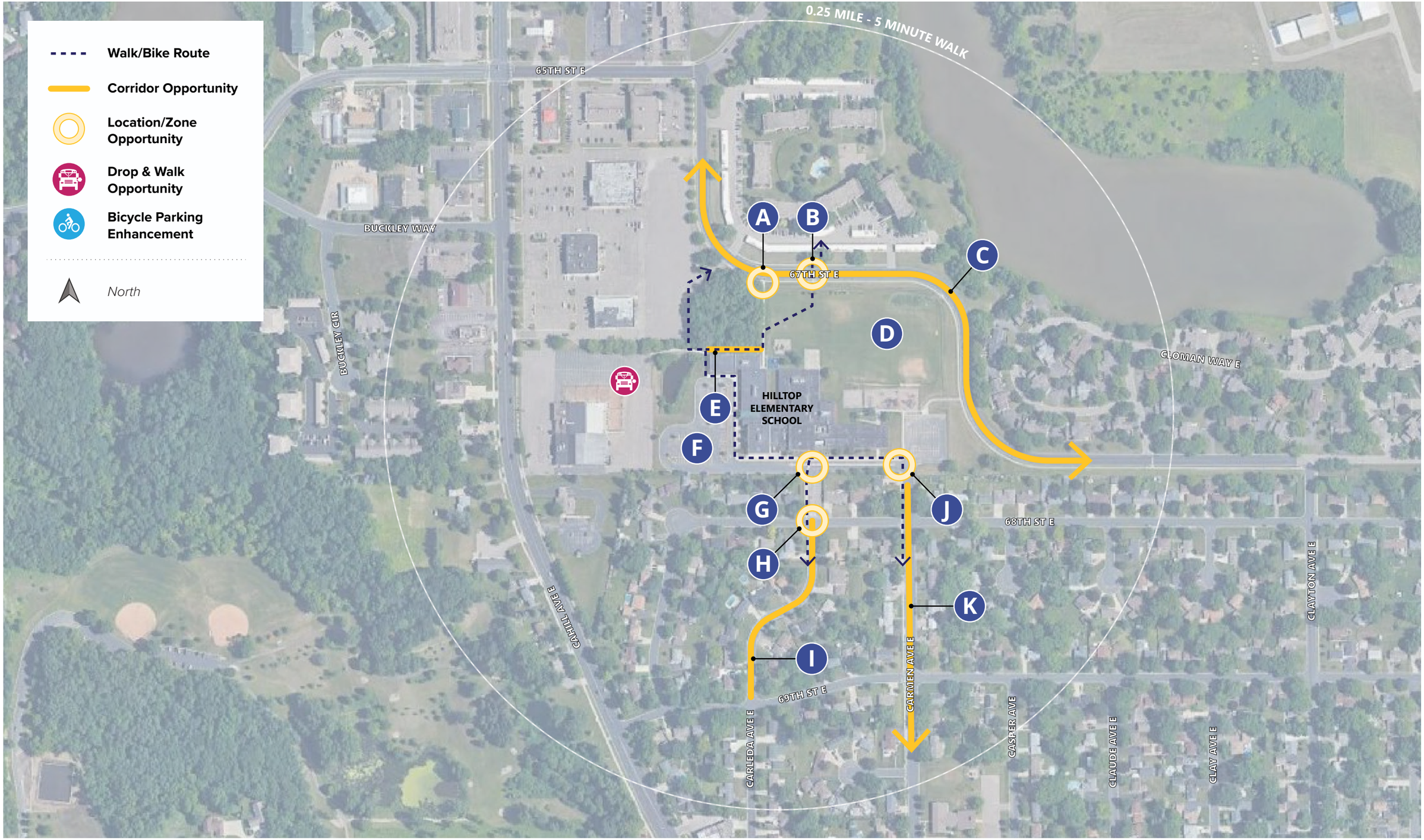

Left to right, from top left: *Bike racks are provided near the main entrance of the middle school; a marked crosswalk at Cahill Avenue E and the middle school driveway; looking south on Cahill Avenue E towards the middle school driveway; school buses use an access road on the west side of school; the intersection of Cahill Avenue and 80th Street E; stakeholders said many students cross 80th Street E just east of Cahill Avenue to get to the gas station.*

INVER GROVE MIDDLE SCHOOL & SIMLEY HIGH SCHOOL





Left to right, from top left: *One of several bike racks near the high school; 80th Street E approaching the high school; a recent crossing improvement at 80th Street E and Boyd avenue; the student parking lot; the family vehicle loop on the north side of the high school; the high school exit onto 80th Street E.*

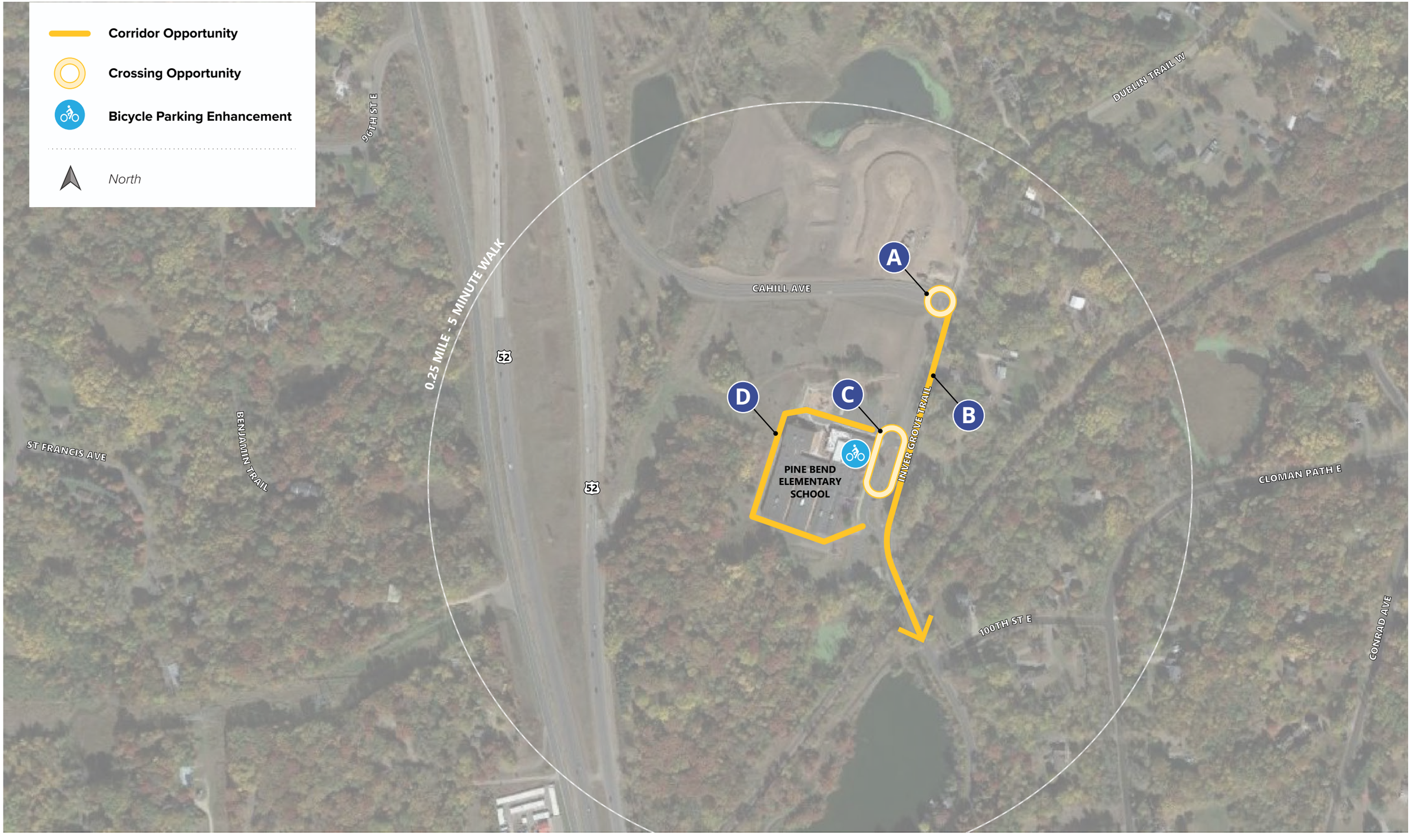


Hilltop Elementary Infrastructure Recommendations

Hilltop Elementary Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION*	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	67th St E fence to school	Fence that connects to school sidewalk is typically locked during arrival and dismissal	Keep the gate open during school arrival and dismissal; consider installing planters, signage, and other treatments to create a school gateway	Improve pedestrian comfort and accessibility; increase students walking and biking from the north	ISD 199	High
B	67th St E crossing to apartments	No formal sidewalk connection between dedicated crossing and apartment complex; existing flashing beacon is outdated and no longer consistent with best practice	Install sidewalk from 67th St E into the apartment complex; implement crossing enhancements such as curb extensions and a raised crossing; consider evaluating an RRFB at the existing crosswalk; install ADA compliant curb ramps; coordinate with C	Improve pedestrian comfort, safety, and accessibility; reduce traffic speeds; improve driver yielding behavior; reduce crossing distance; increase visibility between pedestrians and motorists	City of Inver Grove Heights	High
C	67th St E	Concerns about driver speeds, driver awareness of school, and visibility between people walking and biking at school crosswalk	Evaluate adding school speed zone with flashing lights and “WHEN FLASHING” signage; consider implementing traffic calming elements such as speed humps; coordinate with B (school speed reduction consideration should start with evaluation consistent with the MN MUTCD and in coordination with findings from the School Travel Safety Assessment)	Reduce traffic speeds; improve driver yielding behavior; increase awareness of school crossing locations	City of Inver Grove Heights	Med
D	School field	Opportunity to implement infrastructure for outdoor pedestrian and bicycle curriculum or physical activity programming	Consider implementing a bicycle playground or traffic garden to support on-bike education activities	Increase opportunities for pedestrian and bicycle education	ISD 199	Low
E	North side of early education center	Sidewalk gap along key route to primary school entrance	Install sidewalk and pedestrian scale lighting	Improve pedestrian comfort, safety, and accessibility; increase students walking and biking from the north	ISD 199	High
F	Campus circulation	Opportunity to modify arrival and dismissal procedures and/or adjust infrastructure to improve pedestrian and bicycle access and reduce conflicts between modes before and after school	Evaluate strategies to prioritize walking and biking and reduce conflicts between modes	Improve pedestrian comfort, safety, and accessibility; reduce conflicts between motorists and people walking and biking	Hilltop Elementary ISD 199	Med
G	School loop & Carleda Ave E	Skewed crossing across multiple lanes and modes; opportunity to shorten crossing distance and simplify vehicle movements	Straighten crossing; install ADA compliant curb ramps; consider strategies to reduce crossing distance and conflicts in coordination with F	Improve pedestrian comfort, safety, and accessibility; reduce pedestrian crossing distances; improve driver yielding behavior	ISD 199 City of Inver Grove Heights	Med
H	68th St E & Carleda Ave E	No sidewalk south of 68th St E; concerns about visibility between people walking and biking and potential conflicts between modes as physical separation ends	Install pedestrian landings and ADA compliant curb ramps on the northwest, northeast, and southwest corners; install curb extensions on the west side of the intersection	Improve pedestrian comfort and safety; improve visibility between pedestrians and motorists; reduce pedestrian crossing distance	City of Inver Grove Heights	Med
I	Carleda Ave E between 68th St E and 70th St E	No dedicated space for people walking along primary private vehicle route to/from campus	Near term: implement a pedestrian walking lane along the west side of the street. Long term: implement a sidewalk	Improve pedestrian comfort and safety; create designated space for people walking	City of Inver Grove Heights	Med
J	School loop & Carmen Ave E	Long, undefined crossing distance; opportunity to clarify pedestrian, family vehicle, and school bus routes	Install high visibility crosswalk markings; implement ADA compliant curb ramps; consider strategies to improve intersection legibility and reduce conflicts in coordination with F	Improve pedestrian comfort, safety, and accessibility; reduce pedestrian crossing distances; improve driver yielding behavior; improve intersection legibility	ISD 199 City of Inver Grove Heights	Med
K	Carmen Ave E	Concerns about traffic speeds and volumes during school arrival and dismissal; wide roadway	Implement traffic calming treatments including curb extensions, speed humps, and mini roundabouts; consider narrowing the overall roadway width	Reduce traffic speeds; increase pedestrian comfort and safety	City of Inver Grove Heights	Low

** Potential solutions/recommendations include a list of potential improvements. Additional analysis must be conducted before final design decisions can be made.*

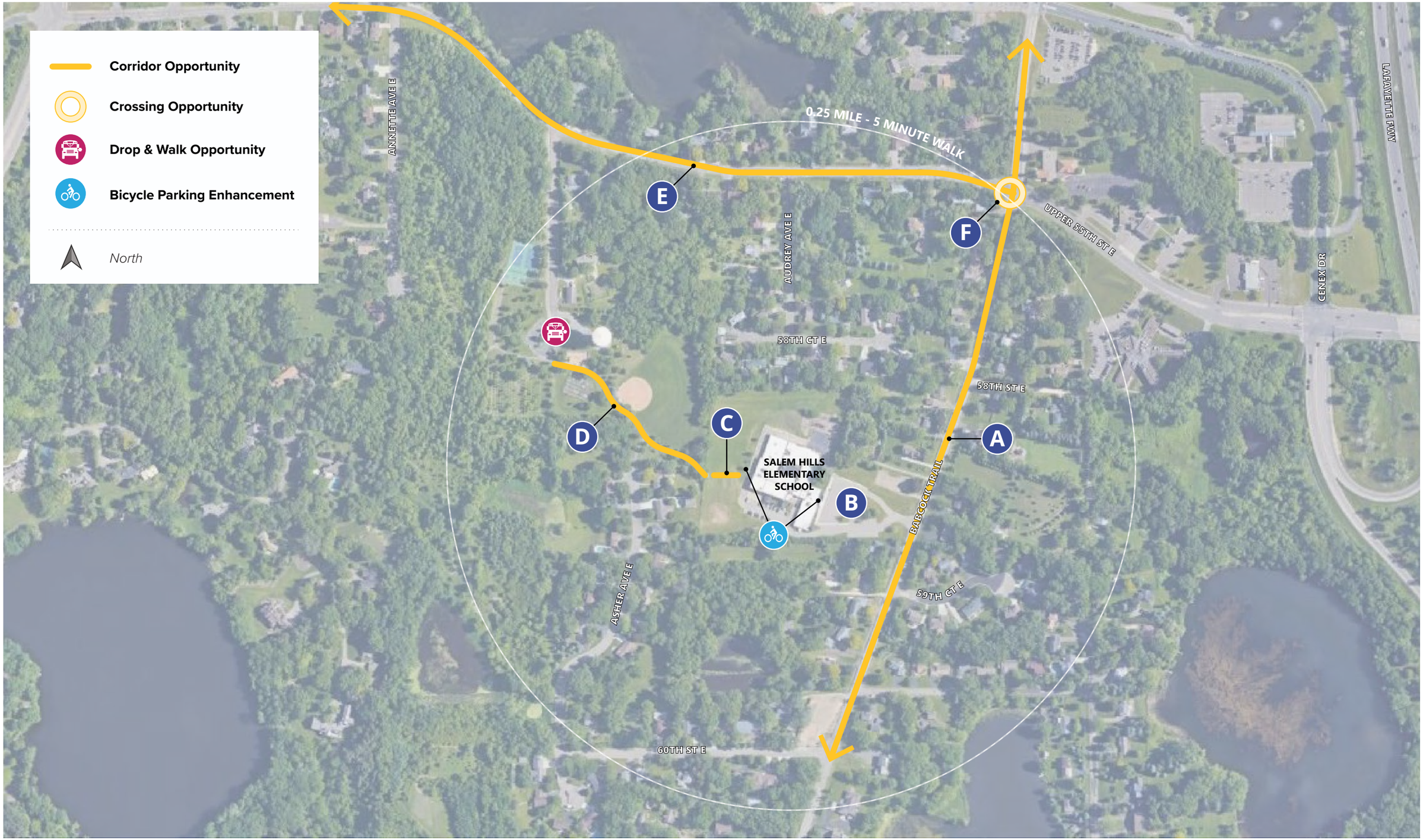


Pine Bend Elementary Infrastructure Recommendations

Pine Bend Elementary Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION*	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	Cahill Ave & Inver Grove Trail	Opportunity to connect campus to new residential development; skewed crossing due to misaligned curb ramps; long crossing distance; opportunity to reduce pedestrian crossing distance	Install curb extensions across Cahill Ave; realign curb ramp on the south-west corner to minimize the pedestrian crossing distance; implement high visibility crosswalk markings	Improve pedestrian comfort, safety, and accessibility; reduce pedestrian crossing distance; increase visibility between pe-destrians and motorists	City of Inver Grove Heights	High
B	Inver Grove Trail	Opportunity to improve pedestrian lighting along primary route to school	Install pedestrian scale lighting	Improve pedestrian comfort, safety, and visibility	City of Inver Grove Heights Dakota County	Med
C	Campus loop	No designated or ADA compliant pedestrian connection between Inver Grove Trail and the school building	Install pedestrian connection between Inver Grove Trail path and campus sidewalk network; consider staffing the crossing with student patrols or an adult crossing guard	Improve pedestrian accessibility	ISD 199 Dakota County	High
D	Campus loop	Caregivers currently enter through southern driveway (exit only) to access caregiver parking lot during arrival and dismissal; opportunity to redesign loop to eliminate wrong-way traffic; opportunity to route school buses behind building for arrival and dismissal and allow caregivers to use northern lot	Evaluate feasibility of routing school buses behind the building; consider using north lot for caregiver traffic; convert driveways to be one way in and one way out	Reduce conflicts between modes; in-crease campus circulation legibility	ISD 199	Med

** Potential solutions/recommendations include a list of potential improvements. Additional analysis must be conducted before final design decisions can be made.*

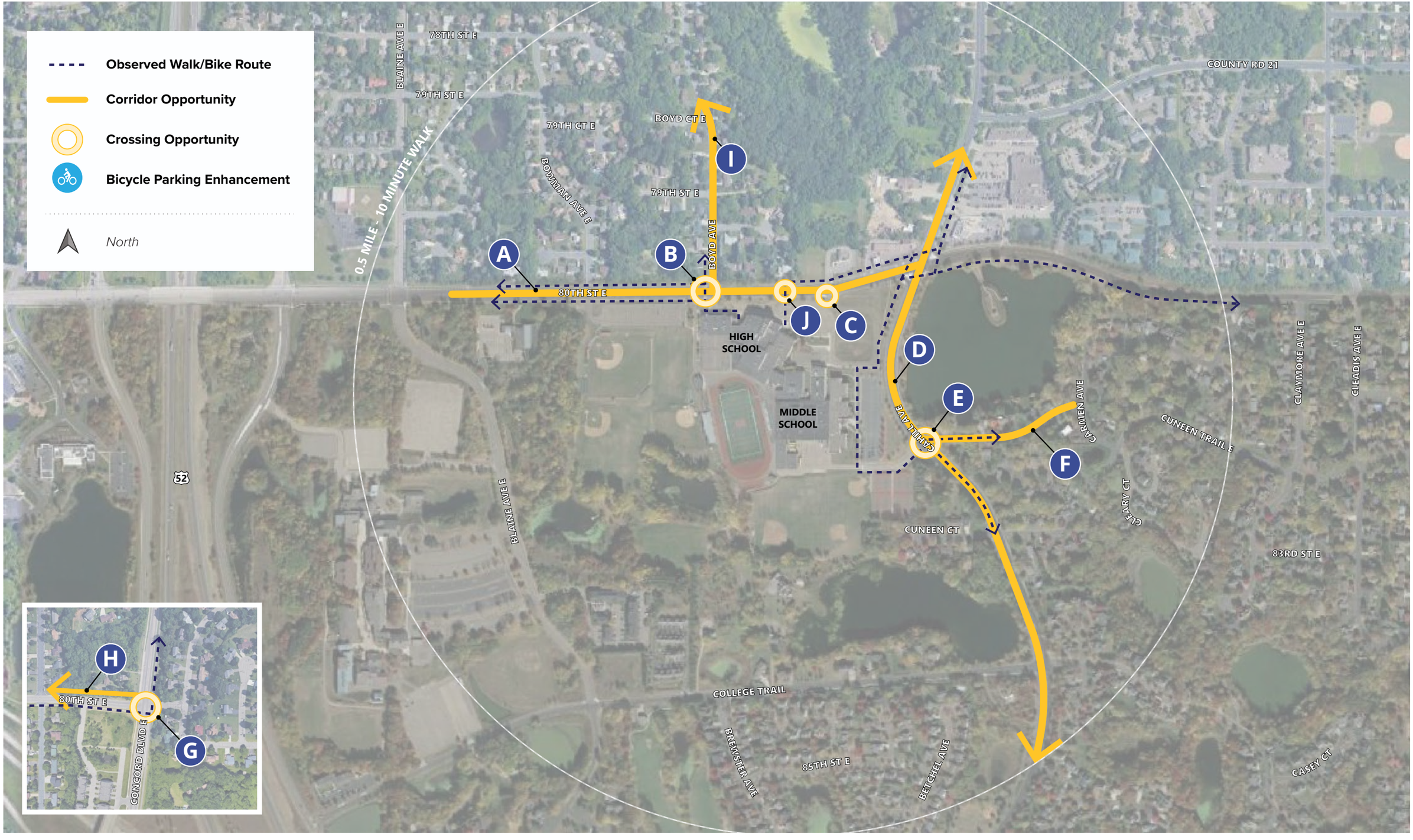


Salem Hills Elementary Infrastructure Recommendations

Salem Hills Elementary Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION*	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	Babcock Trail	Concerns about traffic speeds and volumes; no dedicated space for people walking or biking; minimal shoulder for active transportation and/or vehicle queuing	Implement a sidewalk or shared use path along Babcock Trail if there is a project or funding becomes available; evaluate installing a school speed zone with "WHEN FLASHING" signage in tandem with sidewalk/trail installation along Babcock Trail E and Upper 55th St E (school speed reduction consideration should start with evaluation consistent with the MN MUTCD and in coordination with findings from the School Travel Safety Assessment)	Provide dedicated space for people walking and biking; increase the number of students walking and biking to school; reduce traffic speeds; increase pedestrian and bicycle comfort and safety	Dakota County	High
B	Campus Circulation	Conflicts between school buses and family vehicle traffic on campus; family vehicle route poorly defined; no pedestrian connection between Babcock and campus sidewalk system; district is currently planning to add second driveway and dedicated bus loop	Remodel the school parking lot to include elements such as dedicated in/out driveways, a designated bus loop, and a comprehensive sidewalk network with connections to Babcock Trail	Reduce conflicts between modes; improve parking lot legibility for all users; improve pedestrian and bicycle comfort and safety	ISD 199	Med
C	School field	No formal connection between school building and park trail	Extend trail through school field to building	Improve pedestrian and bicycle safety and comfort; increase the number of students walking and biking through the park	ISD 199	Med
D	Park trail	Opportunity for lighting and programming	Install solar lighting along the trail; use the park for walking/biking field trips, school activities, and drop & walk events	Improve pedestrian and bicycle safety and comfort; increase the number of students walking and biking through the park	City of Inver Grove Heights ISD 199	Med
E	Upper 55th St E west of Babcock Trail	No dedicated space for people walking or biking; City considering road reconstruction and urbanization including three lane configuration and addition of sidewalk or trail on one side of the street	Install sidewalk and/or trail on at least one side of the street; consider crossing enhancements to connect to the Salem Green Apartments and Asher Ave E	Increase students walking from Salem Green Apartments	City of Inver Grove Heights	High
F	Babcock Trail & Upper 55th St E	Long crossing distances; no pedestrian or bicycle facilities	In coordination with A and E, implement pedestrian and bicycle crossing treatments such as high visibility crosswalk markings, curb extensions, median refuge islands, ADA compliant curb ramps, pedestrian lighting, etc.	Increase pedestrian and bicycle safety and comfort; increase the number of students walking and biking from north and east of the intersection	Dakota County City of Inver Grove Heights	Low

** Potential solutions/recommendations include a list of potential improvements. Additional analysis must be conducted before final design decisions can be made.*



Inver Grove Middle & Simley High Infrastructure Recommendations

Inver Grove Middle & Simley High Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION*	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	80th St E	Concerns about traffic speeds and volumes; shoulder parking rules not clearly noted, and eastbound vehicles queue on shoulder west of Boyd intersection obstructing visibility and creating a multi-lane threat for people walking; build upon Dakota County School Travel Safety Assessment recommendations	City and County have installed "NO PARKING" signage along shoulders; evaluate school speed zone adjustment, set school speed zone beacon to flash during arrival and dismissal only, and update signage to say "WHEN FLASHING" (school speed reduction consideration should start with evaluation consistent with the MN MUTCD and in coordination with findings from the School Travel Safety Assessment)	Reduce traffic speeds; increase driver yielding behavior; clarify shoulder parking rules and provide designated vehicle queuing area	Dakota County	Med
B	80th St E & Boyd Ave	Concerns about traffic speeds, driver yielding behavior, and insufficient street lighting; curb ramp on northern side of 80th St E does not facilitate walking on, biking on, or crossing Boyd	In coordination with evaluation and engineering done by Dakota County, install RRFB and pedestrian-scale lighting; consider extending landing space and curb cut on northwestern corner of intersection to be able to walk/bike from Boyd to the 80th Street crossing	Increase driver yielding behavior; enhance use and accessibility of pedestrian crossings; more students walking and biking from Boyd Ave	Dakota County	Med
C	80th St E at school driveway	School driveway creates long crossing for pedestrians on southern side of 80th St E	Reconstruct exit driveway with minimum turn lane widths and corner radii	Improve pedestrian comfort and safety; reduce pedestrian crossing distance; reduce traffic speeds; increase driver yielding behavior	ISD 199	Low
D	Cahill Ave	Concerns about traffic speeds and driver yielding behavior; four lane undivided roadway with dual threat risk at uncontrolled pedestrian crossings	Implement a road diet with one through lane in each direction and two-way center left turn lane; coordinate with E	Increase safety for all modes; reduce traffic speeds; reduce unpredictable driver behavior	City of Inver Grove Heights	High
E	Cahill Ave & 81st St E	Concerns about driver yielding behavior; long crossing distance; dual threat risk; poor visibility between motorists and pedestrians at primary middle school driveway and pedestrian crossing	Implement crossing improvements such as curb extensions, a median refuge island; consider evaluating an RRFB; coordinate with D	Improve pedestrian comfort and safety; reduce pedestrian crossing distance; reduce driver speeds; increase visibility between pedestrians and motorists; increase driver yielding behavior	City of Inver Grove Heights	High
F	81st St E east of Cahill Ave	Opportunity to provide a dedicated space for people walking as part of future reconstruction	Install sidewalk in coordination with future reconstruction; consider alignment with Cahill Ave crossing	Provide dedicated space for people walking; reduce conflicts between pedestrians and motorists	City of Inver Grove Heights	Low
G	80th St E & Concord Blvd E	Concerns about traffic speeds and volumes and driver yielding behavior; no marked or controlled pedestrian crossing along primary route to high-density student housing; long distances between marked or controlled pedestrian crossings along Concord Blvd	Implement crossing improvements such as curb extensions and a median refuge island; consider evaluating an RRFB or pedestrian hybrid beacon	Improve pedestrian comfort, safety, and accessibility; reduce pedestrian crossing distance; reduce driver speeds; increase visibility between pedestrians and motorists; increase driver yielding behavior	Dakota County	Med
H	80th St E between Concord Blvd and Simley Lake Condos	No pedestrian facilities on northern side of 80th St E; concerns about traffic speeds and volumes; no designated pedestrian crossings	Develop pedestrian trail along northern side of 80th St E	Improve pedestrian comfort; reduce need for road crossings at intersections without pedestrian facilities	Dakota County	Low
I	Boyd Ave	No sidewalk on Boyd leading to intersection with 80th St E; concerns about pedestrian and bicyclist access to 80th St E crossing	Develop sidewalk or trail along Boyd Ave connecting to the existing crossing of 80th St E	Improve pedestrian and bicyclist comfort and safety; reduce walking and biking in street; improve accessibility of existing 80th St E crossing	City of Inver Grove Heights	Low
J	80th St E between Boyd Ave and Cahill Ave	Students often cross 80th St E just west of the driveway to access destinations on the north; long crossing distance across multiple lanes of traffic; no crosswalk or other crossing infrastructure mid-block	Educate students about safe crossing locations at Boyd Ave and Cahill Ave and consider installing permanent signage to this effect	Reduce long, mid-block crossings and increase crossings at locations with better pedestrian infrastructure	ISD 199	Low

** Potential solutions/recommendations include a list of potential improvements. Additional analysis must be conducted before final design decisions can be made.*

Related Efforts

The following studies and plans have strategic focus areas and recommendations that overlap with the Inver Grove SRTS Plan.

INVER GROVE HEIGHTS TRAIL GAP STUDY, 2011

The Trail Gap Study identifies gaps in the sidewalk and trail network in Inver Grove Heights. An update to the study is anticipated in the future as many gaps have been filled since the study was originally completed. Outstanding gaps identified in the Trail Gap Study include Upper 55th Street and Babcock Trail near Salem Hills Elementary.

DAKOTA COUNTY BICYCLE & PEDESTRIAN STUDY, 2018

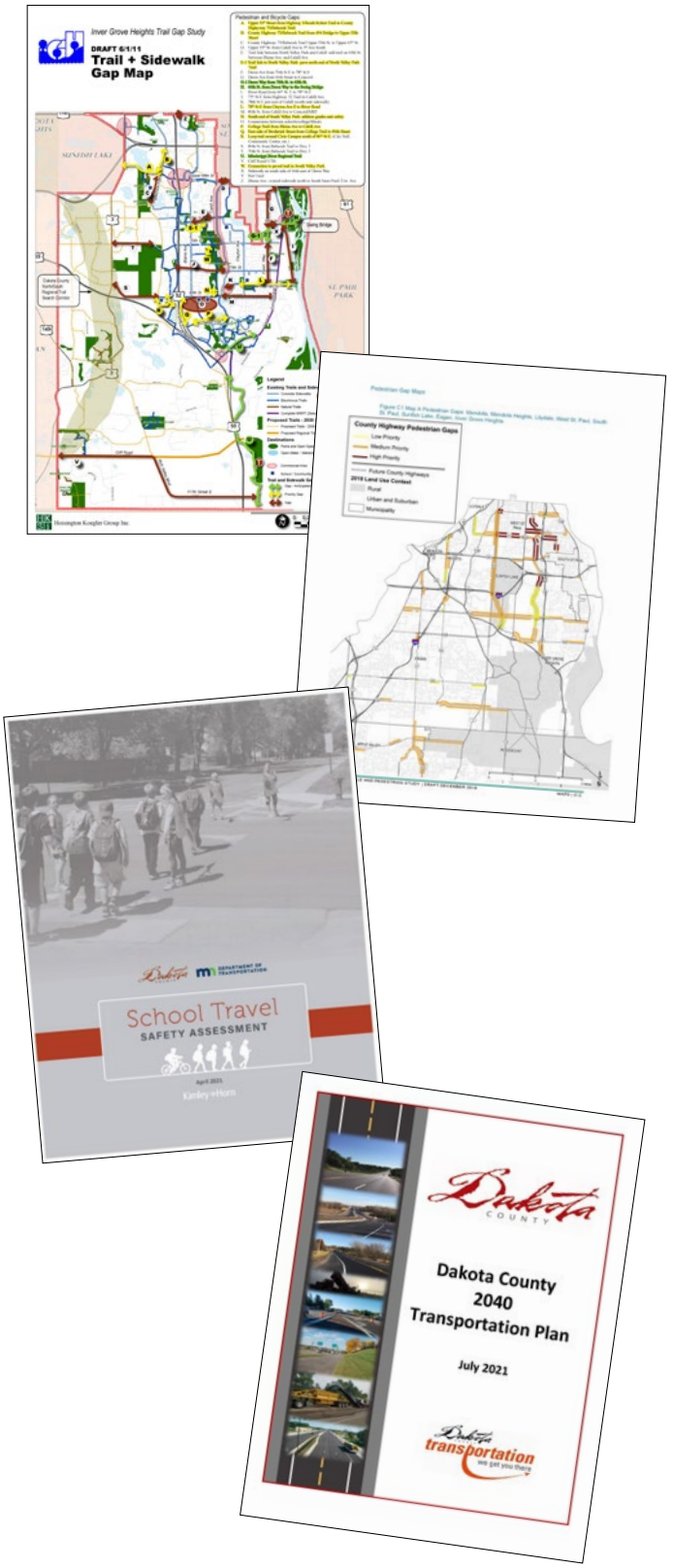
The Bicycle and Pedestrian Study provides a unified vision for walking and bicycling throughout Dakota County. It identifies projects, policies, strategies, and tools to encourage active living and improve health for County residents. Babcock Trail near Salem Hills Elementary was identified as a Top 20 Trail Gap. The Study also called for pedestrian and bicycle enhancements along 70th Street and 80th Street.

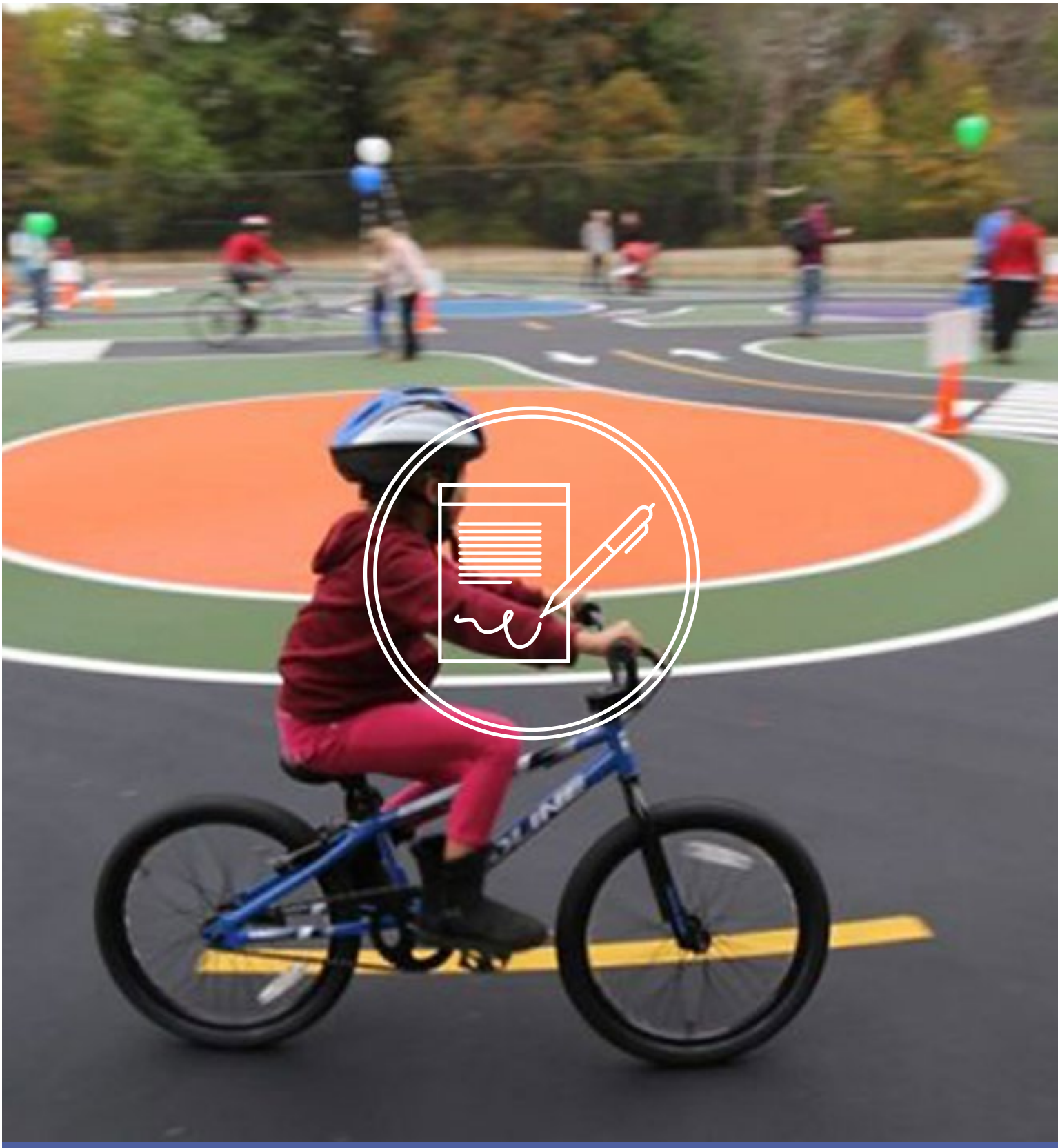
DAKOTA COUNTY SCHOOL TRAVEL SAFETY ASSESSMENT, 2021

The School Travel Safety Assessment proactively addresses safety for students traveling to and from schools that are adjacent to county and state roadways with a particular focus on pedestrian and bicycle safety. Salem Hills Elementary, Inver Grove Middle School, and Simley High were included in the study.

DAKOTA COUNTY 2040 TRANSPORTATION PLAN, 2021

The Dakota County 2040 Transportation Plan identifies policies, projects, and investment priorities for the next 20 years in Dakota County. It covers county roads and highways, adjacent trails and sidewalks, and public transportation services. It builds on the County's Bicycle & Pedestrian Study and includes additional recommendations for active transportation.





04

HOW TO GET INVOLVED

Using this Plan

At the heart of every successful SRTS comprehensive program is a coordinated effort by caregiver volunteers, school staff, local agency staff, law enforcement, public health, and community advocates.

This plan provides an overview of SRTS 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 SRTS 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 caregiver 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 implementing SRTS activities.

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 CAREGIVER

Caregivers can use this report to understand the conditions at their child's school and to become familiar with the ways an SRTS program can work to make walking and bicycling safer. Concerned caregivers or city residents have a very important role in the SRTS process. Caregiver 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. Caregiver groups can also be key to ongoing success by helping to fundraiser 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 caregivers 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 caregivers to seek alternatives to single-family commutes to school.

District officials are perhaps the most stable of the stakeholders for a SRTS 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 caregivers, 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, biking, and rolling 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, biking, and rolling 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 caregivers 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 SRTS funding and support opportunities such as:

- MnDOT SRTS grants
- Federal SRTS grants
- Statewide Health Improvement Partnership (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 and encouragement activities that make it easier and safer for children 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 children 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.


CoPilot

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, biking, and rolling 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 caregivers, community members, local agencies and community organizations, and other stakeholders to expand capacity and support for SRTS initiatives.

EMPOWER STUDENTS AS LEADERS

Students-led initiatives can generate enthusiasm and improve social conditions for SRTS. 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 caregivers and students about their experiences walking, biking, and rolling to school. Conducting regular evaluation will help your team understand what works and what doesn't work and allocate resources accordingly. Consider reporting annually on progress.

CELEBRATE SUCCESS

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


MINNESOTA
SAFE
ROUTES
TO SCHOOL

A APPENDICES

INVER GROVE HEIGHTS, MN
OCTOBER 2021

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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
https://www.changelabsolutions.org/product/safe-routes-school-district-policy-workbook

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/MinnesotaSafeRoutesto-School

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

Heather Aune
Director of Business Services
Inver Grove Schools
auneh@isd199.org

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Appendix B. SRTS Talking Points

To ensure a successful SRTS program, it is crucial to get school principals and other school administration leaders the communications resources they need to share the importance of SRTS with caregivers. To get these leaders involved initially, in-person meetings are a great start and opportunity to share SRTS goals and potential activities for the year. This gives school leaders a chance to learn more about the program, but also share thoughts and ideas unique to their school. Share with them the academic benefits: students that walk or bike to school arrive awake, alert, and ready to learn, and physical activity before school increases academic performance and reduces student absences. If the principal is interested in getting involved with the program, or is already a supporter, point them to A Primer for School Boards and Principals for more resources on coordinating a successful program.

The following list of facts and statistics can be used by principals and other SRTS advocates in communications materials to share the benefits of a SRTS program. These points have been collected from national sources, and apply to all schools and school districts: big or small, urban or rural, etc.. They are intended to be used in communication materials such as school newsletters, emails, school websites, social media posts, signs, videos, and direct communications with caregivers (including handouts, emails, texts, automated calls, etc.). Except where otherwise noted, the following are based on research summarized by the National Center for SRTS. 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 students in grades K–8 live within one mile of school; 38 percent of these students walk or bike to school. You can travel one mile in about 20 minutes by foot or six minutes by bicycle.
- 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, biking, and rolling, more people feel comfortable walking and bicycling.
- Reducing the miles caregivers 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, biking, and rolling at part of everyday life (such as the school commute trip) are more successful at sticking with their increased physical activity in the

long term than people who join a gym.

- One recent study showed that students 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 rates have more than tripled in the past 30 years, while the number of children walking, biking, and rolling 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 students 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.
- 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.
- 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 2020, after Inver Grove Heights Public Schools and the City of Inver Grove Heights were awarded a SRTS planning assistance grant from MnDOT. In Fall 2020, 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 child and family engagement opportunities, and discuss challenges and recent efforts related to walking, biking, and rolling to school.

PROJECT SCHEDULE

Fall 2020: Project kickoff, data collection, Rapid Planning Workshop

Winter 2020-2021: Community engagement, identification of issues and opportunities

Spring 2021: Draft strategies and action steps

Summer 2021: Draft and final SRTS Plan

DATA COLLECTION

In fall of 2020, baseline data was collected through a variety of SRTS evaluation methods including tools from the National Center for SRTS and Minnesota SRTS Resource Center:

- **Student Travel Tallies:** Generally, a student hand tally identifies the most common way students travel to and from campus (school bus, family, walking, etc.). However, due to the COVID-19 pandemic, student hand tallies were not completed this year, but they are still a recommended way of collecting data in future years.
- **Caregiver Survey:** Surveys collected information from caregivers about perceptions, habits, and barriers related to walking, biking, and rolling to school, and changes that would make children more confident walking or biking. A total of 113 surveys were completed for the schools.
- **Interactive Online Map:** An interactive online map allowed children, caregivers, and community stakeholders to identify destinations, routes, and barriers for walking, biking, and rolling.
- **Student Engagement:** The local team met with a group of high school students during the Rapid Planning Workshop. Students shared things that they like and dislike about walking, biking, and rolling to school, identified challenges, and brainstormed ideas for improvement. They identified their walking, biking, and rolling routes as well as streets and intersections that are barriers for walking, biking, and rolling to school.
- **Caregiver/Teacher Engagement:** virtual PTO/PTSA meetings were held with caregivers and teachers at Salem Hills Elementary School, Inver Grove Heights Middle School, Hilltop Elementary School, and Pine Bend Elementary School.
- **School Community Engagement:** SRTS staff facilitated discussions at four Inver Grove Heights parent-teacher meetings to share information and gather feedback on the opportunities and barriers of walking and biking to school. See more information in Appendix F.

RAPID PLANNING WORKSHOP

In December 2020, a broad group of stakeholders met for an intensive, multi-day, hybrid Rapid Planning Workshop. This charrette-style event brought together school, city, county, and MnDOT staff, plus students, caregivers, and community members to discuss challenge and opportunities for walking, biking, and rolling to school.

The Rapid Planning Workshop included:

- Introduction to SRTS for all participants including programs, infrastructure, and the planning process
- Walking audit of the streets surrounding the campuses
- Discussion of infrastructure issues, upcoming projects, and opportunities for improvement
- Brainstorm of existing and potential programs

Information gathered during the day was used to develop preliminary draft infrastructure and program recommendations. Preliminary recommendations were shared with the SRTS Team for input and refinement prior to identifying action steps and schedules for implementation.

DRAFT STRATEGIES AND ACTION PLAN MEETING

The Inver Grove Heights SRTS Team met in person in Spring 2021 to review draft program and infrastructure 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 Inver Grove Heights SRTS Plan was shared with the local planning team for review and comment in spring/summer of 2021 using an interactive online PDF commenting tool. A final copy of the plan was delivered in September 2021.

Appendix D. Existing Conditions

The following is a summary of the existing conditions on and around the Inver Grove Heights (IGH) Schools campuses.

INVER GROVE HEIGHTS SCHOOLS CONTEXT

Basic Information

Hilltop Elementary School
Principal: David Lostetter
Grades: K-5th
Arrival time: 7:50 am
Dismissal time: 2:30 pm
Enrollment: 590

Pine Bend Elementary School
Principal: Quennel Cooper
Grades: K-5th
Arrival time: 7:50 am
Dismissal time: 2:30 pm
Enrollment: 550

Salem Hills Elementary School
Principal: Tina Willette
Grades: K-5th
Arrival time: 7:50 am
Dismissal time: 2:30 pm
Enrollment: 450

Inver Grove Heights Middle School
Principal: Jodi Wendel
Grades: 6th-8th
Arrival time: 8:30 am
Dismissal time: 3:20 pm
Enrollment: 850

Simley High School
Principal: Jerry Sakala
Grades: 9th-12th
Arrival time: 8:30 am
Dismissal time: 3:20 pm
Enrollment: 1100

Total number of students K-12: Approximately 3,540

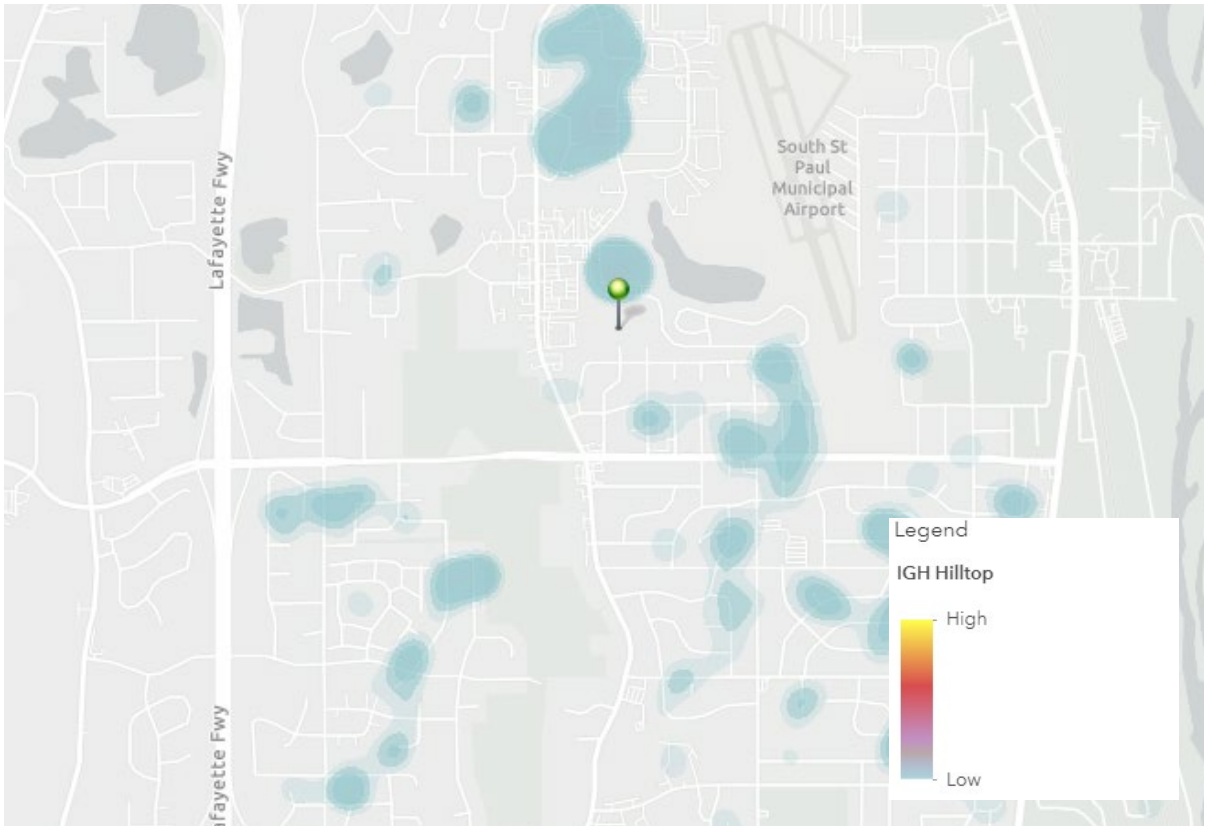
Student Locations and School Enrollment Boundary

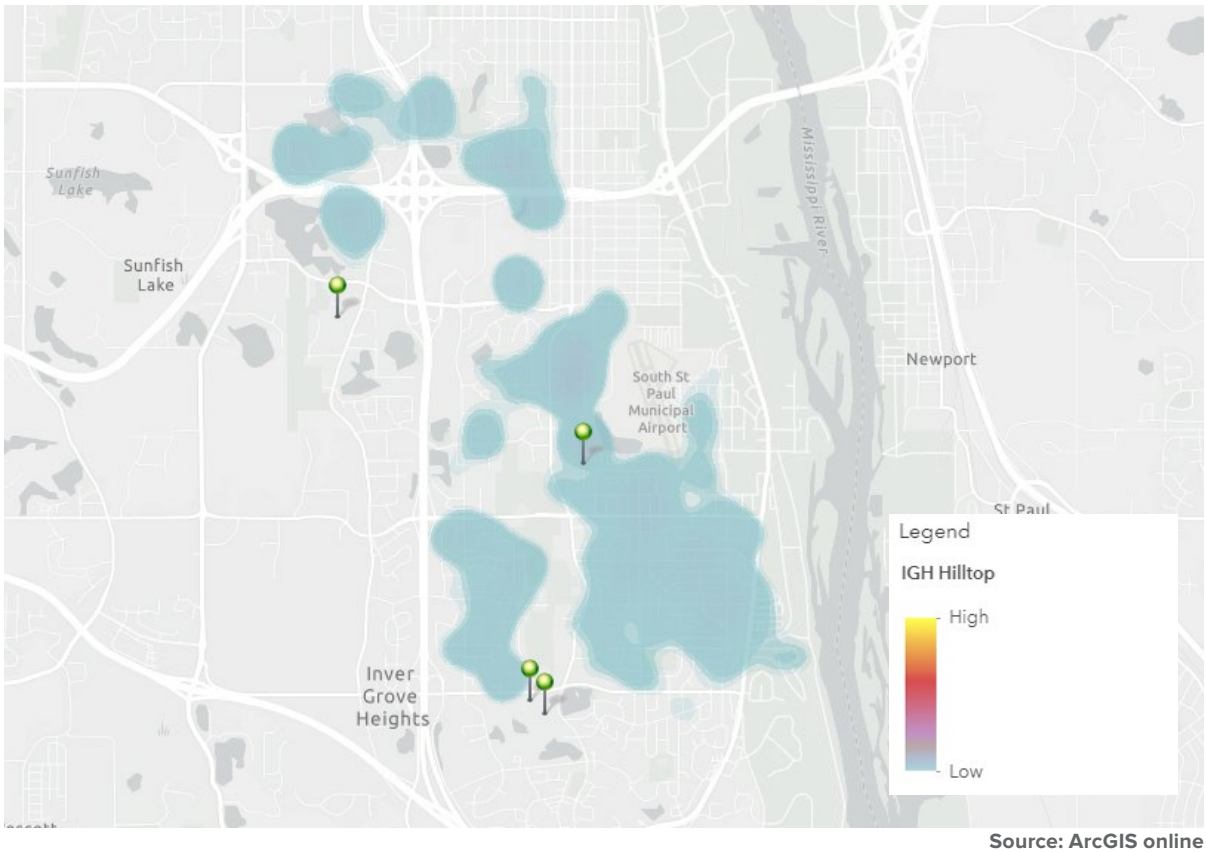
The maps on the following pages show the locations of students attending school in the Inver Grove Heights School District during the 2020-2021 school year. The first map shows a heat map of students who live closer to campuses, and the second map includes students who live further away. The campus locations are identified with a green pin. Green Central Elementary draws students from Inver Grove Heights, St. Paul, Maplewood, Oakdale, Woodbury, Rosemount, Apple Valley, Cedar Grove, Wescott, and several other areas in the region.

School/Campus Layout

Hilltop Elementary School: Hilltop Elementary School is located in northeast Inver Grove Heights, MN off of 68th St via Carleda Ave and Carmen Ave. The campus includes playground facilities, an open field, and a small retain

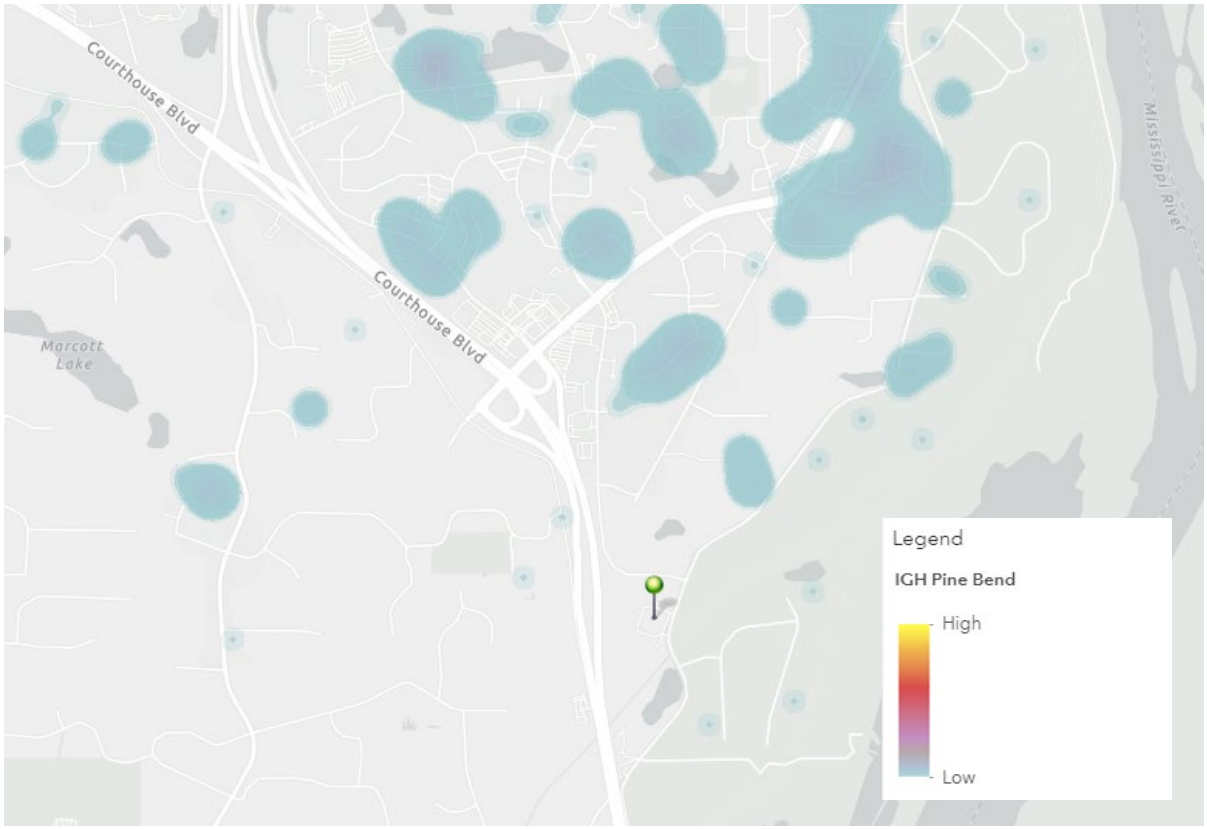
HILLTOP ELEMENTARY SCHOOL

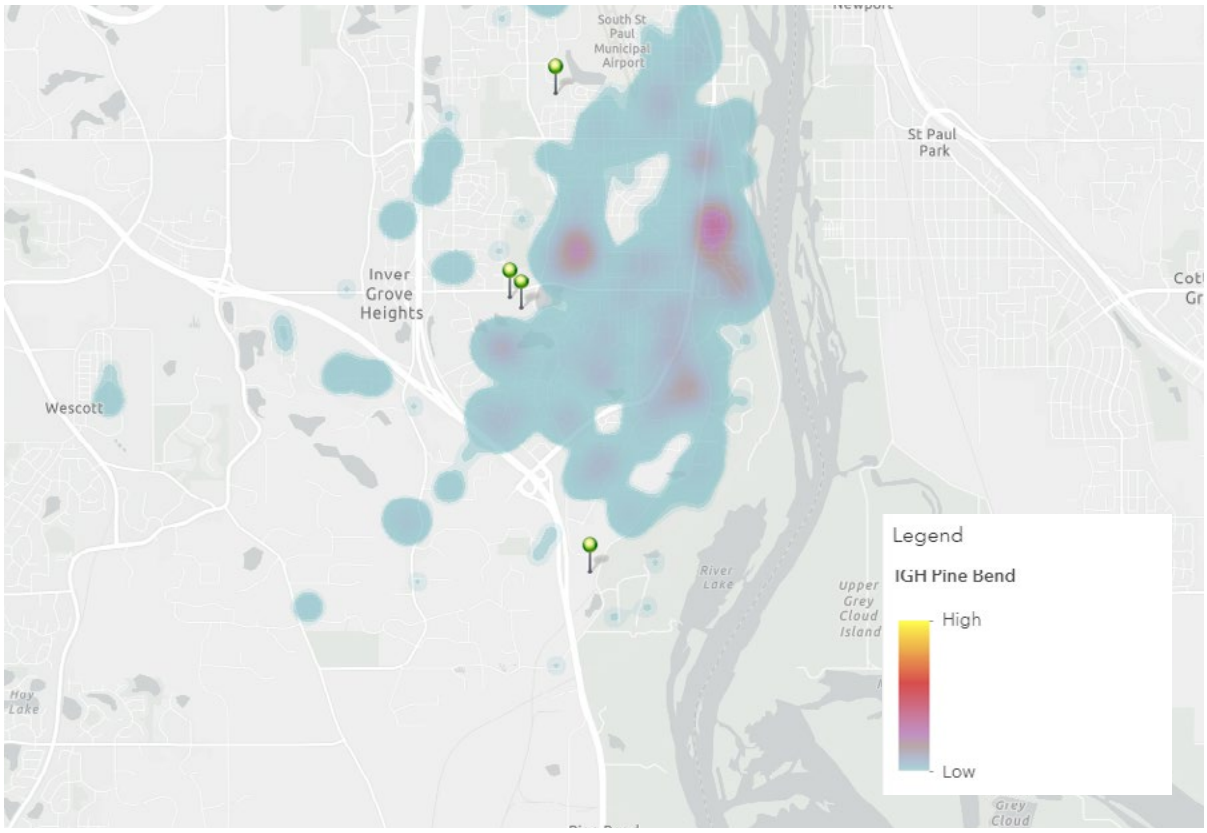




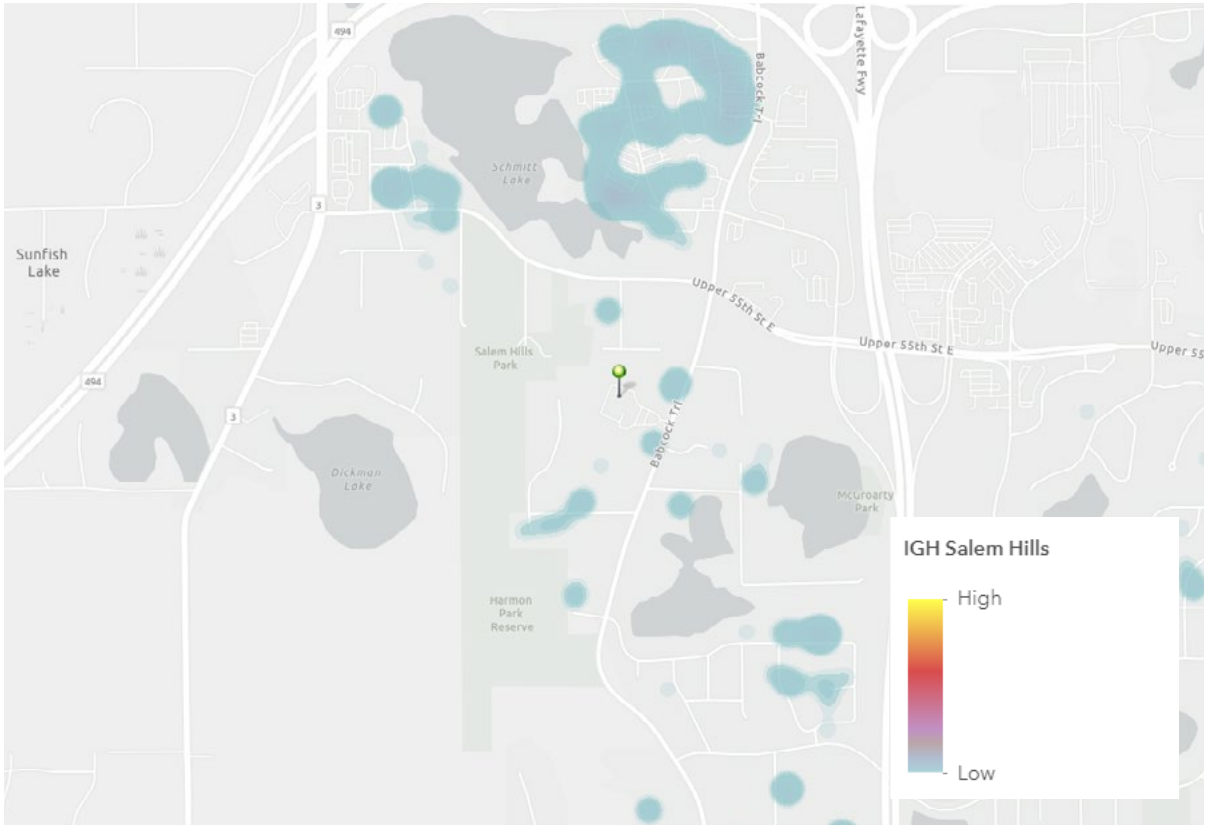
Source: ArcGIS online

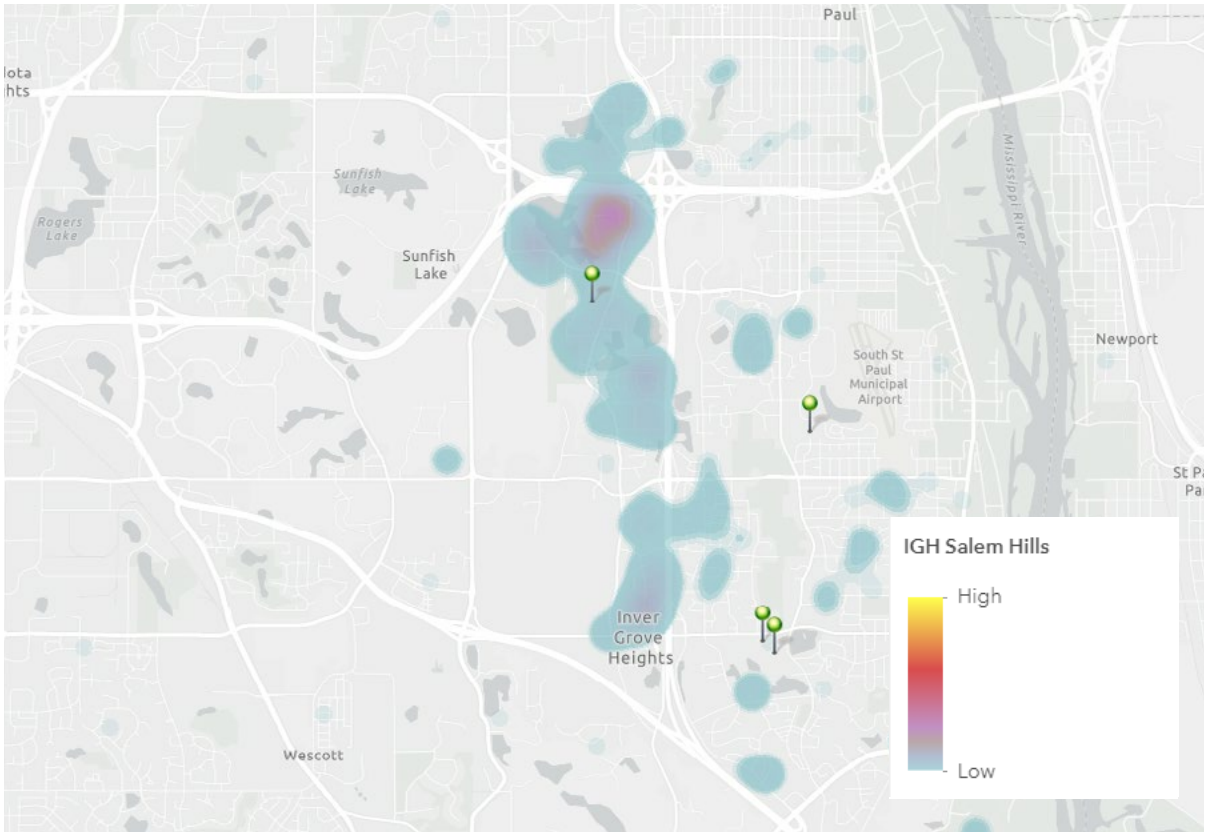
PINE BEND ELEMENTARY SCHOOL



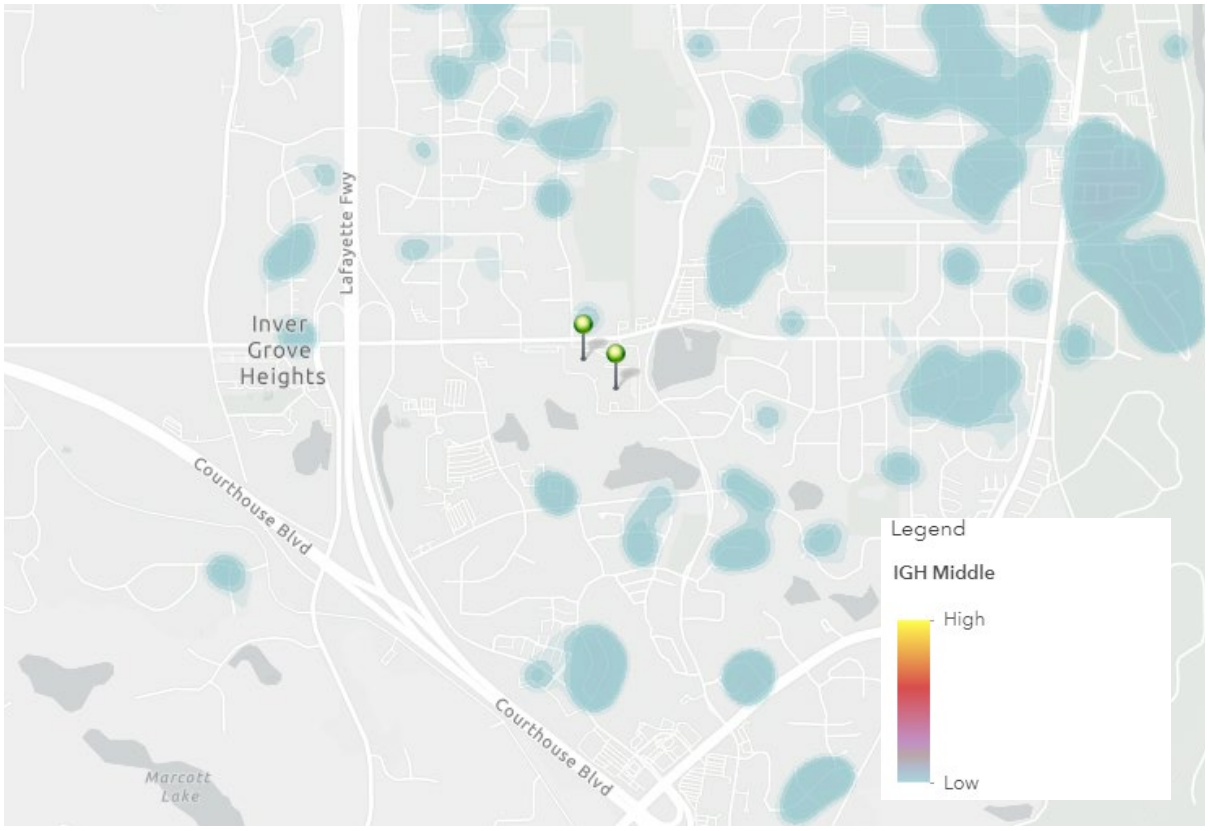


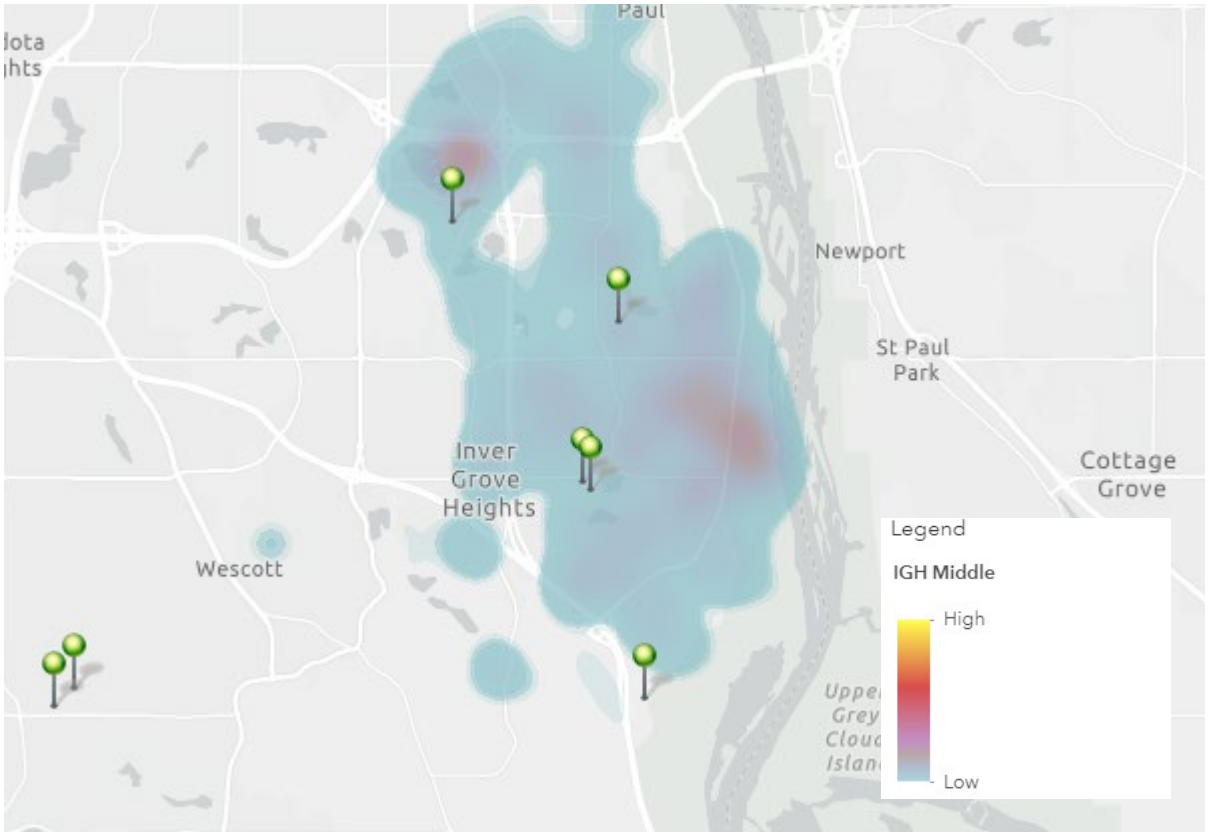
SALEM HILLS ELEMENTARY SCHOOL



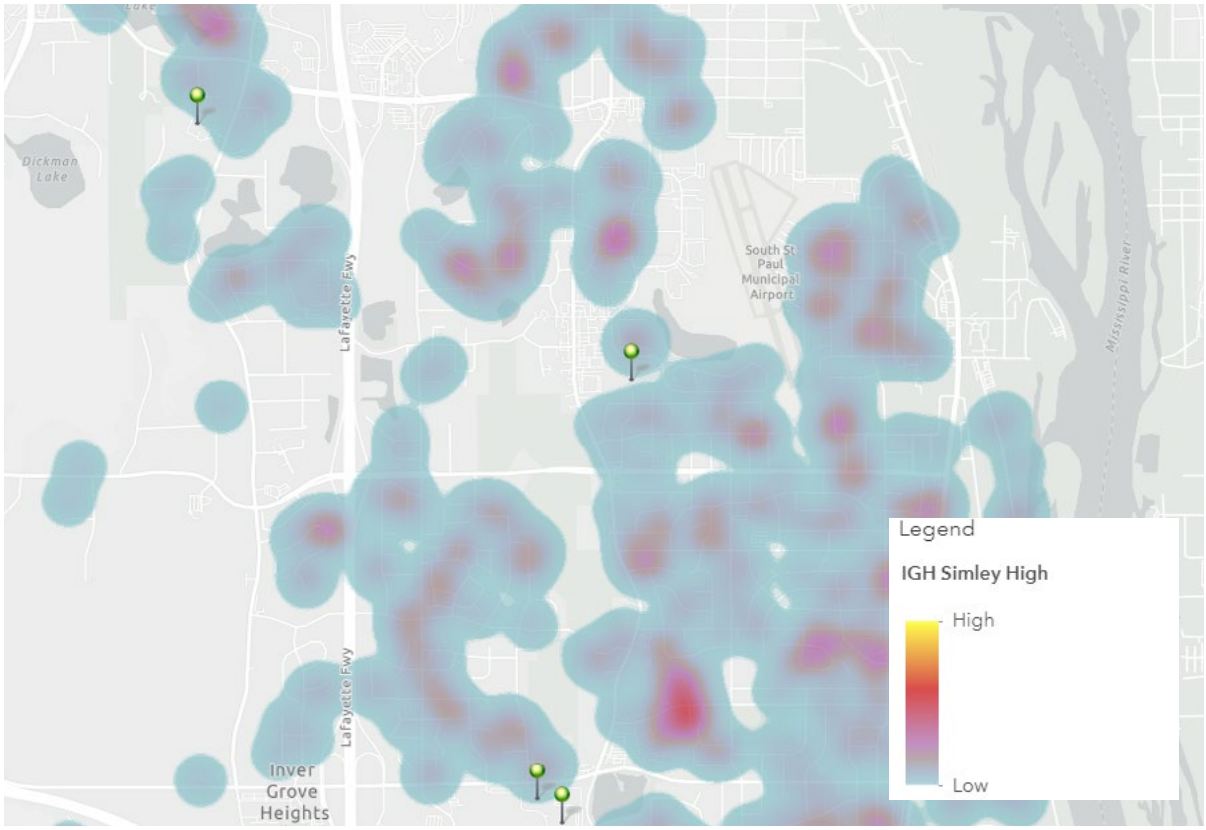


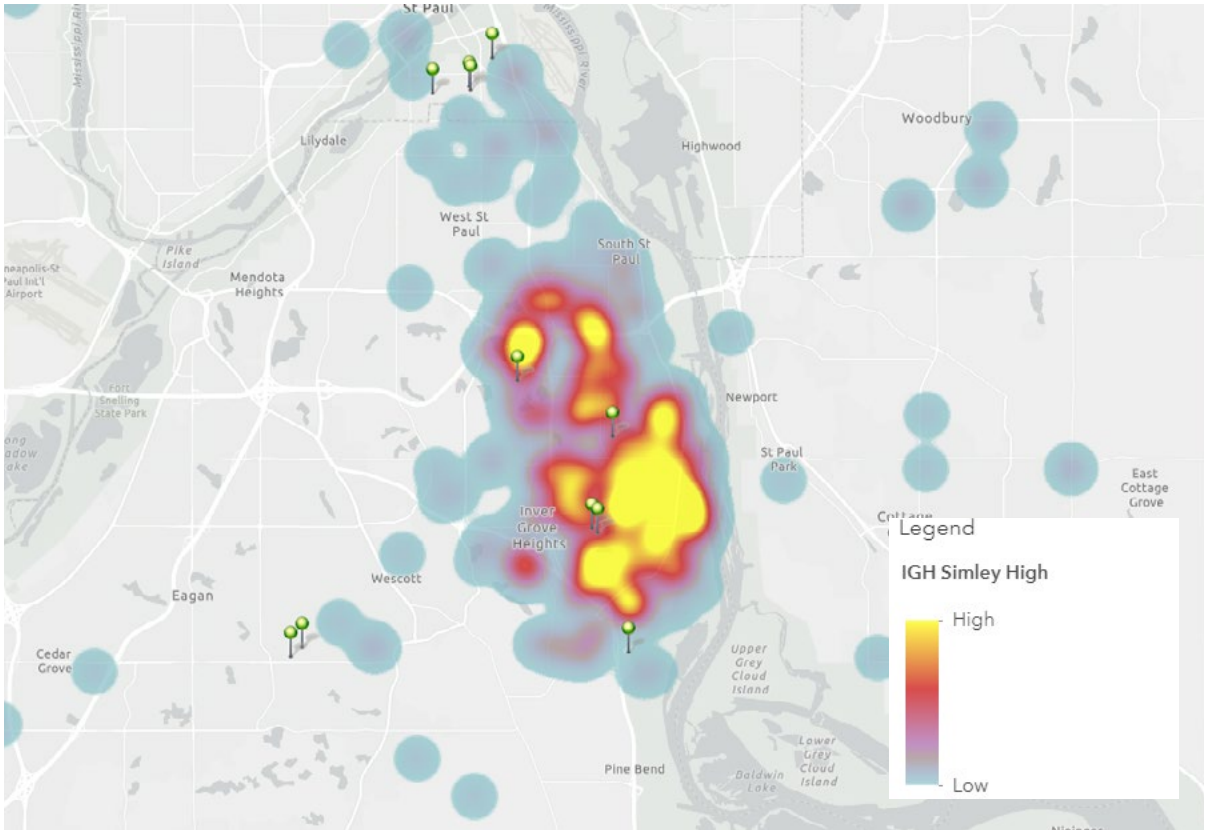
INVER GROVE HEIGHTS MIDDLE SCHOOL





SIMLEY HIGH SCHOOL





ing pond. Hilltop Elementary has two primary entrances, one on the west side connecting to the main parking lot, and one on the south side, connecting from the surrounding neighborhoods to the south. Additional parking is available in a small lot on the east side of the school. A bus and car drop-off/pickup loop is available as part of both the east and west parking lots.

Pine Bend Elementary School: Pine Bend Elementary School is located in southeast Inver Grove Heights, MN off of Inver Grove Trail and Cahill Ave. The campus is in a wooded area located amongst residential neighborhoods just west of the Mississippi River and some railroad tracks, and east of Hwy 55. The campus includes playground facilities, an open field, and a multiuse trail heading north and south into the community. The building has two primary entrances, one on the east side and one on the north side. Parking lots are provided on the north, east, and south side of the school, with a bus and car pickup/drop-off loop incorporated into both the north and east parking lots.

Salem Hills Elementary School: Salem Hills Elementary School is located in northwest Inver Grove Heights, MN off of Babcock Trail in a primarily residential area. The campus has playground facilities, open field space, and is connected directly to Salem Hills Park, a park with a baseball/softball fields, a basketball court, tennis courts, playground facilities, and a network of off-road cycling and hiking trails. The school building has main entrances on the south and east sides, and is completely encompassed by a bus/car circle drive, with parking lots to the south and east.

Inver Grove Heights Middle School: Inver Grove Heights Middle School and Simley High School are both located on the same campus in east central Inver Grove Heights at the intersection of Cahill Ave and 80th St. The campus is in a primarily residential area with a business district to the northeast, the Inver Hills Community College campus to the southwest, and many retaining ponds and green spaces to the south and east. Campus facilities include tennis courts, baseball/softball fields, a flexible field space, and a large stadium that includes a soccer field, football field, and track. The campus is also connected to a network of multiuse trails that connect to the community in all directions.

Inver Grove Heights Middle School has a main entrance on the east side of the building with a large parking lot connecting to that entrance. The parking lot contains a pickup/drop-off loop for cars and buses.

Simley High School: Simley High Schools shares a campus with Inver Grove Heights Middle School, with details about the campus layout included above. The school building has a main entrance on the northeast side. Parking lots are included on the north and east sides, with a drop-off/pickup loop for cars and buses incorporated into both parking lots.

Surrounding Land Use

Hilltop Elementary School: Hilltop Elementary School is in an area that is zoned as Institutional, and is surrounded by residential areas, including Single-Family, 7 Units an Acre, and commercial areas, including General Business, Shopping Center, and Neighborhood Business. The Shopping Center area northwest of the campus includes many big-box retailers and grocery stores. Southwest of the campus is North Valley Park, a park with trail access, baseball and softball fields, and tennis courts.

Pine Bend Elementary School: Pine Bend Elementary is in an area that is zoned as Institutional, and is surrounded by Agricultural and Estate (2.5 acres) land. The area around the campus is very wooded, with homes on large tracts of land. A commercial area is located northwest of the school campus, and HWY 55 sits at the western edge of campus.

Salem Hills Elementary School: Salem Hills Elementary School is zoned as Institutional, and surrounded by Single-Family Residential (20,000 sq ft) and Single-Family Residential (12,000 sq ft) . The campus is in a wooded area that is connected by multiuse trail to the large Salem Park, and is also located in close proximity to several small lakes. Additionally, the campus is just west of HWY 52 with many retailers, medical facilities, and several parks located nearby, including McGroarty, Lions, and Harmon Park.

Inver Grove Heights Middle School and Simley High School: Inver Grove Heights Middle School and Simley High School are both zoned Institutional, and surrounded by additional Institutional land (including the Inver Hills Community College campus and the Inver Glen Library), Single-Family Residential (12,000 sq ft), 7 Units an Acre Residential, Neighborhood Business, and General Business. The campus is close to several parks, including Arbor Pointe Park, Sleepy Hollow Park, Oakwood Park, and South Valley Park.

Infrastructure for Walking, Biking, and Rolling

Hilltop Elementary School: Hilltop Elementary School is connected to a sidewalk adjacent to campus along Carmen Ave, running north, east, and south. From this sidewalk, sidewalks connect to the main entrances of Hilltop Elementary. However, when Carmen Ave intersects with other residential streets in the surrounding area, the majority of these streets do not have sidewalks.

Many segments of the roads surrounding the campus are designated as “bicycle-friendly roads”, along Carmen Ave, Clayton Ave, and Cahill Ave, but they lack any dedicated facilities like bike lanes or multiuse trails.

Pine Bend Elementary School: Pine Bend Elementary is located in an area with very few sidewalks connecting to the adjacent residential areas. A multiuse trail runs along the east side of the campus on Inver Grove Trail which connects into the area south of campus and north into many residential areas and eventually to a long north/south trail running along the Mississippi River. While this trail can connect students from the surrounding neighborhoods to campus, there are no marked crosswalks crossing Inver Grove Trail or the school parking lot that make a pathway for walking or biking clear.

Salem Hills Elementary School: Salem Hills Elementary School is located in an area that is lacking sidewalks. The campus sits along Babcock Trail, a road with no sidewalks, and the residential streets that connect to Babcock and to the school also lack sidewalks. With no sidewalks connecting to any of the surrounding roads, there is just a short segment of sidewalk leading up to the main entrance of the school that doesn’t connect to Babcock.

There are some short multiuse trail segments connecting to the west side of campus that connect through Salem Hills Park and to several residential streets, but once the trail reaches these places, it ends.

Inver Grove Heights Middle School and Simley High School: The main roads surrounding the Inver Grove Heights Middle School and Simley High School campus (80th St, Cahill Ave, Blaine Ave, and College Trail) all have sidewalks and/or multiuse trails. Additionally, the neighborhoods to the south have sidewalks on most of the roads before they reach a cul-de-sac. However, the residential neighborhoods that branch off of the main roads surrounding the campus to the north and east completely lack sidewalks.

The campus is very accessible by bike, located at the nexus of a major north/south multiuse trail and a segment of east/west multiuse trail that connects to a trail running along the Mississippi River. There are also many short segments of trail that run into the surrounding parks and neighborhoods.

Pedestrian and Bicycle-Involved Crashes

Pedestrian and bicycle-involved crashes were not tracked in 2020/2021 due to the COVID-19 pandemic since in-person classes were either not held or were very limited. This meant few students were traveling to and from school, and thus, crash data was not relevant.

SCHOOL TRAVEL PATTERNS

Student Hand Tallies

Generally, a student hand tally identifies the most common way students travel to and from campus (school bus, family, walking, etc.). However, due to the COVID-19 pandemic, student hand tallies were not completed this year, but they are still a recommended way of collecting data in future years.

Caregiver Survey Summary

Results from the 113 completed caregiver surveys at each school are summarized below. Detailed results from the parent surveys can be found in Appendix E.

Hilltop Elementary School: Eight caretaker surveys were completed for Hilltop Elementary School. Of those eight, two reported living less than one quarter mile away from school, three live one half to one mile away, and three live one to two miles away. The mode of travel to/from school is also fairly split, with three being driven by a family vehicle, three using the school bus, and two walking.

When asked what age a caregiver would feel comfortable allowing their child to walk or bike to/from school, three reported that they would not feel comfortable with this mode of travel for their child at any age. They reported that the distance between home and school, traffic speeds and amounts along the route, lack of safe intersections or crossings, and concern with weather or climate holding back their child from being able to bike or walk. Safer intersections, less traffic and slower speeds along the route, better snow/ice removal in the winter, and having a group of children to walk/bike to and from school with would make caregivers feel more comfortable.

Pine Bend Elementary School: 12 caretaker surveys were completed for Pine Bend Elementary. Out of 12 caregivers, eight reported living one to two miles away, three live over two miles away, and one lives less than one quarter mile away. To get to and from school, 88% of the caregivers reported that their child take the school bus, and 13% reported driving their child in a family vehicle.

Of the 12 responses, three would not feel comfortable allowing their child to walk or bike to/from school at any age. The main reasons for concern include the distance and time it takes between home and school, traffic speeds and amount of traffic along the route, limited sidewalks or pathways, safety of intersections, and weather or climate related concerns. To address these concerns, caregivers would like to see more/better sidewalks or pathways, safer intersections, and slower traffic speeds along the route.

Salem Hills Elementary School: 52 caretaker surveys were completed for Salem Hills Elementary School. The vast majority of respondents noted that their family lives more than two miles away from school, with 11 living one to two miles away, and 18 living less than one mile away. With these longer distances from school, 50% of students are driven to school in a family vehicle, 44% take the school bus, and 6% walk. Slightly more students take the bus than are driven by a family vehicle on the way home from school.

The majority of caregivers would be willing to allow their child to walk/bike to school as they get older, but 18% mentioned that they won't feel comfortable allowing their child to walk/bike to school at any age. Some of the

reasons indicated include the distance between home and school, traffic speeds and amount of traffic along the route, a lack of sidewalks or pathways, unsafe intersections, and weather or climate-related concerns. Shorter distances to travel, safer intersections, more sidewalks and/or trails, less traffic, and slower traffic speeds along the route would make caregivers more comfortable giving their children the option to walk or bike.

Inver Grove Heights Middle School: 32 caretaker surveys were completed for Inver Grove Heights Middle School. Caregivers reported a wide range of distances that they live from the school, with 62% living over one mile away, and the remainder living under one mile away, with 9% living less than one quarter mile away. When it comes to getting to and from school, 61% of students take the school bus, 29% are driven by a family vehicle, 6% walk, and 3% bike. A slightly larger number of students are picked up by a family vehicle on the way home from school.

Many caregivers felt comfortable allowing their child to walk or bike to/from school as they grow older in middle school, but 13% still noted that they would never feel comfortable allowing their child to walk or bike. Some of the reasons noted include the distance between home/school and the time it would take, traffic speeds and amounts of traffic along the route, lack of sidewalks, pathways, or safe intersections, and weather/climate limitations. Having a group of students to walk or bike with, safer intersections, better snow/ice removal, and slower car speeds along the route would make caregivers feel more comfortable giving their children the option to walk or bike.

Simley High School: Nine caretaker surveys were completed for Simley High School. The majority of caregivers noted that they live one to two miles from school (67%) while the rest of the respondents are spread evenly between over two miles, one half to one mile, and one quarter to one half mile. When traveling to and from school, 44% are driven by a family vehicle, 33% take the school bus, 11% walk, and 11% carpool with children from other families.

The primary reasons caregivers noted their children don't walk or bike to school include the distance between home and school, the need to quickly get to after school activities, traffic speeds along the route, unsafe intersections, and weather/climate-related concerns. They noted that safer intersections, better snow/ice removal, slower speeds along the route, a shorter distance to travel, and a group of students to walk or bike with would make them feel more comfortable giving their child the option to walk or bike.

Appendix E. Caregiver Survey

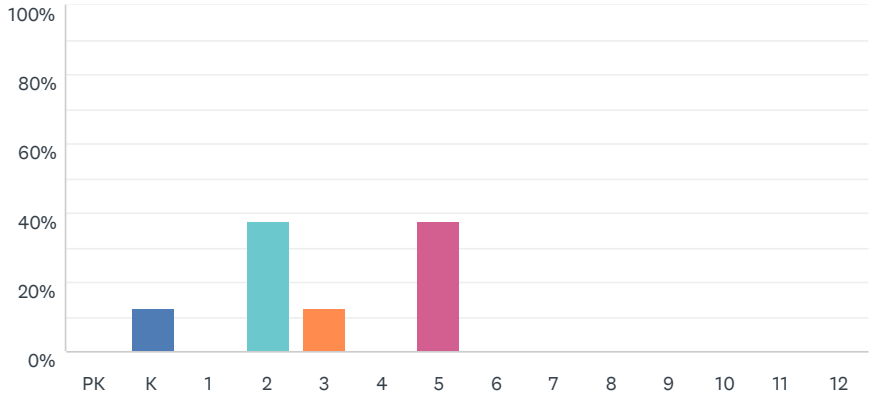
This appendix includes a summary of a survey sent home to caregivers at Hilltop Elementary School, Pine Bend Elementary School, Salem Hills Elementary School, Inver Grove Heights Middle School, and Simley High School in fall/winter 2020. The survey asks caregivers about walking, biking, and rolling habits, barriers, and attitudes. The summaries are direct exports from the National Safe Routes to School Data Collection System.

CAREGIVER SURVEY SUMMARY - HILLTOP ELEMENTARY SCHOOL

Caregiver Survey About Walking and Biking to School

Q2 What is the grade of your child?

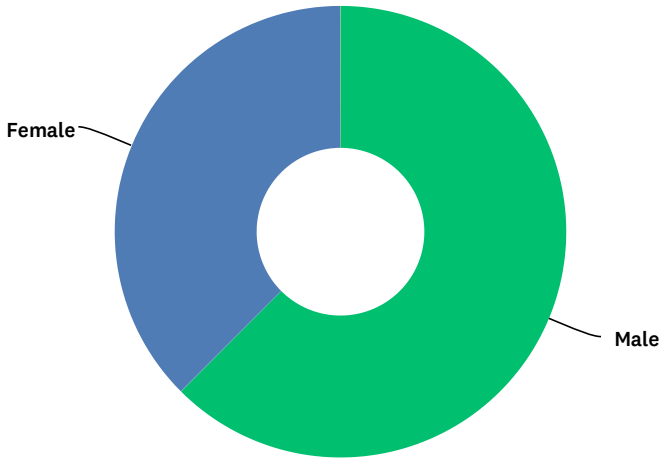
Answered: 8 Skipped: 1



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	13%	1
1	0%	0
2	38%	3
3	13%	1
4	0%	0
5	38%	3
6	0%	0
7	0%	0
8	0%	0
9	0%	0
10	0%	0
11	0%	0
12	0%	0
TOTAL		8

Q3 What is the gender of your child?

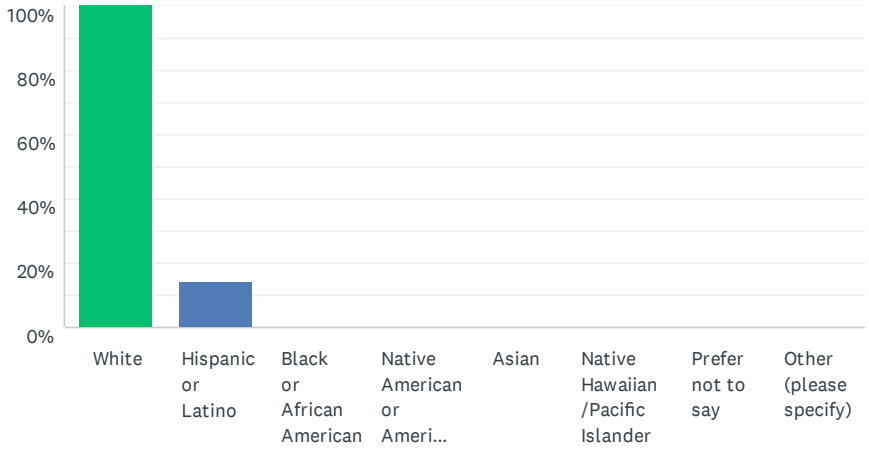
Answered: 8 Skipped: 1



ANSWER CHOICES	RESPONSES	
Male	63%	5
Female	38%	3
Other	0%	0
Prefer not to answer	0%	0
TOTAL		8

Q4 What is the race/ethnicity of your child? (check all that apply)

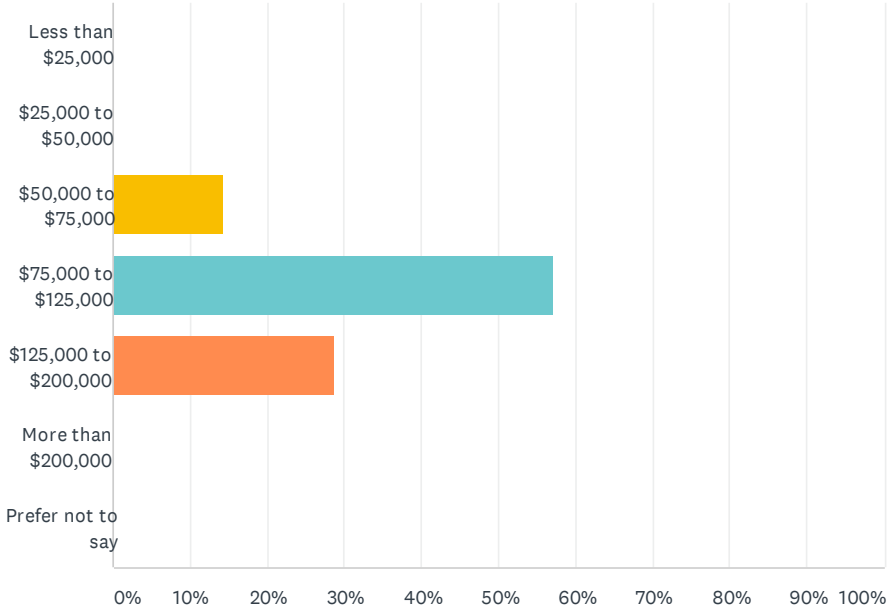
Answered: 7 Skipped: 2



ANSWER CHOICES	RESPONSES	
White	100%	7
Hispanic or Latino	14%	1
Black or African American	0%	0
Native American or American Indian	0%	0
Asian	0%	0
Native Hawaiian/Pacific Islander	0%	0
Prefer not to say	0%	0
Other (please specify)	0%	0
Total Respondents: 7		

Q5 What is your annual household income?

Answered: 7 Skipped: 2



ANSWER CHOICES	RESPONSES	
Less than $25,000	0%	0
$25,000 to $50,000	0%	0
$50,000 to $75,000	14%	1
$75,000 to $125,000	57%	4
$125,000 to $200,000	29%	2
More than $200,000	0%	0
Prefer not to say	0%	0
TOTAL		7

Q6 What language(s) do you speak at home? (check all that apply)

Answered: 7 Skipped: 2

ANSWER CHOICES	RESPONSES	
English	100%	7
Spanish	0%	0
Hmong	0%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0%	0
German	0%	0
Vietnamese	0%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0%	0
French (includes Patois and Cajun)	0%	0
Russian	0%	0
Laotian	0%	0
Arabic	0%	0
Amharic	0%	0
Hindi	0%	0
Kru, Ibo, Yoruba	0%	0
Korean	0%	0
Mon-Khmer, Cambodian	0%	0
Tagalog	0%	0
Telegu	0%	0
Norwegian	0%	0
Ojibwa	0%	0
Karen	0%	0
Swahili	0%	0
Other (please specify)	0%	0
Total Respondents: 7		

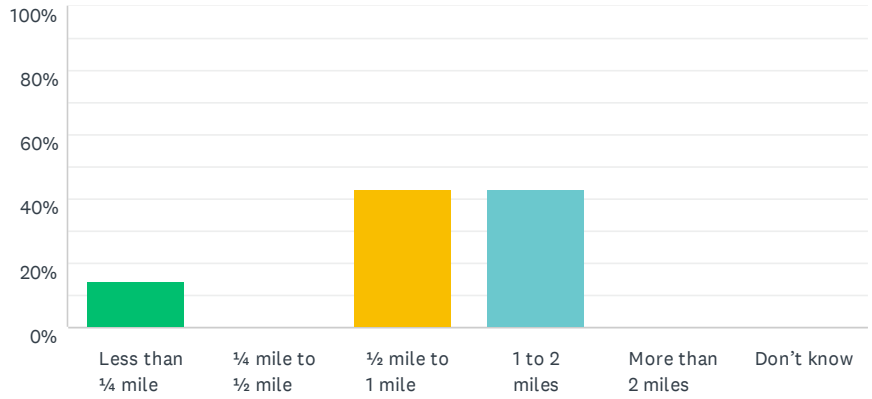
Q7 What is the street intersection nearest your home?

Answered: 7 Skipped: 2

NUMBER	STREET 1	STREET 2
1	80th street	Blaine
2	Cahill	Upper 62nd
3	65TH STREET E	CAHILL AVE
4	Boyer Path	Brent Avenue
5	69 th	Carmen ave e
6	75th St E	Carmen Ave
7	75th	Carmen

Q8 How far does your child live from school?

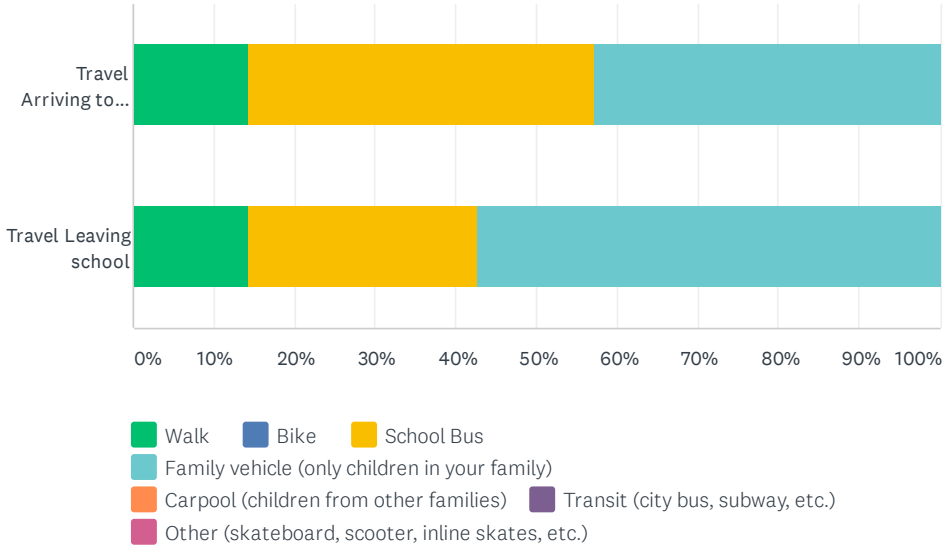
Answered: 7 Skipped: 2



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	14%	1
¼ mile to ½ mile	0%	0
½ mile to 1 mile	43%	3
1 to 2 miles	43%	3
More than 2 miles	0%	0
Don't know	0%	0
TOTAL		7

Q9 On most days, how does your child travel to and from school?

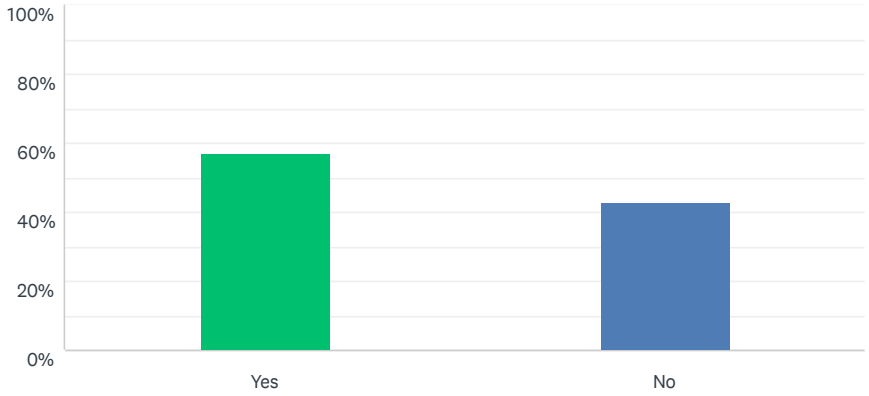
Answered: 7 Skipped: 2



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	14% 1	0% 0	43% 3	43% 3	0% 0	0% 0	0% 0	7
Travel Leaving school	14% 1	0% 0	29% 2	57% 4	0% 0	0% 0	0% 0	7

Q10 Has your child asked you permission to walk or bike to/from school in the last year?

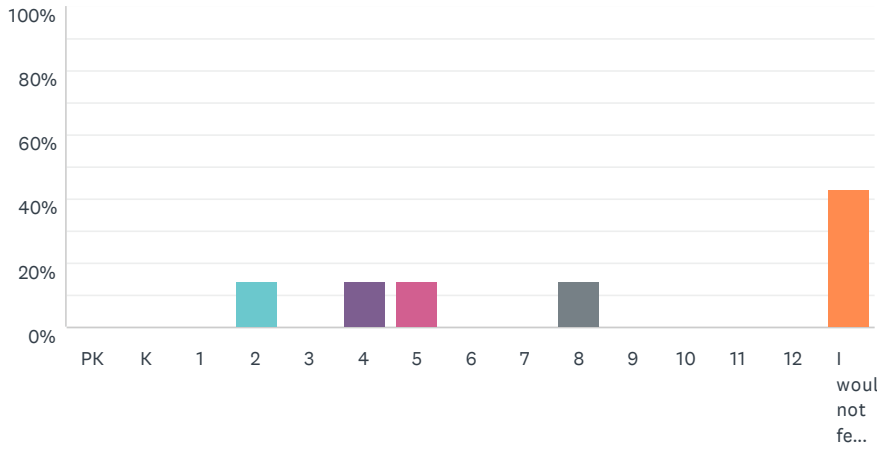
Answered: 7 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	57%	4
No	43%	3
TOTAL		7

Q11 At what grade would you allow your child to walk or bike to/from school without an adult?

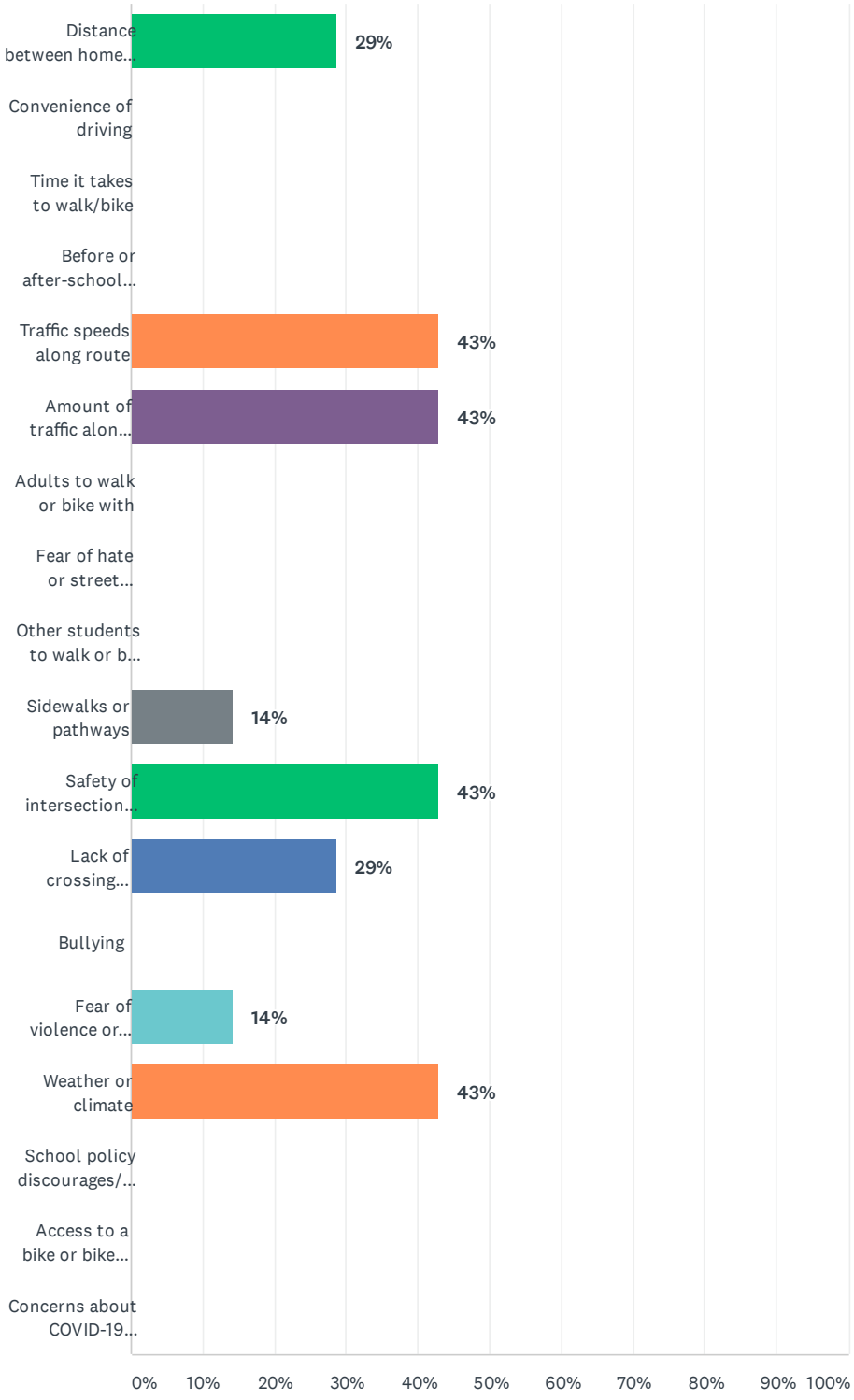
Answered: 7 Skipped: 2



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	14%	1
3	0%	0
4	14%	1
5	14%	1
6	0%	0
7	0%	0
8	14%	1
9	0%	0
10	0%	0
11	0%	0
12	0%	0
I would not feel comfortable at any grade	43%	3
TOTAL		7

Q12 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 7 Skipped: 2

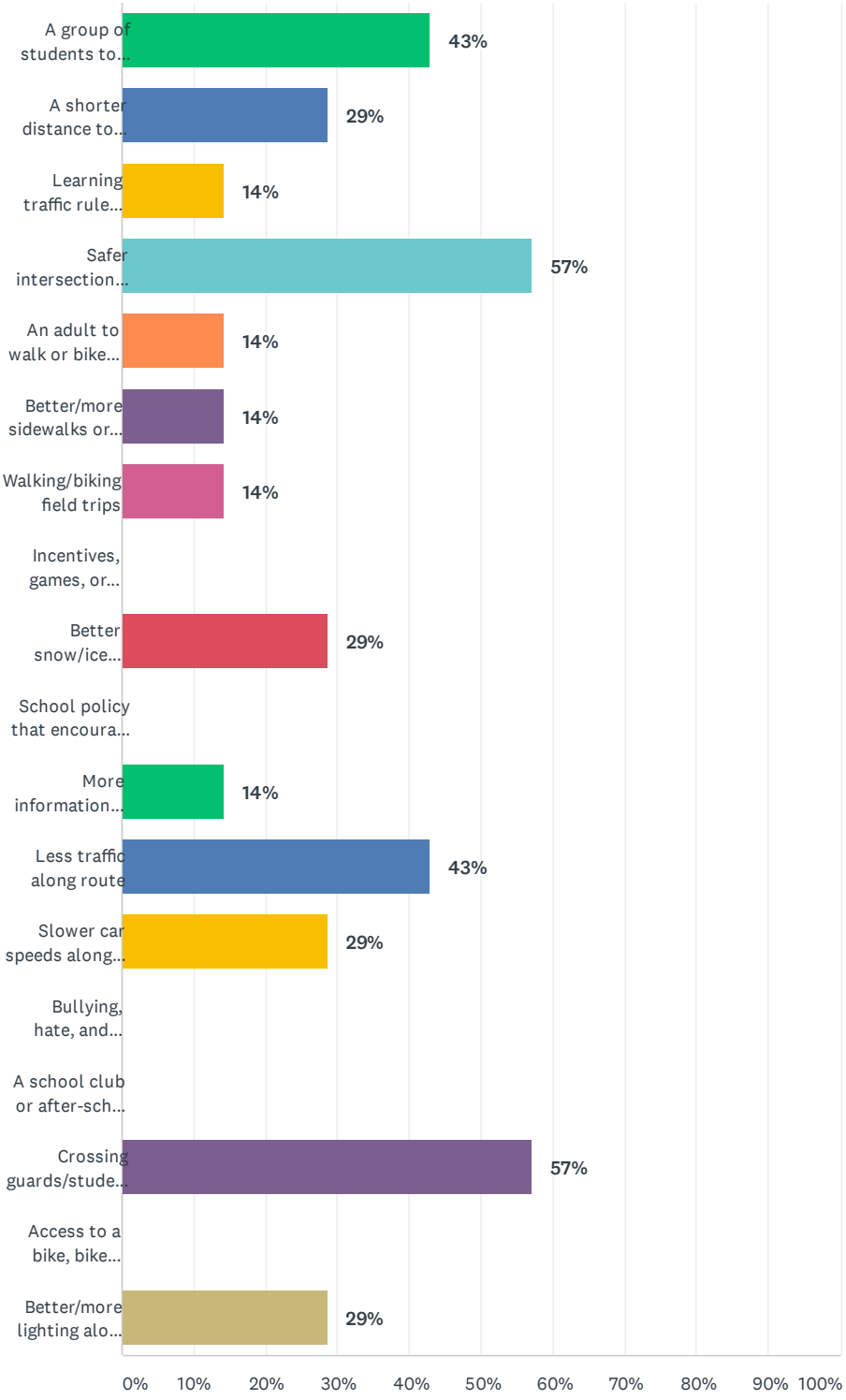


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
Distance between home and school	29%	2
Convenience of driving	0%	0
Time it takes to walk/bike	0%	0
Before or after-school activities	0%	0
Traffic speeds along route	43%	3
Amount of traffic along route	43%	3
Adults to walk or bike with	0%	0
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0%	0
Other students to walk or bike with	0%	0
Sidewalks or pathways	14%	1
Safety of intersections and crossings	43%	3
Lack of crossing guards/student patrols	29%	2
Bullying	0%	0
Fear of violence or crime	14%	1
Weather or climate	43%	3
School policy discourages/prohibits walking/biking	0%	0
Access to a bike or bike lock	0%	0
Concerns about COVID-19 transmission	0%	0
Total Respondents: 7		

Q13 What would help your child walk or bike to/from/at school more often? (check all that apply)

Answered: 7 Skipped: 2

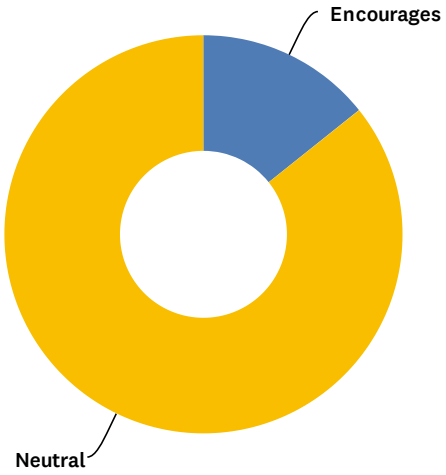


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	43%	3
A shorter distance to walk or bike	29%	2
Learning traffic rules and regulations and how to walk/bike safely	14%	1
Safer intersections/crossings	57%	4
An adult to walk or bike with	14%	1
Better/more sidewalks or pathways	14%	1
Walking/biking field trips	14%	1
Incentives, games, or rewards for walking/biking	0%	0
Better snow/ice removal in winter	29%	2
School policy that encourages walking/biking	0%	0
More information about walking and biking routes	14%	1
Less traffic along route	43%	3
Slower car speeds along route	29%	2
Bullying, hate, and harassment prevention and bystander intervention training	0%	0
A school club or after-school program	0%	0
Crossing guards/student patrols/corner captains	57%	4
Access to a bike, bike lock, or secure bike parking	0%	0
Better/more lighting along route	29%	2
Total Respondents: 7		

Q14 How much does your child's school encourage walking and biking to/from school?

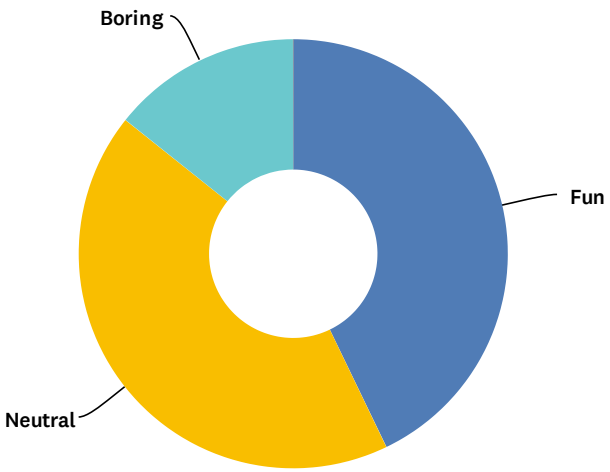
Answered: 7 Skipped: 2



ANSWER CHOICES	RESPONSES	
Strongly encourages	0%	0
Encourages	14%	1
Neutral	86%	6
Discourages	0%	0
Strongly discourages	0%	0
TOTAL		7

Q15 How much fun is walking or biking to/from school for your child?

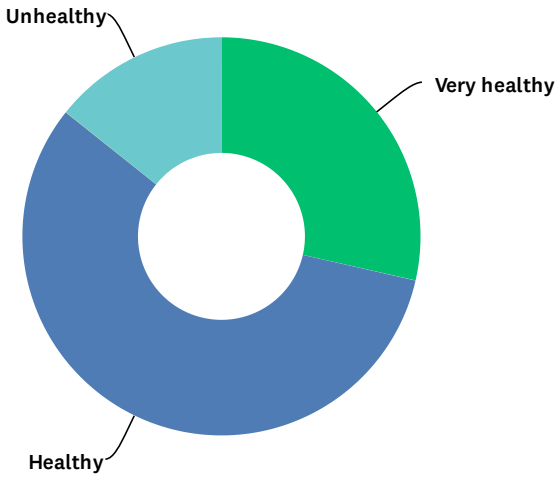
Answered: 7 Skipped: 2



ANSWER CHOICES	RESPONSES	
Very fun	0%	0
Fun	43%	3
Neutral	43%	3
Boring	14%	1
Very boring	0%	0
TOTAL		7

Q16 How healthy is walking or biking to/from school for your child?

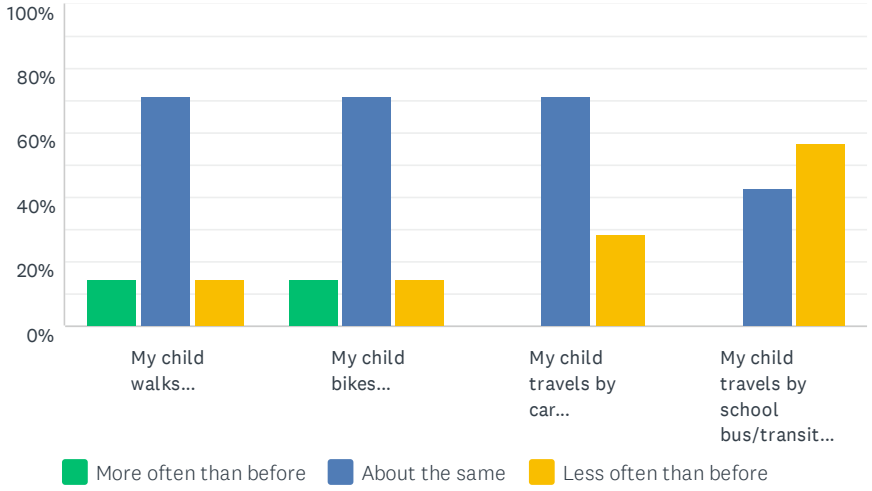
Answered: 7 Skipped: 2



ANSWER CHOICES	RESPONSES	
Very healthy	29%	2
Healthy	57%	4
Neutral	0%	0
Unhealthy	14%	1
Very unhealthy	0%	0
TOTAL		7

Q17 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

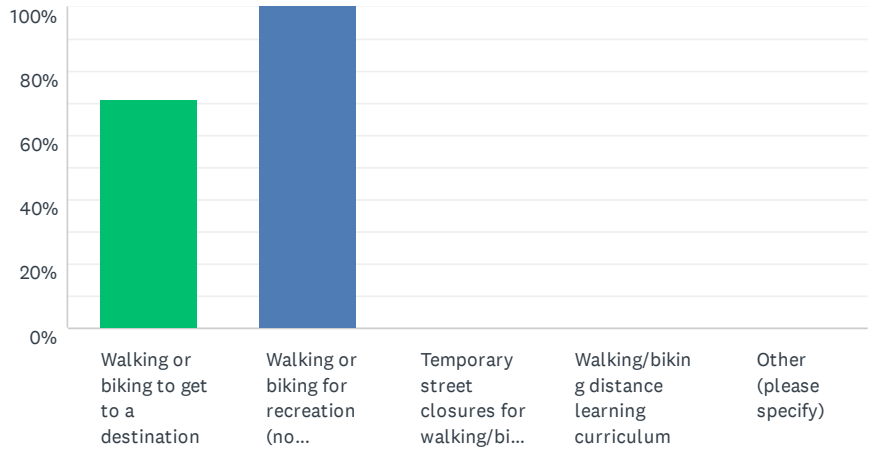
Answered: 7 Skipped: 2



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	14% 1	71% 5	14% 1	7
My child bikes...	14% 1	71% 5	14% 1	7
My child travels by car...	0% 0	71% 5	29% 2	7
My child travels by school bus/transit...	0% 0	43% 3	57% 4	7

Q18 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 7 Skipped: 2



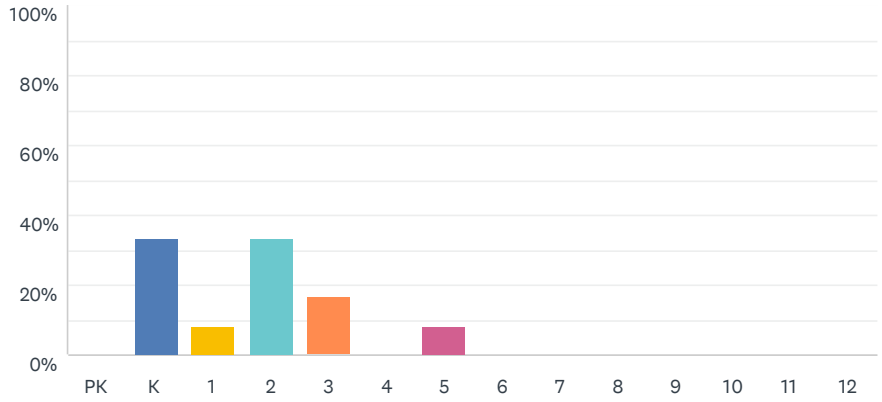
ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	71%	5
Walking or biking for recreation (no destination)	100%	7
Temporary street closures for walking/biking	0%	0
Walking/biking distance learning curriculum	0%	0
Other (please specify)	0%	0
Total Respondents: 7		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Caregiver Survey About Walking and Biking to School

Q2 What is the grade of your child?

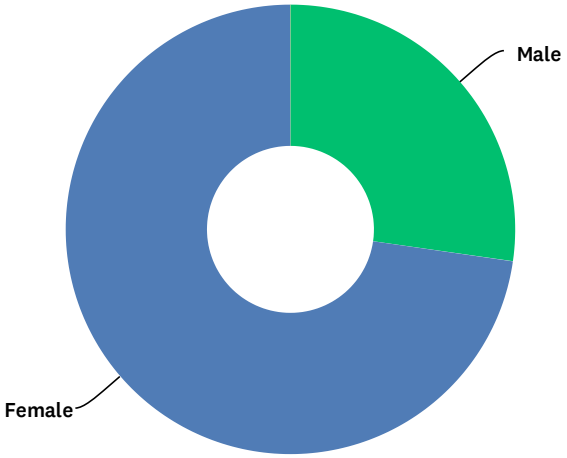
Answered: 12 Skipped: 4



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	33%	4
1	8%	1
2	33%	4
3	17%	2
4	0%	0
5	8%	1
6	0%	0
7	0%	0
8	0%	0
9	0%	0
10	0%	0
11	0%	0
12	0%	0
TOTAL		12

Q3 What is the gender of your child?

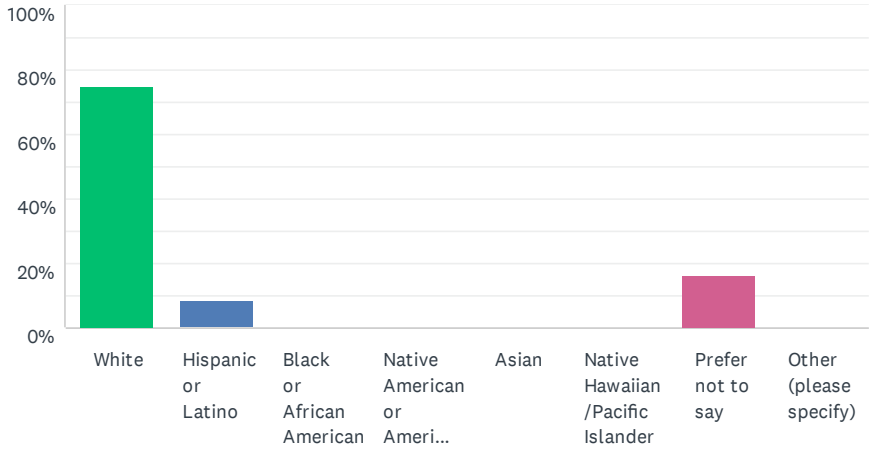
Answered: 11 Skipped: 5



ANSWER CHOICES	RESPONSES	
Male	27%	3
Female	73%	8
Other	0%	0
Prefer not to answer	0%	0
TOTAL		11

Q4 What is the race/ethnicity of your child? (check all that apply)

Answered: 12 Skipped: 4

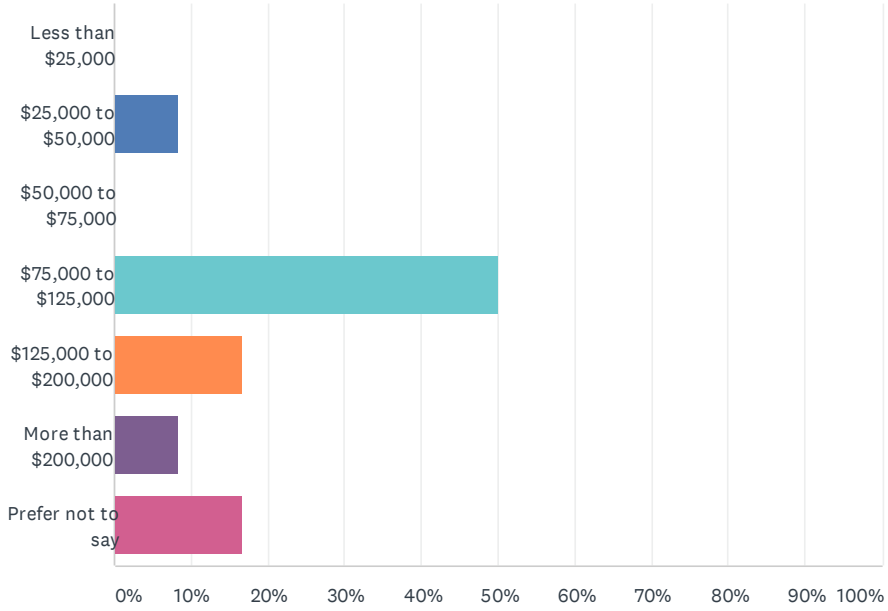


ANSWER CHOICES	RESPONSES	
White	75%	9
Hispanic or Latino	8%	1
Black or African American	0%	0
Native American or American Indian	0%	0
Asian	0%	0
Native Hawaiian/Pacific Islander	0%	0
Prefer not to say	17%	2
Other (please specify)	0%	0
Total Respondents: 12		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q5 What is your annual household income?

Answered: 12 Skipped: 4



ANSWER CHOICES	RESPONSES	
Less than $25,000	0%	0
$25,000 to $50,000	8%	1
$50,000 to $75,000	0%	0
$75,000 to $125,000	50%	6
$125,000 to $200,000	17%	2
More than $200,000	8%	1
Prefer not to say	17%	2
TOTAL		12

Q6 What language(s) do you speak at home? (check all that apply)

Answered: 12 Skipped: 4

ANSWER CHOICES	RESPONSES	
English	92%	11
Spanish	8%	1
Hmong	0%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0%	0
German	0%	0
Vietnamese	0%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0%	0
French (includes Patois and Cajun)	0%	0
Russian	0%	0
Laotian	0%	0
Arabic	0%	0
Amharic	0%	0
Hindi	0%	0
Kru, Ibo, Yoruba	0%	0
Korean	0%	0
Mon-Khmer, Cambodian	0%	0
Tagalog	0%	0
Telegu	0%	0
Norwegian	0%	0
Ojibwa	0%	0
Karen	0%	0
Swahili	0%	0
Other (please specify)	0%	0
Total Respondents: 12		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

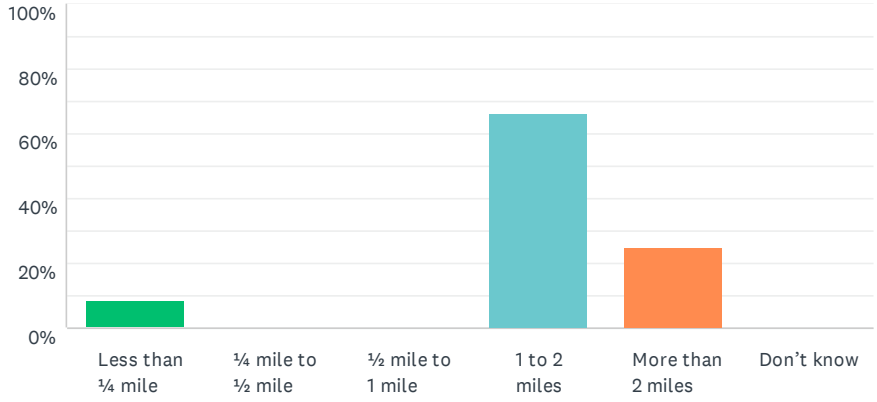
Q7 What is the street intersection nearest your home?

Answered: 12 Skipped: 4

NUMBER	STREET 1	STREET 2
1	89th st e	Old Concord
2	Old Concord	Concord Blvd
3	Denton way	
4	Carter path	Carter court
5	7752 dowell ave	
6	Inver Grove Trail	90th St
7	College Trail	Cahill Avenue
8	Concord Blvd	
9	southcross drive	chicago avenue
10	80th	Concord
11	87th	Cole ct
12	Concord Blvd	

Q8 How far does your child live from school?

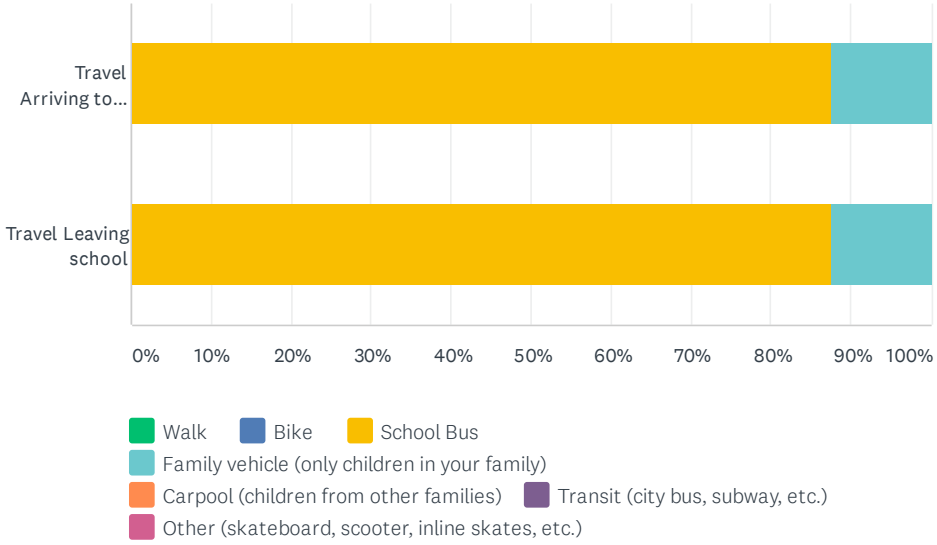
Answered: 12 Skipped: 4



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	8%	1
¼ mile to ½ mile	0%	0
½ mile to 1 mile	0%	0
1 to 2 miles	67%	8
More than 2 miles	25%	3
Don't know	0%	0
TOTAL		12

Q9 On most days, how does your child travel to and from school?

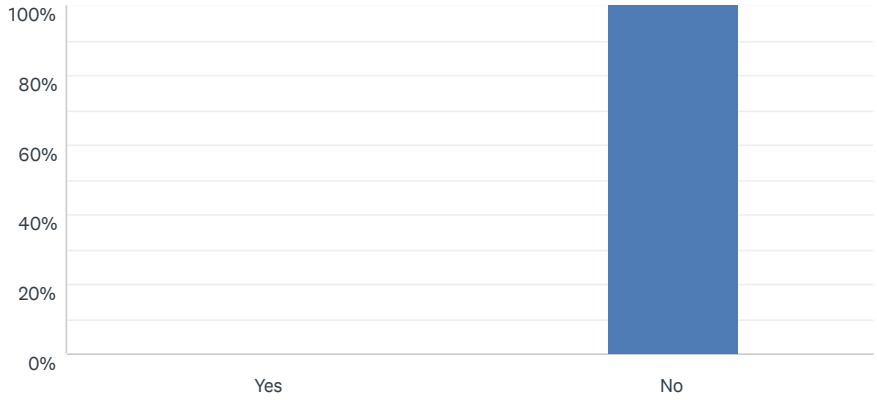
Answered: 8 Skipped: 8



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	0% 0	0% 0	88% 7	13% 1	0% 0	0% 0	0% 0	8
Travel Leaving school	0% 0	0% 0	88% 7	13% 1	0% 0	0% 0	0% 0	8

Q10 Has your child asked you permission to walk or bike to/from school in the last year?

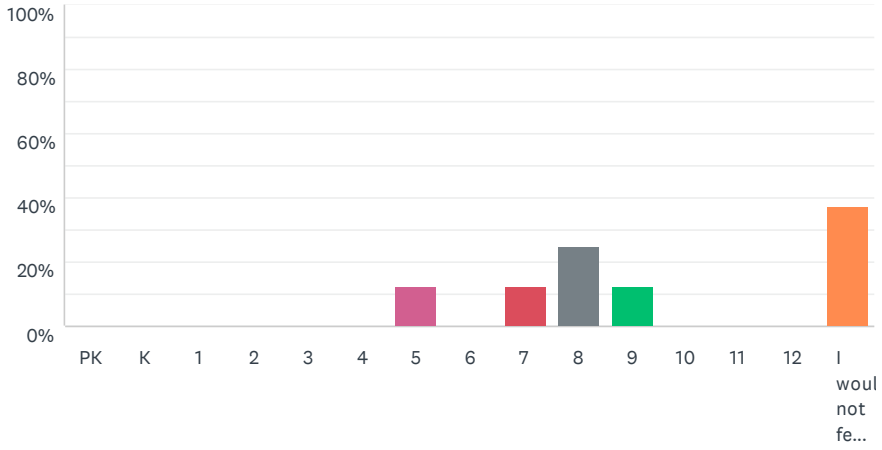
Answered: 8 Skipped: 8



ANSWER CHOICES	RESPONSES	
Yes	0%	0
No	100%	8
TOTAL		8

Q11 At what grade would you allow your child to walk or bike to/from school without an adult?

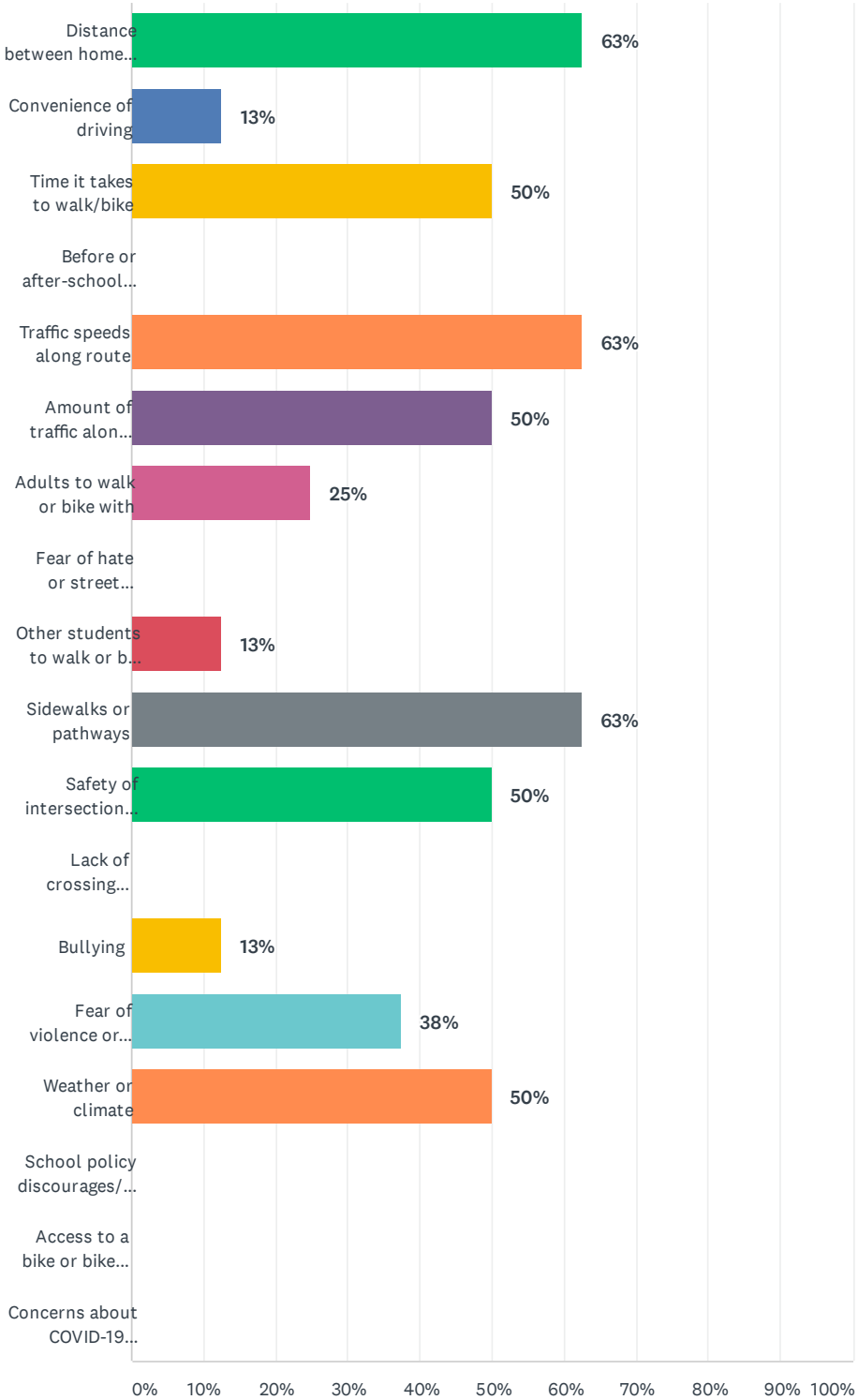
Answered: 8 Skipped: 8



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	0%	0
4	0%	0
5	13%	1
6	0%	0
7	13%	1
8	25%	2
9	13%	1
10	0%	0
11	0%	0
12	0%	0
I would not feel comfortable at any grade	38%	3
TOTAL		8

Q12 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 8 Skipped: 8

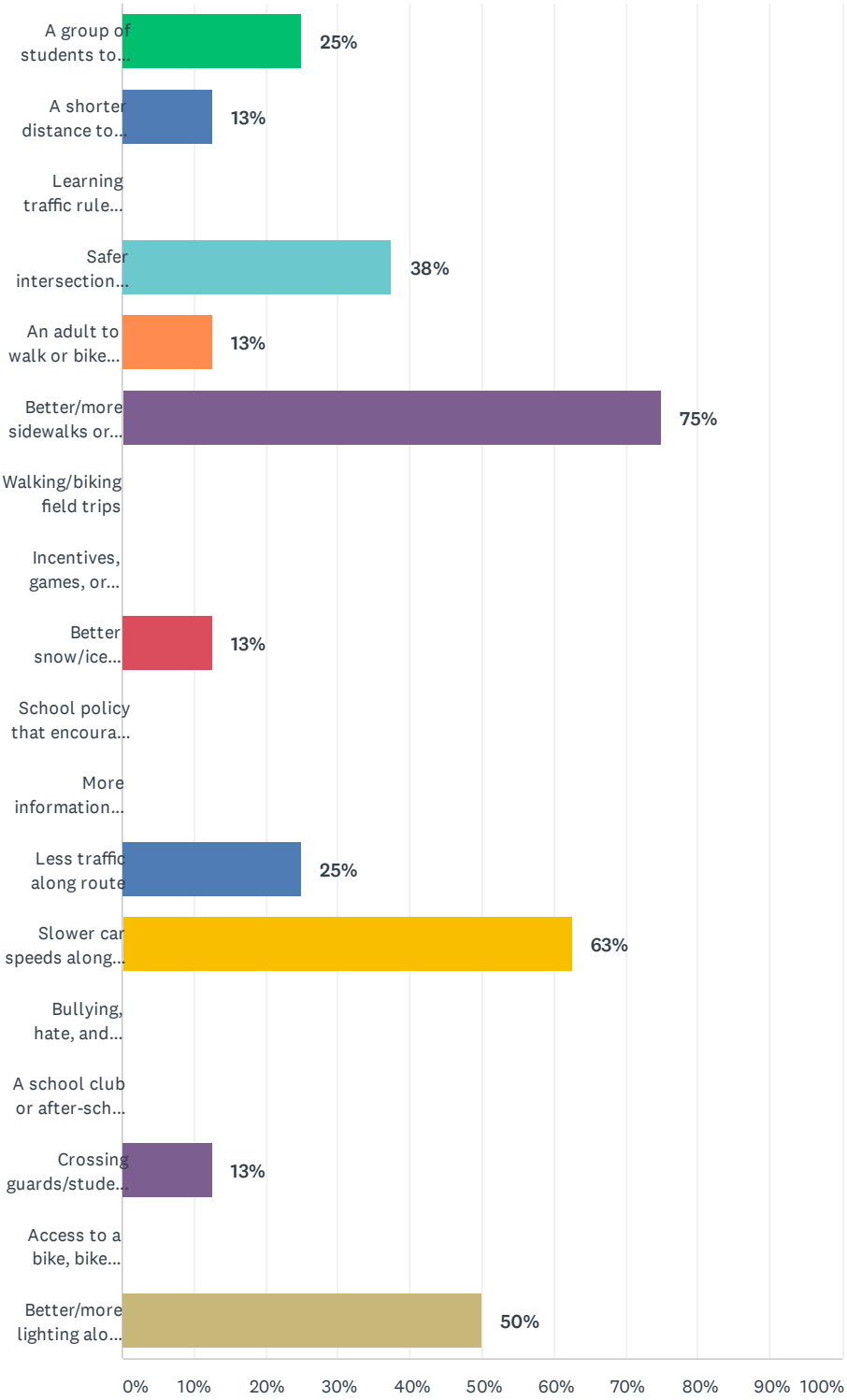


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
Distance between home and school	63%	5
Convenience of driving	13%	1
Time it takes to walk/bike	50%	4
Before or after-school activities	0%	0
Traffic speeds along route	63%	5
Amount of traffic along route	50%	4
Adults to walk or bike with	25%	2
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0%	0
Other students to walk or bike with	13%	1
Sidewalks or pathways	63%	5
Safety of intersections and crossings	50%	4
Lack of crossing guards/student patrols	0%	0
Bullying	13%	1
Fear of violence or crime	38%	3
Weather or climate	50%	4
School policy discourages/prohibits walking/biking	0%	0
Access to a bike or bike lock	0%	0
Concerns about COVID-19 transmission	0%	0
Total Respondents: 8		

Q13 What would help your child walk or bike to/from/at school more often? (check all that apply)

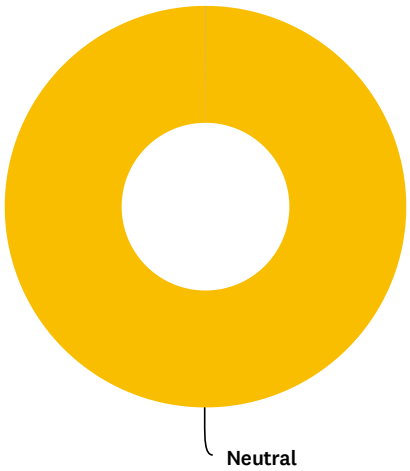
Answered: 8 Skipped: 8



ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	25%	2
A shorter distance to walk or bike	13%	1
Learning traffic rules and regulations and how to walk/bike safely	0%	0
Safer intersections/crossings	38%	3
An adult to walk or bike with	13%	1
Better/more sidewalks or pathways	75%	6
Walking/biking field trips	0%	0
Incentives, games, or rewards for walking/biking	0%	0
Better snow/ice removal in winter	13%	1
School policy that encourages walking/biking	0%	0
More information about walking and biking routes	0%	0
Less traffic along route	25%	2
Slower car speeds along route	63%	5
Bullying, hate, and harassment prevention and bystander intervention training	0%	0
A school club or after-school program	0%	0
Crossing guards/student patrols/corner captains	13%	1
Access to a bike, bike lock, or secure bike parking	0%	0
Better/more lighting along route	50%	4
Total Respondents: 8		

Q14 How much does your child's school encourage walking and biking to/from school?

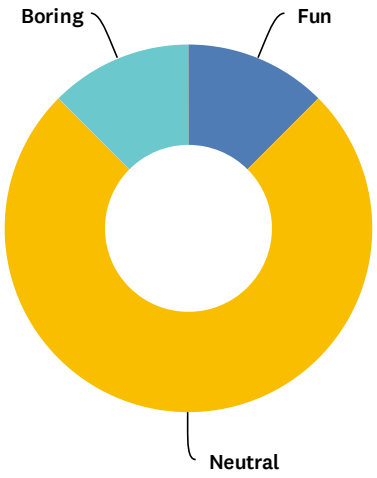
Answered: 8 Skipped: 8



ANSWER CHOICES	RESPONSES	
Strongly encourages	0%	0
Encourages	0%	0
Neutral	100%	8
Discourages	0%	0
Strongly discourages	0%	0
TOTAL		8

Q15 How much fun is walking or biking to/from school for your child?

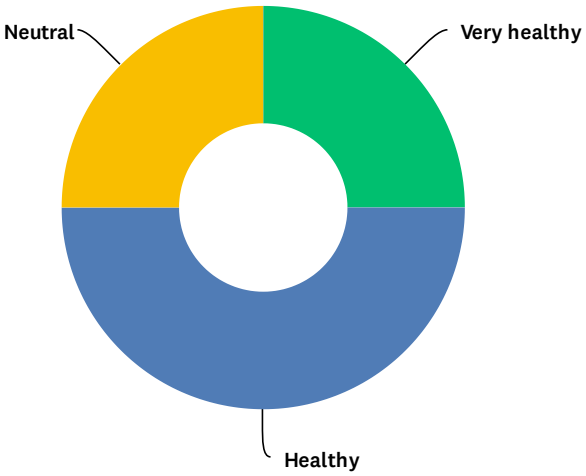
Answered: 8 Skipped: 8



ANSWER CHOICES	RESPONSES	
Very fun	0%	0
Fun	13%	1
Neutral	75%	6
Boring	13%	1
Very boring	0%	0
TOTAL		8

Q16 How healthy is walking or biking to/from school for your child?

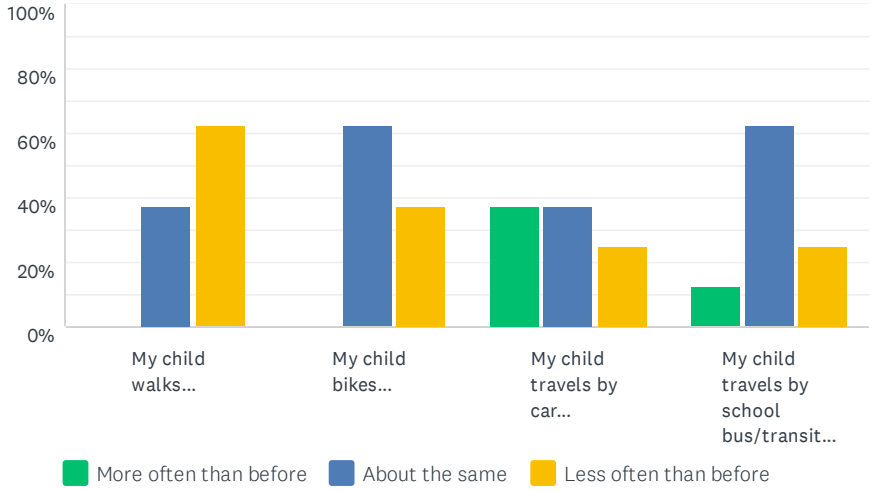
Answered: 8 Skipped: 8



ANSWER CHOICES	RESPONSES	
Very healthy	25%	2
Healthy	50%	4
Neutral	25%	2
Unhealthy	0%	0
Very unhealthy	0%	0
TOTAL		8

Q17 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

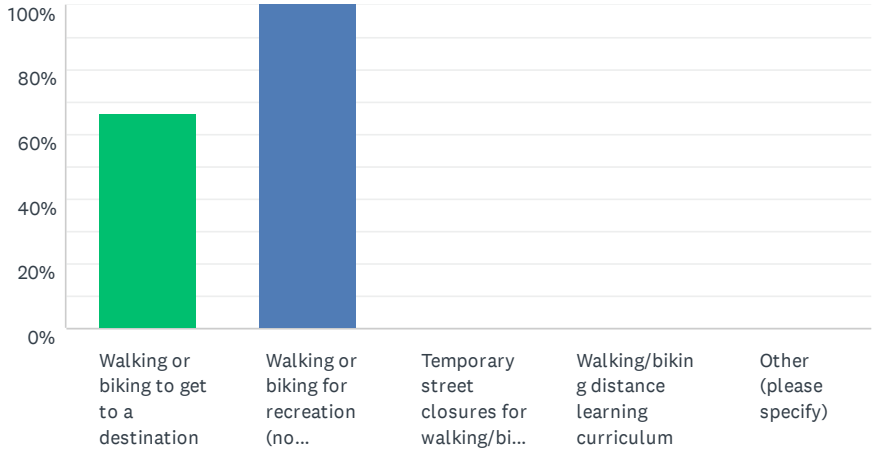
Answered: 8 Skipped: 8



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	0% 0	38% 3	63% 5	8
My child bikes...	0% 0	63% 5	38% 3	8
My child travels by car...	38% 3	38% 3	25% 2	8
My child travels by school bus/transit...	13% 1	63% 5	25% 2	8

Q18 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 6 Skipped: 10



ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	67%	4
Walking or biking for recreation (no destination)	100%	6
Temporary street closures for walking/biking	0%	0
Walking/biking distance learning curriculum	0%	0
Other (please specify)	0%	0
Total Respondents: 6		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q19 To identify specific walking/biking routes, barriers, opportunities, and destinations at your child's school, visit the interactive project map:https://mnsaferoutesplanning.org/map/#/Please provide any additional comments below:

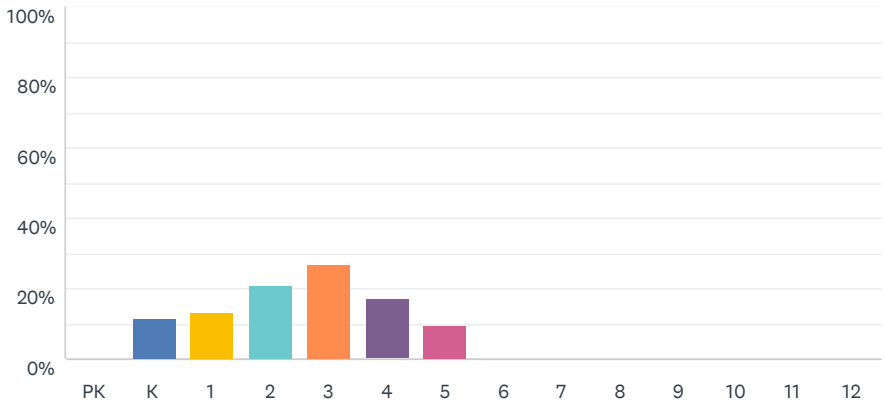
Answered: 2 Skipped: 14

#	RESPONSES	DATE
1	There are no sidewalks from our neighborhood to school. The speeds on both roads are way to fast and there is a need of road maintenance on both ways due to potholes which is unsafe to ride on. Neither route to our school is deemed safe with out sidewalks and my kids will never ride or walk to school until that is resolved!	2/24/2021 8:03 AM
2	My kids would ride the school bus if the bus came into our cul-de-sac, but they don't. They only stop on the main road which is too far from our house.	2/22/2021 2:46 PM

Caregiver Survey About Walking and Biking to School

Q2 What is the grade of your child?

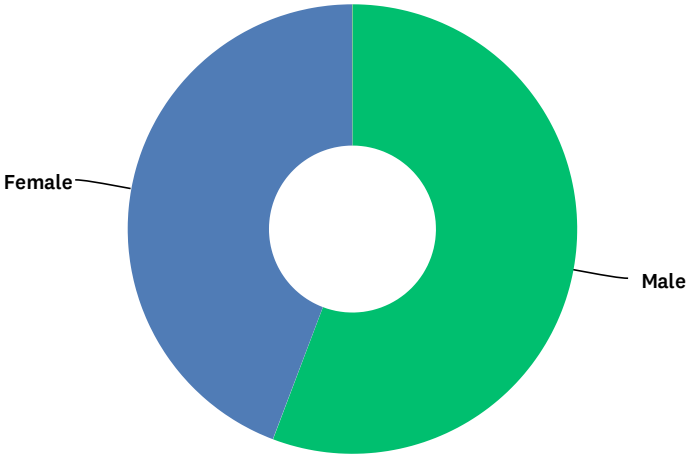
Answered: 52 Skipped: 8



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	12%	6
1	13%	7
2	21%	11
3	27%	14
4	17%	9
5	10%	5
6	0%	0
7	0%	0
8	0%	0
9	0%	0
10	0%	0
11	0%	0
12	0%	0
TOTAL		52

Q3 What is the gender of your child?

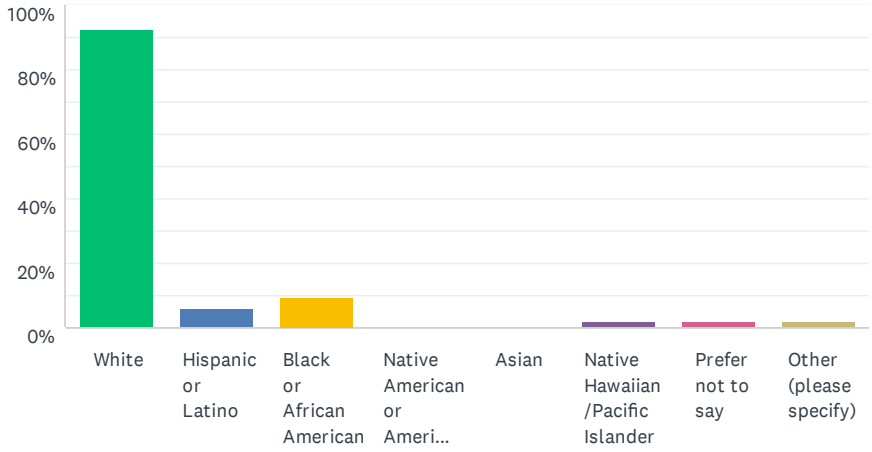
Answered: 52 Skipped: 8



ANSWER CHOICES	RESPONSES	
Male	56%	29
Female	44%	23
Other	0%	0
Prefer not to answer	0%	0
TOTAL		52

Q4 What is the race/ethnicity of your child? (check all that apply)

Answered: 52 Skipped: 8

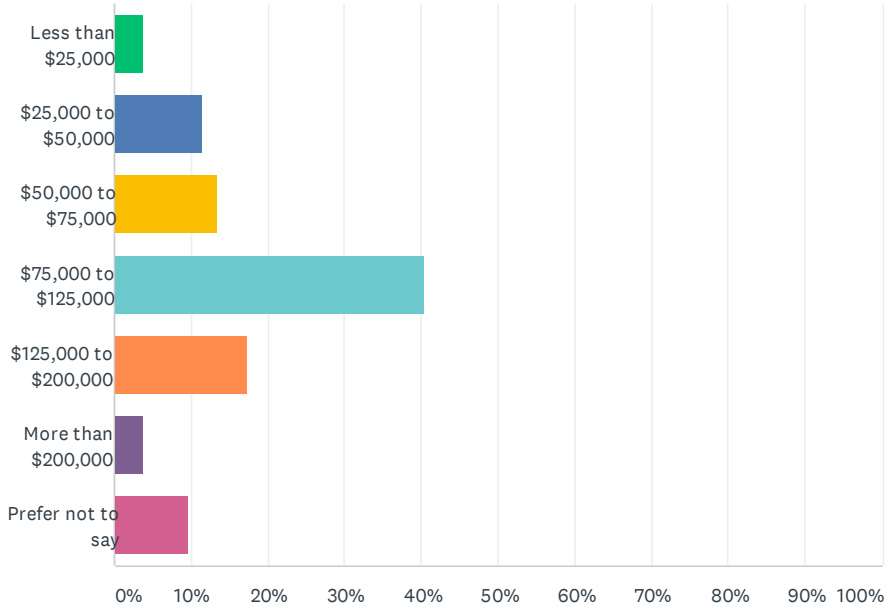


ANSWER CHOICES	RESPONSES	
White	92%	48
Hispanic or Latino	6%	3
Black or African American	10%	5
Native American or American Indian	0%	0
Asian	0%	0
Native Hawaiian/Pacific Islander	2%	1
Prefer not to say	2%	1
Other (please specify)	2%	1
Total Respondents: 52		

#	OTHER (PLEASE SPECIFY)	DATE
1	Liberian	12/12/2020 8:19 AM

Q5 What is your annual household income?

Answered: 52 Skipped: 8



ANSWER CHOICES	RESPONSES	
Less than $25,000	4%	2
$25,000 to $50,000	12%	6
$50,000 to $75,000	13%	7
$75,000 to $125,000	40%	21
$125,000 to $200,000	17%	9
More than $200,000	4%	2
Prefer not to say	10%	5
TOTAL		52

Q6 What language(s) do you speak at home? (check all that apply)

Answered: 52 Skipped: 8

ANSWER CHOICES	RESPONSES	
English	100%	52
Spanish	2%	1
Hmong	0%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0%	0
German	0%	0
Vietnamese	0%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0%	0
French (includes Patois and Cajun)	0%	0
Russian	0%	0
Laotian	0%	0
Arabic	0%	0
Amharic	0%	0
Hindi	0%	0
Kru, Ibo, Yoruba	0%	0
Korean	0%	0
Mon-Khmer, Cambodian	0%	0
Tagalog	0%	0
Telegu	0%	0
Norwegian	0%	0
Ojibwa	0%	0
Karen	0%	0
Swahili	2%	1
Other (please specify)	0%	0
Total Respondents: 52		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

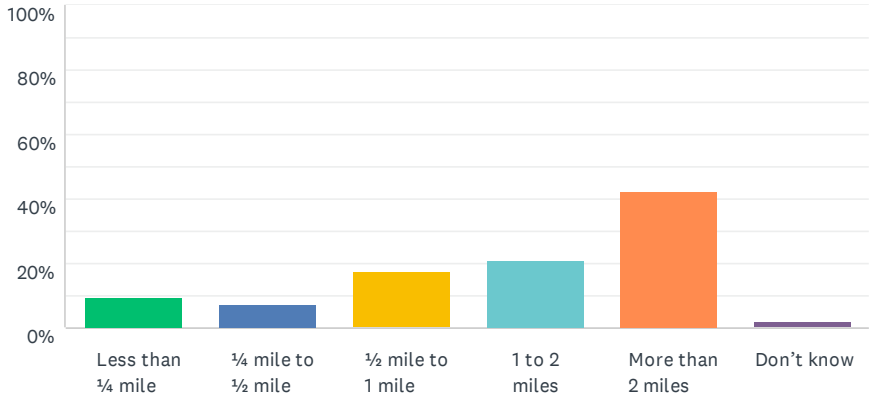
Q7 What is the street intersection nearest your home?

Answered: 51 Skipped: 9

NUMBER	STREET 1	STREET 2
1	58th	Babcock
2	60th street	brent ave
3	75th	Borman
4	10th Ave. N	2nd St. N. (South St. Paul)
5	60th street east	Babcock trail
6	Babcock trail	58th
7	80th Street	Babcock
8	67th st	babcock
9	Beckman Ct	Beckman Ave
10	Babcock	60th St E
11	80th	Barbara
12	Bailey Trail	63rd St
13	75th St	Conroy Tr
14	70th	Concord
15	Babcock	60th
16	3935 79th St E	Dawn Ave
17	Cooper Way E	College Trail
18	Dawson Court	Dawson Way
19	Babcock trail	63rd street east
20	Delaney Ave	71st st
21	Greystone Dr.	55th
22	80th street	Barbara ave
23	Babcock	
24	Babcock	55th
25	Upper 55th st e	Babcock trail
26	Stryker Ave	Crusader Ave
27	60th St E	Babcock Rd
28	76th St E	Clayton Ave
29	Babcock	70th
30	62nd and Boyer	
31	Cherokee Ave	Annapolis
32	67th Street East	Babcock
33	55	Greystone dr
34	67th	Babcock
35	75th Street	Clayton Ave
36	8th ave N	Marie Ave
37	63rd St E	Babcock Trail
38	6th Ave N	3rd St N
39	Blaine Ave	Upper 55th
40	55th and Robert st	
41	Barbara ave	Banning way
42	South Saint Paul	
43	Barclay Avenue	63rd St E
44	Marie Avenue	Duck Pond Drive
45	55th St E	Babcock Ave
46	Marie Avenue	Duck Pond Drive
47	Blaine Ave	

Q8 How far does your child live from school?

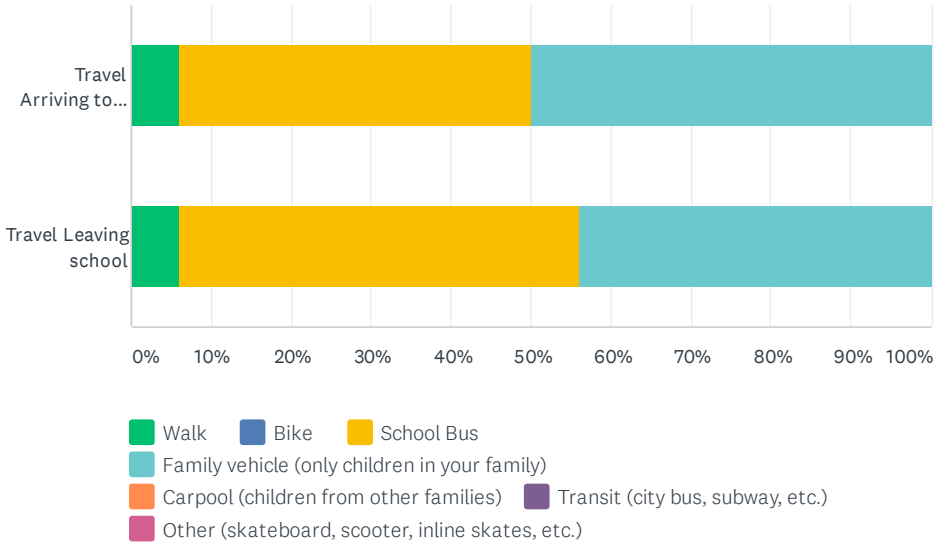
Answered: 52 Skipped: 8



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	10%	5
¼ mile to ½ mile	8%	4
½ mile to 1 mile	17%	9
1 to 2 miles	21%	11
More than 2 miles	42%	22
Don't know	2%	1
TOTAL		52

Q9 On most days, how does your child travel to and from school?

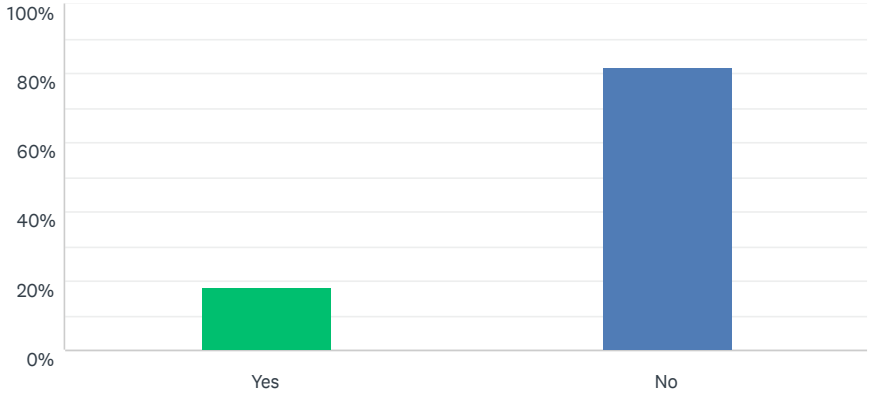
Answered: 50 Skipped: 10



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	6% 3	0% 0	44% 22	50% 25	0% 0	0% 0	0% 0	50
Travel Leaving school	6% 3	0% 0	50% 25	44% 22	0% 0	0% 0	0% 0	50

Q10 Has your child asked you permission to walk or bike to/from school in the last year?

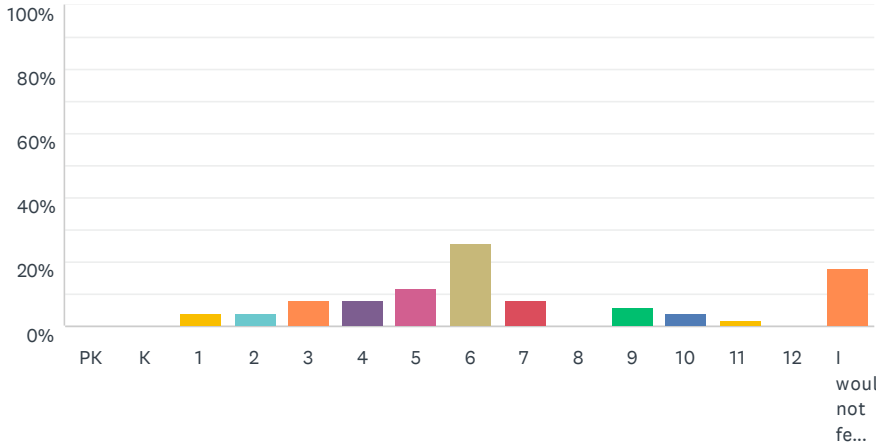
Answered: 50 Skipped: 10



ANSWER CHOICES	RESPONSES	
Yes	18%	9
No	82%	41
TOTAL		50

Q11 At what grade would you allow your child to walk or bike to/from school without an adult?

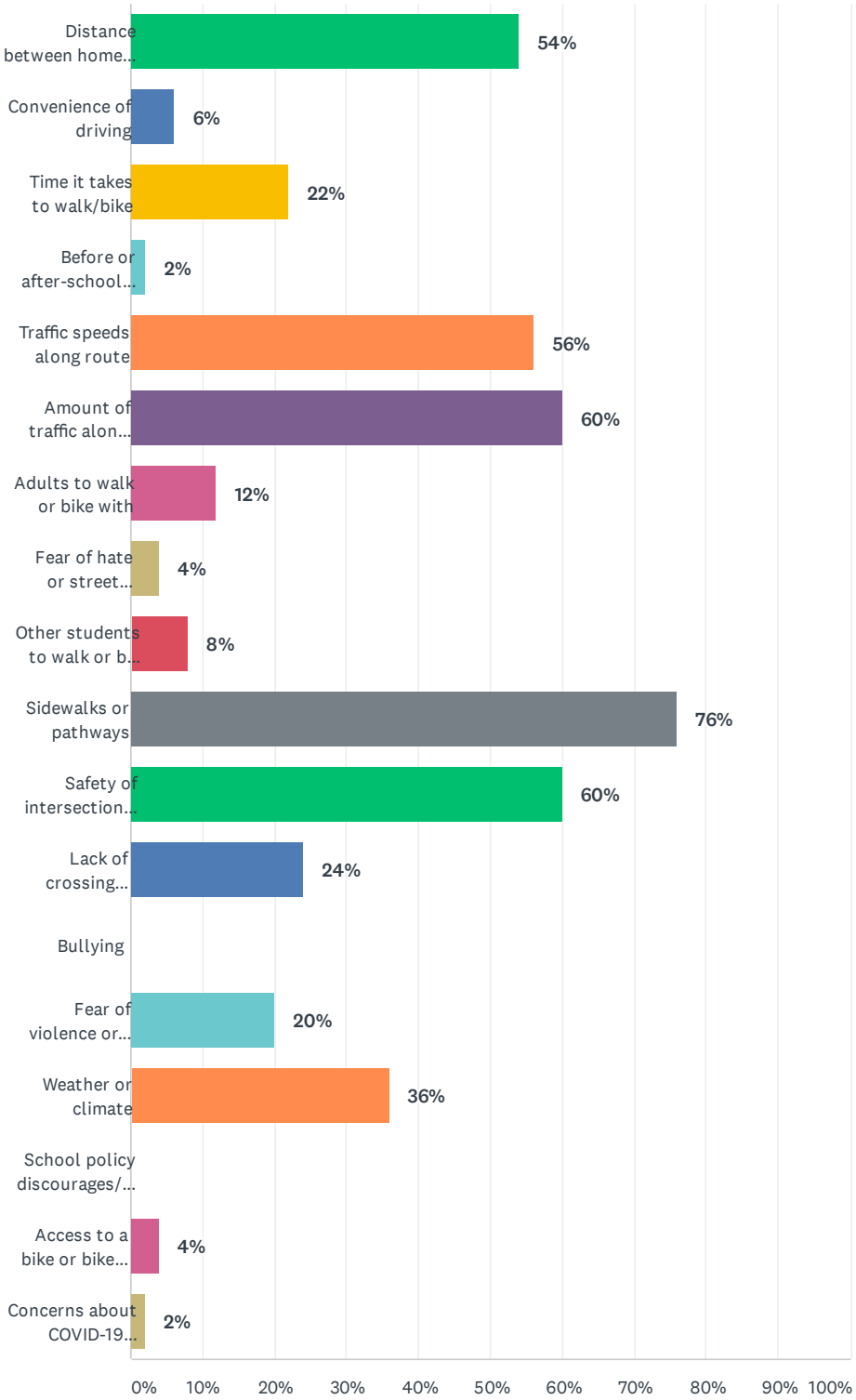
Answered: 50 Skipped: 10



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	4%	2
2	4%	2
3	8%	4
4	8%	4
5	12%	6
6	26%	13
7	8%	4
8	0%	0
9	6%	3
10	4%	2
11	2%	1
12	0%	0
I would not feel comfortable at any grade	18%	9
TOTAL		50

Q12 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 50 Skipped: 10

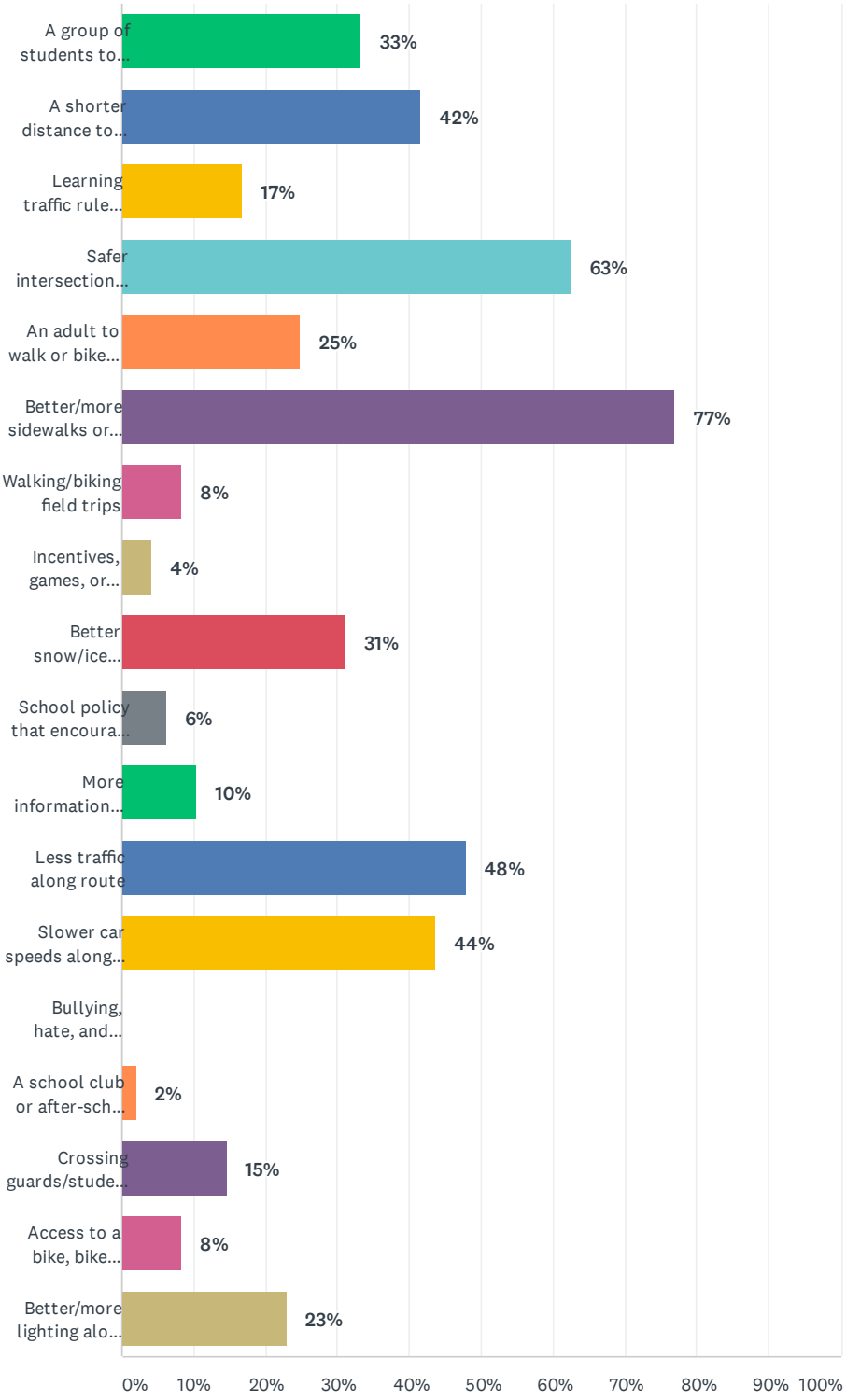


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
Distance between home and school	54%	27
Convenience of driving	6%	3
Time it takes to walk/bike	22%	11
Before or after-school activities	2%	1
Traffic speeds along route	56%	28
Amount of traffic along route	60%	30
Adults to walk or bike with	12%	6
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	4%	2
Other students to walk or bike with	8%	4
Sidewalks or pathways	76%	38
Safety of intersections and crossings	60%	30
Lack of crossing guards/student patrols	24%	12
Bullying	0%	0
Fear of violence or crime	20%	10
Weather or climate	36%	18
School policy discourages/prohibits walking/biking	0%	0
Access to a bike or bike lock	4%	2
Concerns about COVID-19 transmission	2%	1
Total Respondents: 50		

Q13 What would help your child walk or bike to/from/at school more often? (check all that apply)

Answered: 48 Skipped: 12

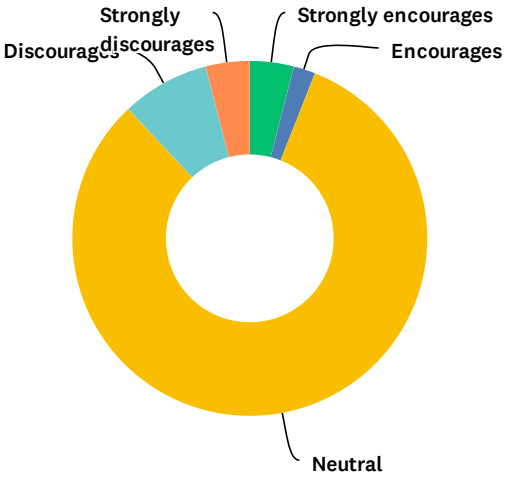


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	33%	16
A shorter distance to walk or bike	42%	20
Learning traffic rules and regulations and how to walk/bike safely	17%	8
Safer intersections/crossings	63%	30
An adult to walk or bike with	25%	12
Better/more sidewalks or pathways	77%	37
Walking/biking field trips	8%	4
Incentives, games, or rewards for walking/biking	4%	2
Better snow/ice removal in winter	31%	15
School policy that encourages walking/biking	6%	3
More information about walking and biking routes	10%	5
Less traffic along route	48%	23
Slower car speeds along route	44%	21
Bullying, hate, and harassment prevention and bystander intervention training	0%	0
A school club or after-school program	2%	1
Crossing guards/student patrols/corner captains	15%	7
Access to a bike, bike lock, or secure bike parking	8%	4
Better/more lighting along route	23%	11
Total Respondents: 48		

Q14 How much does your child's school encourage walking and biking to/from school?

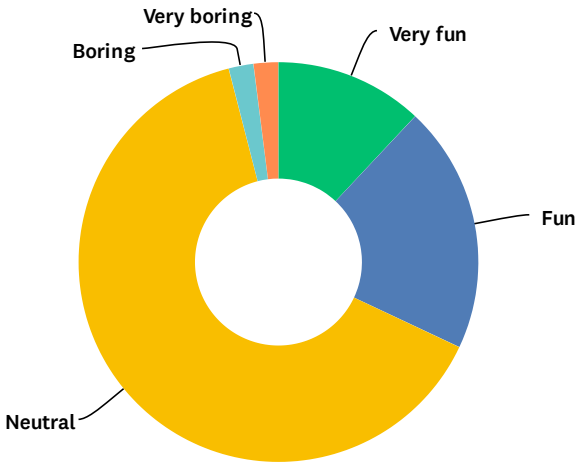
Answered: 50 Skipped: 10



ANSWER CHOICES	RESPONSES	
Strongly encourages	4%	2
Encourages	2%	1
Neutral	82%	41
Discourages	8%	4
Strongly discourages	4%	2
TOTAL		50

Q15 How much fun is walking or biking to/from school for your child?

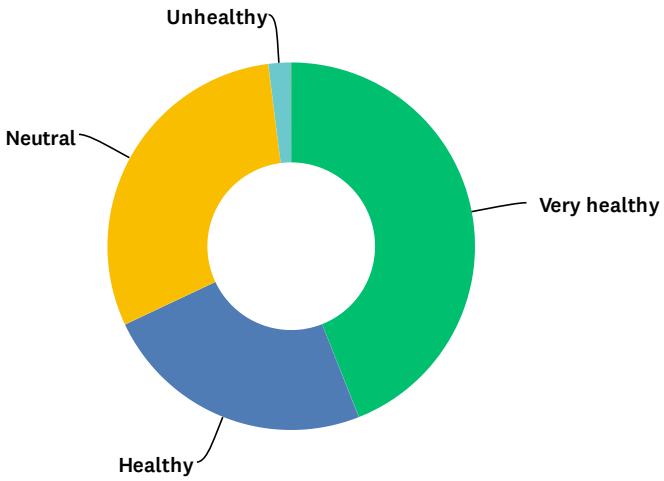
Answered: 50 Skipped: 10



ANSWER CHOICES	RESPONSES	
Very fun	12%	6
Fun	20%	10
Neutral	64%	32
Boring	2%	1
Very boring	2%	1
TOTAL		50

Q16 How healthy is walking or biking to/from school for your child?

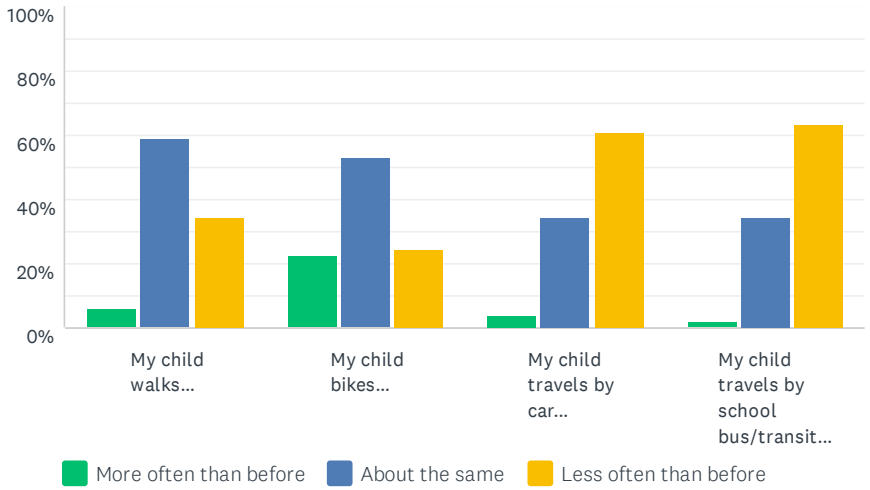
Answered: 50 Skipped: 10



ANSWER CHOICES	RESPONSES	
Very healthy	44%	22
Healthy	24%	12
Neutral	30%	15
Unhealthy	2%	1
Very unhealthy	0%	0
TOTAL		50

Q17 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

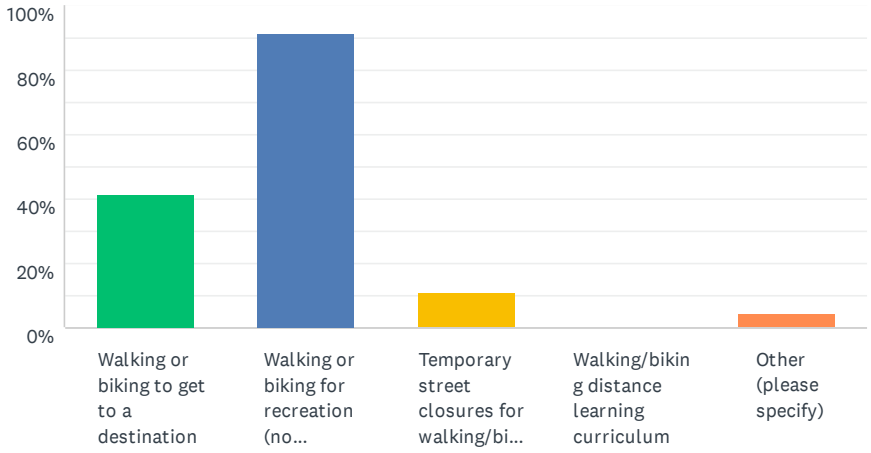
Answered: 49 Skipped: 11



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	6% 3	59% 29	35% 17	49
My child bikes...	22% 11	53% 26	24% 12	49
My child travels by car...	4% 2	35% 17	61% 30	49
My child travels by school bus/transit...	2% 1	35% 17	63% 31	49

Q18 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 46 Skipped: 14



ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	41%	19
Walking or biking for recreation (no destination)	91%	42
Temporary street closures for walking/biking	11%	5
Walking/biking distance learning curriculum	0%	0
Other (please specify)	4%	2
Total Respondents: 46		

#	OTHER (PLEASE SPECIFY)	DATE
1	Running around the backyard	12/10/2020 10:57 AM
2	Local playgrounds	12/9/2020 4:20 PM

Q19 To identify specific walking/biking routes, barriers, opportunities, and destinations at your child's school, visit the interactive project map:https://mnsaferoutesplanning.org/map/#/Please provide any additional comments below:

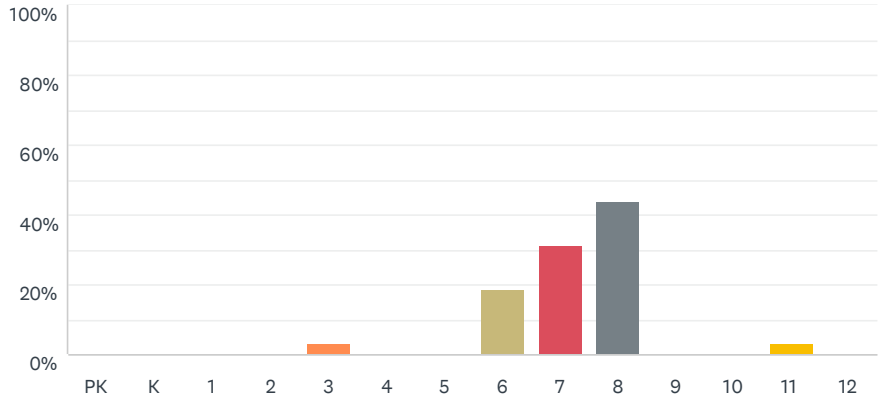
Answered: 11 Skipped: 49

#	RESPONSES	DATE
1	Why does salem hills NOT have a school speed zone? It needs a reduced speed zone with flashing signs like all the other schools	12/17/2020 4:49 AM
2	We REALLY need a sidewalk on Babcock, from upper 55th to 70th.	12/12/2020 8:23 AM
3	It is not safe to walk through the park connected to the school, especially for elementary aged children. Babcock trail is extremely dangerous.	12/11/2020 7:49 AM
4	The biggest issue is that all the roads to my child's schools in IGH are 2 lane roads with speed limits of 40 which means cars regularly go 50-55. The road only has a small shoulder that is ~12" wide and then there are drain culverts that slops down after that. It is not safe at all to walk or bike on and my kid's school is along one of these roads. Along with that, cars regularly blow through the 4-way stops. Traffic is the #1 issue for my child's ability to walk/bike to school.	12/10/2020 8:09 AM
5	My children attend the Atheneum Magnet program within Salem Hills so this is not our neighborhood school although we do live is ISD 199. The school is over 4 miles from our home so walking/biking will never be an option for us.	12/9/2020 6:37 PM
6	I hope this information is available again next year when my child enters middle school	12/9/2020 5:37 PM
7	We live outside the current boundaries of Salem, but even if we lived closer, I wouldn't allow my child to bike/walk to Salem. The traffic on Babcock is reckless and there isn't a shoulder to even walk on. Once my child is in MS (IGH), id consider, but we are still 1.5 miles from the school, so it'd be weather dependent.	12/9/2020 4:22 PM
8	This an irresponsible survey that distracts from larger issues plaguing our children's current shortfalls in education. Get our kids back in school before bothering with this non issue.	12/9/2020 3:47 PM
9	There unfortunately is not an easy fix for this and I don't anticipate it will ever be safe foe my child to bike to school. This requires a fundamental rethinking of how we approach transportation, putting the emphasis on safety instead of convenience.	12/9/2020 3:44 PM
10	Babcock trail really need a biking/walking path. The lack of a path is the main reason our son does not walk or bike to school though we live in walking range	12/9/2020 3:11 PM
11	We simply live too far from Salem Hills Elementary to walk or bike safely. If my children went to Hilltop, which is closer, we might walk or bike, but we need Salem Hills for Atheneum's program.	12/9/2020 3:08 PM

Caregiver Survey About Walking and Biking to School

Q2 What is the grade of your child?

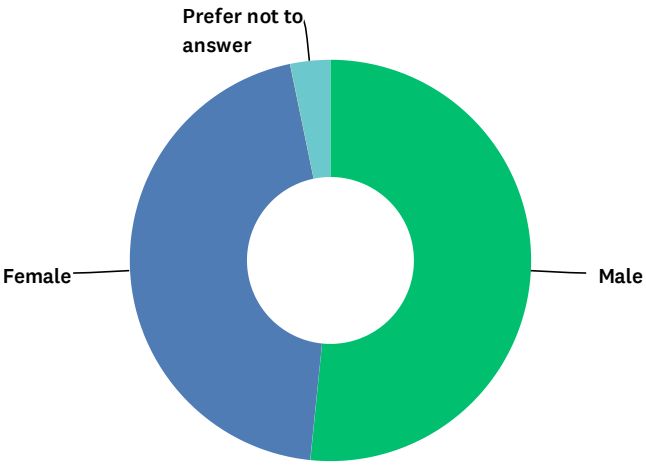
Answered: 32 Skipped: 4



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	3%	1
4	0%	0
5	0%	0
6	19%	6
7	31%	10
8	44%	14
9	0%	0
10	0%	0
11	3%	1
12	0%	0
TOTAL		32

Q3 What is the gender of your child?

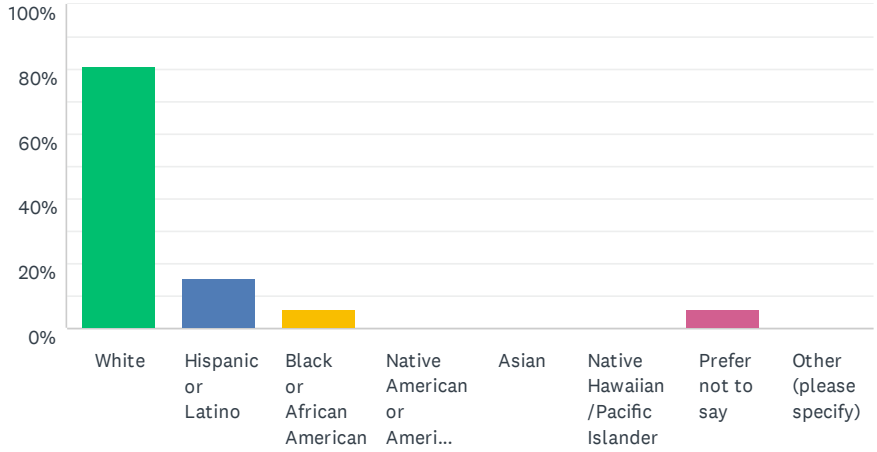
Answered: 31 Skipped: 5



ANSWER CHOICES	RESPONSES	
Male	52%	16
Female	45%	14
Other	0%	0
Prefer not to answer	3%	1
TOTAL		31

Q4 What is the race/ethnicity of your child? (check all that apply)

Answered: 32 Skipped: 4

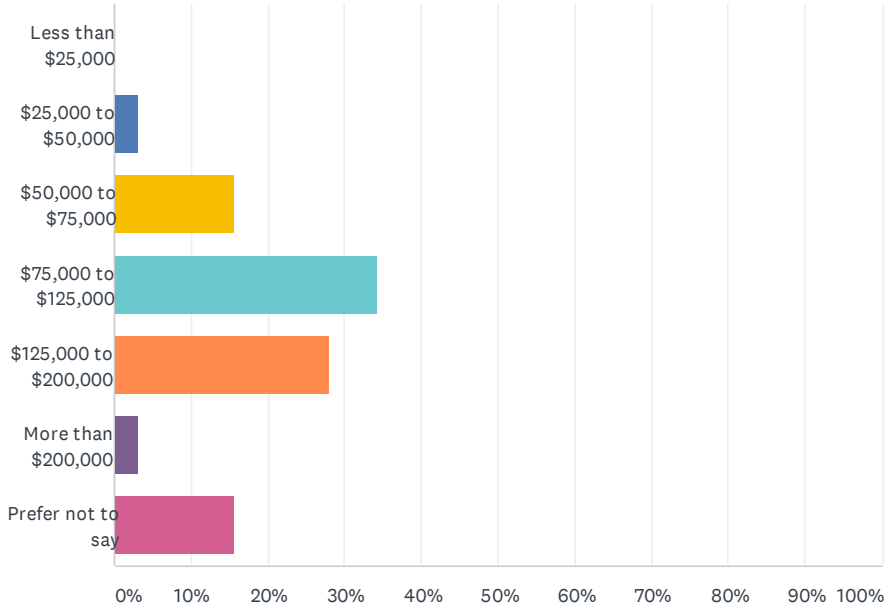


ANSWER CHOICES	RESPONSES	
White	81%	26
Hispanic or Latino	16%	5
Black or African American	6%	2
Native American or American Indian	0%	0
Asian	0%	0
Native Hawaiian/Pacific Islander	0%	0
Prefer not to say	6%	2
Other (please specify)	0%	0
Total Respondents: 32		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q5 What is your annual household income?

Answered: 32 Skipped: 4



ANSWER CHOICES	RESPONSES	
Less than $25,000	0%	0
$25,000 to $50,000	3%	1
$50,000 to $75,000	16%	5
$75,000 to $125,000	34%	11
$125,000 to $200,000	28%	9
More than $200,000	3%	1
Prefer not to say	16%	5
TOTAL		32

Q6 What language(s) do you speak at home? (check all that apply)

Answered: 32 Skipped: 4

ANSWER CHOICES	RESPONSES	
English	100%	32
Spanish	6%	2
Hmong	0%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0%	0
German	0%	0
Vietnamese	0%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0%	0
French (includes Patois and Cajun)	0%	0
Russian	0%	0
Laotian	0%	0
Arabic	0%	0
Amharic	0%	0
Hindi	0%	0
Kru, Ibo, Yoruba	0%	0
Korean	0%	0
Mon-Khmer, Cambodian	0%	0
Tagalog	0%	0
Telegu	0%	0
Norwegian	0%	0
Ojibwa	0%	0
Karen	0%	0
Swahili	0%	0
Other (please specify)	0%	0
Total Respondents: 32		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

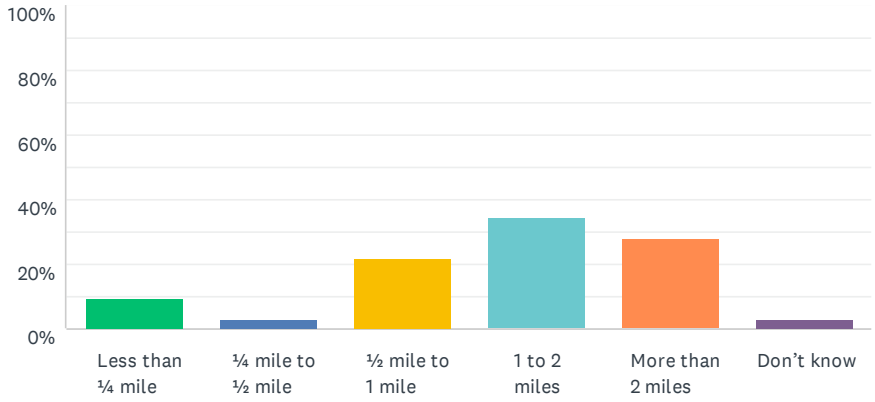
Q7 What is the street intersection nearest your home?

Answered: 30 Skipped: 6

NUMBER	STREET 1	STREET 2
1	Boyd Ave	75th Street
2	Bancroft Way	Baldwin
3	Dawson Court	Dawson WY
4	Broderick Blvd	Cahill Ave
5	8591 college trail	
6	Braden Trail	Bond Way
7	Barbara Ave	Banning Way
8	Robert Trail	Autumn Way
9	Upper 55th	Cahill
10	Dawson Court	Dawson Way
11	Barbara Ave	Barbara Court
12	College Trail	Casey Ct
13	Cahill Avenue	Concord Blvd
14	72nd	Dawn
15	75th st	Boyd ave
16	46th Ct E	Bower Path
17	Cahill	Cahill Ct
18	Cooper way	Comstock
19	Courthouse	Barnes
20	75th	Cahill
21	Cahill Ave	Birch Blvd
22	cahill	78th
23	Babcock trail	Upper 55th
24	Brunell Way	
25	Cuneen ct	Cahill ave
26	Dana Path	Darcy Lane
27	71st St	Cooper
28	Cloman	Claude
29	Dawn	72nd St E
30	75th Street	Boyd Avenue

Q8 How far does your child live from school?

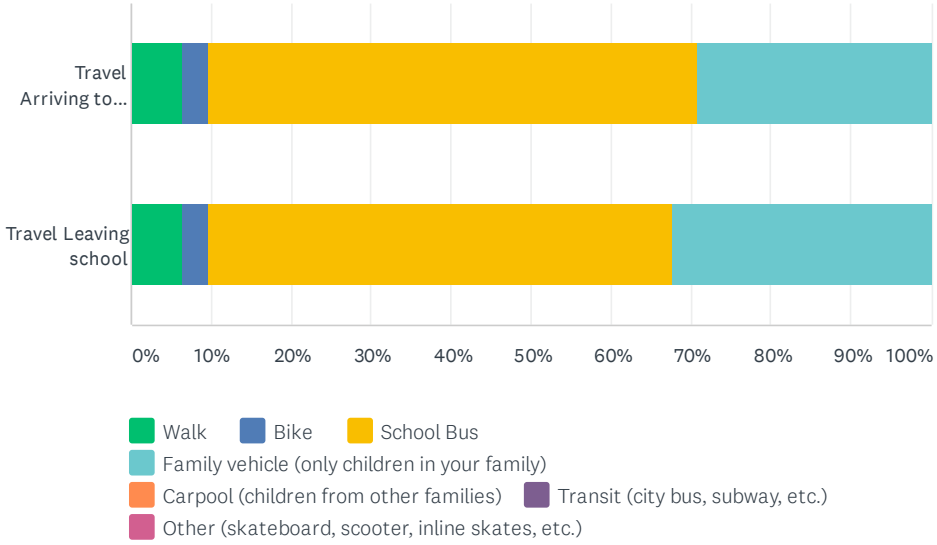
Answered: 32 Skipped: 4



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	9%	3
¼ mile to ½ mile	3%	1
½ mile to 1 mile	22%	7
1 to 2 miles	34%	11
More than 2 miles	28%	9
Don't know	3%	1
TOTAL		32

Q9 On most days, how does your child travel to and from school?

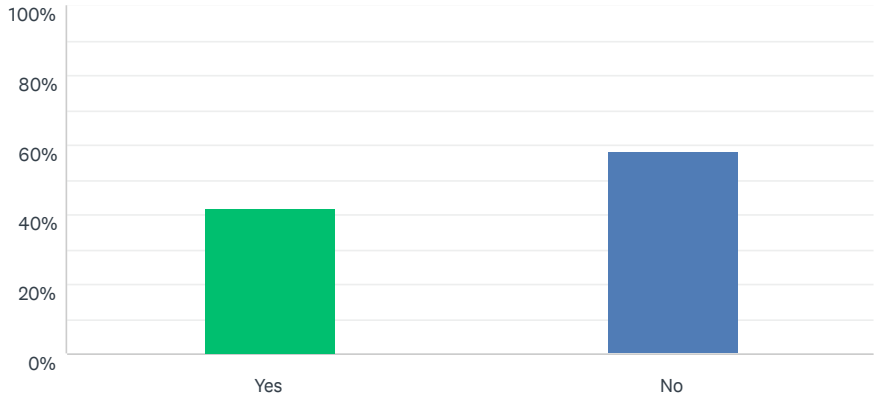
Answered: 31 Skipped: 5



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	6% 2	3% 1	61% 19	29% 9	0% 0	0% 0	0% 0	31
Travel Leaving school	6% 2	3% 1	58% 18	32% 10	0% 0	0% 0	0% 0	31

Q10 Has your child asked you permission to walk or bike to/from school in the last year?

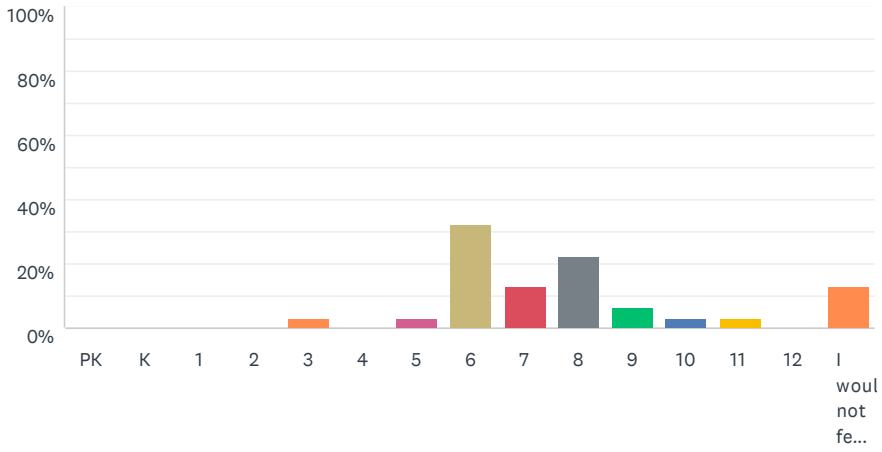
Answered: 31 Skipped: 5



ANSWER CHOICES	RESPONSES	
Yes	42%	13
No	58%	18
TOTAL		31

Q11 At what grade would you allow your child to walk or bike to/from school without an adult?

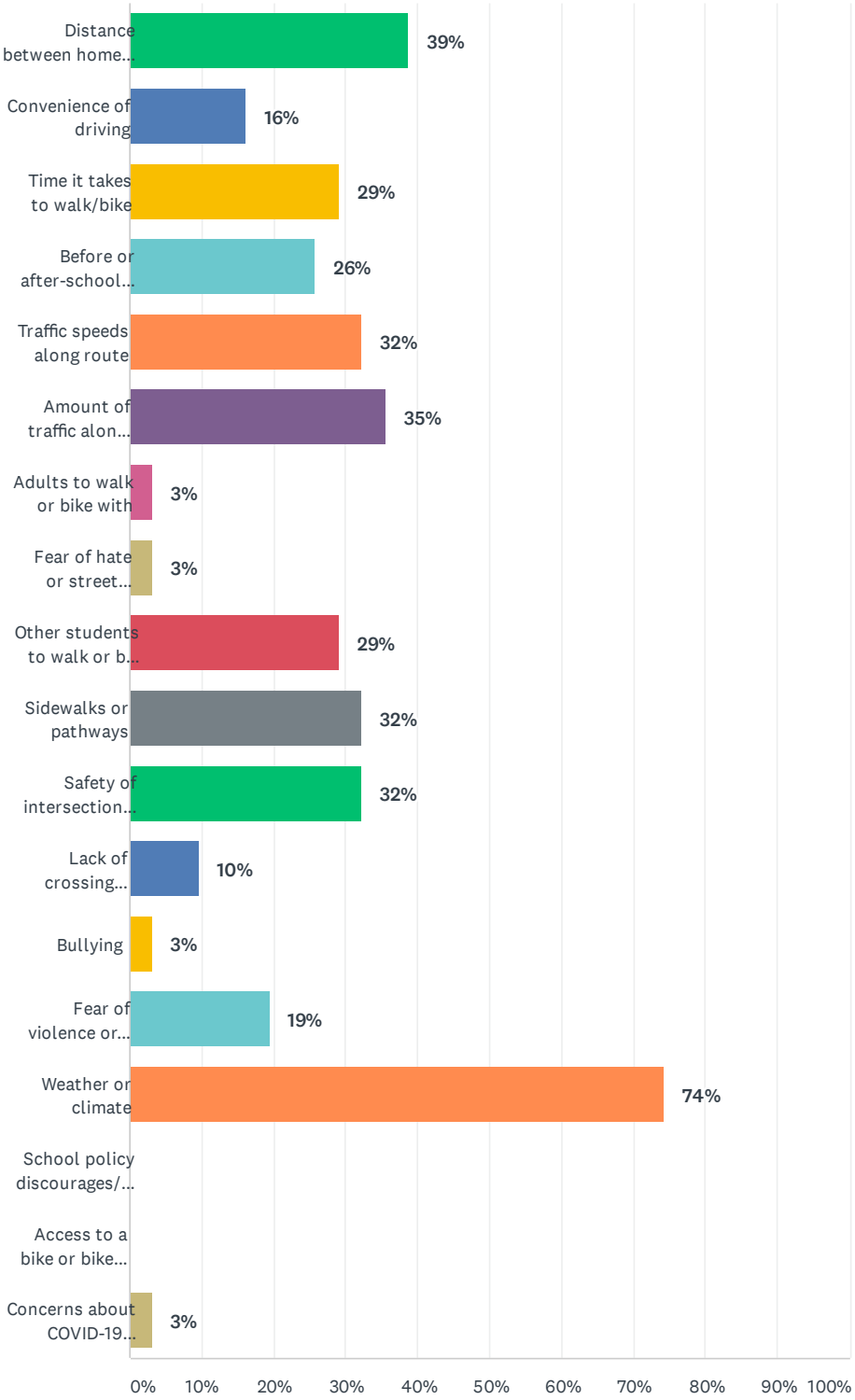
Answered: 31 Skipped: 5



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	3%	1
4	0%	0
5	3%	1
6	32%	10
7	13%	4
8	23%	7
9	6%	2
10	3%	1
11	3%	1
12	0%	0
I would not feel comfortable at any grade	13%	4
TOTAL		31

Q12 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 31 Skipped: 5

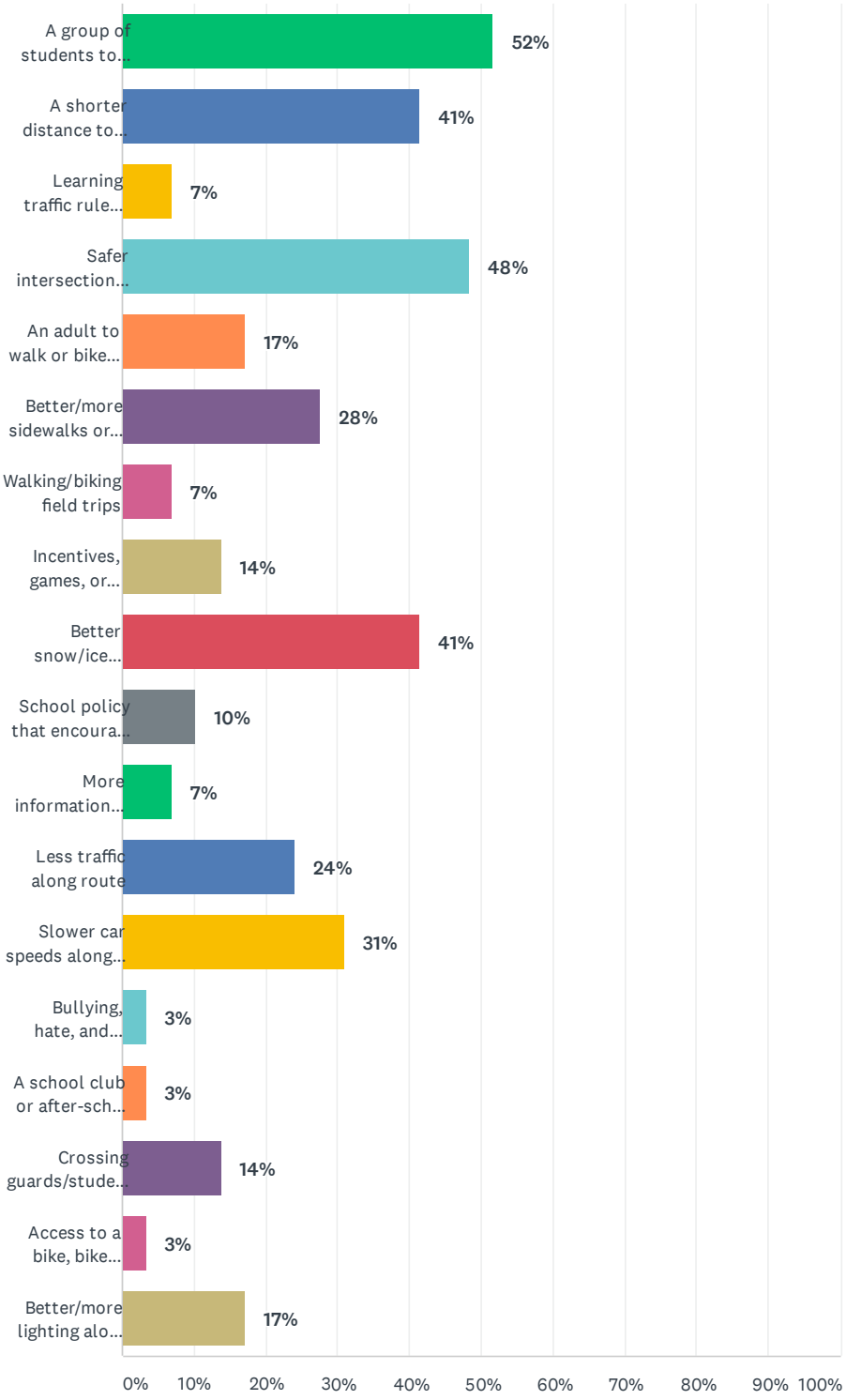


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
Distance between home and school	39%	12
Convenience of driving	16%	5
Time it takes to walk/bike	29%	9
Before or after-school activities	26%	8
Traffic speeds along route	32%	10
Amount of traffic along route	35%	11
Adults to walk or bike with	3%	1
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	3%	1
Other students to walk or bike with	29%	9
Sidewalks or pathways	32%	10
Safety of intersections and crossings	32%	10
Lack of crossing guards/student patrols	10%	3
Bullying	3%	1
Fear of violence or crime	19%	6
Weather or climate	74%	23
School policy discourages/prohibits walking/biking	0%	0
Access to a bike or bike lock	0%	0
Concerns about COVID-19 transmission	3%	1
Total Respondents: 31		

Q13 What would help your child walk or bike to/from/at school more often? (check all that apply)

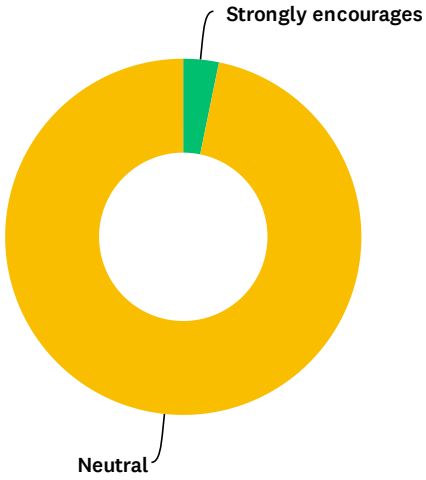
Answered: 29 Skipped: 7



ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	52%	15
A shorter distance to walk or bike	41%	12
Learning traffic rules and regulations and how to walk/bike safely	7%	2
Safer intersections/crossings	48%	14
An adult to walk or bike with	17%	5
Better/more sidewalks or pathways	28%	8
Walking/biking field trips	7%	2
Incentives, games, or rewards for walking/biking	14%	4
Better snow/ice removal in winter	41%	12
School policy that encourages walking/biking	10%	3
More information about walking and biking routes	7%	2
Less traffic along route	24%	7
Slower car speeds along route	31%	9
Bullying, hate, and harassment prevention and bystander intervention training	3%	1
A school club or after-school program	3%	1
Crossing guards/student patrols/corner captains	14%	4
Access to a bike, bike lock, or secure bike parking	3%	1
Better/more lighting along route	17%	5
Total Respondents: 29		

Q14 How much does your child's school encourage walking and biking to/from school?

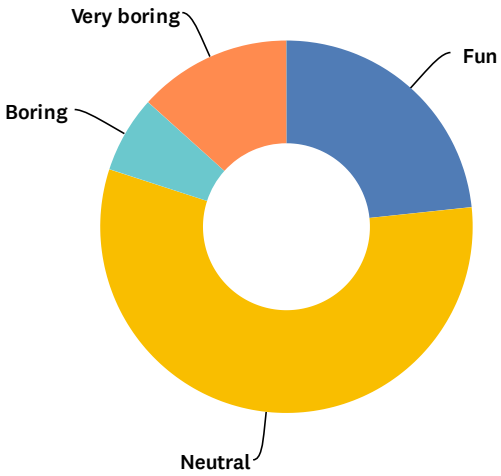
Answered: 31 Skipped: 5



ANSWER CHOICES	RESPONSES	
Strongly encourages	3%	1
Encourages	0%	0
Neutral	97%	30
Discourages	0%	0
Strongly discourages	0%	0
TOTAL		31

Q15 How much fun is walking or biking to/from school for your child?

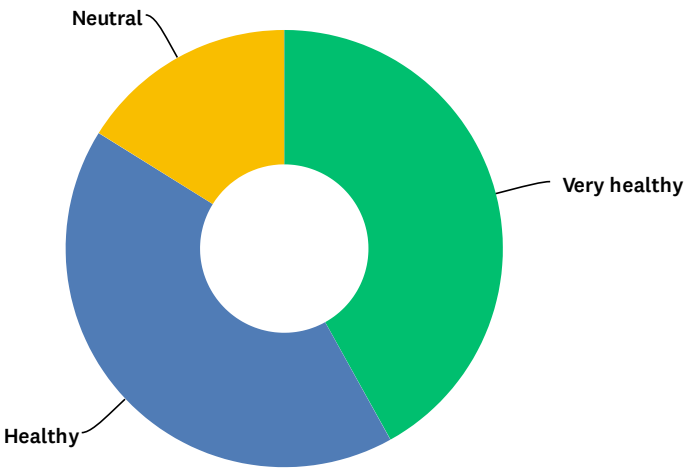
Answered: 30 Skipped: 6



ANSWER CHOICES	RESPONSES	
Very fun	0%	0
Fun	23%	7
Neutral	57%	17
Boring	7%	2
Very boring	13%	4
TOTAL		30

Q16 How healthy is walking or biking to/from school for your child?

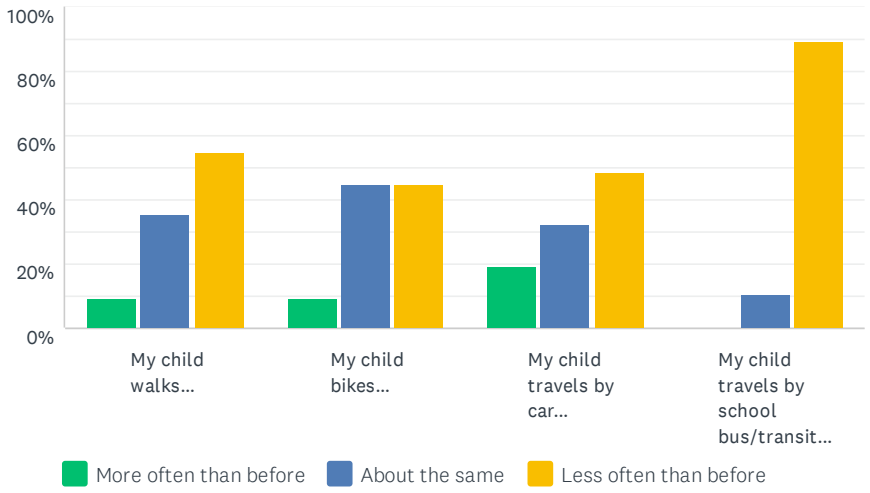
Answered: 31 Skipped: 5



ANSWER CHOICES	RESPONSES	
Very healthy	42%	13
Healthy	42%	13
Neutral	16%	5
Unhealthy	0%	0
Very unhealthy	0%	0
TOTAL		31

Q17 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

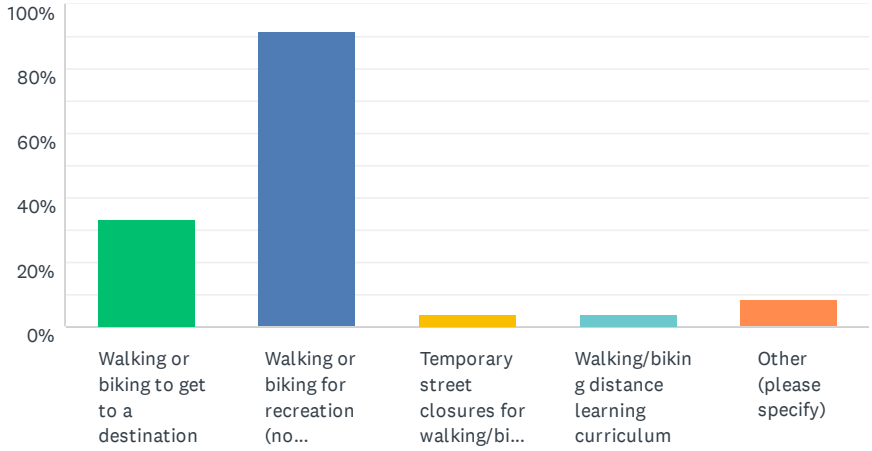
Answered: 31 Skipped: 5



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	10% 3	35% 11	55% 17	31
My child bikes...	10% 3	45% 14	45% 14	31
My child travels by car...	19% 6	32% 10	48% 15	31
My child travels by school bus/transit...	0% 0	11% 3	89% 25	28

Q18 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 24 Skipped: 12



ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	33%	8
Walking or biking for recreation (no destination)	92%	22
Temporary street closures for walking/biking	4%	1
Walking/biking distance learning curriculum	4%	1
Other (please specify)	8%	2
Total Respondents: 24		

#	OTHER (PLEASE SPECIFY)	DATE
1	Distance learning from home	12/11/2020 8:58 AM
2	We have went to many more state parks and one more outdoor activities where it is easy to social distance	12/8/2020 1:36 PM

Q19 To identify specific walking/biking routes, barriers, opportunities, and destinations at your child's school, visit the interactive project map:https://mnsaferoutesplanning.org/map/#/Please provide any additional comments below:

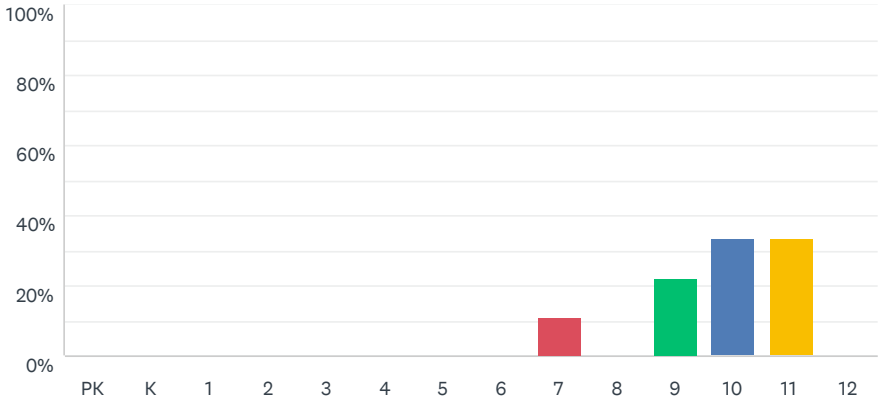
Answered: 7 Skipped: 29

#	RESPONSES	DATE
1	This district needs to do the same as SSP where if you live "too close" for a bus you can choose pay for your child to take the bus. We still live one mile door to door and in our climate they should not have to walk. Would you walk a mile with an extra 20 pounds on your back in -10 degree weather? I think not. This is ridiculous. My job gets annoyed at needing to adjust my schedule. Give parents the option to pay for a bus.	3/7/2021 5:31 PM
2	I get nervous about her walking and biking due from school due to making it to her dance activities at short dance. Does not have enough time?	12/14/2020 4:48 PM
3	Crossing Cahill from Cahill Ct is horrible. Snow removal isn't done in time on sidewalks. My kids have to walk in the street & almost got hit twice!! If they didn't have to cross the street due to a lack of a sidewalk in front of their house, things would be allot better. Don't have kids crossing Cahill.	12/8/2020 4:16 PM
4	80th & Cahill even with traffic lights should have crossing guards and both the middle and high school kids are crossing here and most often distracted as are the drivers that go through this intersection.	12/8/2020 2:06 PM
5	This does not affect our family but there is a neighborhood with many children that has no safev way to cross the street yet many need to. They are on one side of a 45mph state road and need to get to the other side for pretty much every single thing in our city. Concord St / 75th St E is the intersection	12/8/2020 11:05 AM
6	What does our income and race have to do with transit. Can we get over the discrimination and ask the real questions? Sounds like the school wants kids to bike or walk. Just come out and ask if we can do away with buses.	12/8/2020 11:04 AM
7	I believe that Inver Grove Heights District 199 should do what South St. Paul District 6 does - if you're too close to the school but you still want your child to ride a bus you pay out of your own pocket for that drive to/from your home. We live one mile door to door, it's a great walk in the Spring/Fall when she has a walking buddy but unable to be done in the Winter regardless. I would pay for the bus.	12/8/2020 11:03 AM

Caregiver Survey About Walking and Biking to School

Q2 What is the grade of your child?

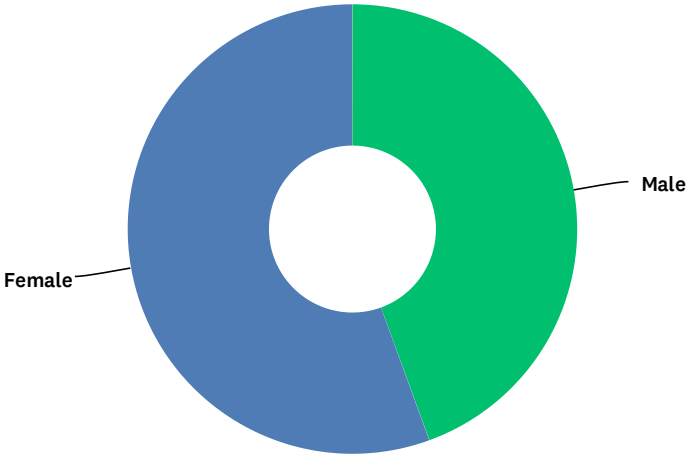
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	0%	0
4	0%	0
5	0%	0
6	0%	0
7	11%	1
8	0%	0
9	22%	2
10	33%	3
11	33%	3
12	0%	0
TOTAL		9

Q3 What is the gender of your child?

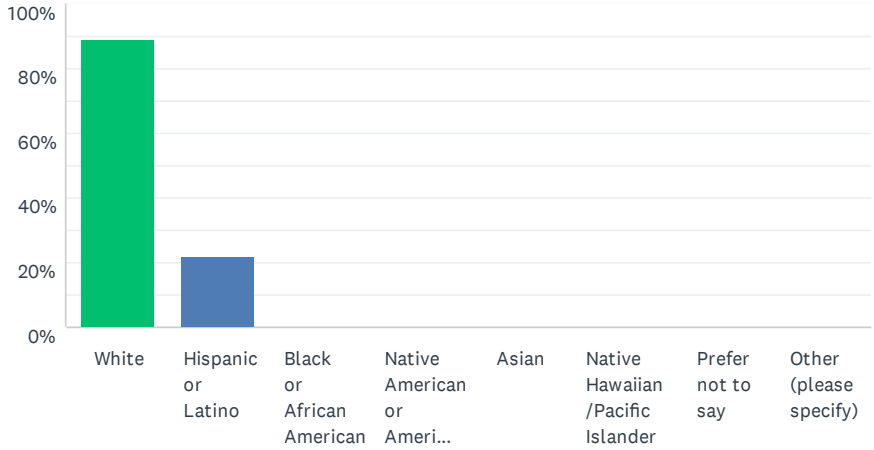
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Male	44%	4
Female	56%	5
Other	0%	0
Prefer not to answer	0%	0
TOTAL		9

Q4 What is the race/ethnicity of your child? (check all that apply)

Answered: 9 Skipped: 0

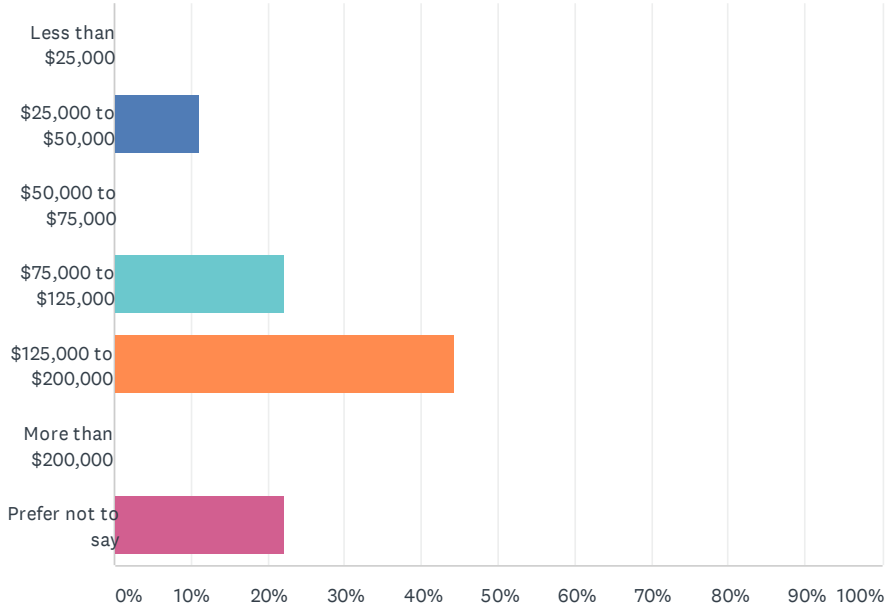


ANSWER CHOICES	RESPONSES	
White	89%	8
Hispanic or Latino	22%	2
Black or African American	0%	0
Native American or American Indian	0%	0
Asian	0%	0
Native Hawaiian/Pacific Islander	0%	0
Prefer not to say	0%	0
Other (please specify)	0%	0
Total Respondents: 9		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q5 What is your annual household income?

Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Less than $25,000	0%	0
$25,000 to $50,000	11%	1
$50,000 to $75,000	0%	0
$75,000 to $125,000	22%	2
$125,000 to $200,000	44%	4
More than $200,000	0%	0
Prefer not to say	22%	2
TOTAL		9

Q6 What language(s) do you speak at home? (check all that apply)

Answered: 9 Skipped: 0

ANSWER CHOICES	RESPONSES	
English	100%	9
Spanish	22%	2
Hmong	0%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0%	0
German	0%	0
Vietnamese	0%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0%	0
French (includes Patois and Cajun)	0%	0
Russian	0%	0
Laotian	0%	0
Arabic	0%	0
Amharic	0%	0
Hindi	0%	0
Kru, Ibo, Yoruba	0%	0
Korean	0%	0
Mon-Khmer, Cambodian	0%	0
Tagalog	0%	0
Telegu	0%	0
Norwegian	0%	0
Ojibwa	0%	0
Karen	0%	0
Swahili	0%	0
Other (please specify)	0%	0
Total Respondents: 9		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

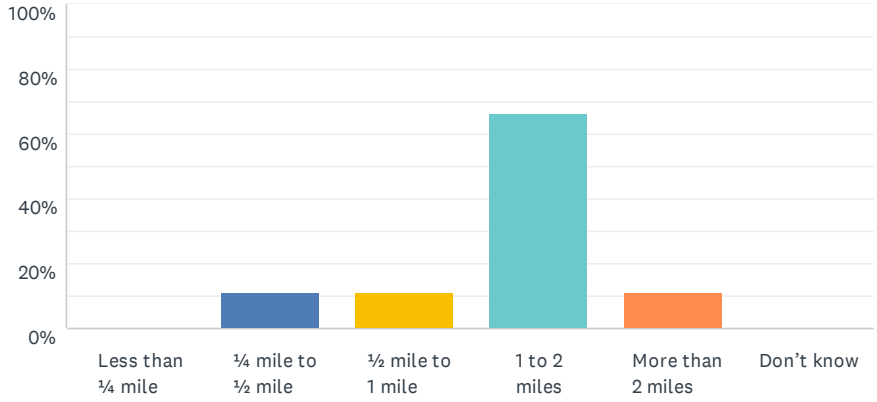
Q7 What is the street intersection nearest your home?

Answered: 9 Skipped: 0

NUMBER	STREET 1	STREET 2
1	80th street	
2	75th st	Conroy tr
3	Inver Grove Trail	Concord Blvd
4	Upper 55th st e	Babcock trail
5	Cahill	70th
6	Corliss Way	Upper 71st St
7	Crismon Way	87th st east
8	Cloman	Claude
9	10th Ave	Prairie St

Q8 How far does your child live from school?

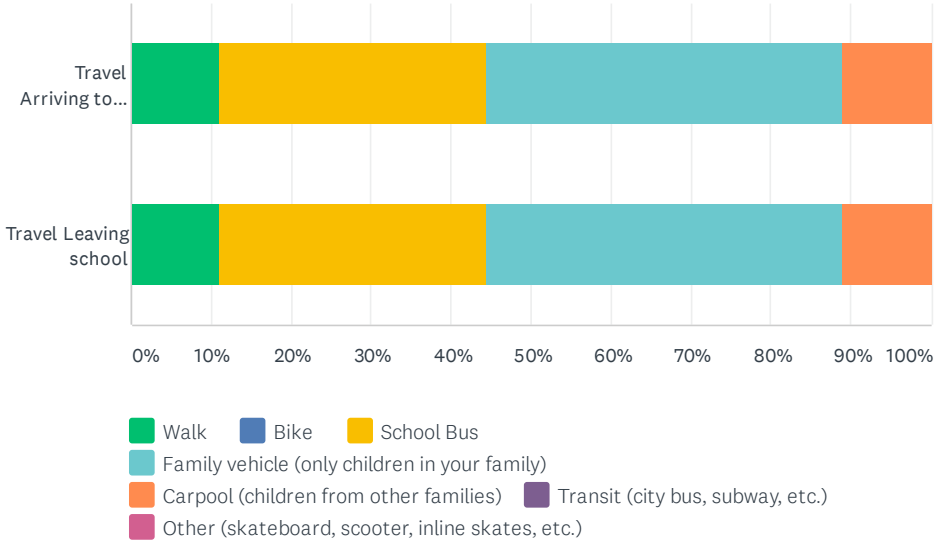
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	0%	0
¼ mile to ½ mile	11%	1
½ mile to 1 mile	11%	1
1 to 2 miles	67%	6
More than 2 miles	11%	1
Don't know	0%	0
TOTAL		9

Q9 On most days, how does your child travel to and from school?

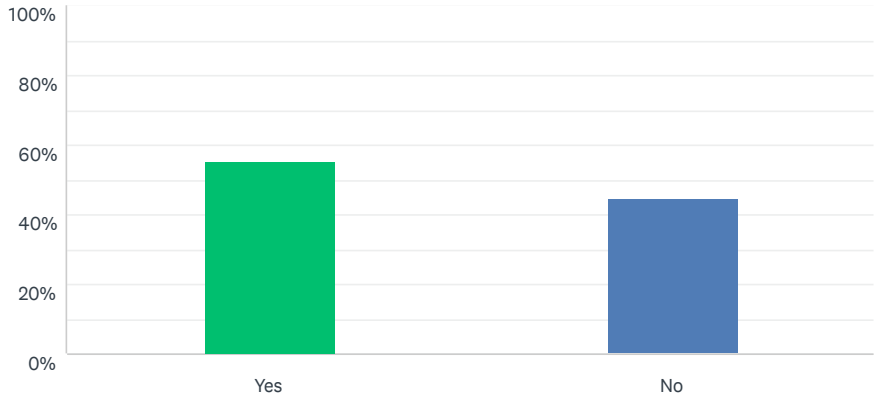
Answered: 9 Skipped: 0



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	11% 1	0% 0	33% 3	44% 4	11% 1	0% 0	0% 0	9
Travel Leaving school	11% 1	0% 0	33% 3	44% 4	11% 1	0% 0	0% 0	9

Q10 Has your child asked you permission to walk or bike to/from school in the last year?

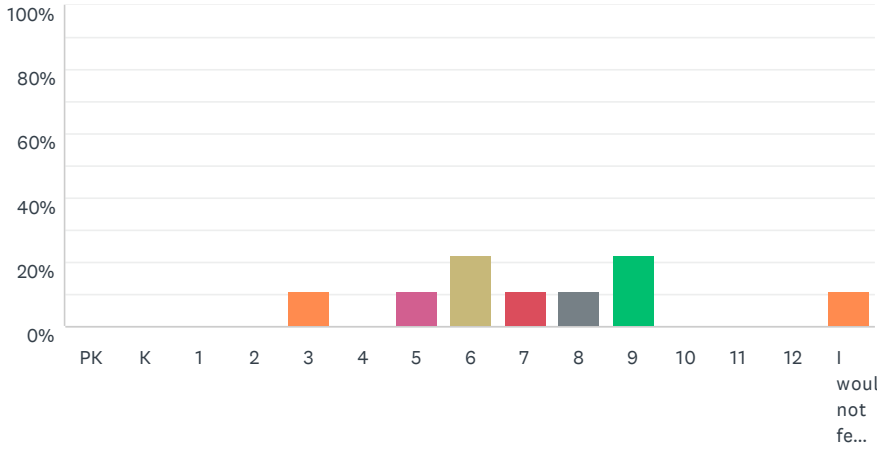
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	56%	5
No	44%	4
TOTAL		9

Q11 At what grade would you allow your child to walk or bike to/from school without an adult?

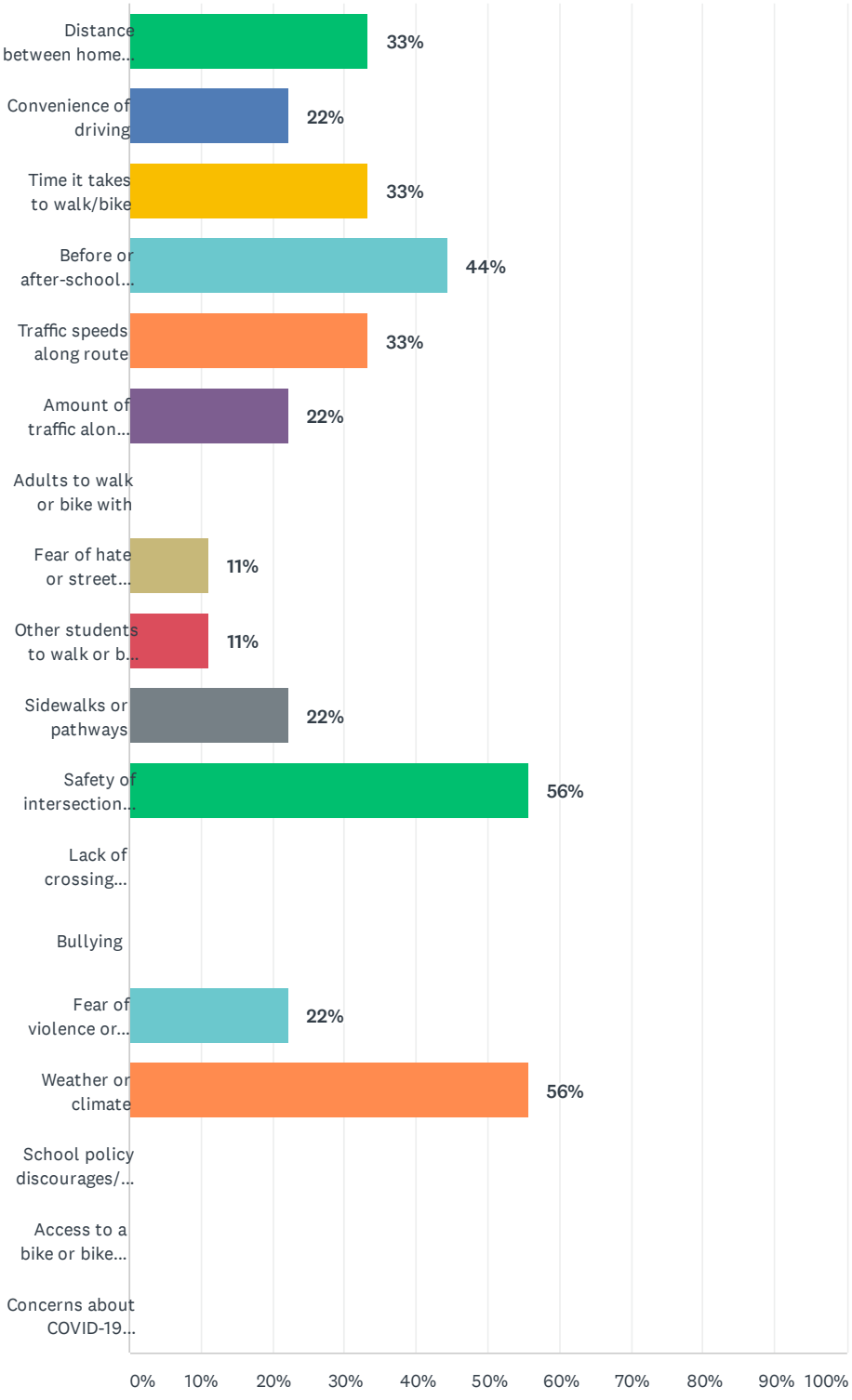
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	11%	1
4	0%	0
5	11%	1
6	22%	2
7	11%	1
8	11%	1
9	22%	2
10	0%	0
11	0%	0
12	0%	0
I would not feel comfortable at any grade	11%	1
TOTAL		9

Q12 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 9 Skipped: 0

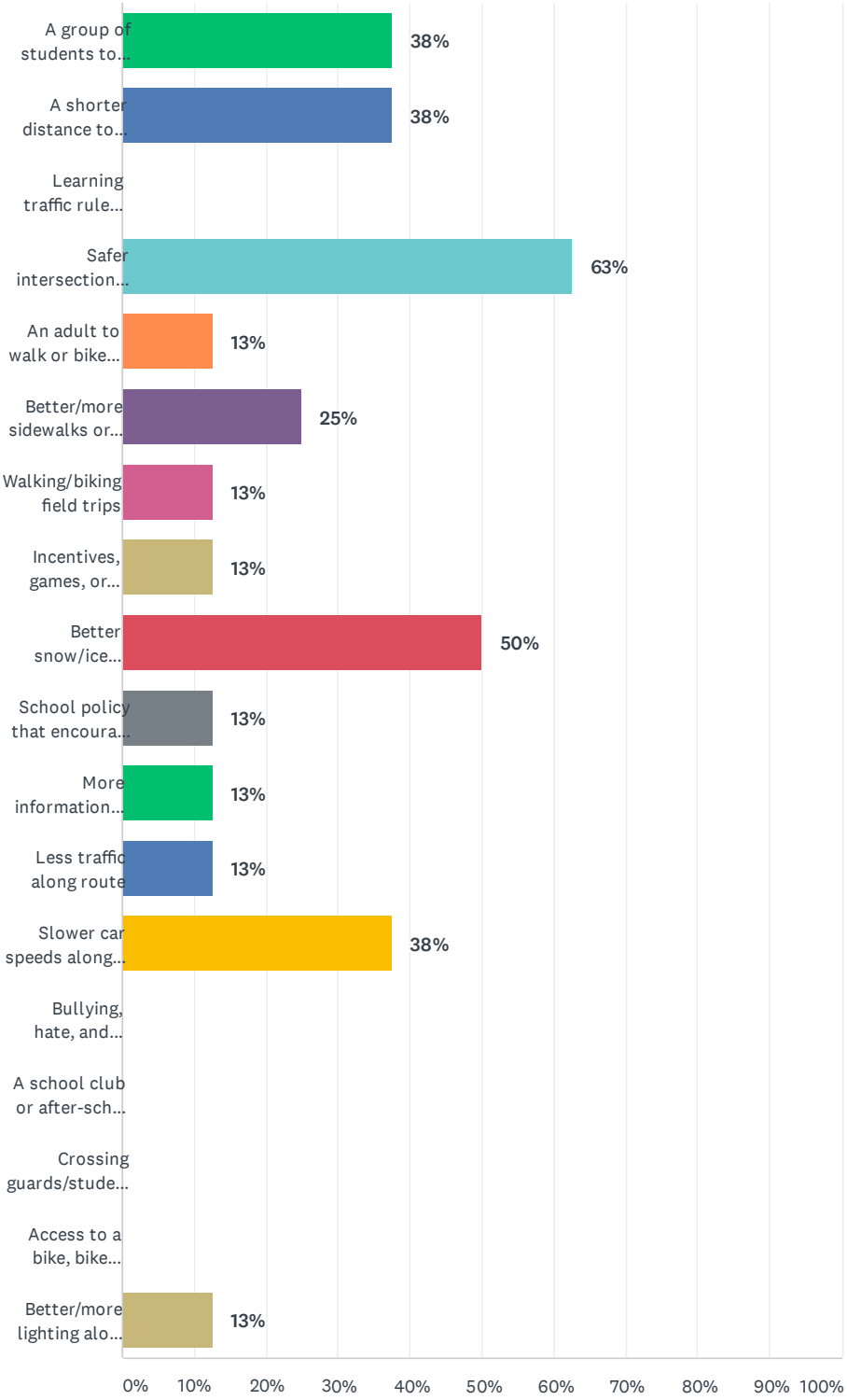


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
Distance between home and school	33%	3
Convenience of driving	22%	2
Time it takes to walk/bike	33%	3
Before or after-school activities	44%	4
Traffic speeds along route	33%	3
Amount of traffic along route	22%	2
Adults to walk or bike with	0%	0
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	11%	1
Other students to walk or bike with	11%	1
Sidewalks or pathways	22%	2
Safety of intersections and crossings	56%	5
Lack of crossing guards/student patrols	0%	0
Bullying	0%	0
Fear of violence or crime	22%	2
Weather or climate	56%	5
School policy discourages/prohibits walking/biking	0%	0
Access to a bike or bike lock	0%	0
Concerns about COVID-19 transmission	0%	0
Total Respondents: 9		

Q13 What would help your child walk or bike to/from/at school more often? (check all that apply)

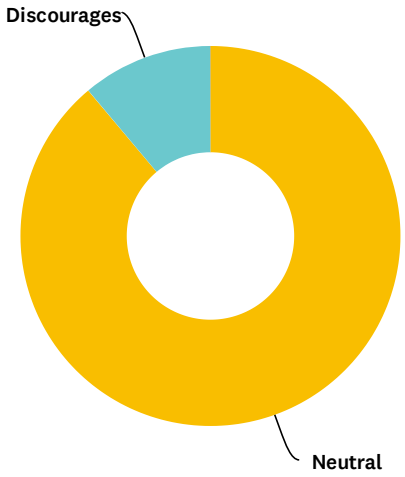
Answered: 8 Skipped: 1



ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	38%	3
A shorter distance to walk or bike	38%	3
Learning traffic rules and regulations and how to walk/bike safely	0%	0
Safer intersections/crossings	63%	5
An adult to walk or bike with	13%	1
Better/more sidewalks or pathways	25%	2
Walking/biking field trips	13%	1
Incentives, games, or rewards for walking/biking	13%	1
Better snow/ice removal in winter	50%	4
School policy that encourages walking/biking	13%	1
More information about walking and biking routes	13%	1
Less traffic along route	13%	1
Slower car speeds along route	38%	3
Bullying, hate, and harassment prevention and bystander intervention training	0%	0
A school club or after-school program	0%	0
Crossing guards/student patrols/corner captains	0%	0
Access to a bike, bike lock, or secure bike parking	0%	0
Better/more lighting along route	13%	1
Total Respondents: 8		

Q14 How much does your child's school encourage walking and biking to/from school?

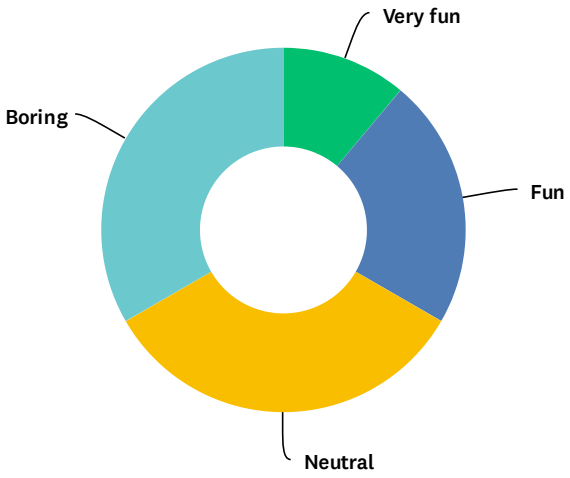
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly encourages	0%	0
Encourages	0%	0
Neutral	89%	8
Discourages	11%	1
Strongly discourages	0%	0
TOTAL		9

Q15 How much fun is walking or biking to/from school for your child?

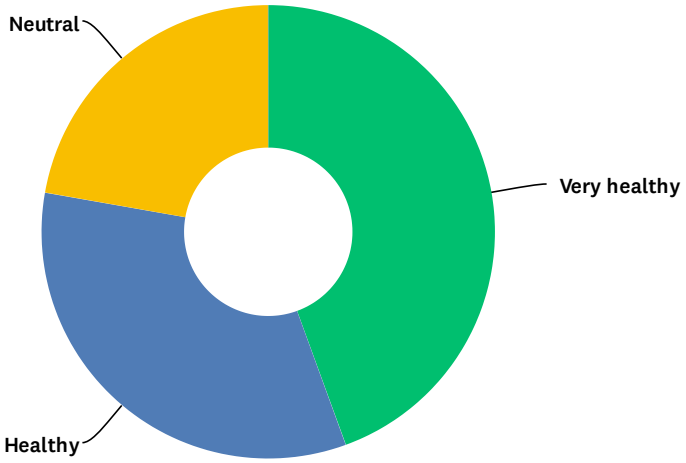
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very fun	11%	1
Fun	22%	2
Neutral	33%	3
Boring	33%	3
Very boring	0%	0
TOTAL		9

Q16 How healthy is walking or biking to/from school for your child?

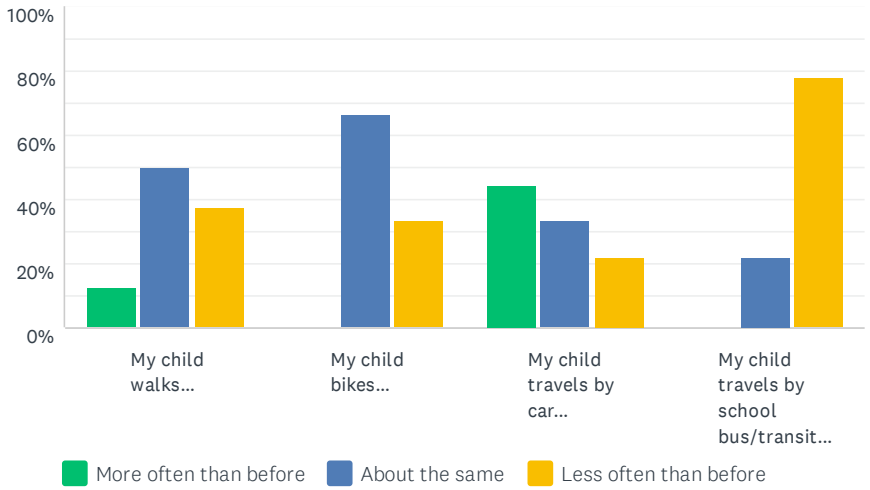
Answered: 9 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very healthy	44%	4
Healthy	33%	3
Neutral	22%	2
Unhealthy	0%	0
Very unhealthy	0%	0
TOTAL		9

Q17 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

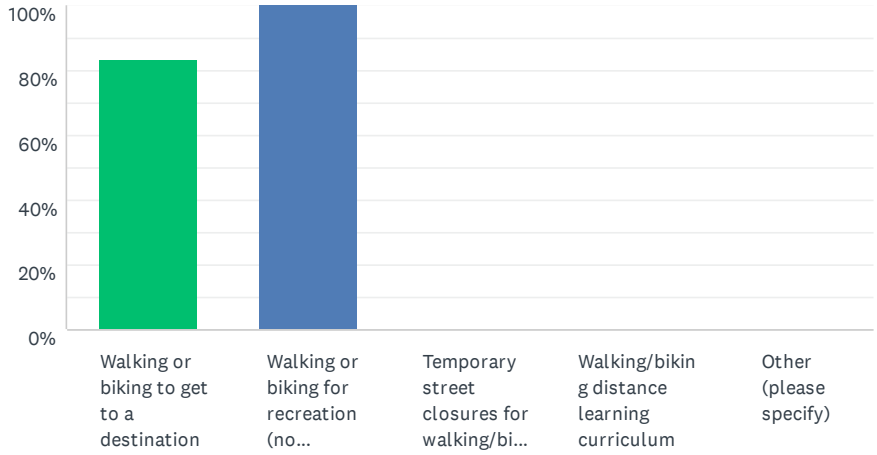
Answered: 9 Skipped: 0



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	13% 1	50% 4	38% 3	8
My child bikes...	0% 0	67% 6	33% 3	9
My child travels by car...	44% 4	33% 3	22% 2	9
My child travels by school bus/transit...	0% 0	22% 2	78% 7	9

Q18 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 6 Skipped: 3



ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	83%	5
Walking or biking for recreation (no destination)	100%	6
Temporary street closures for walking/biking	0%	0
Walking/biking distance learning curriculum	0%	0
Other (please specify)	0%	0
Total Respondents: 6		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q19 To identify specific walking/biking routes, barriers, opportunities, and destinations at your child's school, visit the interactive project map:https://mnsaferoutesplanning.org/map/#/Please provide any additional comments below:

Answered: 2 Skipped: 7

#	RESPONSES	DATE
1	Multiple pedestrians have been hit by cars crossing Concord Blvd. i will not let my children bike or walk to their friends house because I am so scared that they will get hit by a car. There are no stoplights or stop signs on Concord Blvd entering Inver Grove Trail. Also very unsafe by trailer park on Concord. Many families would benefit from a solution (Stop sign/stop light).	12/9/2020 7:39 PM
2	Majority of the school year it is dark when my child would need to leave for school. In addition in the winter majority of the days the sidewalks are unplowed on the route to school after a fresh snow. In addition, there needs to be better lighting and a crosswalk at 17th and Fuller St. Many kids cross to the High School here and it is ver dangerous.	10/29/2020 3:13 PM

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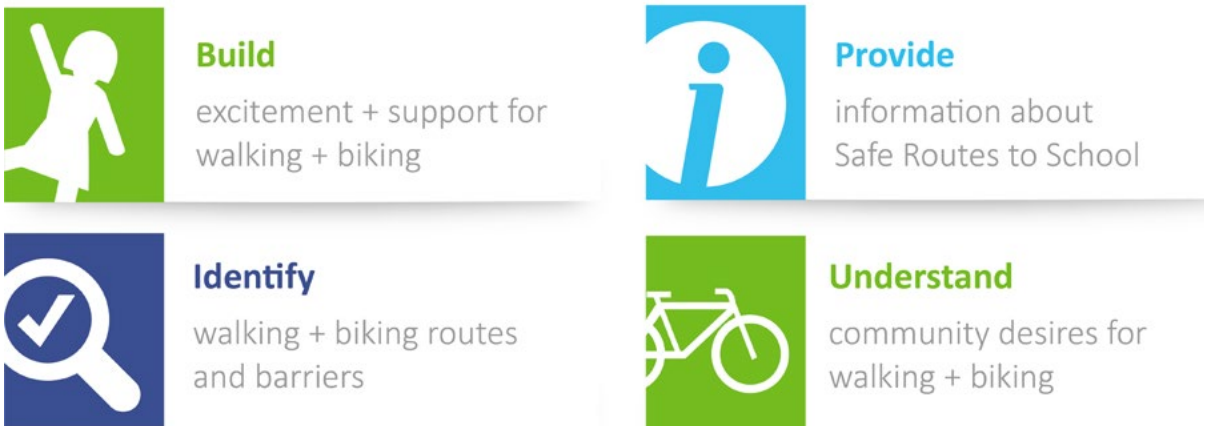
Appendix F. Engagement Summary

Safe Routes to School (SRTS) staff provided community engagement support to collect ideas on walking and biking from the Inver Grove Heights Schools community. They assisted local Inver Grove Heights staff by hosting an interactive engagement website and by facilitating discussions at four Inver Grove Heights parent-teacher meetings to share information and gather feedback on the opportunities and barriers of walking and biking to school.

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 Inver Grove Heights Safe Routes to School Plan. These engagement strategies were chosen to make it easy for the Inver Grove Heights School communities to talk to staff and participate in the engagement activities while adhering to social distancing guidelines during the Coronavirus pandemic.

Presentation materials and activities included an online interactive website, survey and map to identify challenging routes and intersections as well as opportunities and barriers to walking/biking to school. The interactive map and the survey were distributed on the project website and on social media. The survey was available in both English and Spanish.



SRTS community engagement goals

Engagement Strategies for Inver Grove Heights' SRTS Plan

DATE	SCHOOL	STRATEGY	NUMBER OF ATTENDEES
Oct 2020 - Spring 2021	Inver Grover Heights School	Interactive website with survey and comment map	--
January 5, 2021	Salem Hills Elementary School	Discussion at a virtual PTO meeting	13
January 19, 2021	Inver Grove Heights Middle School	Informational session at a virtual PTO meeting	7
February 9, 2021	Hilltop Elementary School	Discussion at a virtual PTSA meeting	6
February 9, 2021	Pine Bend Elementary School	Discussion at a virtual PTSA meeting	11

SALEM HILLS ELEMENTARY

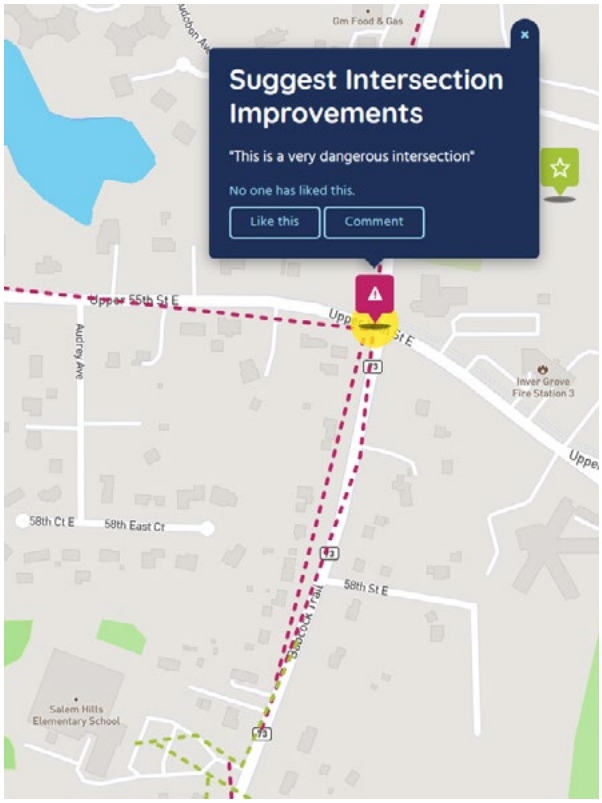
SRTS staff attended Salem Hills Parent Teacher Organization virtual meeting on January 5, 2021. Thirteen people attended the virtual meeting including caregivers and school staff. During the meeting, staff provided a short presentation and talked with caregivers and staff about opportunities and barriers for walking and biking to school.

Engagement Highlights

Opportunities: Salem Hills caregivers want to encourage more walking and biking to improve student health and wellness. They support walking and biking programs and see a benefit to implementing them in the short term.

Barriers: Many students at Salem Hills do not walk or bike to school because they live too far away. Families feel it is unsafe to walk and bike due to dangerous roads and a lack of sidewalks and crosswalks.

Program Findings: Caregivers said the programs like park and walk would support students walking and biking to Salem Hills and that partnering with volunteers or older students could make the programs more viable.



Screen shot from the Salem Hills SRTS online map

Infrastructure Findings: Caregivers want to see improved infrastructure around Salem Hills including more crosswalks and sidewalks and improvement in the drop-off and pick-up area in front of school.

Existing Conditions

Opportunities: Caregivers believe that providing more walking and bicycle education and skills training would help Salem Hills students walk and bike to school later in life. They said there was some precedent for walking initiatives in-place during the school day before the pandemic, like when staff would take students to the Salem Hills Park when it was nice outside. Parents said that the park could be used more regularly before, during and after the school day with more adult supervision.

There will be a new residential building built on the corner of Upper 55 and Babcock Trail that could potentially put many more students in close proximity to school in the near future. Caregivers said it will be important to provide street and sidewalk improvements from the residential building to the school since the intersection at Upper 55 and Babcock Trail is dangerous.

Barriers: Caregivers say that the lack of safe infrastructure to Salem Hills discourages walking and biking to school. They say problematic roads like Babcock Trail make walking and biking to school uncomfortable and that they would not allow elementary-aged children to walk or bike alone to school.

One person said that even with infrastructure changes around school, they would still unlikely allow their student to walk to school alone due to their young age. Another person said it is difficult to get through the back entrance of the school, especially during the winter months.

Problematic Routes

- Babcock Trail
- Robert Trail
- Upper 55

Babcock Trail was the most commonly cited problematic road for getting to Salem Hills. Caregivers and teachers feel it is unsafe to walk and bike along Babcock Trail particularly during student drop-off and pick-up hours. The traffic flow during drop-off and pick-up is unsafe and caregivers are concerned about people walking along Babcock Trail. Upper 55 and Robert Trail were both cited as being unsafe as well due to a lack of separation from fast moving vehicles and a lack of safe crossings.

Problematic Intersections

- Babcock Trail/Upper 55
- Robert Trail/Upper 55

Caregivers want to see improvements at the intersection of Babcock Trail and Upper 55 and at the intersection of Robert Trail and Upper 55. They said that these intersections do not currently support safe crossings.

Findings

Programs:

Walking/Biking Education: Caregivers want to increase student walking and biking skills for later in their lives when they could potentially walk or bike to middle or high school and believe that in-class education and skills training would be useful as students grow and gain more independence.

Park and Walk: Caregivers believe a Park and Walk could work at any point in the school year, including winter. Caregivers suggested tapping into parent volunteer groups, high school students, and working with the bus company to coordinate the park and walk event.

Walking Field Trips: People acknowledged the proximity to Salem Hills Park and suggested ways of making use of the park once students are back in school. Classes could implement more regular walking field trips to the park to supplement existing curriculum.

Infrastructure:

Caregivers want more crosswalks, sidewalks and improved drop-off and pick-up areas near Salem Hills. People said improvements to the intersection at Upper 55 and Babcock Trail should be a priority due to its proximity to the school and the upcoming residential development that could bring in more students in close proximity to Salem Hills. One person said the church on the northeast corner of Babcock Trail and Upper 55 is an evacuation site for the school and improved infrastructure to the church is needed.

INVER GROVE HEIGHTS MIDDLE SCHOOL

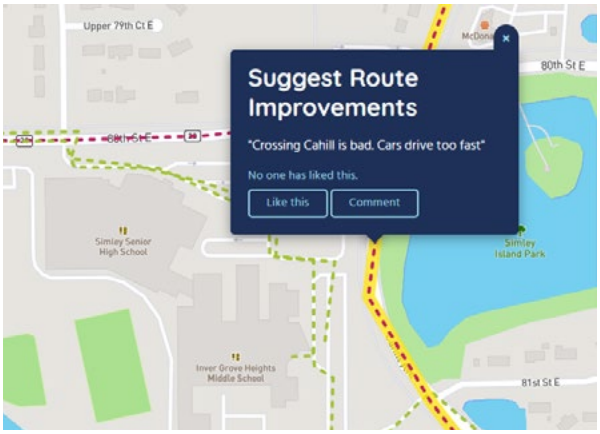
SRTS staff attended Inver Grove Heights Middle School virtual PTO meeting on January 19, 2021 and spent a majority of the time providing information on the Inver Grove Heights SRTS plan, followed by an abbreviated discussion with seven caregivers and school staff about walking and biking.

Engagement Highlights

Opportunities: There is an opportunity to increase walking and biking to the Middle School because of the school's proximity to nearby destinations like the Inver Glen Library.

Barriers: Caregivers do not feel comfortable letting their students walk or bike to school due to lack of safe walking and biking infrastructure.

Program Findings: Caregivers expressed interest in the various kinds of programs, but did not indicate which program they would most like to see implemented.



Screen shot from the IGH Middle School SRTS online map

Infrastructure Findings: The lack of sidewalks near the school and the Middle School's parking lot is a concern for many caregivers.

Existing Conditions

Opportunities: There are crossing guards available to help student cross at intersections to get to the Middle School. The school is surrounded by other community destination like the Inver Grove Community College, The Commons of Inver Grove, Inver Glen Library, and Simley High School.

Barriers: Some students live north of 80th Street and caregivers do not feel safe allowing their children to cross at busy intersections. The parking lot is also an issue for dropping and picking students up from school.

Problematic Routes

- 80th Street
- Cahill Avenue

Caregivers do not feel comfortable allowing students to walk along busy roads near school like 80th St and Cahill Ave. One person said Barnes Ave lacks sidewalks and that it is unsafe for walking or biking.

Problematic Intersections

- 80th Street and Cahill Avenue

Caregivers said that, although there is a crossing guard at the intersection of 80th Street and Cahill Avenue, the intersection still feels too unsafe for students to use it to walk or bike to school.

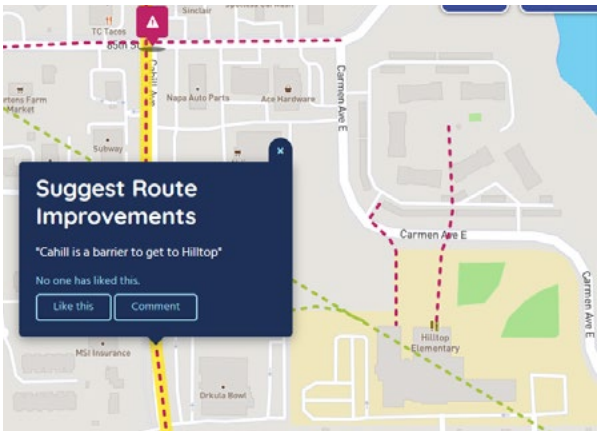
Findings

Programs: Project staff shared the different kinds of programs with caregivers and staff and caregivers expressed interest, but did not have time to indicate which programs they would most like to see implemented at the school.

Infrastructure: The parking lot is an issue for many caregivers picking up and dropping their students off at school. There is a lack of sidewalk on Barnes Avenue and caregivers do not feel comfortable allowing their children to walk or bike along 80th Street or Cahill Avenue.

HILLTOP ELEMENTARY

SRTS staff attended Hilltop's PTSA virtual meeting on February 9, 2021. During the meeting, staff provided a short presentation and talked with six caregivers and teachers about opportunities and barriers of walking and biking to school.



Screen shot from the Hilltop SRTS online map

Engagement Highlights

Opportunities: Hilltop Elementary School is located in close proximity to neighborhoods where students live and there is excitement around making the school a community hub where families can easily walk or bike to get to and from school.

Barriers: The lack of sidewalks and abundance of high-vehicle roads like Cahill Avenue are barriers to walking and biking to Hilltop.

Program Findings: Programs that connect students to the neighborhood and promote a healthy school community are important to caregivers and school staff.

Infrastructure Findings: Caregivers want to see improved infrastructure to Hilltop including sidewalks and crosswalks that enhance safe routes to the school.

Existing Conditions

Opportunities: Hilltop Elementary is located in the center of the neighborhood with businesses on the west, single-family homes in the south, and multi-family unit homes to the north and east. Several people said improved connections to the multi-family housing units in the area should be a high priority given their proximity to school and the number of students who live there.

Caregivers and staff envision Hilltop as a community center where people can easily walk or bike to school and use the school both during the school day as well as outside of school hours. They believe that walking and biking programs could help create excitement for SRTS for the foreseeable future.

Barriers: Caregivers shared that distance to the school is an issue for many families. They do not feel safe allowing their children to walk or bike to school due to speeding vehicles and a lack of sidewalks near the school.

Problematic Routes

- Cahill Ave
- Carmen Ave E
- 65th St E

Caregivers identified Cahill Avenue and 65th Street as obstacles for students and families to cross due to speeding vehicles and poor visibility. Caregivers do not feel comfortable letting their children walk on 65th Street even because of the busy driveways. Carmen Avenue is also a barrier for students to cross because of the lack of pedestrian signage from the multi-family housing. People suggested improving the crosswalks where students like to cross to get to school on Carmen Avenue to the back of the school.

Problematic Intersections

- 65th Street and Cahill Avenue

People said 65th Street and Cahill Avenue is busy and cars tend to speed through the intersection. Caregivers do not feel comfortable allowing their children to cross at the intersection by themselves.

Findings

Programs:

Bike Rodeo: People said that they have participated in school bike events in the past and that there would be interest in doing a similar event at Hilltop. They think a bike rodeo would be a great opportunity to get students on their bikes and to encourage them to visit neighborhood parks and facilities.

Walk, Bike and Roll to School/Anywhere Day: Connecting neighbors to the school is important to caregivers and staff. Creating a walk or bike to school day could create momentum to encourage students and families to walk and bike to school throughout the school year.

Walking and Biking Incentives: Caregivers want to see an incentive program to help encourage families to walk and bike to school. They said that local police handout free ice cream coupons for student wearing their helmets and similar incentives organized by Hilltop volunteers or staff could encourage more families to walk and bike to school.

Infrastructure: Caregivers do not feel that there are enough safe sidewalks and crosswalks near Hilltop. The sidewalk from Carmen Avenue to the back of the school is in poor condition and does not connect directly to the neighborhood to the north. This is especially problematic for families since many live in the multi-family housing area to the north or live northwest of the Cahill Avenue and 65th Street intersection and would use Carmen Avenue to walk or bike to school if it were safe.

PINE BEND ELEMENTARY

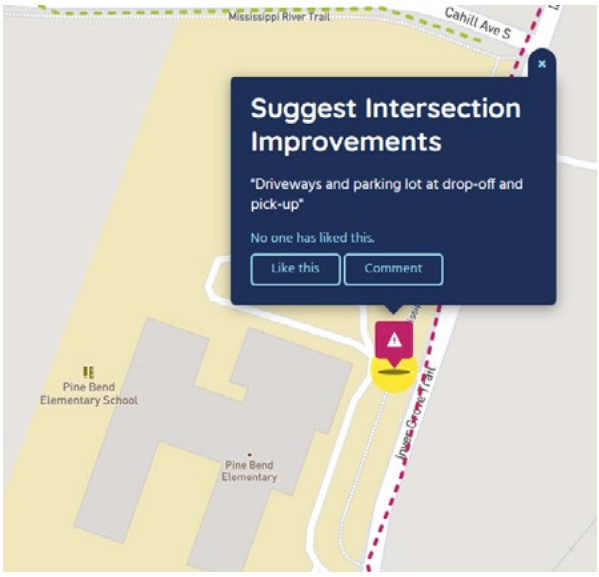
SRTS staff attended Pine Bend's PTSA virtual meeting on February 9, 2021. During the meeting, staff provided a short presentation and then talked with caregivers and teachers about opportunities and barriers of walking and biking to school. Eleven people attended the virtual meeting including caregivers and school staff.

Engagement Highlights

Opportunities: Pine Bend is adjacent to a trail on Inver Grove Trail and Cahill Avenue, and there is some opportunity to use these facilities to get students to school and the surrounding natural areas by walking or biking.

Barriers: Distance to school is the biggest obstacle for students since there aren't many students who live close enough to walk or bike on a regular basis.

Program Findings: Caregivers were interested in programs that could teach walking and biking skills and increase student interest to walking and biking to school.



Screen shot from the Pine Bend SRTS online map

Infrastructure Findings: The lack sidewalk to get to the Inver Grove Trail and the school parking lot are a challenges for students to get safely to school.

Existing Conditions

Opportunities: Several caregivers shared that their children have a lot of interest in walking and biking and wish they could walk or bike to school more. Pine Bend is in close proximity to walking and biking trails on Inver Grove Trail and Cahill Avenue, and those trails could be used during the school day for walking and biking activities as well as to get to and from school. People said that students could access the trails more easily if the Pine Bend were directly connected to them with an accessible sidewalk.

People said there is a housing development being built at the Northwest corner of the Inver Grove Trail and Cahill Avenue intersection that will likely house students in the future.

Barriers: Caregivers have occasionally allowed their students to walk or bike to school, but the distance to and from school is a challenge to doing walking and biking regularly throughout the year. Some caregivers said they do not feel comfortable allowing their children to walk through the parking lot due to the number of vehicles coming in and out of the driveway during pick-up and drop-off hours.

Problematic Routes

- Cahill Avenue
- Inver Grove Trail
- Old Concord Boulevard

Caregivers identified Cahill Avenue, Inver Grove Trail and Old Concord Boulevard as challenging routes walking and biking routes because of speeding vehicles and a lack safe crossings. Caregivers want to see more sidewalks to the trail on Inver Grove Trail and more traffic control on Cahill Avenue. They recommended pedestrian flashing lights signs as good measures to help with crossings on problematic road like Cahill.

Problematic Intersections

- Cahill Avenue and Old Concord Boulevard

A couple of people said that the intersection at Cahill Avenue and Old Concord Boulevard is often busy and they wish there were marked crosswalks for students walking to or from school.

Findings

Programs:

Walking/Biking Education: Caregivers and staff want to educate students on the importance of walking and biking safely to school and said students could practice walking or biking skills during the school day using the trails next to school.

Park and Walk: Caregivers were interested in doing a park and walk to school day event. Park and walk designates a location for caregivers to drop off their students, and then students walk in an adult-supervised group the rest of the way to school.

Walking Field Trip: Pine Bend is in close proximity to natural areas where students could do walking field trip trips. One example for walking field trip destination was to the Pine Bluffs Scenic and Natural Area.

Infrastructure: Caregivers want to see improved sidewalk connections to the trail on Inver Grove Trail and improved parking lot circulation for student pick-up and drop off.

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Appendix G. Infrastructure Toolbox

This infrastructure toolbox provides an overview of different infrastructure projects, separated by pedestrian facilities/enhancements, bike facilities, and street transformations. 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.

PEDESTRIAN FACILITIES/ENHANCEMENTS

TRAINED 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: 52-54
- MnDOT Minnesota SRTS: 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: 11-14
- 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 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 – Page: 11, and included throughout
- 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.

PEDESTRIAN HYBRID BEACON SYSTEMS (PHB OR HAWK)

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: 46-48
- 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, biking, and rolling 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: 4-7
- 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: 28-30
- 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: 8-10
- 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: 18-21
- 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

RECTANGULAR RAPID FLASHING BEACON (RRFB)

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

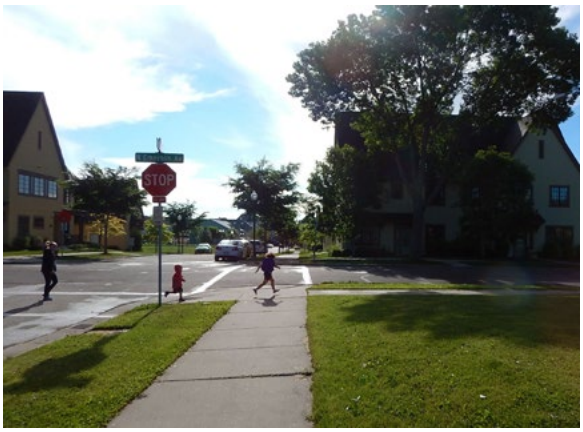
- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 49-51
- FHWA Effects of Yellow Rectangular Rapid-Flashing Beacon on Yielding at Multi-lane Uncontrolled Crosswalks
- FHWA Evaluation of Pedestrian and Bicycle Engineering Countermeasures: Rectangular Rapid-Flashing Beacons, 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

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: 65-66
- 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

BIKE FACILITIES

BICYCLE BOULEVARDS

Description

A bicycle boulevard is a local street or series of connected local street segments that has been designated for use by bicycles and modified to provide priority treatment for bicyclists, while discouraging the use of these facilities by through traffic. Bicycle boulevards are intended to create conditions favored by bicyclists by taking advantage of bicycle-friendly characteristics that are typically found on local/residential streets—low traffic volumes and low vehicle operating speeds.

A bicycle boulevard can be tested through a demonstration project with paint, traffic tape, and bollards.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 76-78
- AASHTO Guide for the Development of Bicycle Facilities

Estimated Costs[I]

- The most likely revisions would involve moving STOP signs and adding guide signs, both of which could be done at very low cost. Other improvements involving crossing arterials would be $15,000 to $30,000 for adding median pedestrian refuge islands, $5,000 to $10,000 for curb extensions, and $10,000 to $120,000 for pedestrian, traffic control, such as rectangular rapid flash beacons or traffic signals

BUFFERED BIKE LANES

Description

Buffered bike lanes are conventional bicycle lanes paired with a designated, painted buffer space, separating the bicycle lane from the adjacent motor vehicle travel lane and/or parking lane.

Buffered bike lanes can be tested through a demonstration project with the use of paint and/or marking tape.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Page: 70-72
- MnDOT Bikeway Facility Design Manual – Pages: 123-168
- AASHTO Guide for the Development of Bicycle Facilities – Chapter 5
- NACTO Urban Bikeway Design Guide
- MnDOT Demonstration Project Implementation Guide Page – 24

Estimated Costs[J]

- $2 per linear foot, bike lane with diagonal line striping (accounting for $0.69 per lane foot)

SEPARATED BIKE LANES

Description

Separated bike lanes (also known as protected bike lanes or cycletracks) are bike lanes that are physically separated from vehicle and pedestrian traffic.

Separated bike lanes are known to be safer for people walking, biking, and driving. They are more attractive and comfortable to a wider range of people than traditional painted bike lanes because they provide physical separation from motor vehicles. Separated bike lanes are typically implemented as one-way facilities on either side of the roadway. In some cases, a two-way separated bikeway may be used.

Separated bike lanes can be tested through a demonstration project with the use of paint, marking tape, stencils, and flexible posts or other solid objects that physically separate the bike lane from moving traffic.

Estimated Costs[G]

- Average $133,170 per mile

Resources

- FHWA-SA-18-077: Bikeway Selection Guide
- FHWA-HEP-15-025: Separated Bike Lane Planning and Design Guide
- FHWA-HEP-16-005: Achieving Multimodal Networks: Applying Design Flexibility and Reducing Conflicts
- MnDOT Bicycle Facility Design Manual
- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Page: 83-85
- MnDOT Demonstration Project Implementation Guide Page – 24

SHARED USE PATH

Description

Shared-use paths provide off-road connections for people walking, biking, and rolling. 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 comfortable for users of all ages and abilities.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 79-82
- 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

STREET TRANSFORMATIONS

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.

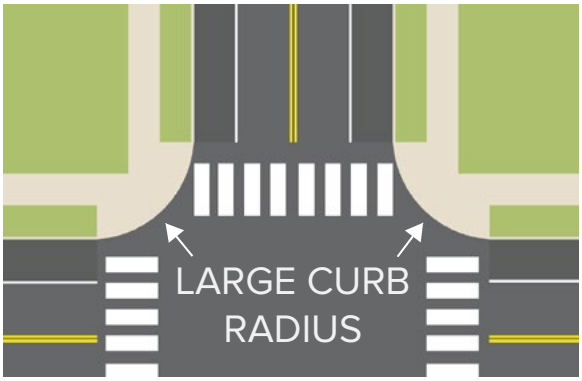
Estimated Costs[A,E]

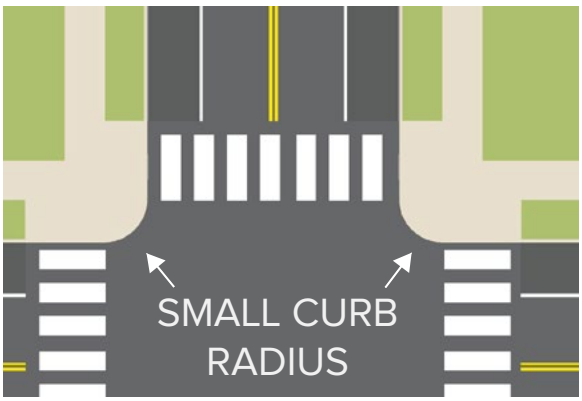
- $8.50 per linear foot; $85 for a ten foot travel lane

Resources

- Reducing Conflicts Between Motor Vehicles and Pedestrians: The Separate and Combined Effects of Pavement Markings and a Sign Prompt
- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Page: 7
- 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

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

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: 62-64
- 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 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

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: 37-39
- 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
I: https://www.lrrb.org/pdf/201322.pdf
J: https://activelivingresearch.org/sites/activelivingresearch.org/files/Dill_Bicycle_Facility_Cost_June2013.pdf

Appendix H. 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!

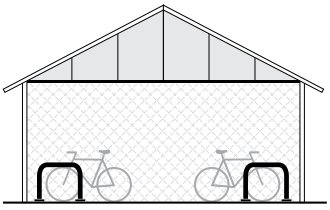
WHERE SHOULD PARKING BE LOCATED?

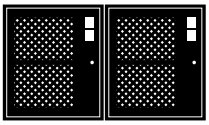
Well-located bike parking will be:

- 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 caregivers to conveniently pick up their children on their bikes

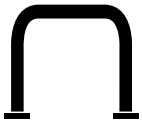
CAN MY SCHOOL PROVIDE ADDITIONAL AMENITIES?

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

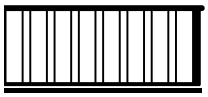
POST & RING

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!

WHEELWELL SECURE

WHICH RACKS ARE NOT RECOMMENDED?

WAVE



COMB

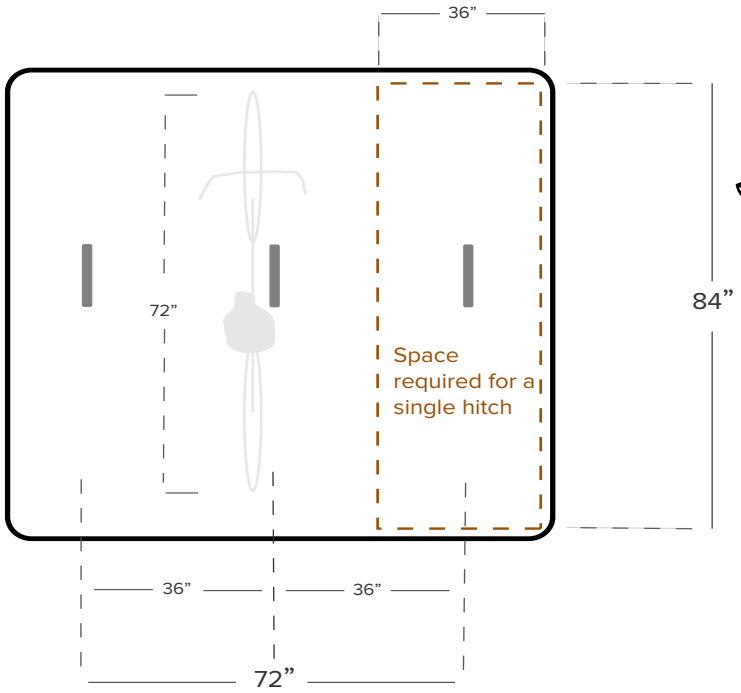
SPIRAL

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

WHEELWELL

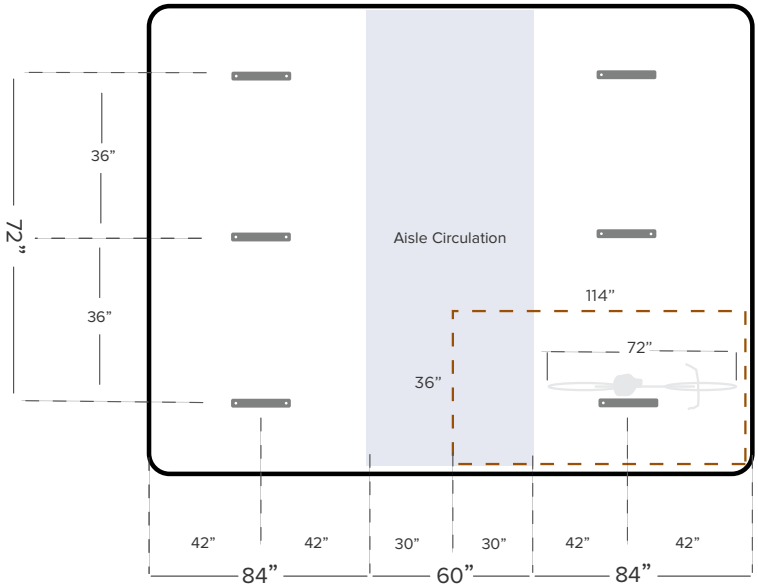
Graphics courtesy of Association of Pedestrian and Bicycle Professionals Essentials of Bike Parking report (2015).

SPACE REQUIREMENTS



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

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



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 I. Equity in SRTS Planning

When planning and implementing your SRTS programming, it is essential to design events and activities that are inclusive of students of all backgrounds and abilities. This appendix identifies potential obstacles to student participation and suggests creative outreach strategies, low-cost solutions, and flexible program additions that aim to:

- Reduce language and/or cultural barriers
- Engage students with disabilities
- Address personal safety concerns related to hate, harassment, and discrimination based on identity (race, ethnicity, language use, gender identity, sexual orientation, and other characteristics)
- Limit barriers related to school distance
- Mitigate the impact of any other unique challenges limiting a students ability to take part in a SRTS program

LANGUAGE AND/OR CULTURAL BARRIERS

To encourage families that do not speak English, are learning English, or are more comfortable conversing in another language to participate in SRTS programs, it is important to address any concerns and communicate how the program can benefit families. Hiring multilingual staff is the best way to communicate and form relationships with a diverse community.

Provide Materials in Multiple Languages

Some concepts change meaning unintentionally when translated literally, resulting in confusion. Also, words may have different meanings depending on different regional dialects.

- Ask families with native speakers to help communicate SRTS messages to others.
- Use images to supplement words so that handouts are easy to understand for all.

Use a Variety of Media

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

- Use a variety of mechanisms to communicate the benefits of walking and bicycling to caregivers.
- Have students perform to their caregivers, such as through a school play.
- Encourage youth-produced PSAs to educate caregivers on why walking, biking, and rolling are fun and healthy ways to get around.
- Provide emails, print materials, etc., in multiple languages.
- Use phone call/text trees, PTA meetings, or school events to reach caregivers.
- Work with staff members who speaks multiple languages to speak with caregivers at events.
- Employ staff from similar ethnic backgrounds to families at the school.
- Families increasingly use texting more than emails. Find out how families at the school communicate with each other and incorporate the methods they use in your messaging.

Meet People Where They Are

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

- Build partnerships with community groups, such as places of worship, food banks, public/affordable housing communities, and other groups, to reach those who might not be part of PTA 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.).

Host Caregiver Workshops

All caregivers want their children to be successful when it comes to school. Caregiver workshops are a good opportunity to work through any barriers and articulate how SRTS services and programs can help them be successful.

- Create simple ways for caregivers to get involved with SRTS and help put on events and activities with their children, who can often help navigate the situation.
- Hold a "Caregiver University," or workshops where concerns with SRTS programming can be voiced.
- Listen to and act on concerns and suggestions to build trust in the community.
- 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 caregivers who would like to volunteer may not be able to pass background checks.

Oftentimes, working adults have limited time to volunteer with their student's schools. The hours and benefits associated with many jobs can make it challenging 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 and Environmental Benefits

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

- Publicize to caregivers that walking, biking, and rolling to school provides great exercise and that it is fun, like an additional recess for students.
- Encourage caregivers to attend health fairs that highlight walking, biking, and rolling 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.

Address Clothing Choices

Some families might not have the resources to provide their student(s) with the proper clothing, outerwear, or footwear to make the walk or bike ride to school comfortable. There also may be a learning curve for knowing how to dress appropriately for different weather scenarios when a family moves from a different climate.

- Host a clothing drive or partner with local organizations that could provide necessary SRTS outfitting for those in need. This is especially important in winter—ensuring all students participating in SRTS have the necessary outerwear to stay warm in the colder months.
- Work with students who wear traditional cultural dress, religious head coverings, or select hairstyles who want to bike to school to make sure their bike is set up in a way that will not interfere with their clothing and that larger helmets or proper helmet fittings are provided.
- Include recommended layering strategies in SRTS communications and events to help students and families learn how to dress to be most comfortable, especially during the winter months.
- In the darker months, include education about the value of wearing bright clothing made with reflective materials or carrying reflective objects that make students walking or biking to/from school visible. Look for funding or groups willing to donate reflective pins for backpacks or coats, and/or bike reflectors. Safe Routes Utah provides some additional recommendations for dressing appropriately in winter months: https://saferoutes.utah.gov/winter-wear-for-walking-to-school/

STUDENTS WITH DISABILITIES

Some students may not be able to walk or bike to school, or for longer distances, because of mobility, auditory, physical-visual, cognitive-neurodiversity, or emotional behavior disabilities, but they still need to be included, welcomed, and accommodated in SRTS programs.

Look at Route and Program Improvements

- Invite students with disabilities to participate in school infrastructure audits to learn how to improve school access for all.
- Host focus groups or meetings with families that have a student or students with disabilities to gather feedback on how to make the SRTS routes or programs more inclusive of their specific disability.
- 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 caregivers of disabled students in the planning and implementation of these programs to better determine the needs of students with disabilities.

Normalize All Students Having Access to SRTS Programs

- 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.
- Talk about the differences in access to SRTS programs between students with and without disabilities to normalize the different ways that students can be considered pedestrians or bicyclists. There is no “one size fits all” definition.
- Work with local bike programs/shops to access adaptive bikes for students with disabilities that inhibit their mobility to make sure any student can bike to school if they would like to.

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, or an individual’s ability to go about their everyday life free from the threat or fear of psychological, emotional, or physical harm from others, can feel limited by concerns about hate and harassment, resulting in a significant barrier to walking and bicycling. These attacks on personal safety are often a result of differences in identity, including race, ethnicity, language use, gender identity, sexual orientation, and other identity characteristics.

Concerns about other criminal activity in the area, such as violence, dogs, drug use, and other deterrents can take precedence over SRTS activities in some communities. Higher-crime neighborhoods may also lack spaces like sidewalks or other facilities that offer highly visible, safe access for walking, biking, and rolling to school. This is a further deterrent for walking or biking to school.

Creating Safer Routes

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 caregivers to voice concerns to start the conversation about making improvements. Listen to their concerns, help caregivers prioritize, and connect them with the responsible agency to address the concerns.
- Encourage staff or caregiver 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 caregiver 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, cultural events, 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 caregivers confidence that their issues can be addressed.

Neighborhood Watch Programs

Establishing community-led safety efforts, safety ambassadors, and safety zones can involve the community in addressing personal safety concerns as supervision reduces the risk of bullying, crime, and other unsafe behavior. It is important to remember that while police officers have historically been involved in these roles, increased police presence does not invoke the same feeling of safety for all communities, and may actually deter walking, biking, and rolling.

- Set up safety ambassadors (recruited and paid caregivers, youth, or community members) to roam areas of concern. Make sure these ambassadors match the diversity of students at the school so students have leaders that are similar to themselves to look up to. Safe Passages or Corner Greeter programs station caregiver 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 ambassadors.
- Provide walkie-talkies to allow caregivers to radio for help if they are confronting a situation they are not able to resolve.
- Work to identify "safe places" like a home along the route where children can go to in 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 associated with 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 https://sparetheairyouth.org/. More information about organizing a Walking School Bus or Bike Train is available online at https://sparetheairyouth.org/program-resources/events/walking-school-buses-bike-trains.

Sponsor Neighborhood Beautification Projects

Work with community members to identify what they want their neighborhood to look like, and determine what types of identity-building beautification projects could benefit them. Sustaining clean, community-maintained neighborhoods 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 safety issues that might be present on the route to school. Caregivers may not want students to walk or bike if they are not confident in their child's ability to handle certain difficult situations.

Safety Information for Students

- Use time at school, such as during recess, PE, or no-cost after school programs, to teach students how to bike and walk safely.
- Utilize either existing curricula or bring in volunteer instructors from local advocacy groups and non-profit organizations.
- Teach students what to do in the event of an emergency and where to report suspicious activity or bullying. Look to community responders that do not get the police involved immediately to avoid escalating situations that could be handled with the right people/groups stepping in. https://dontcallthepolice.com/minneapolis/ provides a list of non-police emergency response groups in Minnesota that can be utilized for different types of emergencies.

- Providing 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 for teaching new skills in the street.

Safety Information for Caregivers

- 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. Create a series of maps in multiple languages and a map that uses primarily colors and symbols to provide legibility for students or family members who are unable to read. These maps could also incorporate tips for getting to school safely, share what to do in emergency situations, and mark safe places to go along the route should an emergency situation arise.
- 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 city planners and local property owners to improve the route.
- Provide flyers for caregivers about how to find other families or groups to commute with or what to do in the event of an emergency to educate themselves and their children. Reference https://dontcallthepolice.com/minneapolis/ for a list of non-police emergency response groups that can be contacted for different types of emergencies.
- Offer pedestrian safety training walks. Make these fun and interactive and address caregivers' safety concerns as well as provide tips for them to teach their children to be safe while walking.

Resources

- SRTS National Partnership's Implementing SRTS 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 or experience housing instability that leads to consistently changing routes, making walking or biking to school seem impossible. 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 caregivers 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 points and walk with students at a designated time to ensure they arrive to school safely and on time.
- Remote drop-off sites can be places such as underutilized parking lots at churches or grocery stores that give permission for their property to be used for this program.
- Identify potential remote drop-off 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 in groups to walk to a centrally located bus stop, which may translate into fewer needed bus stops since more students will be boarding at each stop.

Frequent Walker Programs

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

Additional Resources

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

Appendix J. Maintenance Planning

ANNUAL MAINTENANCE

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

SEASONAL PLANNING AND MAINTENANCE

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

In the winter, snow removal and maintenance of school routes should be prioritized since clear pathways are 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 often 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.

While it is important to prioritize maintenance, additional planning should be employed to create new opportunities to encourage students to spend more time outside 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, proper lighting, and providing infrastructure that supports desired winter activities.

Lighting is important year-round, but becomes increasingly important in the darker months of winter for creating more inviting winterscapes for pedestrians and bicyclists. Lighting can induce 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

Safe Routes Partnership - Let It Snow: Ways to Help Walking in the Winter Months
https://www.saferoutespartnership.org/blog/let-it-snow-ways-help-walking-winter-months

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