DULUTH MYERS-WILKINS ELEMENTARY SCHOOL SAFE ROUTES TO SCHOOL PLAN UPDATE 2015



Prepared by:
Arrowhead Regional Development Commission
Regional Planning Division &
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Duluth Myers-Wilkins Elementary School

Safe Routes to School Plan

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Prepared for:

Myers-Wilkins Elementary School & Independent School District 709

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Introduction

SRTS Program Overview

The Safe Routes to Schools (SRTS) 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.

The 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. The fact is that 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-E's": 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 E's" 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 safer 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 that changes can be made in the SRTS program as needed.
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

Myers-Wilkins Elementary School is located in Duluth, Minnesota's Hillside neighborhood, near the intersection of East 10th Street and 8th Avenue East. In 2012, the School was renovated and formerly known as Grant Elementary School before changing its name to Myers-Wilkins. The school property is adjacent to Grant Park, which is administered by the City of Duluth. Enrollment at Myers-Wilkins Elementary School is approximately 384 students, in kindergarten through fifth grade. The majority of students (90%) live within two miles from school with most students in the area eligible for bussing because of streets that have been deemed as unsafe or hazardous for students to cross. It is included within Independent School District (ISD) 709's Student Transportation Eligibility Policy that students are eligible for transportation if they live .7 miles or further from school. Also, within the Wellness Policy, it is recognized that the School District will work with the City, County, or other groups to remove any barriers to make it safer and easier for students to walk and bike to school.

The school functions as a community school with extended programming such as the Myers-Wilkins Community School Collaborative, which is a seven-member agency, dedicated to expand opportunities for youth development and school, family, and community involvement, promoting lifelong learning. The School Collaborative offers numerous after-school programs for students to participate in, often utilizing the adjacent Grant Park. A majority of the student population participate in the after-school programs that are offered. It is important to note that students who live within 6 blocks from school are walked home by Collaborative staff and there is also a bus for eligible students to ride home after enrichment programs.

General Goals and Planning Process

2015 General Myers-Wilkins Elementary 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, three 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 and community engagement of Safe Routes to School Efforts.

Plan Process

The MIC, in partnership with St. Louis County Public Health and ARDC initiated the SRTS planning process. Three SRTS meetings were held during the 2014/2015 school year at Myers-Wilkins Elementary School.

At the first meeting held in October 2014, the group in attendance was informed about the SRTS planning background, the objectives of the "5-E's", and the planning timeline. Also at this first meeting, the participants discussed existing barriers and concerns for students safely walking and bicycling to school. Towards the end of the meeting, a brainstorming exercise was held with group 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 a 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 April, the planning team presented the parent survey and classroom tally results, student density, and existing conditions to members of the School's Parent Advisory Committee (PAC). 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 to the SRTS planning efforts to the City representatives and as a way to formulate engineering recommendations.

A third meeting was held with the PAC in May to review and prioritize potential education, encouragement, and enforcement solution ideas the group would be interested in implementing. Based from the group's responses to each idea presented, the planning team created a SRTS Action Plan outlining feasible solutions 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 included a review of existing plan documents, upcoming road projects, crash data, school site observations, parent surveys/student classroom tallies, and current programs or activities related to SRTS.

Neighborhood Assessment & Field Observations

The SRTS planning team observed activity at Myers-Wilkins Elementary School on November 12th, 2014, between 7:15 -7:45 a.m. and 2:00-2:30 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. Specifically, the planning team reviewed the existing conditions at the school site and the surrounding area.

Myers-Wilkins Elementary School can be accessed from 8th Avenue E and 11th Street East. The streets surrounding the school are primarily residential streets with relatively low Annual Average Daily Traffic (AADT) of approximately 832 vehicles, with the exception of East 9th Street and 6th Avenue East, as these are busy collector and arterial streets. 9th Street is a local connector with two lanes of traffic, on-street parking, and a speed limit posted at 30 miles per hour (mph). The AADT near the school is 5,706. 6th Avenue East is a main arterial street with four lanes of traffic. AADT is 13,614 vehicles which serve as crossing barriers pedestrians and bicyclists. The speed limit on 6th Avenue East is posted at 30 mph; although motorists travel faster due the street's hilly topography and width.

Myers-Wilkins' main entrance is located off of 8th Avenue East, which terminates into a traffic circle, utilized as the school's parent vehicle pick-up and drop-off zone. The staff and visitor parking lot is located to the south of the main entrance. The parent vehicle pick-up and drop-off zone allows for curbside drop-off and loading for students. It is important to note that the traffic circle is utilized half-way due to the front entrance door being located at the midway point of the circle. During the site observation, there were approximately over 25 vehicles that dropped off students during arrival, with increasing congestion as time approached the beginning of classes. Vehicles were observed parking curbside as well as in the middle of the traffic circle, due to it being wide enough to fit 2-3 idling vehicles parallel to one another. This created congestion and traffic jams for parents attempting to leave after dropping off their child. Similar observations were made by the planning team during departure times. It is important to note that parents also park along 8th Avenue East to drop-off and pick-up students.

The bus loading and drop-off zone is efficient and is completely separated from the parent vehicle pick-up and drop-off zone. The busses enter and exit their loading zone from 11th Street East. As students arrive to school, staff members help them off the bus and escort them down a pathway which leads to the front

entrance. There are also a few busses that picked up and dropped off students at the School's back entrance, located on 11th Street East on the north side of the building.

The planning team did not observe any bicyclists ride to school on that particular day, as there were no bikes parked on the bicycle racks. The bike racks are present at two locations in front of the school. However, there were approximately 12-15 students who walked to school. Many students were observed traveling on 8th Avenue East, through the busy intersections of 9th and 10th Streets. Student patrols are normally present at these intersections as well, which are both four-way stops and include crosswalks.

In 2013, the School worked to improve pedestrian safety at the 9th Street and 8th Avenue intersection. The City address addressed the concerns with the installation of stop signs on 9th Street. An in-street pedestrian crossing sign was included to heighten driver awareness of pedestrians crossing at the intersection.

On school grounds, the sidewalk leading from the bus zone is wide and in excellent condition as well as the sidewalks that are adjacent to the parent pick-up and drop-off zone and along 11th Street. Recently, a stop and yield to pedestrian sign and crosswalk was installed on Kenwood Avenue, increasing driver awareness to pedestrians crossing. Sidewalks in the surrounding neighborhood are generally in fair condition. However, there are many poor segments along 10th Street, near the school. Also there are many segments where sidewalks abut streets such as 9th Street, Kenwood Avenue, and 6th Street.

Crash data was collected and analyzed for accidents which involved collisions with pedestrians/bicyclists and motor vehicles between the years 2009 and 2013 within a 1 mile radius of Myers-Wilkins Elementary School. The accidents accounted for involved at least one participant that was younger than 14 years old, which whom most cases would be a pedestrian or a bicyclist. Ten 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 West 4th Street and 12th Avenue East. Causal data identified that both bicyclists and pedestrians were at fault for their involvement in the accidents. This can be an indication that there needs to be more education on walking 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 surveys to students and the parents/guardians of students at Myers-Wilkins Elementary School. The student and parent survey tools were developed by the National Center for Safe Routes to School. Students participated in classroom tallies, which asked them how they traveled to and from school for two consecutive days. Parents/guardians completed a 16-question survey distributed to students in all kindergarten through fifth grade classrooms. Surveys were sent home with students. The parent surveys asked for information regarding current travel mode behavior and safety perceptions.

The purpose of these surveys 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 PAC identify

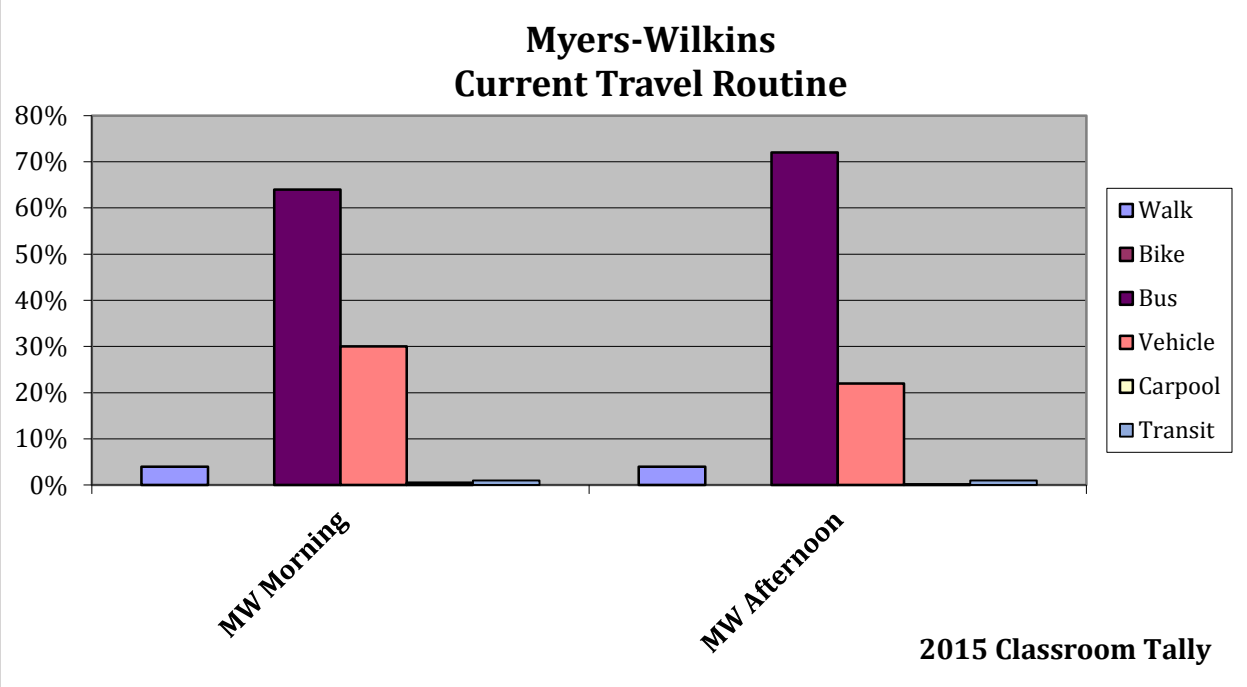
strategies to increase the number of children walking and biking to school. This section shows the results of selected survey responses. A copy of the student and parent surveys used for this analysis can be found in Appendix A. Copies of the completed survey reports can be found in Appendix B.

Classroom Tally Results

Teachers administered a classroom tally 384 kindergarten through fifth grade students during the week of January 26th, 2015. Students were asked to report how they traveled to school for two consecutive days midweek, including any differences between mode of travel for arrival to school and departure from school.

Students answered the 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 and private vehicles, with more students taking the bus home from school (nearly 72%). This high percentage rate reflects several factors, including long distance that many students live from school and the steep hill that students must climb. 4% of students reported that they walked to and from school in the morning and afternoon. 0% reported that they rode a bike for both the morning and afternoon. It is important to identify that 1% of students' utilized transit as a travel mode option for both the morning and afternoon. These statistics reinforce how prevalent school bus ridership and family vehicle usage are as modes of transportation for students.

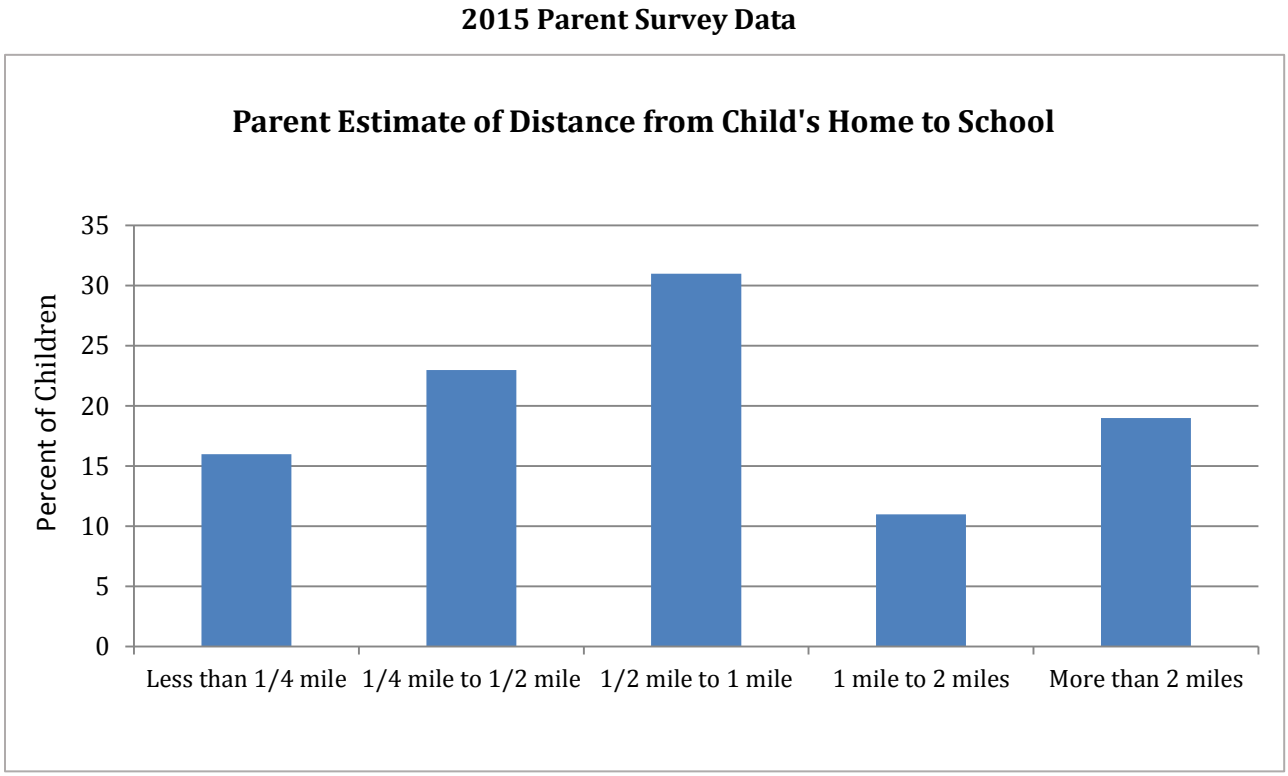
Figure 1.1: Classroom Student Tally Travel Routine



Parent Survey Results

During the week of January 19th, 384 parent surveys were distributed, with 69 returned responses. Of the respondents, the highest number of returns came from parents/guardians that lived a ½ mile to 1 mile distance from school (31%), reflecting a high usage of the school bus, especially in the afternoon and family vehicle usage in the afternoon. 23% of parents reported living ¼ mile up to ½ mile from school, while 16% reported living less than ¼ mile from school, which reflected increased opportunities for walking and biking to and a from school. 19% of parents reported living more than 2 miles away from school, resulting in a high usage of the family vehicle and school bus.

Figure 1.2: Distance from Child's Home to School



Also notable was the grade at which parents would let their child walk or bike to school. Many of the survey respondents are parents/guardians of small children in kindergarten (23%) and first grade (20%), which correlate with high school bus and family vehicle usage percentages with low walking and biking percentages. Also, consideration must be made due to distance and parent perceptions of walking and biking to school for these young children, that are reflected in the parent survey comments.

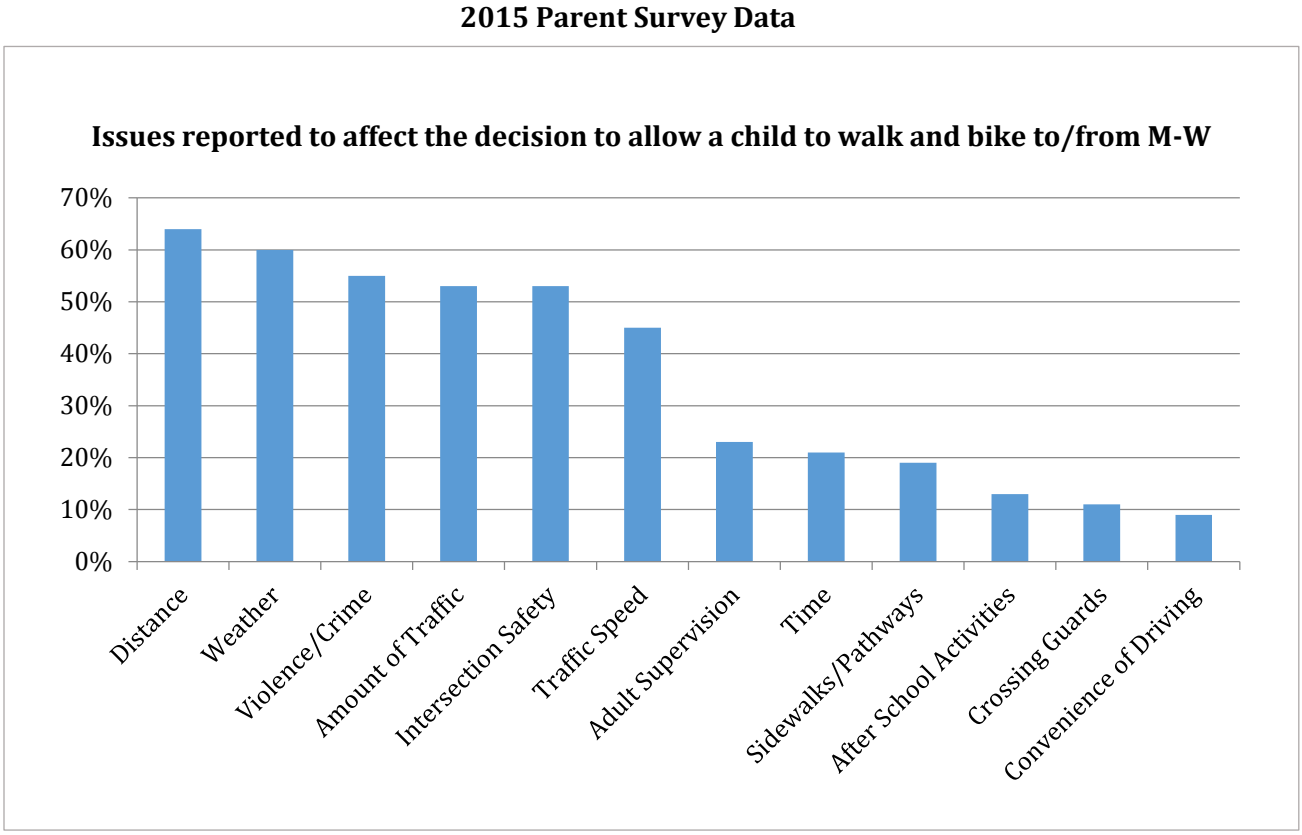
Issues Affecting Walking and Bicycling at Myers-Wilkins Elementary School

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, a majority of respondents also reported that they believe that walking and biking to school is healthy and very healthy for their child (91%).

This survey sample of parents of K-5 grade students who attend Myers-Wilkins Elementary 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 Myers-Wilkins community.

Figure 1.3: Identified Issues



Myers-Wilkins Elementary School "5-E" Recommended Strategies

The Myers-Wilkins Elementary 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 and targeted training on walking/biking skills and safe parent drop-off and bus loading zones conduct. Community enforcement recommendations emphasize street intersection safety and traffic speed monitoring. Finally, the evaluation recommendations include routine SRTS meetings, and conduct 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 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, there is a lack of education for young people for biking and walking. Lack of education for drivers about observing pedestrian and bicyclist rights is also an issue. In addition to the education about safe travel, increased education about the health benefits of active living may encourage it. 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.

GOAL 1: MYERS-WILKINS ELEMENTARY SCHOOL –

EDUCATION, ENCOURAGEMENT, & ENFORCEMENT GOAL

Myers-Wilkins Elementary School will work to increase the education opportunities and support for walking, bicycling and SRTS with the school and community.

Myers-Wilkins Elementary School SRTS Education Strategies

Strategy 1.1: Continue to organize and hold bicycle rodeos.
Plan and hold bicycle rodeos, utilizing the bicycle fleet. Bicycle rodeos offer bicycle skills and safety stations for children and sometimes parents to visit.

Strategy 1.2: Organize and hold a parent workshop.
Parent workshops are designed for parents, providing tools, resources, and support needed to begin walking/biking for transportation. It is recommended to coordinate and schedule the event with participating community partners. Topics could include starting a walking school bus, carpooling, launching a safety campaign, how to be a responsible driver, or organizing an event, such as Walk and Bike to School Day.

Strategy 1.3: Create a family bike guide.
Develop a how-to-manual on family biking which includes cargo bikes and gear, safety considerations, tips for picking a route, ideas for rides, etc… The guide can be distributed as part of an even or training or to interested parents at school.

Strategy 1.4: 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 on how the curriculum will be implemented. Instructors can be sent to Bike Minnesota curriculum trainings as well as participation in a local Bicycle Traffic Skills 101 class. Once instructors have been trained, the curriculum may be implemented by utilizing the bicycle fleet, which was awarded to the Duluth YMCA, courtesy of MnDOT's Bicycle Fleet solicitation.

Strategy 1.5: Develop and create a Walk & Bike to School Route Map.
Mapping basic information about the neighborhoods surrounding the school can be a great tool for selecting a route and also may be useful in identifying and prioritizing needed pedestrian and bicycling improvements. Developing a route map can show signs, signals, crosswalks, sidewalks, paths, crossing guard locations, and hazardous locations around the school. This information may be available from the school district or local planning or traffic engineering departments. In some cases it may be necessary to gather more information thought walk and bike audits or other assessment methods.

Strategy 1.6: Organize family bike class(s).
Family bike classes can educate and encourage families to ride bikes. Education trainings can cover safety checks, skills instruction, basic bike maintenance, bicycle rodeos and/or guided bike rides. A plan should be created for educational activities and potential instructors and partners should be identified.

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" or 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 barriers such as the steep hill; roadway barriers such as 6th Avenue East and 9th Street East as well as other identified barriers, it will be important to continue encouragement of a healthy walking and biking lifestyle.

Myers-Wilkins Elementary School SRTS Encouragement Strategies

Strategy 1.7: Hold walk and bike field trips.
Organize and hold walk and bike field trips as they 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 1.8: Create a Park and Walk Campaign.
The Park and Walk Program is designated to encourage parents to park several blocks from school and walk the rest of the way to school. 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 in the program 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 1.9: Organize and create a School Safety Campaign.
Coordinate a School Safety Campaign and identity potential partners to include. It is a way to build awareness around students walk and biking to school and encourages safe driving behavior among parents and passerby. A safety campaign can use media at or near schools – such as posters, stickers, yard signs, and/or street banners. These can be utilized to remind drivers to slow down and use caution in school zones. This type of campaign can also address other specific hazards or behaviors, such as walking or bicycling to school, school bus safety, and/or parent drop-off and pick-up behavior.

Strategy 1.10: Organize and create a Snow Removal Campaign.
Coordinate a Snow Removal Campaign and identify potential partners to include for implementation. A snow removal campaign recognizes neighbors who remove snow from sidewalks and driveways. This is a very positive message campaign, thanking people for shoveling through the use of yard signs, postcards and flyers.

Strategy 1.11: Develop Drop-off & Pick-up Rules.
Assess the current drop-off and pick-up conditions and issues at the School. Written drop-off and pick-up procedures should be created and updated as needed. They can be given to parents at the start of each school term and periodically throughout the year.

Strategy 1.12: Organize and implement a walking school bus.
A walking school bus is a group of children walking and biking to school with one or more adults. The same route is followed every time and children are picked up from their houses or designated bus stops at designated times on a pre-planned route to school. Organize walking groups for different neighborhood and assign an adult with each group. Parents can take turns leading the bus.

Strategy 1.13: Continue to participate in the International Walk to School Day event.
International Walk to School Day is a global event that is held in October of every year. It began in 1997 as a one-day event in the United States as a way to build awareness for the need for walkable communities. Over time, it has progressed into mass celebration of active transportation and its related issues, used to introduce communities to SRTS. Myers-Wilkins Elementary School participated in the International Walk to School Day event in 2014.

Strategy 1.14: Organize and promote an Ongoing Walk & 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 1.15: Consider organizing 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 etc…A task force should be assembled to design the program, determine a funding budget, create a curriculum, and recruit staff and volunteers.

Strategy 1.16: Incorporate SRTS activities with school newsletters.
Incorporate blurbs about walking and biking activities, events, and information into the School's newsletter. It can be an effective way to reach out to each student's parents.

Enforcement

Enforcement includes policies and activities that address safety issues such as speeding or illegal turning, but also includes getting 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.

Myers-Wilkins Elementary School SRTS Enforcement Strategies

Strategy 1.17: Deploy crossing guards at various intersections.
Crossing guards are trained adults, paid volunteers, who are legally empowered to stop traffic to assist students with crossing the street. Identify which intersections crossing guards should be positioned at and recruit and assign adults to guard those intersections on regularly scheduled basis.

Strategy 1.18: Continue the presence speed monitors and trailers.
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 are effective in reducing speeds and increasing awareness of local speed limits. It is recommended that the School work in coordination with the City of Duluth to erect the speed monitor and/or trailer. This should include determining the feasibility and cost of the project as well as identifying potential funding sources.

Strategy 1.19: Continue the presence of Law Enforcement.
It is recommended that the School meet with police to determine strategies for continued routine presence. The presence of law enforcement helps reduce poor driving behavior such as speeding, failing to yield to pedestrians, turning illegally, parking illegally, or other violations.

Engineering

Engineering can improve children's safety to enable more children to walk and bike to school safely. The relationship of the School building to sidewalks and street crossings 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 sidewalk 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: MYERS-WILKINS ELEMENTARY SCHOOL - ENGINEERING GOAL

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

Myers-Wilkins Elementary SRTS Engineering Strategies

Strategy 2.1: Hold annual/routine City of Duluth and ISD 709 Safe Routes to School transportation meetings.

Holding annual meetings between the City and the School District should be considered, as an opportunity to coordinate upcoming projects that may impact SRTS efforts. Discussion topics may include sidewalk maintenance and repair priorities, ramp and curb issues, and crosswalk striping as well as other talking points.

Strategy 2.2: Recommended site specific improvements.

Priority Ranking	Improvement	Description
1	Lower 8th Avenue East (below the school)	1. Mark a solid centerline (double yellow line) along the length of 8th Avenue East from 9th Street to the school.
		2. Replace sidewalks along 8th Avenue East between 9th Street and the school: - Along the west side of 8th Avenue East, sidewalks should be replaced from 9th Street to the alley that is a half-block north. - Sidewalks should be replaced from the alley above 9th Street to the new school sidewalk, along the east side of 8th Avenue East.

Priority Ranking	Improvement	Description
2	9th Street Improvements	1. Construct a new multi-use path between 5th Avenue East to 6th Avenue East, connecting to the existing sidewalks on 9th Street.
		2. Install curb extensions at all four corners for the following intersections: - 8th Ave East, 10th Ave East, and 11th Ave East
		3. Install a high visibility zebra crosswalk marking across 9th Street.
		4. Install transit shelters at the northeastern and southwestern corners at the intersection of 8th Avenue East transit stop.
		5. Determine the location and design of a protected bikeway or bike boulevard along 9th Street corridor (possibly utilizing 8th or 10th Street as parallel routes). It is recommended to follow 8-80 Cities guidelines and specifically note connections to the proposed multi-use pathway west of 6th Avenue East, as well as a connection to the 8th/9th Street bridge over Chester Creek.
		6. Install a protected bike lane on 8th Street from Chester Creek to 19th Ave East, following National Association of City Transportation Officials (NACTO) guidelines and the 8-80 Cities concept.

Priority Ranking	Improvement	Description
3	6th Avenue East Improvements	1. Install curb extensions on the eastern side of the 9th Street intersection.
		2. Paint a highly-visible zebra crosswalk across 6th Avenue East on the southern side of the intersection. This would provide a connection from the proposed multi-use path to existing sidewalks.
		3. Add a lead pedestrian interval on the signal to cross 6th Avenue East at the intersections with 4th and 9th Street.
		4. Add a bicycle signal to cross 6th Avenue East at the intersections with 4th and 9th Street.
		5. Install a pedestrian safety median island at the intersection with 6th Street.
4	4th Street Pedestrian Improvements	Install a protected bikeway along the northern side of 4th Street from 2nd Avenue West to 4th Avenue East. Install sharrows or conventional bike lanes from 4th Avenue East to 6th Avenue East.

Priority Ranking	Improvement	Description
5	11th Street Improvements	1. Install ADA compliant curb ramps on the sidewalk, where it connects with 11th Street on the eastern side of the school.
		2. Construct a new sidewalk on both sides of 11th Street, which should include a planted boulevard between the street and sidewalk. - On the southern side of 11th Street, construct a new sidewalk (approximately 1.5 blocks) from the bus pick-up/drop-off zone at school to 10th Avenue East. - On the northern side of 11th Street, construct a new sidewalk (approximately 2.5 blocks) from the bus pick-up/drop-off zone at the school to 11th Avenue East.
6	10th Street Improvements	1. Replace the sidewalk between 6th Avenue East and 9th Avenue East, which includes ADA compliant pedestrian ramps on the northern side of 10th Street.
		2. Replace the sidewalk between 8th Avenue East and 11th Avenue East that include ADA compliant pedestrian ramps on the southern side of 10th Street.
		3. On the southern side of 10th Street, construct a new sidewalk between 7th Avenue East to 8th Avenue East that includes ADA compliant pedestrian ramps.
		4. Replace the sidewalk between 8th Avenue East to 9th Avenue East.
		5. At the intersection of 7th Avenue East, install a mini traffic circle to calm the avenue traffic as this is a safe route. Additionally, ADA compliant curb ramps should be installed at the intersection.

Priority Ranking	Improvement	Description
7	Upper 8th Avenue East (above the school)	1. At the Skyline Parkway intersection, install two curb extensions on the upper side of the street where parking exists.
		2. Install transit shelters at the intersection of 13th Street, which is a public transit corridor.
		3. Replace sidewalks between 12th and 13th Streets.
		4. Construct a new sidewalk between Skyline Parkway and 13th Street.
		5. At the intersection of 11th Street, install curb extensions on the northwest corner of the intersection. Additionally, remove the curb and install an ADA curb ramp on the southwest corner of the intersection.

Priority Ranking	Improvement	Description
8	Parent Drop-Off and Pick-Up Zone	1. Sign and mark "No Parking Zone" within the cul-de-sac in front of the school building.
		2. Mark and sign "Parent Parking Area Only During School Hours" along 10th Street between 8th Avenue East and the school parking lot entrance (directly south of the visitor and faculty parking lot). This will give parents a place to park for longer periods of time, allowing them to walk with their children into or out of school.
		3. Install ADA compliant curb ramps for pedestrians and bicyclists to connecting 11th Street sidewalks.
		4. Install a raised pedestrian crossing (speed table) at sidewalk height at the entrance to the school parking lot to increase pedestrian visibility and vehicle yielding behavior.
		5. Extend the center island as a way to reduce traffic lanes from 3 to 2 lanes (1 thru and 1 parking lane) to prevent 3 parallel cars dropping off students at the same time and creating congestion. This will also lead motorists to the parking lot or back to 8th Avenue East, discouraging them from traveling in a circular traffic pattern while preventing left turning movements into the faculty and visitor parking lot from northbound 8th Avenue East.

Priority Ranking	Improvement	Description
9	10th Avenue East Safe Route Improvement	Replace the sidewalk with a planted boulevard on both the east and west sides of 10th Avenue East, between 6th Street and 10th Street. The existing sidewalk is not pedestrian friendly and does not meet the 8-80 Cities guidelines.
10	Natural Surface Trail	Build a natural surface trail from Kenwood Avenue to school through existing public land and right-of-way. Design of the trail should include possible spurs to Peace Church and the Grant Community Recreation Center.
11	General recommendations for officially designated safe walking bicycling routes	1. Install ADA compliant curb ramps along all designated safe routes.
		2. Improve all sidewalks in "poor" condition along designate safe routes
		3. Mark with signage and pavement markings all designated safe bicycling routes, meeting 8-80 cities guidelines
		4. At all intersections, each corner should have two curb ramps, one for each corner. Curb ramps should point in the direction of intended travel flow and perpendicular to the roadways.
		5. All sidewalks should remain level and not slant toward the roadway
		6. All driveways should be wing-tipped with no corner radius. Sidewalks need to continue across the driveway, in which the apron does not go through the sidewalk.
		7. Sidewalk buffers should be a combination of the following: planting strip, bicycle lane, parked cars and/or street furniture should exist along all designated safe routes.

Strategy 2.3: 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 2.4: 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 traditional parallel lines or a high visibility crosswalk pattern, such as a ladder continental design or diagonal marking.

Strategy 2.5: Assess and review 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.

Strategy 2.6: Utilize best practice guidelines for pedestrian-friendly street design within a 1-mile radius of school.
Best practices for pedestrian-friendly street design should be utilized within a 1 mile radius of school. *Minnesota's 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.

Evaluation

Evaluation is instrumental to the success of Myers-Wilkins Safe Routes to School goals. Evaluation includes reviewing the implementation of strategies and addressing new concerns and issues as they arise, and continuing to promote planning for safe walking and biking.

GOAL 3: MYERS-WILKINS ELEMENTARY SCHOOL - EVALUATION GOAL

Myers-Wilkins Elementary School will complete ongoing evaluations of Safe Routes to School efforts.

Myers-Wilkins Elementary School SRTS Evaluation Strategies

Strategy 3.1: Consider forming an active Safe Routes to School team.

It is recommended that Myers-Wilkins Elementary 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: 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.

Strategy 3.4: Engage with youth serving destinations.

Action Plan

Implementation of the Myers-Wilkins Elementary School Safe Routes to School Plan is important. Identifying tasks for a variety of entities and organizations is very important in the success of the plan and reaching the ultimate goal of getting 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.

Myers Wilkins SRTS Action Plan

Created 5.26.15

Finalized 12.4.15

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: Bicycle Rodeo	ISD 709, M-W Elementary School, Parents/Volunteers, PAC Members, Duluth Police Department	Offer bicycle skills and safety stations for children and sometimes parents to visit. Bicycle rodeos can be held as part of a larger event or on their own, and either during the school day or outside of school. 1. Coordinate and schedule event with participating community partners. 2. Plan and promote. 3. Gather support and volunteers. - Engage parents and community members. 4. Hold event and evaluate.	Short-term	*** Organizer's Guide to Bicycle Rodeos:** http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf	
	1.2: Parent Workshop	M-W Elementary School, PAC Members, Local Bike Shops	Workshop designed for parents, providing tools, resources, and support needed to begin walking/biking for transportation. 1. Coordinate and schedule event with participating community partners 2. Determine topics to be covered 3. Plan and promote 4. Gather support and volunteers -Engage parents and community members. 5. Hold event and evaluate.	Mid-term	*** Parent Walk-to-School Workshop Flyer:** http://kenny.mpls.k12.mn.us/uploads/safe_routes_parent_workshop_flyer.pdf *** Organizing a Parent Workshop:** http://savvyparentssafekids.com/2011/03/guide-to-organizing-a-parent-education-event/	
	1.3: Family Bike Guide	M-W Elementary School, PAC Members,	How-to manual on family biking, including cargo bikes and gear, safety considerations, tips for picking a route, ideas for rides, etc… The guide can be distributed as part of an event or training or to interested parents at school. 1. Develop a how-to manual on family biking which includes tips, safety considersions, etc... (See resources column) 2. Draft text 3. Distribute	Long-term	*** Family Biking Guide Example - San Francisco Bicycle Coalition:** http://ftp.sfbike.org/download/SFBC_FamilyBikingGuide_English.pdf	
	1.4: Walk!Bike!Fun!	ISD 709, M-W Elementary 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 bike fleet.	Long-term	*** Walk!Bike!Fun! Curriculum:** http://www.dot.state.mn.us/saferoutes/pdf/toolkit/walk-bike-fun-curriculum.pdf	

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	1.5: Walk & Bike to School Route Map	M-W Elementary School, MIC, PAC Members	Route maps can show signs, signals, crosswalks, sidewalks, paths, crossing guard locations, and hazardous locations around the school. They identify the best ways to walk or bike to school. 1. Identify routes and destinations 2. Determine distribution locations 3. Draft brochure and text 4. Review and revise 5. Publish and distribute	Long-term	*** Tips for Creating Walking and Bicycling Route Maps:** http://www.saferoutesinfo.org/about-us/newsroom/our-newsletter/article/tips-creating-walking-and-bicycling-route-maps	
	1.6: Family Bike Class	M-W Elementary School, PAC Members, Parents/Volunteers, Duluth Police Department, Local Bike Shops	Can educate and encourage families to ride bikes. Trainings can cover safety checks, skills instruction, bike rodeos and/or guided bike rides. 1. Create a plan for educational activities. 2. Identify potential instructors and venues 3. Seek instructor training and equipment 4. Schedule and implement 5. Evaluate	Long-term	*** Family Bike Class Announcement Example:** http://www.ci.santa-rosa.ca.us/news/Pages/BikeSkillsClass.aspx	
Encouragement Recommendations	1.7: Walk/Bike Field Trip	M-W Elementary 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		
	1.8: Park+Walk Campaign	M-W Elementary School, Parents, PAC Members	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 within 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	*** 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	
	1.9: School Safety Campaign	ISD 709, M-W Elementary School, Parents/Volunteers, PAC Members, Duluth Police Department	Way to build awareness around students walking and biking to school and encourages safe driving behavior among parents and passerby. 1. Coordinate School Safety Campaign. 2. Order educational materials. 3. Coordinate with all partners to implement.	Short-term	*** School Safety Campaign Example:** http://www.lakelandgov.net/lfd/programs-amp-events/special-events-amp-projects/back-to-school-safety-campaign * **Safety Reminder Example:** http://apps.saferoutesinfo.org/lawenforcement/resources/collateral/protect_students.pdf	

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: Snow Removal Campaign	M-W Elementary School, PAC Members, Parents/Volunteers	Provides schools with education materials to encourage and recognize neighbors who remove snow from sidewalks and driveways. It is a positive message campaign thanking people. 1. Coordinate Snow Removal Campaign. 2. Order necessary education materials. 3. Coordinate with all partners to implement.	Mid-term	*** Snow Removal Campaign Example-Champaign-Urbana, Il**: http://www.cu-srtsproject.com/snow-removal-program.html	
	1.11: Develop Drop-off & Pick-up Rules	M-W Elementary School, PAC Members	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 current drop-off and pick-up conditions and issues 2. Develop solutions and rules 3. Inform and remind school community of drop-off and pick-up policies and process.	Mid-term	*** Safe Routes to School Guide- Student Drop-off and Pick-up:** http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Dropoff-Pickup.pdf *** Transport for NSW:** http://roadsafety.transport.nsw.gov.au/downloads/dropoffpickup/dropoffpickup_organise.pdf	
	1.12: Walking School Bus	M-W Elementary School, Parents/Volunteers, PAC Members	Group of children walking/biking to school with one or more adults. Follows the same route every time and picks up children from their houses or designated bus stops at designated times on a pre-planned route to school. Parents can take turns leading the bus. 1. Organize walking groups for different neighborhoods/areas 2. Assign an adult with each group. 3. Determine possible routes. 4. Record the time needed to walk to school 5. Promote possible routes and times.	Mid-term	*** Organizing a Walking School Bus:** http://www.walkingschoolbus.org/	
	1.13: International Walk to School Day	M-W Elementary School, Parents/Volunteers, PAC Members	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.	Mid-term	*** International Walk/Bike to School Day Information:** http://www.walkbiketoschool.org/ready/about-the-events/walk-to-school-day	
	1.14: Ongoing Walk & Bike to School Day	M-W Elementary School, Parents/Volunteers, PAC Members	Events can be held monthly, weekly, or ongoing basis. Incentives or celebrations recognize student efforts. 1. Identify timeframe and schedule event dates at the beginning of the school year. 2. Organize communication and incentive prizes. 3. Promote activity. 4. Gather support and volunteers. - Engage parents and community members. 5. Hold event and evaluate.	Mid-term	*** Walking Wednesday Example:** http://www.kingsleycharter.org/walking-wednesdays.html *** Walk to School Day Ideas:** http://saferoutesmichigan.org/w2sideas	

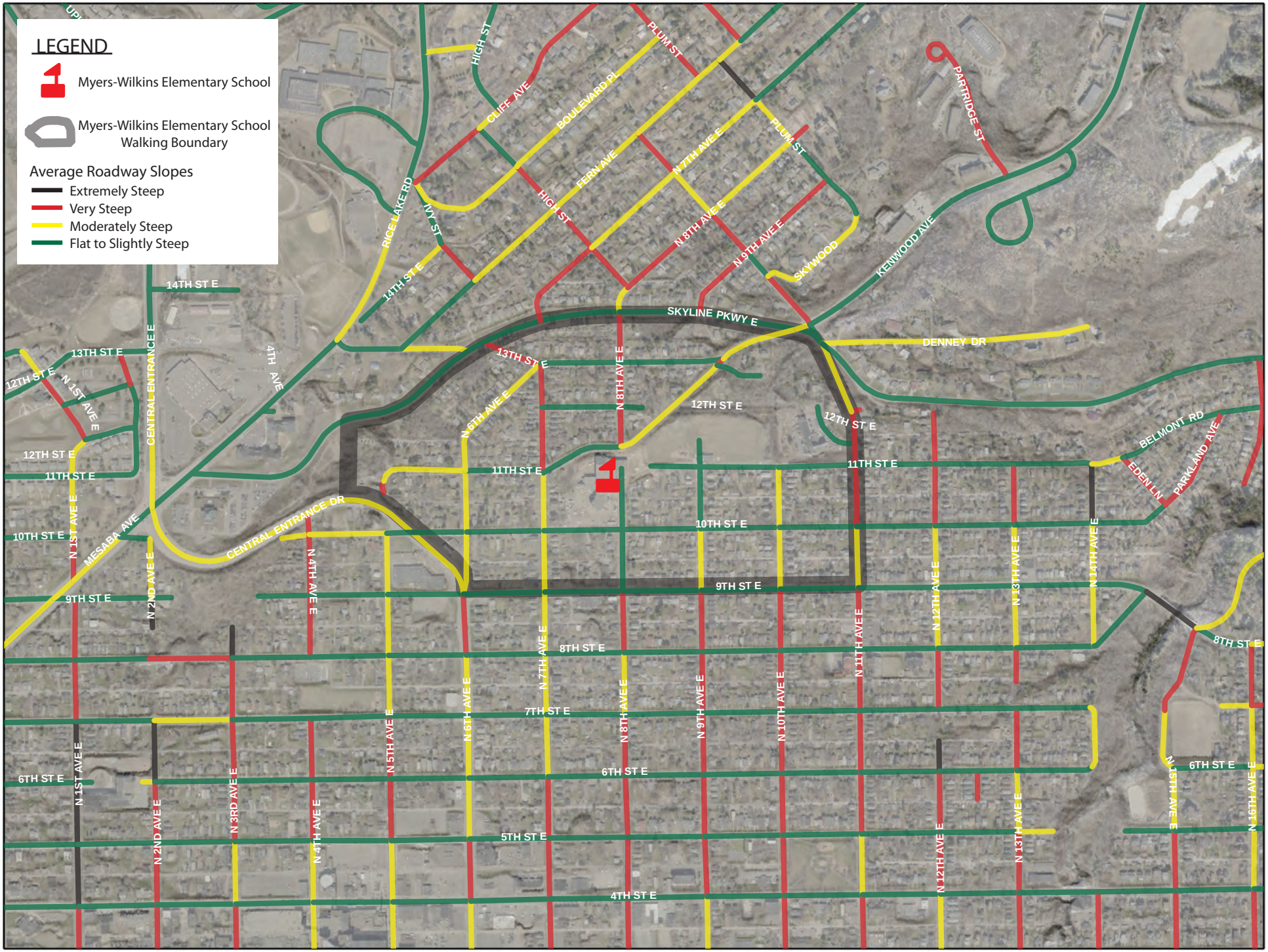
Goal #1: Increase education opportunities and support for walking, bicycling and Safe Routes to School with the school and community - Education & Encouragement, and Enforcement Recommendations						
5 "E's"	**Action Items**	**Individuals/Entities Involved**	**Description/Implementation Steps**	**Timeframe**	**Resources**	**Status**
Encouragement Recommendations	1.15: After-School Club	M-W Elementary School, PAC Members, 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 program 3. Determine funding and budget 4. Create curriculum 5. Recruit staff/volunteers 6. Implement program	Long-term	*** Model of a Successful Elementary School Bike Club:** http://www.biketexas.org/es/news/community/1233-zavala-elementary-model-of-a-successful-elementary-school-bike-club- *** Starting Your After School Program:** http://www.afterschoolalliance.org/Utah4HAfterschoolGuide.pdf	
	1.16: School Newsletters	ISD 709, M-W Elementary 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	Long-term	*** Safe routes to school newsletter example: Fairfax County Public Schools, Virginia:** http://www.fcps.edu/fts/safety-security/safety/newsletter/march2015.pdf	
Enforcement Recommendations	1.17: Crossing Guards	M-W Elementary School, Parents/Volunteers, PAC Members, Duluth Police Department	Crossing guards are trained adults, paid volunteers, who are legally empowered to stop traffic to assist students with crossing the street. 1. Identify intersections of concern 2. Recruit/assign adults to guard intersections on a regularly scheduled basis.	Long-term	*** Hiring & Training Adult School Crossing Guards:** http://guide.saferoutesinfo.org/crossing_guard/hiring_and_training_adult_school_crossing_guards.cfm	
	1.18: Speed Monitors and Trailers	M-W Elementary 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 cost. 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	
	1.19: Law Enforcement	M-W Elementary 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.	Long-term	*** Information on School Resource Officers:** http://apps.saferoutesinfo.org/lawenforcement/roles/school_resource_officers.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: Hold annual/routine City & ISD SRTS Transportation meetings	ISD 709, City of Duluth, MIC	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	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***	
	2.2: Site specific improvements at various sites (See Description and Implementation Steps Column) Meet with City to review recommended improvement sites and request projects to be included into the City street improvement plan. ***Refer to page 18 in the Plan document for specific site improvements.***	City of Duluth, M-W Elementary School	*** 8th Ave E (Upper and Lower) -** Installation of curb extensions, curb ramps, crosswalks and, transit shelters at identified intersection locations and replace sidewalks that are in poor condition at desired locations. *** 9th St -** Improvements such as installation of curb extensions, high visibility crosswalks, and transit shelters at desired locations. Determine location of a protected bikeway or bike boulevard. *** 6th Ave E** - Install pedestrian improvements at the intersections of 4th,6th, and 9th Streets. * **4th St** - Install protected bikeway from 2nd Ave W. to 4th Ave E. * **11th St** - Complete sidewalks connecting to existing sidewalks and install curb ramps. * **10th St** - Replace sidewalks at designated locations. Install a mini traffic circle to at 7th Ave E intersection. * **Parent Drop-Off and Pick-Up Zone** - Reconfigure the center island to reduce traffic lanes. Installations should include such as a raised pedestrian crossing, curb ramps, and signage. *** 10th Ave E**- Repair/replaced sidewalk between 6th and 10th Streets. *** Natural Surface Trail -** Build a natural surface trail from Kenwood Avenue to school through existing public land and right-of-way.	Long-term		
	2.3: Maintain streets for accessibility and safe student use.	City of Duluth, M-W Elementary School		Ongoing		
	2.4: Enhance crosswalks in the walking boundary for improved visibility and safety.	ISD 709, M-W Elementary School, City of Duluth	1. Coordinate with City of Duluth public works staff to maintain crosswalks for heightened visibility	Ongoing		
	2.5: Sidewalk snow/ice clearing priority routes.	City of Duluth	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	
	2.6: 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	

Goal #3: Continue ongoing evaluations and community engagement 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, PAC Members, M-W Elementary School	1. Set regular meeting date and location. 2. Send out meeting reminder announcments 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	
	3.2: Annualy review progress on implementation of the Safe Routes to School Plan	Parents/Volunteers, PAC Members, M-W Elementary School	1. Schedule an annual meeting to conduct an action plan review. Update strategies as needed. 2. Conduct classroom tallies annualy. 3. Monitor bike 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/program-tools/evaluation-parent-survey	
	3.3: MIC review of SRTS Plan	MIC, ISD 709, M-W Elementary School, Parents/Volunteers, PAC Members	1. The MIC will evaluate bike/ped counts, policies, and programs in place	Every 5 years		
	3.4: Engage with youth serving destinations	St. Louis County Public Health, Safe Walkable Hillside	1. Schedule and coordinate reach out meetings for community engagement	Short-term		

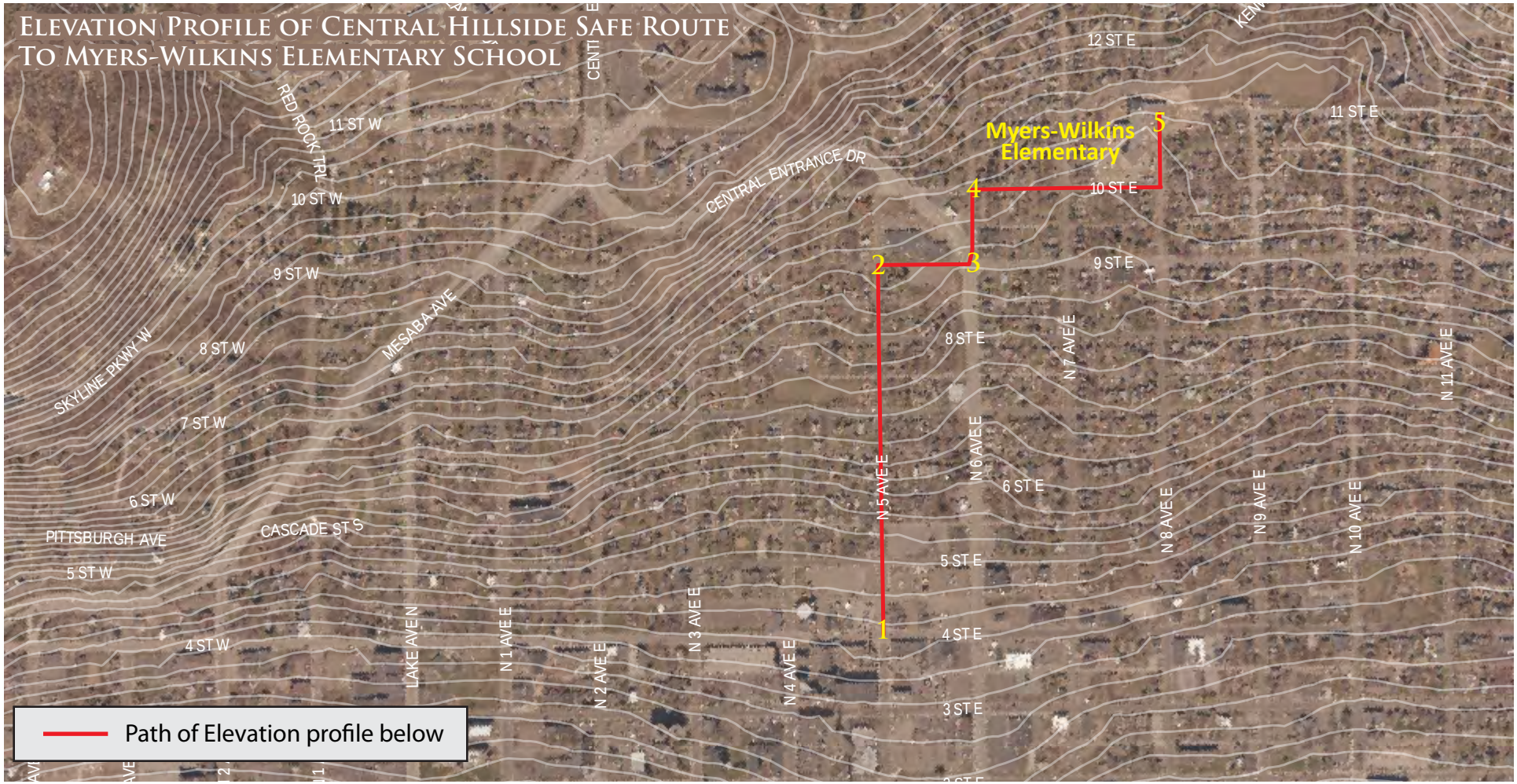
Appendix: Maps

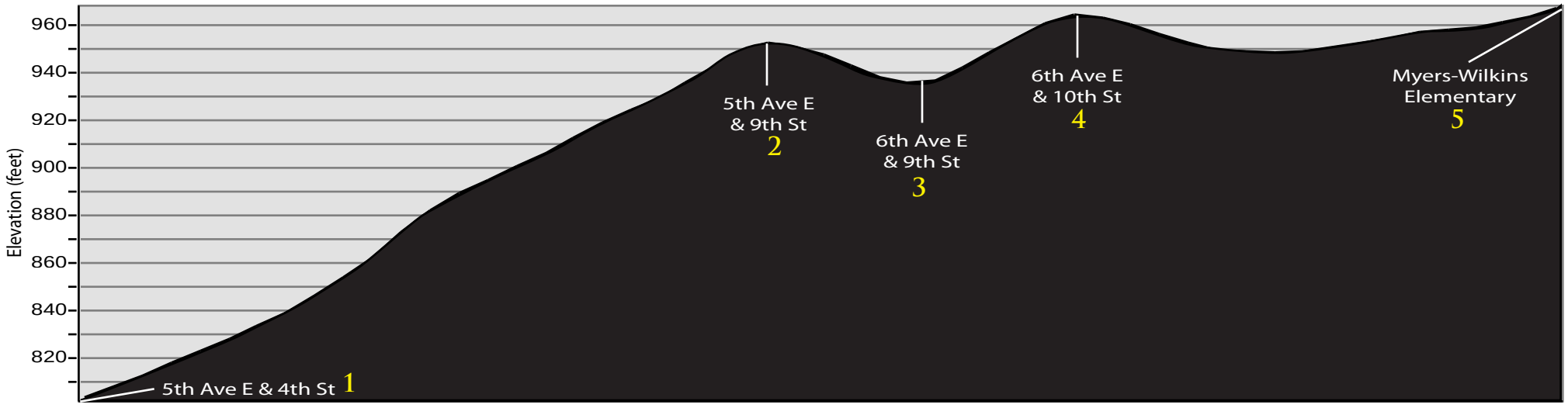

CITY OF DULUTH
MYERS-WILKINS ELEMENTARY SCHOOL
STATE OF MINNESOTA
0
0.5 Miles

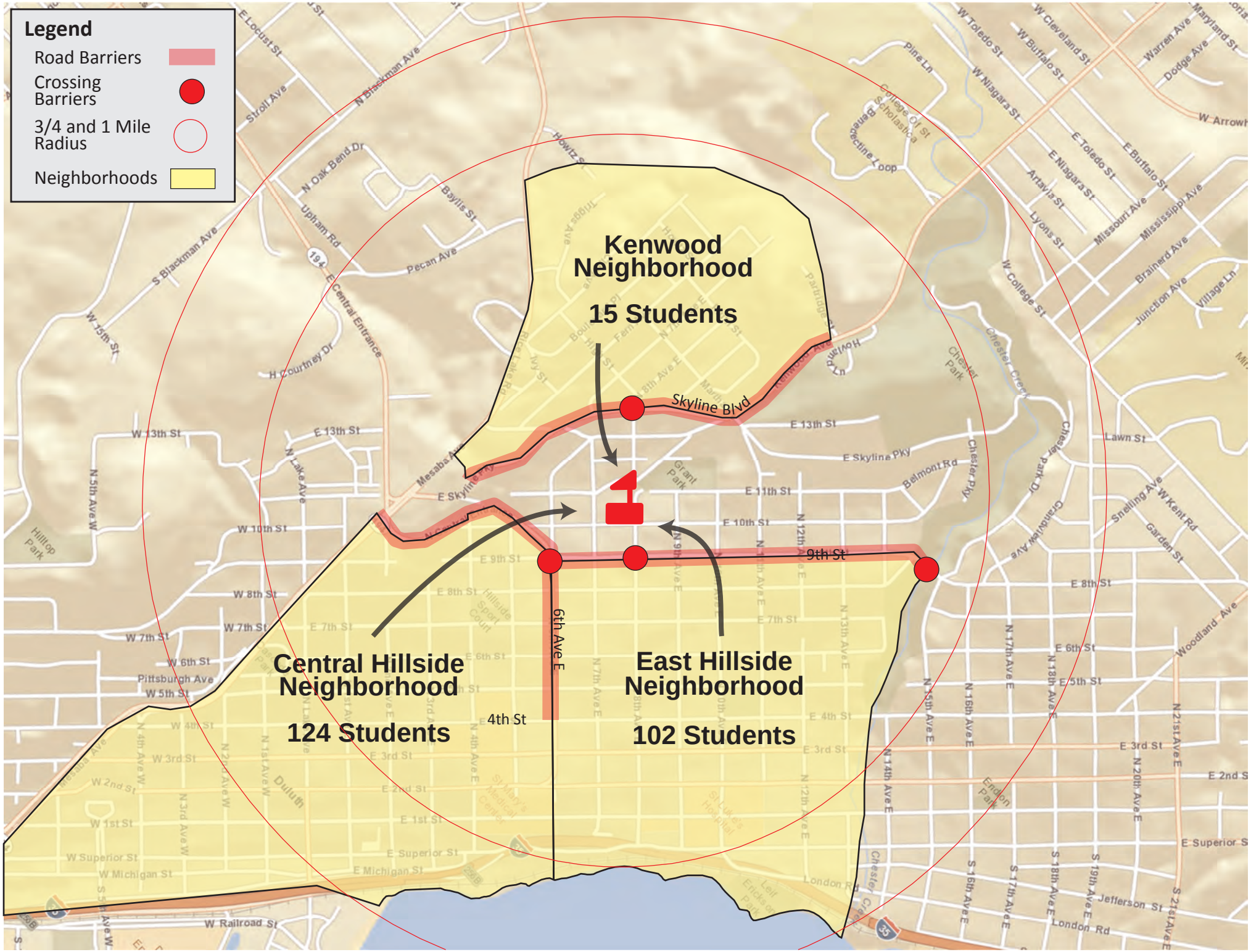

LEGEND
Myers-Wilkins Elementary School
Myers-Wilkins Elementary School Walking Boundary
Average Roadway Slopes
Extremely Steep
Very Steep
Moderately Steep
Flat to Slightly Steep
HIGH ST
CLIFF AVE
BOULEVARD PL
PLUM ST
PARTRIDGE ST
FERN AVE
N 7TH AVE E
HIGH ST
N 8TH AVE E
N 9TH AVE E
SKYWOOD
KENWOOD AVE
RICE LAKE RD
IVY ST
14TH ST E
SKYLINE PKWY E
DENNEY DR
13TH ST E
12TH ST E
N 15T AVE E
CENTRAL ENTRANCE E
4TH AVE
N 6TH AVE E
N 8TH AVE E
11TH ST E
BELMONT RD
EDEN LN
PARKLAND AVE
10TH ST E
MESABA AVE
CENTRAL ENTRANCE DR
N 1ST AVE E
N 2ND AVE E
N 4TH AVE E
9TH ST E
N 13TH AVE E
N 14TH AVE E
8TH ST E
N 7TH AVE E
N 11TH AVE E
N 12TH AVE E
7TH ST E
N 5TH AVE E
N 6TH AVE E
N 8TH AVE E
N 9TH AVE E
N 10TH AVE E
6TH ST E
N 15TH AVE E
N 16TH AVE E
N 3RD AVE E
5TH ST E
N 12TH AVE E
N 13TH AVE E
4TH ST E


LEGEND
Myers-Wilkins Elementary School
Myers-Wilkins Elementary School Walking Boundary
Sidewalk Condition
Excellent
Good
Fair
Poor
HIGH ST
PLUM ST
CLIFF AVE
BOULEVARD PL
PARTRIDGE ST
FERN AVE
N 7TH AVE E
N 8TH AVE E
N 9TH AVE E
SKYWOOD
KENWOOD AVE
RICE LAKE RD
IVY ST
14TH ST E
SKYLINE PKWY E
DENNEY DR
13TH ST E
12TH ST E
11TH ST E
10TH ST E
9TH ST E
8TH ST E
7TH ST E
6TH ST E
5TH ST E
4TH ST E
N 15TH AVE E
N 6TH AVE E
N 4TH AVE E
4TH AVE
CENTRAL ENTRANCE E
CENTRAL ENTRANCE DR
MESAMBA AVE
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N 3RD AVE E
N 5TH AVE E
N 7TH AVE E
N 10TH AVE E
N 11TH AVE E
N 12TH AVE E
N 13TH AVE E
N 14TH AVE E
N 16TH AVE E
BELMONT RD
EDEN LN
PARKLAND AVE
N

Elevation Profile of Central Hillside Safe Route To Myers-Wilkins Elementary School





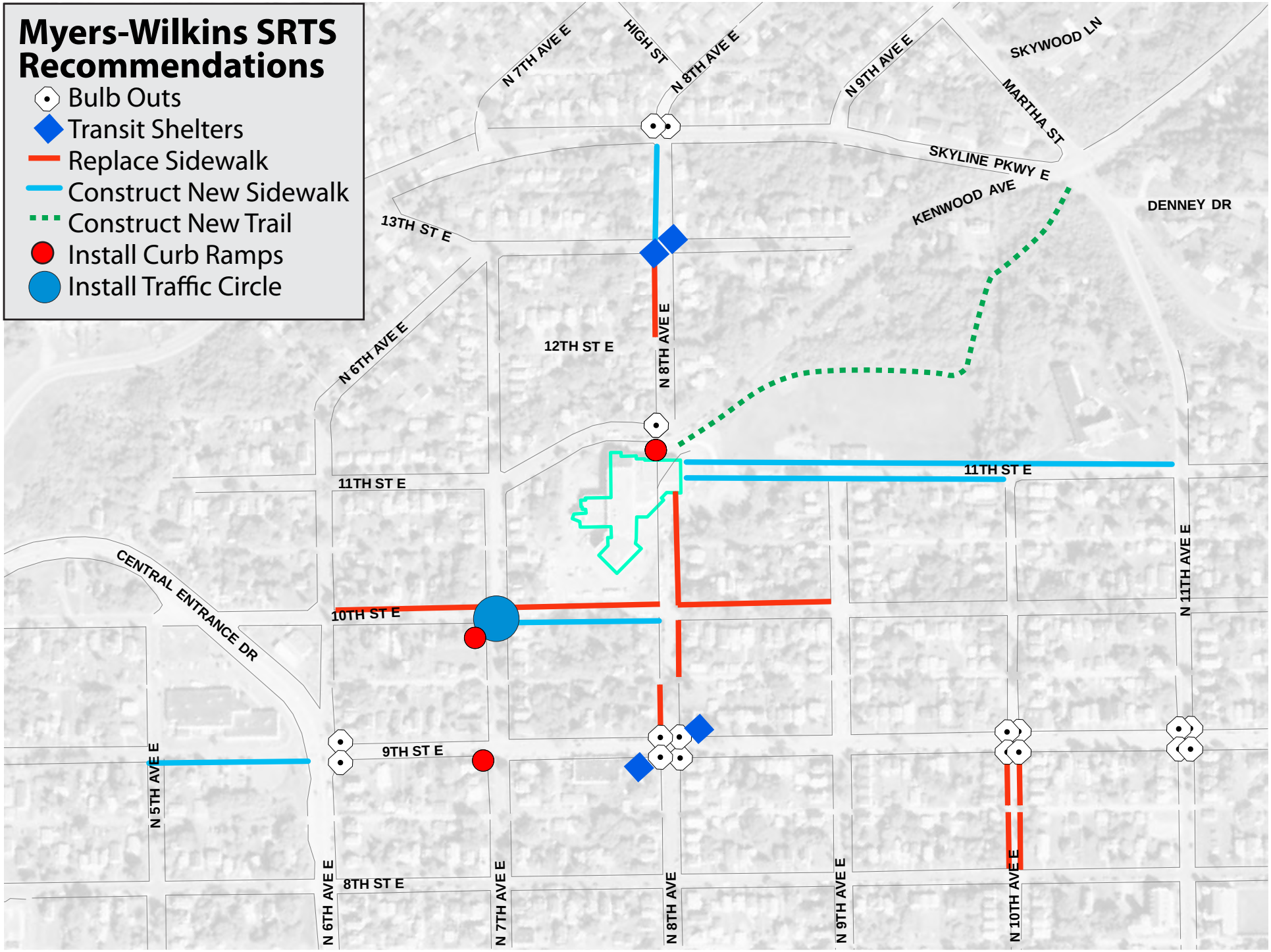

Legend
Road Barriers
Crossing Barriers
3/4 and 1 Mile Radius
Neighborhoods
Kenwood Neighborhood
15 Students
Central Hillside Neighborhood
124 Students
East Hillside Neighborhood
102 Students
Skyline Blvd
9th St
6th Ave E
4th St
E Central Entrance
E Skyline Pky
E 13th St
E 11th St
E 10th St
E 9th St
E 8th St
E 7th St
E 6th St
E 5th St
E 4th St
E 3rd St
E 2nd St
E 1st St
E Superior St
E Michigan St
W 13th St
W 10th St
W 8th St
W 7th St
W 6th St
W 5th St
W 4th St
W 3rd St
W 2nd St
W 1st St
W Superior St
W Michigan St
W Railroad St
Pittsburgh Ave
Duluth
London Rd
Jefferson St
W College St
Lawn St
Woodland Ave
Garden St
W Kent Rd
Snelling Ave
Belmont Rd
Chester Pky
Chester Park
Grant Park
Hillside Sport Court
Hillside Park
Hilltop Park
Endion Park
Leif Erickson Park
St Mary's Medical Center
St Luke's Hospital
N Blackman Ave
S Blackman Ave
N Oak Bend Dr
Upham Rd
Baylis St
Pecan Ave
H Courtney Dr
N Lake Ave
N 5th Ave W
Mesaba Ave
Howitz St
Pine Ln
College of St Scholastica
Spectine Loop
Richmond Ave
Howard Ln
Chester Creek
Chester Creek Trail
Chester Park Dr
Grandview Ave
Stroll Ave
E Locust St
W Toledo St
W Buffalo St
W Cleveland St
Warren Ave
Dodge Ave
Maryland St
W Arrowh
E Toledo St
E Buffalo St
E Niagara St
W Niagara St
Artavia St
Lyons St
Missouri Ave
Mississippi Ave
Brainerd Ave
Junction Ave
Village Ln
N 10th Ave E
N 11th Ave E
N 12th Ave E
N 13th Ave E
N 14th Ave E
N 16th Ave E
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194
35
35
35B
35B

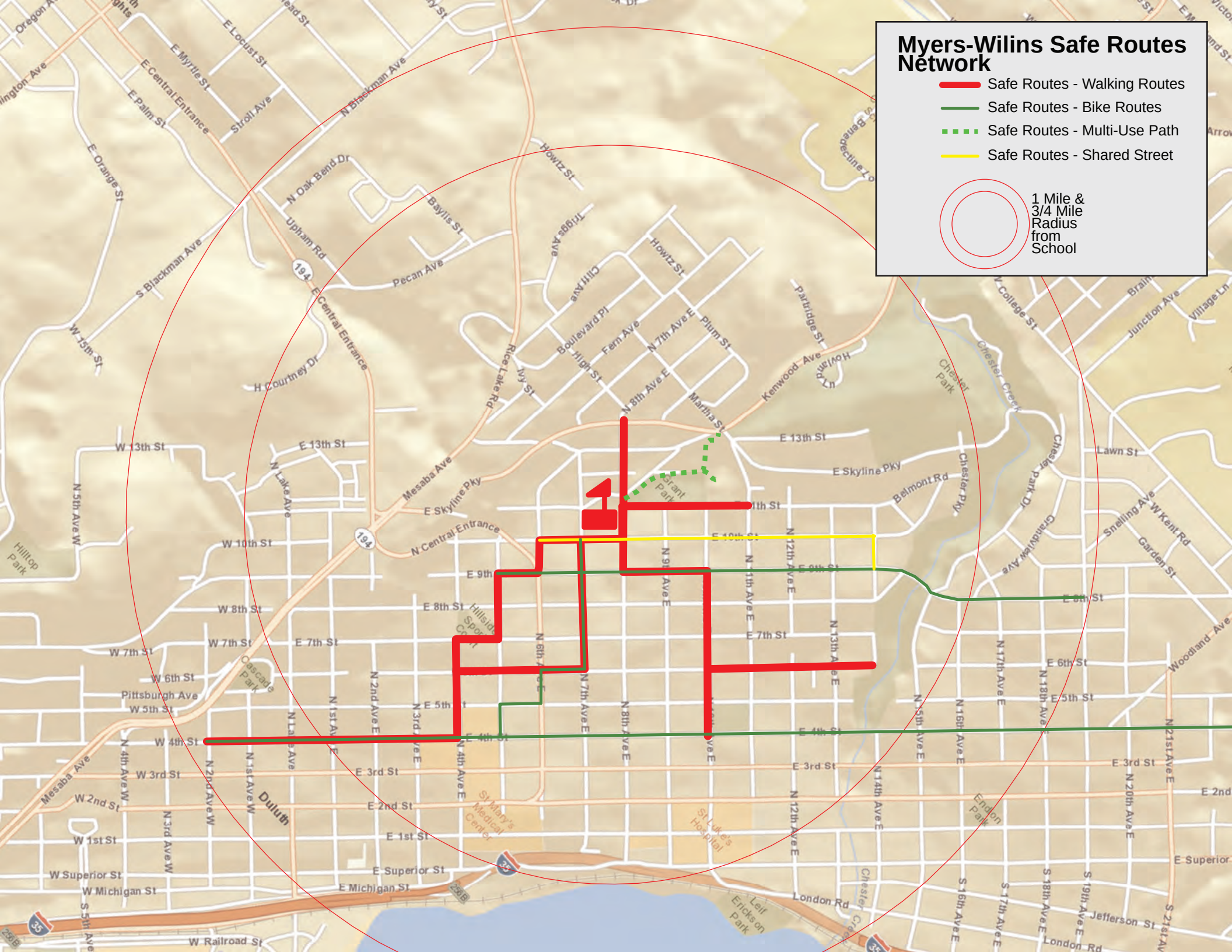
Myers-Wilkins School Site Recommendations




9th St and 6th Ave E Intersection
Curb Ramp
Cross-walks
Curb Extensions
Sidewalk


6th St and 6th Ave E Crossing
E 6th St
Center Median
E 6th St
Crosswalk and Curb Ramps with Ped Activated Signals


Myers-Wilkins SRTS Recommendations
Bulb Outs
Transit Shelters
Replace Sidewalk
Construct New Sidewalk
Construct New Trail
Install Curb Ramps
Install Traffic Circle
N 7TH AVE E
HIGH ST
N 8TH AVE E
N 9TH AVE E
SKYWOOD LN
MARTHA ST
SKYLINE PKWY E
KENWOOD AVE
DENNEY DR
13TH ST E
12TH ST E
N 6TH AVE E
N 8TH AVE E
11TH ST E
11TH ST E
CENTRAL ENTRANCE DR
10TH ST E
N 11TH AVE E
9TH ST E
N 5TH AVE E
8TH ST E
N 6TH AVE E
N 7TH AVE E
N 8TH AVE
N 9TH AVE E
N 10TH AVE E


Myers-Wilins Safe Routes Network
Safe Routes - Walking Routes
Safe Routes - Bike Routes
Safe Routes - Multi-Use Path
Safe Routes - Shared Street
1 Mile & 3/4 Mile Radius from School
E Central Entrance
N Central Entrance
E Skyline Pky
Mesaba Ave
N Blackman Ave
S Blackman Ave
Howitz St
Pecan Ave
Upham Rd
Ivy St
Rice Lake Rd
Kenwood Ave
Martha St
Partridge St
Plum St
Fern Ave
Boulevard Pl
High St
Trigg Ave
Cliff Ave
Bayliss St
Oak Bend Dr
Stroll Ave
E Locust St
E Myrtle St
E Palm St
E Orange St
H Courtney Dr
W 15th St
W 13th St
E 13th St
N Lake Ave
W 10th St
E 9th St
E 8th St
W 8th St
W 7th St
E 7th St
W 6th St
Pittsburgh Ave
W 5th St
W 4th St
E 4th St
E 5th St
E 6th St
W 3rd St
E 3rd St
W 2nd St
E 2nd St
W 1st St
E 1st St
W Superior St
E Superior St
W Michigan St
E Michigan St
W Railroad St
London Rd
Jefferson St
Belmont Rd
Chester Pky
Chester Park
Chester Creek
Lawn St
Snelling Ave
W Kent Rd
Garden St
Woodland Ave
Junction Ave
College St
Brainerd
Hilltop Park
Cascade Park
Grant Park
Hillside Sports Complex
St Mary's Medical Center
St Luke's Hospital
Leif Erickson Park
Endion Park
Duluth
N 1st Ave W
N 2nd Ave W
N 3rd Ave W
N 4th Ave W
N 5th Ave W
N 1st Ave E
N 2nd Ave E
N 3rd Ave E
N 4th Ave E
N 6th Ave E
N 7th Ave E
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S 21st Ave E
35
194
35B

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** S= sunny R= rainy O=overcast SN=snow	**Student Tally** Number in class when count made	**Walk** -	**Bike** -	**School Bus** -	**Family Vehicle** Only with Children from your family	**Carpool** Riding with children from other families	**Transit** City bus, subway, etc.	**Other** 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: Myers-Wilkins Elementary School

School Group: Duluth SRTS

School Enrollment: 570

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

Number of Classrooms Included in Report: 17

Set ID: 17100

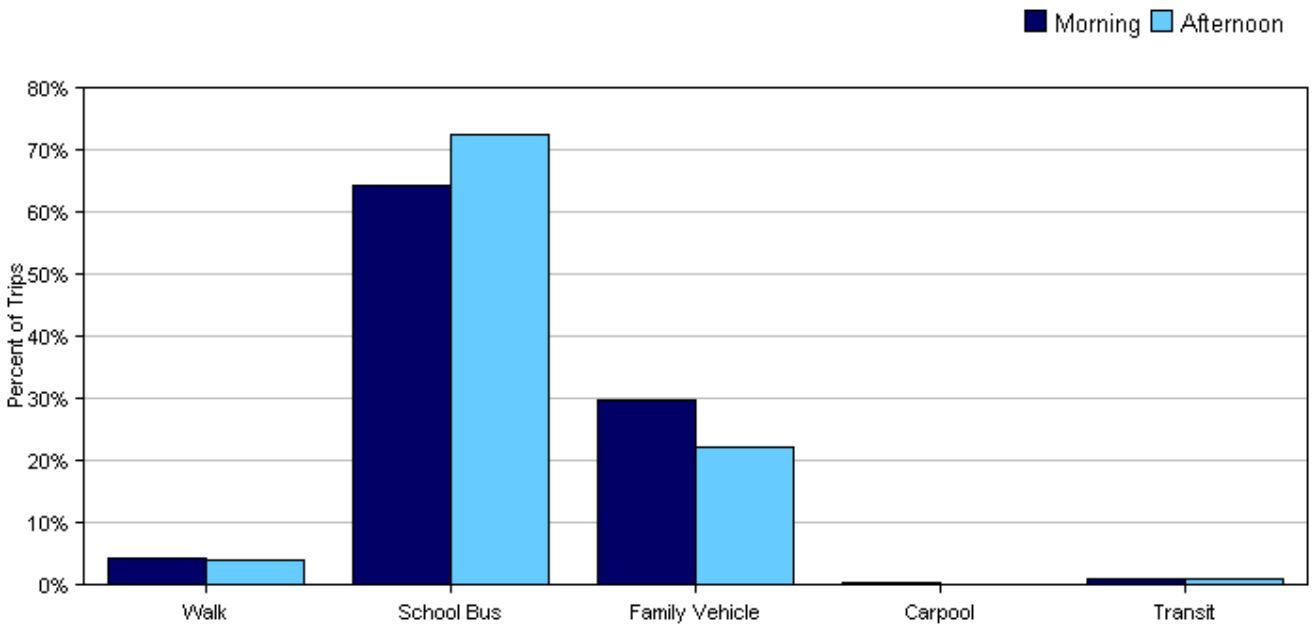
Month and Year Collected: January 2015

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

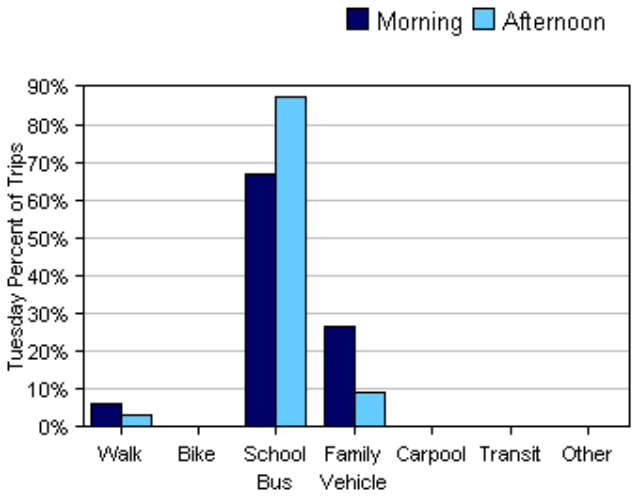


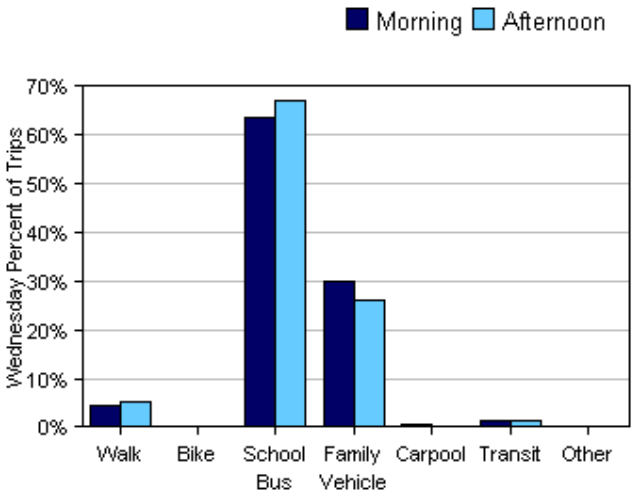
Morning and Afternoon Travel Mode Comparison

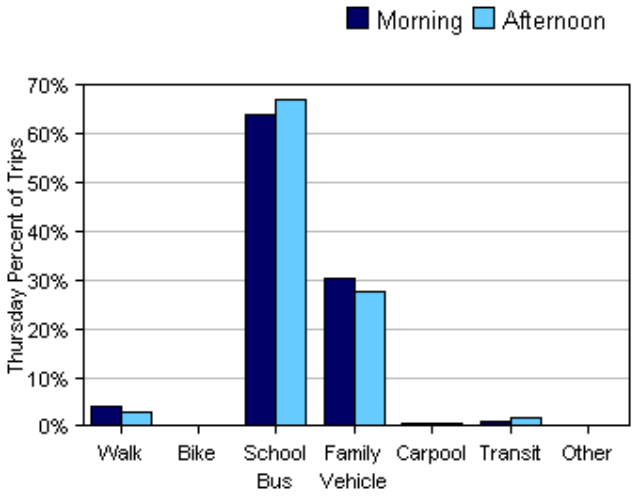
	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	608	4%	0%	64%	30%	0.5%	1.0%	0%
Afternoon	679	4%	0%	72%	22%	0.1%	1%	0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day





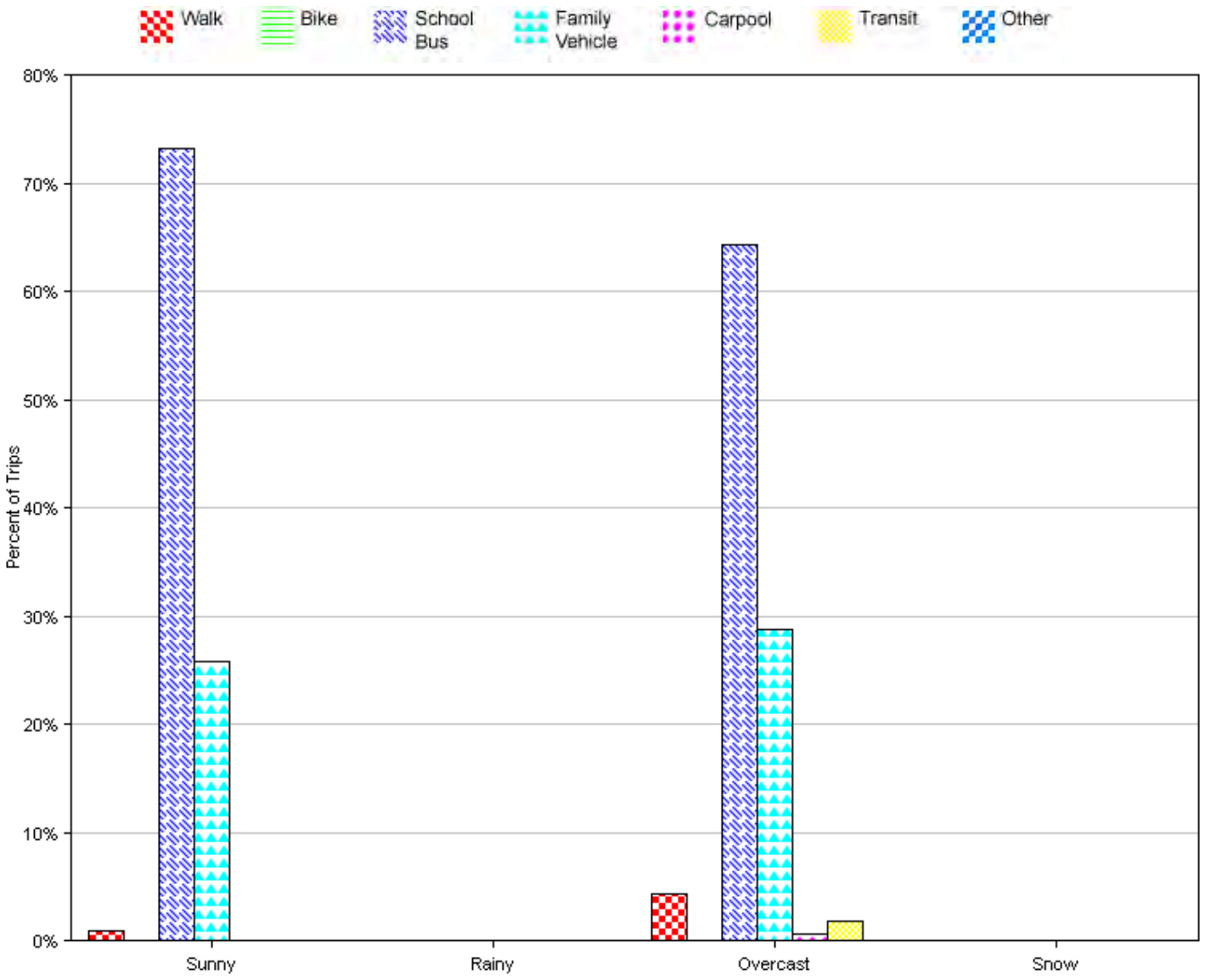


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	79	6%	0%	67%	27%	0%	0%	0%
Tuesday PM	180	3%	0%	87%	9%	0%	0%	0%
Wednesday AM	303	4%	0%	64%	30%	0.7%	1%	0%
Wednesday PM	289	5%	0%	67%	26%	0%	1%	0%
Thursday AM	226	4%	0%	64%	31%	0.4%	0.9%	0%
Thursday PM	210	3%	0%	67%	28%	0.5%	2%	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	225	0.9%	0%	73%	26%	0%	0%	0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	663	4%	0%	64%	29%	0.6%	2%	0%
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: Myers-Wilkins Elementary School

Set ID: 12762

School Group: Duluth SRTS

Month and Year Collected: January 2015

School Enrollment: 570

Date Report Generated: 02/18/2015

% Range of Students Involved in SRTS: 76-100%

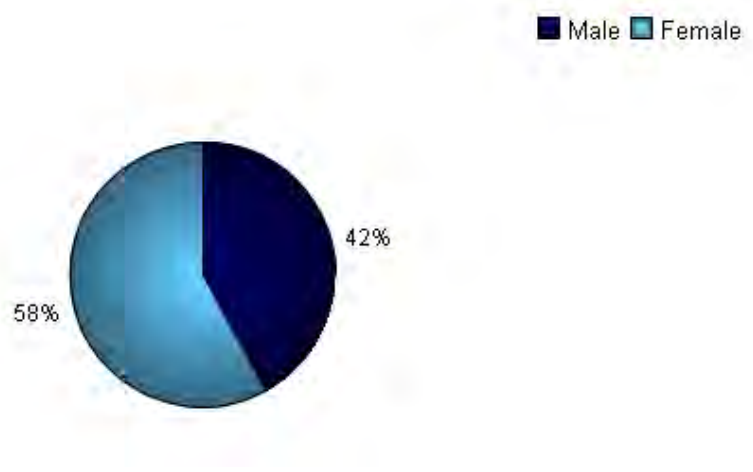
Tags:

Number of Questionnaires Distributed: 570

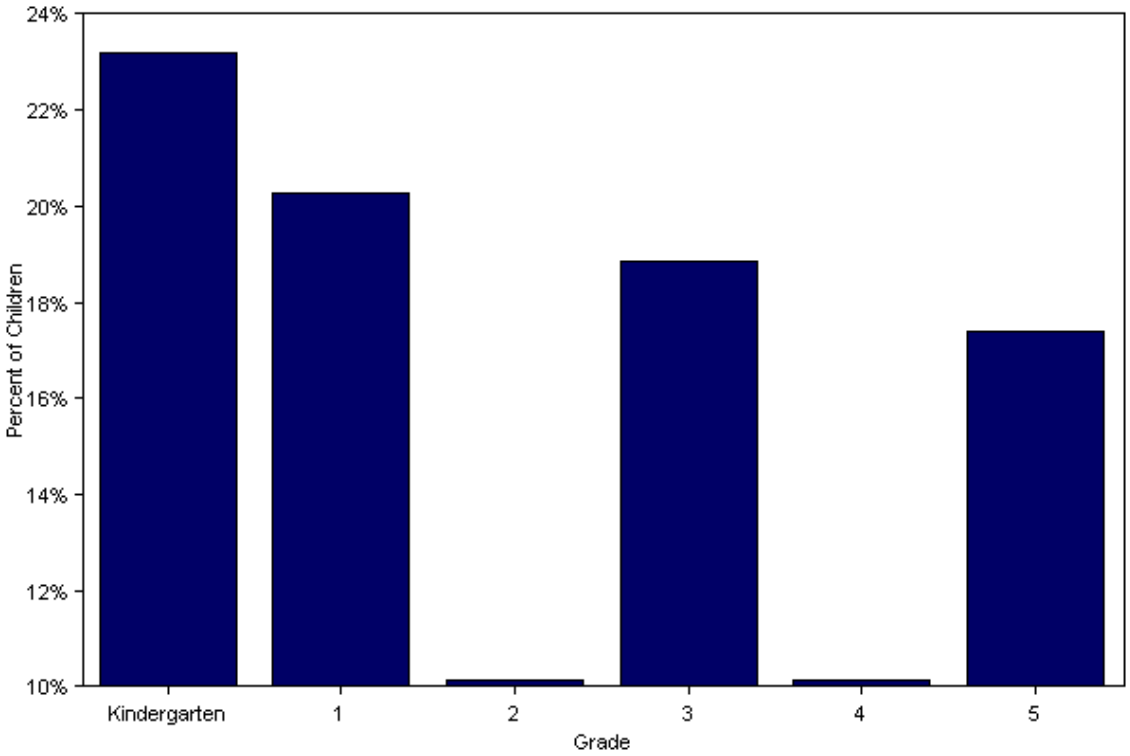
Number of Questionnaires Analyzed for Report: 70

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

Sex of children for parents that provided information



Grade levels of children represented in survey

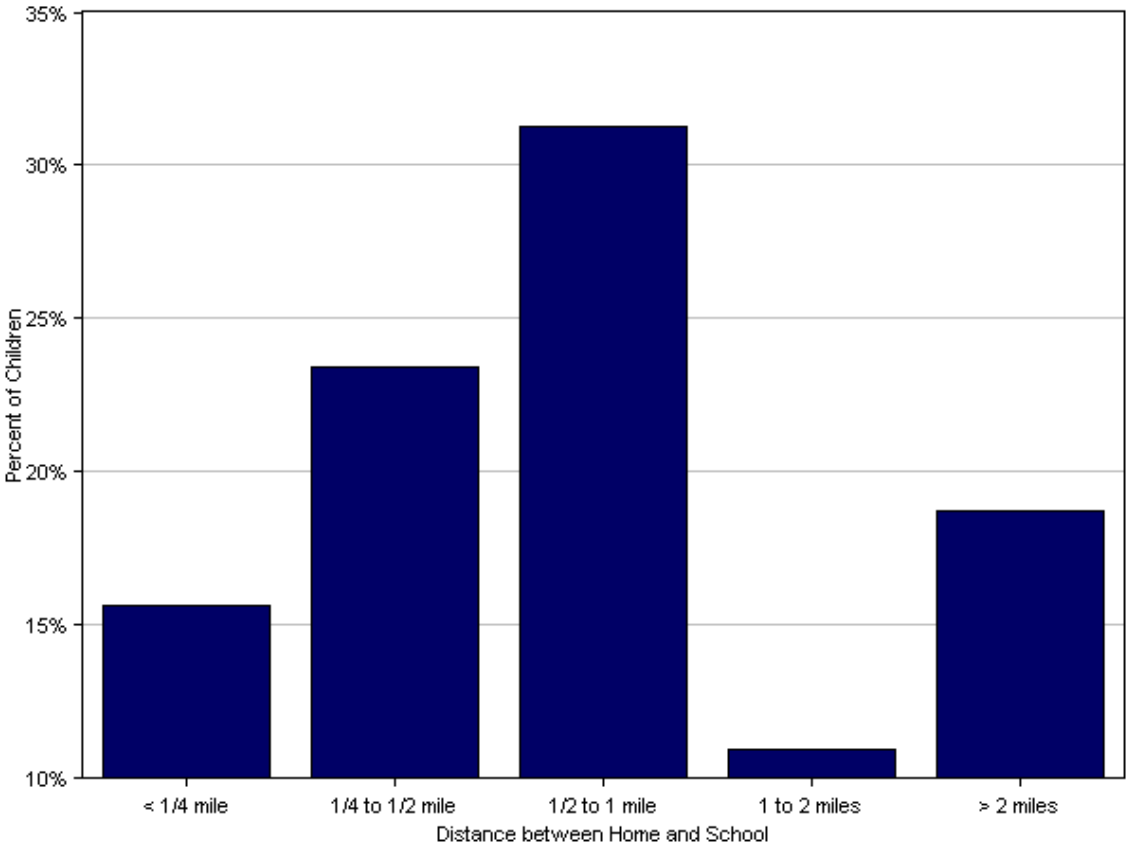


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	16	23%
1	14	20%
2	7	10%
3	13	19%
4	7	10%
5	12	17%

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

Parent estimate of distance from child's home to school

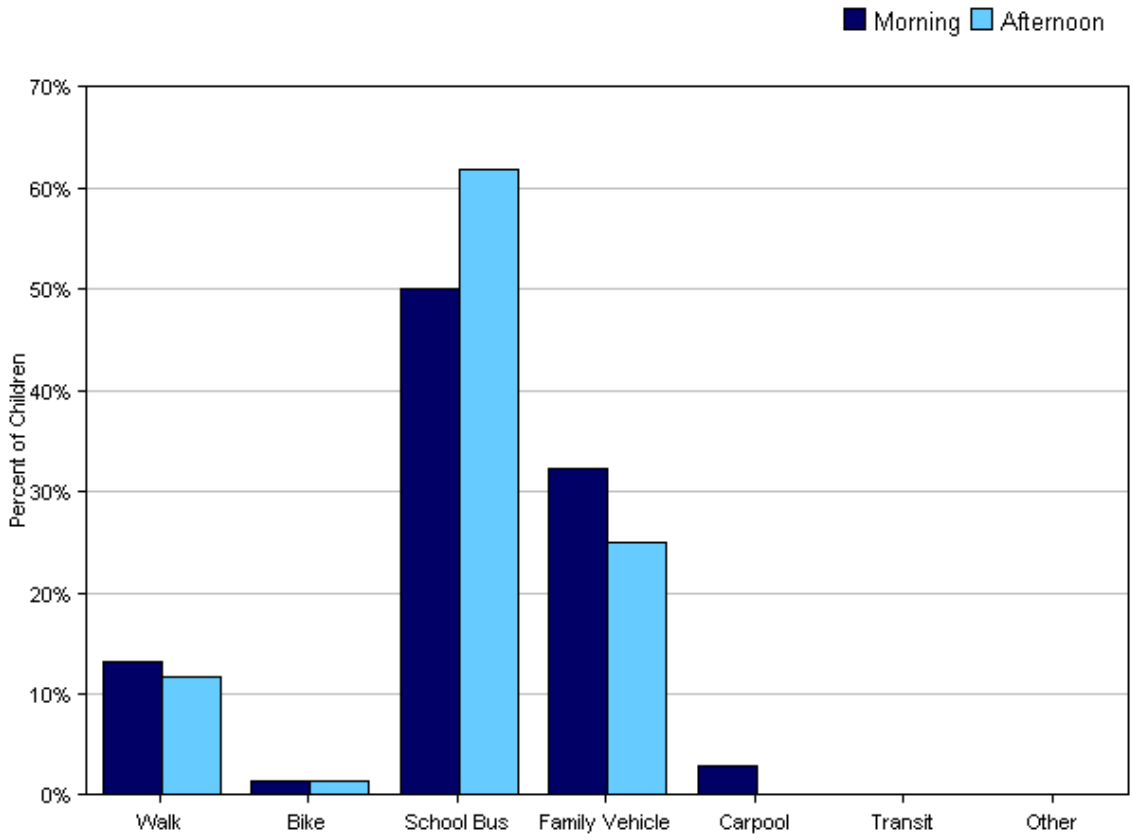


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	10	16%
1/4 mile up to 1/2 mile	15	23%
1/2 mile up to 1 mile	20	31%
1 mile up to 2 miles	7	11%
More than 2 miles	12	19%

Don't know or No response: 6
Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school

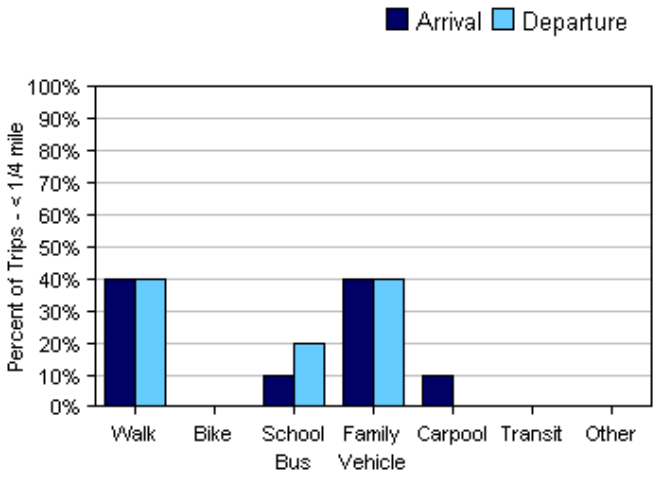


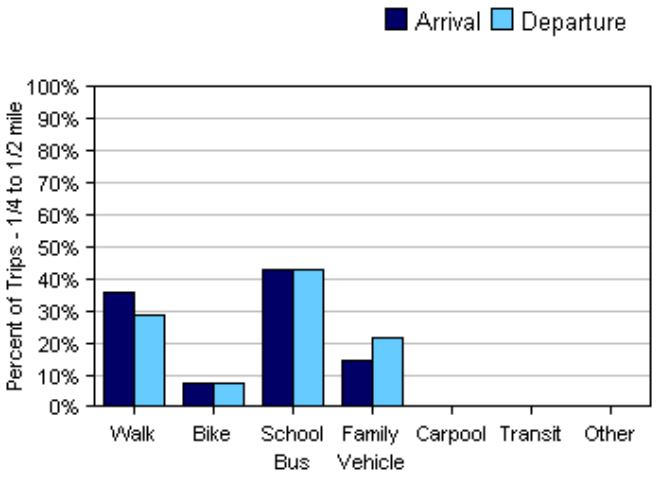
Typical mode of arrival at and departure from school

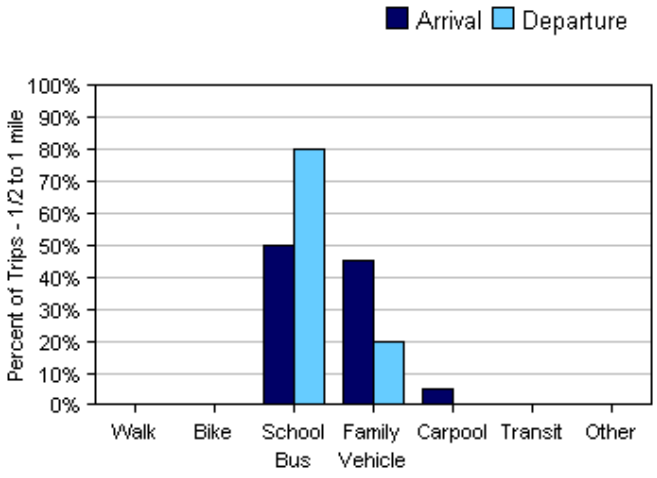
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	68	13%	1%	50%	32%	3%	0%	0%
Afternoon	68	12%	1%	62%	25%	0%	0%	0%

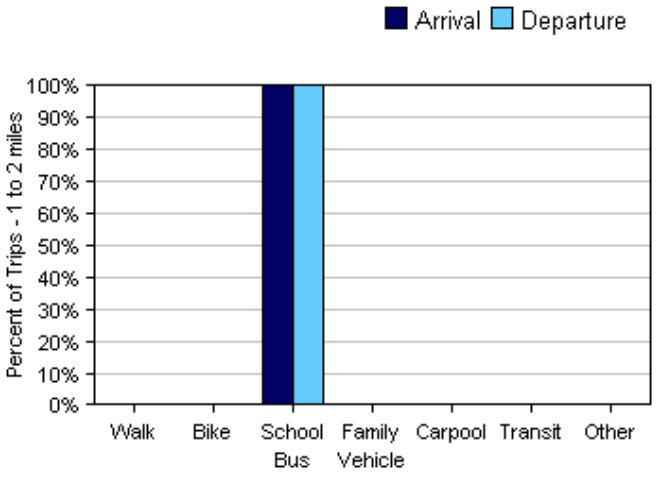
No Response Morning: 2
No Response Afternoon: 2
Percentages may not total 100% due to rounding.

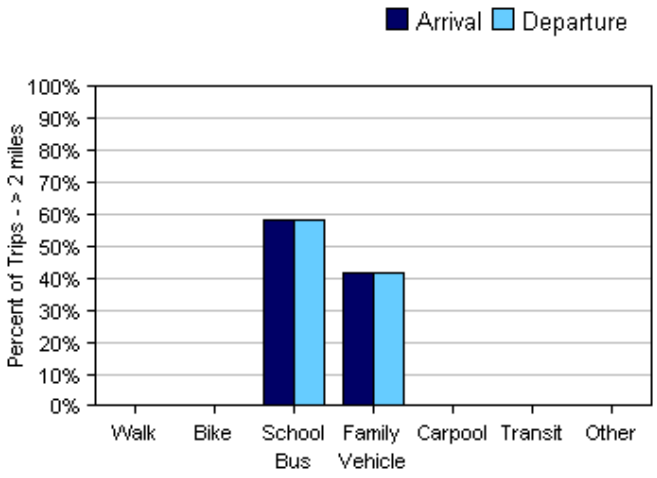
Typical mode of school arrival and departure by distance child lives from school











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	10	40%	0%	10%	40%	10%	0%	0%
1/4 mile up to 1/2 mile	14	36%	7%	43%	14%	0%	0%	0%
1/2 mile up to 1 mile	20	0%	0%	50%	45%	5%	0%	0%
1 mile up to 2 miles	7	0%	0%	100%	0%	0%	0%	0%
More than 2 miles	12	0%	0%	58%	42%	0%	0%	0%

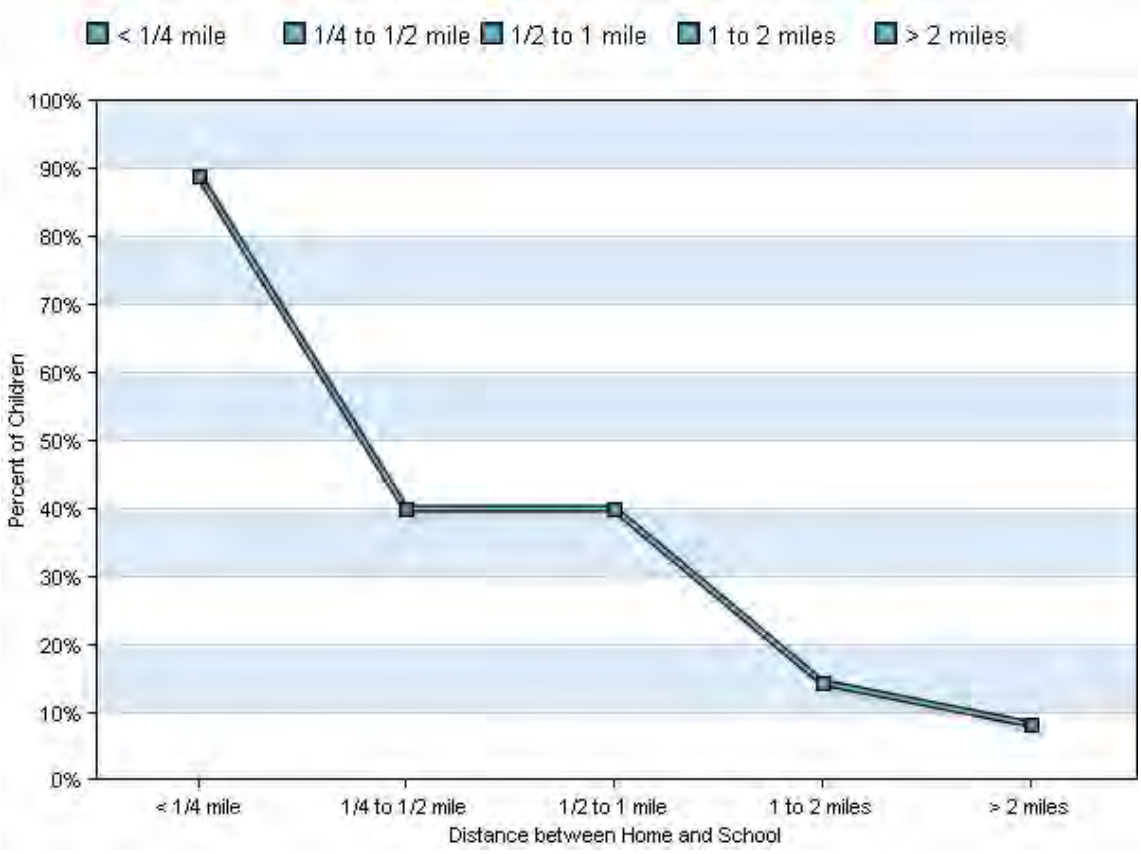
Don't know or No response: 7
Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	10	40%	0%	20%	40%	0%	0%	0%
1/4 mile up to 1/2 mile	14	29%	7%	43%	21%	0%	0%	0%
1/2 mile up to 1 mile	20	0%	0%	80%	20%	0%	0%	0%
1 mile up to 2 miles	7	0%	0%	100%	0%	0%	0%	0%
More than 2 miles	12	0%	0%	58%	42%	0%	0%	0%

Don't know or No response: 7
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

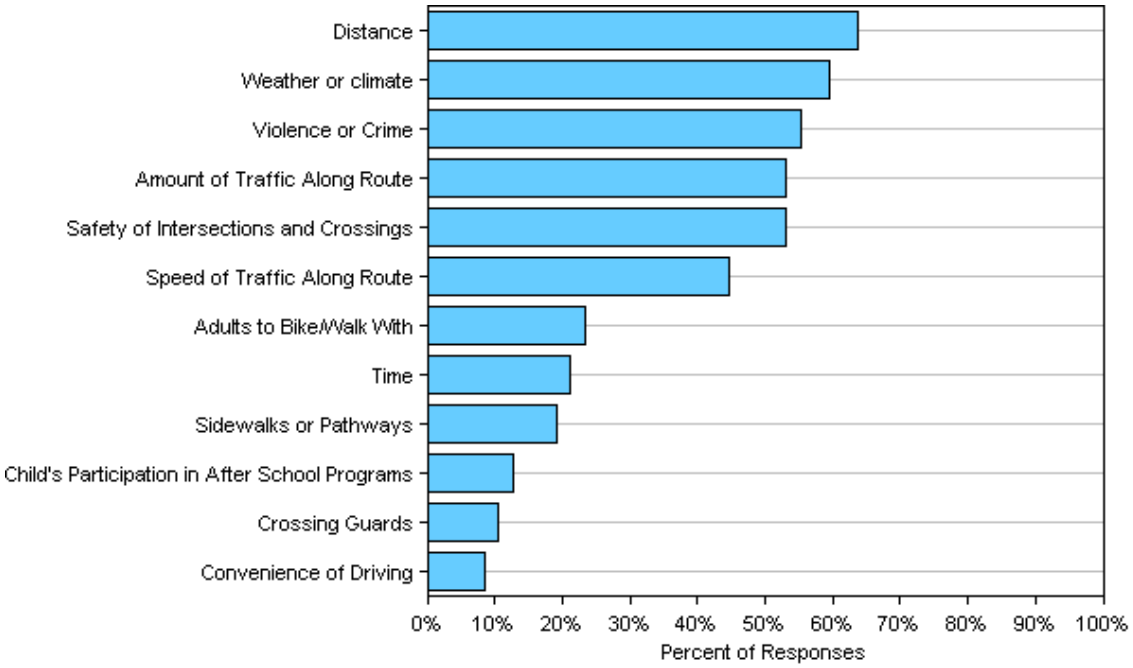


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

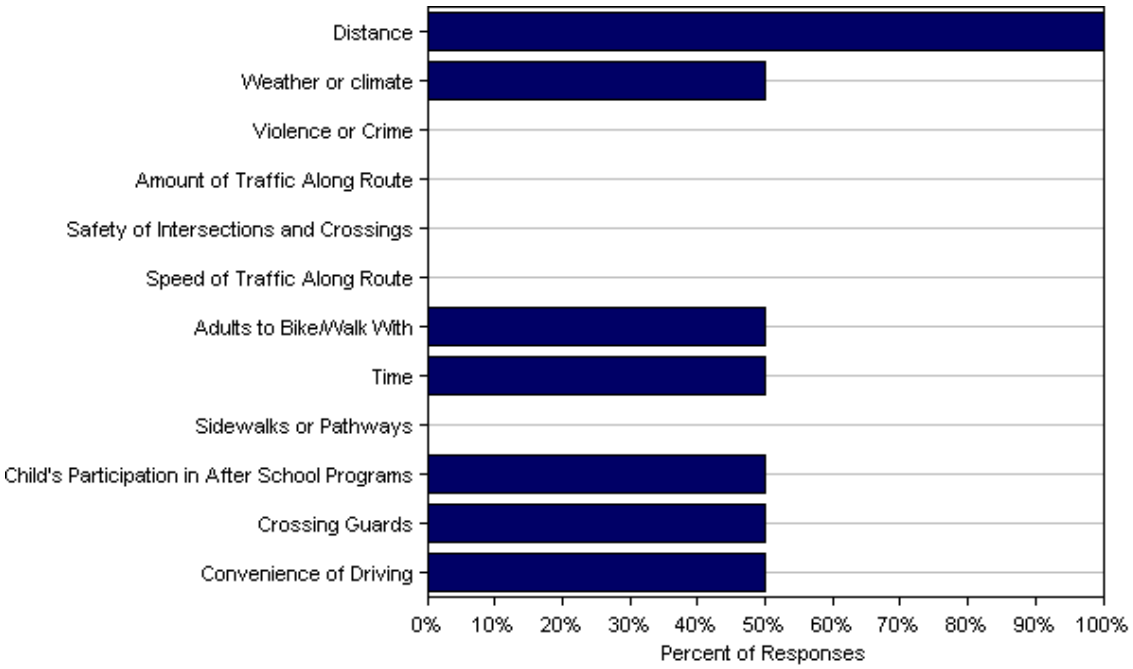
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	24	89%	40%	40%	14%	8%
No	39	11%	60%	60%	86%	92%

Don't know or No response: 7
Percentages may not total 100% due to rounding.

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



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

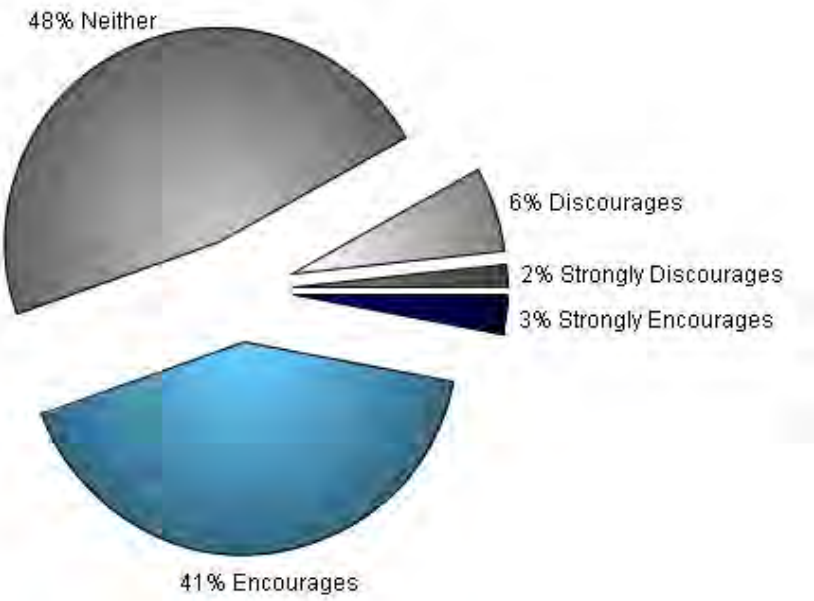


Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

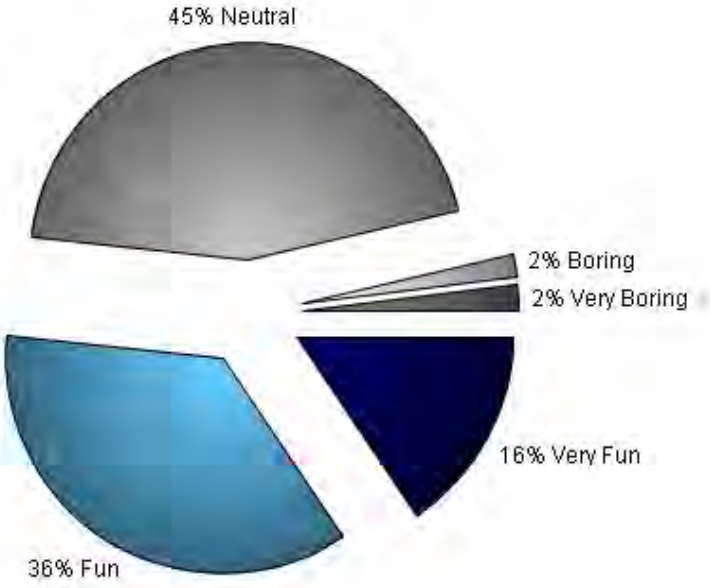
Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	64%	100%
Weather or climate	60%	50%
Violence or Crime	55%	0%
Amount of Traffic Along Route	53%	0%
Safety of Intersections and Crossings	53%	0%
Speed of Traffic Along Route	45%	0%
Adults to Bike/Walk With	23%	50%
Time	21%	50%
Sidewalks or Pathways	19%	0%
Child's Participation in After School Programs	13%	50%
Crossing Guards	11%	50%
Convenience of Driving	9%	50%
Number of Respondents per Category	**47**	**2**

No response: 21
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.

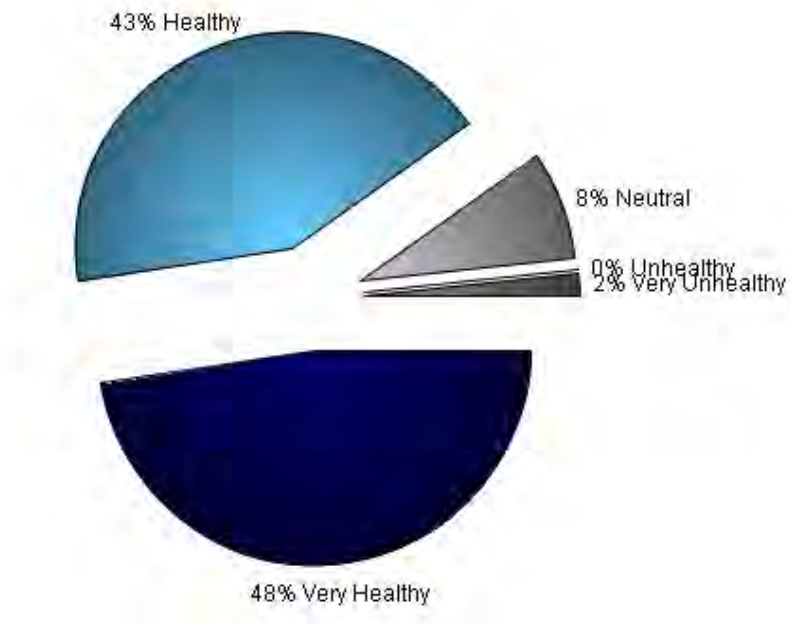
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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
1300031	I would love to walk or bike with my kids to school. It's a question of having enough time and willin participants.
1300119	We bike and walk to school in the spring and fall. Only drive during the winter.
1300122	We walk and bike in the fall and spring. In general buses seem to be available to kids living near school - because of busy streets I presume.
1300442	I would love to have my child walk if the school was not significantly uphill and she was a grade older.
1300443	I would love to have my child walk if the school was not significantly uphill and she was a grade older.
1299868	I grew up in a small town 1500-2500 ppl. So living in a City this large I would not prefer my kids to walk anywhere, unless they were allowed to carry some type of protection.
1300028	No sidewalks along our stretch of kenwood plus fast traffic makes our short walk to school dubious. Kenwood is wild there, it's a shame there is no separation for pedestrians.
1300166	I grew up in a small town so I wouldn't want my kids to walk anywhere unless they were allowed to carry some type of protection.
1300214	Last year was difficult because not everyone shoveled their sidewalk so there were stretches where we needed to walk in the street.
1300722	The hill is an obstacle.
1300121	We live too far from Myers-Wilkins. It's not our neighborhood school if we lived closer we would walk.
1300139	If or when we ever live closer to my daughter's school I would like her to walk to school. or Bike with other students. This is my prefered choice and it makes sense for her because of health reasons.
1300117	We conferred with the school about the issue of walking.
1300137	Walking to the park we see many cars that just blow past the stop signs that were recently installed at 8th and 9th street.
1300151	I am hoping by the 4th grade he will be more independent. Right now I am happy with him busing to school.
1300160	He is not ready to walk to school alone at his age. That is why we walk with him,
1300212	My concerns are the amount of traffic, lack of stoplights and the going down hill in the winter is very slippery.
1300218	Our child walked by an adult because no other kids take our route. The school stopped having crossing guards on the road adjacent to the school on our route because my son is the only one that crosses that street for school daily.
1300147	I will let them walk on nice days. I will allow my 2nd grader walk with my 3rd grader.
1300116	I would drop my kids off to head start at school and last year the other mothers and me would always comment on how the school roads on the property were never plowed. My car had to be pushed out of the deep slush.
1300450	How my child arrives at/leaves school depends on the season. If it's not snowy, by bicycle, if snowy by bus, family vehicle, walk or sled. Thanks for putting together this survey.
1300124	If we lived near MW our child would walk and we would not have many concerns except the weather in which case we would drive her.
1300208	The hill to the school can be difficult for parents and disability. There are too many drug dens and creepy perpitrators. People don't watch for pedestrians. My child is safer on a bus.

MYERS-WILKINS ELEMENTARY SCHOOL SAFE ROUTES TO SCHOOL UPDATE

December 2015

Prepared for Myers-Wilkins Elementary 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 Myers-Wilkins 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

Fax: 218-529-7592
Websites: www.arrowheadplanning.org
www.ardc.org