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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  

Pedestrian and Bicycle Information Center  

National Center for Safe Routes to School  

Safe Routes to School Policy Guide  

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

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

Bike Train Planning Guide  
[http://guide.saferoutesinfo.org/walking_school_bus/bicycle_trains.cfm](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](http://apps.saferoutesinfo.org/training/walking_school_bus/liabilitytipsheet.pdf)

Tactical Urbanism and Safe Routes to 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/mnsafersroutes/training/planning/index.html](http://www.dot.state.mn.us/mnsafersroutes/training/planning/index.html)

MnSRTS Guide to Getting Started  
[http://www.dot.state.mn.us/mnsafersroutes/about/getting_started.html](http://www.dot.state.mn.us/mnsafersroutes/about/getting_started.html)

MnDOT Safe Routes to School Resource Website  
[http://www.mnsafersoutestoschool.org](http://www.mnsafersoutestoschool.org)

Minnesota Safe Routes to School Facebook page  
[https://www.facebook.com/MinnesotaSafeRoutesToSchool](https://www.facebook.com/MinnesotaSafeRoutesToSchool)

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

School Siting and School Site Design  
[http://www.dot.state.mn.us/mnsafersroutes/planning/school_siting.html](http://www.dot.state.mn.us/mnsafersroutes/planning/school_siting.html)

**LOCAL RESOURCES**

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

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

Leah Sams  
Career Technical Education Coordinator  
St. Cloud Area School District 742  
leah.sams@isd742.org
Appendix B. SRTS Facts for School Communication

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

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

TRAFFIC: COSTS, CONGESTION, AND SAFETY

- In 1969, half of all US schoolchildren walked or biked to school; by 2009, that number had dropped to just 13 percent.

- In the United States, 31 percent of children in grades K–8 live within one mile of school; 38 percent of these children walk or bike to school. You can travel one mile in about 20 minutes by foot or six minutes by bicycle.

- In 2009, school travel by private family vehicle for students in grades K through 12 accounted for 10 to 14 percent of all automobile trips made during the morning peak travel and two to three percent of the total annual trips made by family vehicle in the United States.

- Among parents who drove their children to school, approximately 40 percent returned home immediately after dropping their children at school. If more children walked or bicycled to school, it would reduce the number of cars near the school at pick-up and drop-off times, making it safer for walkers and bicyclists through reduced traffic congestion and improved air quality.

- Over the past few decades, many school districts have moved away from smaller, centrally located schools and have instead built schools on the edge of communities where land costs are lower and acreage has been more available. As a result, the percentage of students in grades K through 8 who live less than one mile from school has declined from 41 percent in 1969 to 31 percent in 2009.

- Personal vehicles taking students to school accounted for 10 to 14 percent of all personal vehicle trips made during the morning peak commute times. Walking, bicycling, and carpooling to school reduces the numbers of cars dropping students off, reducing traffic safety conflicts with other students and creates a positive cycle—as the community sees more people walking and biking, more people feel comfortable walking and bicycling.

- Conservatively assuming that five percent of today’s school busing costs are for hazard busing, making it safe for those children to walk or bicycle instead could save approximately $1 billion per year in busing costs.

- In 2009, American families drove 30 billion miles and made 6.5 billion vehicle trips to take their children to and from schools, representing 10-14 percent of traffic on the road during the morning commute.

- Reducing the miles parents drive to school by just one percent would reduce 300 million miles of vehicle travel and save an estimated $50 million in fuel costs each year.

- Did you know that as more people bicycle and walk, biking and walking crash rates decrease? This is also known as the ‘safety in numbers’ principle. As more families walk and bike to school, streets and school zones become safer for everyone.
HEALTH: PHYSICAL ACTIVITY AND OBESITY

• The U.S. Department of Health and Human Services recommends that children do one hour or more of physical activity each day. Walking just one mile each way to and from school would meet two-thirds of this goal.

• Studies have found that children who get regular physical activity benefit from healthy hearts, lungs, bones, and muscles; reduced risk of developing obesity and chronic diseases; and reduced feelings of depression and anxiety. Teachers also report that students who walk or bike to school arrive at school alert and “ready to learn.”

• Researchers have found that people who start to include walking and biking at part of everyday life (such as the school commute trip) are more successful at sticking with their increased physical activity in the long term than people who join a gym.

• One recent study showed that children who joined a “walking school bus” ended up getting more physical activity than their peers. In fact, 65 percent of obese students who participated in the walking program were no longer obese at the end of the school year.

• Childhood obesity has increased among children ages six to 11 from four percent in 1969 to 19.6 percent in 2007. Now 23 million children and teens—nearly one-third of all young people in the U.S.—are overweight or obese.

• The 2010 Shape of the Nation report from the National Association for Sport and Physical Education found that, nationwide, less than one-third of all children ages six to 17 participate in physical activity for at least 20 minutes that made the child sweat and breathe hard.

• Children aren’t exercising enough and 78 percent of children aren’t getting the 30 to 60 minutes a day of regular exercise plus 20 minutes of more vigorous exercise that doctors recommend.

• Children are increasingly overweight. Twenty percent of children and 33 percent of teens are overweight or at risk of becoming overweight. This is a 50 percent to 100 percent increase from 10 years ago.

• According to a Spanish study of 1,700 boys and girls aged between 13 and 18 years, cognitive performance of adolescent girls who walk to school is better than that of girls who travel by bus or car. Moreover, cognitive performance is also better in girls who take more than 15 minutes than in those who live closer and have a shorter walk to school.

• One hundred calories can power a cyclist for three miles, but it would only power a car 280 feet. If you have a bowl of oatmeal with banana and milk for breakfast, you could bike more than nine miles. How far is the trip to school from your house?

• A 2004 study in the American Journal of Preventive Medicine found that, for every hour people spend in their cars, they are six percent more likely to be obese.

• Because of the health benefits, the cost of walking is actually negative.

• Childhood obesity rates have more than tripled in the past 30 years, while the number of children walking and biking to school has declined. According to the 2009 National Household Travel Survey, 13 percent of students between the ages of five and 14 walked or biked to or from school, compared to 48 percent in 1969.
ENVIRONMENT: AIR QUALITY, CLIMATE CHANGE AND RESOURCE USE

- Did you know? When you walk, bike, or carpool, you’re reducing auto emissions near schools. Students and adults with asthma are particularly sensitive to poor air quality. Approximately 5 million students in the U.S. suffer from asthma, and nearly 13 million school days per year are lost due to asthma-related illnesses.

- Did you know that modern cars don’t need to idle? In fact, idling near schools exposes children and vehicle occupants to air pollution (including particulates and noxious emissions), wastes fuel and money, and increases unnecessary wear and tear on car engines. If you are waiting in your car for your child, please don’t idle – you’ll be doing your part to keep young lungs healthy!

- Families that walk two miles a day instead of driving will, in one year, prevent 730 pounds of carbon dioxide from entering the atmosphere.

- The United States moved into the 21st century with less than 30 percent of its original oil supply remaining.

- Americans drive more than 2 trillion vehicle miles per year.

- Short motor-vehicle trips contribute significant amounts of air pollution because they typically occur while an engine’s pollution control system is cold and ineffective. Thus, shifting 1 percent of short automobile trips to walking or biking decreases emissions by 2 to 4 percent.

- There is more pollution inside a stationary car on a congested road than outside on the pavement.

- The transportation sector is the second largest source of CO2 emissions in the U.S. Automobiles and light-duty trucks account for almost two-thirds of emissions from the transportation sector. Emissions have steadily grown since 1990.

- In a year, a typical North American car will add close to five tons of CO2 into the atmosphere. Cars account for an estimated 15 percent to 25 percent of U.S. CO2 emissions.

- Transportation is the largest single source of air pollution in the United States. In 2006 it created over half of the carbon monoxide, over a third of the nitrogen oxides, and almost a quarter of the hydrocarbons in our atmosphere.

- Disposal of used motor oil sends more oil into the water each year than even the largest tanker spill.

- Going by bus instead of car cuts nitrogen oxide pollution by 25 percent, carbon monoxide by 80 percent and hydrocarbons by 90 percent per passenger mile.

- Eight bicycles can be parked in the space required for just one car.
Appendix C. Planning Process

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

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

PROJECT SCHEDULE

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

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

Spring 2019: Draft strategies and action steps

Summer 2019: Draft and final SRTS Plan

DATA COLLECTION

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

- **Student Travel Tallies**: Student hand tallies were conducted on three consecutive midweek days and collected information about how students traveled to school and how they planned to travel home in the afternoon. Results can be found in Appendix F.

- **Parent/Caregiver Survey**: Surveys collected information from parents and caregivers about habits and barriers related to walking and biking to Madison Elementary. Results can be found in Appendix E.

- **Administrative Survey**: School administrators completed a school environment and policy assessment to identify policies, practices, and infrastructure that promotes or discourages walking and biking to school. Results can be found in Appendix G.

- **School Zone Hazard Observational Assessment**: Members of the St. Cloud SRTS Team observed arrival and dismissal in fall 2018 and identified critical safety and behavioral issues in the area immediately surrounding school such as distracted driving, illegal parking/pickup, and unsafe crossing behavior. Results can be found in Appendix H.

- **Interactive Online Map**: An interactive online map allowed students, parents, and community stakeholders to identify destinations, routes, and barriers for walking and biking.

- **Family Engagement**: Project staff spoke with more than 250 people during pop-up engagement at family conferences and family BINGO night. Staff shared information about SRTS in St. Cloud and gathered input on routes, issues, and opportunities.

- **Student Engagement**: Members of the project team met with students at each participating school including members of student leadership groups, students who currently walk or bike, and others as identified by school faculty to discuss their experiences, identify routes and barriers, and brainstorm opportunities for improvement.
RAPID PLANNING WORKSHOP

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

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

Building breakout sessions included:

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

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

DISTRICT WORK GROUP

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

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

- **December 2018:** Introduce SRTS and the planning process; share results and key trends from initial data collection and the Rapid Planning Workshop; discuss existing programs and policies, challenges, and opportunities; develop a vision and brainstorm overarching goals for the District plan.

- **February 2019:** Share preliminary draft goals and strategies; discuss and refine draft strategies; identify potential priority strategies; brainstorm action items and partners for implementation.

- **April 2019:** Share draft action plan; discuss and refine draft strategies and implementation steps; identify potential strategy leads and partners.

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

The following is a summary of existing conditions in the area of Madison Elementary.

SCHOOL CONTEXT

Basic Information
Principal: Kate Flynn
Grades: PK - 5
Arrival time: 7:30 a.m.
Dismissal time: 2:00 p.m.

Student Locations and School Enrollment Boundary

The maps below show the locations of students attending Madison Elementary during the 2018-2019 school year. The first map shows students in the neighborhoods immediately surrounding Madison. The second map shows students in and around St. Cloud.

School/Campus Layout

Madison Elementary is located in the Pantown neighborhood in the northern portion of St. Cloud. It’s two blocks south of 12th St N, which is a common east-west collector street and a connection to Highway 15. The school shares a city block with Pantown Park, which provides a wading pool, playground, and hockey rink in the winter to the neighborhood. The streets running along the perimeter of the school are relatively low volume, although the school community expressed concern over the volume of traffic on 10th St N during arrival and dismissal.
land use surrounding school is almost exclusively low density residential housing, which is where many Madison students and families live.

Infrastructure for Walking and Biking

Sidewalks are present along 10th St N and 9th St N. There is no sidewalk along Pantown Park on the east side of 30th Ave N, although there is one on the opposite side of the street. On the streets connecting to Madison, sidewalks are not always present. Often they are one side of the street but not the other, or absent all together. Crosswalks on nearby streets are present, although their type isn’t always consistent. Occasionally they are painted in the zebra or continental fashion. Others are painted as the standard double line crosswalks. 10th St N is signed as a bike route, but has no separated facilities or bike lanes. The street also serves Metro Bus Route 4.

There are several roadways near Madison that are less comfortable for people walking and biking to travel along and across due to high traffic speeds and volumes, long crossing distances, driver yielding behavior/turning conflicts, and lack of comfortable and accessible walking and biking infrastructure. These include 12th St N, 33rd Ave N, 8th St N, and 25th Ave N.

Pedestrian and Bicycle-Involved Crashes

The map below show crashes involving people walking or biking within one mile of Madison between 2006 and 2015. Crashes shown in bright red (A) resulted in an incapacitating injury. Crashes shown in gray (N,C, or B by MnDOT) resulted in non-incapacitating injury, no injury, or property damage only. This map does not show near misses or crashes that went unreported.
SCHOOL TRAVEL PATTERNS

Student Hand Tally

According to the student hand tally, the most common way for students to travel to and from school is by taking the school bus (approximately 65 percent) followed by parent vehicle (28 percent), walking (3 percent), biking (1 percent), carpool (2 percent), and other (1 percent). Percents are an approximate average of arrival and dismissal modes over three days in the fall of 2018, and may not total 100 percent due to rounding.

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

Parent Survey Summary

Ninety seven surveys were returned from parents and caregivers of Madison students. Thirty-four percent of respondents estimated they lived greater than two miles from Madison, while ten percent estimated living under a half mile from school. Most families said their child primarily takes the schools bus. The most common reasons families do not allow their child to walk or bike to school are distance, the safety of intersections and crossings, and speed of traffic along the route to school.

Detailed results from the parent survey can be found in Appendix E.
Appendix E. Parent/Caregiver Survey

The following shows a summary of results of a survey sent home to parents and caregivers of children attending Madison Elementary. The graphics and charts summarize responses to questions designed by the National Safe Routes to School Data Collection System.

Parent Survey Report: One School in One Data Collection Period

**School Name:** Madison Elementary School  
**Set ID:** 17798  
**School Group:** St. Cloud  
**Month and Year Collected:** October 2018  
**School Enrollment:** 0  
**Date Report Generated:** 11/21/2018  
**% Range of Students Involved in SRTS:** Don't Know  
**Number of Questionnaires Distributed:** 0  
**Tags:** End-of-year evaluation  
**Number of Questionnaires Analyzed for Report:** 97

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

Sex of children for parents that provided information

![Sex of children for parents that provided information chart](chart_image)
Grade levels of children represented in survey

<table>
<thead>
<tr>
<th>Grade in School</th>
<th>Responses per grade</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>23</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>17</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>16%</td>
<td></td>
</tr>
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</table>

No response: 1
Percentages may not total 100% due to rounding.
Parent estimate of distance from child’s home to school

<table>
<thead>
<tr>
<th>Distance between home and school</th>
<th>Number of children</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>18</td>
<td>22%</td>
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<tr>
<td>1 mile up to 2 miles</td>
<td>22</td>
<td>27%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>28</td>
<td>34%</td>
</tr>
</tbody>
</table>

Don’t know or No response: 14

Percentages may not total 100% due to rounding.
Typical mode of arrival at and departure from school

<table>
<thead>
<tr>
<th>Time of Trip</th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>96</td>
<td>3%</td>
<td>0%</td>
<td>67%</td>
<td>28%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Afternoon</td>
<td>94</td>
<td>2%</td>
<td>0%</td>
<td>70%</td>
<td>26%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

No Response Morning: 1
No Response Afternoon: 3
Percentages may not total 100% due to rounding.
Typical mode of school arrival and departure by distance child lives from school

- **Morning**
- **Afternoon**
Typical mode of school arrival and departure by distance child lives from school

### School Arrival

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number within Distance</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>7</td>
<td>29%</td>
<td>0%</td>
<td>43%</td>
<td>29%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<td>1/4 mile up to 1/2 mile</td>
<td>8</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>0%</td>
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<td>0%</td>
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<tr>
<td>1/2 mile up to 1 mile</td>
<td>18</td>
<td>6%</td>
<td>0%</td>
<td>67%</td>
<td>28%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>22</td>
<td>0%</td>
<td>0%</td>
<td>68%</td>
<td>27%</td>
<td>5%</td>
<td>0%</td>
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</tr>
<tr>
<td>More than 2 miles</td>
<td>27</td>
<td>0%</td>
<td>0%</td>
<td>70%</td>
<td>26%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
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</table>

Don't know or No response: 15
Percentages may not total 100% due to rounding.

### School Departure

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number within Distance</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
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<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>7</td>
<td>14%</td>
<td>0%</td>
<td>71%</td>
<td>14%</td>
<td>0%</td>
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<td>0%</td>
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<td>1/4 mile up to 1/2 mile</td>
<td>6</td>
<td>0%</td>
<td>0%</td>
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<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>17</td>
<td>6%</td>
<td>0%</td>
<td>65%</td>
<td>29%</td>
<td>0%</td>
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<td>0%</td>
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<td>1 mile up to 2 miles</td>
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<td>0%</td>
<td>0%</td>
<td>73%</td>
<td>23%</td>
<td>5%</td>
<td>0%</td>
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<tr>
<td>More than 2 miles</td>
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<td>0%</td>
<td>75%</td>
<td>21%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
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Don't know or No response: 17
Percentages may not total 100% due to rounding.
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

<table>
<thead>
<tr>
<th>Asked Permission?</th>
<th>Number of Children</th>
<th>Less than 1/4 mile</th>
<th>1/4 mile up to 1/2 mile</th>
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<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>43%</td>
<td>38%</td>
<td>17%</td>
<td>9%</td>
<td>4%</td>
</tr>
<tr>
<td>No</td>
<td>71</td>
<td>57%</td>
<td>63%</td>
<td>83%</td>
<td>91%</td>
<td>96%</td>
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</table>

Don’t know or No response: 14
Percentages may not total 100% due to rounding.
Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school

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

<table>
<thead>
<tr>
<th>Issue</th>
<th>Child does not walk/bike to school</th>
<th>Child walks/bikes to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>74%</td>
<td>67%</td>
</tr>
<tr>
<td>Safety of Intersections and Crossings</td>
<td>70%</td>
<td>67%</td>
</tr>
<tr>
<td>Speed of Traffic Along Route</td>
<td>68%</td>
<td>67%</td>
</tr>
<tr>
<td>Amount of Traffic Along Route</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>Weather or climate</td>
<td>67%</td>
<td>100%</td>
</tr>
<tr>
<td>Violence or Crime</td>
<td>55%</td>
<td>67%</td>
</tr>
<tr>
<td>Time</td>
<td>45%</td>
<td>67%</td>
</tr>
<tr>
<td>Adults to Bike/Walk With</td>
<td>40%</td>
<td>67%</td>
</tr>
<tr>
<td>Convenience of Driving</td>
<td>38%</td>
<td>67%</td>
</tr>
<tr>
<td>Sidewalks or Pathways</td>
<td>37%</td>
<td>67%</td>
</tr>
<tr>
<td>Child's Participation in After School Programs</td>
<td>36%</td>
<td>67%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>34%</td>
<td>67%</td>
</tr>
</tbody>
</table>

| Number of Respondents per Category   | 87                                | 3                          |

No response: 7

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

Parents' opinions about how much fun walking and biking to/from school is for their child
Parents' opinions about how healthy walking and biking to/from school is for their child
<table>
<thead>
<tr>
<th>SurveyID</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1631500</td>
<td>Number 10 and 11 I based solely on distance. We’re in St. Augusta and I’d never make my 8 year old travel by bike that far.</td>
</tr>
<tr>
<td>1631546</td>
<td>it is better to ride the bus because of safety.</td>
</tr>
<tr>
<td>1631566</td>
<td>I am more happy if they ride bus because of safety. Thank you.</td>
</tr>
<tr>
<td>1631570</td>
<td>I am really happy that my child is learning at Madison school. And I promise that my child will be at Madison until 5th grade.</td>
</tr>
<tr>
<td>1631578</td>
<td>Honestly we do not trust the city of St. Cloud for our children to walk to school. Due to high crime, violence, and traffic accidents we have been personally affected by. We won't allow our kids to walk in this city alone anywhere. I would like to add that if the bus is going to be late in dropping my kids off that parents need to be contacted. There has been a few times my child was to be home by 2:20pm and didn't arrive until 3:50pm. And no one had info about it. This cannot happen.</td>
</tr>
<tr>
<td>1631589</td>
<td>He is still very young.</td>
</tr>
<tr>
<td>1631600</td>
<td>I am grateful that my child is studying in a special school and I want my child to continue to study in the classroom as a whole.</td>
</tr>
<tr>
<td>1631608</td>
<td>But she is still young.</td>
</tr>
<tr>
<td>1631615</td>
<td>I encourage my child to be protected.</td>
</tr>
<tr>
<td>1631624</td>
<td>We live too far away from the school. The circumstances to allow our children to bike will not change.</td>
</tr>
<tr>
<td>1631636</td>
<td>12th Ave. and 12th Street are very busy. The intersection both before and after school even with the light and crossing guard I've seen many close calls with cars not watching as they turn.</td>
</tr>
<tr>
<td>1631319</td>
<td>There’s heavy traffic and a railroad between home and school. Would consider walk/bike if lived closer or without these barriers and went to a different school. Also live in a neighborhood with halfway houses post-jail/homeless and/or sex offenders.</td>
</tr>
<tr>
<td>1631358</td>
<td>She is scared. Pedophiles everywhere. -30 degrees child should not have to walk. My child should never walk there as sex pedophiles are everywhere. Not safe at all. Also MN winters at -30 degrees. Make the teachers walk, not the kids at the age of 5 years old. Unacceptable period. Needs bus ASAP.</td>
</tr>
<tr>
<td>1631362</td>
<td>I don't let my kid stand at the bus stop alone. I will not let him ride a bike to school. Too many sex offenders in this town.</td>
</tr>
<tr>
<td>1631383</td>
<td>We live an hour away from our child’s school.</td>
</tr>
<tr>
<td>1631393</td>
<td>We live more than 4 miles and there is a highway along the way, too dangerous.</td>
</tr>
<tr>
<td>1631396</td>
<td>We live in a different district than Madison and cannot let children walk or ride too far.</td>
</tr>
<tr>
<td>1631416</td>
<td>We live too far and across too many major intersections for walking and biking to be an option.</td>
</tr>
<tr>
<td>ID</td>
<td>Comment</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1631429</td>
<td>There is a bad intersection by North Jr. High where motorists don't</td>
</tr>
<tr>
<td></td>
<td>make safe choices when turning and I don't feel like my children are</td>
</tr>
<tr>
<td></td>
<td>safe, even if they follow the rules.</td>
</tr>
<tr>
<td>1631446</td>
<td>With school starting at 7:30am, bus pick up at 7am, it is way too</td>
</tr>
<tr>
<td></td>
<td>dark outside in the morning for my child to bike safely that early in</td>
</tr>
<tr>
<td></td>
<td>the morning.</td>
</tr>
<tr>
<td>1631461</td>
<td>My daughter is 5. I don't want her walking until she is 14 years old.</td>
</tr>
<tr>
<td></td>
<td>I just don't want anything to happen to her.</td>
</tr>
<tr>
<td>1631472</td>
<td>Mainly worried for child's safety. If someone walked with my child I</td>
</tr>
<tr>
<td></td>
<td>would be a lot more comfortable with it. Maybe if we lived close to</td>
</tr>
<tr>
<td></td>
<td>his school when he is in high school.</td>
</tr>
<tr>
<td>1631488</td>
<td>Distance</td>
</tr>
</tbody>
</table>
Appendix F. Student Hand Tally

The following pages show a summary of a hand tally of student transportation behavior at Madison Elementary. In the fall of 2018, students were asked how they traveled to and from school on a number of midweek school days. This report is a direct export from the National Safe Routes to School Data Collection System, which processed the tallies and generated this report.

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

- **School Name:** Madison Elementary School
- **School Group:** St. Cloud
- **School Enrollment:** 0
- **% of Students reached by SRTS activities:**
- **Number of Classrooms Included in Report:** 5

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

### Morning and Afternoon Travel Mode Comparison

<table>
<thead>
<tr>
<th>Mode</th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Bike</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School Bus</td>
<td>66</td>
<td>65</td>
</tr>
<tr>
<td>Family Vehicle</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Carpool</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Transit</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.
### Morning and Afternoon Travel Mode Comparison by Day

#### Tuesday AM
- **Walk**: 3%
- **Bike**: 1.0%
- **School Bus**: 65%
- **Family Vehicle**: 30%
- **Carpool**: 1.0%
- **Transit**: 0%
- **Other**: 0%

#### Tuesday PM
- **Walk**: 2%
- **Bike**: 1.0%
- **School Bus**: 68%
- **Family Vehicle**: 21%
- **Carpool**: 3%
- **Transit**: 0%
- **Other**: 5%

#### Wednesday AM
- **Walk**: 3%
- **Bike**: 1%
- **School Bus**: 66%
- **Family Vehicle**: 30%
- **Carpool**: 1.0%
- **Transit**: 0%
- **Other**: 0%

#### Wednesday PM
- **Walk**: 3%
- **Bike**: 0%
- **School Bus**: 66%
- **Family Vehicle**: 30%
- **Carpool**: 1.0%
- **Transit**: 0%
- **Other**: 0%

#### Thursday AM
- **Walk**: 3%
- **Bike**: 1%
- **School Bus**: 69%
- **Family Vehicle**: 25%
- **Carpool**: 2%
- **Transit**: 0%
- **Other**: 0%

#### Thursday PM
- **Walk**: 3%
- **Bike**: 0.9%
- **School Bus**: 61%
- **Family Vehicle**: 32%
- **Carpool**: 3%
- **Transit**: 0%
- **Other**: 0%

Percentages may not total 100% due to rounding.
Travel Mode by Weather Conditions

<table>
<thead>
<tr>
<th>Weather Condition</th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunny</td>
<td>208</td>
<td>3%</td>
<td>0.5%</td>
<td>78%</td>
<td>15%</td>
<td>1%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Rainy</td>
<td>194</td>
<td>3%</td>
<td>1%</td>
<td>63%</td>
<td>30%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Overcast</td>
<td>60</td>
<td>2%</td>
<td>3%</td>
<td>67%</td>
<td>28%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Snow</td>
<td>168</td>
<td>3%</td>
<td>0%</td>
<td>53%</td>
<td>42%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.
App. G. Environment & Policy Assessment

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

Name of person filling out assessment
Chad Emery
Phone Number
(320) 894-5744
Email Address
chad.emery@isd742.org

How does your school or district wellness policy address walking and biking?
Walking and biking are not addressed

How does your school or district transportation policy address walking and biking?
Walking and biking are not addressed

Does your school or district collaborate with local law enforcement on enforcing speed limits or other traffic laws in the school zone?
Yes

Does your school or district have a plan for evaluating Safe Routes to School efforts?
No

Does your school have or participate in walking and biking events or programs such as Walk to School Day or Walking School Buses?
No

Does your school have or participate in walking and biking skills and safety training or curriculum?
No

How many designated and separated points of entry (e.g., sidewalk, trail, or intersection connection) onto the school property are accessible to walkers or bikers?
3 or more

Is the bus loading/unloading area separated from parent pick-up and drop-off?
Yes

Does your school have a written arrival and dismissal policy that addresses the needs and safety of students walking and biking, such as providing staggered dismissal times or separated physical arrival/dismissal spaces for students walking and biking?
Yes, policy addresses needs and safety of students walking and biking, and it is communicated to parents via school's communications channels (e.g., school website, email, flyers, etc.)

What speed limits are posted within your school zone? Do not include signs that lower speed limits only when students are present.
All speed limits 30 mph or less

Are there signs in your school zone that lower the speed limit to less than 30 mph when students are present?
Yes

Do the streets in your school zone have sidewalks, paths, and/or protected walkways?
Yes, present throughout with no gaps

Are sidewalks and trails in your school zone maintained in safe condition in winter (e.g., cleared of snow and ice to allow students walking and biking to safely navigate them)?
Yes, in some areas

What is the condition of the sidewalks in your school zone? (Best guesses are okay).
Acceptable (some (25-50%) cracked, buckled or missing sections)

How clear of obstacles (garbage bins, signs, utility poles, overgrown plants, trees, etc.) are the sidewalks in your school zone?
Few or no obstacles

Do the streets in your school zone have dedicated bicycle lanes, trails, and/or off street paths?
No

Does your school have a designated walking route in the school zone? If yes, consider this route when answering the following questions
No

Are marked crosswalks present in your school zone?
No

Are pedestrian crossing signals or 'countdown' pedestrian crossing signals present at traffic signals in your school zone?
No

Are adult crossing guards with safety vests and STOP paddles or flags present within the school zone?
Yes, at some crossings (or within designated route)

Is student school patrol present within the school zone?
No
The following pages show results from the School Zone Hazard Observation Tool. The assessment was completed in the fall of 2018 and documents hazardous behaviors by people driving, walking, and biking in the area surrounding school. More details related to the locations of observations can be found by contacting the local contacts listed in Appendix A.

### School Zone Hazard Analysis Tool - Madison Elementary Fall 2018 - Location: AM Parent Drop off Lot Exit

Instructions: Use this tool for analysis after completing a School Zone Hazard Observation. Add up all the tally marks in each column of the School Zone Hazard Observational Assessment and enter the totals below in the blue cells. The white cells will automatically calculate the percentage of people engaging in each unsafe behavior by mode. If you observed multiple locations, do the analysis for each location separately.

<table>
<thead>
<tr>
<th></th>
<th>Total Drivers</th>
<th>Distracted (e.g. using phone, texting, eating, etc.)</th>
<th>Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)</th>
<th>Stopping outside of designated space</th>
<th>Does not yield to pedestrian</th>
<th>Other: Total Unsafe Behaviors Observed by Drivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(auto calculates)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Pedestrians</th>
<th>Using phone</th>
<th>Wearing headphones or earpiece</th>
<th>Unsafe crossing behavior</th>
<th>Other: Total Unsafe Behaviors Observed by Pedestrians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Percentage</td>
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<td></td>
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<td></td>
<td>0</td>
</tr>
<tr>
<td>(auto calculates)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Bicyclists</th>
<th>Using phone</th>
<th>Wearing headphones or earpiece</th>
<th>Not biking in designated area or correct side of road</th>
<th>Not wearing helmet</th>
<th>Other: Total Unsafe Behaviors Observed by Bicyclists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Percentage</td>
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<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>(auto calculates)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Total Drivers</td>
<td>Distracted (e.g. using phone, texting, eating, etc.)</td>
<td>Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)</td>
<td>Stopping outside of designated space</td>
<td>Does not yield to pedestrian</td>
<td>Other:</td>
<td>Total Unsafe Behaviors Observed by Drivers</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>---------------------------------</td>
<td>--------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Number</td>
<td>9</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Percentage</td>
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<td>0%</td>
<td>11%</td>
<td>11%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Pedestrians</th>
<th>Using phone</th>
<th>Wearing headphones or earpiece</th>
<th>Unsafe crossing behavior</th>
<th>Other:</th>
<th>Other:</th>
<th>Total Unsafe Behaviors Observed by Pedestrians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
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<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Bicyclists</th>
<th>Using phone</th>
<th>Wearing headphones or earpiece</th>
<th>Not biking in designated area or correct side of road</th>
<th>Not wearing helmet</th>
<th>Other:</th>
<th>Total Unsafe Behaviors Observed by Bicyclists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>
## School Zone Hazard Analysis Tool - Madison Elementary Fall 2018 - Location: AM Staff Parking Lot

<table>
<thead>
<tr>
<th>Total Drivers</th>
<th>Distracted (e.g., using phone, texting, eating, etc.)</th>
<th>Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)</th>
<th>Stopping outside of designated space</th>
<th>Does not yield to pedestrian</th>
<th>Other: Total Unsafe Behaviors Observed by Drivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>72</td>
<td>13</td>
<td>11</td>
<td>15</td>
<td>39</td>
</tr>
<tr>
<td>Percentage (auto calculates)</td>
<td></td>
<td>18%</td>
<td>15%</td>
<td>21%</td>
<td>0% 0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Pedestrians</th>
<th>Using phone</th>
<th>Wearing headphones or earpiece</th>
<th>Unsafe crossing behavior</th>
<th>Other:</th>
<th>Other: Total Unsafe Behaviors Observed by Pedestrians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage (auto calculates)</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td></td>
<td>0% 0% 0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Bicyclists</th>
<th>Using phone</th>
<th>Wearing headphones or earpiece</th>
<th>Not biking in designated area or correct side of road</th>
<th>Not wearing helmet</th>
<th>Other: Total Unsafe Behaviors Observed by Bicyclists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage (auto calculates)</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0% 0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total Drivers</td>
<td>Distracted (e.g. using phone, texting, eating, etc.)</td>
<td>Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)</td>
<td>Stopping outside of designated space</td>
<td>Does not yield to pedestrian</td>
<td>Other: Total Unsafe Behaviors Observed by Drivers</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Number</td>
<td>13</td>
<td>13</td>
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<td>13</td>
</tr>
<tr>
<td>Percentage (auto calculates)</td>
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<td>100%</td>
<td>0%</td>
<td>0%</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Pedestrians</th>
<th>Using phone</th>
<th>Wearing headphones or earpiece</th>
<th>Unsafe crossing behavior</th>
<th>Other: Total Unsafe Behaviors Observed by Pedestrians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>2</td>
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<td>2</td>
</tr>
<tr>
<td>Percentage (auto calculates)</td>
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<td>0%</td>
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AM Comments for Madison Elementary

Parent Drop off Lot Exit:
- Observed pedestrians coming to school
- Staff park on streets north of school building
- 1 distracted driver entered the exit only side of parking lot
- Vehicles leaving parking lot do a good job of leaving slowly and watching for pedestrians
- Staff outside greeting students at parent drop off
- Protected sidewalks on both sides of street
- Sidewalk on 28th Ave. and 10th St. ends mid-block

Parent Drop off Lot Entrance:
- Observed vehicles, pedestrians, and bicyclists
- Parent Drop off:
  - A lot of not yielding to other cars
  - No blinker use
  - Using 15 minute parking to drop off
  - Not pulling up all the way
  - Using street to drop off and park
  - Cars using middle driving lane to drop a lot, which blocked traffic
  - Good speed throughout
  - Many people on their phones
  - Everyone yielded to pedestrians
  - Lots of attendants to help students get into school quickly
  - A few cars did not park very well in 15 minute parking; maybe need lines and designated spaces
  - Only a few people speeding, but most were late
  - Some parents parking at the end of drop off lane to walk students in or using handicap spot to park and walk in

Staff Parking Lot:
- Buses line up in back in designated areas and wait until staff escorts students to door
- Staff enters in do not enter driveway, clearly marked with arrows and signs
- Staff waits for buses outside and students enter into Door 6

Bus Chute:
- Buses pull into chutes and wait to let students off until teachers come
- Paras wait for students on corner and tell students to walk
- Teachers come out to walk students in
- Lots of running, even with adults telling them to walk
- Handicap accessible bus also dropped off back here
## School Zone Hazard Analysis Tool - Madison Elementary Fall 2018 - Location: PM Parent Pick Up Exit

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### School Zone Hazard Analysis Tool - Madison Elementary Fall 2018 PM Bus Pick Up (Staff Parking)

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PM Comments for Madison Elementary

Parent Pick up Lot Exit:
- Observed mainly pedestrians.
- 1 vehicle entered the exit only side of parking lot

Parent Pick up & Lot Entrance:
- Before pick up began, lots of cars in pick up lane were parked and empty
- Line to pick up backed up down street two cars wide
- Some parents parked on different streets to walk and pick up students
- Students less willing to wait for crossing guard to let them cross
- A lot of room to pull forward but certain vehicles were stopped in the way
- Some of the cars parked in the lane or 15 minute parking were there the whole time

Bus Chute:
- Buses came around 1:45pm to line up for pick up
- Some staff and teachers escorted students to buses for line up
- Staff made comments about speeding buses, students jumping in front of buses, and running in parking area
- Line leaders were staff and teachers
- Very clustered at the end, not as organized in the beginning
- Running and screaming were observed
- Buses were gone by 2:12pm
Appendix I. Engagement Summary

INTRODUCTION

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

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

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

NORTH JUNIOR HIGH SCHOOL

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

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

Highlights

Opportunities

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

Barriers

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

Infrastructure Findings

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

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

Existing Conditions

Opportunities

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

Barriers

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

Problematic Routes

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

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

Problematic Intersections

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

Problematic intersections that people talked about during the event included the intersections at 25th Avenue and 10th Street, at 29th Avenue and 15th Street, and at 29th Avenue and 12th Street. The intersections at 25th Avenue and 10th Street and at 29th Avenue and 15th Street are 4-way stops that feel unsafe and drivers tend to miss seeing pedestrians in the crosswalks. The intersection at 29th Avenue and 12th Street is a signalized intersection that people said is uncomfortable to cross due to wide crossing lengths and heavy vehicle traffic on 12th Street. Parents, students, and staff at nearby Madison Elementary also claimed that 12th Street is a problematic road and noted the same intersection as at 29th Avenue as well as the one unsignalized intersection at 28th Avenue as unsafe.
Other barriers to walking and biking included a lack of sidewalks and bike lanes. Parents said that a lack of sidewalks on the west side of Highway 15, on 15th Street to the west of 29th Avenue, and on Park Drive are barriers that are preventing them from allowing their children to walk to school. Some parents and students also said that they do not have enough time to walk or bike and that the distance to get to and from school is too far. Some said that inclement weather makes it difficult to walk or bike.

**Findings**

**Infrastructure**

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

**Programs**

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

- **Enforcement:** Parents and students indicated that speeding was an issue on roads near North Junior High, especially on 12th Street and at major intersections near the school. Increased enforcement or a driver safety campaign could be a helpful reminder for vehicles to slow down near the school and to obey the marked crosswalks.

- **Bike Rodeo:** One program discussed with participants was a bike rodeo to create excitement around biking to school. The rodeo would include education on safe riding habits and could be coupled with a bike or bike lock giveaway.

- **Crossing Guards:** One program to address walking and biking barriers that came up during the event was adding crossing guards. One person specifically suggested crossing guards at 12th Street and 29th Avenue.

- **Walk/Bike Buddies:** One idea suggested was walking buddies. Students at North Junior High could be partnered with students from nearby Madison Elementary to share their safe walking knowledge and to make parents more comfortable with allowing elementary school students to walk or bike to school. North Junior High and Madison Elementary could match older and younger students who live in the same neighborhoods or who have common destinations after school to help younger students become more comfortable walking and biking to school. Student buddies would also have the opportunity to get to know those who live near them and to practice in safe walking and biking habits together.

**DISCOVERY COMMUNITY SCHOOL**

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

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

**Highlights**

**Opportunities**

Many students reported that they live within a one-mile distance from school but do not walk or bike to school. There may be an opportunity to get more of these students walking and biking with additional education and encouragement.
Barriers
7th Street is difficult to cross and feels uncomfortable to walk along, with driver compliance at crosswalks being a concern. The lack of sidewalks at some points along 7th Street feel and the lack of separation between walkers and bikers on 7th Street makes it feel unsafe to walk or bike on.

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

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

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

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

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

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

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

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

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

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

Findings

Infrastructure

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

Programs

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

- **Walking School Bus/Bike Trains:** Discovery could use walking school buses and bike trains as a way to give students more opportunities to walk and bike to school and to help groups of students cross problematic roads like 7th Street. Adult supervisors leading the walks or bikes could help students cross the road safely, especially young students who parents feel are not ready to walk or bike to school on their own. Having a group of students and adults walk or bike to school together helps alleviate concerns about students walking and biking to school alone.

- **Park and Walk to School:** A park and walk to school program could give students who normally drive to Discovery more opportunities to walk to school that they would not otherwise have. Adult supervisors would lead groups of students to school from the drop-off sites safely. Parking drop-off sites could be located at popular destinations nearby.

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

SOUTH JUNIOR HIGH SCHOOL

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

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

Highlights

Opportunities

South Junior High students tend to arrive by bus or car. There are opportunities for more students to walk or bike.
Barriers
Walking and biking to the North Junior High can be unsafe, especially when crossing problematic roads and intersections. Two problematic roads that were mentioned as barriers to walking and biking to school included 9th Avenue and University Drive.

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

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

Existing Conditions

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

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

Problematic Routes
- 9th Avenue
- University Drive

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

Findings

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

Programs
The following programs were discussed with or suggested by parents, students, or staff:
- Education: Walking and biking education could be helpful for students to learn about how to safely walk and bike to school. Education programs such as Walk! Bike Fun! could help ease parent concerns about safety and teach students how to safely share the roadways while walking and biking to school.
• Enforcement: Parents and students indicated that speeding was an issue on roads near South Junior High. Increased enforcement or a driver safety campaign could be a helpful reminder for vehicles to slow down near the school and to obey the marked crosswalks.

• Park and Walk to School: A park and walk to school program could give students who live far away from South Junior High more opportunities to walk to school that they would not otherwise have. Adult supervisors would lead groups of students to school from the drop-off sites safely. Parking drop-off sites could be located at popular destinations nearby.

MADISON ELEMENTARY SCHOOL

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

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

**Highlights**

**Opportunities**

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

**Barriers**

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

**Infrastructure Findings**

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

**Program Findings**

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

**Existing Conditions**

**Opportunities**

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

**Barriers**

The biggest barriers to walking and biking to school are unsafe and high traffic roads and families that live too far...
away to walk or bike. Many parents and staff are worried about students crossing unsafe streets or intersections and said that drivers are sometimes not conscious of pedestrians and bicyclists at intersections. They also said that busy roads make it uncomfortable to walk and bike, especially on problematic roads.

**Problematic Routes**

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

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

**Problematic Intersections**

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

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

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

**Findings**

**Infrastructure**

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

**Programs**

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

- **Route Map:** Walk and bike route maps could be used to direct people to the safest walking and biking routes to get to Madison. Ideas like the ones shared during the SRTS engagement for safe and enjoyable walks or bikes to school could be shared with the entire Madison community in the form of either paper or online walking and bicycling route maps. Suggestions that SRTS staff heard included walking to school from the east using 24th Avenue and 9th Street or biking to school from the east using 11th Street/Centennial Drive/10th Street.
• **Park and Walk to School:** The park and walking to school program could be an intermittent program that occurs a few times throughout the year to encourage families that drive to school to drop students off at designated locations a little ways away from Madison and for groups of students to walk or bike together under the supervision of a school staff member. A program like this could encourage walking and help student get some exercise before the beginning of the school day.

• **Walk/Bike Buddies:** Students at Madison could be partnered with students from nearby North Junior High to learn about safe walking and biking habits from older students and to make parents more comfortable with their students to walk or bike to school. Madison and North Junior High and could match older and younger students who live in the same neighborhoods or who have common destinations after school to help younger students become more comfortable walking and biking to school. Student buddies would also have the opportunity to get to know those who live near them and to practice safe walking and biking habits together.

• **Education:** Education focused on safe walking and biking habits could be beneficial. Education programs such as Walk! Bike Fun! or a bike rodeo could teach students how to safely share the roadways while walking and biking to school and help capitalize on the excitement for walking and biking that already exists at Madison.

**TALAHI COMMUNITY SCHOOL**

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

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

**Highlights**

**Opportunities**

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

**Barriers**

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

**Infrastructure Findings**

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

**Program Findings**

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

**Existing Conditions**

**Opportunities**

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

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

Problematic Routes

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

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

Findings

Infrastructure

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

Programs

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

- **Park and Walk to School:** A park and walk to school program could give students who live far away from Talahi more opportunities to walk to school that they would not otherwise have. Adult supervisors would lead groups of students to school from the drop-off sites safely. Parking drop-off sites could be located at popular destinations nearby.

- **Walking School Bus/Bike Trains:** Talahi could use walking school buses and bike trains as a way to give students more opportunities to walk and bike to school and to help students cross roads safely. Adult supervisors leading the walks or bikes could help students cross the road safely, especially young students who parents feel are not ready to walk or bike to school on their own. Having a group of students and adults walk or bike to school together helps alleviate concerns about students walking and biking to school alone.

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

- **Bike Rodeo:** One program to create excitement around biking to school and is a bike rodeo. The rodeo would include education on safe riding habits and could be coupled with bike giveaways.
Appendix J. Infrastructure Toolbox

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

ADVANCED STOP LINES

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

Estimated Costs

- $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

CROSSING GUARD

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

Resources

- MnDOT Minnesota’s Best Practice for Pedestrian and Bicycle Safety – Pages: 25-26
- MnDOT Minnesota Safe Routes to School: School Crossing Guard Brief Guide

Estimated Costs

- $14.00 per hour average wage for a crossing guard
CURB EXTENSION/BULB OUT

Description

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

Resources

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

Estimated Costs

- $13,000 for a single corner

CURB RADIUS REDUCTION

Description

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

Resources

- NACTO Urban Street Design Guide – Pages: 117-120, 144-146

Estimated Costs

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

Description

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

Resources

- MnDOT Minnesota’s Best Practice for Pedestrian and Bicycle Safety – Pages: 1-2
- FHWA Signalized Intersections: Informational Guide – Pages: 47-50

Estimated Costs

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

HAWK SIGNALS

Description

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

Resources

- MnDOT Minnesota’s Best Practice for Pedestrian and Bicycle Safety – Pages: 13-15
- FHWA Safety Effectiveness of the HAWK Pedestrian Crossing Treatment

Estimated Costs

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

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

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

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

LEADING PEDESTRIAN INTERVAL

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

Resources
- MnDOT Minnesota’s Best Practice for Pedestrian and Bicycle Safety – Pages: 20-22

Estimated Costs
- $0-$3,500, depending on the need for new hardware vs. revising existing signal timing
MEDIAN REFUGE ISLAND

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

Resources
- MnDOT Minnesota’s Best Practice for Pedestrian and Bicycle Safety – Pages: 9-10, 43-44
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 17-20
- FHWA Proven Safety Countermeasures: Medians and Pedestrian Crossing Islands in Urban and Suburban Areas

Estimated Costs
- $13,500, $10 per square foot

RAISED CROSSWALKS

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

Resources
- MnDOT Minnesota’s Best Practice for Pedestrian and Bicycle Safety – Pages: 3-4
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 12-15
- NACTO Urban Street Design Guide – Page: 54

Estimated Costs
- $8,170 each
ACTIVATED FLASHING BEACON

Description

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

Resources

- MnDOT Minnesota’s Best Practice for Pedestrian and Bicycle Safety – Pages: 16-17
- FHWA Effects of Yellow Rectangular Rapid-Flashing Beacon on Yielding at Multi-lane Uncontrolled Crosswalks

Estimated Costs

- $36,000 for two assemblies on poles

ROAD DIET

Description

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

Resources

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

Estimated Costs

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

Description

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

Resources

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

Estimated Costs

- $600 for sign and post in each direction

SHARED USE PATH

Description

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

Resources

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

Estimated Costs

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

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

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

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

TRAFFIC CIRCLES (MINI ROUNDBOUTS)

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

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

Estimated Costs
- $35,000-$50,000 each

Sources
C: http://www.trafficsign.us/signcost.html
D: https://www.bls.gov/oes/current/oes339091.htm
F: http://guide.saferoutesinfo.org/engineering/reduced_corner_radii.cfm
H: http://www2.ku.edu/~kutc/pdffiles/LTAPFS11-Mid-Block.pdf
Appendix K. Bike Parking for Schools

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

HOW MUCH PARKING SHOULD BE PROVIDED?

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

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

WHERE SHOULD PARKING BE LOCATED?

Well-located bike parking will be:

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

CAN MY SCHOOL PROVIDE ADDITIONAL AMENITIES?

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

 WHICH RACKS ARE BEST? WHICH RACKS ARE NOT RECOMMENDED?

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!

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.

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

RESOURCES FOR EQUIPMENT
- Dero
- Sportworks
- Urban Racks

MORE INFORMATION
- APBP Essentials of Bike Parking
- Bike Shelter Development Guide
- Portland Public Schools
Appendix L. Maintenance Planning

ANNUAL MAINTENANCE

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

SEASONAL PLANNING AND MAINTENANCE

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

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

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

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

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

Resources

Winter Design Guidelines: Transforming Edmonton into a Great Winter City
Appendix M. Equity in SRTS Planning

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

LANGUAGE AND/OR CULTURAL BARRIERS

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

Provide Materials in Multiple Languages

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

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

Use a Variety of Media

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

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

Meet People Where They Are

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

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

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

• Provide a safe place for parents to voice concerns to start the conversation about making improvements. Listen to their concerns, help parents prioritize, and connect them with the responsible agency to address the concerns.
• Encourage staff or parent volunteers to host house meetings, in which a small group gathers at the home of someone they know to voice concerns and brainstorm solutions.
• Seek common goals for community improvement that can be addressed through collaborative efforts with all parent groups.
• When looking for volunteers, start by looking to friends and neighbors to build your base group.
• Be creative; consider going to community events like Farmer’s Markets and neighborhood gathering spots to recruit. Try different ways of engaging with participants; the City as Play Design Workshops have creative ideas for asking attendees to build their visions.
• Look for small victories: adding a crossing guard, signage and paint gives parents confidence that their issues can be addressed.

**Host Parent Workshops**

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

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

**Establish Flexible Programs**

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

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

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

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

**Communicate Health Benefits**

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

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

**STUDENTS WITH DISABILITIES**

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

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

**Additional Resources**

• National Center for SRTS’s Involving Students with Disabilities
• SRTS National Partnership’s: Serving Students with Disabilities
PERSONAL SAFETY CONCERNS

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

Neighborhood Watch Programs

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

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

SchoolPool with a Group

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

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

Sponsor Neighborhood Beautification Projects

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

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

Education Programs

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

Safety Information for Students

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

Safety Information for Parents

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

Resources

• SRTS National Partnership’s Implementing Safe Routes to School in Low-Income Schools and Communities

BARRIERS RELATED TO SCHOOL DISTANCE

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

Remote Drop-off

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

Walk to School Bus Stops

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

Frequent Walker Programs

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

Additional Resources

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