

North Mankato Safe Routes to School Plan

May 2015

WELCOME TO
NORTH MANKATO

*Hoover Elementary School
Monroe Elementary School
Garfield Elementary School
Dakota Meadows Middle School*

R9 REGION NINE
DEVELOPMENT COMMISSION

Executive Summary

Safe Routes to School (SRTS) is a national program which assists communities and school districts in enabling and encouraging children to walk and bike to school and making it a safer, healthier, and more appealing transportation option. The program facilitates the planning, development, and implementation of projects and activities that improve safety, and reduce traffic, fuel consumption, and air pollution near schools. The program seeks to reverse the national trend which has seen the number of children walking or biking to school decline over the last 60 years. During this time, childhood obesity rates reached over 33%.

The planning process completed by the City of North Mankato SRTS team consisted of setting a vision and goals for the process, collecting and analyzing information, determining barriers and challenges to walking and biking, determining strategies, and creating an action plan to implement the identified strategies. Strategies are divided into five core categories of engineering, education, encouragement, enforcement, and evaluation known as the Five E's of the SRTS program.

The planning process took place from September 2014 through June 2015 and included three team meetings. The project kick-off meeting was held on September 24 at North Mankato Police Annex to cover an introduction and purpose of the project, develop a vision statement, identify top barriers, and create goals for the planning process. From September 2014 through March 2015 a community assessment was completed, which included school observations, walking audit, parent survey, student travel tally, and interviews with the Parent Teacher Organization and community wellness group. From this assessment, strategies were presented, reviewed, and prioritized by the SRTS team in March 2015 and added to the action plan. The action plan includes steps to consider for implementing strategies and resources which can be leveraged for the North Mankato SRTS program.

Based off of the current conditions analysis, strategies and recommendations were created to address the barriers and concerns for walking and biking to school. An action plan was created for implementation prioritization. Key recommendations, strategies, and an implementation matrix are explained in Chapter 5. Project leaders are identified on the matrix who may be in the best position to implement those strategies. Key partnering organizations are also listed who may be able to help with implementation.

The creation of the SRTS plan is the first step to creating a successful SRTS program. With this plan, the SRTS team can leverage resources for implementation of the strategies and recommendations identified in this plan. To be successful, it requires the continuation of partnerships created during the planning process. The SRTS team is encouraged to continue to meet to discuss implementation of the plan and evaluate their progress using the parent survey and student travel tally.

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Introduction

The following information is based on the *National Safe Routes to School Guide* and provides an overview of the Safe Routes to School program.

Overview

Nationally, schools and communities are facing challenges in protecting the safety of children who walk and bike to school. Numerous communities struggle with traffic congestion, enforcement, and inadequate infrastructure around schools. Concurrently, children are becoming less physically active, which contributes to the growing epidemic of obesity and health concerns. These problems may seem to be separate issues, but Safe Routes to School (SRTS) programs can address all these challenges through an organized action plan. This introduction provides the history of SRTS and an overview of the program.

History

In the 1970s, the SRTS concept was introduced in Odense, Denmark, over a growing concern for the safety of children walking and biking to school.

Following the success of Denmark's SRTS program, SRTS programs quickly spread to parts of Europe, Australia, and North America. Similar to Denmark, these places were experiencing a mounting concern with the safety of children walking and biking to school and desired to take immediate action to mitigate the problems plaguing communities.

The first SRTS program in the United States was implemented in Bronx, New York in 1997. That same year Florida commenced a pilot program. In 2000, the U.S. Congress funded two pilot SRTS projects through the National Highway Traffic Safety Administration. These pilot projects eventually led to the nationwide growth of SRTS concepts and efforts in the United States. The Federal Transportation Legislation dedicated \$612 million for The National Safe Routes to School Program from 2005 through 2009. All states would receive more than \$1 million per year to be used for infrastructure and non-infrastructure needs. The national program continues to increase the number of SRTS programs around the country as communities value the importance of safe walking and biking to school.

Decline of Walking and Biking

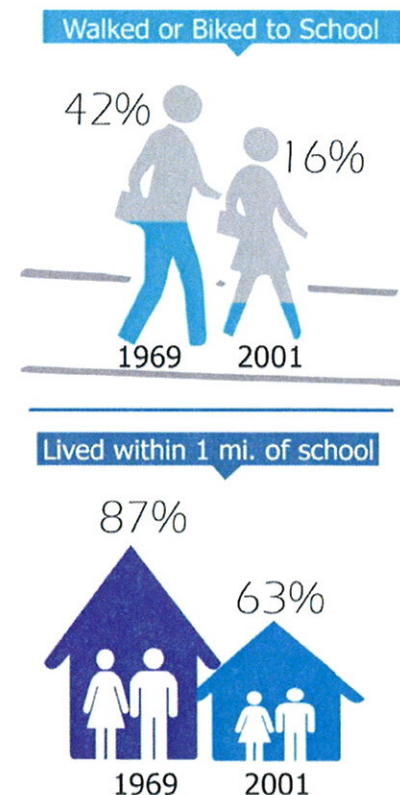
Historically, the main mode of transportation to school was walking or biking. Schools were strategically placed in the center of communities to be easily accessible. Transportation to school has greatly changed. Today schools are being located farther away from the center of the community, traffic speeds have increased, and sign-age and sidewalks are disappearing. More than ever before, children are being driven to schools or taking the bus.

The decline in walking and biking to school did not occur overnight. In fact, it has been created by a self-perpetuated cycle. More parents are becoming convinced it is unsafe for their children to walk or bike to school. In turn, this creates more traffic congestion and traffic problems. With the present dangers, parents worry most about the following barriers: distance to school, traffic-related danger, weather, crime, and opposing school policies. (U.S. CDC, 2005)

Health Risks

Obesity rates are at all-time highs for all ages, but especially for children. According to the Center for Disease Control (CDC), obesity has more than doubled in children and tripled in adolescents in the past 30 years. In 2010 more than one third of children and adolescents were overweight or obese. This pandemic can be attributed to children not getting enough physical activity.

The CDC reported that of children ages 9 to 13 years 62% do not participate in any organized physical activity and 23% do not engage in any free-time physical activity outside of school hours. (Prevention, 2002) During the



school day, only 8% of elementary schools and 6% of middle/junior high schools provide daily physical education classes, and recess is no longer provided in some elementary schools. (Brener N, 2000)

The U.S. Department of Health and Human Services recommends at least 60 minutes of physical activity for children all days of week. (U.S. Department of Health and Human Services and U.S. Department of Agriculture) One way to help achieve this goal is for children to walk and bike to school.

Regular physical activity is proven to build and maintain healthy bones and muscles, reduce risk of developing obesity and chronic diseases, reduce feelings of depression and anxiety, and promotes psychological well-being. (Physical activity and health: A report of the Surgeon General, 1996) Those who are not physically active have the possibility of developing heart disease, diabetes, stroke, cancer, and osteoarthritis.

Despite the positive benefits of staying active, many children are still not getting daily physical activity. Some parents do not encourage or teach their children about the benefits of staying active.

SRTS Health Benefits:

- Build and maintain healthy bones and muscles
- Reduce obesity and chronic disease
- Reduce depression and anxiety
- Promotes psychological well-being

Environmental Risks

The Environmental Protection Agency (EPA) reports that transportation is the fastest-growing source of greenhouse gas emissions in the United States. In 2012, greenhouse gas emissions from transportation accounted for nearly 28% of overall U.S. greenhouse gas emissions. An increase in greenhouse gases can be contributed to a growth in population, urban sprawl, and economic prosperity.

With children breathing faster and inhaling more air than adults, they become particularly more vulnerable to air pollution and its effects on health. Exposure to air particulates increases the frequency of childhood illnesses, such as asthma. Looking at most schools, we can observe idle vehicles surrounding schools that greatly contribute to pollution among the school zone.

Environmentally friendly options, such as walking and biking to school, can help curb some of the environmental impacts of increased greenhouse gases. According to the League of American Bicyclists, 60% of pollution created by automobile emissions happens in the first few minutes of operation.

Land Use Patterns

Traditionally, schools were located in the center of communities allowing children to safely walk and bike to schools from most areas. Introduced in the 1970s, schools began building closer to the edges of communities rather than renovating their current building structures. Schools across the nation are also experiencing increases in student population due to a decrease in the amount of public schools. This requires larger buildings which can only be built on the outskirts of communities. The result of this is an increase in the flow of traffic to school sites because more children have to be driven.

Safety

Safety is often a top priority for most communities. According to the National Highway Traffic Safety Administration (NHTSA), motor vehicle traffic crashes were the leading cause of death for ages 3 through 14 in 2007. In 2012, there were a total of 33,561 traffic-related fatalities, which is a slight increase from previous years.

According to NHTSA, 677 bicyclists were killed and an additional 48,000 were injured in motor vehicle traffic crashes in 2011. During the same year, bicyclist deaths accounted for 2% of all motor vehicle traffic fatalities and made up 2% of the people injured in traffic crashes.

Most often, vehicle crashes occur at morning and afternoon peak periods, when traffic levels are highest and children are out of school. The 10 – 15 age groups have both the highest fatality rate and the highest injury rate.

Children have a limited understanding of traffic safety which therefore increases their likelihood of an accident. Specifically, children have one third narrower field of vision than adults, cannot easily judge a car's speed and distance, and are typically concentrating on something other than the traffic.



Elements of Safe Routes to School Programs

Every community uses a diverse approach to make it safer and to encourage more children to walk and bike. The federal SRTS program outlines five core areas of strategies called the Five E's of SRTS. The core areas are: evaluation, engineering, education, enforcement, and encouragement.

Evaluation

Evaluation is generally the first E school districts will be involved with. Many schools begin by collecting and analyzing data through a planning process to create strategies. After the planning process is completed, evaluation strategies are used to monitor the success and document the effects the implementation of strategies has on the number of children walking and biking to school. Evaluation strategies include completing yearly student tallies and parent surveys to document changes over time.

Engineering

Engineering strategies include planning, designing, and constructing physical improvements around schools and surrounding neighborhoods. Engineering improvements are generally the most desired strategies to many communities and schools. These improvements can be maintenance, operational, or construction projects. Some common projects may include construction of sidewalks or multi-use trails to improve connectivity between the neighborhood and the school, improvements of street crossings, traffic calming measures, and sign-age. However, engineering strategies alone do not always produce safer routes or encourage an increase in walking and biking. It is important to tie this strategy to the other E's to ensure the new improvements are utilized.

Education

Education is increasingly important due to a lack of understanding about how to safely walk and bike in the community. Everyone can play a crucial role in the development of safe walking and biking to school for their children. Education messages to parents and community members remind them to take caution around schools and routes where students walk and bike. Drivers need to be aware and practice safe driving skills when entering these areas. Education activities often times complement other strategies to make those strategies successful. It is important to educate children on the benefits of walking and biking and how it can be done safely.

Encouragement

Parents, educators, and community members can help foster excitement in children to help them want to walk or bike to school through encouragement. Encouragement strategies tend to involve programming and activities that promote walking and biking to school. They build interest and enthusiasm to help ensure the SRTS program's continued success. Activities may include mileage clubs and contests, walk and bike to school day, walking school buses, and remote drop off sites. SRTS encourages parents, educators, and community members to also become involved in similar events. Encouragement strategies can be offered at little-to-no cost and should revolve around fun.

Enforcement

Enforcement strategies are in place to change unsafe behaviors of pedestrians, bicyclists, and drivers. Typically enforcement is related to law enforcement and applying the rules of the road. Crossing guards can also serve as an important facet of enforcement. Importantly, enforcement should also include all individuals to ensure that everyone is following the rules.

Safe Routes to School Programs are Part of the Solution

SRTS programs are part of the solution to increase physical activity, improve unsafe walking and biking conditions, and improve air quality. The school setting should provide a safe opportunity that encourages walking and biking. Walking and biking to and from school can contribute towards the development of a lifelong habit and a community-wide norm of incorporating physical activity into daily routines.



Mankato Area Public School's Safe Routes to School Plan

In 2013, the Mankato Area Public School's completed a Safe Routes to School Plan for the six elementary schools located in the City of Mankato: Franklin Elementary, Jefferson Elementary, Kennedy Elementary, Roosevelt Elementary, Rosa Parks Elementary, and Washington Elementary. The planning process was facilitate by Region Nine Development Commission and was made possible through a planning assistance grant from the Minnesota Department of Transportation through the Federal Highways Administration's Safe Routes to School Program. The process investigated the current conditions of walking and biking and developed infrastructure and non-infrastructure strategies. With the plan complete, the City of Mankato and the Mankato Area School District have leveraged additional SRTS grants to assist with implementation, including three infrastructure grants to add sidewalks around the Washington, Jefferson, and Franklin Elementary Schools. The school district also received a grant to fund a SRTS coordinator to begin non-infrastructure strategies.

North Mankato Safe Routes to School Planning Process

With the success of the Mankato Safe Routes to School Plan, the school district and the City of North Mankato were eager to complete a planning process which would develop SRTS strategies for their schools. Four schools are located in North Mankato: Hoover Elementary, Monroe Elementary, Garfield Elementary, and Dakota Meadow Middle School. The city was interested in including the Middle School into the planning process while Mankato's original plan did not include East Middle School. The North Mankato planning process has received extensive community support and involvement from local partners. The North Mankato Bicycle Commission meetings were used as meetings to facilitate community engagement through the SRTS planning process.

The planning process was kicked off with an initial meeting with members of the North Mankato Bicycle Commission, school officials, city officials and staff, and county public health. During this meeting, a vision for the planning process was reviewed as well as a discussion on issues and barriers.

The plan then entered the community assessment phase where current conditions were assessed during observations of each school's arrival and dismissal procedure and through walking audits around the school and immediate neighborhood. Each school also completed parent surveys and student travel tallies which gave feedback on how parents view conditions and perceptions of walking and biking to and from school in North Mankato as well as how students are currently arriving and leaving school.

Strategies and action steps were developed and prioritized by the SRTS group into an action plan which will guide the implementation of this plan. Roles, responsibilities and potential funding sources were also identified in the action plan.

Vision Statement

During the initial kickoff meeting, the SRTS team agreed on using the existing vision statement from the original Mankato Area Public School's Safe Routes to School Plan. The group felt it was still relevant and could be slightly reworded for inclusion with the North Mankato Plan.

Vision Statement

Safe Routes to School will result in increasing opportunities for school children to safely walk and bike to and from school, thereby resulting in a healthier school-age population, an improved environment, and an enhanced quality of life in our communities.

Community and District Overview

North Mankato

The City of North Mankato is located in the southern most portion of Nicollet County. The Minnesota River provides the City's southern and eastern boundary dividing it from the City of Mankato to the south. The City is a part of the Mankato/North Mankato Metropolitan Area with a combined population of over 54,000. As of 2013 estimates, North Mankato itself has a population of 13,439.



The bluffs along the Minnesota River divide the city into two areas: Lower North and Upper North. Lower North is located along the south and east areas of the city along the Minnesota River. Upper North is the western and northern area of the city located on top of the bluff. Upper North is also divided by U.S. Highway 14, which is a main highway connecting Mankato and North Mankato to Rochester to the east.

Sidewalk Policy

North Mankato recently completed a Comprehensive Plan. In the plan, sidewalks and/or trails are recommended to be adjacent to all Minor Arterial, Major Collector, and Minor Collector roadways. Along Minor Arterial and Major Collector roadways, 8-foot wide bituminous or concrete trail and/or a six foot wide concrete sidewalk is recommended on either side of the roadway. Along Minor Collector roadways, six foot concrete sidewalk is recommended on at least one side of the roadway while location on both sides of the roadway is preferred.

Sidewalks are also addressed in the city's subdivision ordinance. Within all new residential subdivisions, the installation of a sidewalk is required on at least one side of any new residential street. The sidewalk must be a minimum of six foot wide. Wherever feasible, sidewalks will be installed in existing residential subdivisions as circumstances permit.

Mankato Area Public School District



Overview

The Mankato Area Public School District has a total of 17 schools in the Greater Mankato Area. The District employs approximately 500 licensed teachers and about 430 non-licensed staff in the area. The Mankato Area Public School District has a little over 7,500 students serving the cities of Eagle Lake, Madison Lake, Mankato and North Mankato. The district covers 135 miles and extends service to Blue Earth and Nicollet counties.

The school district provides bus transportation to grades K-5 who live at least one mile away and to grades 6-12 who live at least two miles away. There is no charge for bus service.

Mankato Area Public Schools Wellness Policy

The District adopted a Wellness Policy in 2006 that affects all of the schools in the district. The purpose of this policy is to "assure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity." The school board recognizes that nutrition and physical education are essential components of the educational process, that good health fosters student attendance and education, and that healthy eating and physical activity can have a positive impact on student behavior.

The school district encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school district nutrition and physical activity policies, which is detailed in their Wellness Policy. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.

The school district provides healthy school meal programs that strictly comply with all federal, state, and local statutes and regulations. Opportunities for physical activity will be incorporated into other subject lessons, when appropriate. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being. Currently there are no guidelines, policies, or promotion of a SRTS Program in the Wellness Policy.

Existing SRTS Activities

Based off of the original Mankato Area Safe Routes to School Plan, several programs have started district-wide, even at schools not originally involved with the original SRTS Plan.

- Walk and Bike to School Day celebrated yearly
- Pedestrian Safety Curriculum being implemented
- Plans are being made for community bicycle rodeos
- Active Learner Program for Schools program encourages and incentivizes walking and biking to school

The school district has also created safe routes maps for each school which was involved with the original planning process and lists them in the District Wellness Booklet.



Hoover Elementary

Overview

Hoover Elementary is a K-5 school with an enrollment population of roughly 530 students. The student demographic makeup is: 83% white alone, 9% black or African American, 5% Hispanic or Latino, 2% Asian/Pacific Islander alone, and 0.4% American Indian/Alaska Native. Approximately 53% of the staff has obtained a master's degree, 44% of the staff has obtained a bachelor's degree and the remaining percentage represents other licensed professionals and support staff.

School Site

Hoover Elementary is located in Upper North Mankato. The school is bordered by Hoover Drive to the east and Marie Lane to the south. A communications tower lies to the North. The west edge of Hoover Elementary is bordered by single-family residential housing with Roe Crest Drive beyond. Staff and visitor parking can be found on the school grounds. The surrounding neighborhood of Hoover Elementary consists of single-family residential housing.

Walking and Biking Conditions

Hoover Drive and Marie Lane both have good sidewalks on the school side of the road. However, on the opposite side of the streets there is not a sidewalk. The sidewalk on Marie Lane connects to Lookout Drive; however, some of the sidewalk is narrow and deteriorating. The crossing at Marie Lane is a major barrier for children crossing from the west. The crossing includes crossing five lanes and wide turning radii on the corners. The intersection is not a 90 degree intersection making the crossings longer. There is a crossing guard located at this intersection; however, it does not address the overall safety of the intersection.

Along Lee Boulevard to the north there is a flashing crosswalk with a crossing guard assisting children to cross. There is multifamily housing units to the north where several children live. To the west and east there is sidewalk along Lee Boulevard providing pedestrians with access to the surrounding neighborhood.

To the west, Roe Crest Drive does not have any sidewalks yet. Several students walk along the road. The school encourages students to avoid walking down Roe Crest Drive and to use Hoover Drive instead. The road is in need of repair and there may be an opportunity to add sidewalks if a road reconstruction projects is scheduled in the near future.

Traffic Conditions

Lookout Drive has the largest amount of daily traffic immediately surrounding the school with an estimated 9,000 – 9,200 vehicles per day. Lee Boulevard follows with 3,600 vehicles per day. The least traveled roads surrounding the school are Marie Lane (1,560 vehicles/day near Lookout Drive intersection, 810 vehicles/day near the school) and Roe Crest Drive (1,200 vehicles/day), however these roads are busy during arrival and dismissal of the school.

Arrival Observations

The SRTS team observed student arrival at Hoover Elementary School on October 8, 2014. The weather was 39 degrees, cool, and cloudy.

Walkers/Bicyclists

Hoover Elementary School was observed to be quite busy during arrivals. Many walkers and several bicyclists were seen along North Hoover Drive. Few walkers and bicyclists were observed arriving from Lookout Drive, Roe Crest, and Oak Terrace. Bike racks were located in front of the school along Marie Lane. Side street crossings were observed at Shady Oak Drive and Oak Terrace Drive.

Bus System

Hoover Elementary had a designated bus drop off along South Hoover Drive where buses had well-spaced timing from one another. A lot of students



were dropped off on the opposite side of Hoover and crossed mid-block (as well as some staff and parents). Adequate sign-age was also observed surrounding the school.



Parent Drop Off

There were some concerns at Hoover Elementary with parents dropping students off for school and traffic congestion. Several parents took U-turns or were seen parking on the wrong side of Hoover Drive and Marie Lane. Parents were seen parking their cars in all areas of the school including the horseshoe parking lot, along Hoover Drive or Marie Lane, or in the visitor parking lot. Many kids were also dropped off at Door #2 or the playground. Some parents will wait to make sure their child makes it inside the school. Some students were walked to door of the school by a parent. Most cars were respectful of pedestrians and bicyclists.

Crossing Guards/Patrols

Crossing guards were observed at Marie Lane and Lookout Drive and at Hoover Drive and Lee Avenue. In areas where no crossing guards were seen, parent crossed with child.

Dismissal Observations

The SRTS team observed student dismissal at Hoover Elementary School on October 8, 2014. The weather was 63 degrees and sunny.

Walkers/Bicyclists

Parents congregated on the sidewalk near the building to wait for their children. Many walkers were observed heading north toward Lee Boulevard or Lookout Drive, but some crossed Marie Lane to Oak Terrace Drive. Some students were with parents, but many were without. Many of the biking students left using the Marie Lane sidewalk to the east.

Bus System

Buses first arrived at 2:30 p.m. and left around 2:45 p.m. All school buses parked in the horseshoe to pick up students. One bus was seen parking near the intersection of Oak Terrace and then moved to the Hoover drop off area. There was a concern with parents walking between parked buses. A YMCA bus was observed at the corner of Marie Lane.

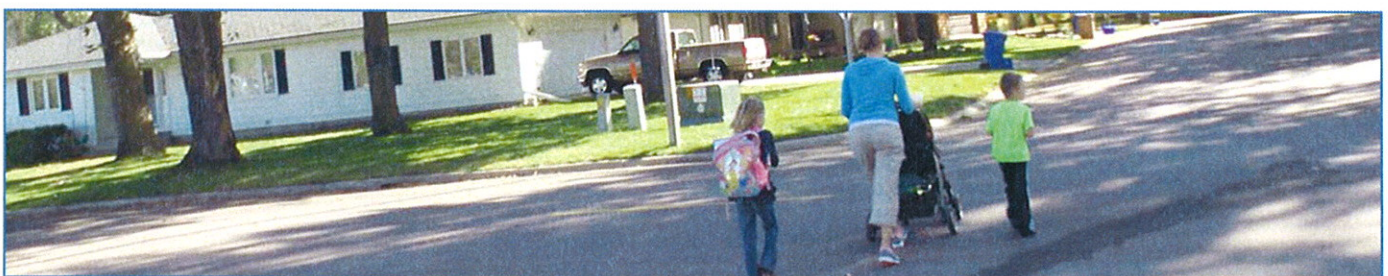


Parent Pickup

Cars were observed waiting along Marie Lane and Hoover Drive around 2:30 p.m. Several parents parked and walked to door to wait for their child to be dismissed. Cars parked behind parked cars, took U-turns, or parked on the opposite side of the street from the school. Children were waiting on the sidewalk or street for their parents. There was a concern with students and parents crossing the road at many areas, especially with the fast traffic speed along Marie Lane. There were some distracted drivers using cell phones near the school.

Crossing Guards/Patrols

A police patrol was seen along Marie Lane at 2:30 p.m. No crossing guards were observed around the school during dismissal.



Parent Survey Results

A parent survey was distributed by Hoover Elementary School during October 2014 to understand the factors affecting a parent's decision to allow their children to walk or bike to school. The results of the survey helped to identify areas where improvements could be made to increase the amount of students walking or bike to school safely. The survey was available in paper form and electronically through an online survey website. The survey received 64 complete survey responses, of which 34% of participants live within one mile of the school.

Parents were asked to select their top concerns in allowing their children to walk or bike to school. They were asked to select all that applied. Parents responded their highest concerns affecting their decision to allow, or not allow, their child to walk or bike to school included (see figure 1.1):

- Amount of traffic along route (68.4%)
- Speed of traffic along route (66.7%)
- Weather or climate (64.9%)
- Safety of intersections and crossings (63.2%)
- Distance (61.4%)

Parents were asked whether or not they would allow their child to walk or bike to school if their concerns were improved upon. Taking into account all of the concerns the parents listed, the following percentages of parents answered they would allow their child to walk or bike to school if conditions were improved (see figure 1.2):

- Safety of intersections and crossings (78%)
- Amount of traffic along route (75%)
- Crossing guards (73.2%)
- Adults to walk or bike with (68.9%)
- Sidewalks or pathways (68.4%)

In the comment section of the survey, a majority of the comments from parents referenced the distance to school, saying they live too far away to allow their child to walk or bike. Parents were also concerned about traffic on Marie Lane, Lookout Drive, Roe Crest, Lee Boulevard, Commerce Drive, and Lor Ray Drive. Other parents were concerned about their child walking in inclement weather.

Fig. 1.1: Hoover Elementary Parent Survey Concerns

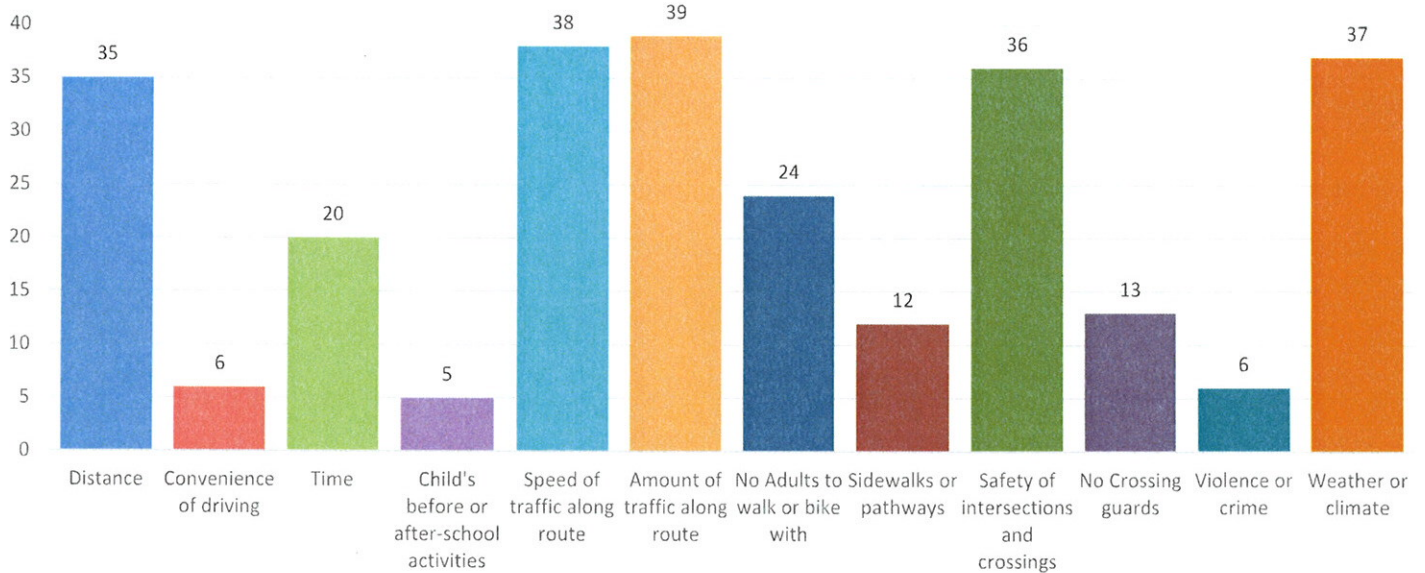
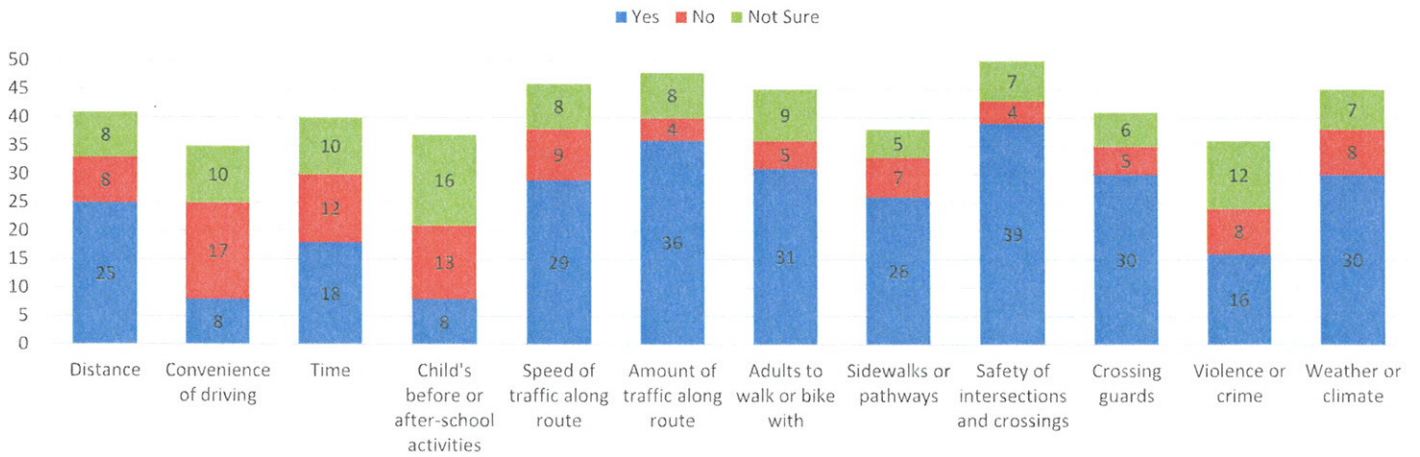


Fig. 1.2: Would You Let Your Child Walk or Bike if Concerns Were Addressed?



Student Tally

Hoover Elementary School completed a student tally during the week of October 27, 2014 on Tuesday, Wednesday, and Thursday. Students were asked each day on how they arrived and left school. The response totals were 240 responses for the morning arrival and 242 responses for dismissal (see figure 1.3-1.4).

Fig. 1.3: Hoover Elementary Student Arrival Travel Tally

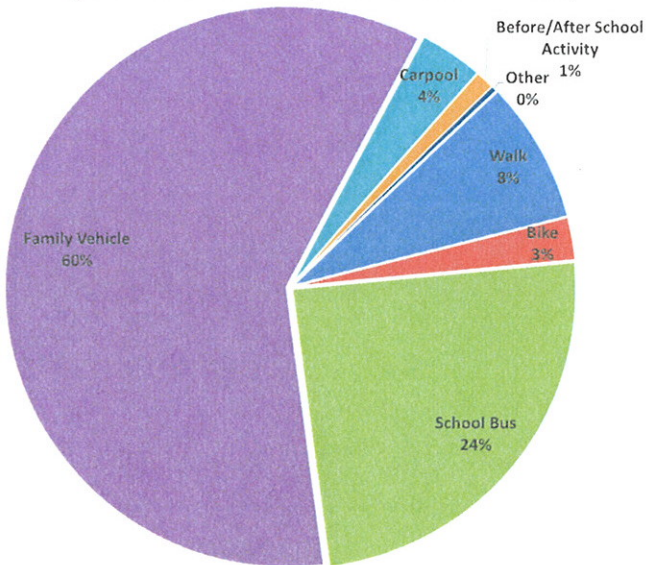
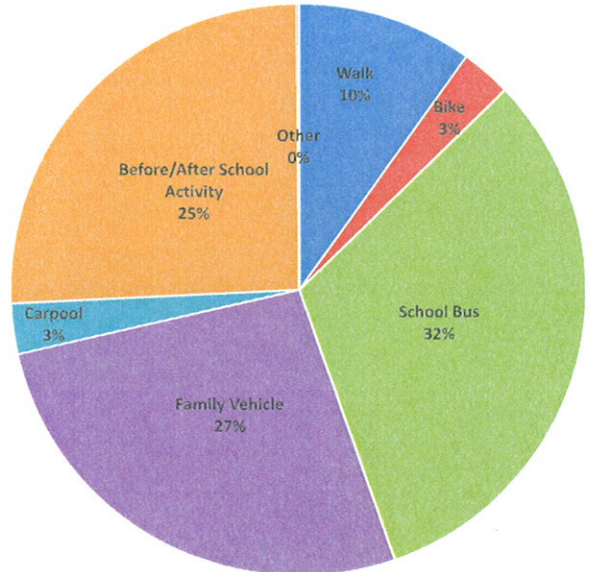


Fig. 1.4: Hoover Elementary Student Dismissal Travel Tally



Monroe and Garfield Elementary School

Overview

Monroe and Garfield Elementary are two schools housing grades K-6 with an enrollment population of roughly 700 students between the two. The student demographics at Monroe Elementary are: 89% white alone, 4% black or African American, 4% Hispanic or Latino, 2% Asian/Pacific Islander alone, and 0.85% American Indian/Alaska Native. The student demographic at Garfield Elementary are: 88% white alone, 7% black or African American, 3% Hispanic or Latino, 2% Asian/Pacific Islander, and 0.4% American Indian/Alaska Native.

Approximately 46% of the staff on the campus of Monroe Elementary have obtained a master's degree and 49% of the staff have obtained a bachelor's degree. At Garfield Elementary, roughly 49% of the staff on campus have obtained a master's degree, 50% of the staff has obtained a bachelor's degree, and the remaining percentages at both schools represent the other licensed professionals and support staff.

School Site

Monroe and Garfield Elementary schools share the same block in Lower North Mankato. The block is comprised of Garfield Avenue to the south, Monroe Avenue to the north; Center Street to the west and Range Street to the east. The surrounding neighborhood around the schools is primarily single-family residential housing. Wheeler Park runs the entire block length of Monroe and Garfield Elementary Schools and is located across Garfield Avenue from Garfield Elementary. Staff and visitor parking can be found in the northeast corner of the block as well as the area immediately north of Garfield Elementary.

Traffic Conditions

Range Street has the largest amount of daily traffic immediately surrounding the school with an estimated 3,300 vehicles per day. Followed by Center Street with 1,900 vehicles per day. Garfield Avenue on average has 1,900 vehicles traveling per day. No traffic data was available for Monroe Avenue at the time of compilation.

Arrival Observations

The SRTS team observed student arrival at Monroe Elementary and Garfield Elementary Schools on October 10, 2014. The weather was 34 degrees and sunny.



Walkers/Bicyclists

Walkers and bicyclists were seen coming from all directions of the schools including: Monroe Avenue, Center Street, Garfield Avenue, and Range Street. Most walkers and bicyclists appropriately used the crosswalks that are located at each intersection surrounding the school. There was also a few parents who escorted their children to the door or playground of the schools. There was some hesitation of who, whether the pedestrians or vehicles, has the right-of-way. There was a group of preschool students that crossed Monroe Avenue from the daycare across the street. A few students crossed from Wheeler Park to get to Monroe Elementary School.

Bus System

Buses were seen traveling on all streets surrounding the school including: Monroe Avenue, Center Street, Range Street, and Garfield Avenue. There is a bus that drops Dakota Meadows Middle School students off at Monroe Elementary School, where students will wait for a shuttle bus. Traffic congestion was heavy during 7:40 a.m. when buses started arriving.

Parent Drop Off

Parents drop students off in most directions of the schools including Monroe Avenue (primary drop off for Monroe Elementary School), Center Street, and Garfield Avenue. Many students were also dropped off inside the Monroe Elementary School parking lot. No students were observed being dropped off along Range Street. Many parents that dropped their students



off parked closest to the school, however there were several vehicles seen parking on the opposite side of the road. Also, parents were observed dropping their students off and then cutting through the church lot to exit. A few students were escorted to the entrance of the school by a parent. Heavy traffic congestion occurs around 7:40 a.m. near Garfield Avenue and Center Street. There was some concerns with vehicles using rolling stops and the speed of the traffic.

Crossing Guards/Patrol

There were no crossing guards located at any of the intersections near Monroe Elementary School or Garfield Elementary School. There is one staff member that greets students to Monroe Elementary School as they get off the buses.

Dismissal Observations

The SRTS team observed student dismissals at Monroe Elementary and Garfield Elementary Schools on October 10, 2014. The weather was 63 degrees and sunny.



Walkers/Bicyclists

There were large numbers of students walking and biking home after school using Monroe Avenue, Center Street, Range Street, and Garfield Avenue. For the most part, students were observed using the crosswalks safely, however there were a few times noted that students were running across the intersections and not looking both ways for traffic. There were students observed cutting across Wheeler Park to get home. The Preschool students were picked up by a staff member and walked across the street to the daycare.

Bus System

Buses started arriving at 2:25 p.m. to pick up students from Monroe and Garfield Elementary Schools. Students were observed waiting along Monroe Avenue for their respective buses to arrive. The buses for Garfield Elementary School are parked before students are dismissed from school.

Parent Pick Up

Parents start lining up on both sides of Monroe Avenue, Garfield Avenue, and Center Street around 2:10 p.m. to pick up their children from the schools. Many parents are seen parking their cars and then walk to the school to wait for their children. At 2:25 p.m., traffic congestion occurs nearby both schools.

Crossing Guards/Patrol

There were no crossing guards located at any of the intersections near the schools. There was an unmarked police vehicle spotted driving past the schools.



Parent Survey Results

A parent survey was distributed by Monroe and Garfield Elementary schools during October 2014 to understand the factors affecting a parent's decision to allow children to walk or bike to school. The results of the survey helped to identify areas where improvements could be made to increase the amount of students walking or biking to school safely. The survey was available in paper form and electronically through an online survey website. The survey received 180 complete survey responses from Monroe of which 60% of participants live within one mile of school and 56 complete survey responses from Garfield of which 21.5% live within one mile of the school.

Parents were asked to select their top concerns in allowing their children to walk or bike to school. They were asked to select all that applied. Parents responded their highest concerns affecting their decision to allow, or not allow, their child to walk or bike to school included (see figures 2.1 and 2.2):

Monroe

- Distance (72.7%)
- Weather of climate (51.6%)
- Amount of traffic along route (50.9%)
- Safety of intersections and crossings (47.8%)
- Speed of traffic along route (40.4%)

Garfield

- Distance (84.3%)
- Weather or climate (60.8%)
- Amount of traffic along route (58.8%)
- Speed of traffic along route (45.1%)
- Safety of intersections and crossings (43.1%)

Parents were asked whether or not they would allow their child to walk or bike to school if their concerns were improved upon. Taking into account all of the concerns the parents listed, the following percentages of parents answered they would allow their child to walk or bike to school if conditions were improved (see figures 2.3 and 2.4):

Monroe

- Crossing guards (76.6%)
- Safety of intersections and crossings (69.2%)
- Sidewalks or pathways (67.7%)
- Amount of traffic along route (64.7%)
- Time (60.6%)

Garfield

- Crossing guards (70%)
- Weather or climate (69.2%)
- Distance (67.4%)
- Amount of traffic along route (66.7%)
- Sidewalks or pathways (65.2%)

In the comment section of the survey, a majority of the comments from parents referenced the distance to school being too far for their child to walk or bike. Many parents have requested a crossing guard on Range Street, Sherman Street, Belgrade Avenue, and Garfield Avenue. Parents were also concerned about their child's general safety walking or biking alone. Other comments were related to how the parent's time or schedule does not allow for their child to walk or bike.

Fig. 2.1: Monroe Elementary Parent Survey Concerns

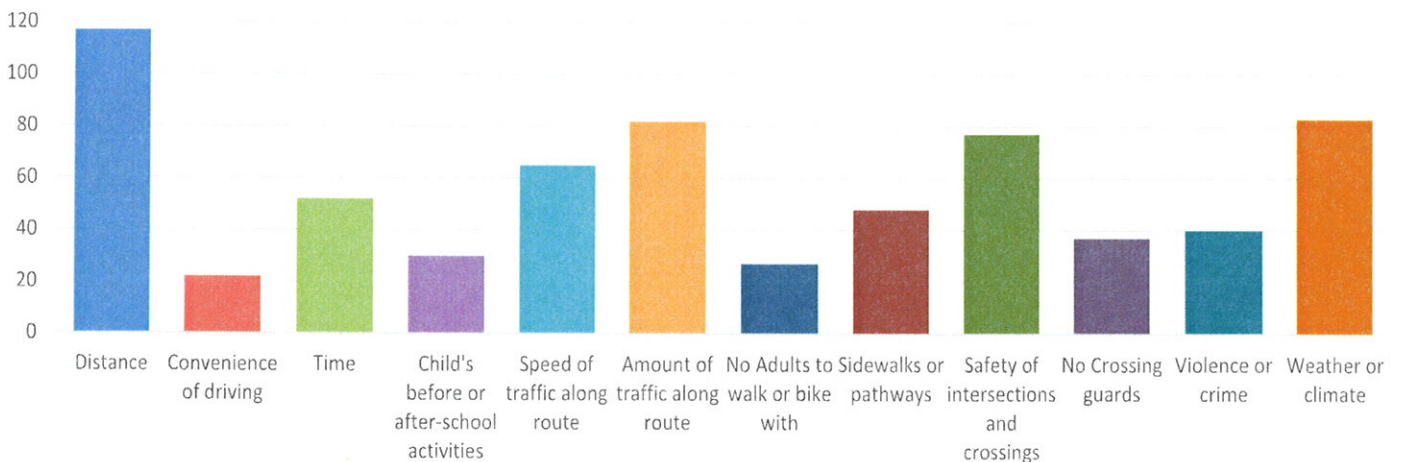
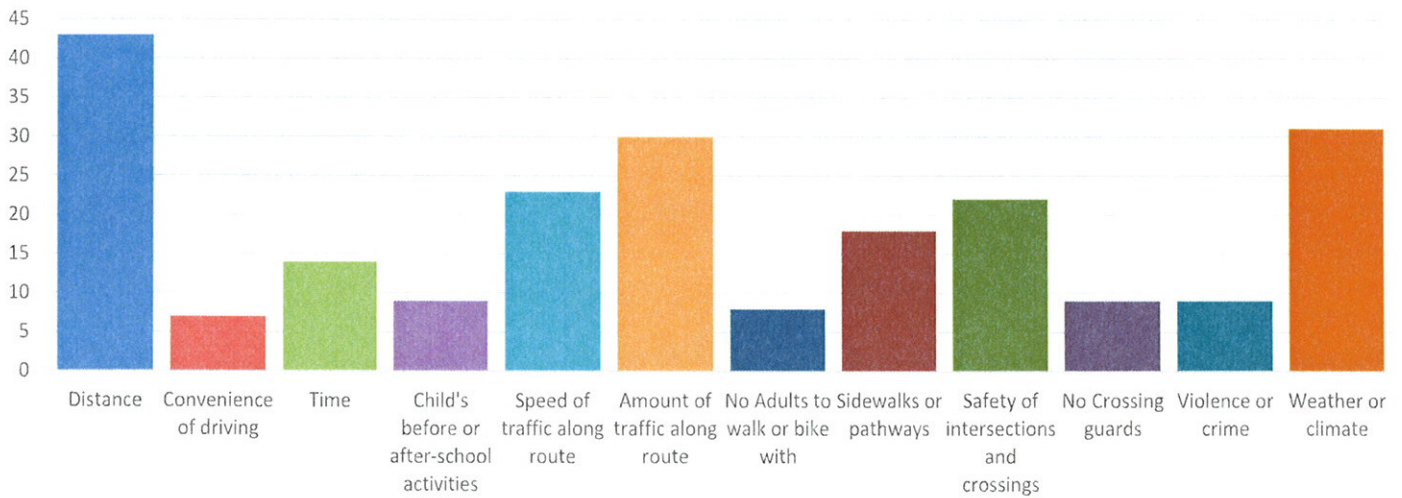
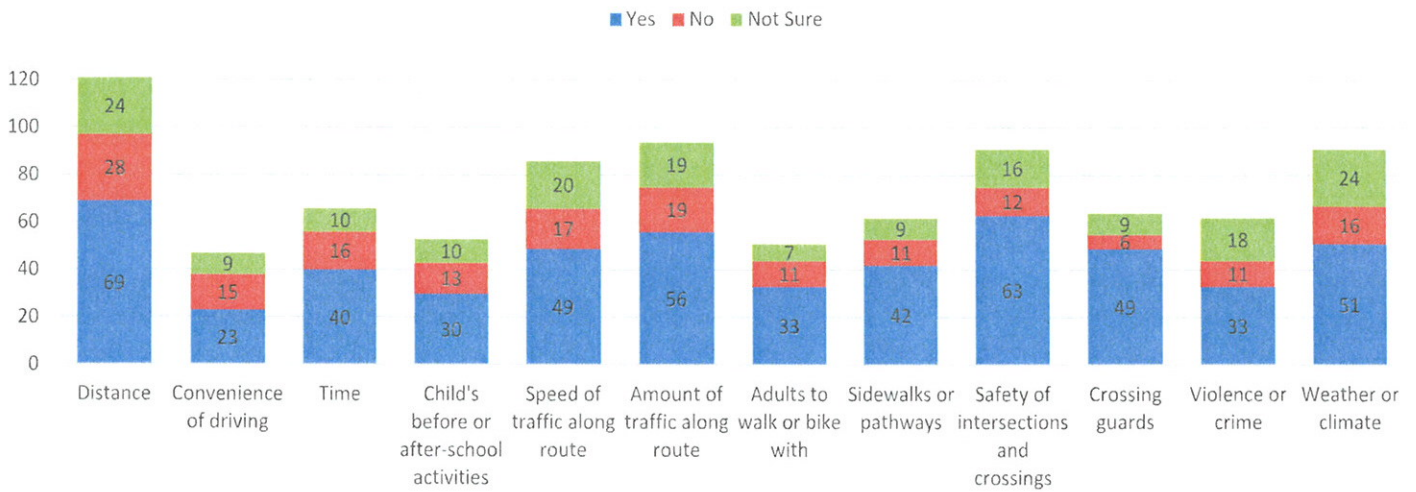


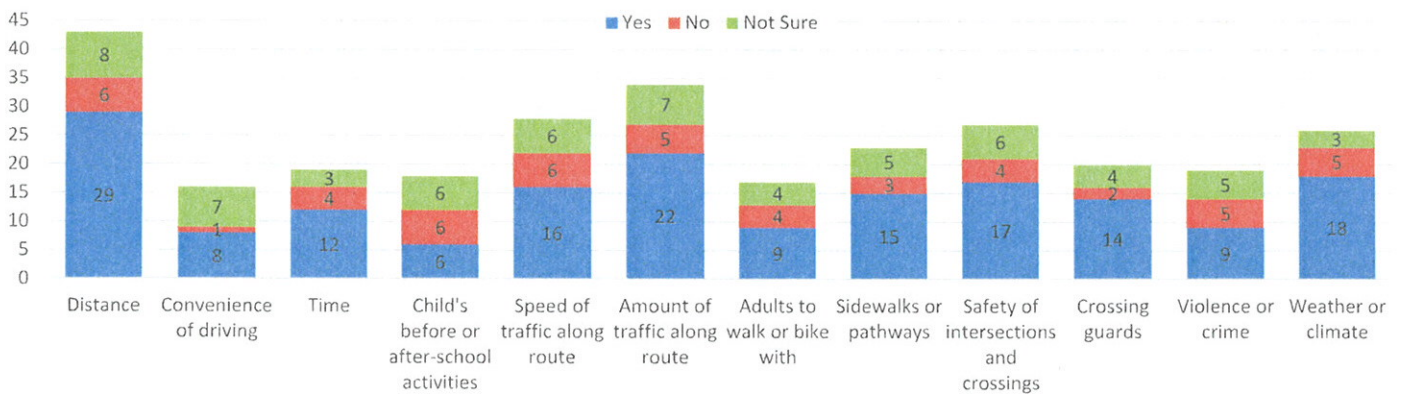
Fig. 2.2: Garfield Elementary Parent Survey Concerns



**Fig. 2.3: Monroe Elementary
Would You Let Your Child Walk or Bike if Concerns Were Addressed?**



**Fig. 2.4: Garfield Elementary
Would You Let Your Child Walk or Bike if Concerns Were Addressed?**



Student Tally

Monroe Elementary School completed student tallies during the week of November 3, 2014 on Tuesday, Wednesday, and Thursday. Students were asked each day on how they arrived and left school. The response totals were 394 responses for the morning arrival from Monroe Elementary and 375 responses for dismissal from Monroe (see figures 2.5-2.6)

Fig. 2.5: Monroe Elementary Student Arrival Travel Tally

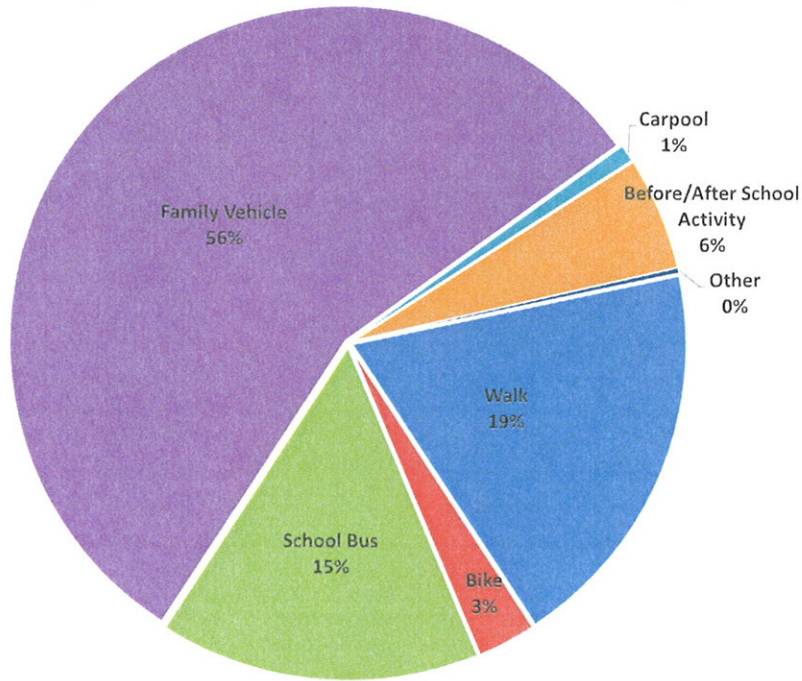
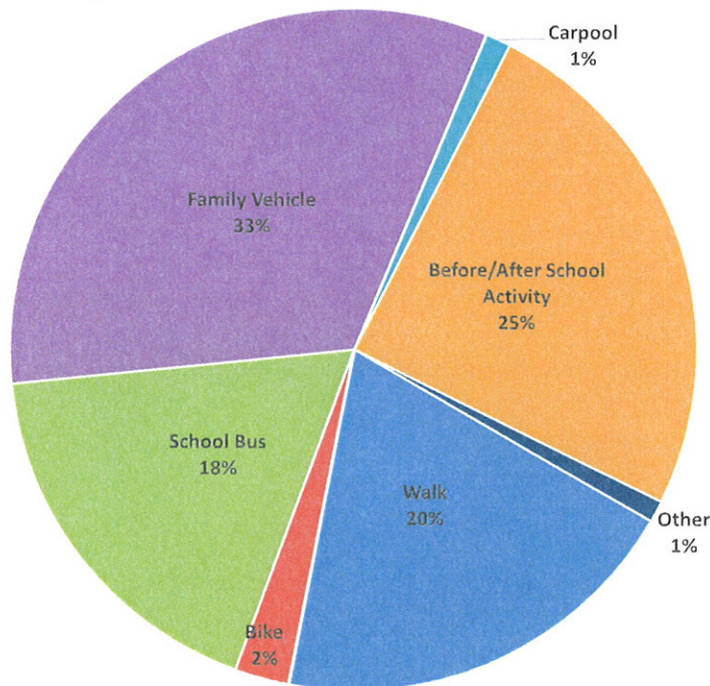


Fig. 2.6: Monroe Elementary Student Dismissal Travel Tally



Garfield Elementary School completed student tallies during the week of October 27, 2014 on Tuesday, Wednesday, and Thursday. Students were asked each day on how they arrived and left school. The response totals were 234 responses for the morning arrival from Garfield and 235 responses for dismissal from Garfield. (see figures 2.7-2.8)

Fig. 2.7: Garfield Elementary Student Arrival Travel Tally

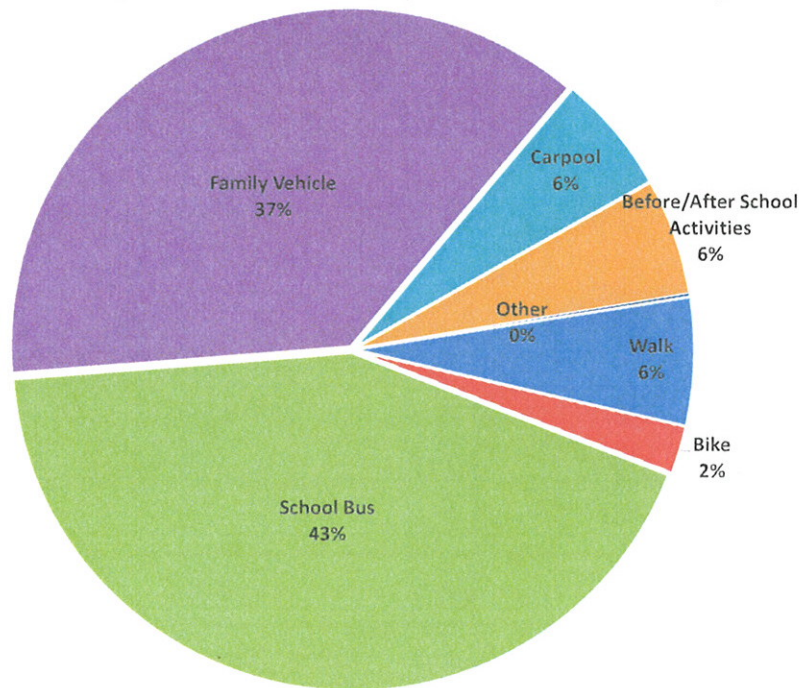
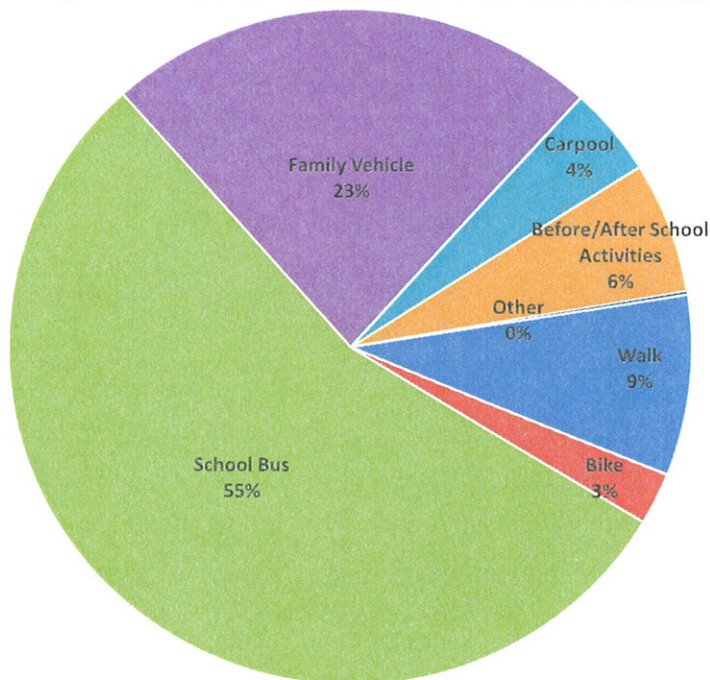


Fig. 2.8: Garfield Elementary Student Dismissal Travel Tally



Dakota Meadows Middle School

Overview

Dakota Meadows Middle School houses grades seventh and eighth with an enrollment population of roughly 575 students. The student demographics of Dakota Meadows Middle School are: 85% white alone, 7% black or African American, 4% Hispanic or Latino, 3% Asian/Pacific Islander, and 0.5% American Indian/Alaska Native. Approximately 55% of the staff on campus have obtained a master's degree, 35% have obtained a bachelor's degree, 4% of the staff have obtained a doctorate, and the remaining percentage represents the other licensed professionals and support staff.

School Site

Dakota Meadows Middle School is located in northern upper North Mankato. Howard Drive is located to the south. Soccer fields lie to the immediate north of Dakota Meadows. Two manufactured home neighborhoods are located to the north and the east. Crossview Covenant Church lies to the west. Although Dakota Meadows is connected to the local trail network by two trails that connect to the north of the school, no roads border the school to the north, west, or east. Staff and visitor parking can be found on the southern edge of the school site, bordering Howard Drive.

Traffic Conditions

The Lookout Drive Bridge has the largest amount of daily traffic immediately surrounding the school with an estimated 11,800 vehicles per day. Followed by Lookout Boulevard Bridge with 11,300 vehicles heading south and 8,000 vehicles heading north per day. Howard Drive on average has 2,450 vehicles traveling per day.

Arrival Observations

The SRTS team observed student arrival at Dakota Meadows on October 14, 2014. The weather was 44 degrees, windy, and cloudy.

Walkers/Bicyclists

Most of the students walked from the trail and entered through Door #7. Few students either walked or rode their bike along Howard Drive. A student was seen walking from behind the trailer park to the school. Many of the students walked through the parking lot to enter the school.

Bus System

The first buses arrived at 7:25 a.m., but did not allow students to leave the bus and enter the school until 7:30 a.m. The buses departed at 7:40 a.m. Elementary and the high school students switched buses at Dakota Meadows. The first round of buses is mostly elementary students shuttling to other schools.

Parent Drop Off

At 7:30 a.m., a heavy flow of traffic occurs around the school. Parents are directed to drop off on the north end of the parking lot, but some of the parents use the bus zone instead and weave between the buses. Some parents will also drop students off near the football field.

Crossing Guards/Patrols

There were no crossing guards/patrols present at Dakota Meadows. Some of the staff members directed parents to drop off on the right side of the bus lane due to the construction activities taking place.



Dismissal Observations

The SRTS team observed student dismissal at Dakota Meadows on October 14, 2014. The weather was 65 degrees, windy, and sunny.



Walkers/Bicyclists

Most students walked or biked using Howard Drive to depart from the school. Conflicts were seen between parents exiting the parking lot and bicyclists crossing the exit of the school.

Bus System

At 2:49 p.m., the first bus arrived. Buses had to maneuver around the student and vehicle traffic to park. Shortly after 3:00 p.m., all of the buses departed. Some students were picked up with buses for tennis or football practice.

Car Loop/Lot

Around 2:45 p.m., parents began lining up around the parking lot and waited for their child to be dismissed. Students must then walk through the parking lot to get to their parent's car while dodging vehicle and bus traffic. In addition, at 2:30 p.m., high school students were dropped off for sports.

Crossing Guards/Patrols

No crossing guards were observed at Dakota Meadows Middle School. In the presence of crosswalks, some students do not use the crosswalks in the parking lot because of cars parking in the middle of them.



Parent Survey Results

A parent survey was distributed by Dakota Meadows Middle School during October 2014 to understand the factors affecting a parent's decision to allow their children to walk or bike to school. The results of the survey helped to identify areas where improvements could be made to increase the amount of students walking or biking to school safely. The survey was available in paper form and electronically through an online survey website. The survey received 70 complete survey responses of which 21.5% of participants live within one mile of school.

Parents were asked to select their top concerns in allowing their children to walk or bike to school. They were asked to select all that applied. Parents responded their highest concerns affecting their decision to allow, or not allow, their child to walk or bike to school included (see figure 3.1):

- Distance (71.4%)
- Amount of traffic along route (63.5%)
- Safety of intersections and crossings (60.3%)
- Weather or climate (57.1%)
- Speed of traffic along route (47.6%)

Parents were asked whether or not they would allow their child to walk or bike to school if their concerns were improved upon. Taking into account all of the concerns the parents listed, the following percentages of parents answered they would allow their child to walk or bike to school if conditions were improved (see figure 3.2):

- Amount of traffic along route (78.8%)
- Safety of intersections and crossings (78.8%)
- Distance (76.4%)
- Sidewalks or pathways (72%)
- Crossing guards (70.2%)

In the comment section of the survey, a majority of the comments from parents were unhappy with the current busing policy in North Mankato. There are many parents who said busing should be more available for students to use as Dakota Meadows Middle School is too far to walk or bike and crossing Highway 14 is deemed to be dangerous. Other parents said they simply lived too far away to allow their child to walk or bike.

Fig. 3.1: Dakota Meadows Parent Survey Concerns

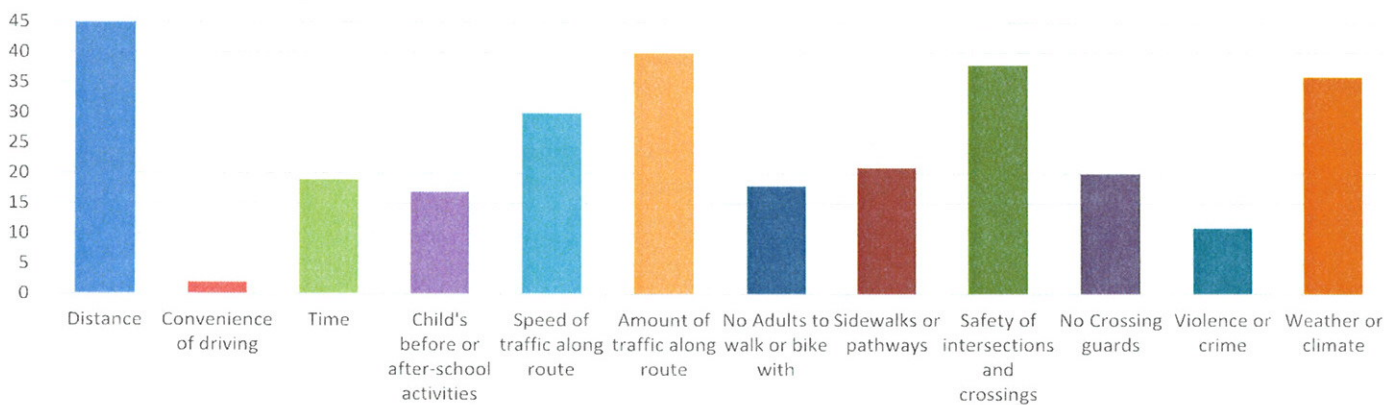
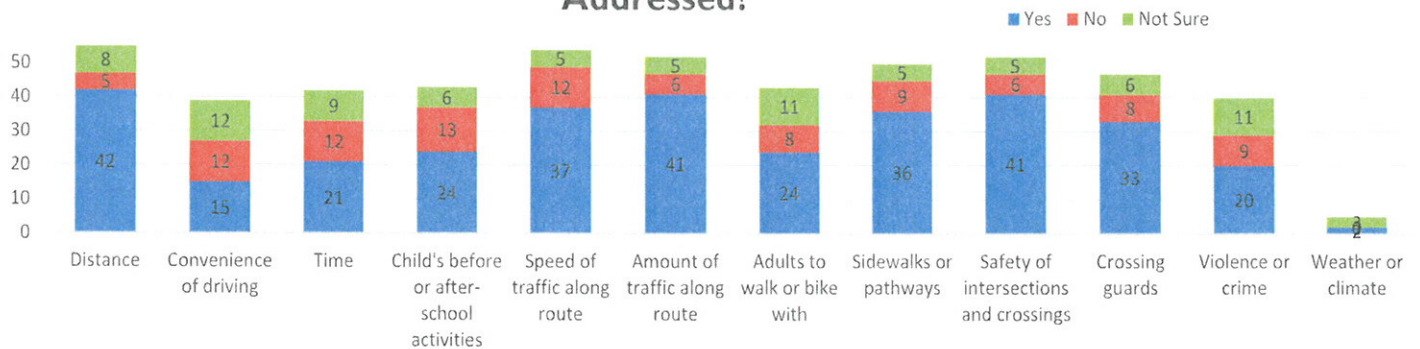


Fig. 3.2: Would You Let Your Child Walk or Bike if Concerns Were Addressed?



Student Tally

Dakota Meadows Middle School completed a student tally during the week of November 3, 2014 on Tuesday, Wednesday, and Thursday. Students were asked each day on how they arrived and left school. The response totals were 252 responses for the morning arrival and 230 responses for dismissal (see figure 3.3 and 3.4)

Fig. 3.3: Dakota Meadows Student Arrival Travel Tally

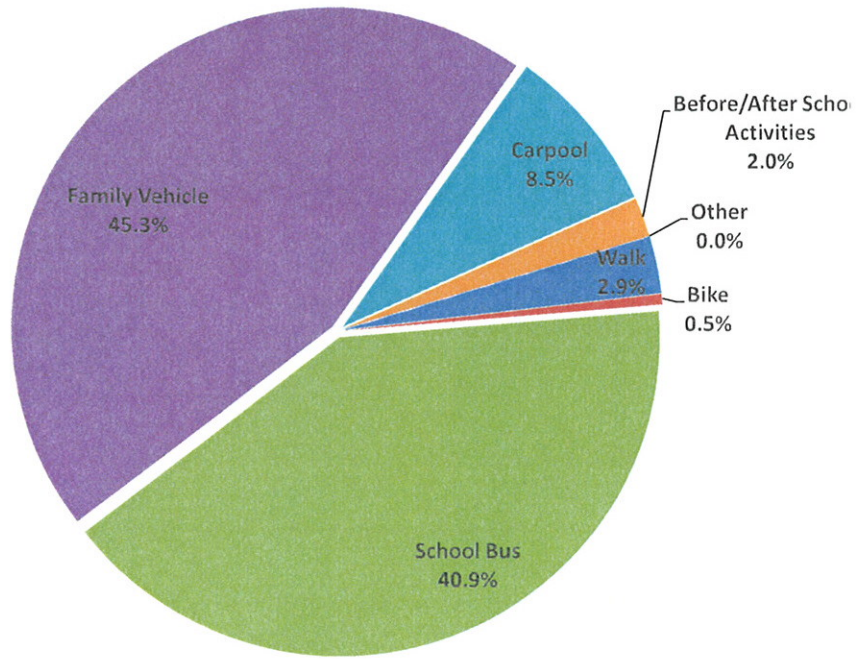
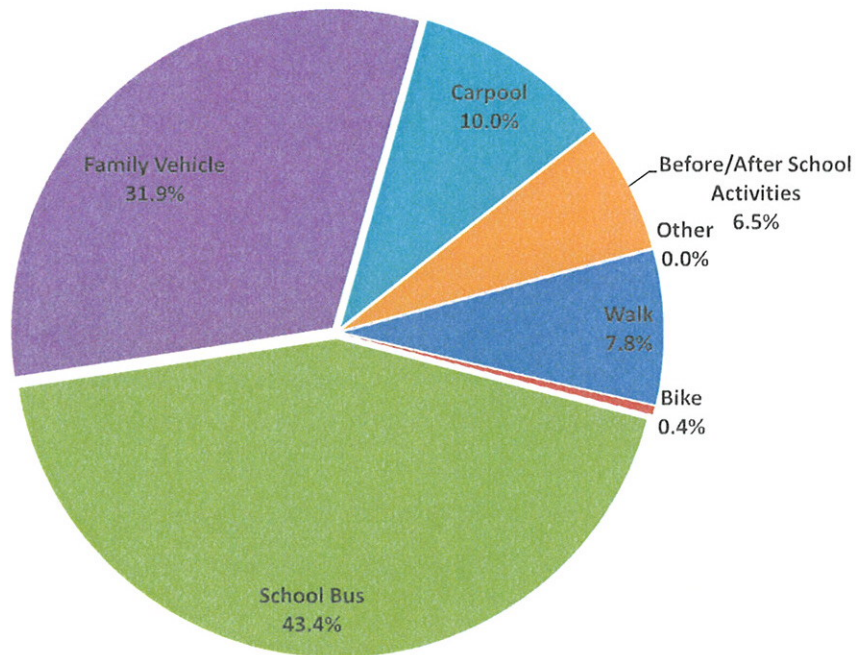


Fig. 3.4: Dakota Meadows Student Dismissal Travel Tally



Best Practices

This chapter provides information on best practices for SRTS programming and implementation as well as resources, ideas, case studies, and funding for SRTS projects and programs. Before moving to the recommendations specific to the community of North Mankato, this chapter offers a variety of different bicycle and pedestrian facility types that could provide solutions to the problems identified throughout the district.

Engineering Solutions

This section of the chapter provides an overview of common bicycle and pedestrian facilities that the community may want to consider when carrying out the goals and recommendations of the SRTS Plan. These facility types are simply meant to give an idea of what other communities are doing to become more bicycle and pedestrian friendly. These solutions may not be an appropriate option for the cities.

Sidewalk Surface Types

Sidewalks can be surfaced with a variety of materials to accommodate varying budgets and contexts. Urban, suburban and heavily used sidewalks are typically made of concrete, while trails are made of asphalt. In more rural areas, a side path made of a material other than concrete may be suitable and be a better fit with a rural environment.

Sidewalk Width

The preferred minimum sidewalk width recommended for SRTS is five to six feet. Walking can be a social activity and therefore facilities are needed to accommodate social walking. The six-foot width allows for two people to walk comfortably side by side and provides sufficient space for pedestrians crossing in the opposite direction. Sidewalks with a width of eight to ten feet, or more, should be built where there is no sidewalk buffer along an arterial street and along roads adjacent to school grounds where large numbers of walkers are expected.

Sidewalk Placement

Sidewalk placement, or setback, along streets should take into account worn paths and buffer zones, as well as, provide room for snow storage where snowfall is prevalent. The worn path that pedestrians create when there is not a sidewalk demonstrates where people naturally want to walk. The area between the street and the worn path or sidewalk is a buffer zone which provides space between pedestrians and motor vehicles. Unfortunately, when sidewalks are built along major arterial streets, many tend to not include a buffer zone, thus placing pedestrians uncomfortably close to high-speed traffic. Sidewalks also need to provide a continuous path. Just as streets are designed and built to provide a continuous network, sidewalks too should provide users with a continuous path.



Sidewalk Buffers

The space between the sidewalk and closest lane of moving vehicles is the sidewalk buffer. Wider sidewalk buffers allow for a pedestrian to avoid splash zones (areas adjacent to a motor vehicle travel lane into which water spray may occur) and provide a snow storage area and a more comfortable separation between moving vehicles and pedestrians.

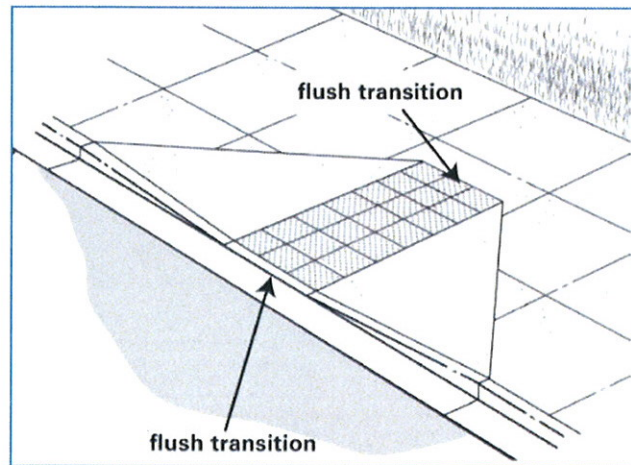


Street Lighting

Street lighting improves visibility and helps with personal security. On streets with lots of trees, street lighting scaled to pedestrians (low to the sidewalk) illuminates the area even after trees grow big and tall. Street lighting improves safety by allowing pedestrians and motorists to see each other. Two sided lighting should be considered along wide streets. It is especially important to provide lighting at crossings. Lighting can also be helpful along streets adjacent to the school grounds to minimize school vandalism and improve security.

ADA / Universal Design

The purpose of universal design is to provide an environment that is equally accessible and comfortable for uses of abilities and ages. In 2004, the US Access Board released the American with Disabilities Act (ADA) and the Architectural Barriers Act (ABA) Accessibility Guidelines for Buildings and Facilities to help ensure access for all. Sidewalks and other pedestrian facilities in the public right-of-way are subject to the requirements of the ADA. These guidelines contain scoping and technical requirements for accessibility to sites, facilities, and buildings by all users.



Curb Ramps

Curb ramps should be perpendicular wherever possible, where each corner has two ramps installed perpendicular to the face of the curb (vs. a single ramp facing diagonally at an intersection). A big advantage of having two ramps at the corner and small curb radii is the curb ramps can lead directly along the line of travel guiding pedestrians into the crosswalk rather than into the middle of the intersection. Two ramps, which end at the crosswalk, also provide directional guidance to pedestrians with vision impairments. When a corner is retrofit with new curb ramps, the crosswalk markings may have to be moved so that the curb ramp fully aligns within the crosswalk.

Warning Strips

Truncated domes are the standard design requirement for detectable warnings on curb ramps and at transitions from sidewalks to street crossings. These small, flattened domes provide a surface that is distinguishable underfoot and by cane. ADA guidelines require the use of a truncated dome warning strip at the bottom of every newly constructed curb ramp. These domes provide a tactile warning to pedestrians with a visual impairment who would otherwise be given warning by the presence of a curb. The truncated dome tactile strip should be two feet deep for the entire width of the ramp and should have a contrasting color with the adjacent sidewalk.

Narrow Lanes

There are several ways to narrow a street. Paint is a simple, low cost, and easy way to narrow the street or travel lanes. If the narrower lanes can result in a striped shoulder, the shoulder will provide a buffer for pedestrians, a place for bicyclists to ride, and a refuge for disabled motor vehicles. The shoulder stripe will also provide better motorist guidance. Interior traffic lanes can be narrowed to 10 feet wide to encourage slower speeds. Narrow lanes can also result from road-diet projects which can include painted medians, center turn lanes, bicycle lanes or parking lanes.



Chokers and Chicanes

Traffic calming can also result from narrowing the street through the use of chokers and chicanes. Chokers narrow both sides of the street to form a section about 20 to 24 feet wide. Chicanes provide alternating narrow and wide sections, and a curved driving path similar to a slalom. Chicanes work best when supplemented with centerline striping, and in some cases edge line striping. Both chokers and chicanes need to have a vertical element in the narrowed section, such as landscaping, so the narrowed section can be seen easily by approaching motorists.

Speed Humps

Speed humps represent one type of traffic calming measure which has been used by many local agencies for slowing traffic. Modern speed humps are 12 to 14 feet wide and have a rounded appearance, which is 2.5 to 4 inches high at the center. Longer and flatter speed humps are referred to as speed tables. Speed humps have been shown to reduce motor vehicle speeds on streets where they were installed.

Raised Pedestrian Crosswalks

Raised pedestrian crosswalks serve as a traffic calming measure by extending the sidewalk across the road and bringing motor vehicles to the pedestrian level. Raised crosswalks also improve accessibility by allowing a pedestrian to cross at nearly a constant grade without the need for a curb ramp and makes the pedestrian more visible to approaching motorists. They have a trapezoid-shaped cross-section to slow motorists at the pedestrian crossing where the slowing will be most effective.

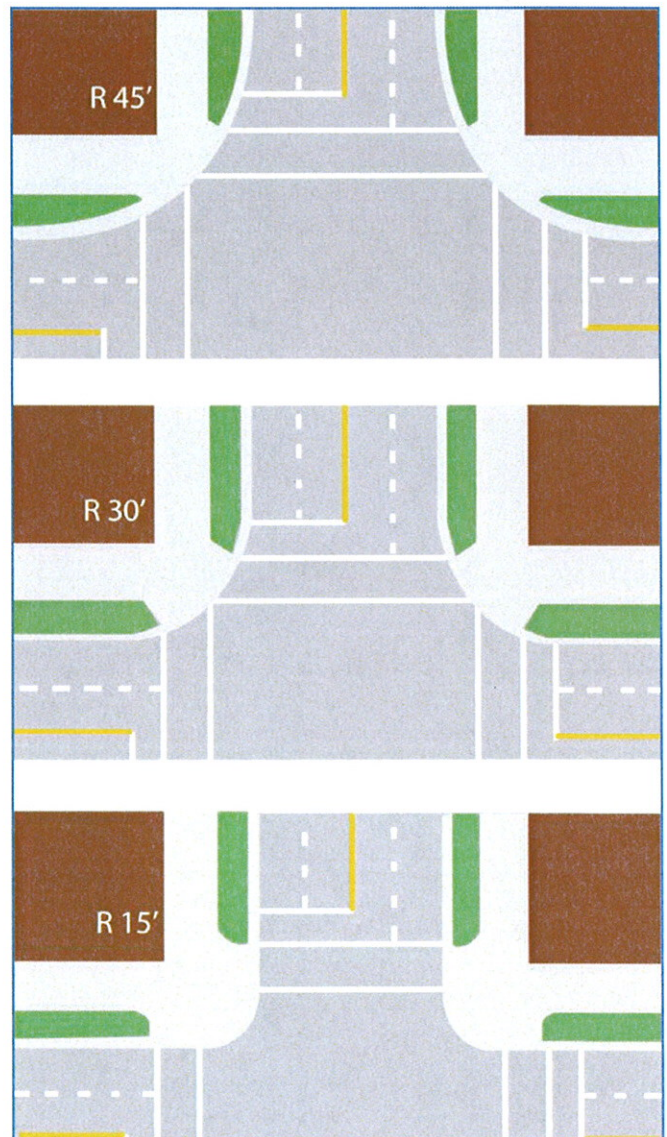
Roundabouts

The modern roundabout is a form of circular intersection in which traffic travels at low speeds counterclockwise around a central island. Vehicles entering a roundabout must yield, or stop if needed, to circulating traffic. Roundabouts allow for more continuous traffic flow compared to conventional stop or signalized intersections. Additionally, compared to conventional stop or signalized intersections, roundabouts reduce and simplify the number of places where motor vehicles would potentially conflict with other vehicles and pedestrians.



Traffic Circles

Traffic circles can help slow traffic on local and collector streets and calm traffic for pedestrians. Traffic circles typically have less of an impact on emergency vehicles than speed humps or speed tables, and can add to the aesthetics of the street. Neighborhood traffic circles on local streets do not need to have raised splitter islands, but they should be illuminated with streetlights. Landscaping also is important for aesthetics and making the islands visible to motorists.



Reduce Corner Radii

There is a direct relationship between the size of the curb radius and the speed of turning motor vehicles. A large radius may easily accommodate large fire trucks and other large trucks and school buses, but it also allows other drivers to make high speed turns and it increases the crossing distance for pedestrians. A small radius reduces the speed at which drivers are able to make the turn and reduces the crossing distance for pedestrians.

Evaluation

Evaluation is an important component of any SRTS program. Evaluation is used to determine if the goals of the strategies are being met and to assure that resources are directed toward efforts that show the greatest likelihood of success. Also, evaluation can identify needed adjustments to the program while it is underway. This information describes how to conduct a SRTS program evaluation that is tailored to the program's objectives and strategies.

There are additional tools that schools and communities can use in conjunction with the student travel tallies and parent surveys to get a more robust idea of how the community is stacking up in terms of not only SRTS, but bicycle and pedestrian amenities more broadly. Three other areas to consider tracking are bicycle and pedestrian facilities, behavior and attitudes in the community, and broader measures of community performance.

Selected program activities need to have both process and outcome objectives. In general, objectives should include specific information about what is to happen, to whom, by when, and in what amount. These are sometimes called SMART (specific, measurable, achievable, relevant, and time-bound) objectives.

Bicycle and pedestrian facilities are the easiest to measure and they provide a good sense of what exists in the community. Things to consider keeping track of in this category include, but are not limited to:

- Miles of: sidewalks, multi-use trails, bike lanes, sharrows, bike boulevards, etc.
- Number of bike racks, benches, waste receptacles, drinking fountains, informational kiosks, etc., or anything that supports a healthy bicyclist and pedestrian environment
- Number of improved intersections
- Number of traffic calming measures installed
- Number of road construction/reconstruction projects that have included bicycle and pedestrian needs
- The number of recommendations in the plan that have been implemented
- The number of crosswalks painted or repainted

Tracking behavior and attitudes can be a bit more difficult and less scientific; however it is important to know if improvements made have impacted community members. Measurements to track behavior and attitudes include, but are not limited to:

- Deaths and injuries by mode
- Crashes by mode and type
- Mode shift: tracking walking and biking trips over time
- Percentage of children walking and biking to school (student travel tallies)
- Vehicle Miles Traveled (VMT) or Single Occupancy Vehicle (SOV) trip reduction
- Incorporate multi-modal level of service into transportation plans versus only automobile level of service
- Bicycle and pedestrian counts through a city
- Number of participants at SRTS and bike/walk events
- Number of participants at bicycle and pedestrian education classes
- Surveys and their responses
- Groups participating in the maintenance of trails
- Volunteer hours for all bicycle and pedestrian activities
- Bicycle organization membership

Finally, while broader community performance measures may be harder to quantify and collect, they may show that walking and biking have had wide reaching positive impacts on the community. Broader community performance measures could include air quality improvement, specifically around the school (ground-level ozone, particulate matter, carbon monoxide, sulfur dioxide, and nitrogen dioxide).

Education

Education activities include teaching pedestrian, bicyclist and traffic safety and creating awareness of the benefits and goals of SRTS. Encouragement activities also offer teachable moments to reinforce pedestrian and bicyclist safety education messages. Education strategies include identifying:

- Who needs to receive information?
- When the education should be delivered?
- What information needs to be shared?
- How the messages will be conveyed?

Who

Audiences for SRTS education include, but are not limited to: children, parents, drivers, and neighbors. Once a community decides to begin a SRTS program, each of these audiences plays a role in receiving and/or providing related education. Some sub-groups may require particular attention, such as families who do not speak English as a first language, individuals with vision, hearing or mobility impairments, and families with low-incomes.

When

Before beginning encouragement strategies, children should receive pedestrian and bicyclist safety education. Sometimes education strategies need to begin quickly. For example, in areas with unsafe routes where children are already walking or biking out of necessity, education is urgently needed to reduce the risk of injury to children until other measures can be put into place. The timing for education activities can also depend on the issues in the community and how education fits with other parts of the SRTS program.

What and How

What information needs to be shared with each audience is presented in this section as key messages. How the information can be conveyed is described in strategies.

Encouragement

Encouragement is one of the complementary strategies that SRTS programs use to increase the number of children who walk and bike to school safely. In particular, encouragement and education strategies are closely intertwined, working together to promote walking and biking by rewarding participation and educating children and adults. Encouragement activities also play an important role moving the overall SRTS program forward because they build interest and enthusiasm which can buy support for changes that might require more time and resources. Some encouragement activities include, but are not limited to:

Walking School Buses and Bicycle Trains

A walking school bus and bicycle train both consist of groups of students accompanied by adults that walk or bike a preplanned route to school. Routes can originate from a particular neighborhood or, in order to include children who live too far to walk or bike, begin from a parking lot. They may operate daily, weekly or monthly. Often, they are started in order to address parents' concerns about traffic and personal safety while providing a chance for parents and children to socialize.

Park and Walk

A predetermined parking lot acts as the meeting area for families who drive and then park and walk the remaining distance to school. Some communities require parents to walk with their children to school while others have designated adult volunteers to walk groups of children from the parking area to school.

On-Campus Walking Activities

In situations where distance, safety concerns, or a disability prevents a child from walking or biking to school, communities can encourage walking on the school campus.

Enforcement

Enforcement used alone will not likely have a long-term effect. Communities must utilize a combination of enforcement, engineering, education and encouragement strategies to address the specific needs of their schools and achieve long-term results.

The public typically thinks of enforcement as officers writing tickets. In fact, enforcement, especially for SRTS programs, is a network of community members working together to promote safe walking, biking and driving. This can be accomplished through safety awareness, education and, where necessary, the use of ticketing for dangerous behaviors. Enforcement

includes students, parents, adult school crossing guards, school personnel and neighborhood watch programs all working in conjunction with law enforcement. Working together to enforce rules for safe walking, biking and driving makes it safer and easier for everyone.

Active Speed Monitors

Active speed monitors are permanent devices to keep drivers aware of their speeds and the need to slow down near schools. They are typically mounted on a speed limit sign and visually display drivers' real-time speeds as they pass. Drivers see how fast they are actually driving compared to the posted speed limit.

Pedestrian Decoy Operations

A way to bring attention to problems with motorists not yielding to pedestrians is through a pedestrian decoy. This is when police officers in highly visible civilian clothes pose as pedestrians crossing the street while other hidden officers observe their attempts. If a motorist violates safe crossing rules by failing to yield to the pedestrian, the hidden officers pursue and apprehend violators.

Photo Enforcement

Automated photo speed enforcement takes a real-time photo of traffic to record vehicle speeds and behaviors. It can be used to document speeders and those who drive dangerously through crosswalks.

Progressive Ticketing

Progressive ticketing is a method for introducing ticketing through a three-staged process. Issuing tickets is the strongest strategy of an enforcement program and it is usually reserved for changing unsafe behaviors that other strategies failed to change or that pose a real threat to the safety of students. The three-staged process is:

Educating: Establish community awareness of the problem. The public needs to understand drivers are speeding around schools and the consequences of this speeding for children's safety.

Warning: Announce what action will be taken and why. Give the public time to change behaviors before ticketing starts.

Ticketing: Finally, after the warning time expires, hold a press conference announcing when and where the police operations will occur.

Speed Trailers

Portable speed trailers visually display drivers' real-time speeds compared to the speed limit. These devices may be effective in reducing speeds and increasing awareness of local speed limits. Portable speed trailers are most effective when the trailer flashes SLOW DOWN, flashes a bright white light that mimics a photo speed camera, or a blue and red light that mimics a police car when drivers are moving too fast.

Traffic Complaint Hotlines

A traffic complaint hotline allows community members to report traffic problems directly to police. It is used to identify the worst traffic problem areas and the most frequent traffic complaints.

Speed Enforcement in School Zones

Strict enforcement of speed laws in school zones is one law enforcement tool that can improve the safety for children walking and biking to school as well as motorists. A zero tolerance policy for speeders in school zones, and even an increase in fines for drivers who violate the posted school zone speed limit, are potential approaches.

Recommended Strategies

The following strategies are possible solutions to alleviate, improve, or mitigate existing concerns, conditions, or barriers for children to be able to walk and bike to school safely. The overall goal is to increase the number of students who walk and bike to school. The strategies below have been suggested by Region Nine Development Commission to improve safety around the school and neighborhood based on the vision statement, community assessment, and identification of barriers and concerns. The strategies are listed under the goals determined during the kick-off meeting. Strategies below also include infrastructure and non-infrastructure recommendations. Not all of the strategies will be able to be implemented right away. Strategies may range from short-term to long-term projects. For instance, infrastructure projects are generally long-term strategies which require additional considerations while many strategies meant to educate and encourage students to walk and bike to school can be completed with short-term planning and preparation.

Engineering

Hoover Elementary (see figure 4.1)

1. Install sidewalk along the south side of Marie Lane from Lookout Drive to Roe Crest Drive and create a mid-block crossing which lines up with the school's south entrance.
2. Consider traffic calming measures along Hoover Drive such as curb extensions, marked high visibility crossings with continental or zebra striping, or parking restrictions.
3. Reconfigure Roe Crest Court/Marie Lane intersection to remove wide curve in intersection.
4. Address timing of the traffic light at Marie Lane/Lookout Drive Intersection to lengthen the time allowed for children to cross Lookout Drive.
5. Consider non-motorized friendlier design to Lookout Drive including possibly bituminous trail for bikes, pre-warning signs on north bound lane of Lookout Drive warning of intersection and crossings, and removal of crosswalk at Lee Boulevard to encourage and educate children to cross at improve signal crossing at Marie Lane.
6. Consider upgrading flashing crosswalk light if warranted on Lee Boulevard and Hoover Drive to a rectangular rapid flashing beacon crosswalk, High-Intensity Activated crosswalk (HAWK) beacon, and/or curb extensions to reduce traffic speed and increase yield rate.
7. Address arrival and dismissal procedure by reconfigure parking lot with parent drop-off loop to remove parents dropping off on the street. In the short term, consider eliminating parking on west side of Hoover Drive to increase safety during arrival and dismissal times (enforce this with cones), reduce drop off on the opposite side of the street from the school, and improve access for buses.
8. Consider sidewalks as part of a reconstruction project on Roe Crest Drive due to higher traffic counts than surrounding streets. If sidewalks are only feasible on one side of the street, the west side of the street would be preferred as it is on the same side as the school. Consider changing of the alignment of the crosswalk at Roe Crest Drive and Lee Boulevard to line up with any new sidewalks.
9. Consider sidewalk replacement along Marie Lane as sidewalk is beginning to deteriorate and is narrower than other sidewalks in North Mankato.

Figure 4.1: Hoover Elementary Recommended Improvements Map



Figure 4.2: Monroe/Garfield Elementary Recommended Improvements Map

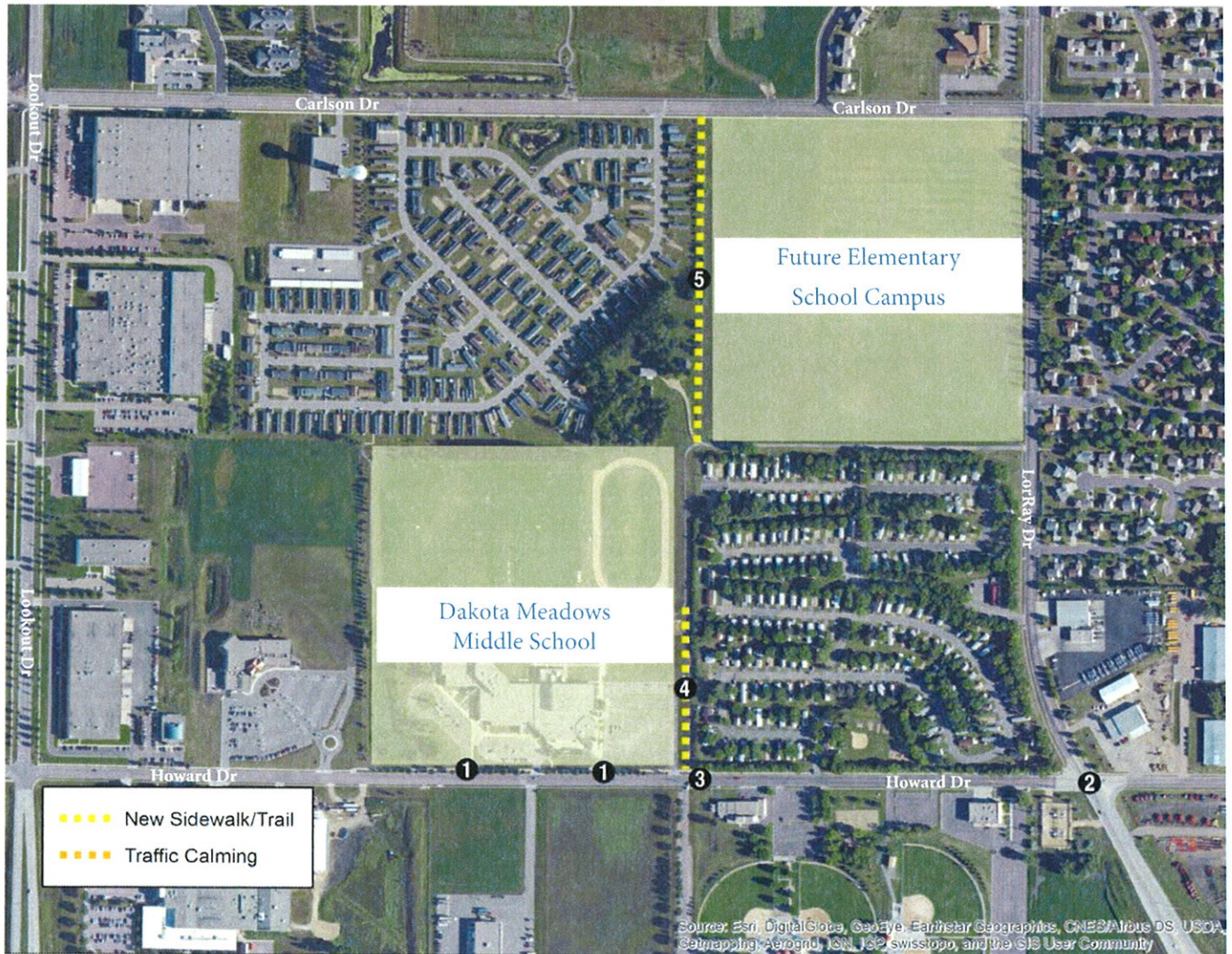


Monroe-Garfield Elementary (see figure 4.2)

1. Improve crosswalk visibility by striping using continental or zebra striping around school and priority intersections over the standard parallel striping.
2. Consider constructing curb extensions to the Monroe Avenue/Cross Street intersection as children were observed walking into the street to see around parked cars whether it was safe to cross or not.
3. As an education exercise and promote dropping off on the school side of the road, place cones in the middle of Monroe Street and Garfield Street to indicate no U-turns. These cones can be removed by school bus attendant after arrivals and dismissals.
4. Consider constructing parent drop off loop possibly off of Center Street to remove parents from dropping off on the street. A second option is to use the parking Garfield parking lot as a drop off for both schools.
5. Consider curb extensions on the four intersections surrounding the school site on Center/Monroe, Center/Garfield, Range/Monroe, and Range Garfield to calm traffic, prevent double stacking at intersection and free right turns, and decrease the crossing distance along these busy roads.
6. Promote and encourage parents dropping off on the school side through restrictions on parking, cones, and education.
7. Consider installing sidewalk link on the south side of Garfield Avenue from Center Street towards Range Street where the sidewalk ends.
8. Consider a paved trail through Wheeler Park to connect to Page Avenue from Garfield Avenue.

This could be tested using temporary cones and paint without great cost to the school.

Figure 4.3: Dakota Meadows Middle School Recommended Improvements Map



Dakota Meadows (see figure 4.3)

1. Place stop signs at driveway exits from school. There are currently no stop signs at the exits and parents were not yielding to walkers and bicyclists crossing the driveway exit.
2. Based on analysis of intersection as a part of the MAPO long range transportation plan, there may be recommendations for improving the intersection at Howard Drive and Lor Ray Drive. Include a discussion of pedestrian safety during any discussion of a redesign of the intersection and removal of the pedestrian/right turn islands.
3. Consider mid-block crossing east of parking lot entrance on Howard Drive possible making a pedestrian median, curb extensions, and/or rectangular rapid flashing beacon. This would calm traffic as it would narrow the roadway near the school.
4. Construct trail along east school property line to mid-block crossing.
5. Construct trail heading north from school to Carlson Drive which would also connect to the future elementary school.
6. Continue to require sidewalks as a part of new development in North Mankato.
7. Consider improving connectivity of pedestrian and bicycle network by designated right of way for mini-trail connecting between cul-de-sacs.

Education

- Create SRTS maps for Monroe Elementary, Garfield Elementary, Hoover Elementary, and Dakota Meadows Middle schools.
- Distribute walking route information and walking safety information with back to school information along with busing information to parents of all children.
- Create a bike fleet to assist in implementation of bicycle safety into the physical education curriculum of the Mankato School District.
- Hold a community bicycle rodeo in North Mankato to support bicycle safety curriculum and to encourage parent participation and learning along with students.
- Through Community Education and Recreation Department, hold a family bicycling class which promotes bicycling safety and includes a family ride.
- Create a community wide messaging campaign using Safe Routes to School messages to educate and promote walking and biking to and from school. Look to messaging campaigns such as Rochester's SEE.SAFE.SMART. Campaign. Consider low cost ways of messaging through social media, local media, short videos of current activities, etc. to promote the campaign and its messaging.

Encouragement

- Establish a walking school bus program as a way of providing adult supervision and safety at crossings at Lookout Drive for Hoover Elementary.
- Use remote drop off locations for parent and bus drop off to incorporate students who cannot walk and bike to school to participate in Walk and Bike to School Day.
- Build on success of holding Walk and Bike to School Day by instituting monthly walk and bike to school days and eventually weekly Walking and Biking Wednesdays.
- Maintain and expand bicycle rack inventory and explore new design, function, and aesthetics as bicycle racks need replacement.

Enforcement

- Work with local law enforcement to continue random enforcement efforts, (2) monitor accident data within walking catchment area of each school, (3) consider installation of digital speed signs in the school zones.
- Consider an arrival and dismissal valet system to improve traffic flow, decrease time, and discourage the Minnesota long goodbye.
- Stagger dismissal times of different transportation mode. Have walkers, bicyclists, and buses dismissed five minutes ahead of children being picked up by a family vehicle. This allows for walkers and bicyclists to clear the school site before parent traffic creates congestion around the school. This is currently being implemented by Eagle Lake Elementary with great success.

Evaluation

- Collect data on how students arrive and leave school by mode on a yearly basis to continue to monitor effectiveness of implementation of strategies.
- Collect yearly parent's surveys evaluating parents change in perception of safety of walking and biking to and from school.

Action Plan

During the third meeting of the SRTS team, the draft strategies were discussed and prioritized. The following strategies were prioritized to be worked on during year one of implementation. Resources have also been identified to help guide implementation of the strategies.

North Mankato One Year Action Plan 2015-2016				
Strategy	Strategy Lead	Partners	Actions in Year 1	Resources and Examples
Implement infrastructure recommendations as opportunities arise.	City	Schools	Identify project to submit TAP and SRTS Infrastructure Applications in the fall of 2015.	
Create safe routes to school maps for Monroe/Garfield, Hoover, and Dakota Meadows Middle School.	Schools	City	<p>Seek map of all traffic signals, stop signs, yield signs, and crossings from city to use to help identify suggested walking routes.</p> <p>Hold a meeting of key stakeholders on the SRTS team including the city engineer, superintendents, principals, and parents to help identify routes.</p> <p>Finalize routes and create map for inclusion into Wellness Packet.</p>	<p>National Center for Safe Routes to School's Map-a-Route Tool: http://maps.walkbiketoschool.org</p> <p>MnDOT SRTS Website: http://www.dot.state.mn.us/saferoutes/toolkit.html Bozeman, MT:</p> <p>http://www.bsd7.org/district/safe_routes_to_school</p>
Create a community wide messaging campaign using Safe Routes to School messages to educate and promote walking and biking to and from school. Look to messaging campaigns such as Rochester's SEE.SAFE.SMART. Campaign. Consider low cost ways of messaging through social media, local media, short videos of current activities, etc. to promote the campaign and its messaging.	Schools	Greater Mankato Bike/Walk Advocates	Work with stakeholders including Bike/Walk Advocates, MnDOT SRTS Staff, SHIP, and other stakeholders to create messaging campaign targeting parents, driver, and the community about SRTS and safe walking, biking, and driving behaviors. Look to different campaigns around the country and utilize low cost solutions such as Facebook, YouTube, and other social media to spread the information. Consider possible collaboration with Bethany Lutheran or Minnesota State University with communications students.	<p>National Center for Safe Routes to School Messaging Guide: http://guide.saferoutesinfo.org/education/index.cfm</p> <p>National Center of Safe Routes to School Media Guide: http://guide.saferoutesinfo.org/media/index.cfm</p> <p>Rochester SEE.SAFE.SMART. Campaign: http://www.co.olmsted.mn.us/planning/programs_projects/ActiveLiving/Pages/SEESAFESMARTCampaign.aspx</p>
Build on success of holding Walk and Bike to School Day by instituting monthly walk and bike to school days and eventually weekly Walking and Biking Wednesdays.	Schools	PTO	<p>Register walk and bike to school day with national walking day organization for promotion.</p> <p>Encourage parents to walk and bike to school with children.</p> <p>Test remote drop off side for bused students and possibly children dropped off by parents to incorporate them into the event.</p>	Walk and Bike to School Information: http://walkbiketoschool.org/
Consider an arrival and dismissal valet system to improve traffic flow, and decrease time. Stagger dismissal times of different transportation mode. Have walkers, bicyclists, and buses dismissed five minutes ahead of children being picked up by a family vehicle. This allows for walkers and bicyclists to clear the school site before parent traffic creates congestion around the school. This is currently being implemented by Eagle Lake Elementary with great success.	Schools		Work with Eagle Lake Elementary to understand their arrival and dismissal procedure and identify elements which could be incorporated into the North Mankato Schools arrival and dismissal procedures.	National Center for Safe Routes to School Guide: http://guide.saferoutesinfo.org/dropoff_pickup/index.cfm



Next Steps

Engineering Implementation

For engineering strategies, the SRTS team needs to coordinate with the City of North Mankato as they will need to endorse and manage any infrastructure improvements along roadways. The SRTS team should foster a working relationship with the city street supervisor conveying to them the desires of the team when it comes to future roadway projects. If the team is interested in pursuing a standalone SRTS infrastructure project, such as applying for the Transportation Alternatives Program or State SRTS solicitations, it needs to also coordinate with MnDOT and Region Nine Development Commission. Engineering projects take time to plan and coordinate to see the project accomplished.

Non-Engineering Implementation

Non-engineering strategies can be implemented much easier than engineering improvements and do not necessarily need city or county approval. They may require coordination with other organizations and stakeholders to ensure participation and buy-in. For example, walking school buses need volunteer coordination, route identification, and buy-in from parents to allow the program to be successful.

MnDOT has created an implementation form to help identify action steps needed to implement strategies. This form is located in the appendices at the end of this plan. The form allows for brainstorming to identify the needs of a project or program including potential partners, supplies needed, resources, volunteers, and other considerations. Using this form can help to identify barriers or challenges early to allow them to be addressed and overcome. It can also help identify whether the program can be funded internally or if external funds need to be acquired for implementation.

Safe Routes to School Guide

The National Center for Safe Routes to School offers an online guide, tools, and best practice examples from other SRTS programs around the country to support the development of SRTS programs. Readers of the online guide can pick and choose specific topics based on their interests and needs, such as guidelines for creating a walking school bus program, tools to create school route maps, and ways to include parents in the SRTS program. The online guide supports SRTS programs by providing a one-stop shop on all aspects of SRTS under each of the *Five E's*.

The online guide can be found at: <http://guide.saferoutesinfo.org/index.cfm>

Implementation Resources

Transportation Alternatives Program

The Transportation Alternatives Program (TAP) is a federally-funded program through the most recent Federal Transportation Bill. The program combined the old Federal Safe Routes to School Program with the Transportation Enhancements program which funded many community trails in Minnesota and the Scenic Byway program. Many of the eligible uses of funding of those programs remain eligible under TAP. Eligible uses are bicycle and pedestrian infrastructure, including trails, sidewalks, bike lanes, crossing facilities, and sign-age. Currently, TAP is solicited by MnDOT District Area Transportation Partnerships (ATP) typically on a yearly basis with announcement of the solicitation in the fall. North Mankato is located within MnDOT District 7 ATP. Communities interested in applying for TAP funding should contact their Regional Development Organization transportation planner.

District 7 ATP website: <http://www.dot.state.mn.us/d7/atp/index.html>

Statewide Health Improvement Program

Statewide Health Improvement Program (SHIP) is a statewide program funded by the Minnesota Department of Health and managed by the local county public health or county health boards. SHIP has funded smaller non-infrastructure projects for SRTS school programs and activities. Solicitations and timelines vary by SHIP group. Interested applicants should contact their county public health departments to receive specific information and timelines.

Healthy Together SHIP Group (Brown, Nicollet, Le Sueur, and Waseca) website:

<http://www.health.state.mn.us/divs/oshii/ship/communities/brown-nic-lesueur-waseca.html>

Minnesota Safe Routes to School Funding

In 2013, state lawmakers supplied funding for a state program with funding potentially available for planning assistance and non-infrastructure implementation activities. This action was in response to the consolidation of the Federal SRTS program into the Transportation Alternatives Program. In 2014, the state legislature included funding for state SRTS infrastructure projects as a part of the capital improvement bonding bill. At the time of the drafting of this plan little information was available on the structure or timeline of any state SRTS grant solicitation. SRTS teams should continue to follow MnDOT announcements for details on any upcoming solicitations.

Minnesota Safe Routes to School website: <http://www.dot.state.mn.us/saferoutes/grants.html>

Parks and Trails Legacy Grant Program

This funding source, dedicated for arts, culture, and natural resource projects, was created by state referendum. The Department of Natural Resources (DNR) manages the trails portion of this fund, delivering grants for regionally significant trails and parks. The solicitation for these grants is statewide, making the funding competitive.

Legacy funding website: <http://www.legacy.leg.mn/gmrptc>

Local Trail Connections Program

This program offers grants to local units of government to promote relatively short trail connections between where people live and desirable locations, not to develop significant new trails. Eligible projects include acquisition and development of trails facilities. Projects must result in a trail linkage that is immediately available for use by the general public. The program is managed by the Minnesota DNR and is solicited on an annual basis in the fall/winter.

DNR Local Connections website: http://www.dnr.state.mn.us/grants/recreation/trails_local.html

Regional Trails Grant Program

Trail projects located outside of the seven county Minneapolis/St. Paul metropolitan area are eligible to apply for Regional Trails Grant Program funding if the project has regional significance. Regional significant trails draw users from not only the community but from the region and state. Trails connecting to a larger network or neighboring community may be considered regionally significant. Counties, cities, and townships are eligible applicants. The DNR manages this program with the solicitation generally in the fall/winter.

Regional Trails website: http://www.dnr.state.mn.us/grants/recreation/trails_regional.html

Federal Recreational Trail Program

The Federal Recreational Trail Program is used for development of motorized, non-motorized, and diversified trails by providing funding assistance. Eligible uses include maintenance/restoration of existing trails, development of trails, and safety education programs related to trail use. Local units of government must be sponsors of the project and are encouraged to coordinate with a local trails organization. The program is managed out of the DNR in the Division of Parks and Trails and is solicited on an annual basis in the fall/winter.

Federal Trails website: http://www.dnr.state.mn.us/grants/recreation/trails_federal.html

Highway Safety Improvement Program

This is a new program under the MAP-21 Federal Transportation Bill, which is used primarily for improving safety in and around state highways and county highways. Often, funding goes towards improving motor vehicle safety, but there is no clause that prohibits the use of funds to go towards bicycle and pedestrian safety. Cities and counties can combine Highway Safety Improvement Program funding for motorized vehicle, non-motorized vehicle, and pedestrian safety when looking to update state and county highways.

Highway Safety Improvement Program website: <http://www.dot.state.mn.us/trafficeng/safety/funding/>

Local Funding

Use of local funds is required by nearly all funding sources to match the grants. Local governments and school districts need to consider how a match will be acquired before an application is submitted for infrastructure funding. Some communities implement complex local government financing tools such as local sales tax or bonding for SRTS programs and projects. There are two categories of local funding and budgeting through which to pursue SRTS funding at the local level: capital improvement projects and operating budgets.

Capital Improvement Projects

Capital Improvement Projects (CIPs) are new infrastructure projects implemented using local public funds. These projects are identified through a capital improvement planning process which is tied to the local budget. During the planning process, the local government identifies and prioritizes capital improvements such as new roads and sidewalks, and then allocates funding for construction at least one year before the project is implemented.

Because CIPs may take a couple of years to complete, CIPs tend to have multi-year budgets. However, most CIPs have the capacity to make changes and fund newly identified projects and pressing needs. A local transportation planner or engineer serving on a SRTS team could assist in identifying infrastructure projects and including them in the capital improvement planning process.

Operating Budgets

Local operating budgets may provide avenues for non-infrastructure programs and infrastructure maintenance and repair. Transportation budgets may include funding for pedestrian and bicycle programs or school zone improvements. Police or public safety budgets may include funding for traffic law enforcement or school crossing guards. Public school budgets may include opportunities for safety education or walking and biking encouragement programs. Recreation budgets may include funding for after school programs. Including a representative from these departments on a SRTS taskforce or committee allows complementary sources of funding to be more easily identified.

Most local operating budgets include funding for general maintenance and repair of infrastructure. Depending on the size of the budget, these funds can be used for inexpensive projects such as striping crosswalks or installing sign-age, or more costly projects such as installing curb ramps.

Other Funding Sources

Foundations

There are institutions throughout the country that provide funding to non-profit organizations. The Foundation Center is an excellent source for potential funding sources. Narrow your funding possibilities by first using the geographic region of giving tab. Look under categories for transportation, health, environment, and community building.

Businesses

Local corporations and businesses could be a source for SRTS program funding assistance. Businesses may support your program with cash, prizes, event sponsorship, and/or donations such as printing services. It's good to ask your parent leaders where they work; they often can help you get a foot in the door. When contacting a company, ask for information about their community giving programs.

Fundraising

Statistically speaking, individuals give more money than corporations and foundations combined. You can begin a local fund drive by working within your existing network of team leaders, and outreach to the larger community. Many programs have raised funds by holding special events. Use the SRTS theme to attract funding, such as hold a walkathon or biking event. You can also choose more traditional fundraising efforts, such as bake sales, concerts, talent shows, etc. Many PTOs have funds to distribute to school programs and often schools have safety funding. Contact your local parent teacher organization and the school district to see if there is a method for applying for a grant.

Conclusion

The Safe Routes to School Plan for North Mankato provides the basis for implementing a successful SRTS program. The planning process consisted of setting out a vision and goals for the process, collecting and analyzing information, determining barriers and challenges to walking and biking, determining strategies, and creating an action plan to implement the identified strategies.

The plan is a living document, meant to guide the development of SRTS projects and programs. The plan determines suggested strategies and action steps to help reach the goals of the plan, as well as, walking and biking throughout the community. As implementation occurs, additional action steps may need to be discussed and determine. The success of the SRTS program relies on the continued work and commitment of the SRTS team. It is also dependent on the continued evaluation of the effectiveness of the SRTS strategies. Through continued evaluation, the SRTS team can quantify and qualify the benefits of SRTS program. With a successful SRTS program, there will be more children walking and biking safely to and from school, developing healthy choices from an early age, and enjoying a new standard of quality of life in the community.



Appendix

Appendix A: SRTS Team Kick Off Meeting

Appendix B: Student Travel Tally Form

Appendix C: Student Travel Tally Results

Appendix D: Parent Survey Form

Appendix E: Parent Survey Results

Appendix F: Walking Audit and School Observation Form

Appendix G: SRTS Action Plan Worksheet

Appendix A: SRTS Team Kick Off Meeting



SAFE ROUTES TO SCHOOL

North Mankato Kick Off meeting

September 24, 2014

7 PM

Location:

North Mankato Police Annex

1001 Belgrade Avenue

AGENDA

1. Welcome and Introductions
2. Introduce Local Safe Routes To School Team
3. Overview of the Safe Routes To School planning effort
4. Discuss local issues and concerns
5. Review Vision Statement
 - a. Safe Routes to School will result in increasing opportunities for school children to safely walk and bike to and from school, thereby resulting in a healthier school-age population, an improved environment, and an enhanced quality of life in our communities.
6. Next Steps
 - a. Parent survey
 - b. School tally
 - c. School observations and walk audit
 - d. Future meeting dates
7. Adjourn



Kickoff Meeting Concerns Summary

Engineering Concerns

Safe Crossings at:

- Lookout Drive
- Lor Ray Drive
- Commerce Drive
- Marie Lane
- Howard Drive
- Range Street
- Hwy 14

Incomplete Sidewalk Links

- Roe Crest Drive
- Marie Lane

Safety at School Drop Off Zones

Encouragement Concerns

Bike/Walk Day Participation

- More Frequent
- Parent and Business Involvement
- Incentivize Participation

Bicycle Safety Training

- Parent and Business Involvement
- Incentivize Participation

Traffic Safety 101

Generation of Parents Who Think It Is Just Easier to Drive Kids to School

Education Concerns

Give Kids the Tools to Walk and Bike Safely

- Bike Education
- Pedestrian Safety Information to Parents
- Bicycle Maintenance

Public Awareness/Parent Awareness

- Fears and Perceptions Addressed
- Safe Routes to School/Share the Road

Enforcement Concerns

Double Parking During Pick Up and Drop Off Times

Speed of Traffic

Police Presence/Visibility A Good Thing

Crossing Guards – DMMS

- Howard/Lor Ray
- Country Side/Lor Ray?

Appendix B: Student Travel Tally Form



Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name:

Teacher's First Name:

Teacher's Last Name:

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--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Grade: (PK,K,1,2,3...)

Monday's Date (Week count was conducted)

Number of Students Enrolled in Class:

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- Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted)
- Please do not conduct these counts on Mondays or Fridays.
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.
- Ask your students as a group the question "How did you arrive at school today?"
- Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box.
- Follow the same procedure for the question "How do you plan to leave for home after school?"
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1.

Fill in the weather conditions and number of students in each class

Step 2.

AM – "How did you arrive at school today?" Record the number of hands for each answer.
 PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

	Weather		Student Tally		Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	Key	S = sunny R = rainy O = overcast SN = snow	Number in class when count made		-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	2	0	2	3	8	3		3	1
Sample PM		R	1	9	3	3	8	1	2	2	
Tues. AM											
Tues. PM											
Wed. AM											
Wed. PM											
Thurs. AM											
Thurs. PM											

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

+

+

Appendix C: Student Travel Tally Results



Hoover Elementary School Student Travel Tally Results

	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Before/After School Activity	Other
Tues. AM	501	47	17	121	300	17	6	1
Tues. PM	504	47	11	162	130	17	141	0
Wed. AM	534	41	12	129	321	15	4	2
Wed. PM	538	56	11	176	134	13	149	2
Thurs. AM	504	37	9	124	295	24	7	2
Thurs. PM	483	52	23	162	155	15	112	0
Total AM	1,539	125	38	374	916	56	17	5
Total PM	1,525	155	45	500	419	45	402	2
Total	3,064	280	83	874	1,335	101	419	7

Monroe Elementary School Student Travel Tally Results

	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Before/After School Activity	Other
Tues. AM	339	64	8	55	195	4	18	0
Tues. PM	298	61	5	56	99	6	76	5
Wed. AM	448	91	12	67	256	5	24	3
Wed. PM	453	94	12	83	157	5	112	7
Thurs. AM	396	77	15	66	229	1	25	0
Thurs. PM	373	75	13	68	129	3	102	0
Total AM	1,183	232	35	188	680	10	67	3
Total PM	1,124	230	30	207	385	14	290	12
Total	2,307	462	65	395	1,065	24	357	15

Garfield Elementary School Student Travel Tally Results

	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Before/After School Activity	Other
Tues. AM	239	13	5	111	87	16	3	0
Tues. PM	238	16	7	130	62	12	15	0
Wed. AM	214	14	3	78	85	13	32	0
Wed. PM	216	25	2	111	37	4	19	0
Thurs. AM	250	16	8	113	92	11	4	1
Thurs. PM	250	18	8	133	61	13	9	1
Total AM	703	43	16	302	264	40	39	1
Total PM	704	59	17	374	160	29	43	1
Total	1,407	102	33	676	424	69	82	2



Dakota Meadows Middle School Student Travel Tally Results

	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Before/After School Activity	Other
Tues. AM	296	10	1	124	136	21	7	0
Tues. PM	274	19	2	121	92	25	14	0
Wed. AM	300	8	1	125	136	28	2	0
Wed. PM	277	26	0	129	73	32	17	0
Thurs. AM	161	4	2	64	75	16	6	0
Thurs. PM	138	9	1	51	56	12	14	0
Total AM	757	22	4	313	347	65	15	0
Total PM	689	54	3	301	221	69	45	0
Total	1,446	76	7	614	568	134	60	0



Appendix D: Parent Survey Form



SAFE ROUTES TO SCHOOL PARENTS SURVEY

Your child's school would like to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If you have more than one child in a school, please fill out the survey for the child with the next birthday from today's date. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results.

Please take a few minutes to provide us with the following information:

Question 1: Who is completing this survey?

- Parent
- Student
- Other _____

Question 2: Please indicate which school your student attends.

- Lonsdale Elementary K-4
- Le Center Elementary and Middle School K-8
- Montgomery Elementary and Middle School K-8
- Most Holy Redeemer Catholic School

Question 3: Please indicate which grade your student(s) attends. (Select all that apply)

- Pre-Kindergarten
- Kindergarten
- First
- Second
- Third
- Fourth
- Fifth
- Sixth
- Seventh
- Eighth

Question 4: Is the child who brought home this survey male or female?

- Male
- Female

Question 5: How many children do you have in Kindergarten through 8th grade?

- One
- Two
- Three
- Four
- Five
- Six

Question 6: What are the names of the two streets that intersect nearest your home? (Please provide the names of two intersecting streets)

_____ and _____

Question 7: How far does your child live from school?

- Less than ¼ mile
- ¼ mile up to ½ mile
- ½ mile up to 1 mile
- 1 mile up to 2 miles
- More than 2 miles
- Do not know



Question 8: *On most days, how does your child travel to school?*

- Walk
- Bike
- School Bus
- Family Vehicle (Only children in your family)
- Carpool (Children from other families)
- Transit (City bus, etc.)
- Other (Skateboard, scooter, inline skates, etc.)

Question 9: *On most days, how does your child travel from school?*

- Walk
- Bike
- School Bus
- Family Vehicle (Only children in your family)
- Carpool (Children from other families)
- Transit (City bus, etc.)
- Other (Skateboard, scooter, inline skates, etc.)

Question 10: *If your student walks, does an older sibling in middle school wait for them?*

- Yes
- No

Question 11: *How long does it normally take your child to get to school?*

- Less than 5 minutes
- 5-10 minutes
- 11-20 minutes
- More than 20 minutes
- Don't know/Not sure

Question 12: *How long does it normally take your child to get home from school?*

- Less than 5 minutes
- 5-10 minutes
- 11-20 minutes
- More than 20 minutes
- Don't know/Not sure

Question 13: *Has your child asked for your permission to walk or bike to/from school in the last year?*

- Yes
- No

Question 14: *How much fun is walking or biking to/from school for your child?*

- Very fun
- Fun
- Neutral
- Boring
- Very boring

Question 15: *How healthy is walking or biking to/from school for your child?*

- Very Healthy
- Healthy
- Neutral
- Unhealthy
- Very Unhealthy

Question 16: What is the highest grade or year of school you completed?

- Grade 1 through 8 (Elementary)
- Grade 9 through 11 (Some high school)
- Grade 12 or GED (High school graduate)
- College 1 to 3 years (Some college or technical school)
- College 4 years or more (College graduate)
- Prefer not to answer

Question 17: What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select all that apply)

- Distance
- Convenience of driving
- Time
- Child's before or after-school activities
- Speed of traffic along route
- Amount of traffic along route
- No Adults to walk or bike with
- Sidewalks or pathways
- Safety of intersections and crossings
- No Crossing guards
- Violence or crime
- Weather or climate

Question 18: Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line)

	My child already walks or bikes to/from school	Yes	No	Not Sure
Distance				
Convenience of driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child's before or after school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed of traffic along route	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of traffic along route	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults to walk or bike with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sidewalks or pathways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety of intersections and crossings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crossing guards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violence or crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weather or climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Question 19: In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?

- Strongly encourages
- Encourages
- Neither
- Discourage
- Strongly discourages

Question 20: Do you feel there are adequate bike storage facilities at your school?

- Completely satisfied
- Somewhat satisfied
- Somewhat Dissatisfied
- Completely Dissatisfied
- Do not know

Question 21: If your child were able to walk/bike to and from school with a partner, would they be more willing to walk/bike to school?

- Yes
- No
- Do not know

Question 22: What is the single most important barrier preventing your child from walking or biking to school?

Question 23: What is the furthest distance your child is willing to walk/bike to or from school?

	Walk	Bike
Less than 5 Minutes	<input type="checkbox"/>	<input type="checkbox"/>
5-10 minutes	<input type="checkbox"/>	<input type="checkbox"/>
11-20 minutes	<input type="checkbox"/>	<input type="checkbox"/>
More than 20 minutes	<input type="checkbox"/>	<input type="checkbox"/>

Question 24: Please provide any additional comments below.



Appendix E: Parent Survey Results



What school does your child attend?

Answer Options	Response Percent	Response Count
Hoover Elementary	17.5%	65
Garfield Elementary	15.1%	56
Monroe Elementary	48.5%	180
Eagle Lake Elementary	0.0%	0
Dakota Meadows Middle School	18.9%	70
	answered question	371
	skipped question	0

What is the grade of the child who brought home this survey?

Answer Options	Response Percent	Response Count
Pre-Kindergarten	0.0%	0
Kindergarten	9.2%	34
First	11.3%	42
Second	12.4%	46
Third	8.6%	32
Fourth	11.6%	43
Fifth	13.2%	49
Sixth	15.4%	57
Seventh	10.0%	37
Eighth	8.4%	31
	answered question	371
	skipped question	0

Is the child who brought home this survey male or female

Answer Options	Response Percent	Response Count
Male	48.4%	178
Female	51.6%	190
	answered question	368
	skipped question	3

How many children do you have in kindergarten through 8th grade?

Answer Options	Response Percent	Response Count
One	46.4%	172
Two	41.2%	153
Three	10.5%	39
Four	1.9%	7
Five	0.0%	0
Six or more	0.0%	0
	answered question	371
	skipped question	0

How far does your child live from school?

Answer Options	Response Percent	Response Count
Less than 1/4 mile (4 blocks)	18.3%	68
1/4 mile up to 1/2 mile	16.4%	61
1/2 mile up to 1 mile	7.8%	29
1 mile up to 2 miles	18.6%	69
More than 2 miles	37.2%	138
Do not know	1.6%	6
	answered question	371
	skipped question	0



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

Answer Options	Response Percent	Response Count
Walk	16.1%	59
Bike	2.5%	9
School Bus	25.1%	92
Family Vehicle (Only children in your family)	51.2%	188
Carpool (Children from other families)	4.9%	18
Before School Activity	0.3%	1
Other (Skateboard, scooter, inline skates, etc.)	0.0%	0
	answered question	367
	skipped question	4

On most days, how does your child travel home from school?

Answer Options	Response Percent	Response Count
Walk	20.7%	76
Bike	3.3%	12
School Bus	33.8%	124
Family Vehicle (Only children in your family)	28.6%	105
Carpool (Children from other families)	4.6%	17
After School Activity	9.0%	33
Other (Skateboard, scooter, inline skates, etc.)	0.0%	0
	answered question	367
	skipped question	4

How long does it normally take your child to get to school?

Answer Options	Response Percent	Response Count
Less than 5 minutes	29.7%	109
5-10 minutes	36.0%	132
11-20 minutes	18.0%	66
More than 20 minutes	13.6%	50
Don't know/Not sure	2.7%	10
	answered question	367
	skipped question	4

How long does it normally take your child to get home from school?

Answer Options	Response Percent	Response Count
Less than 5 minutes	21.5%	79
5-10 minutes	34.1%	125
11-20 minutes	23.4%	86
More than 20 minutes	18.3%	67
Don't know/Not sure	2.7%	10
	answered question	367
	skipped question	4

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

Answer Options	Response Percent	Response Count
Yes	50.4%	185
No	49.6%	182
	answered question	367
	skipped question	4



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

Answer Options	Response Percent	Response Count
Kindergarten	2.2%	8
First	3.1%	11
Second	6.4%	23
Third	10.9%	39
Fourth	11.5%	41
Fifth	12.9%	46
Sixth	10.1%	36
Seventh	11.8%	42
Eighth	1.7%	6
Ninth	4.2%	15
Tenth	0.8%	3
Eleventh	0.0%	0
Twelfth	0.3%	1
No age would I allow my child	24.1%	86
	answered question	357
	skipped question	14

What of the following issues affected your decision to allow, or not allow, your child to

Answer Options	Response Percent	Response Count
Distance	72.1%	240
Convenience of driving	11.1%	37
Time	31.5%	105
Child's before or after-school activities	18.3%	61
Speed of traffic along route	47.1%	157
Amount of traffic along route	57.7%	192
No Adults to walk or bike with	23.1%	77
Sidewalks or pathways	29.7%	99
Safety of intersections and crossings	52.3%	174
No Crossing guards	23.7%	79
Violence or crime	19.8%	66
Weather or climate	56.2%	187
Other (please specify) - Listed Below		26
Mobile Home Park		
LorRay Hill		
No one to walk with		
4 way stop signs		
Safety of intersections and crossings		
Age		
Age		
Steep Hill		
Medical Condition		
Her Confidence		
No responsible enough to walk - ADHD - would get side tracked		
We do not live in town (belgrade township)		
We open enroll, and live outside of city limits		
School Bus		
Hill from Lower to Upper Noth Mankato		
Safety of intersections and crossings		
Weather or climate		
Too far away!!!		
My children have walked or biked to elementary school every day. Only take the bus to we are concenred about Lucas crossing Lookout Drive and hwy14 won't let them ride on highway 14		



Not knowing if they made it to school on time
 No bussing for us
 We are two blocks from Roosevelt Elementary.
 Bridge over Highway 14, especially in cold weather.

The paths to DMMS from our home is not friendly for walkers or bikers, The commerce

answered question 333
 skipped question 38

Would you let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line)

Answer Options	Yes	No	Not Sure	Response Count
Distance	165	47	48	260
Convenience of driving	54	45	38	137
Time	91	44	32	167
Child's before or after-school activities	68	45	38	151
Speed of traffic along route	132	44	39	214
Amount of traffic along route	156	34	39	228
Adults to walk or bike with	97	28	31	156
Sidewalks or pathways	119	30	24	173
Safety of intersections and crossings	161	26	34	221
Crossing guards	126	21	25	172
Violence or crime	78	33	46	157
Weather or climate	101	29	37	167
Other (from previous question)	20	17	33	70
			answered question	331
			skipped question	40

In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?

Answer Options	Response Percent	Response Count
Strongly encourages	9.2%	33
Encourages	36.1%	129
Neither	53.5%	191
Discourages	1.1%	4
Strongly discourages	0.0%	0
	answered question	357
	skipped question	14

In your opinion, how much does the City of North Mankato, Eagle Lake, and/or the community encourage or discourage walking and biking to/from school?

Answer Options	Response Percent	Response Count
Strongly encourages	5.6%	20
Encourages	27.5%	98
Neither	63.3%	226
Discourages	2.2%	8
Strongly discourages	1.4%	5
	answered question	357
	skipped question	14



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

Answer Options	Response Percent	Response Count
Very fun	16.5%	59
Fun	30.5%	109
Neutral	47.1%	168
Boring	3.9%	14
Very boring	2.0%	7
	answered question	357
	skipped question	14

Please provide any additional comments below

Answer Options

Response Count: 134

Response Text

- 1 our intersection: lookout and marie is so busy and FAST....intersection is at an angle with many cars making right turns....I don't trust the drivers to see my kids... the cross walk buttons are twisted and it's hard to know which one to push (on corner with bench).....if we bike or walk with them, I'm ok....I won't send them without an adult.
- 2 We live too far away for biking or walking
- 3 If there were a bike path that took a shorter route from our neighborhood to school, I would let my son ride his bike or walk much more. The route is so long now having to go all around Northridge and is on busy roads/ intersections most of the way, which makes me nervous.
- 4 We did the bike to school day because her dad was able to ride his bike with her on that day. It was a great event and almost all the kids and parents in our neighborhood participated. We just don't have the luxury with work schedules and younger siblings to bike with her more often. When my daughter is older I will encourage her to bike to school. My only concern is her crossing Lookout Drive.
- 5 I have 2 major concern with the walk to and from Hoover from our house. I do home daycare so walk over after school with the daycare kids to pick up the school age children. We have to walk down Roe Crest Dr. to get to the side walk on Marie Ln that will bring us to Hoover. On Roe Crest not only is there no side walk but there are no signs to reduce speed for school zone. On this road there is always a number of parents that are flying down either to get back to work or to pick up their child from school. There are a few that will move over away from us when they drive by but not all of them will, and if there is a car park on the side of the road its a little scary. Also on the corner of Roe Crest Dr. and Marie Ln there is a house which YES they do a great job trimming their bushes so that we are able to use the side walk, however when you are walking from Hoover to Roe Crest its hard to see the oncoming traffic coming down roe crest to turn onto marie until you are at the corner, I have had and seen children run and if there is a car coming they can't see those children until the last min. Plus the cars that are coming down roe crest to get onto marie don't have to stop they just have to slow down a little to make that turn so if they aren't paying attentions could hit a child. Its a scare intersections for me.
thank you for looking into these things and making it safer for children to get to and from school
- 6 My children in my opinion are to young to walk or bike to school alone its dangerous not only are there people out there who dont watch where they drive there are weirdos out there just waiting for the right moment to take a child. But if I lived by a group of children my kids could walk with I may reconsider
- 7 I have 1 child, would be different in groups.
- 8 The rolling stops make me nervous at the intersection
- 9 Crossing guards on Range would be helpful.
- 10 It is nice to have a crossing guard on Belgrade Ave. That intersection gets too busy in the morning. I had my kids walk to and from school when a guard was there and they used to attend Monroe. I have one child at Monroe at the moment that goes to daycare but that might change in a couple of years.
- 11 We love to walk when the weather's nice out! Once it turns cold out, she'd rather ride in the car. She has told me that once she's older she'll walk by herself and eventually w/ her younger siblings. I wish there was a crossing guard on Sherman and Garfield. that would be greatly helpful!
- 12 It would be very helpful if the side walks were on both sides of cross street.



Most often we drive for pick up & drop off at school due to busy schedules. My child can walk/bike to school with an adult upon request. Due to traffic and other individuals inability to pay attention to other children, my child has an adult present.

14 I have to be to work anytime between 6am-7pm. So biking/walking is sometimes difficult to accomplish with having to drop off/pick up from Aces.

15 You do not get a choice if you live within 2 miles of the school you must walk or bike. However, I prefer that my child gets exercise in other ways. Backpacks are big and bulky. I do not feel this is safe.

Back in the day I walked to and from school by myself. I was over a mile away. In this day in age w/ kidnapping, gun violence and abduction - predators I would not feel this to be safe. I am fortunate I can make arrangements to not have to have my kids walk. However yes healthy. My child would love to if we lived closer. If we ever relocate closer to a school and time allows - we'd walk together.

17 Countryside Dr. East of Haughton needs to be improved. There is no sidewalk or shoulder. It is extremely dangerous for walkers, runners and bicyclists. My children will not be allowed to walk or bike that rode until improvements are made. In addition, a stop light is needed at LorRay and Howard. The 4-way stop is confusing for kids and drivers often do not give them the right of way. Thank you for the opportunity to provide input.

We walk our 3 children to school in the fall and in the spring and drive them in the winter due to weather. I walk with them because I also have a 1st grader who is not ready to walk alone. The crossing guard is great on Lookout; however we have not always had dependable ones in the past so I would probably still walk with them to that corner up to 5th grade since the traffic is fast and unpredictable. I also enjoy the time at the end of the day walking and talking with them. In the morning, I feel like it gets a little energy flowing so they are ready to learn when they get to school. Also gets my youngest's energy out a little so he can sit still when he gets to school.

19 Need more law enforcement at school!

20 Crossing a highway and going down a large hill is just way too far and dangerous for my kids to walk or ride bike. They would likely get lost, too.

We live too far from Monroe for my 3rd grader to walk. I absolutely hate my older child walking to DMMS. I worry about abduction, weather and safety. Lor Ray Drive is too busy for any child to have to cross. People are terrible at the intersection about yielding to each other. I do not look forward to my younger child having to walk 3 yrs to DMMS.

22 By far the main thing holding us back from feeling comfortable with walking is the fear of danger from other people.

23 Fastest route to school requires travel on highway, alternate route would take more than an hour to walk to.

24 I would feel more comfortable if I knew of more children also walking the route. I don't feel comfortable with my child walking alone. Maybe if there was more safety precautions.

If there was a group of students walking to school that lived near us I would let them walk with but I think its dangerous for my children to cross Belgrade Ave. Ive never lived in a town that didnt have a regular bus route. My children who are in Kindergarten and second I dont think that is an appropriate age for them to be walking/biking alone 6-8 blocks

26 The crossing at Range Street is always dangerous. We (walk) cross at one of the 4-way stops and traffic is always moving fast, "rolling stops", and generally in a hurry. We've been nearly hit by careless drivers 2 x at the intersection of Range and Garfield. Mornings are bad; everyone in a hurry. After school is better.

27 I let my children walk because I can see them for most of their walk to school.

- 28 I wish more children would walk to school!
Location of our house to elementary school my kids attend not feasible for my kids to walk/bike to school.
- 29 On other hand, walking or biking to DMMS or site of new elementary building by Caswell Soccer Complex - Absolutely!
- 30 It would be nice to have crossing guards at each corner of the school block... at busy times, such as drop off & pick up. People sometimes roll through the stop signs.
- 31 My daughter is simply too young to walk/bike alone. Possibly when she is older.
The streets around Monroe are very safe for a child to walk/bike to/from school -- with the exception of a few drivers who feel the need to "race" down the street. There are "near misses" everyday...makes me angry.
- 32
I however feel 100% comfortable letting my 1st grader walk to/from school. All it takes is a little education from parents -- and practice. :)
- 33 I'm also concerned about my daughter being along from 2:30-4:30 (when I get home from work).
- 34 Student walks alone; will drive to/from school as weather changes or mornings become dark. She sees walking as becoming more independent, therefore likes it!
- 35 I know Monroe is a safe community, therefore allowing the kids to walk feels comfortable. It's reassuring to see the area patrolled by police and seeing numerous parents walk with their children.
- 36 I have the kids I have to transport them all, then I go to work. He loves when he can bike to school. I'm scared about it!
- 37 I really think that it would be a lot safer for students getting to and leaving school if there was a crossing guard at the four way stop on Monroe Ave.
My child is six. He lives too far from his school to walk or ride bike. He rides the bus and I see him get on it every day. I don't trust the crime or traffic. Now when he is older maybe 6th-7th grade and depending on how far his school is, we will re-evaluate. I rode the bus all through 3-12 grade. sometimes rode my bike in 6th grade.
Timothy Sinesac
- 38
- 39 Next year I may let her walk to her daycare providers house if there was a crossing guard down by Range Street at the church. So much traffic down there after school.
We live along a busy road and they would have to walk by areas known for drugs/crime. I'm not comfortable with no adult supervision while crossing streets with morning rush.
- 40
Walking school bus would help. So parents would have comfort knowing an adult was helping to ensure safety. It reminds kids to watch for cars, not talk to strangers, etc.
- 41 Being encouraged to walk/bike to and from school is a great concept but it also gives my child false ideas when it comes to decision making and being able to cross streets alone, etc. Thank you.
- 42 Why aren't there any cross guards around Monroe? There is a lot of traffic before and after school when the kids would be there.
- 43 My child always rides the school bus or gets picked up. Never walks alone too young in my mind.
I want my child(ren) to walk to school. Age of child plays a big factor in me allowing them to walk to/from school & the potential for abduction. I feel very safe in this neighborhood & the NMPD do an excellent job of patrolling area during heavy kid traffic times. We do not have the time to walk child to school so we drop her off. Now she is old enough to walk & she does & have no problems with it.
- 44
- 45 Traffic on center st goes way to fast. I would feel better if there was a safety guard on duty to help with the traffic or North Mankato police to help the children get to & from school safely.

- We live almost 3 miles from school and my children would have to cross the bridge over hwy 14. It is not
46 feasible for my children to walk to school, nor is it safe. I find it very discouraging for children to be given
rewards for walking or biking to school as some children CAN'T!
- 47 Our kids bike when weather permits. We drop kids off in morning but they walk home 1/3 of the time
depending on weather.
- 48 Very happy with location of crossing guard in our area!
- 49 I feel that there should be crossing guards or something more done than a 4 way stop. Cars fly through
the streets don't watch and speed. It's unsafe and the feeling is mutual from other adults w/ kids.
- 50 I let my children walk because I can see them for most of their walk to school.
- 51 The only reason she doesn't walk is that we live in upper north. When Monroe does the special day of
walk or ride we walk to school from her brothers daycare. She really enjoys it.
I would like to see a 4 way stop sign intersection placed on Garfield Ave and Sherman St. Many kids
52 cross this intersection every school day and cars go very fast down Garfield Ave.
It would be nice to have crossing guards at least at the intersections by Monroe/Garfield.
Location of our house to elementary school my kids attend not exactly feasible for my kids to walk/bike to
53 school. On other hand, walking or biking to DMMS or site of new elementary school bldg on soccer
complex, absolutely!
- 54 The city only encourages walking and biking due to lack of bus service. Would like to have more crossing
guards than just the one on Belgrade - my daughter would have to walk out of her way.
- 55 When your child rides bus it is very difficult to do this survey. When my child goes to Dakota Meadows
she can bike/walk to school but to Monroe, no way.
We live in upper North Mankato on the north side of highway 14. Traffic crossing the bridge at times will
56 not look for bikers or pedestrians. Also Lee boulevard hill could pose a problem if kids do not pay
attention or drivers.
- 57 I wish more children would walk to school!
- 58 I feel living 1 mile away from the school and traffic involved, busing should be an option.
- 59 There is a 1 mile stretch that has no sidewalks. This is a concern for me - Also that is out in the open
and riding by himself for me is scary. Child has expressed riding bike next year to DMMS!
- 60 I will not allow due to having to cross Hwy 169 and walk thru business area
- 61 We live out of town and in the St. Clair school district. My kids are open enrolled. If we lived in town they
would most likely still ride to school b/c I work there. :)
- 62 He walks if he needs to but is usually picked up by a parent.

- We live too far to walk or safely drive a bike. The bus supervision keeps us from using the bus. My child had been bussed since Kindergarten before moving here. The first day, the bus driver let her off at the wrong stop 3/4 of a mile from our home. By the time I found her she was distraught. When I asked the driver where my child was, he held up his hand to indicate he had no idea who my child was. To the best of my knowledge, he didn't have a list of students on the bus and there were no safeguards in place to make sure the kids were deposited correctly. I am also very uncomfortable with the school doors opening and the kids left to scatter. There is no sense of responsibility for the children's safety after school. Very
- 63 few teachers monitor bus loading and if a parent is late, children are left outside alone. the teachers/supervision spend about 4 minutes for bus dismissal and move on with their day. There are no clear protocol for corridor pick up which creates an extremely unsafe environment. When I decided to transport my child myself nobody could tell me or show me the carline. If the bus stop was visible from our home, I would be willing to put her back on the bus as long as the bus driver showed concern for my child's well being. Also, I tried to let the teacher know of the change in transportation, she asked my daughter what my note meant. I guess nobody cares how the kids come and go, when the bell rings nobody is responsible anymore. I think it is just a matter of time that a tragedy occurs. I would like a change to discuss my concerns with a transportation specialist from the district.
- 64 We live out of town and are open enrolled. If we live in the neighborhood, my child could walk or bike to school.
- 65 Sidewalks in lower North are hazardous! Sometimes as big as 3" height difference!
- 66 There is no safe route to get to Monroe from Upper North. It would be very unsafe and unreasonable to let children walk from here. The roads to get here all have heavy traffic.
- 67 I don't like that needs to cross Riverfront by the YMCA to go over the 169 bridge. Way too much traffic and unknowns for help to walk or bike.
- We are located at a spot that is very dangerous for kids to cross over intersection - many cars do not stop at stop sign - I witness it many times. Also, we live in college kid area where my kids don't feel comfortable walking, cause they are whistled at etc. by college age boys. Also where my child has to walk to get to school is not well lit up by lights and they would need to leave 30 plus min early at least
- 68 cause they couldn't walk on Stolzman Road cause at the curve it is very dangerous many cars go around curves on shoulders where they would walk. I pay for my child to ride bus to high school cause I don't feel it is safe for her to walk - and its not being over bearing - I really have seen too many times people going on shoulder - going thru stop sign etc.
- 69 Garfield is too far from our home.
- Once she is at Dakota Meadows we would allow her to walk to/from school.
- 70 There are other safer ways for children to get exercise. How about a program where kids can run the halls or something before school. I do not trust the world to have my children out of sight. I think the bus stops are too far away from people's houses and its not safe to have children outside unattended with all the craziness the world today.
- I would have to reconsider walking or biking after my child is at least eight or nine years old. At this point,
- 71 we live too far to walk, and my child does not know how to ride a bike. Also, I would not let him bike across Lor Ray Dr. or Lee Blvd until he is older.
- 72 I'd love to see a few days during the year when the buses could drop rural kids at a specific drop and there would be bikes available for them to ride to school (like bike rentals) or even have them walk. Coordinate your "walk to school days" w/ the bus companies so that rural kids can participate too.
- 73 When they were at Jefferson I did allow walking/biking after I walked them past the Stadium 4 way stop. Now that they are at Garfield I'll have them bus. Stolzman Rd is too dangerous curves - ppl on cell phones etc. I won't have them walk even to West HS b/c the Stolzman road is far too dangerous.

- Because of the large hill between us and Garfield, it makes biking difficult. When he goes to Dakota Meadows, crossing Hwy 14 is not very safe. Due to a medical condition, he has to have someone else with him and his brother is still at Hoover. We prefer to bike/walk and did so most of the time when weather permitted - it was easier and safer to get to Hoover.
- 74 We live across the street, so a lot of these questions don't matter.
- 75 We live too far out of town to consider walking or biking. If we lived closer we would consider it.

- Walking to Hoover is dangerous for young kids. Parents & TEACHERS drive way too fast on Marie Lane going to work or dropping off kids. Walking or biking from the Hoover area to Dakota Meadows is horrible. First a child has to cross the traffic of people going to Hoover, next they have to cross Lee Boulevard and the intersection behind SCC college (most college students & people in general do not fully stop or yield to the kids trying to cross the street). Next they have to cross Commerce Drive which is always busy in the mornings and afternoons. Next they have to cross highway 14 bridge on Lookout Drive on a narrow sidewalk with traffic flying by at 30 to 45 mph. Then cross Howard Drive intersection with all the Dakota Meadows traffic and all the local commercial business traffic in that area. I would like to see the superintendent and school board members walk this route to school in both good and bad weather just to see what they have our children attempt to do 10 times a week, each week during the school year. Plus, the district is adding more traffic and congestion in this area with the addition of having 6th grade at Dakota Meadows. When does a child's safety to walk to school become a concern to a school district? When someone is injured or seriously hurt?
- 77 Too many busy and dangerous streets between Hoover, DMMS, and our home. Morning commuters are very distracted and crossing busier intersections becomes very dangerous.
- The area around commerce dr and having to cross over highway 14 are both complete
- The busy area around commerce drive and look put drive and having to cross over hwy 14 are not safe for children walking to school, not to mention completely unpleasant and ill designed for foot traffic..
- 78 Moreover, choosing not to bus children who live 1.9 miles from school fails to support working families. Such district decisions may be forced by financial constraints but they show how little we value children and families.
- Dist 77 is trying to avoid the cost of using busses to get kids safely to and from school. Stop trying to pass the buck. It is safest for kids to take the bus. But ridiculous that the elementary kids in this neighborhood have to transfer busses at DMMS but the DMMS kids can't even ride that bus. Have you seen the crazy people that work at the businesses near DMMS - it is not safe. Jacob Wetterling was 12 when he was abducted. Just pay the money for the busses - its the safest for grades k-12 and anyone living over 1/2mile from school.
- 80 I am too worried about crime and bullying. I don't think that will change no matter what happens.
- 81 I would love for my kids to get that extra exercise on good weather days, however my kids would have to cross both Lor Ray Drive and Lee Blvd., which I feel, are two very busy intersections.
- 82 If we did not live on a busy road and if there was a crossing guard at the intersections at all times.
- 83 We live too far out for my kids to walk or bike to school. I also drop off my nephew at Monroe. my son would very much like to walk or bike to school, however we are hesitant to allow him to do so because of lack of safety measures (responsible adults present along the route, fear of injury, abduction etc).
- 85 The only worry is when the weather/windchills are not safe and because of work schedules it is hard to let them walk....but also hard to switch schedules around.
- 86 We live too far out, and too dangerous of a road with no shoulder- to ride or walk unless much older. Dangerous even for an adult. So this questionnaire is somewhat inappropriate for us.
- 87 Survey isn't taking into account children coming in from distances that are bus locations (outside City of North Mankato). He could be bused but I was told possibly an hour each way. Also use ACES as he is too young to be home w/o an adult even if he rode the bus.
- 88

- The NorthRidge area is extremely busy in the mornings. I would like to see a cross sign guard in this area. i
- 89 would also like to see a "bike pool" area set up so kids had a place to meet other kids who will bike to school as well, so no one has to bike alone.
- 90 Crossing Lookout Drive is my only issue with my daughter walking/biking to school. She has walked/biked with me on a number of occasions but doing that crossing alone scares me. difficult to answer some of these questions because we live in the lake crystal school district and open
- 91 enroll our children to Mankato. Because of our family's choice, I would never allow my children to walk/bike to school
- 92 Would not be able to bike/walk from our rural location into school.
- 93 My child rides the bus every day.
- 94 Too many busy roads and in a hurry drivers for me to feel okay with my son walking, biking to school. Same with when my next one goes to kindergarten.
- 95 We are a rural family - doesn't pertain.
- 96 We live too far away to walk from elementary schools to walk and the traffic at the intersections are too busy to walk to middle school.
- 97 We live very close so it is very convenient and safe for our kids to walk to school. The intersections are safe. There are usually a couple of other kids walking about the same time. The district encourages walking/biking on the "Walk/Bike to School" Day, but other than that I don't know if they encourage it. Walking from upper North Mankato to Monroe or Garfield better NEVER be something children have to
- 98 do because of a busing situation. It is too far. If eliminating bus routes is where this survey is going it would be absolutely ridiculous and unsafe for children to walk/bike that far!!!!
- We live almost 4.5 miles from the school, walking or biking is not an option for us. We have a narrow
- 99 road with no sidewalks by our house and Lee Blvd hill. It is not safe for a child to walk or bike that far in grade school..in my opinion. The bus comes to our neighborhood (within city limits) at 7am, for a grade school child getting on the bus an hour before school starts is also tough.
- Would like to see the Child Pick up lane have a lane that goes all the way back to the driveway. It's
- 100 frustrating when I know I can get to a parking spot, but can't do so because of several cars pulled over too far keeping me from being able to move toward the parking spots. It's also frustrating to have the pick up line go into the street, leaving people unable to pass them or continue toward their homes.
- 101 Sorry if the school was closer no problem walking to school. In fact this is the first year we are not walking to school. It just too far.
- 102 Distance, weather and safety are my highest concerns as my child lives 1.8 miles from school and this is too far to walk/bike every day to and from school.
- I very strongly disagree with your policy on not busing kids to school who live within one mile of the
- 103 school. I live right on the edge where the bus comes but am unable to use the service without paying for it. It is unfair!!! Very disappointed with that policy.
- 104 It can't be healthy to cross major highways and intersections. We pay taxes; I don't think busing is too much to ask for our students to get to and from school.
- I have friends that have to cross the Lorray drive bridge -walking or biking to get to DMMS and in my
- 105 opinion that area -pretty much all of it is too busy to require DMMS students to walk- some child will get hit in that area. Busing to that school should be allowed for free if the child is required to walk or bike and must cross that bridge.

- We currently have to pay for our son to ride the bus to DMMS. Our older son is able to take him most days until his schedule before and after school changes. Pick up is difficult as DMMS gets out before West. Our son must cross 14. The new overpass is great if only we could use it. Currently we are again detoured back to Northridge which is an accident waiting to happen with bikes and walkers. The district talks about how much they save in transportation. Well they save because we pay out of our pocket. Luckily, this year we have an older child to help with the transportation. We do not have jobs that can pick up and drop off at DMMS. The bus picks up elementary students right at our corner and goes to DMMS yet we have to pay for my son to ride it. My older son is not using his pass to West, so there would be a spot available. I guess that saves the district as well because we have to pay for a parking pass. Seems like we are doing a lot of paying out of pocket for transportation.
- 106 Distance & safety should be the priority. Purpose is to get to school; not to exercise. Add gym back to schedules M-F to make a healthy impact.
- I don't understand the purpose of this survey. I am very disappointed that it seems like we are leaning towards having kids walk or bike vs providing bus services. We do not have bus service to DMMS and that is ver frustrating, especially since my son's bus to hoover goes to DMMS in the morning and transfers kids. I do not care for the route that my child needs to walk as its busy traffic at times when people are in a hurry to get to work, etc. I am also very concerned that next year my 5th grader will also be at DMMS and we won't have bussing. Lastly, while I thin walking or biking is a healthy option what is a working parent supposed to do when the weather prevents them from doing this? Please consider adding us service from northridge to DMMS
- 108 we are 5 miles from school. Impossible to walk there
- 109 The traffic and cars not stopping at stop signs is awful on each corner of the school and yet there are no crossing guards.
- I am concerned about my children walking from Dakota Meadows next year. DMMS is just a few feet less than 2 miles from our home, and we will have a 6th grader there next year, as well as a 7th and 8th grader. I do not like that my 7th grader has to walk that far in inclement weather now, and I will have even more difficulty with it when we have a 6th grader there as well.
- 110 some of these questions need a NA option
- 111 Again, the only reason for taking the Bus to DMMS is the distance. Both my children walked or biked to Roosevelt every day of the year regardless of the weather, with or without the crossing guard.
- 112 Most of these questions do not apply to us we live 4 miles from town in an urban fringe district the bus is our best and safest option for transportation to school
- 113 Lookout drive bridge is very dangerous for kids to walk across to go to Dakota meadows. Cars must drive across crosswalk on look exit to even see other cars
- We live in the Northridge neighborhood so we are considered "too close" for busing. I think this is such a bad decision by the school board to allow this to happen....and I also think this was done intentionally so then the school district would not have to pay to bus these children to school. SHAME ON YOU!
- 114 It would be nice to have a tunnel or bridge going over Hwy 14 from the corner of Pleasantview connecting across to UPS. This would allow all DMMS students in the Northridge and Pleasantview neighborhoods to bypass the busy intersections of Northridge/LookOut and Hwy 14. This would allow the kids to walk or bike to school in a much safer environment.
- My daughter rode her bike the first few weeks of school. We are now contracting with the bus company for her ride home. Because of the location of the school across Hwy 14, I would question why we are considered within "walking distance". It is a good 20 minute walk to our house in good weather across a busy highway. I feel this distance is too far from school and would hope the school district would reconsider the bussing area for DMMS.
- 115

- It is not safe for children to walk 1+ mile in MN winters (icy sidewalks, poor drivers on icy roads) nor is it safe to expect them to travel through industrial areas to get to school (namely across hwy 14 overpasses with poor separation of traffic and students during rush hours) insane. Get my kid on a bus to DMMS from the Northridge neighborhood. Crazy that the younger girls can ride the bus to dmms to transfer and get to hoover, but my son can't ride the bus to dmms unless we pay. Put all kids on the bus, esp since you are now having 6th graders to go dmms. Bus Bus Bus.
- 118 We are considered non-residents of ISD 77 so biking or walking to school is not an option. However our children can walk or bike after school to different locations such as the YMCA, the North Mankato Library, etc. My answers to the survey questions are based on their ability to walk to locations after school.
- 119 The drop-off/pick-up at Monroe is very dangerous, even when dropping my son off in our vehicle in the morning. Parents are careless, do not stop, stop in crosswalks, park and leave vehicles making it difficult to quickly drop off and go or have enough space for drop off. There should be a rule or a place for drop and go, as they do at DMMS.
- 120 This survey should really state which season these questions apply to as they may be answered different in winter
- 121 Most questions don't seem to apply due to our distance from the school -- anything other than distance is moot.
- 122 My child does not like to walk the block & a half to the bus stop, & refuses to learn to ride a bike, there is not way he would ever walk to school.
- 123 My child does not want to walk to school, they have a heavy back pack, cold . . .
- 124 Transporting my son and his siblings to and from school have been difficult as I have to schedule my work hours around the school day. I am a single mother and I wish there was bus transportation for my kids.
- 125

I am in favor of walking/biking but are you kidding me? Everyone drives crazy in the mornings, sun is in the eyes, peoples running red lights, intersections are completely bad. I am scared for my child to walk/bike. It is absolutely not safe in upper North Mankato going in any direction. My child has asked numerous times to walk/bike and I can't take the risk of him being hit by vehicle. There are semis all over too in upper North. We are too close for busing to Dakota so now it is our problem/responsibility to make arrangements out of our work day to accommodate transportation for our child to a public school. Completely insane - can't walk or bike, can't ride the bus. This shouldn't even be about "Healthy"! The issue at hand should be about transportation and safety to a public school.

126

I think that kids that live as far away as a mile or more should be able to have the option to ride a bus!! It's cold in the winter and when schedules interfere its not fair for my child to have to walk and it's not fair for them because bussing is ridiculously priced!!!

127

When the weather is nice my son rides his bike to and from school. When the weather is poor or gets colder we drive him to and from; but have to leave work daily to pick him up from school.

128

The problem I have is that crossing over the highway is the only way for her to get to school. If she had someone to walk with I would concider letting her bike. She really would like to.

129

Again, we are two blocks from Roosevelt Elementary and four blocks from West HS, so our kids walk when they are attending those schools, but it's not a huge boon to their health due to the short distance.

130

Crossing highway 14 on foot or by bike in cold weather is unacceptable due to snow build up on the bridge and walkway, vehicle spin-outs, and wind chill from the exposed northwest. A bus for Garfield stops right in front of my house, but we have to pay hundreds for our child to ride it. Putting DMMS North of Hwy 14 without busing for students living South of Hwy 14 was short sighted and foolish as is evidenced by the number of students driven to school throughout Upper North Mankato.

131

That DMMS is situated where it is, makes walking to and from school difficult and dangerous for all kids who live on the opposite side of highway 14. So not only is distance a problem, but the environment for walking is not conducive to doing so, especially for children. That we must pay for a bus is unfair and indicates a disregard for children's safety.

We live off Hwy 14 and it is not easy to get from our home off of Cty Road 6 to a safe road to bike on therefore I would only let my older son bike to or from school for safety reason. If we live closer to town I am sure my kids would bike or walk to school a bit more

134 Lookout/Marie Intersection is our issue

answered question
skipped question

Appendix F: Walking Audit and School Observation Form



Walking Audit Form

School:
Date:
Weather:

Items to have along during audit:
• Clipboard and a pen/pencil
• Camera
• Map showing school zone

Observations during drop-off / pickup

Walkers / Bikers

Include a description of where students are accessing campus.

Bus System

Show circulation on a map.
Note where public transit stops are located.

Car Loop / Lot

Show circulation on a map.
Note any cones, signs, etc. that are being used to control traffic.

Crossing Guards / Patrols

Note exact locations and mark on a map.

Observations were obtained during:

- Arrival (__:__ AM - __:__ AM)
 Dismissal (__:__ PM - __:__ PM)

Observations from walking assessment

School Infrastructure

Bike Racks

In addition to location, note number of spaces and type of rack.

Pedestrian Paths

Note the surface type and find out if they are plowed in the winter.

Community Infrastructure (in school zone)

Sidewalks

Note if there are any obvious issues such as major obstacles or deterioration of the surface.

Bike Routes

Are there bike lanes or other types of bicycle facilities?

Streets

Include traffic signs, speed control, signals and markings.

Intersections

Provide detailed information on **crosswalks** (marked and what type?), **curb ramps** (do they exist and are they up to ADA standards), **traffic control** and **pavement markings**. Also, note crossing distances.

Traffic

Note traffic patterns and driver behavior.

Community Infrastructure (around school zone)

Note other community resources such as **parks** and **community centers** near the school. Also, note adjacent businesses that attract children such as convenience stores. Additionally, assess **other intersections or conflict areas** that have been identified outside of the school zone.

Some general questions to ask during the walking audit:

Do I have room to walk (are there sidewalks and paths)?

Is it easy to cross streets?

Do drivers behave well?

Is the walk generally pleasant?

Appendix G: SRTS Action Plan Worksheet





Safe Routes to Schools Action Plan Worksheet

Program: _____

Custom name (optional): _____

Target audience: _____ Target behavior/issue: _____

What are your goals? _____

Lead group/person: _____

Potential partners

	HAVE SUPPORT	CAN GET SUPPORT	WILL BE DIFFICULT TO GET	Comments
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Supplies needed

	HAVE THEM	CAN GET THEM	WILL BE DIFFICULT TO GET	Comments
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

People resources (staff/volunteers)

	HAVE THEM	CAN GET THEM	WILL BE DIFFICULT TO GET	Comments
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

How often will you do this program?

One time Ongoing Daily Weekly Monthly Yearly Other: _____

Specific ideas, considerations, or challenges unique to your school: _____
