DULUTH LINCOLN PARK MIDDLE SCHOOL SAFE ROUTES TO SCHOOL PLAN UPDATE 2015

Prepared by:
Arrowhead Regional Development Commission
Regional Planning Division &
The Metropolitan Interstate Council

Duluth Lincoln Park Middle School

Safe Routes to School Plan

December 2015

Prepared for:

Lincoln Park Middle School & Independent School District 709

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&

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Introduction

SRTS Program Overview

The Safe Routes to Schools Program is a Federal-Aid program of the U.S. Department of Transportation's Federal Highway Administration (FHWA). The Program was created by Section 1404 of the *Safe, Accountable, Flexible, and Efficient Transportation Equity Act: A Legacy for Users Act* (SAFETEA-LU). The SRTS Program is administered by State Departments of Transportation (DOTs).

The Program provides funds to the States to substantially improve the ability of primary and middle school students to walk and bicycle to school safely. The purposes of the program are:

- To enable and encourage children, including those with disabilities, to walk and bicycle to school
- To make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age; and
- To facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity (approximately 2 miles) of primary and middle schools (Grades K-8).

Each State administers its own program and develops its own procedures to solicit and select projects for funding. The program establishes two distinct types of funding opportunities: infrastructure projects (engineering improvements such as sidewalk improvements and street crossings) and non-infrastructure related activities (such as education, enforcement and encouragement programs).

Plan Development: Why Develop SRTS Plans?

The SRTS program addresses a number of issues at and around schools including traffic safety, children's health, education, and funding. Without an adopted vision and plan to improve these problems, obtaining funding for improvement projects and programs would be difficult. A SRTS plan can help a school district and community to plan for and address issues that hinder biking and walking opportunities to school. Additionally, having a SRTS plan in place better positions a school to pursue and be awarded related funding opportunities for project implementation when they become available.
Following is an overview of factors which support the importance of planning for Safe Routes to School.

National Trends
In the 1960s, more than 65% of children walked or rode their bikes to school. Today, that figure is closer to 10%. The impacts of this change are quite dramatic:

Almost half of young people are not vigorously active on a regular basis; one in eight is overweight or obese. More than 10% of all trips are "escort" trips, children being driven around by adults; this rises to almost one-third of trips in the morning rush hours. Children today have much less independence, freedom to move around, and opportunities to "discover" their world than any previous generation.

Children in the U.S. spend an average of more than one hour in a car every day and between three and four hours a day watching television. Parents report the primary barriers to their children aged 5-18 years walking to or from school as (1) distance to school and (2) traffic-related danger. To address these issues, comprehensive Safe Routes to School (SRTS) initiatives focus on behavioral, environmental and policy strategies in an effort to increase the percentage of children who walk and bike to school.

Obesity
During the past 20 years there has been a dramatic increase in obesity in the United States. The Centers for Disease Control and Prevention estimates that 34% of Americans over the age of 20 are obese. Obesity is a serious health concern for children and adolescents. Data from National Health and Nutrition Examination surveys (1976–1980 and 2003–2006) show that the prevalence of obesity has increased: for children aged 2–5

years, prevalence increased from 5.0% to 12.4%; for those aged 6–11 years, prevalence increased from 6.5% to 17.0%; and for those aged 12–19 years, prevalence increased from 5.0% to 17.6%.

Obese children and adolescents are at risk for health problems during their youth and as adults. For example, during their youth, obese children and adolescents are more likely to have risk factors associated with cardiovascular disease (such as high blood pressure, high cholesterol, and Type 2 diabetes) than are other children and adolescents. The 2008 Trust for America's Health and the Robert Wood Johnson Foundation report ranks Minnesota 30th, with 24.8 percent of its adults being clinically obese. That's up from 23.7 percent in the 2007.

Physical Activity

The United States has seen a decrease in the number of children who are physically active and an increase in the number of children who are overweight. Statistics from the Centers for Disease Control (CDC) report nearly half of young people aged 12-21 years in the U.S. are not vigorously active on a regular basis and 14% of young people report no recent physical activity. In turn, overweight children are more likely to become obese adults at risk for a variety of diseases.

Based on successes in Europe and the drastic decline in the number of U.S. students who are walking and biking to school as their parents once did, the CDC and other groups across the nation have been promoting "Kids Walk-to-School" programs that encourage physical activity as an integral part of a child's daily routine. It assumes that teaching children the importance and pleasure of walking and bicycling to and from school may help to increase the likelihood that they will engage in other forms of physical activity. In addition to the physical benefits, data shows that physical activity may improve academic performance and alertness in youth.

Traffic Safety

The number one reason parents do not allow their children to walk to school is a fear for their safety. The safety of children as pedestrians is a real concern. Data from the National Highway Traffic Safety Administration's 2011 *Traffic Safety Facts* report show that children aged less than 5 up to 15 years old had high rates of injuries or fatalities occurring in non-intersection areas. Following is data on the non-intersection injuries or deaths pulled from Table 96 - Pedestrians Killed or Injured, by Age and Location (see Figure 1).

Age Group	Number of Cases	Percent
>5 years	50 cases	71.4%
5-9 years	44 cases	69.8%
10-15 years	91 cases	69.5%

Table 100 – Pedestrians Killed, By Related Factors (see Figure 2) reflected that the top factor in pedestrian deaths was "Failure to yield right of way", accounting for 25% of fatalities.

This data points to the critical need to teach on-going good pedestrian skills to children and young adults, stressing the importance to cross at intersections and at identified crosswalks when provided. The younger children in this age group have not developed the skills and experience to navigate traffic safely, including the ability to judge speed and distance. It is important to teach and practice safe pedestrian skills with our children as well as provide responsible adult supervision as they travel to and from school.

Figure 1. Source: National Highway Traffic Safety Administration

Table 96
Pedestrians Killed or Injured, by Age and Location

Age (Years)	Location						Total	
	Intersection		Non-Intersection		Other			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Pedestrians Killed								
<5	10	14.3	50	71.4	9	12.9	**70**	**100**
5-9	14	22.2	44	69.8	5	7.9	**63**	**100**
10-15	27	20.6	91	69.5	13	9.9	**131**	**100**
16-20	34	13.5	185	73.4	29	11.5	**252**	**100**
21-24	42	13.8	236	77.4	26	8.5	**305**	**100**
25-34	70	11.2	495	79.2	56	9	**625**	**100**
35-44	73	12.9	432	76.6	50	8.9	**564**	**100**
45-54	172	19.2	624	69.6	94	10.5	**896**	**100**
55-64	148	22.6	447	68.1	50	7.6	**656**	**100**
65-74	118	28.9	242	59.2	46	11.2	**409**	**100**
>74	145	33.3	243	55.7	45	10.3	**436**	**100**
Unknown	5	20	18	72	1	4	**52**	**100**
Total	**858**	**19.4**	**3,107**	**70.1**	**424**	**9.6**	***4,432**	**100**
Pedestrians Injured								
<5	1,000.0	47.1	1,000.0	47.0	**	5.9	**2,000.0**	**100.0**
5-9	1,000.0	32.5	2,000.0	64.7	**	2.7	**4,000.0**	**100.0**
10-15	3,000.0	39.0	4,000.0	53.6	**	4.0	**7,000.0**	**100.0**
16-20	5,000.0	51.4	3,000.0	37.3	1,000.0	8.2	**9,000.0**	**100.0**
21-24	3,000.0	57.6	2,000.0	34.6	**	7.3	**6,000.0**	**100.0**
25-34	5,000.0	56.8	3,000.0	31.0	1,000.0	10.9	**10,000.0**	**100.0**
35-44	3,000.0	37.7	4,000.0	51.9	1,000.0	10.3	**8,000.0**	**100.0**
44-54	4,000.0	40.7	4,000.0	47.2	1,000.0	9.3	**9,000.0**	**100.0**
55-64	4,000.0	49.8	3,000.0	37.8	1,000.0	9.6	**8,000.0**	**100.0**
65-74	3,000.0	73.1	1,000.0	20.4	**	6.5	**4,000.0**	**100.0**
>74	2,000.0	55.4	1,000.0	25.4	1,000.0	19.2	**3,000.0**	**100.0**
Total	**34,000.0**	**48.7**	**28,000.0**	**41.0**	**6,000.0**	**8.6**	***69,000**	**100.0**

* Includes 43 pedestrians killed at unknown locations

** Less than 500

*** Includes 1,000 pedestrians injured at unknown locations

SRTS "5-E" Planning

The Safe Routes to School planning approach to pedestrian and bicycle safety is effective because it is done comprehensively and covers five key areas, referred to as the "5-Es": Engineering, Education, Enforcement, Encouragement and Evaluation. Research has shown the most successful way to increase bicycling and walking is through a comprehensive approach that includes the "5-Es" directly or indirectly. Following is an overview of each of the "5-Es".

Engineering

The engineering approach of SRTS addresses operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicle traffic, and establish safe and fully accessible crossings, walkways, trails, and bikeways.

Addressing school zone traffic separation and traffic calming is a common engineering application in SRTS planning. Schools now face the demands of students arriving by bus and an increasing number of parents who choose to drop off their children at the school entrance. Traffic separation and calming around schools addresses the functionality of traffic circulation as well as improves critical safety measures for pedestrians and bicyclists. Examples of this engineering approach for traffic volume and speed can include establishing school speed zones and separating bus and parent drop-off/ pick-up zones.

For streets that are wide, a narrowing approach can be used to both slow down traffic speeds and lessen the street crossing distance for pedestrians. Engineering applications for narrowing can include things such as bump outs of sidewalk corners to constrict a roadway or installing a pedestrian island for a safe half way point for crossing a road.

Encouragement

Encouragement and education combine to increase the number of children who walk and bicycle to school safely. Promotion activities also play an important role moving the overall SRTS program forward because they build interest and enthusiasm, which can maintain support for changes that might require more time and resources, such as constructing a new sidewalk.

Using events and activities to promote walking and bicycling encourages these as exciting choices for students. For example, many schools participate in organized events such as a walking school bus in the community or partake in International Walk to School Day on an annual basis. Some communities may highlight a day out of the week to celebrate biking and walking to school (e.g., "Walk & Wheel Wednesdays").

Enforcement

Examples of enforcement measures can include partnering with local law enforcement to ensure traffic laws are obeyed in the vicinity of schools (this includes enforcement of speeds, yielding to pedestrians in crossings, and proper walking and bicycling behaviors), and initiating community enforcement such as crossing guard programs. Enforcement can also occur at the school level, with Principals and teachers requiring that students abide by safe pedestrian and bicyclist behavior (i.e., crossing at designated crosswalks to get to school, wearing a bicycle helmet). School staff can also enforce any rules established for traffic control such as making sure parents abide by rules of the vehicle drop-off/pick-up zone.

The importance of enforcement should not be overlooked in developing and implementing a SRTS plan. The process of engaging law enforcement, school personnel, and community members to emphasize the seriousness of school safety to the community is key to improving walking and biking for students (and in fact, everyone!).

Evaluation

Evaluation is important to the SRTS program in order to make certain that the previously described approaches are having the desired effect of more active children, less traffic, cleaner air and fewer injuries because of efforts within the community. Evaluation does not have to be complicated, but it should be done on a regular basis so changes can be made in the SRTS program as needed.

Evaluation also consists of monitoring and documenting outcomes and trends through the collection of data, including the collection of data before and after improvements are made. For example, if bicycle racks are installed, the school can count the number of bicycles per day to gauge student use or if rules for parent drop-off/pick-up zones are changed, parents might be quickly interviewed during the transport times to gather their feedback on the changes.

Status of State and Federal Support for SRTS

In June 2012, Congress passed a new Federal two-year transportation bill, *Moving Ahead for Progress in the 21st Century* (MAP-21). MAP-21 establishes a consolidated program that provides funding for a variety of alternative transportation projects, including SRTS that were previously separate programs. The SRTS program is now combined with other bicycling and walking programs into a new program called Transportation Alternatives Program (TAP). Each state will develop a competitive program with the funds allocated to them.

Minnesota has an established a SRTS program with State allocated funding in addition to the federal TAP funds for non-infrastructure and infrastructure projects.

Community Profile and Goals

Community and School Background

Lincoln Park Middle School is located in Duluth, Minnesota's Lincoln Park neighborhood, off of Lincoln Park School Road. The school was constructed in 2011 and is situated on top of a hill, which is adjacent to the residential neighborhoods below. The school is new facility, as construction wrapped up and opened in September 2012. There are approximately 730 students that are enrolled in grades sixth through eighth. It is included within Independent School District (ISD) 709's policy that students are eligible for transportation if they live 1.5 miles or further from school as well as promoting safe routes to school, which can be found in the Wellness Policy.

Lincoln Park had been involved with previous SRTS planning efforts such as the development of Duluth's first SRTS Plan, in which the Lincoln Park School and the community participated with in 2006. Also, a SRTS Infrastructure Application was submitted for new sidewalks along Atlantic Avenue as well as Wellington and Devonshire Streets. In 2013 and 2014, the school participated in the International Walk to School Day events, utilizing nearby Wheeler Park as a remote drop-off location.

General Goals and Planning Process

2015 General Lincoln Park Middle School Goals

The SRTS planning team is comprised of the Metropolitan Interstate Council (MIC), St. Louis County Public Health, and the Arrowhead Regional Development Commission (ARDC). As the planning process progressed, the goals were identified as the following:

1. Increase education opportunities and support for walking, bicycling and Safe Routes to School with the school and community.
2. Address pedestrian and bicycle safety concerns within a one-mile radius of the school.
3. Continue ongoing evaluations of Safe Routes to School efforts.

Plan Process

The MIC, in partnership with St. Louis County Public Health and the ARDC initiated the SRTS planning process. Four SRTS meetings, including a student input session were held during the 2014/2015 school year at Lincoln Park Middle School.

At the first meeting held in October, the planning team met with the school's principal, informing her about the SRTS planning background, the objectives of the "5-E's", and the planning timeline. At this first meeting, existing barriers and concerns for students safely walking and biking to school. Towards the end of the meeting, a brainstorming exercise was held to help identify other groups and individuals that should be involved in the planning process, engagement tools that could be utilized to build awareness, as well as an attempt to build a vision statement. Later plan of action was formed to hold a site observation during peak arrival and dismissal times as well as the distribution of parent surveys and classroom tallies.

During the second meeting held in late March, the planning team presented the parent survey and classroom tally results, student density, and existing conditions to members of the School's newly formed Parent Action Council. An additional meeting was held with representatives from the City of Duluth, reviewing the same material and collecting information on upcoming City street projects near the school. This meeting was essential as a way to bring attention the SRTS planning efforts to the City representatives and as a way to formulate engineering recommendations

A third meeting was held in May at the school with the principal and another school representative. The planning team presented education, encouragement, enforcement, evaluation, and engineering solution ideas that were reviewed and prioritized for potential implementation. Towards the end of the meeting, the participants suggested holding a student input session to gauge student perspectives of the proposed solution ideas. Based from the responses to the ideas presented at the meeting and student input session, the planning team created a SRTS Action Plan outlining feasible solutions to increase to increase walking and biking to school.

Assessment of Existing Conditions

Assessment methods used to assess the existing conditions for students to walk and bike to school included a review of existing plan documents, upcoming roadway projects, crash data analysis, school site observations, parent surveys/student classroom tallies, and current programs or activities related to SRTS.

Neighborhood Assessment & Field Observation

The SRTS planning team observed activity at Lincoln Park Middle School on October 22nd, 2014, between 8:10-8:45 a.m. and 3:10-3:45 p.m. Traffic behaviors, the functionality of the bus loading and parent drop-off zones, and the ease of students walking and biking to school were examined. Overall, the planning team reviewed the existing conditions at the school site and the surrounding area.

Lincoln Park Middle School Drive is the only access to School from the surrounding neighborhood. This road provides key connections to West 3rd Street/Grand Avenue and Wellington Street. The surrounding residential roads have a relatively low Annual Average Daily Traffic (AADT) of approximately 832 vehicles, while 3rd Street/Grand Avenue is a busy collector with an AADT of approximately 6,800 vehicles. Grand Avenue's speed limit is 30 miles per hour (mph) and there are two driver speed radar signs present. Recently a stop sign was installed at the intersection of Wellington Street and Anson Avenue. However, it has been reported that drivers regularly disobey the traffic control device.

Lincoln Park Middle School's main entrance is located off the parent vehicle pick-up and drop-off zone, consisting of a traffic circle, connected to the visitor/staff parking lot and provides an outlet to Lincoln Park Middle School Drive. The pick-up/drop-off zone allows for curbside drop-off and loading from students. It is important to note that the traffic circle is utilized half-way due to the front entrance door being situated at the midway point of the circle. The planning team observed that the traffic circle appeared to be safe and efficient with a defined loop and signs posted. However, during arrival, it became congested as time approached the beginning of classes. Drop-off vehicles would "hop" in front of exiting vehicles, causing conflict. The planning team noticed that the parent drop-off/pick-up zone intersection with Lincoln Park Middle School Drive has loose corners, enabling faster turns for vehicles and decreased attention for pedestrians crossing.

The bus loading/drop-off zone is located at the back of the building, consisting of a large parking lot. The bus parking stall and car parking stall lines overlap one another, with each bus parked diagonally. Staff members park their vehicles at the northern edge of the parking lot/bus zone. The planning team observed that during arrival and dismissal, staff and parent vehicles entering and exiting the parking lot/bus zone at the same time. These elements contributed to random driving in the parking lot which at times became chaotic, due to lack of a curb or physical separation between the roadway and parking area.

The paved pathway is a wide sidewalk leading uphill to the school from Devonshire Street. It was constructed by the School District in 2012 and is in excellent condition. However, it is very steep and does not have a railing. During the morning observation, the planning team counted less than ten students that used the up-hill pedestrian pathway, yet approximately 18 walkers arrived to school from Wellington Street. During dismissal, approximately more than 20 students were observed walking down the paved pathway, as it is utilized more in the afternoon than in the morning. No bicyclists were observed by the planning team, despite the abundance of bike parking spaces, with high quality bicycle racks located near the back entrance. However, there are no bicycle racks located near the front entrance.

There are newer sidewalks in excellent shape on school grounds. Also on school grounds, two crosswalks are clearly marked at locations leading to the front entrance and near the back parking lot/bus zone respectively. The crosswalk leading to the front entrance is utilized far greater that the crosswalk near the bus zone. The less utilized crosswalk is situated at an odd location, as it is not perfectly lined up with the sidewalk leading to the back entrance of the building. It has resulted in students crossing Lincoln Park Middle School Drive in an undesignated area. This creates conflict and uncertainty between pedestrians crossing the street with cars and busses entering/exiting the parking lot/bus zone.
Sidewalks in the surrounding neighborhood are generally in fair condition. It is important to note that new sidewalks were installed along portions of West 3rd Street, Atlantic Avenue and Lincoln Park Middle School Road. However, there are a number of locations where the sidewalk condition is poor and even missing segments, which includes on Devonshire Street between Atlantic and Pacific Avenues. In 2012/2013, the

Devonshire Street Trail was built by students and community members in a collaborative effort. The pathway is gravel and provides a connection between the hilly pathway to School and the City's sidewalk system. Although it provides a useful connection, the trail is not ADA (Americans with Disabilities Act) accessible and is difficult to see from a distance while approaching it. Many segments of sidewalk within the surrounding neighborhood have slopes approximately at 1%-10%. At a few locations, there are sidewalk segments with a slope between 11%-17%. This includes the pathway leading up to the School. Within the neighborhood, popular existing walking routes are already identified such as Wellington Street, Devonshire Street, Elm Street, and Atlantic Avenue. These walking routes accompany painted paw prints on the sidewalks.

Crash data was collected and analyzed for accidents which involved collisions with pedestrians/bicyclists and motor vehicles between the years 2011 and 2013 within a two mile radius of Lincoln Park Middle School. The accidents accounted for involved at least one participant that was younger than 18 years old, which whom most cases would be a pedestrian or a bicyclists. Eleven collisions occurred between motor vehicles and pedestrians/bicyclists, although there were no collisions that happened within the School's walking boundary. Collisions occurred more than once at locations on 24th Avenue West, Grand Avenue, and Central Avenue. Causal data identified that both bicyclists and pedestrians were at fault for their involvement in the accidents. This is an indication that there needs be to more education on walking and bicycling skills for students and parents/adults along with increased driver awareness.

About Classroom Tallies and Parent Surveys

One of the main activities of this planning process was to administer classroom tallies and parent surveys to Lincoln Park Middle School students and parents/guardians. The student and parent survey tools were developed by the National Center for Safe Routes to School.

In October 2014, students participated in classroom tallies, which asked them how they traveled to and from school for two consecutive days. During November 2014, parents/guardians completed a 16-question survey distributed to students in all sixth through eighth grade classrooms. Parent surveys were sent home with students, which asked for information regarding current travel mode behaviors and safety perceptions. It is important to note that in 2012, Lincoln Park Middle School students and parents/guardians were surveyed prior to the development of this Safe Routes to School plan. Student tallies were conducted in 33 classrooms and 233 parent surveys were completed and returned.

The purpose of the survey was to obtain a baseline of information to identify and measure student travel behaviors and parental attitudes. The results also helped the SRTS planning team and the PAC identify strategies to increase the number of children walking and biking to school. This section shows the results of selected survey responses. A copy of the student and parent surveys used for this analysis can be found in Appendix B. Copies of the completed survey reports can be found in Appendix C.

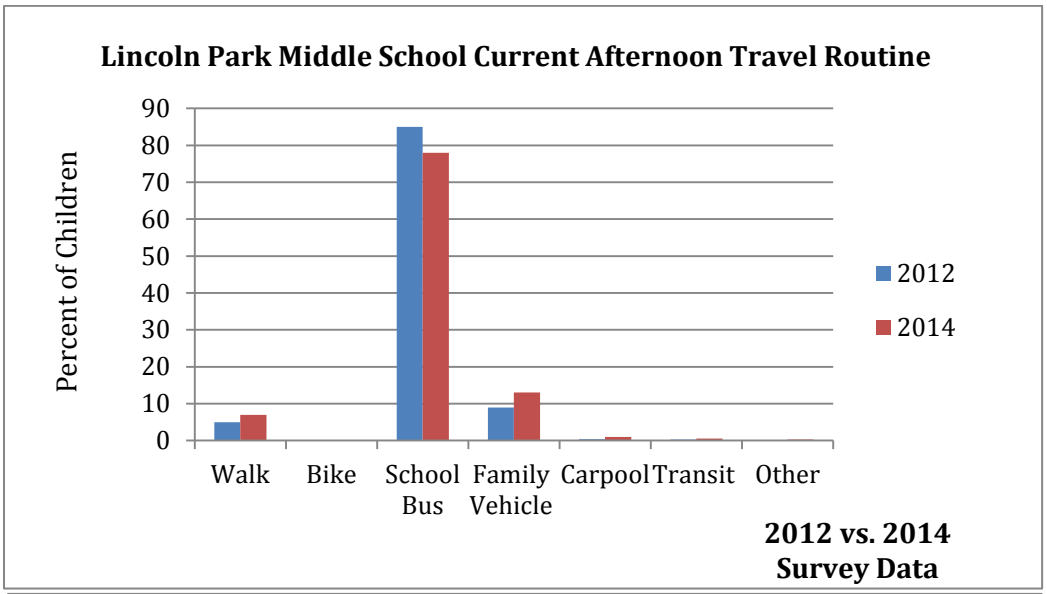
Classroom Tally Results

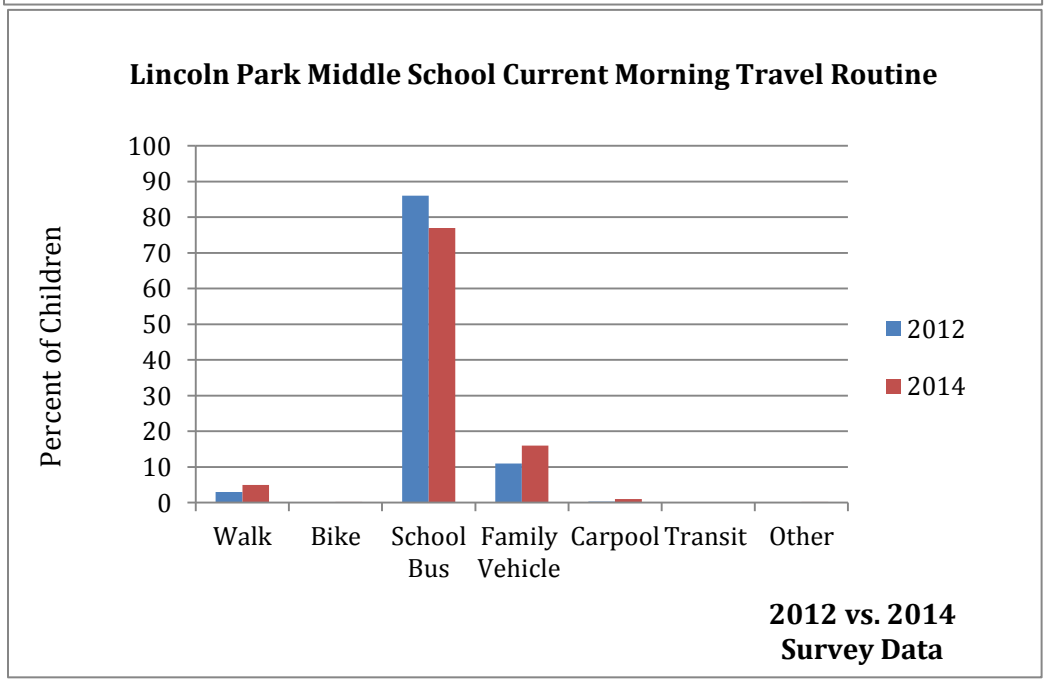
Teachers administered a classroom tally to 693 sixth through eighth grade students during October 2014. Students were asked to report how they traveled to school for two consecutive days midweek, including any differences between mode of travel for arrival and departure from school. Students answered questions: "How did you arrive at school today?" and "How do you plan to leave for home after school?" The majority of students indicated that they traveled to and from school by school bus, with more students taking the bus home

from school (nearly 78%). 16% of students acknowledged utilizing their family vehicle in the morning which is 3% more than the afternoon. 5% of students reported walking to school in the morning, while 7% walk in afternoon. Nearly 0% reported they rode their bike for both the morning and afternoon.

Since the 2012 classroom tally results, school bus ridership is still the most used travel mode. However, ridership has decreased by 8% and family vehicle usage increased by 4.5%. This trend rate reflects several factors that serve as issues for students walking and biking to school such as the steepness of the hill, student vulnerability of encountering motor vehicles, and lack of connection to the School from adjacent neighbors, Denfeld and Piedmont.

Figure 1.1: Morning and Afternoon Travel Routines



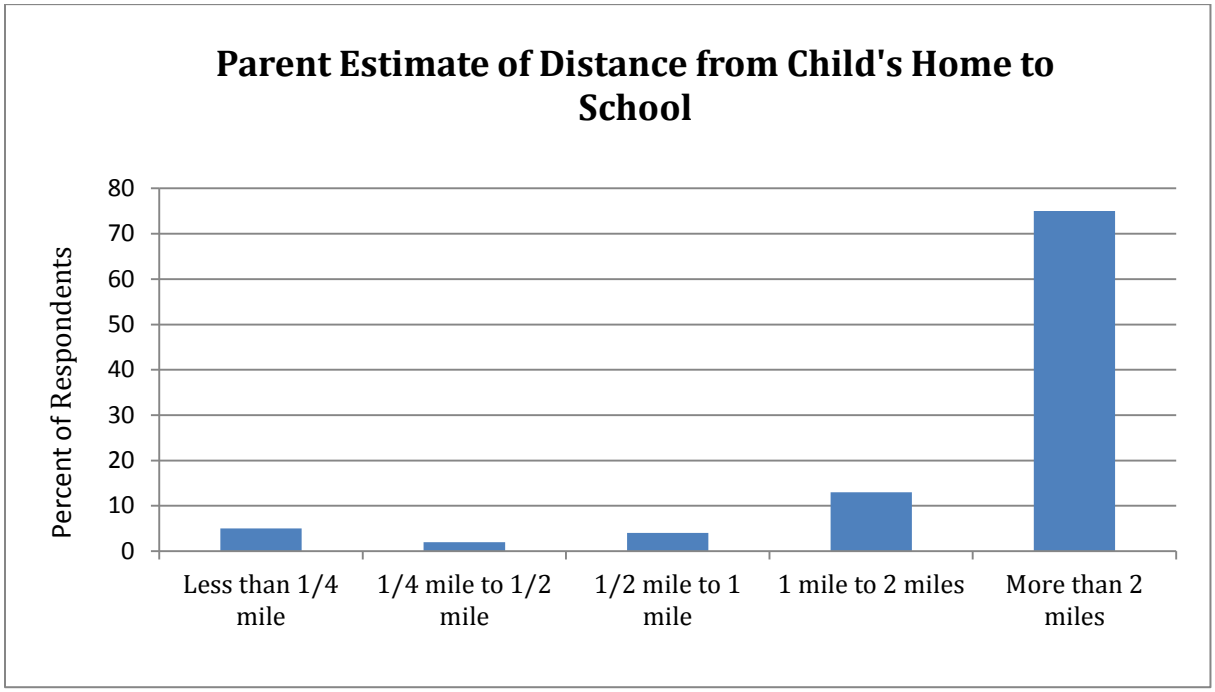


Parent Survey Results

During the week of November 17th, 676 parent surveys were distributed, with 122 returned responses. Of the respondents, the highest number of returns came from parents/guardians that lived more than two miles from school (75%), reflecting a high usage of the school bus as the primary transportation mode for both the morning and afternoon. Family vehicle usage is higher in the morning than in the afternoon. Respondents that live less than ¼ mile from school have increased modal options, as 33% of parents reported that their child walks to school in the morning, while 50% walk home in the afternoon. Overall, the parent survey results were consistent with the classroom tallies.

Since the 2012 parent survey results, students walking to school generally stayed the same, yet biking decreased from 2.5% to 0%. There was also a slight 2.5% decrease in school bus ridership. Also since 2012, overall family vehicle usage increased by 6.5%. As mentioned above, consideration must be taken into account for the high parent vehicle usage and school bus ridership statistics due to many of the survey respondents living two or more miles from school. Also, parent perceptions of walking and biking to school are reflected in the parent survey comments from both the 2012 and 2015 surveys.

Figure 1.2: Distance from Child's Home to School



Issues Affecting Walking and Bicycling at Lincoln Park Middle School

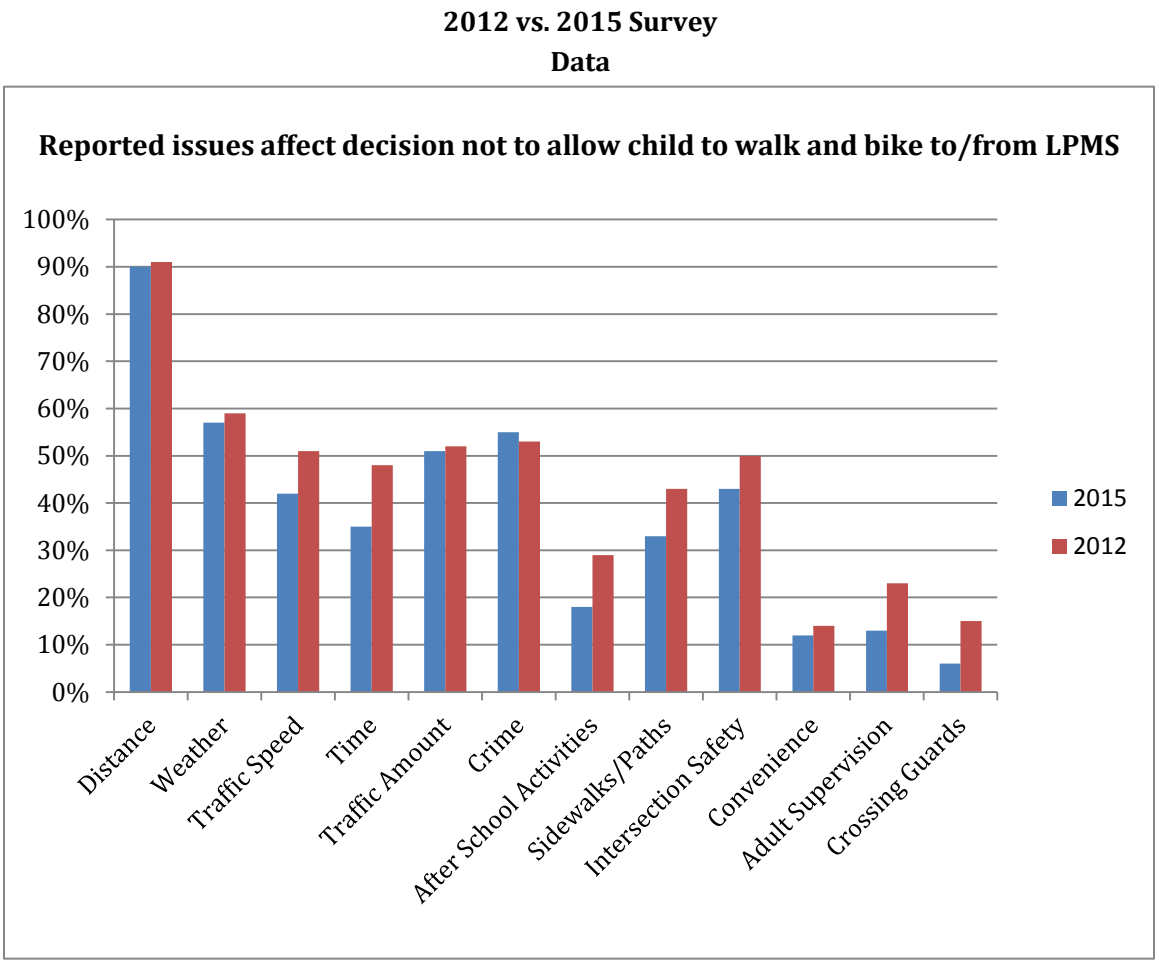
Concerns regarding travel distance, weather, violence or crime, amount of traffic, speed, and safety at intersection crossings were reported as top issues affecting parents'/guardians' decision as to whether they would allow their child to walk or bike to and from school (See Figure 1.3).

Despite parents' concerns for students biking and walking to school, 73% of the respondents reported that they believe walking and biking to school is healthy and very healthy for their child. This is a 10% increase since

the 2012 parent survey. The trend increase indicates that more parents are aware of and support the health benefits that walking and biking to school offer to their children.

This survey sample of parents of sixth through eighth grade students who attend Lincoln Park Middle School reflects that opportunities for biking and walking to school may be well received and utilized if safety concerns and issues are aggressively addressed by the Lincoln Park community.

Figure 1.3: Identified Issues



Lincoln Park Middle School "5-E" Recommended Strategies

The Lincoln Park Middle School SRTS Plan is meant to guide the implementation of their Safe Routes to School Program. The barriers to walking and bicycling to school were identified in the parent surveys and during the existing conditions assessment, illustrate the need for a set of comprehensive strategies to reach their SRTS goals. The recommendations encompass the "5-E" approach areas and vary by implementation effort level.

The engineering recommendations are intended to improve the safety of the school site and the community with both short-and long-term recommendations. Education and encouragement recommendations focus on

raising community awareness, targeted training on walking/biking skills and conducting safe parent drop-off/pick-up and bus loading zones. Community enforcement recommendations emphasize street intersection safety and traffic speed monitoring. Finally, the evaluation recommendations includes holding routine SRTS meetings, and conducting parent surveys and classroom tallies to monitor changes in travel behavior and awareness for safe routes to school as strategies are implemented.

Education

Education includes identifying safe routes, teaching students to look both ways at intersections, and how to handle potentially dangerous situations. These strategies are often closely tied to Encouragement Strategies which encourage students to begin/continue walking and biking to school.

Currently**,** a lack of bike and pedestrian safety education exists for young people. Lack of education for drivers about observing pedestrian and bicyclist rights is also an issue. In addition to education about safe travel, increased education about the health benefits of active living may encourage students to walk or bike. There is concern that all road users, pedestrians, bicyclists and motorists are unclear as to how to safely share the road. Drivers generally do not yield to pedestrians at street intersections and don't always give bicyclists proper space on major roads with limited shoulders. There is a lack of education on how pedestrians and bicyclists should correctly use streets without sidewalks safely. Bicycle education for adults and older students is not available.

GOAL 1: LINCOLN PARK MIDDLE SCHOOL –
EDUCATION, ENCOURAGEMENT, & ENFORCEMENT GOAL
Lincoln Park Middle School will work to increase the education opportunities and support for walking, bicycling and SRTS with the school and community.

LINCOLN PARK MIDDLE SCHOOL SRTS EDUCATION STRATEGIES

Strategy 1.1: Incorporate Safe Routes to School through assemblies and game shows.
Assemblies and game shows grab students' attention through fun, interactive activities such as games, skits, or demonstrations. Topics can cover pedestrian and/or bicycle safety as well as address bicycling skills, the environment, and health.

Strategy 1.2: Implement the *Walk! Bike! Fun!* Curriculum.
The *Walk! Bike! Fun!* Curriculum was developed by the Bicycle Alliance of Minnesota through a federal Safe Routes to School grant provided by the Minnesota Department of Transportation (MnDOT) and in collaboration with the Center of Prevention at Blue Cross and Blue Shield of Minnesota. It is a two-part curriculum designed specifically for Minnesota's schools and is structured to meet Minnesota education standards.

Walk! Bike! Fun! will help children ages five to thirteen develop life-long skills through fun classroom activities and on-foot and on-bike skills practice. Students will learn traffic rules and regulations, the potential hazards to traveling, and handling skills needed to bike and walk effectively, appropriately and safely through their community.

Decisions should be made about how the curriculum will be implemented. Instructors can be sent to Bike Minnesota curriculum trainings as well as participation in a local Traffic Skills 101 class. Once instructors have been trained, the curriculum may be implemented by utilizing the bicycle fleet. The bicycle fleet was awarded to the Duluth YMCA, courtesy of MnDOT's Bicycle Fleet solicitation.

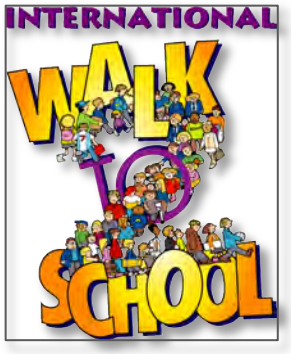
Strategy 1.3: Develop an Earn-A-Bike Program.
The Earn-A-Bike Program is the learning and earning of a bicycle program. It is designed to support people who do not already have a bike for transportation. Over a number of sessions, students will learn the basics of bike repair and maintenance, bicycle safety, and related topics while refurbishing an abandoned or donated bike. At the end of the program, students earn the bikes they learned to repair.

Encouragement

Encouragement combines the results to the other "E's" to improve knowledge, facilities, and enforcement to encourage more students to walk or ride safely to school. Most importantly, encouragement activities build interest and enthusiasm. Programs may include "Walk to School Days", mileage clubs, and contests with awards to motivate students. Encouragement will be a powerful tool to get students walking and biking to Lincoln Park Middle School. Due to the steepness of the hill and other identified barriers, it will be important to continue encouragement of a healthy walking and biking lifestyle.

LINCOLN PARK MIDDLE SCHOOL SRTS ENCOURAGEMENT STRATEGIES

Strategy 1.4: Continue to organize an Ongoing Walk and Bike to School Days.
Success from the International School Day event can transition into the launch of a year-round program. For example, "Walking Wednesdays" may be designated to encourage walking one day a week, potentially becoming a year-long activity. Ongoing Walk and Bike to School Days dates should be identified at the beginning of the school year. Promoting the event will be a great way to engage parents and community members as a way to gather support and volunteers.



Strategy 1.5: Continue to participate in the International Walk to School Day event.
International Walk to School Day is a global event that is held every year in October. It began in 1997 as a one-day event in the United States as a way to build awareness for walkable communities. Over time, it has progressed into a mass celebration of active transportation and its related issues, used to introduce communities to SRTS. Lincoln Park Middle School participated in International Walk to School Day events in 2013 and 2014.

Strategy 1.6: Hold walk and bike field trips.
Organize and hold walk and bike field trips as they can provide the environment in which students can practice their pedestrian safety or bicycling skills. Destinations may vary, or the field trip could be the walk or ride itself.

Strategy 1.7: Create a SRTS Poster and T-Shirt Contest.
A SRTS Poster and T-Shirt Contest is a great way for engaging middle school students in SRTS efforts. Students can showcase their creativity by designing and producing posters and t-shirts that communicate about active transportation. This contest can be combined with any other types of SRTS campaigns.

Strategy 1.8: Include a monthly SRTS blurb in the School newsletter.
A school newsletter is an effective way to reach out to parents. Incorporating monthly SRTS blurbs about walking and biking activities, events, and information could be used to promote walking and biking to school.

Strategy 1.9: Create a Park and Walk Campaign
The Park and Walk Program is designed to encourage parents to park several blocks from School and walk the rest of the way. Since not all students are able to walk or bike the whole distance to school; they may live too far away or their route may include hazardous traffic situations. The program allows students who are unable to walk or bike to school as a chance to participate and get some exercise. It will be important to locate acceptable parking lots or drop-off locations within walking distance from School as well as recruiting volunteers if parents are unable to walk with the children.

Strategy 1.10: Organize an after-school club
An after-school club can take on many forms and address many different themes. Such themes may include sport cycling, bike repair, and many other activities. Other SRTS programs could be included in the after-school club such as the Earn-A-Bike program.

Strategy 1.11: Organize family or group bike rides
Organizing a family or group bike ride can give students and their family members for safe bicycling. It can also be a way to socialize with other families too. Route leaders should be designated and a pre-planned route should be identified. The ride should offer safety checks and basic skills reinforcement.

Strategy 1.12: Create and design a competition or challenge
Create and promote a competition or challenge which will reward students by tracking the number of times they walk, bike, carpool, or take transit to school. These contests can be individual, classroom competitions, school-wide, or between schools. Students and classrooms can compete for prizes and bragging rights. Incentives may include stickers, bike helmets, or class parties that can be used as rewards for participation.

Enforcement

Enforcement includes creating policies and activities that address safety issues such as speeding or illegal turning, but also includes bringing community members to work together to promote safe walking, bicycling, and driving. Enforcement is critical in establishing a community that is perceived as safe for those bicycling and walking.

LINCOLN PARK MIDDLE SCHOOL ENFORCEMENT STRATEGIES

Strategy 1.13: Law Enforcement: Law Enforcement
The presence of law enforcement at Lincoln Park Middle School will help reduce poor driving behavior such as speeding, failing to yield to pedestrians, turning illegally, parking illegally, and other violations. It is recommended that the School meet with the police to determine a strategy for continued routine presence.

Strategy 1.14: Create Student Pick-up and Drop-off Rules

It is recommended for the School to create student pick-up and drop-off rules for the bus loading zone located at the back of the building. The school should assess the drop-off/pick-up issues, formulate solutions, draft text, and distribute to parents at the start of each school term and periodically throughout the year.

Strategy 1.15: Continue the presence of speed monitors near the School.

Portable speed trailers visually display drivers' real-time speeds compared to the speed limit. Active speed monitors are permanent devices to keep drivers aware of their speeds and the need slow down near schools. These devices may be effective in reducing speeds and increasing awareness of local speed limits.

Engineering

Engineering can improve child safety to enable more children to walk and bike to school safely. The relationship of the school building to sidewalks and street crossing can determine the level of comfort and safety a pedestrian or bicyclist experiences. It is important to note that all of these elements are interconnected: the street is connected to the sidewalks and the sidewalk is connected to the building. Engineering strategies are best used in conjunction with education, encouragement, and enforcement activities, as they complement these strategies.

GOAL 2: LINCOLN PARK MIDDLE SCHOOL - ENGINEERING GOAL

Address pedestrian and bicycle safety concerns and physical improvement opportunities within a one-mile radius of the School.

LINCOLN PARK ENGINEERING STRATEGIES

Strategy 2.1: Recommended Site Specific Improvements.

Priority Ranking	Improvement	Description
1	Lincoln Park Middle School Main Entrance Bike Parking	Locate bike racks near front entrance doors near the main office (doors that remain open at all times - for students and visitors).

Priority Ranking	Improvement	Description
2	Devonshire Street Connection to Lincoln Park Middle School	1. Install a pedestrian railing along the western-side of the existing pathway, leading uphill to school (same side as the existing pedestrian light poles).
		2. Install a bench along the existing concrete pathway at the approximate midway point. Note that a bench should be placed where the grade level is relatively level, taking into account for an ideal resting point of students traveling uphill.
		3. Install bike racks at the bottom of the concrete pathway near the western terminus of Devonshire Street.
		4. Pave the gravel hiking path of Devonshire Street, east of Atlantic Avenue. Connect it with the existing sidewalk on the south (lower) side of Devonshire Street. It should meet ADA standards, including minimum width and not exceeded maximum slopes.
3	Teacher and Bus Parking Lot	1. Create an alternative sidewalk connecting the upper crosswalk across Lincoln Park Middle School Drive directly to the school's rear pedestrian entrance. This new sidewalk should be aligned along the backside of the basketball court and playground area, connecting to the existing concrete patio. The path will also connect to the existing upper crosswalk, eliminating unsafe crossing behaviors. This will ensure the pedestrian desire lines, which follow the most direct linear path.
		2. Install a traffic island clearly delineating the last row of the center parking spaces from Lincoln Park Middle School Drive to create a more predictable traffic pattern and eliminate unexpected driving conditions.

Priority Ranking	Improvement	Description
4	Atlantic Avenue and Devonshire Street as a designated safe route	1. Maintain and extend wayfinding signs and painted paw prints along this designated safe route.
		2. Rebuild Atlantic Avenue sidewalk between Vernon Street and Devonshire Street, matching the widths between the terminus of the wider school-built sidewalks to allow ease of sidewalk snow plowing.
		3. Add a railing to the Atlantic Avenue sidewalk between Restormel and Devonshire Streets, where there is an extremely steep slope (22%).
		4. Rebuild Devonshire Street sidewalk between Atlantic Avenue and the dead-end to the west. It should be built to replicate the width of the existing concrete pathway.
5	Wellington Street Designated Safe Route	Repair and replace sidewalk on the lower side of Wellington Street to link with the school sidewalk. Curb ramps should be installed from Grand Forks Avenue to Anson Avenue due to this route currently being the only reasonable walking and bicycling route to school due to its less severe slope than other safe routes.
6	Transit Stop on 3rd Street at Lincoln Park Middle School Drive	1. Paint the crosswalk on 3rd Street and install curb ramps at the end of the crosswalk. A new sidewalk connector should be installed through the existing grassy boulevard on the westbound side of 3rd Street.
		2. Install a raised pedestrian safety island in the median of 3rd Street to provide a safe passage for pedestrians to cross one lane of travel at a time.
		3. Relocate the bus stop to the east side of Lincoln Park Middle School Drive and install shelters on both the east and westbound sides of 3rd Street.
7	School Shuttle	Create a shuttle service between the transit stop at 3rd Street and Lincoln Park Middle School Drive to the school's main entrance. This service will provide reasonable access to the school for those who are unable to drive or have mobility issues.

Strategy 2.2: Support the *Lincoln Park Multimodal Transportation Study.*

It is recommended that Lincoln Park Middle School participate in plan implementation efforts of the *Lincoln Park Multimodal Transportation Study*, especially around pedestrian and bicycle safety and access.

Strategy 2.3: Enhance crosswalks within the walking boundary for improved visibility and safety.

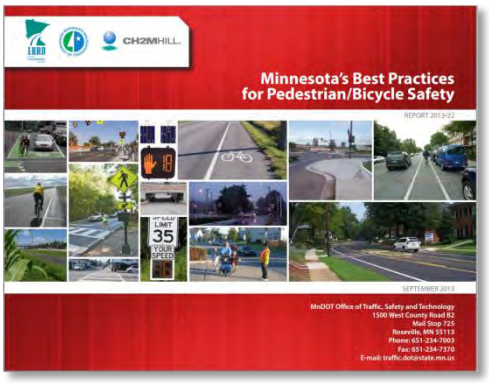
It is recommended that the School coordinate with the City of Duluth Public Works staff to ensure that crosswalks are maintained for heightened visibility. Clearly marked crosswalks enhance driver awareness and provide an active warning of a pedestrian presence. School-related crosswalks should be checked annually before the start of the school year. The Manual on Uniform Traffic Control Devices (MUTCD) allows for two basic types of crosswalk designs such as the traditional parallel lines or a high visibility crosswalk pattern, such as a ladder, continental design, or diagonal marking.

High Visibility Crosswalk with a Ladder Design

Traditional Parallel Line Crosswalk

Strategy 2.4: Utilize best practice guidelines.

Best practices for pedestrian-friendly street design should be utilized within a 1 mile radius of school. The *Minnesota Best Practices for Pedestrian/Bicycle Safety* is a resource provided to assist agencies in their effort to more safely accommodate pedestrians and bicyclists on their systems of roads and highways. The information provided within the manual is also an effort to reduce the number of severe crashes with pedestrians and bicyclists.



Strategy 2.5: Maintain streets for accessibility and safe student use.

The City of Duluth should ensure that streets are maintained for safe student use and accessibility, in compliance with the Americans with Disabilities Act (ADA) regulations.

Strategy 2.6: Review and assess the City's snow and ice clearing priority sidewalk routes.

The City of Duluth has recently created a snow and ice clearing sidewalk route map, which indicates priority routes that the City is responsible for clearing. It is recommended that the School meet with the City to review and assess the priority clearing routes near the school. For further assessment, please view the Duluth priority routes sidewalk map.

Strategy 2.7: Consider a possible connection to the Duluth Traverse.

The Duluth Traverse will be a multi-use, single track trail that will serve the purpose for mountain biking and will completely traverse the entire 26 mile long City. Implementation of the trail is being led by the Cyclists of the Gitchee Gumee Shores (COGGS) and the City of Duluth. A connection from the School to the Duluth Traverse should be considered as a way to increase biking opportunities and physical activity for the students.

Strategy 2.8: Perform a study and examine a pedestrian and bicycle connection to the Denfeld and Upper Lincoln Park/Piedmont neighborhoods.

Currently there is lack of a pedestrian connection from the Denfeld and Piedmont neighborhoods to the School. A study should be examined to provide an alternate route for students to travel to School, connecting into 6th St. W. into Denfeld and 10th St. W. into the Upper Lincoln Park/Piedmont neighborhoods.

Evaluation

Evaluation is instrumental to the success of the Lincoln Park SRTS goals. Evaluation includes reviewing the implementation of strategies addressing new concerns and issues as they arise and continuing to promote planning for safe walking and biking.

GOAL 3: LINCOLN PARK MIDDLE SCHOOL - EVALUATION GOAL
Lincoln Park Middle School will complete and continue ongoing evaluations of Safe Routes to School efforts.

Lincoln Park Evaluation Strategies

Strategy 3.1: Form an active Safe Routes to School team.
It is recommended that Lincoln Park Middle School form an active Safe Routes to School team and hold regular meetings. Meetings should be held at least on an annual basis or more if additional meetings are needed.

Strategy 3.2: Review progress of Safe Routes to School implementation.
It is recommended that the Safe Routes to School Plan be reviewed annually to track the progress of implementation. An annual meeting should be scheduled to conduct an action plan review. Strategies should be updated as needed. Conducting annual classroom tallies and monitoring bicycle counts is part of the evaluation tracking process.

Strategy 3.3: Hold and annual meeting/workshop between SRTS partners.
It is recommended that an annual meeting/workshop be held between SRTS partners. The information sharing and discussion session will involve stakeholders such as government entities (MnDOT, MIC, St. Louis County, cities) school district administration, and representatives from participating schools. Topic should include information on the latest funding opportunities, prioritizing updates and an overview of the 5E programs and activities that are being implemented currently and in the future for evaluation.

Strategy 3.4: Metropolitan Interstate Council (MIC) review of the Safe Routes to School Plan.
The MIC will review the Safe Routes to School Plan every five years to evaluate bicycle and pedestrian counts, policies, and programs in place after completion of the Safe Routes to School Plan.

Action Plan

Implementation of the Lincoln Park Middle School Safe Routes to School Plan is important. Identifying tasks for a variety of entities and organizations is integral to the success of the plan and for reaching the ultimate goal of encouraging more students to walk and bike to school safely. The following is an implementation matrix that identifies the parties that will likely be responsible for each strategy listed in the plan.

Lincoln Park Middle School SRTS Action Plan

Created 5.29.15

Finalized 8.20.15

Goal #1: Increase education opportunities and support for walking, bicycling and Safe Routes to School with the school and community - Education & Encouragement, and Enforcement Recommendations

5 "E's"	Action Items	Individuals/Entities Involved	Description/Implementation Steps	Timeframe	Resources	Status
Education Recommendations	1.1: Assemblies/Game Shows	Lincoln Park Middle School	Grab students' attention through fun, interactive activities, such as games, skits, or demonstrations. Topics can cover pedestrian and/or bicycle safety but can address bicycling skills environment and health. 1. Decide on specific topic and choose a date 2. Find a performer/lecturer 3. Determine structure of assembly by deciding on length of event, seating arrangement, etc... 4. Hold assembly and evaluate	Short-term		
	1.2: Walk!Bike!Fun!	ISD 709, Lincoln Park Middle School	Curriculum for schools and is structured to meet Minnesota education standards. Helps children 5-13 learn traffic rules and regulations as well as handling skills needed to bike and walk effectively, appropriately and safely through their community. 1. Review curriculum. 2. Identify how curriculum will be implemented. 3. Send instructors to Bike MN curriculum training. 4. Participate in local Bicycle Traffic Skills 101 class for instructors. 5. Implement the curriculum using the bike fleet.	Short-term/Mid-term	*** Walk!Bike!Fun! Curriculum:** http://www.dot.state.mn.us/saferoutes/pdf/toolkit/walk-bike-fun-curriculum.pdf	
	1.3: Earn-a-Bike	ISD 709, Lincoln Park Middle School, Local Bike Shops, Parents/Volunteers	Over a number of sessions, students learn the basics of bike repair and maintenance, bicycle safety, and related topics while refurbishing an abandoned or donated bike. At the end of the program, students earn the bikes they learned to repair. 1. Create and design program 2. Determine budget and personnel needed 3. Order parts and materials needed 4. Solicit abandoned and/or damaged bikes 5. Plan and promote 6. Hold program	Long-term	*** Earn-a-Bike Co-op - San Antonio:** http://www.earnabikecoop.org/ *** Cycles for Change Earn-a-Bike Program:** http://www.cyclesforchange.org/programs/earn-bike *** Earn-A-Bike Training Manual:** https://bikesnotbombs.org/resources/earn-a-bike-training-manual	
Encouragement Recommendations	1.4: Ongoing Walk and Bike to School Days	Lincoln Park Middle School, Parents/Volunteers	Events can be held monthly, weekly, or ongoing basis. Incentives or celebrations recognize student efforts. 1. Identify event dates at the beginning of the school year. 2. Organize communication and activities. 3. Plan and promote events. 4. Gather support and volunteers. - Engage parents and community members. 5. Hold event and evaluate.	Short-term/Ongoing	* **Walking Wednesday Example:** http://www.kingsleycharter.org/walking-wednesdays.html * **Walk to School Day Ideas:** http://saferoutesmichigan.org/w2sdideas	

Goal #1: Increase education opportunities and support for walking, bicycling and Safe Routes to School with the school and community - Education & Encouragement, and Enforcement Recommendations						
5 "E's"	**Action Items**	**Individuals/Entities Involved**	**Description/Implementation Steps**	**Timeframe**	**Resources**	**Status**
Encouragement Recommendations	1.5: International Walk to School Day	Lincoln Park Middle School, Parents/Volunteers	Event encourages students and their families to try walking and biking to school. Parents and other adults accompany students and staging areas can be designated along the route to school where groups can gather and walk or bike together. 1. Identify event dates at the beginning of the school year. 2. Organize communication and activities. 3. Plan and promote activity. 4. Gather support and volunteers. - Engage parents and community members. 5. Hold event and evaluate.	Short-term/Ongoing	*** International Walk/Bike to School Day Information:** http://www.walkbiketoschool.org/ready/about-the-events/walk-to-school-day	
	1.6: Walk/Bike Field Trip	Lincoln Park Middle School, Parents/Volunteers	Field trips made by foot or bike that gives environment in which students can practice their pedestrian safety or bicycling skills. Destinations may vary, or field trip could be the walk or ride itself. 1. Coordinate field trip. 2. Choose destination.	Short-term		
	1.7: Poster/T-Shirt Contest	Lincoln Park Middle School	Great for engaging middle school students. Students can get creative for a cause by designing and producing posters, t-shirts, videos, or other materials that communicate about active transportation. Contest can be combined with any type of campaign, like a school safety campaign. 1. Create contest committee and design contest 2. Identify budget 3. Order prizes and other needed materials 4. Promote contest 5. Hold event and evaluate	Short-term	*** Walk to School Day Poster Contest Example:** http://saferoutesmichigan.org/userfiles/file/w2sd/download_materials/w2sd-poster-contest-flyer.pdf *** T-shirt Design Contest:** http://cumberlandpta.org/34-wat/96-t-shirt-design-contest-rules	
	1.8: Monthly Safe Routes to School Blurb in the School Newsletter	Lincoln Park Middle School	Effective way to reach out to parents. Could be used to promote walking/biking events. 1. Incorporate blurbs about walking and biking activities, events and information into the School Newsletter. 2. Draft text 3. Distribute	Short-term		
	1.9: Park+Walk Campaign	Lincoln Park Middle School, Parents/Volunteers	Encourages parents driving to school to drop-off or pick-up their children 2-4 blocks away from school or more. It allows students to walk the rest of the way and get some exercise. 1. Locate acceptable parking lots with walking distance from school 2. Recruit volunteers if parents are unable to walk with children 3. Plan and Promote 4. Track participation and evaluate	Short-term/Mid-term	*** Park and Walk Campaign - Portland Bureau of Transportation:** http://www.portlandoregon.gov/transportation/article/226864 *** Safe Routes to School Guide - Park and Walk Campaign:** http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm	

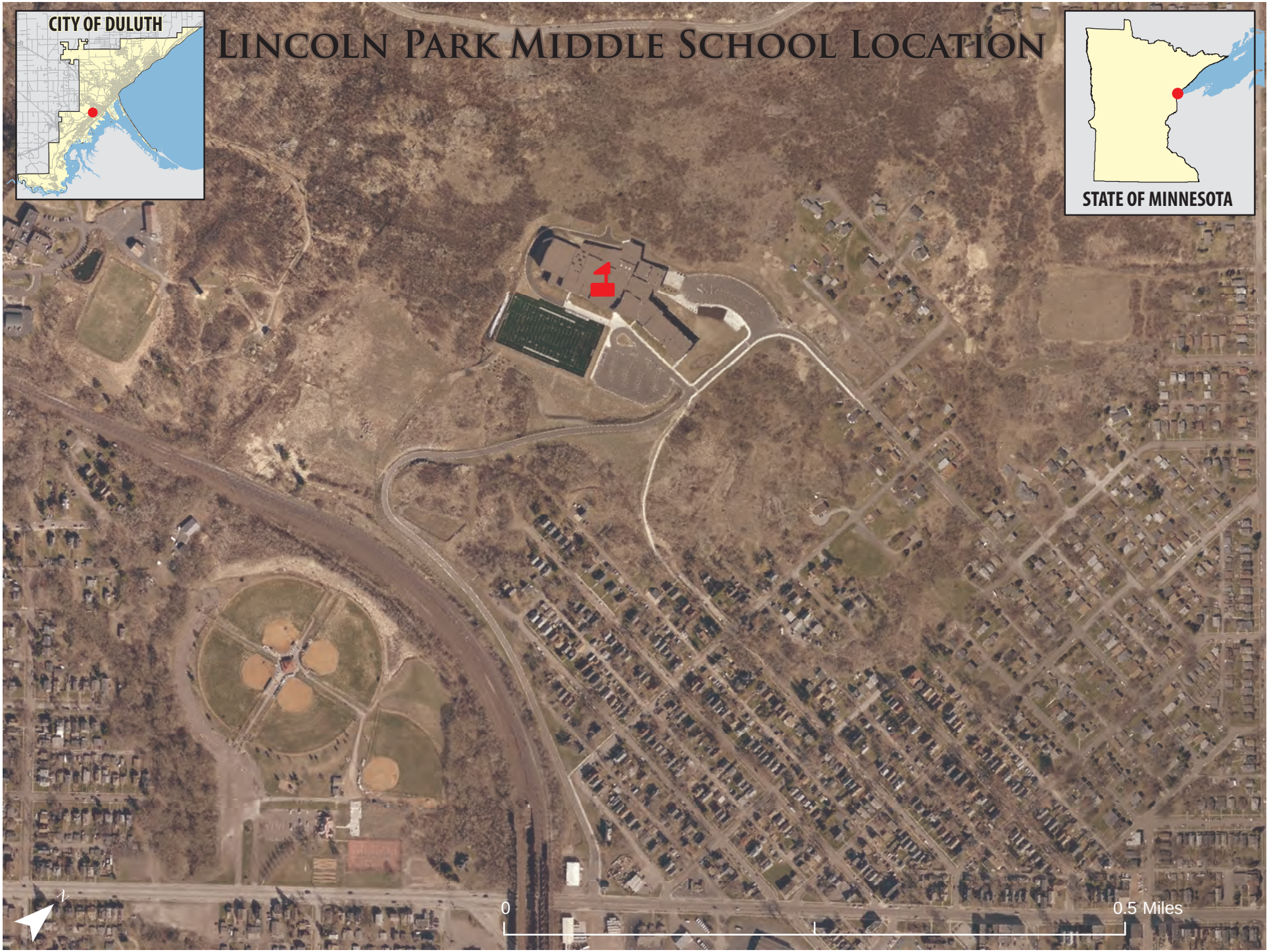
Goal #1: Increase education opportunities and support for walking, bicycling and Safe Routes to School with the school and community - Education & Encouragement, and Enforcement Recommendations						
5 "E's"	**Action Items**	**Individuals/Entities Involved**	**Description/Implementation Steps**	**Timeframe**	**Resources**	**Status**
Encouragement Recommendations	1.10: After-School Club	Lincoln Park Middle School, Parents/Volunteers	An after-school club can take many forms and address many different themes, including bike repair, sport cycling, etc… 1. Assemble a Task Force/Committee 2. Design the club/program 3. Determine funding and budget 4. Create curriculum 5. Recruit staff/volunteers 6. Implement program	Mid-term	*** Starting Your After School Program:** http://www.afterschoolalliance.org/Utah4HAfterschoolGuide.pdf	
	1.11: Family/Group Bike Rides	Parents/Volunteers, Lincoln Park Middle School, *Healthy Duluth Coalition*	Generally takes place in the evening or on a weekend. Designed to give students and their family members and opportunity for safe bicycling. Pre-planned route and designated route leader. 1. Set up and organizing committee and assign responsibilities 2. Recruit parents/volunteers 3. Choose a route 4. Plan and promote 5. Hold event and evaluate.	Mid-term	*** Bike Tours for Families:** http://www.biketours.com/family-friendly-bike-tours	
	1.12: Competition/Challenge	Lincoln Park Middle School, ISD 709	Rewards students by tracking the number of times they walk, bike, carpool or take transit to school. Contests can be individual, classroom competitions, school-wide, or between schools. Students and classrooms can compete for prizes and bragging rights. 1. Create and design contest. 2. Order prizes and other needed materials. 3. Plan and Promote. 4. Hold contest and evaluate.	Mid-term	*** Walk+Bike Challenge:** https://btaoregon.org/area/walknbike/	
Enforcement	1.13: Law Enforcement	Lincoln Park Middle School, Duluth Police Department	Help reduce poor driving behavior such as speeding, failing to yield to pedestrians, turning illegally, parking illegally, or other violations. 1. Meet with police to determine a strategy for continued routine presence.	Ongoing	*** Information on School Resource Officers:** http://apps.saferoutesinfo.org/lawenforcement/roles/school_resource_officers.cfm	
	1.14: Pick-Up and Drop-Off Rules	Lincoln Park Middle School, Parents/Volunteers	Create and update written drop-off and pick-up procedures. Give them to parents at the start of each school term and periodically throughout the year. 1. Assess drop-off and pick-up issues. 2. Formulate solutions 3. Draft text 4. Distribute	Long-term	*** Pick-Up and Drop-Off Procedures Example:** http://www.stpaulcatholicschool.org/apps/pages/index.jsp?type=d&uREC_ID=290573&pREC_ID=669040	

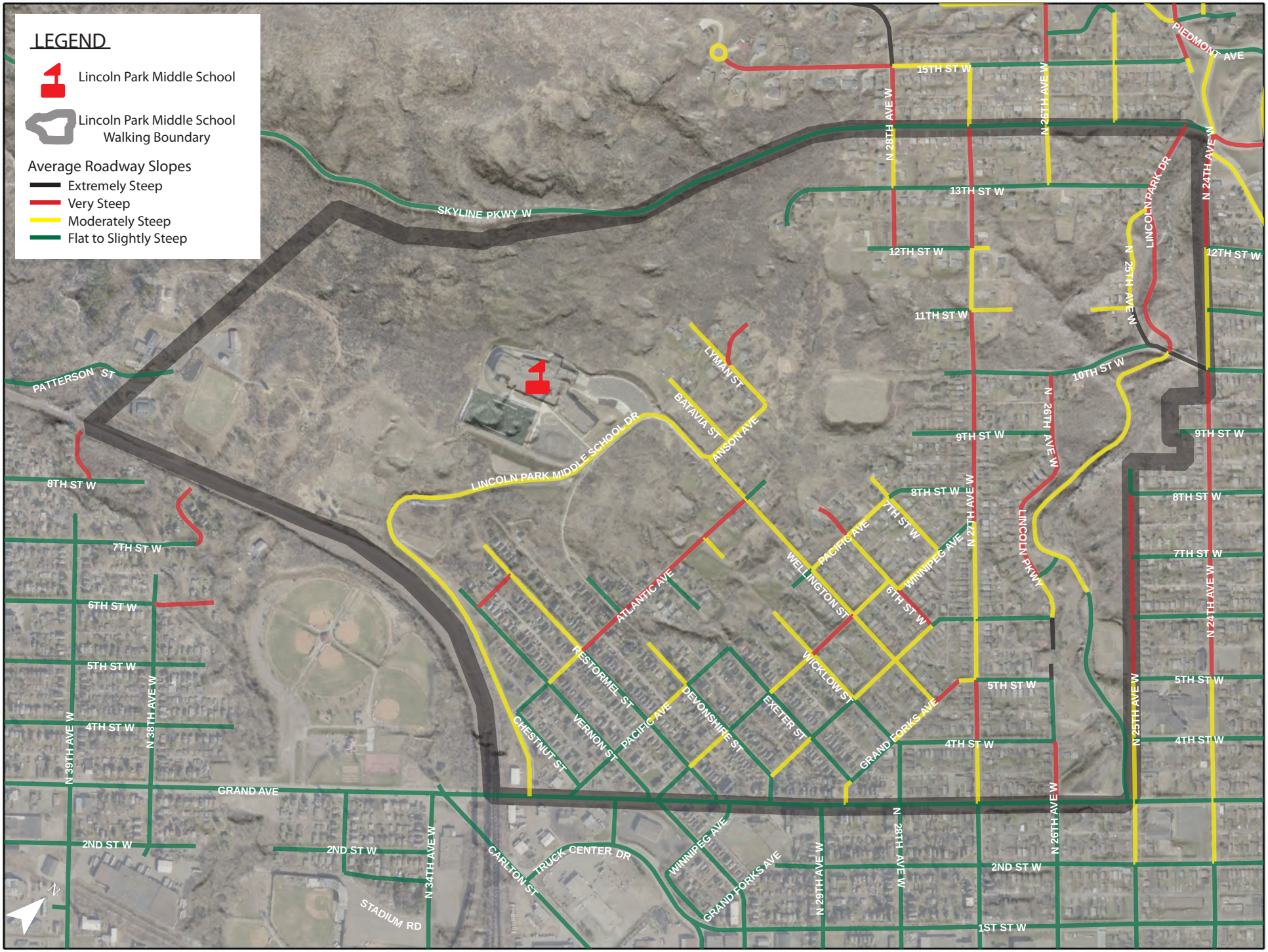
Goal #1: Increase education opportunities and support for walking, bicycling and Safe Routes to School with the school and community - Education & Encouragement, and Enforcement Recommendations						
5 "E's"	**Action Items**	**Individuals/Entities Involved**	**Description/Implementation Steps**	**Timeframe**	**Resources**	**Status**
Enforcement	1.15: Speed Monitor and Trailers	Lincoln Park Middle School, Duluth Police Department	Portable speed trailers visually display drivers' real-time speeds compared to the speed limit. Active speed monitors are permanent devices to keep drivers aware of their speeds and the need to slow down near schools. These devices may be effective in reducing speeds and increasing awareness of local speed limits. 1. Work in coordination with the City of Duluth to erect the speed monitor and/or trailer. 2. Determine feasibility and costs. 3. Identify funding sources. 4. Evaluate effectiveness	Long-term	*** Safe Routes to School Guide - Information on Speed Trailers:** http://guide.saferoutesinfo.org/enforcement/speed_trailer.cfm	
Goal #2: Address pedestrian and bicycle safety concerns within a one mile radius of the School physical recommendations						
5 "E's"	**Action Items**	**Individuals/Entities Involved**	**Description/Implementation Steps**	**Timeframe**	**Resources**	**Status**
Engineering/Physical Recommendations	2.1: Site Specific Improvements Meet with the City to review recommended improvement sites and request projects to be included into the City street improvement plan ***Refer to Page 16 in the Plan document***	City of Duluth, DTA, ISD 709, Lincoln Park Middle School	● *Lincoln Park Middle School Main Enterance Bike Parking* - Install bike racks near front entrance doors near the main office ● *Devonshire Street Connection to Lincoln Park Middle School* - Repair sidewalks in poor condition, provide connection to gravel trail, and pave gravel trail. Install a railing and benches along existing concrete pathway leading to school ● *Teacher and Bus Parking Lot* - Install a traffic island delineating the last row of the center parking spaces as well as creating a sidewalk connecting the upper crosswalk across Lincoln Park Middle School Drive ● *Atlantic Avenue and Devonshire Street as a designated safe Route* - Install/Repair sidewalks and curb ramps from Vernon St. to Devonshire Street ● *Wellington Street Designted Safe Route* - Install curb ramps at all intersections ● *Transit Stop on 3rd Street at Lincoln Park Middle School Drive* - Install transit shelter, concrete pad, and curb cut near entrance to the School ● *School Shuttle* - Provide a shuttle service between the School and W. 3rd Street transit shelter			
	2.3: Enhance crosswalks in the walking boundary for improved visibility and safety.	ISD 709, Lincoln Park Middle School, City of Duluth	1. Coordinate with City of Duluth public works staff to maintain crosswalks for heightened visibility	Ongoing		
	2.2: Support the Lincoln Park Multimodal Transportation Study	City of Duluth, DTA, ISD 709, Lincoln Park Middle School, MIC	Participate in plan implementation efforts especially around pedestrian and bicycle safety and access. List related recommendations.	Ongoing	* **Duluth-Superior Metropolitan Interstate Council (MIC) Lincoln Park Multimodal Transportation Study Link:** http://www.dsmic.org/default.asp?PageID=1146	

Goal #2: Address pedestrian and bicycle safety concerns within a one mile radius of the School physical recommendations						
5 "E's"	**Action Items**	**Individuals/Entities Involved**	**Description/Implementation Steps**	**Timeframe**	**Resources**	**Status**
Engineering/Physical Recommendations	2.4: Utilize best practice guidelines for pedestrian-friendly street design within a 1 mile radius of school.	City of Duluth		Ongoing	*** MNDOT Best Practices for pedestrian/bicycle safety** http://www.dot.state.mn.us/research/TS/2013/201322.pdf	
	2.5: Maintain streets for accessibility and safe student use.	City of Duluth, Lincoln Park Middle School, ISD 709		Ongoing		
	2.6: Sidewalk snow/ice clearing priority routes.	City of Duluth, Lincoln Park Middle School	1. Meet with the City to review snow/ice priority routes near school	Ongoing	*** Duluth Priority Sidewalks Homepage:** http://www.duluthmn.gov/winterwatch/sidewalk-priority-maps/ *** Duluth Priority Sidewalks Map:** http://www.duluthmn.gov/media/262055/SidewalkSnow_Web.pdf	
	2.7: Consider possible connection to Duluth Traverse	City of Duluth, Lincoln Park Middle School, COGGS, MIC		Long-term	*** Cyclists of Gitchee Gumee Shores (COGGS) Proposed Duluth Traverse Trail:** http://wp.coggs.com/?th_galleries=duluth-traverse	
	2.8: Study a connection to Denfeld and Upper Lincoln Park/Piedmont neighborhoods	City of Duluth, Lincoln Park Middle School, MIC		Long-term		
Goal #3: Continue ongoing evaluations of Safe Routes to School efforts						
5 "E's"	**Action Items**	**Individuals/Entities Involved**	**Description/Implementation Steps**	**Timeframe**	**Resources**	**Status**
Evaluation Recommendations	3.1: Form an active Safe Routes to School team and hold regular meetings	Parents/Volunteers, Lincoln Park Middle School, ISD 709	1. Set regular meeting date and location. 2. Send out meeting reminder announcements prior to meetings. 3. Advertise meetings to inform public about times and locations.	Ongoing : Annual basis (at least) with additional meetings as needed	*** MnDOT SRTS Website Toolkit and Resources:** http://www.dot.state.mn.us/saferoutes/toolkit.html	

Goal #3: Continue ongoing evaluations of Safe Routes to School efforts						
5 "E's"	**Action Items**	**Individuals/Entities Involved**	**Description/Implementation Steps**	**Timeframe**	**Resources**	**Status**
Evaluation Recommendations	3.2: Annually review progress on implementation of the Safe Routes to School Plan	Parents/Volunteers, ISD 709, Lincoln Park Middle School	1. Schedule an annual meeting to conduct an action plan review. Update strategies as needed. 2. Conduct classroom tallies annually 3. Monitor Bicycle Counts	Annually	*** Safe Routes to School Guide-Evaluation:** - http://guide.saferoutesinfo.org/evaluation/ - http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Evaluation.pdf *** Evaluation Parent Survey Information:** http://www.saferoutesinfo.org/progra	
	3.3: Hold annual or routine meeting/workshop between SRTS partners.	ISD 709, City of Duluth, Lincoln Park Middle School, DTA, MIC, St. Louis County, MnDOT	Hold annual meetings to review and coordinate upcoming projects that may impact SRTS efforts within a one-mile radius of the school. 1. Schedule meetings to discuss: - Sidewalk maintenance/repair priorities - Crosswalk striping - Ramp/Curb issues - Priority snow removal routes - Evaluation of other 5E programs	Ongoing	*** MN BlueCross BlueShield Center for Prevention-Safe Routes to School:** http://www.centerforpreventionmn.com/our-approach/how-we-work/influencing-policy/safe-routes-to-school *** Monthly Safe Routes to School Network Calls** ***- Contact Jill Chamberlain at 651-662-2192 or jill.chamberlain@bluecrossmn.com to be added to the network call list***	
	3.4: MIC review of SRTS Plan - Every 5 years	MIC, ISD 709, Lincoln Park Middle School, Parents	1. The MIC will evaluate bike/ped counts, policies, and programs in place after completion of the SRTS Plan.	Every 5 years		

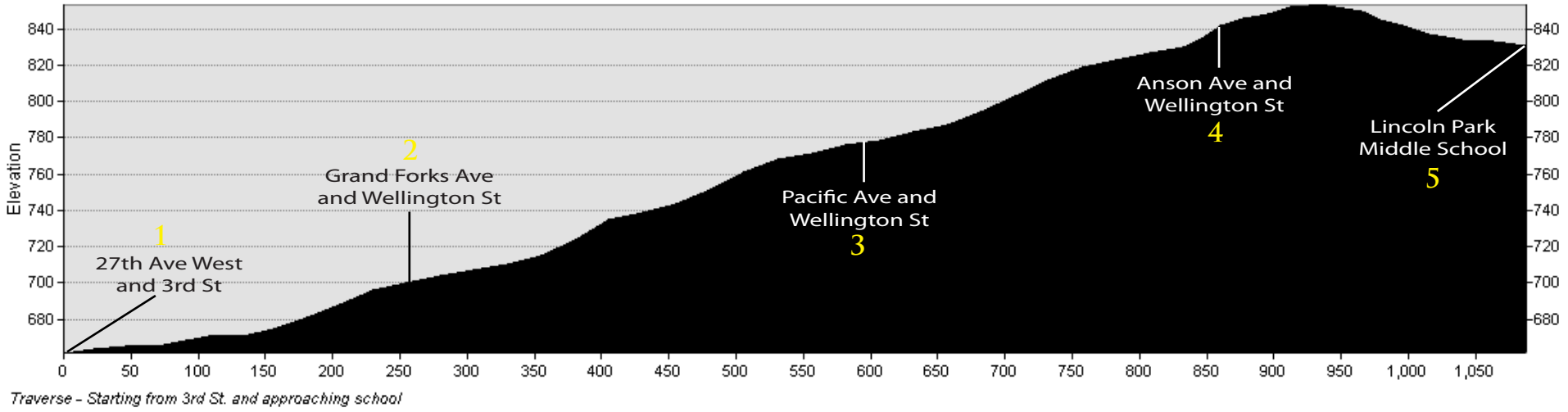
Appendix: Maps


CITY OF DULUTH
Lincoln Park Middle School Location
STATE OF MINNESOTA
1
0
0.5 Miles


LEGEND
Lincoln Park Middle School
Lincoln Park Middle School Walking Boundary
Average Roadway Slopes
Extremely Steep
Very Steep
Moderately Steep
Flat to Slightly Steep
SKYLINE PKWY W
PATTERSON ST
LINCOLN PARK MIDDLE SCHOOL DR
LYMAN ST
BATAVIA ST
AINSON AVE
8TH ST W
7TH ST W
6TH ST W
5TH ST W
4TH ST W
2ND ST W
GRAND AVE
ATLANTIC AVE
RESTORMEL ST
CHESTNUT ST
VERNON ST
PACIFIC AVE
DEVONSHIRE ST
EXETER ST
WICKLOW ST
GRAND FORKS AVE
WELLINGTON ST
PACIFIC AVE
WINNIPEG AVE
N 39TH AVE W
N 38TH AVE W
N 34TH AVE W
CARLTON ST
TRUCK CENTER DR
STADIUM RD
WINNIPEG AVE
GRAND FORKS AVE
N 29TH AVE W
N 28TH AVE W
N 27TH AVE W
N 26TH AVE W
N 25TH AVE W
N 24TH AVE W
LINCOLN PKWY
LINCOLN PARK DR
15TH ST W
13TH ST W
12TH ST W
11TH ST W
10TH ST W
9TH ST W
8TH ST W
7TH ST W
6TH ST W
5TH ST W
4TH ST W
2ND ST W
1ST ST W
PIEDMONT AVE
N

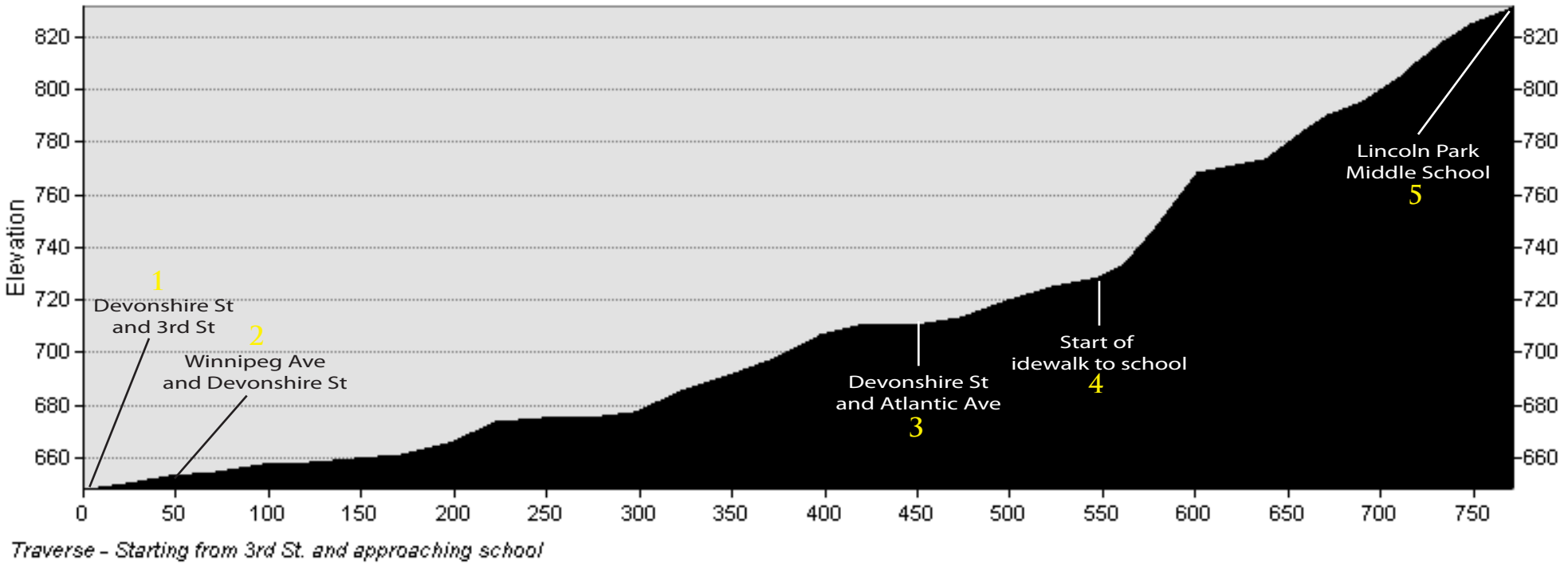

LEGEND
Lincoln Park Middle School
Lincoln Park Middle School Walking Boundary
Sidewalk Condition
Excellent
Good
Fair
Poor
SKYLINE PKWY W
PATTERSON ST
LINCOLN PARK MIDDLE SCHOOL DR
LYMAN ST
BATAVIA ST
ANSON AVE
ATLANTIC AVE
RESTORMEL ST
VERNON ST
CHESTNUT ST
PACIFIC AVE
DEVONSHIRE ST
EXETER ST
WELLINGTON ST
WICKLOW ST
GRAND FORKS AVE
WINNIPEG AVE
TRUCK CENTER DR
CARLTON ST
STADIUM RD
GRAND AVE
LINCOLN PKWY
LINCOLN PARK DR
PIEDMONT AVE
15TH ST W
13TH ST W
12TH ST W
11TH ST W
10TH ST W
9TH ST W
8TH ST W
7TH ST W
6TH ST W
5TH ST W
4TH ST W
2ND ST W
1ST ST W
N 28TH AVE W
N 26TH AVE W
N 25TH AVE W
N 24TH AVE W
N 39TH AVE W
N 38TH AVE W
N 34TH AVE W
N 29TH AVE W
N 27TH AVE W
N
N

Elevation Profile of Wellington to To Lincoln Park Middle School



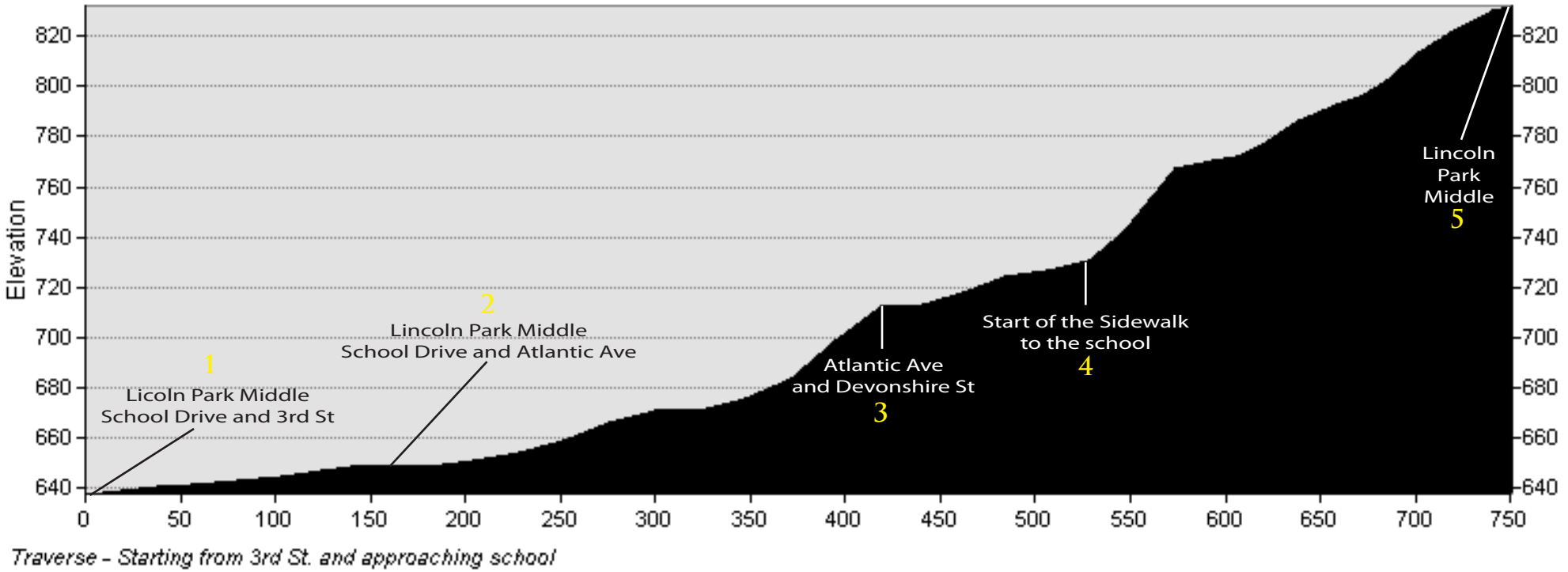
Traverse - Starting from 3rd St. and approaching school

Elevation Profile of Devonshire to To Lincoln Park Middle School

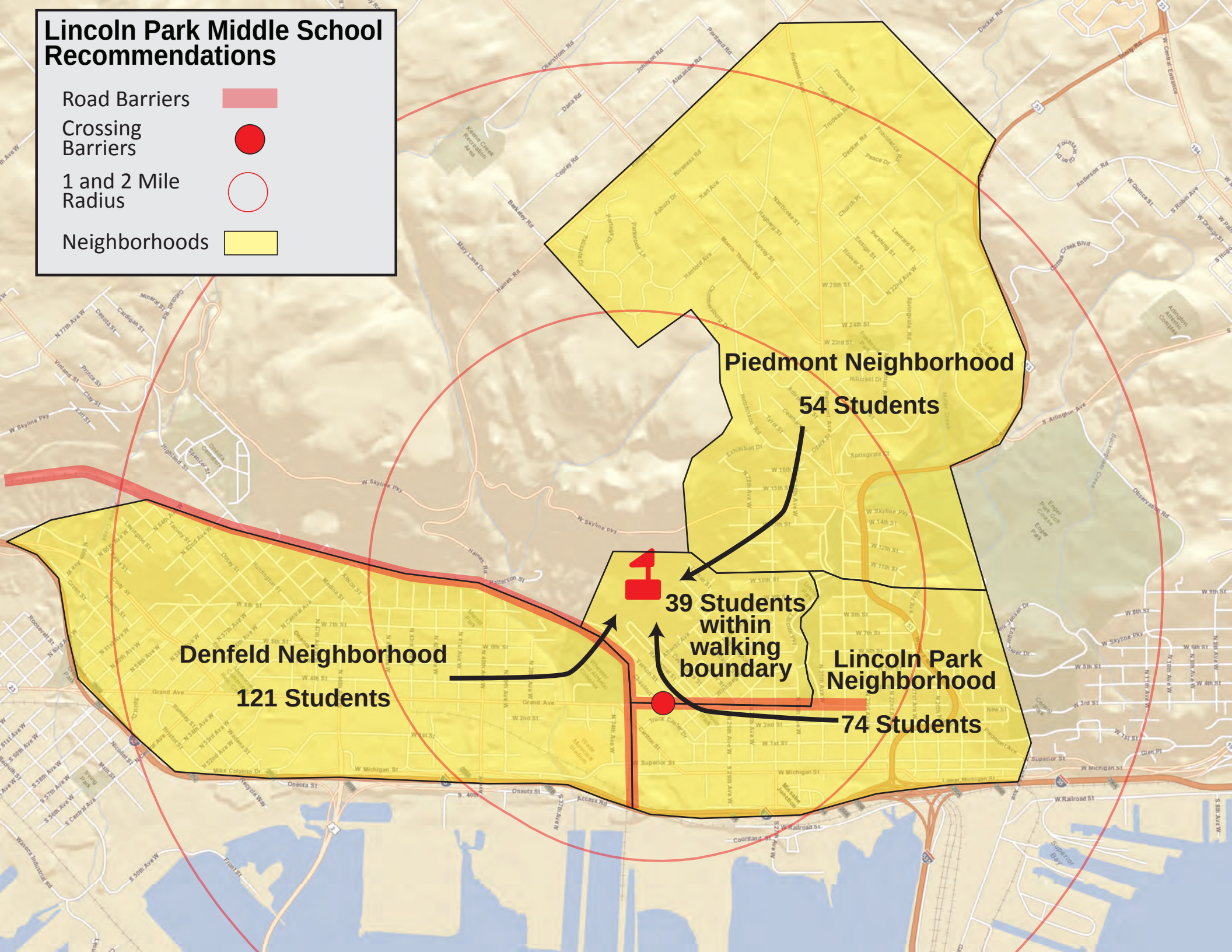


Traverse – Starting from 3rd St. and approaching school

Elevation Profile of Atlantic to To Lincoln Park Middle School

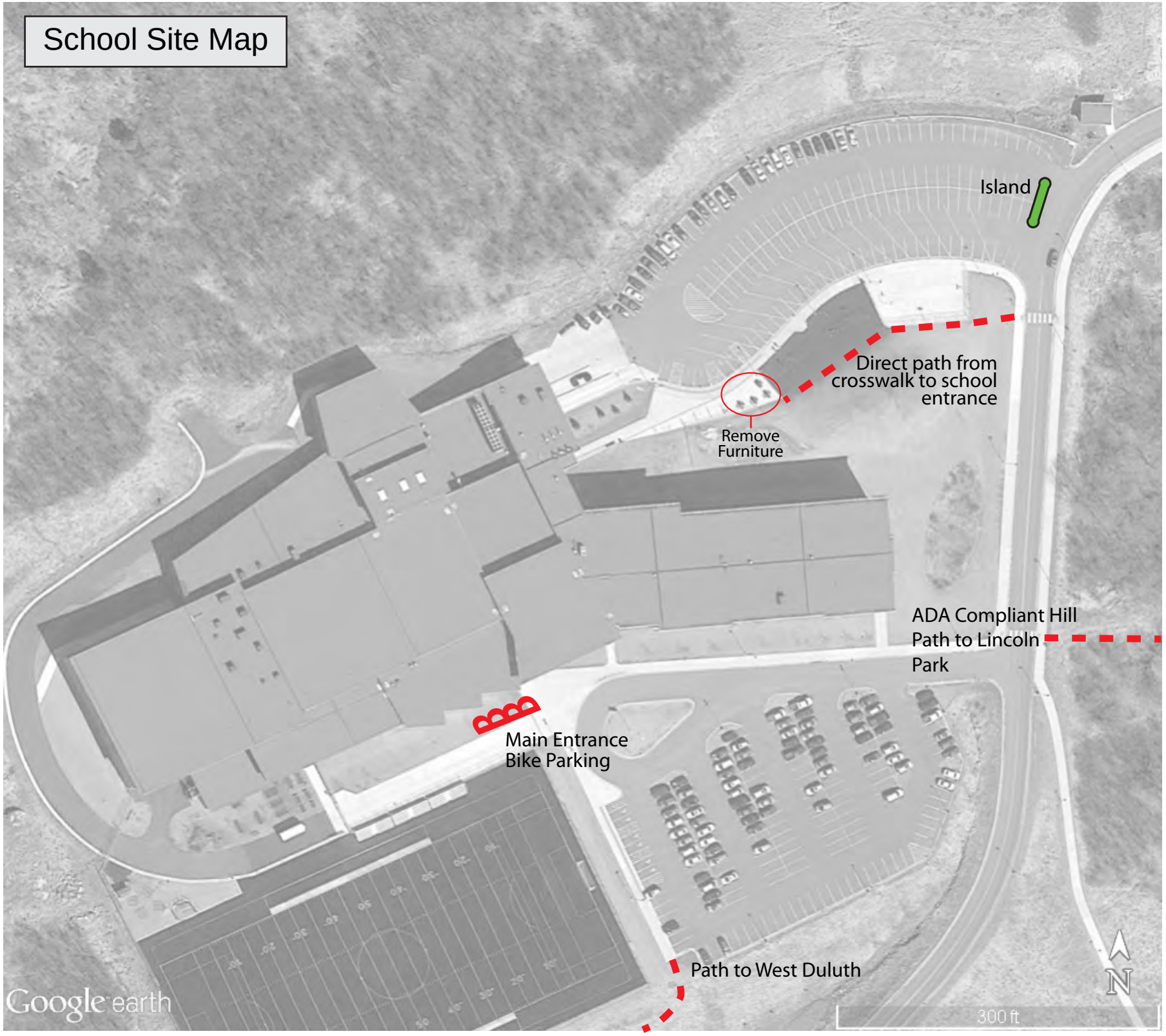


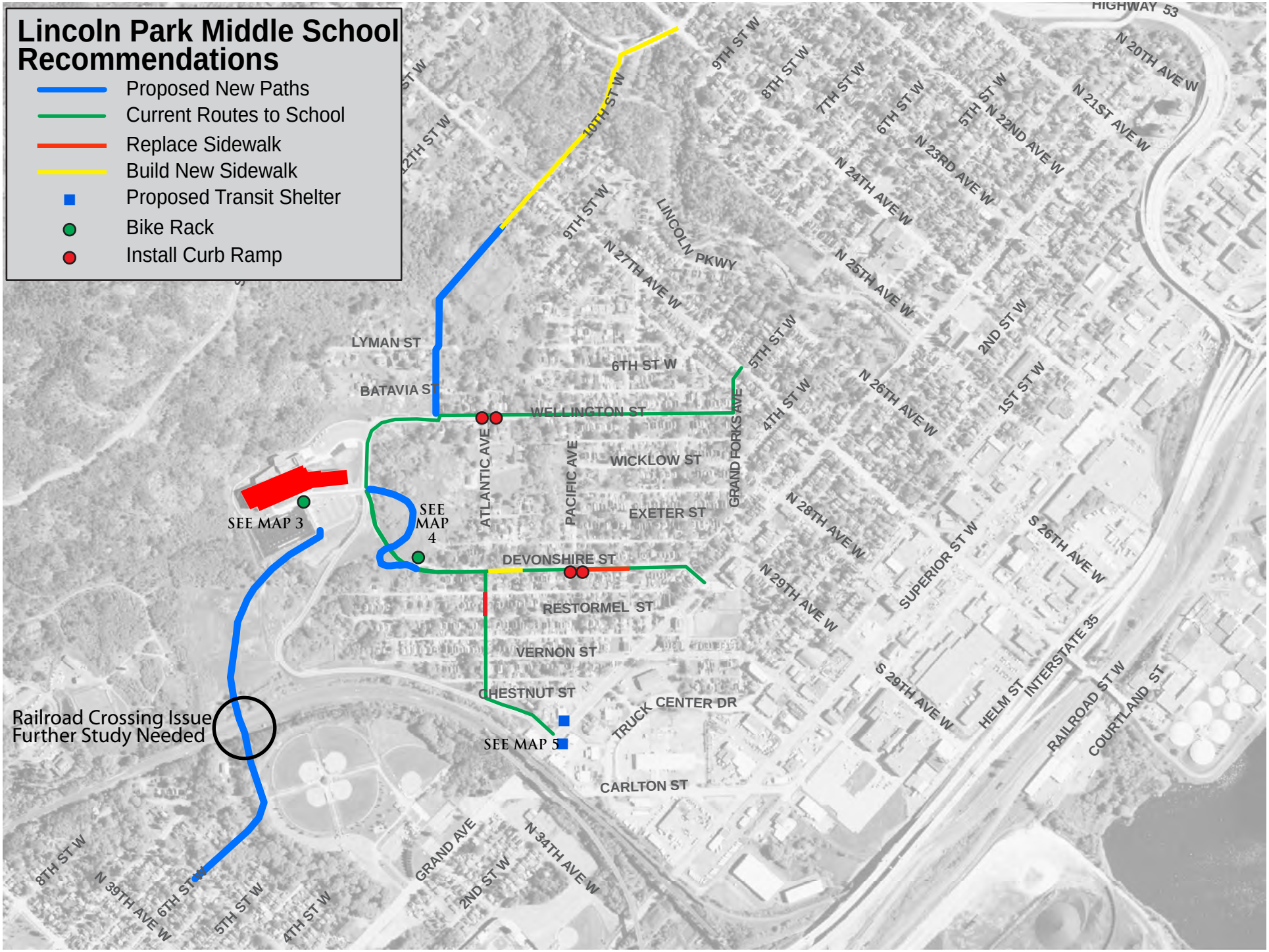
Traverse - Starting from 3rd St. and approaching school

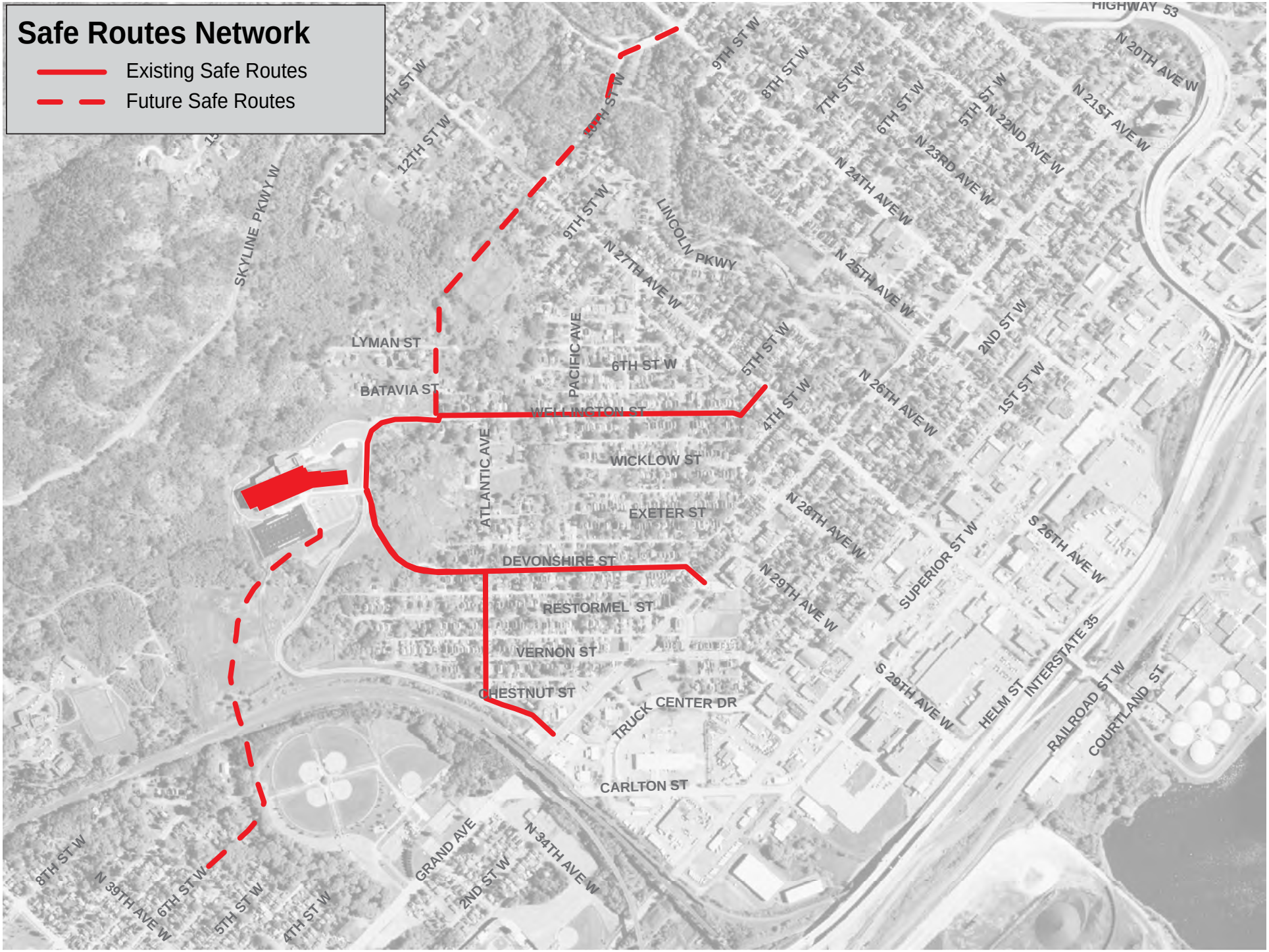

Lincoln Park Middle School Recommendations
Road Barriers
Crossing Barriers
1 and 2 Mile Radius
Neighborhoods
Piedmont Neighborhood
54 Students
39 Students within walking boundary
Denfeld Neighborhood
121 Students
Lincoln Park Neighborhood
74 Students


3rd St Transit Stop
Chestnut St
Lincoln Park Middle School Drve
Elm St
Transit Shelter
Curb Ramp
Crosswalk
Ped Refuge
Curb Ramp
Transit Shelter
W 3rd Street
Google earth
© 2015 Google
100 ft


Devonshire Street Connection Recommendations
Devonshire Trail (to be paved)
Railing (along existing Hill Path)
Realigned Hill Path
Bike Racks
Benches


School Site Map
Island
Direct path from crosswalk to school entrance
Remove Furniture
ADA Compliant Hill Path to Lincoln Park
Main Entrance Bike Parking
Path to West Duluth
Google earth
300 ft
N


Lincoln Park Middle School Recommendations
Proposed New Paths
Current Routes to School
Replace Sidewalk
Build New Sidewalk
Proposed Transit Shelter
Bike Rack
Install Curb Ramp
SEE MAP 3
SEE MAP 4
SEE MAP 5
Railroad Crossing Issue Further Study Needed
LYMAN ST
BATAVIA ST
WELLINGTON ST
WICKLOW ST
EXETER ST
DEVONSHIRE ST
RESTORMEL ST
VERNON ST
CHESTNUT ST
CARLTON ST
TRUCK CENTER DR
ATLANTIC AVE
PACIFIC AVE
GRAND FORKS AVE
LINCOLN PKWY
10TH ST W
9TH ST W
8TH ST W
7TH ST W
6TH ST W
5TH ST W
4TH ST W
2ND ST W
1ST ST W
12TH ST W
N 20TH AVE W
N 21ST AVE W
N 22ND AVE W
N 23RD AVE W
N 24TH AVE W
N 25TH AVE W
N 26TH AVE W
N 27TH AVE W
N 28TH AVE W
N 29TH AVE W
S 26TH AVE W
S 29TH AVE W
SUPERIOR ST W
HIGHWAY 53
INTERSTATE 35
HELM ST
RAILROAD ST W
COURTLAND ST
GRAND AVE
N 34TH AVE W
N 39TH AVE W


Safe Routes Network
Existing Safe Routes
Future Safe Routes
HIGHWAY 53
N 20TH AVE W
N 21ST AVE W
N 22ND AVE W
N 23RD AVE W
N 24TH AVE W
N 25TH AVE W
N 26TH AVE W
N 27TH AVE W
N 28TH AVE W
N 29TH AVE W
S 26TH AVE W
S 29TH AVE W
9TH ST W
8TH ST W
7TH ST W
6TH ST W
5TH ST W
4TH ST W
2ND ST W
1ST ST W
12TH ST W
SKYLINE PKWY W
LINCOLN PKWY
LYMAN ST
BATAVIA ST
PACIFIC AVE
WELLINGTON ST
ATLANTIC AVE
WICKLOW ST
EXETER ST
DEVONSHIRE ST
RESTORMEL ST
VERNON ST
CHESTNUT ST
TRUCK CENTER DR
CARLTON ST
SUPERIOR ST W
HELM ST
INTERSTATE 35
RAILROAD ST W
COURTLAND ST
GRAND AVE
N 34TH AVE W
N 39TH AVE W

Appendix: Safe Routes to School Classroom Tallies and Parent Surveys

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:

Grade: (PK,K,1,2,3...) 0 2

Monday's Date (Week count was conducted) M M D D Y Y Y Y

Number of Students Enrolled in Class: 1 5

- 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.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	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.

SURVEY ABOUT WALKING AND BIKING TO SCHOOL
- FOR PARENTS -

Dear Parent or Caregiver,

Your child's school wants 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 more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results. **Thank you for participating in this survey!**

School Name:	

Completing this form: Please write with CAPITAL letters. Mark boxes with "X" instead of "✓".

1. **What is the grade of the child who brought home this survey? (K – 8)** ☐ grade

2. **Is the child who brought home this survey male or female?** ☐ MALE ☐ FEMALE

3. **How many children do you have in Kindergarten through 8th grade?** ☐ children

4. **What is the street intersection nearest your home?** *(provide the names of two intersecting streets)*

☐ AND ☐

5. **How far does your child live from school?** *(choose one and mark box with X)*

☐ a. less than 1/4 mile ☐ b. 1/4 mile up to 1/2 mile ☐ c. 1/2 mile up to 1 mile ☐ d. 1 mile up to 2 miles ☐ e. More than 2 miles ☐ f. Don't know

6. **On most days, how does your child arrive at school and leave for home after school?** *(select one choice per column, mark box with X)*

Arrive at school	Leave for home
☐ a. Walk	☐ a. Walk
☐ b. Bike	☐ b. Bike
☐ c. School Bus	☐ c. School Bus
☐ d. Family vehicle (only with children from your family)	☐ d. Family vehicle (only with children from your family)
☐ e. Carpool (riding with children from other families)	☐ e. Carpool (riding with children from other families)
☐ f. Transit (city bus, subway, etc.)	☐ f. Transit (city bus, subway, etc.)
☐ h. Other (skateboard, scooter, inline skates, etc.)	☐ h. Other (skateboard, scooter, inline skates, etc.)

7. **How long does it normally take your child to get to/from school?** *(fill-in circle for one choice per column)*

Travel time to school	Travel time from school
☐ a. Less than 5 minutes	☐ a. Less than 5 minutes
☐ b. 5 - 10 minutes	☐ b. 5 - 10 minutes
☐ c. 11 - 20 minutes	☐ c. 11 - 20 minutes
☐ d. More than 20 minutes	☐ d. More than 20 minutes
☐ e. Don't know / Not sure	☐ e. Don't know / Not sure

8. **Has your child asked you for permission to walk or bike to/from school in the last year?** *(select one)* ☐ YES ☐ NO

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

(select a grade between K – 8) ☐ grade (or ☐ I would not feel comfortable at any grade)

10. **Which 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, mark with X in box)*	11. **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)		
☐ **Distance**	☐ YES	☐ NO	☐ Not Sure
☐ **Convenience of driving**	☐ YES	☐ NO	☐ Not Sure
☐ **Time**	☐ YES	☐ NO	☐ Not Sure
☐ **Child's before or after-school activities**	☐ YES	☐ NO	☐ Not Sure
☐ **Speed of traffic along route**	☐ YES	☐ NO	☐ Not Sure
☐ **Amount of traffic along route**	☐ YES	☐ NO	☐ Not Sure
☐ **Adults to walk or bike with**	☐ YES	☐ NO	☐ Not Sure
☐ **Sidewalks or pathways**	☐ YES	☐ NO	☐ Not Sure
☐ **Safety of intersections and crossings**	☐ YES	☐ NO	☐ Not Sure
☐ **Crossing guards**	☐ YES	☐ NO	☐ Not Sure
☐ **Violence or crime**	☐ YES	☐ NO	☐ Not Sure
☐ **Weather or climate**	☐ YES	☐ NO	☐ Not Sure

12. **In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?** *(select one, mark with X in box)*

Strongly Encourage	Encourage	Neither	Discourage	Strongly Discourage
☐	☐	☐	☐	☐

13. **How much FUN is walking or biking to/from school for your child?** *(select one)*

Very Fun	Fun	Neutral	Boring	Very Boring
☐	☐	☐	☐	☐

14. **How HEALTHY is walking or biking to/from school for your child?** *(select one)*

Very Healthy	Healthy	Neutral	Unhealthy	Very Unhealthy
☐	☐	☐	☐	☐

15. **What is the highest grade or year of school you completed?** *(select one, mark with X in box)*

☐ Grades 1 through 8 (Elementary)
☐ Grades 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

16. **Please provide any additional comments below:**

Thank you for participating in this survey!

Appendix: Safe Routes to School Student Tally and Parent Survey Results

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

School Name: Lincoln Park

School Group: ARDC

School Enrollment: 693

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

Number of Classrooms Included in Report: 32

Set ID: 16896

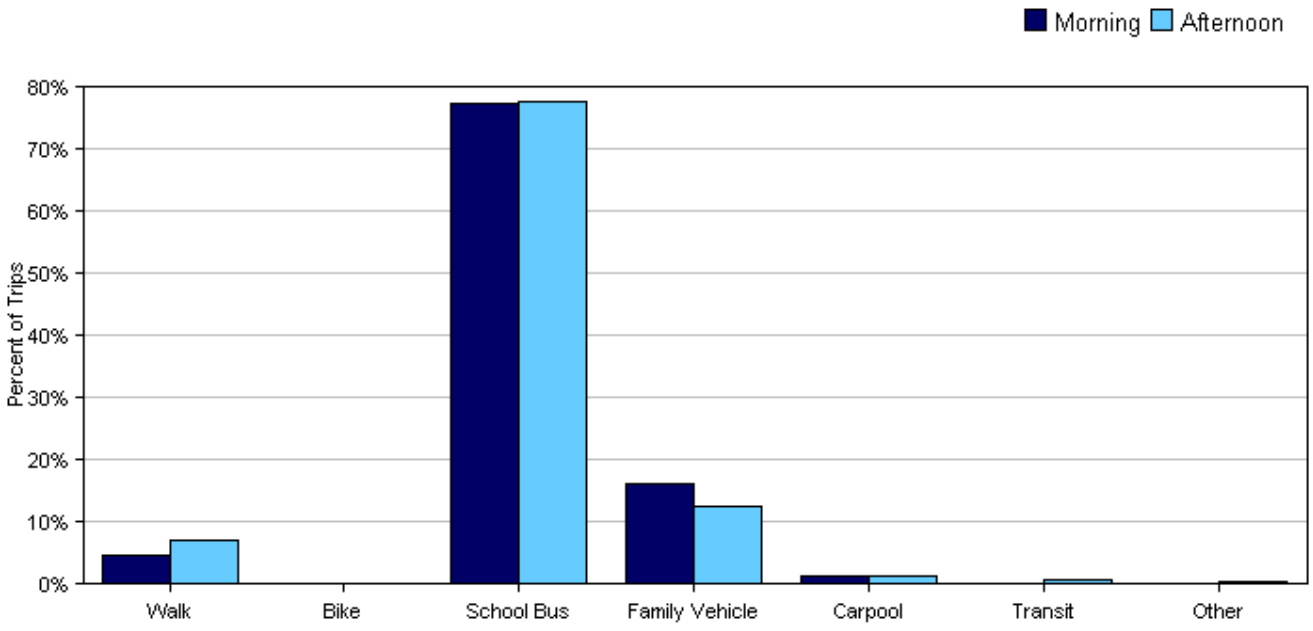
Month and Year Collected: October 2014

Date Report Generated: 02/18/2015

Tags:

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

Morning and Afternoon Travel Mode Comparison

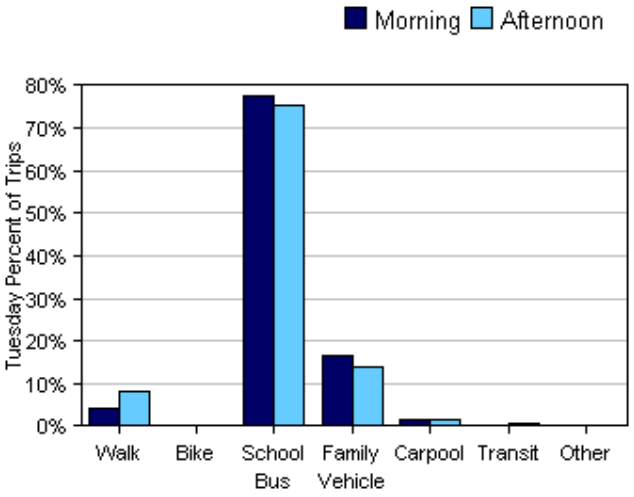


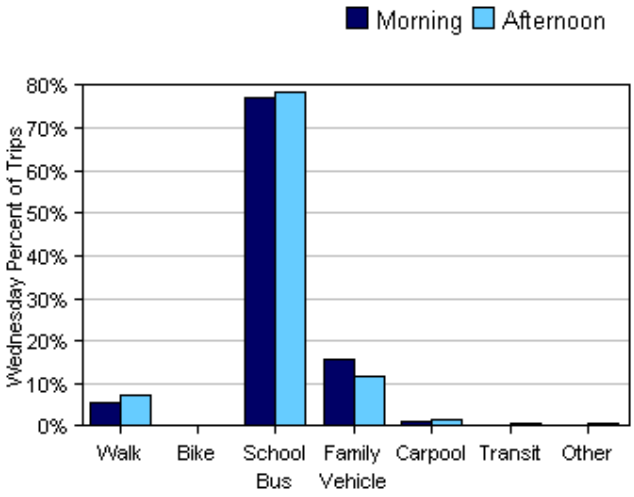
Morning and Afternoon Travel Mode Comparison

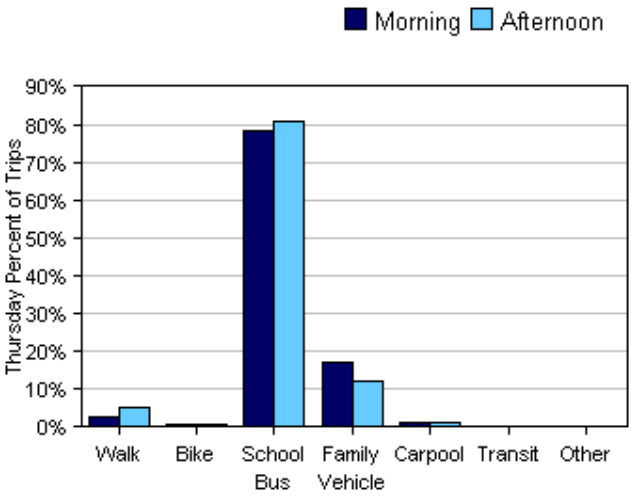
	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1016	5%	0.2%	77%	16%	1%	0.1%	0.2%
Afternoon	950	7%	0.1%	78%	13%	1%	0.6%	0.3%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day





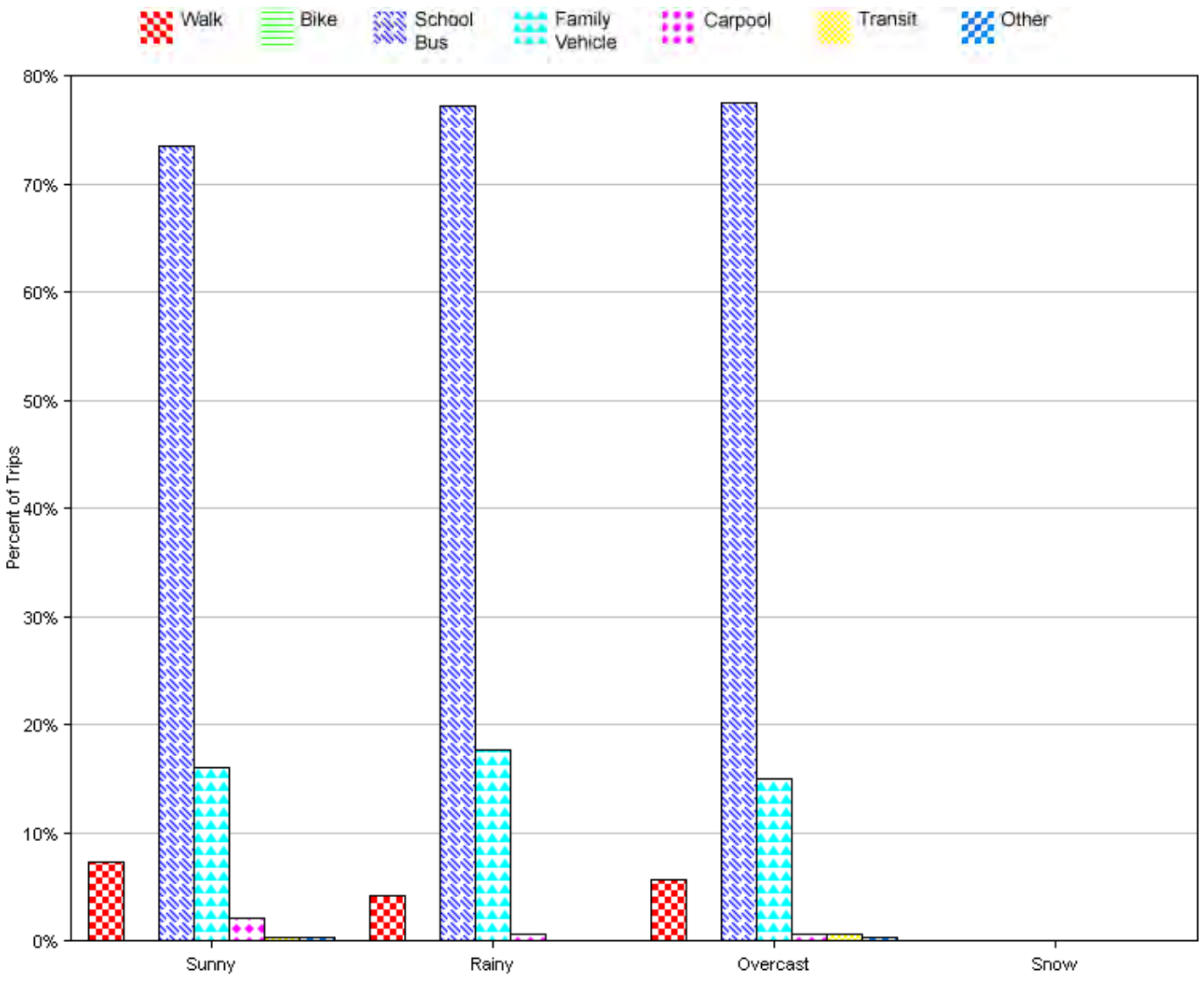


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	371	4%	0%	77%	16%	1%	0.3%	0.3%
Tuesday PM	362	8%	0%	75%	14%	2%	0.8%	0.3%
Wednesday AM	465	6%	0.2%	77%	16%	1%	0%	0.2%
Wednesday PM	421	7%	0%	79%	12%	1%	0.7%	0.5%
Thursday AM	180	3%	0.6%	78%	17%	1%	0%	0%
Thursday PM	167	5%	0.6%	81%	12%	1%	0%	0%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	745	7%	0%	74%	16%	2%	0.4%	0.4%
Rainy	141	4%	0%	77%	18%	0.7%	0%	0%
Overcast	573	6%	0%	77%	15%	0.7%	0.7%	0.3%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Parent Survey Report: One School in One Data Collection Period

School Name: Lincoln Park Middle School

Set ID: 12763

School Group: Duluth SRTS

Month and Year Collected: January 2015

School Enrollment: 730

Date Report Generated: 02/18/2015

% Range of Students Involved in SRTS: 51-75%

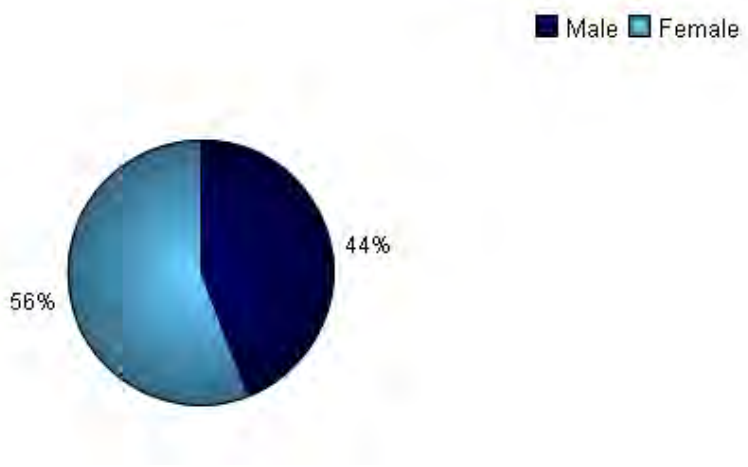
Tags:

Number of Questionnaires Distributed: 730

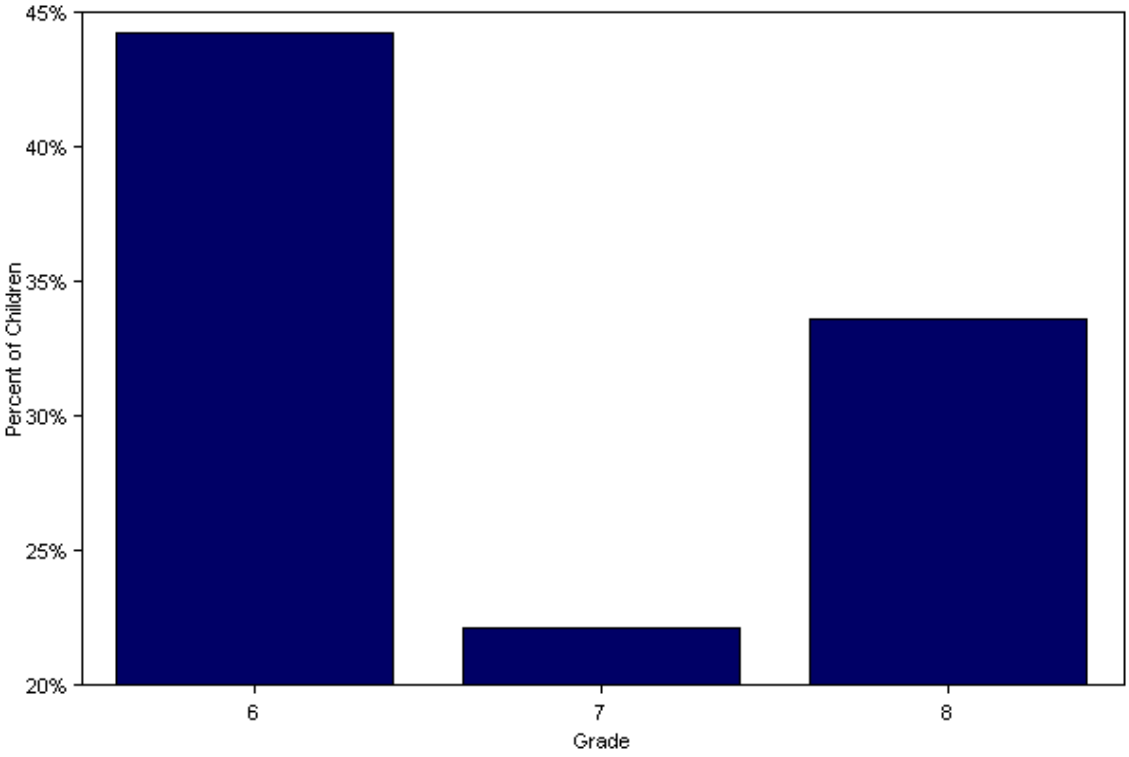
Number of Questionnaires Analyzed for Report: 122

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

Sex of children for parents that provided information



Grade levels of children represented in survey

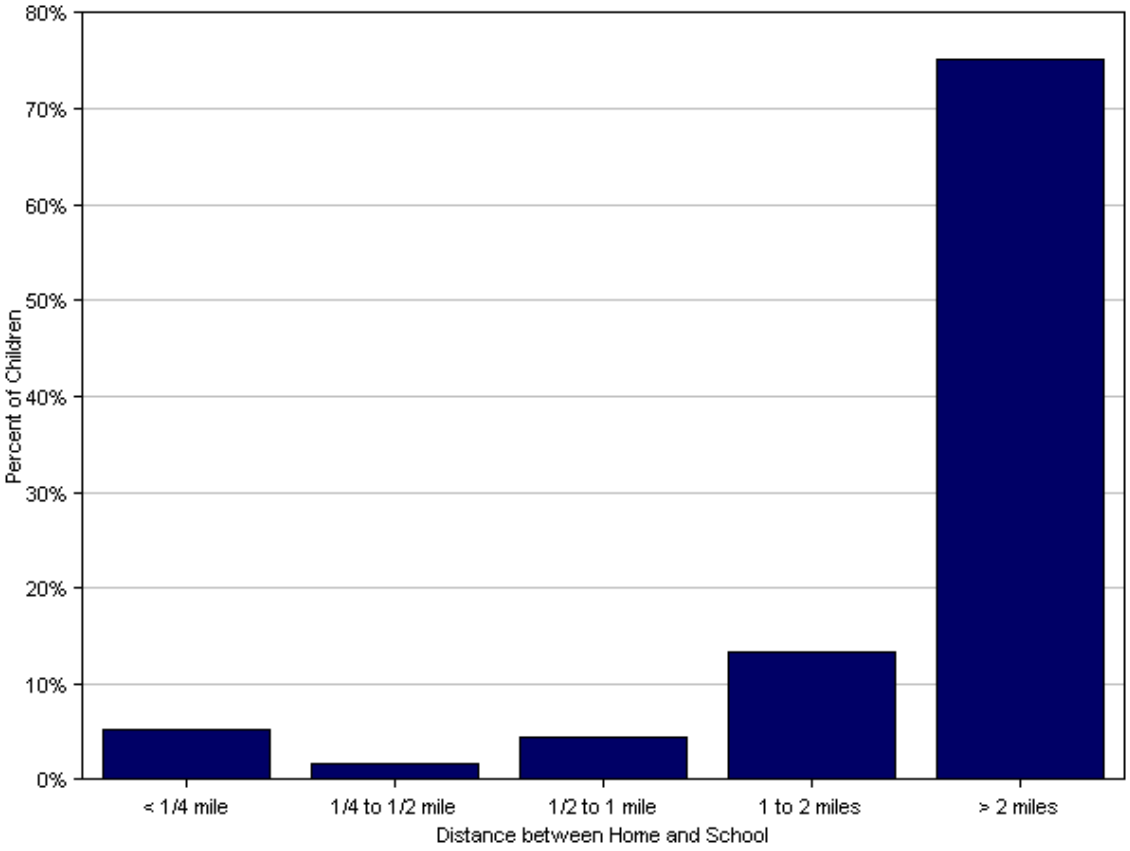


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
6	54	44%
7	27	22%
8	41	34%

No response: 0
Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

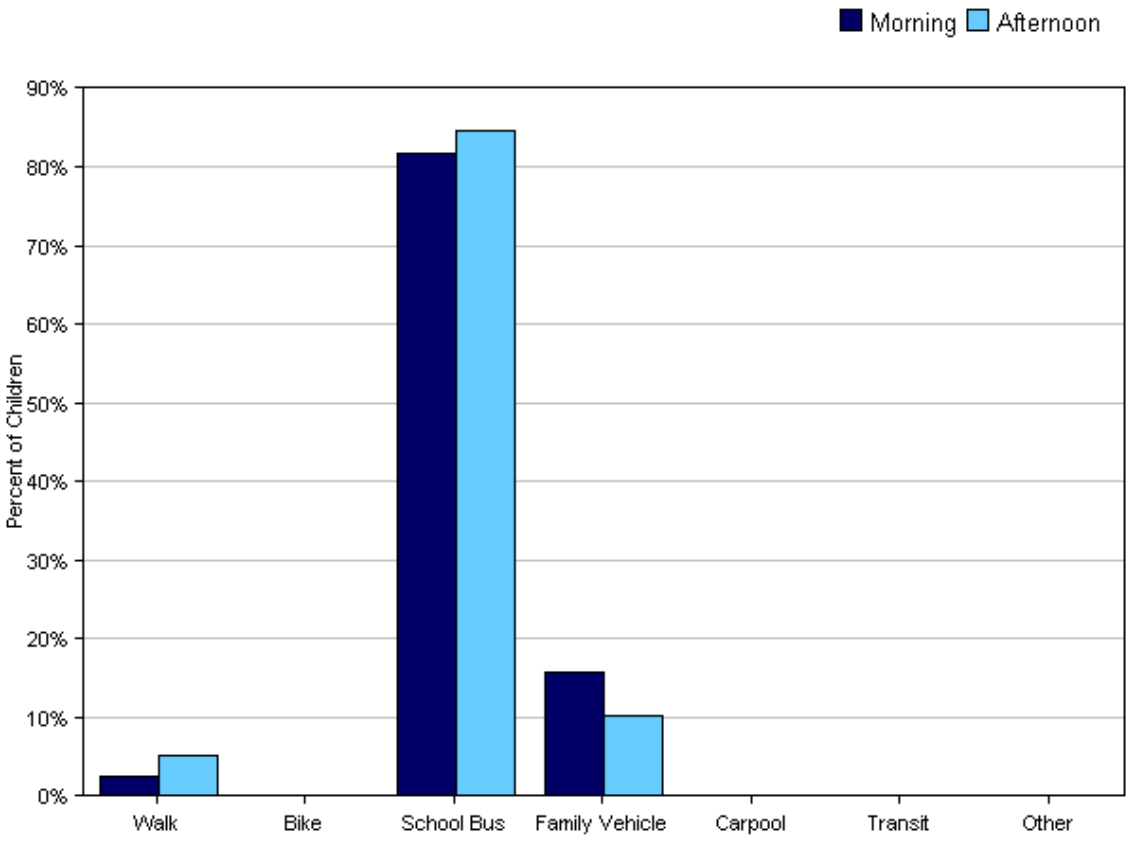


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	6	5%
1/4 mile up to 1/2 mile	2	2%
1/2 mile up to 1 mile	5	4%
1 mile up to 2 miles	15	13%
More than 2 miles	85	75%

Don't know or No response: 9
Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school

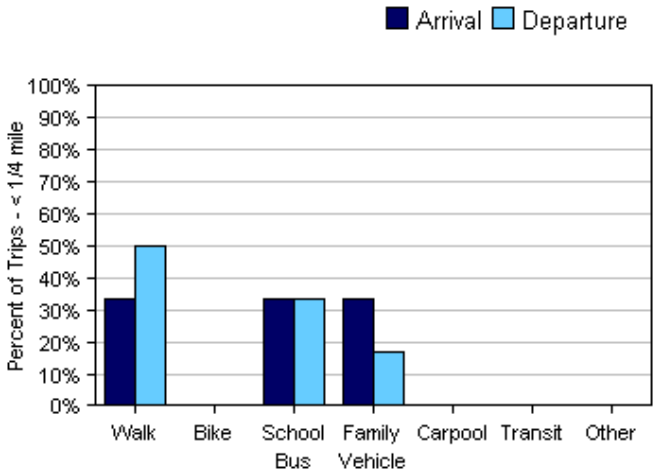


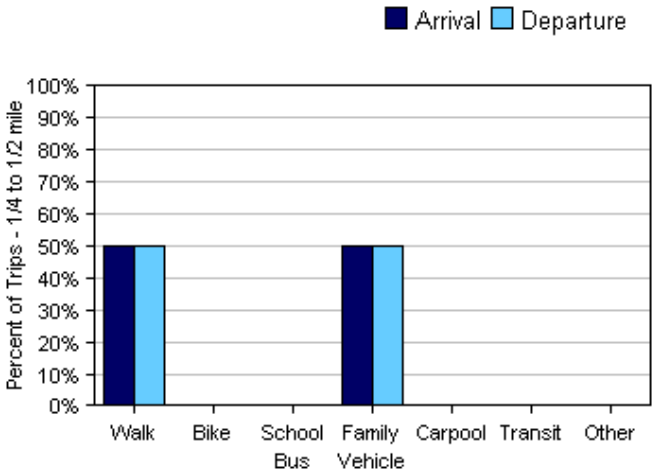
Typical mode of arrival at and departure from school

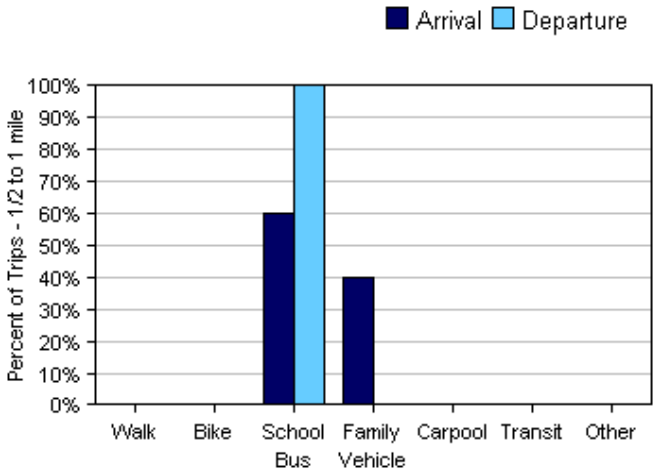
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	120	3%	0%	82%	16%	0%	0%	0%
Afternoon	117	5%	0%	85%	10%	0%	0%	0%

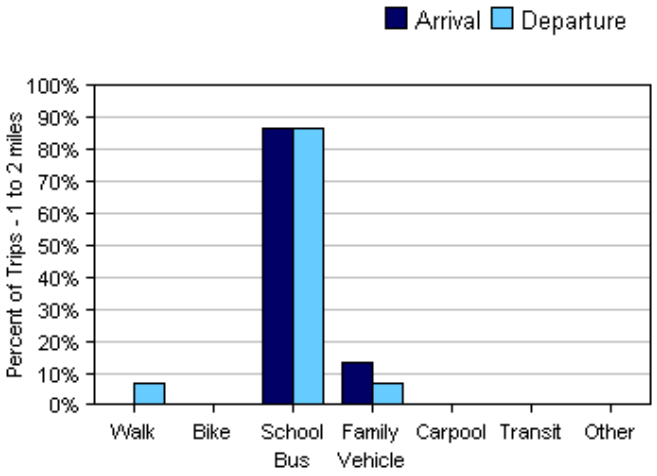
No Response Morning: 2
No Response Afternoon: 5
Percentages may not total 100% due to rounding.

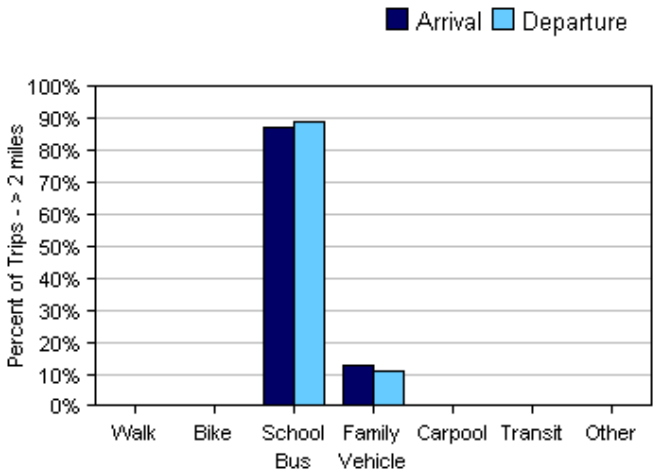
Typical mode of school arrival and departure by distance child lives from school











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

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	6	33%	0%	33%	33%	0%	0%	0%
1/4 mile up to 1/2 mile	2	50%	0%	0%	50%	0%	0%	0%
1/2 mile up to 1 mile	5	0%	0%	60%	40%	0%	0%	0%
1 mile up to 2 miles	15	0%	0%	87%	13%	0%	0%	0%
More than 2 miles	85	0%	0%	87%	13%	0%	0%	0%

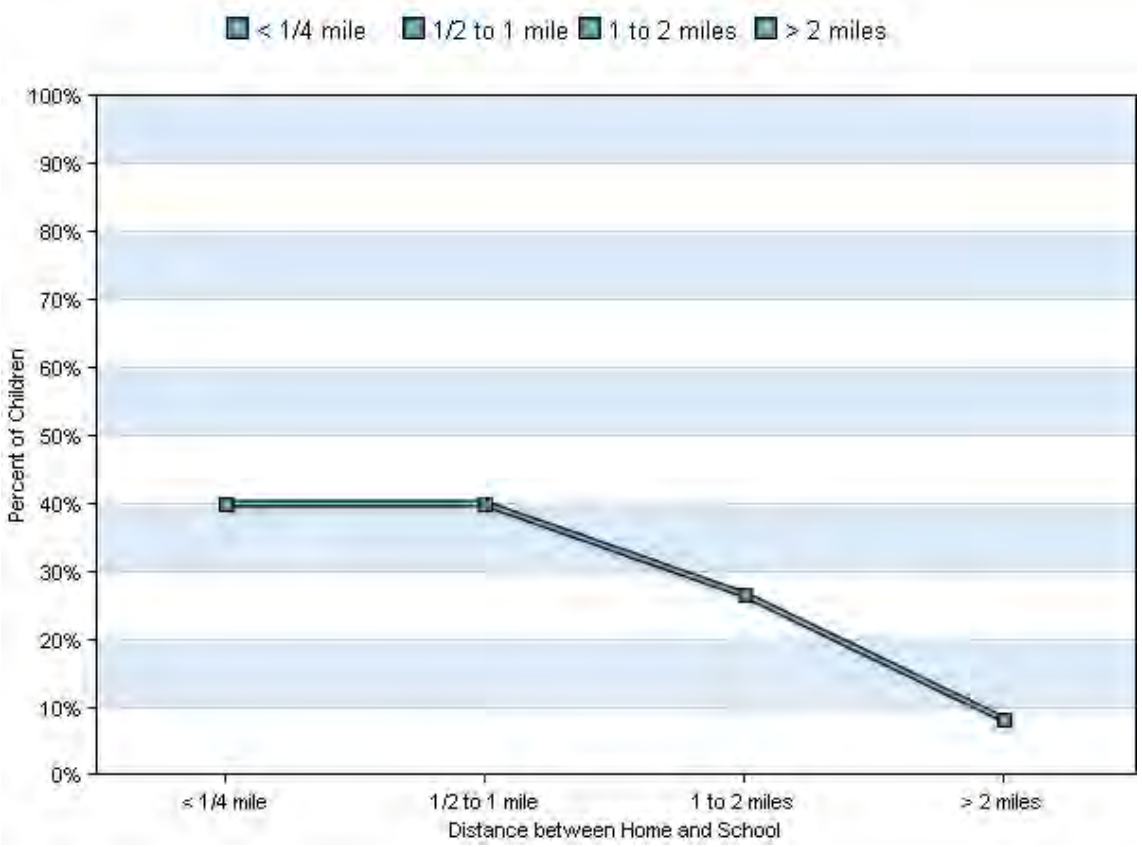
Don't know or No response: 9
Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	6	50%	0%	33%	17%	0%	0%	0%
1/4 mile up to 1/2 mile	2	50%	0%	0%	50%	0%	0%	0%
1/2 mile up to 1 mile	5	0%	0%	100%	0%	0%	0%	0%
1 mile up to 2 miles	15	7%	0%	87%	7%	0%	0%	0%
More than 2 miles	83	0%	0%	89%	11%	0%	0%	0%

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

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

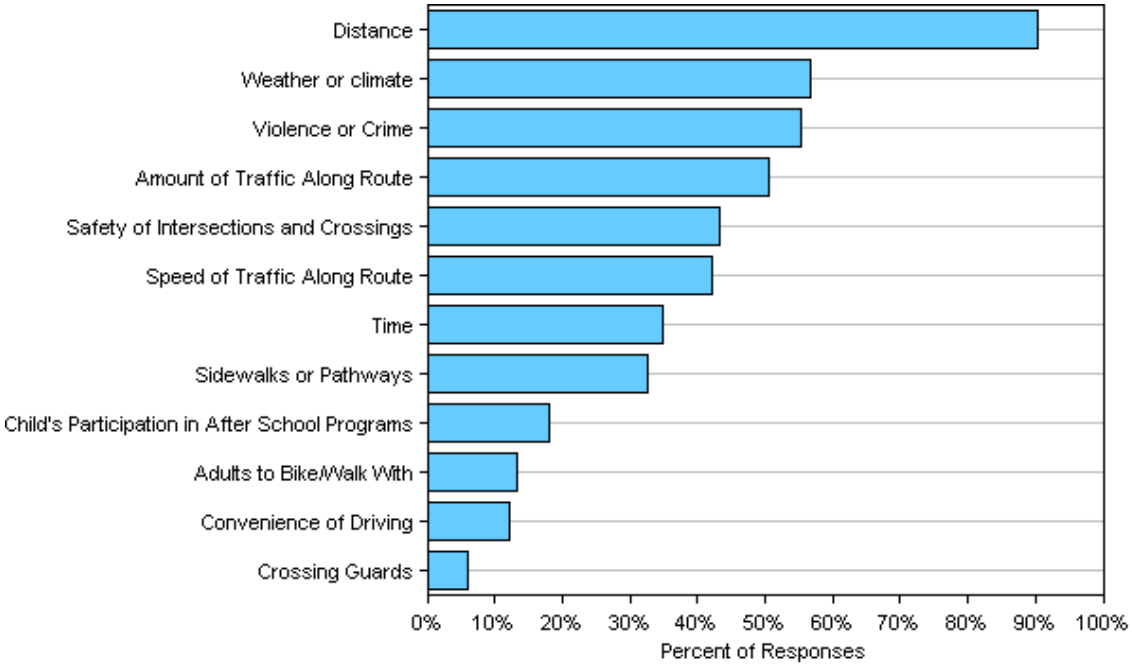


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	15	40%	0%	40%	27%	8%
No	96	60%	100%	60%	73%	92%

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

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

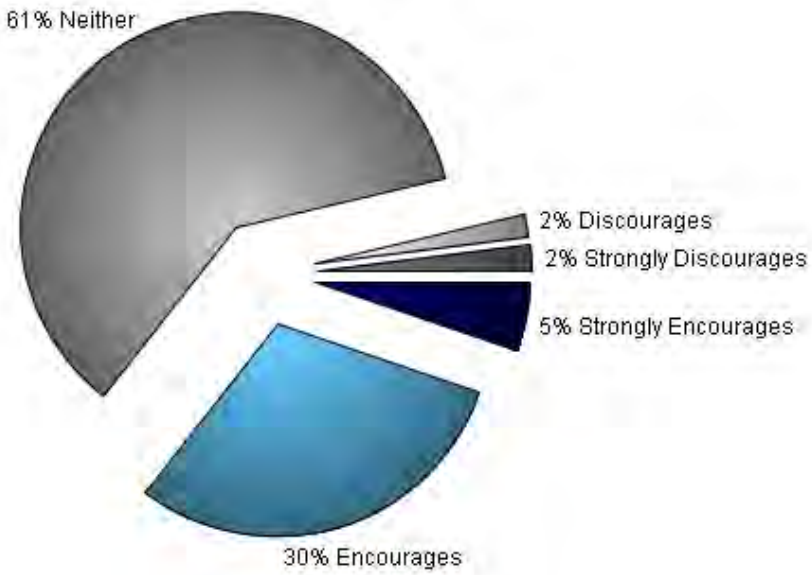


Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	90%	0
Weather or climate	57%	0
Violence or Crime	55%	0
Amount of Traffic Along Route	51%	0
Safety of Intersections and Crossings	43%	0
Speed of Traffic Along Route	42%	0
Time	35%	0
Sidewalks or Pathways	33%	0
Child's Participation in After School Programs	18%	0
Adults to Bike/Walk With	13%	0
Convenience of Driving	12%	0
Crossing Guards	6%	0
Number of Respondents per Category	**83**	**0**

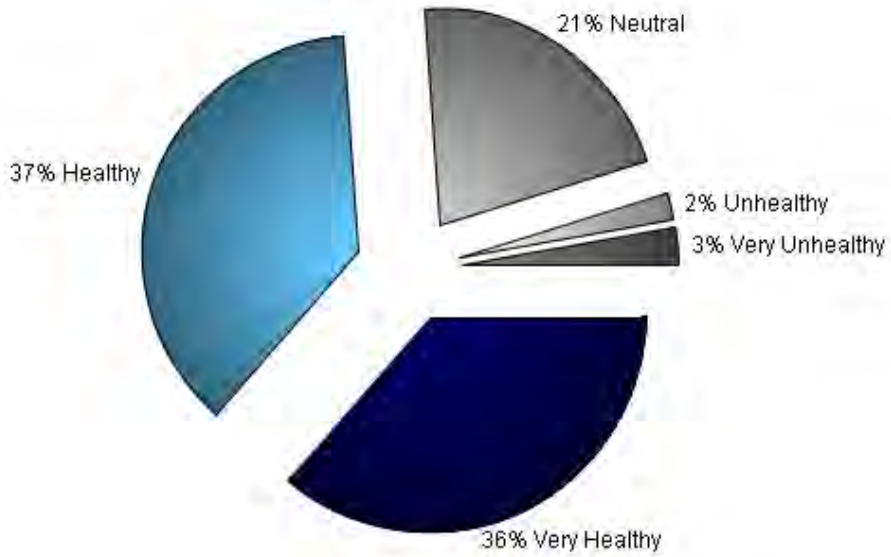
No response: 39
Note:
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
--Each column may sum to > 100% because respondent could select more than issue
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

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



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

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



Comments Section

SurveyID	Comment
1299887	After school programs should have the same drop off locations and there should be a bus monitor for bullying.
1299904	Please note we are new to Duluth and we may answer different to the questions where we more comfortable with the area.
1299973	There's sexual predators in the area. I would never let my daughter walk around there.
1300013	The super long drive way up to the school is a deterrent to students walking, but to parents w/o vehicles as well. That's so discouraging. What poor planning!
1299910	Maybe should have thought of this before building a school on the side of a mountain.
1300313	Distance from school and heavy traffic with unsafe streets for pedestrians are the main reasons my son doesn't walk.
1300017	It's too far for my child to walk and too dangerous.
1300310	The school is a deterent. No safe place to bike and risk of vandalism/bike stolen too high.
1299965	My child lives too far from school to walk or bike but would imagine that the hill up to Lincoln would be significant deterrent if he did live closer.
1300005	Every family should be able to determine safety, route and maturity of their child to walk or ride their bike to school. However some families lack the common sense to make a healthy and wise decision.
1300340	People speed through the streets and it has gotten worse. In front of my house especially, its not good. Speed bumps would be fantastic!
1299998	I would never let my child walk to lincoln park middle school with all the sexual preditors and drug houses in the neighborhood.
1300322	My children take the bus everyday so I found some of the questions hard to answer.
1299884	Our student will be allowed to walk to the middle school which is closer to the school.
1300341	I do not like LP's location. The path through the neighborhood the hill is too high. He will walk to Denfeld next year.
1300342	I do not like LP's location. The path through the neighborhood the hill is too high. He will walk to Denfeld next year.
1299898	I do not encourage children to walk to and from school. I feel it is unsafe and there may be dangerous circumstances, especially in teh surrounding neighborhood the school is located in.
1300006	especially winter/ice/snow makes walking up hill to school very difficult and with cars and buses driving and no cleared sidewalks.
1299879	I would not allow my child to walk the designated lincoln park walkway up that hill without it being monitored by the school. The crime in that area is high and something would happen along that path and no one would know. It's pretty but not safe.
1299907	We live about as far away from school as is possible to be. This is a useless questionnaire for us.
1299959	We live too far away to even have the option or think of the possibility to walk or bike to school. This survey does not apply to us.
1300014	It works out well to bring our child to school. We are close but it is up hill and backpacks are heavy. Right now not comfortable to let my child go alone.
1300334	What is upsetting to me is the distance students have to walk from bus stop to home, especially in the winter time when she has to walk on a busy road with hardly any shoulder because the sidewalks are not cleared.
1300336	Backside questions are N/A walking is too far.

LINCOLN PARK MIDDLE SCHOOL SAFE ROUTES TO SCHOOL UPDATE

December 2015

Prepared for Lincoln Park Middle School & Independent School District 709

ARDC

The Arrowhead Regional Development Commission (ARDC) is a regional comprehensive planning and development agency serving the counties of Aitkin, Carlton, Cook, Itasca, Koochiching, Lake, and St. Louis in Northeast Minnesota.

MIC

The Duluth-Superior Metropolitan Interstate Council (MIC) is a designated Metropolitan Planning Organization (MPO), provides guidance and leaderships on transportation and land use planning issues in the Duluth-Superior metropolitan planning area. The MIC was created in 1975 under a joint agreement between the ARDC and the Northwest Regional Planning Commission (NWRPC) in Spooner, Wisconsin.

ARDC's Mission

"To serve the people of the Arrowhead Region by providing local units of government and citizens groups means to work cooperatively in identifying needs, solving problems, and fostering local leadership."

If you have questions regarding the Lincoln Park Safe Routes to School Plan, please contact:

Arrowhead Regional Development Commission
221 West First St.
Duluth, MN 55802

Duluth-Superior Metropolitan Interstate Council: 218-529-7541
or
Regional Planning Division: 218-529-7513

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www.ardc.org