



# Safe Routes to School

*A plan to make walking and biking to school a safe, fun activity.*

**MAY 2023**

**CGB PUBLIC SCHOOLS**

Elementary – Clinton, MN



# The Vision

*We strive to create safe and accessible routes where students, our most valuable resource, can walk, bike, and arrive to school safely because of the collaborations of community and regional partnerships.*

## THE 6 E'S

Safe Routes to School (SRTS) programs rely on six core strategies, called the “Six Es”, to work towards their vision.

### EQUITY – THE OVERARCHING E

Prioritizing positive outcomes for students from lower-income households; Black, Indigenous, and other students of color; students with disabilities; and other students who face disproportionate barriers to walking, biking, and rolling to school.

### ENGAGEMENT

Working with students, families, school staff, and community members and organizations, especially those from priority Equity groups, to create and implement Safe Routes to School initiatives.

### ENGINEERING

Developing Equity-focused changes to the built environment, designed and prioritized through community Engagement.

### EDUCATION

Providing students and other community members, especially those from priority Equity groups, with skills and knowledge about walking, biking, and rolling.

### ENCOURAGEMENT

Normalizing a culture of walking, biking, and rolling through incentive programs, events, and activities that center priority Equity groups.

### EVALUATION

Measuring how Safe Routes to School initiatives are implemented (process evaluation) and what their impacts are (outcome evaluation), especially how initiatives Engage with and support priority Equity groups.

# Acknowledgements

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

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## ORGANIZATION OF THIS REPORT

This report is designed to support and be accessible to multiple groups of people involved with Safe Routes to School in CGB Public Schools, including students, caregivers, teachers, school administrators, public works staff, elected officials, and county and state employees. To help make the body of this report relevant to all readers—while also documenting all of the participation, analysis, and deliberation that went into development of the plan—some content has been moved to the Appendices.



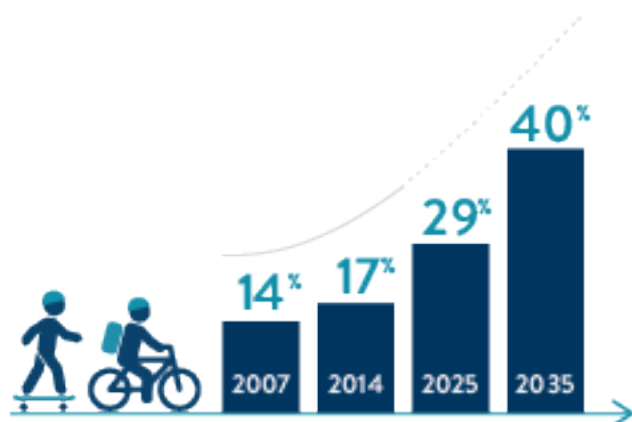
# Why Safe Routes to School?





# Why Safe Routes to School?

Today, less than 20% of K-8 students walk or bike to school, but as recently as 1970, nearly 50% of students walked or biked to school. Where schools and housing are located, how roads are designed, and how automobiles are regulated have all contributed to this decline. Through policy changes, infrastructure improvements, and programs, Safe Routes to School helps create physical and social environments that empower students, their families, and their communities to walk and bike more often. Communities that participate in Safe Routes to School also benefit from less air, noise, and water pollution; lower road maintenance costs; and more pleasant streetscapes for pedestrians, bicyclists, and drivers alike.



SRTS initiatives are contributing to more students and families walking and biking to school.



Most kids are not getting enough physical activity.



Roads near schools are congested, decreasing safety and air quality for children.

## KIDS WHO WALK OR BIKE TO SCHOOL:



Arrive alert and able to focus on school



Get most of their recommended daily physical activity just from traveling to and from school



Feel better about their physical health



Have better school performance and test scores



Are more likely to have good mental health

## A REINFORCING CYCLE OF WALKING AND BIKING TO SCHOOL



More students walking and biking to school

Greater focus on policies, infrastructure, and programs to support walking and biking

Better air quality and more pleasant bike and pedestrian environments

Safer and easier routes to and from school

\*More information, including primary sources, can be found at <http://guide.saferoutesinfo.org>.



## Equity in SRTS

Particular groups and communities in the US have disproportionate access to resources such as high-quality jobs, schools, parks, healthcare, food, and bike and pedestrian infrastructure. Meanwhile, other groups of people have limited access to these resources, negatively impacting their health and wellbeing. These differences are not random—they are the results of government policy in the past and present, which has worked to the benefit of some and to the disadvantage of others, often along race, income, and gender lines. These group-based differences are forms of inequity.

Equity in Safe Routes to School is impacted by transportation system inequities—such as limited access to high-quality walking and biking infrastructure or the presence of highways in lower-income and Black, Indigenous, and People of Color (BIPOC) neighborhoods—as well as inequities in related systems. For example, racial wealth inequities and racial discrimination in housing mean that BIPOC students may live further away from schools than their white peers from higher-income families.

Safe Routes to School works to address these inequities by prioritizing programs, infrastructure, and policy improvements that help individuals and groups with less access to resources, in particular those who don't have safe, convenient, and fun routes to school. By looking at demographic data, examining existing transportation services and policies, and speaking with members of the community, the CGB Schools Safe Routes to School team worked to develop recommendations that support equity in walking and biking to school.

# Clinton Community in Context

Clinton is a small, rural town in west central Minnesota. It is named for the New York Governor DeWitt Clinton. It is located on Highway 75 and County Road 6, 7.6 miles south of Graceville where the junior and high school is located. Clinton-Graceville-Beardsley (CGB) Schools serve students in Traverse, Big Stone and Stevens Counties. Clinton is in Big Stone County and surrounded by agricultural land. It hosts the annual county fair, and the fairgrounds are located adjacent to the school building.

As of the 2020 census, Clinton has a population of 386. The demographic makeup of the community is 89.4% White, 2.3% Black or African American, 1.8% American Indian and Alaska Native, 0.5% Asian, 0.5% Native Hawaiian or Other Pacific Islander, and 1.3% Other.

The median age is 53.9 years old. The average household size is 1.81 and the median household income is \$59,167. For level of education, 98.4% of the residents have a high school degree or higher.

In Clinton, 96% of the resident speak English and 4% speak a language other than English.



Figure 1 Clinton, MN in reference to all Minnesota School Districts



Figure 2 Main Street in Clinton.



# CGB Elementary School in Clinton

## SITE CIRCULATION

**Pedestrians:** There are three main entrances to the elementary school. Two on the east side of the school accessible from 1<sup>st</sup> Street and a rear entrance on the west side accessible from the gravel parking lot that also serves as the handicapped entrance.

Several students were observed walking to and from campus along city streets including 1<sup>st</sup> Street to the south of the school and Park Street to the east of the school. In addition, Pre-K students from a day care cross Fair Street to the north of the school use the rear entrance. Pedestrians included Pre-K and elementary school students who walk to and from the school campus to eventually access these routes.

**Bicyclists:** A few students were observed biking around the school area on the day of the walk audit. Bike parking is located across 1<sup>st</sup> Street at the softball field at the intersection for the student crosswalk.

**School Buses:** Buses approach the school and circulate around the softball field across from the school and eventually turn onto 1<sup>st</sup> Street and pull into the bus zone facing southbound. There are four bus routes that coordinate transportation for

students on rural routes, and to and from the high school in Graceville.

**Transit:** There is no public transit available in Clinton at this time.

**Vehicles:** School staff recommend that parents drop off and pick up students in a designated area just south of the bus zone. However, many parents were observed loading and unloading students at various points between Park and Fair Streets. Many of those being dropped off did not use the crosswalks.

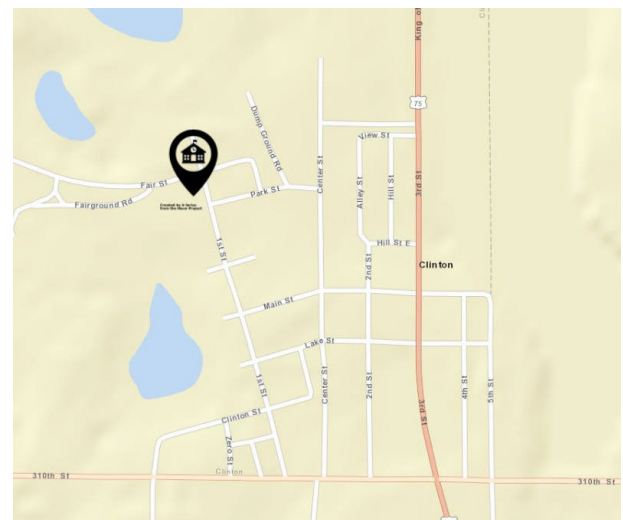


Figure 4: Map of school location in Clinton, MN.

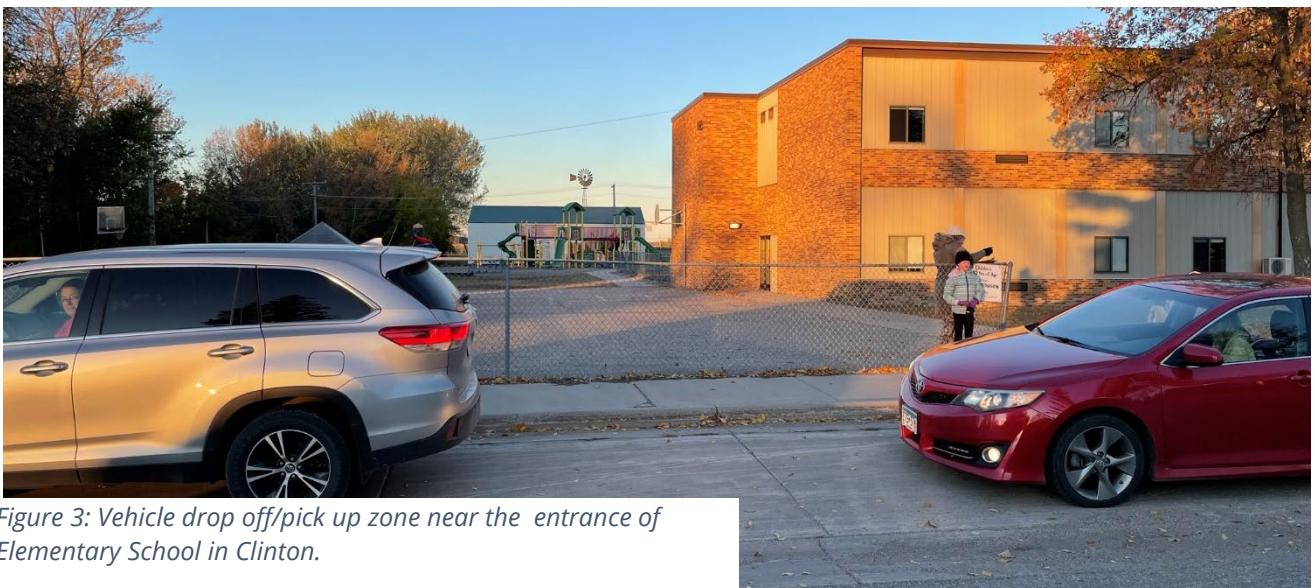


Figure 3: Vehicle drop off/pick up zone near the entrance of Elementary School in Clinton.

#### SCHOOL CONTEXT:

# CGB Elementary School

#### PRINCIPAL:

Jerome Huselid

#### ENROLLMENT:

117

#### GRADES SERVED:

PreK, K -5

45.8% of students eligible for free or reduced lunch

#### DEMOGRAPHICS\*

White, non-Hispanic, 96%

Hispanic, 2%

American Indian/Alaska Native 0.6%

Multiracial, 1%

\*Source: Minnesota Report Card

#### STUDENT DEMOGRAPHICS:

- CGB Elementary School in Clinton enrolled population of 117 students is spread across kindergarten through 5th grades and is drawn from a school service illustrated in Figure 5. Students who live within one mile of the school are not eligible for free bussing, while those more than a mile from the school are served by four free school bus routes.
- CGB Elementary School in Clinton student population are largely white, non-Hispanic.
- 45.8% of all students are eligible for free or reduced-price lunch, reflecting that many families are lower-income.
- The student population is 96% white non-Hispanic, 2% Hispanic, and 0.6% American Indian/Alaska Native, with 1% reporting a racial background including two or more races.

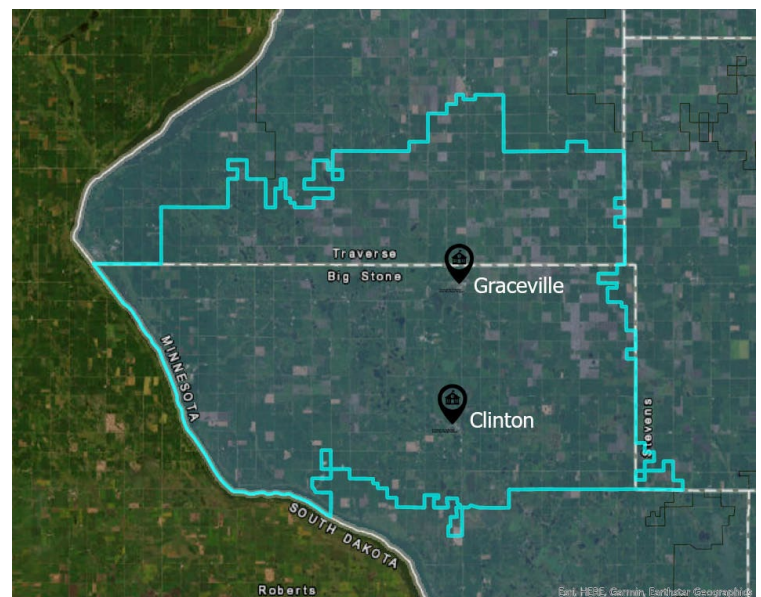


Figure 5: School boundaries for CGB Schools



# Infrastructure







## Introduction to Infrastructure

*Physical changes to the streetscape are essential to making walking, biking, and rolling to school safer and more comfortable*

An in-person walking and biking audit helped to inform specific recommendations to address the key identified barriers to walking and bicycling in Clinton and Graceville. Discussion with the Safe Routes to School Team and conversations with school and district staff, caregivers, students, community members, and city and county staff led to additional recommendations. Recommendations were prioritized on the basis of community and stakeholder input, traffic and roadway conditions, proximity to schools, and proximity to and use by equity priority populations.

This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. Instead, it calls attention to key conflict points and potential improvements. Recommendations range from simple striping changes and signing to more significant changes to the streets, intersections, and school infrastructure.

Engineering recommendations are described on the following pages. Recommendations are planning-level concepts and will require additional study to confirm feasibility and to finalize project prioritization.



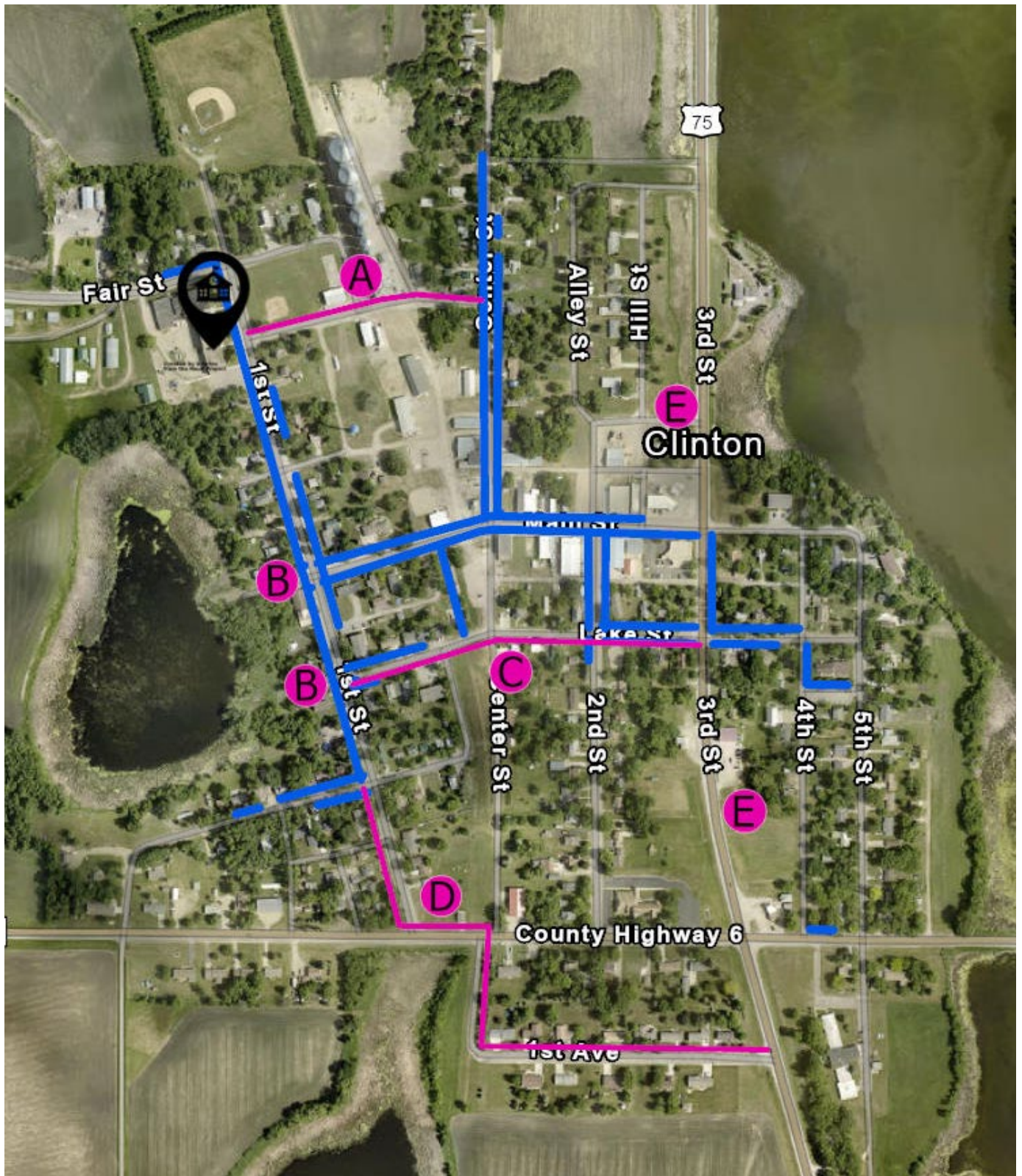


Figure 6: The approximate location of sidewalks. Sidewalk conditions vary from new to failing – all conditions are indicated in blue. Purple circles are the approximate locations for recommended SRTS projects.



## A: INSTALL SIDEWALKS ALONG PARK STREET

**PRIORITY:** High

### RECOMMENDATION

Explore sidewalk installation on north side of Park Street between Center Street and the Elementary School.

### WHY IS THIS RELEVANT?

There are no off-street paths through this part of the community to connect the residential homes to the east. Families identified this corridor as a busy and unsafe section of the community. Throughout the year, large trucks transporting grain use this route. Students were observed walking along Park Street on the observation assessment day.

### WHO WILL MAKE THIS HAPPEN?

City and county leadership, using funding from Safe Routes to School, and/or local, state, or federal funding.

### HOW WILL THIS ADDRESS EQUITY?

Improving sidewalk conditions and pedestrian ramps makes walking and rolling easier and safer for people with disabilities. This route will connect directly to the crossing guard monitored intersection in front of the school.

## B: CROSSWALK INSTALLATION ALONG 1<sup>ST</sup> STREET

**PRIORITY:** High

### RECOMMENDATION

Install a painted, ladder style crosswalk or creative crosswalks with the partnership of Countryside Health to increase awareness for vehicles that student and school groups use this crossing.

### WHY IS THIS RELEVANT?

1<sup>st</sup> Street is a through street with no stop signs. Main Street connects the school to the downtown district. Lake Street is the connector for the

### WHO WILL MAKE THIS HAPPEN?

Volunteers, school and city staff, with local funding from Countryside Health.

### HOW WILL THIS ADDRESS EQUITY?

This intersection is a key crossing to school for lower-income families and students.



## C: REPLACE SIDEWALKS ALONG LAKE STREET

**PRIORITY:** High

### RECOMMENDATION

Explore the possibility of replacing this sidewalk route.

### WHY IS THIS RELEVANT?

Lake Street is one of the main through streets and provides connectivity to the neighborhood east of US Highway 75. It also is the street that serves the school crossing located on Highway 75.

### WHO WILL MAKE THIS HAPPEN?

City and county leadership, using funding from Safe Routes to School, and/or local, state, or federal funding.

### HOW WILL THIS ADDRESS EQUITY?

Improving sidewalk conditions makes walking and rolling easier and safer for people with disabilities.



## D: NEW SIDEWALK AND CROSSING ON 1<sup>st</sup> STREET AND CSAH 6

**PRIORITY:** High

### RECOMMENDATION

Install new sidewalk along 1<sup>st</sup> Street, crossing County State Aid Highway 6 to create a safe route to school.

### WHY IS THIS RELEVANT?

This provides the infrastructure to give families increased confidence and allow their kids to walk and bike to school.

### WHO WILL MAKE THIS HAPPEN?

City and county leadership, using funding from Safe Routes to School, and/or local, state, or federal funding.

### HOW WILL THIS ADDRESS EQUITY?

This improvement will provide students a safe and accessible way to travel to and from school.



## E: ENHANCE SIGNAGE ON US HIGHWAY 75

**PRIORITY: Low**

### RECOMMENDATION

Replace current school crossing signage with speed table, flashing indicator lights, or push button crossing at the intersection of US Highway 75 and Lake Street.

### WHY IS THIS RELEVANT?

City and county leadership, using funding from Safe Routes to School, and/or local, state, or federal funding.

### WHO WILL MAKE THIS HAPPEN?

City and county leadership, using funding from Safe Routes to School, and/or local, state, or federal funding.

### HOW WILL THIS ADDRESS EQUITY?

This improvement will provide students a safe and accessible way to travel to and from school.





# Programs







## Introduction to Programs

*Programs are opportunities to increase awareness, understanding, and excitement around walking, biking, and rolling to school.*

Programs are focused on educating students, families, and the broader community about walking and biking, as well as on building a culture that supports and normalizes walking and biking to school and other destinations. Because programs are low-cost and can often be implemented quickly by an individual school or the school district, they represent an important Safe Routes to School strategy that complements longer-term strategies, including infrastructure improvements and policy changes



## EXISTING PROGRAMS

Clinton and CGB Schools have been actively working towards providing safe and inviting spaces around school campuses for students. This foundation of encouraging student travel safety provides a valuable baseline for expanding programs to encourage more students to walk and bike.

### PROGRAMS ALREADY ACTIVE AT CGB PUBLIC SCHOOLS:

- Walking field trips around town
- Bike Fleet
- Student Crossing Guards
- Student involvement in community events

## PROGRAM RECOMMENDATIONS

Conversations with school and district staff, caregivers, students, community members, and city and county staff led to the following program recommendations. Programs were tailored to meet the needs, capacities, and interests of the community and were prioritized based on existing programs, input from local stakeholders, the extent to which the program would serve priority equity populations, and the readiness of the school to launch the program.

### SRTS PROGRAMS INCLUDE:

- Bike Fleet
- Bike Mechanic Classes
- Cocoa for Carpools
- Crossing Guards
- Educational Videos
- In-School Curriculum & Activities
- Inter-School Partnership
- School Communications
- Ongoing Evaluation
- School Streets
- Park & Walk
- School Curriculum
- Student Patrols
- Student Clubs
- SRTS Campaign
- Suggested Route Map
- Walk & Bike Field Trips
- Walk! Bike! Fun!
- Walk and Bike to School Days
- Walking School Bus and Bike Train





## WALK/BIKE TO SCHOOL DAYS

National Walk to School Day and Bike to School Day attract millions of students and families to try walking, biking, and rolling to school every October and May. In addition, Minnesota celebrates Winter Walk to School Day in February. Additional education, encouragement, and enforcement programming can be used to promote the event, increase awareness, and expand participation. Walk/bike to school days can also take place more frequently (e.g., Walking Wednesdays) if there's interest and capacity.

### **When, where, and how will this be implemented?**

CGB Schools leadership will promote and support Fall and Winter Walk to School days and the May Bike to School Day.

**Why is this relevant and recommended?** To encourage walking and biking to school.

### **How will this address transportation inequities?**

All students will be supported by the school district to participate.

**How will this be evaluated?** This will be evaluated by a tally of students who participate.

### **Who needs to be involved to make this happen?**

Students, school leadership, and parents.

### **What is the timeline for implementation?**

Immediately



## DROP & WALK

During a drop and walk event (also called park and walk or remote drop-off) bus drivers and caregivers drop students at a designated off-campus location and students walk the rest of the way to school. Remote drop-off events can help reduce drop-off congestion on campus and provide students who live further from school with an opportunity to walk to school.

### **When, where, and how will this be implemented?**

Using Minnesota Safe Routes to School Organizer's Guide to Bus Stop and Walks, CGB Schools along with district bus staff will evaluate the potential of the program and create a route and frequency for bus and caregiver drop and walk.

### **Why is this relevant and recommended?**

Feedback from the NHS student group and the feedback gathered from families during the student teacher conferences in November 2022 supports interest in this programming. The results from the poster feedback can be found in the appendix.

### **How will this address transportation inequities?**

Because of the rural nature of the school, students are afforded the opportunity to walk or bike to school. This program creates new habits for all students.

**How will this be evaluated?** This will be evaluated by a tally of students who participate.

### **Who needs to be involved to make this happen?**

School district leadership, transportation providers, students and staff.

### **What is the timeline for implementation?**

Immediately



## WALK! BIKE! FUN!

Walk! Bike! Fun! helps students ages five to thirteen learn traffic rules and regulations, the potential hazards to traveling, and handling skills needed to bike and walk effectively, appropriately and safely through their community. Pedestrian and Bicycle Safety Curriculum is a two-part curriculum designed specifically for Minnesota's schools. It is structured to meet Minnesota education standards and is an important part of the Safe Routes to School Program in Minnesota.

**When, where, and how will this be implemented?** CBG Schools will review Walk! Bike! Fun! training and tools and determine if the program is a fit for students and determine if there are staff interested in working through the curriculum.

**Why is this relevant and recommended?** The Walk! Bike! Fun! curriculum was written by Minnesotans to address walking and biking in a state with four seasons. This network includes educators in communities all around the state.

**How will this address transportation inequities?** Bicycle education has the potential to address the 6% of the families in America whose parents do not know how to ride a bike. It also equips families whose only transportation choice is walking and biking with tools to navigate the roads safely.

**How will this be evaluated?** Feedback from teachers and students.

**Who needs to be involved to make this happen?** School leadership and teachers.

**What is the timeline for implementation?** Immediately



## RAINBOW FRIENDS TOOLKIT

The Rainbow Friends Toolkit was developed by a team at West Central Initiative in Fergus Falls along with artist Naomi Schliesman to encourage kids to walk and bike to school through the use of colorful animal footprints, art projects, and games.

**When, where, and how will this be implemented?** CGB School District leadership will work with the West Central Initiative in Fergus Falls to deploy the Rainbow Friends Toolkit on specific walk and bike-oriented days, such as walk/bike to school days or in conjunction with a bike rodeo.

**Why is this relevant and recommended?** Rainbow Friends Toolkit makes active transportation more fun and interactive for younger students.

**How will this address transportation inequities?** The artwork with the toolkit is inclusive with a variety of methods for active transportation such as a wheelchair, scooter, or bicycle.

**How will this be evaluated?** The use of the Rainbow Friends Toolkit will be evaluated qualitatively by leadership who help with the implementation of the toolkit to see how students and families interact with the games, chalk footprints, and artwork.

**Who needs to be involved to make this happen?** School and city leadership, WCI staff, parents and students.

**What is the timeline for implementation?** Immediately

# Working for Change



Figure 7: National Honor Society Students provide feedback on Safe Routes to School.





## Action Steps

*This plan and planning process provide two critical ingredients for creating a more equitable transportation system in Clinton: a prioritized set of infrastructure and program recommendations, and a network of caregivers, school staff, local government employees, and community members committed to improving walking and biking.*

### PRIORITY SRTS INITIATIVES

- Ladder style, or creative crosswalks along 1<sup>st</sup> Street.
- Install new sidewalk along Park Street.
- Create a connected route along Lake Street from 1<sup>st</sup> Street to US Highway 75.
- Install new sidewalk and crosswalk connection along 1<sup>st</sup> Street, crossing CSAH 6.





## FOR ALL COMMUNITY MEMBERS

A more equitable transportation system that prioritizes safe, comfortable, and fun opportunities to walk, bike, and roll benefits everyone. While this plan is focused on addressing connections to schools, many improvements will benefit people with no relationship to the schools because we all share the same streets, sidewalks, and trails. Likewise, many needed changes, such as reducing speed limits and normalizing walking and biking, extend far beyond the school system.

Your number one role as a community member is to advocate for changes that make walking, biking, and rolling safer, more comfortable, and more fun. Speak to elected officials, show up to community meetings, talk about walking and biking at school events and with school administrators, and organize and vote for candidates who support walking, biking, and public transit.

### I AM A STUDENT OR CAREGIVER

Students and their families can have incredible influence when advocating for change in their school and broader community. For example, students and caregivers can support and lead SRTS initiatives including:

- Advocating for policy change and funding at City Hall.
- Developing campaigns to generate enthusiasm and improve social conditions for SRTS.
- Volunteering time to lead a Walking School Bus or organize a bike drive.
- Fundraising for SRTS programs and small infrastructure projects.

### I AM A SCHOOL DISTRICT EMPLOYEE

School district staff bring an important perspective and voice to advocating for a more equitable

transportation system. By describing challenges and opportunities they see confronting their students and petitioning local elected officials for improvements, school district employees can support policy and infrastructure improvements that benefit their students and the broader community. Staff are also ideally positioned to implement the recommendations in this plan, whether it be a classroom-level curriculum or school district-wide policy around walking and biking.

### I WORK FOR THE CITY OR COUNTY

As members of the governments that own, regulate, and maintain the roads, city and county staff can be instrumental in re-orienting transportation policies and infrastructure around walking and biking to schools and other destinations. City and county staff can leverage their expertise to identify, advocate for, and implement changes that contribute toward a more equitable transportation system. Key policies that staff can support include:

- Reducing lane widths and vehicular speed limits.
- Eliminating minimum parking requirements.
- Revising land use regulations to promote denser and more integrated land uses that promote walkable and bikeable trips.
- Prioritizing municipal maintenance and snow clearing of all pedestrian and bike facilities
- Requiring complete streets infrastructure as part of all road resurfacing and reconstruction projects

City staff can also use this report to support Safe Routes to School funding applications to programs such as MnDOT SRTS grants, Federal SRTS grants, and the Statewide Health Improvement Program (SHIP)





# Appendices



## APPENDIX A: SMART GOALS

### Education

- With Essentia Health, continue Bike Rodeo for the kids and families in the region.
- CGB Schools will consider implementing the Walk! Bike! Fun! curriculum; with implementation, send teachers to attend a WBF training

### Engagement

- CGB Schools will consider implementing the Rainbow Friends toolkit, an engagement tool deployed by nearby West Central Initiative in Fergus Falls
- CGB Schools will continue to make available the Safe Routes to School plan with parents and the community

### Encouragement

- CGB Schools, with direction from the bussing company, participate in the program Bus Drop and Walk to School

### Enforcement

- Big Stone County Sherriff's Office will provide positive enforcement through the Bike Rodeo and other community events
- City of Clinton and Graceville, with the local newspaper, will run stories to remind residents to keep trees trimmed and vehicles off sidewalks

### Engineering

- The City of Clinton, with support from Big Stone County and CGB Schools, will explore the possibility of installing sidewalks where there are none along Park Street connecting the crosswalk to the front of the school
- The City of Clinton, with support from Big Stone County and CGB Schools, will complete a safe routes to school by completing the sidewalk along 1<sup>st</sup> Street and continuing along CSAH 6 to create a new crosswalk to support the homes on the south side of CSAH 6
- The City of Clinton, with support from Countryside Health, the City of Clinton, and students of CGB Schools, install painted ladder style crosswalks at the intersections along 1<sup>st</sup> Avenue including, but not limited to Park Street and Main Street
- Consider upgrading the current pedestrian crosswalk signage in conjunction with future projects along US Highway 75 to include a push button style or speed indicator table style sign

### Evaluation

- CGB Schools continue to conduct annual student travel tallies

### Equity

- The communities of Clinton and Graceville to expand bike fleets to be more inclusive for younger students and add adaptive bikes for students with disabilities

## APPENDIX B: ENGAGEMENT SUMMARY

The Safe Routes to School Steering Committee, with support from the Upper Minnesota Valley Regional Development Council, engaged with the communities of Graceville and Clinton to collect input on walking and biking from the schools in each respective community. Through the Safe Routes planning process, several methods were used to observe, engage and host events to collect data that supports this report. The following is a summary of the strategies.

| DATE              | STRATEGY                           | DESCRIPTION                                                                                                                                                                                                                                                                                    | COUNT                 |
|-------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| October 2022      | Caregiver Survey                   | A survey to identify why families walk and bike and what would help make it safer. The survey was sent out by the school via their weekly email. It was also shared on multiple Facebook pages.                                                                                                | 35 for Clinton survey |
| October 18, 2022  | Student Arrival & Dismissal Survey | Each classroom asked students how they arrived and returned from school daily and recorded those results. Grades K through 5 completed the survey.                                                                                                                                             | 1                     |
| November 9, 2022  | Newspaper Article                  | The Northern Star, based in Clinton that serves the area, featured a front page article covering the Safe Routes to School planning process and encouraged feedback via the online caregiver survey.                                                                                           | 1                     |
| November 15, 2022 | Pop Up Table                       | Staff from the Upper Minnesota Valley Regional Development Commission tabled at the Clinton Parent Teacher Conferences. The count represents individuals who stopped to share thoughts and participated in the sticker survey.                                                                 | 23                    |
| November 17, 2022 | Pop Up Table                       | Staff from the Upper Minnesota Valley Regional Development Commission tabled at the Clinton Parent Teacher Conferences. The count represents individuals who stopped to share thoughts and participated in the sticker survey.                                                                 | 18                    |
| February 9 2023   | Student Discussion                 | Junior and Senior members of the National Honor Society participated in a discussion to share their view on the opportunities and challenges related to walking and biking in Clinton and Graceville.                                                                                          | 23                    |
| March 10, 2023    | Clinton City Leadership Review     | Following Meeting #2, staff from the Upper Minnesota Valley Regional Development Commission met with the Clinton City Clerk, the Streets Staff and the Mayor to review conversations and data received to that point. Those participating expressed appreciation and no feedback was provided. | 3                     |

## APPENDIX C: SRTS MEETING NOTES

### CBG Safe Routes to School Kickoff Meeting –

Monday, October 10, 2022

1:30 p.m.

CGB High School Media Center

In attendance: Scott Bauer (Graceville City Clerk), Mark Brown (Sheriff), Carla Gilsdorf (parent), Shelly Hoff (MNDOT), Mel Hoffman (parent), Jerome Huselid (CGB Schools), Sherry Jipson (parent), Brad Kelvington (CGB Schools), Todd Larson (Big Stone County Engineer), Derek Loeschke (Big Stone County Highway Dept), Hannah Maanum (SHIP), John Maatz (Assist Sheriff), Cassandra Mahoney (parent), Tracey Raguse (CGB Schools), Ashlie Wubben (SHIP)

Invited, but unable to attend: Trisha Anderson-CGB Business Manager, Chad Zimmer-Graceville Street Dept, Kelly Arndt-Clinton parent, Amanda Athey-Clinton business owner, Stephanie Sigler-parent, Britney Powlish-parent, Taryn Hoffman-teacher and parent, Brice Hoffman-IT, Dave Davis-Clinton Public Works, Kari Wiegman-Clinton City Clerk.

In an effort to help orient the group to the patterns for walking and biking during the arrival and dismissal from school, the group was asked to identify issues around the elementary and high schools.

#### *For Graceville*

With recent road project discussions, conversations have emerged related to sidewalk structure around school. The group was asked to define the traffic patterns for walking and biking to school.

Highway 75 splits the community and the placement of the reduced sign to 40 mph takes the motorist well into the community before they observe the speed limit. There was discussion related to any known speed studies, but no one was aware. Several commented that even kids who might be old enough to cross the highway, parents are hesitant to allow them to do so. The football field is at the south edge of town and the opposite side of the school off Highway 75. Kids use the ditch to travel to the football field.

The high school observes open lunch for grades 9<sup>th</sup> – 12<sup>th</sup>. Depending on the menu, a group will travel across the parking lot, through the ditch and across Highway 75 to grab food at the Cenex Convenience Store approximately ¼ mile away at the corner of Hwy 75 and Hwy 28.

A question was asked about the speed of traffic on the Main Street. A comment from the City Clerk suggested the speed of traffic has not been an issue and the City is working to have sidewalks for a couple of blocks on key streets like 3<sup>rd</sup> or 2<sup>nd</sup> Street.

#### *For Clinton*

There are sidewalks around the school that connect to the main thoroughfares of the community. The area in front of the school is congested. Several comments suggested there is an understanding and patience for how that space is used. In the past year the school has changed parking to allow better visibility and reduce congestion. The block across the street is vacant and is used to drop off kids, but there are no sidewalks on that block. The elementary has a school patrol, a group of 5<sup>th</sup> graders, that act as traffic patrols during arrival.

If the elevator is rebuilt, the county has a TEDI grant of \$625,000/\$650,000 to build a new entrance to Clinton. The grant is for economic development and is dependent on the elevator being rebuilt. The County has until April to let MnDot know or turn back the dollars.

County Road 6 splits the north and south parts of the community. Traffic on County Road 6 is fast. Depending on age, parent present are hesitant to allow kids to cross. Currently there are daycares

on the south. First Street has sidewalks from one block north of County 6 all the way to the school. Recently there was a fatality of a runner on Highway 6 who ran into a car.

The team agreed to adopt the following Vision Statement: We strive to create safe and accessible routes where students, our most valuable resource, can walk, bike, and arrive to school safely because of the collaborations of community and regional partnerships.

To support the plan development, there are a number of data sets to be gathered. The sets were discussed and assigned.

The committee also encouraged communicating with the county commissioners after elections in November. Also reach out to newspaper to update the community and engage them for information and feedback.

**CGB Safe Routes to School Meeting #2**  
**Monday, February 27**  
**Media Center – CGB High School, Graceville**

In attendance: Scott Bauer (City of Graceville), Kristi Ferholtz (UMVRDC), Jerome Huselid (parent and CGB Schools), Brad Kelvington (CGB Schools), Casandra Mahoney (Clinton parent), Tracey Raguse (CGB Schools), Jorden Roggenbuck (Big Stone County Engineer), Stephanie Sigler (Clinton parent and CGB Schools), Searle Swedlund (UMVRDC), Chad Zimmer (City of Graceville and Big Stone County Commissioner).

The meeting began at 1:31 p.m. with introductions. Searle reviewed the data collection including the Parent Survey sent out through the school and shared on a number of social media sites, the Arrival and Dismissal Observations of volunteers in Clinton and Graceville in October, the walk bike audit, comments from the community at the November Parent Teacher Conferences and feedback from the National Honor Society students in February.

Observations discussed included:

In Clinton

- Complete the block of sidewalk missing on First Street to complete connection to CR6
- Crossing at CR 6; connecting neighborhood south of the county road to First Street
- No sidewalk on north side of school property
- No sidewalk/paths around softball field (across from school entrance)
- Better connectivity and path for homes on Lake Street
- Enhance the ped crossing on Highway 75
- Pedestrian crossing walk and signage at the rear entrance of the school
- Pedestrian crossing from Main Street to sidewalk on west side of First Street
- Programs to encourage walking and biking to school

In Graceville

- Arrival and dismissal in Graceville in relation to the Bus Barn and parking lot behind the barn
- Highway 75 crossing in Graceville
- Extend sidewalk on St. Peter from school to Highway 75
- Improve sidewalks at and around the High School
- Creating a network of sidewalk to connect community to school
- Stop signs in neighborhoods

Searle gave an overview of the SMART Goals. The team developed several SMART goals which were recorded and shared on screen. The SMART Goals follow the 7-E's. This is the format that is requested by MnDOT for the Safe Routes to School plan. Following feedback from those in attendance, comments were collected and will be included in the draft goals. Searle will send along a draft version of the plan before the final meeting for comments in May or June.

Being no further business, the meeting was adjourned at 3:04 p.m.





**CGB Safe Routes to School Meeting #3**  
**Monday, May 1, 2023**  
**Media Center – CGB High School, Graceville**

In attendance: Scott Bauer (City of Graceville), Kristi Ferholtz (UMVRDC), Jerome Huselid (parent and CGB Schools), Brad Kelvington (CGB Schools), Casandra Mahoney (Clinton parent), Tracey Raguse (CGB Schools), Jorden Roggenbuck (Big Stone County Engineer), Stephanie Sigler (Clinton parent and CGB Schools), Searle Swedlund (UMVRDC), Chad Zimmer (City of Graceville and Big Stone County Commissioner).

The meeting began at 1:32 p.m. with introductions. Searle passed out paper copies of the Clinton and Graceville Safe Routes to School plans, reviewing each plan section by section. Feedback was provided throughout the process.

Additional time and consideration were given to the engineering and program sections of each plan, as well as the SMART goals that were included in the appendix. Discussion for these sections of each plan is summarized below.

For Clinton, throughout the process there were comments regarding the daycare located along County State Aid Highway 11/Fair Street and the students who crossed the road to utilize a rear entrance for the school. Signage and reduced speed are currently located and for the average daily traffic of 500 units. This is the best traffic calming tools for the current condition. Installing a crosswalk was discussed, but without sidewalks to connect, a standalone crosswalk would not be an appropriate solution.

For Clinton, the missing section of sidewalk along 1<sup>st</sup> Street has been a common theme and data from the process indicated concerns amongst residents crossing Country State Aid Highway 6. Given the nearby pedestrian vehicle fatality, the group came to consensus the best solution for the future would be a new sidewalk completing the gap along 1<sup>st</sup> Street. That sidewalk could follow CSAH 6 and create a new crosswalk. The recommendation will also include a new sidewalk to serve the neighborhood located south of CSAH 6.

For Graceville, the sidewalk along St. Peter Ave was discussed and prioritized to include a new pedestrian crossing along US Highway 75. Chad Zimmer stated one of the challenges with this proposal would be extending the culverts at this intersection to allow for sidewalks. There was also discussion around the gravel parking lot to the east of the school. There will need to be some type of design for the lot in order to complement the installation of a sidewalk connecting the school to US Highway 75.

For Graceville, the gravel lot where the bus barn is located did not receive a lot of feedback, but concerns were raised during the observation day as parents park in that lot and their students cross St. Peter. The group believed there might be an opportunity for the school to address an arrival and drop off plan to better compliment the current conditions.

For Graceville, developing a north south artery to connect Studdart Avenue and St. Peter Avenue to the northwest community was missing. After some discussion it was suggested that West 4<sup>th</sup> Street should be identified as a safe route to school and added to the plan.

Searle thanked the group. The next steps include review by MnDOT. The final draft will be shared in the coming weeks and assuming there will be no changes, the plan will be finalized and uploaded to the UMVRDC website with the other Safe Routes plans.

Being no further business, the meeting was adjourned at 3:25 p.m.



## APPENDIX D: STUDENT FEEDBACK

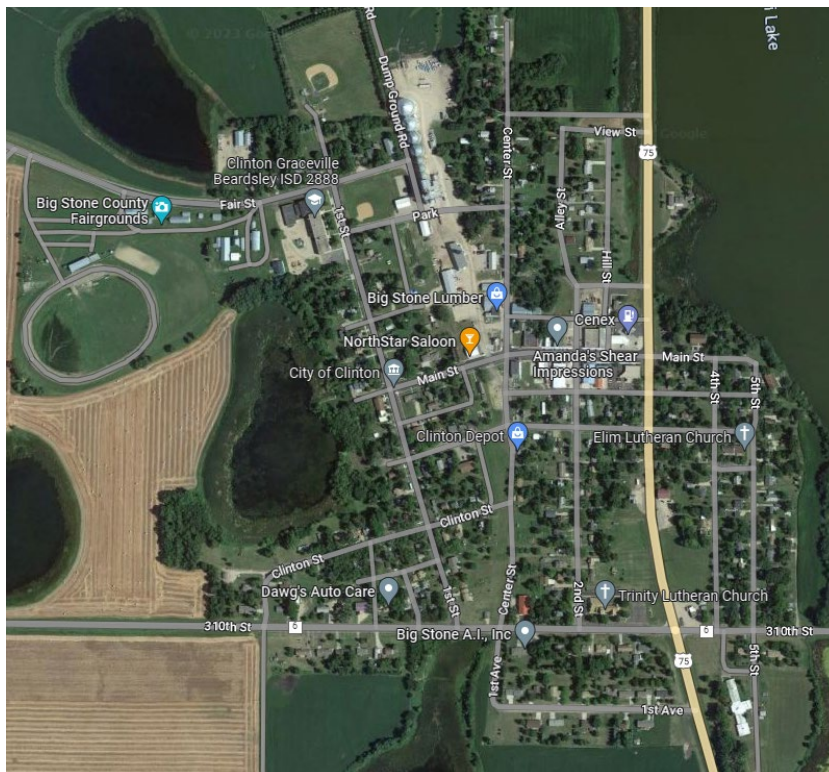
As part of the public feedback, twenty-three juniors and seniors from the National Honor Society were asked about their experiences walking, biking and rolling in Clinton and Graceville. After a short presentation on Safe Routes to School they were provided the map below and asked three questions:

1. Mark areas (on the map) that feel unsafe.
2. What could be done (lighting, signage, sidewalks) to create a more walk and bike friendly community?
3. What would encourage you to walk or bike to school?

Comments from the students related to the community of Clinton:

- The intersection of Park and Center Streets is part of the route for trucks serving the elevator. There are no off-road sidewalks and current sidewalk infrastructure is poor.
- Students travel from the daycare located northwest of the school cross CSAH 11/Fair Street travel to the rear entrance of the school.
- Big Stone Lumber is a business located on Center Street and serves customers who often use the street for loading and unloading, making it unpredictable for students traveling through the area.
- There are no sidewalks on Park Street and it can be difficult to navigate especially when vehicles line the street for activities at the school, softball field, and nearby baseball field.

# Clinton



## APPENDIX E: STUDENT & PARENT FEEDBACK

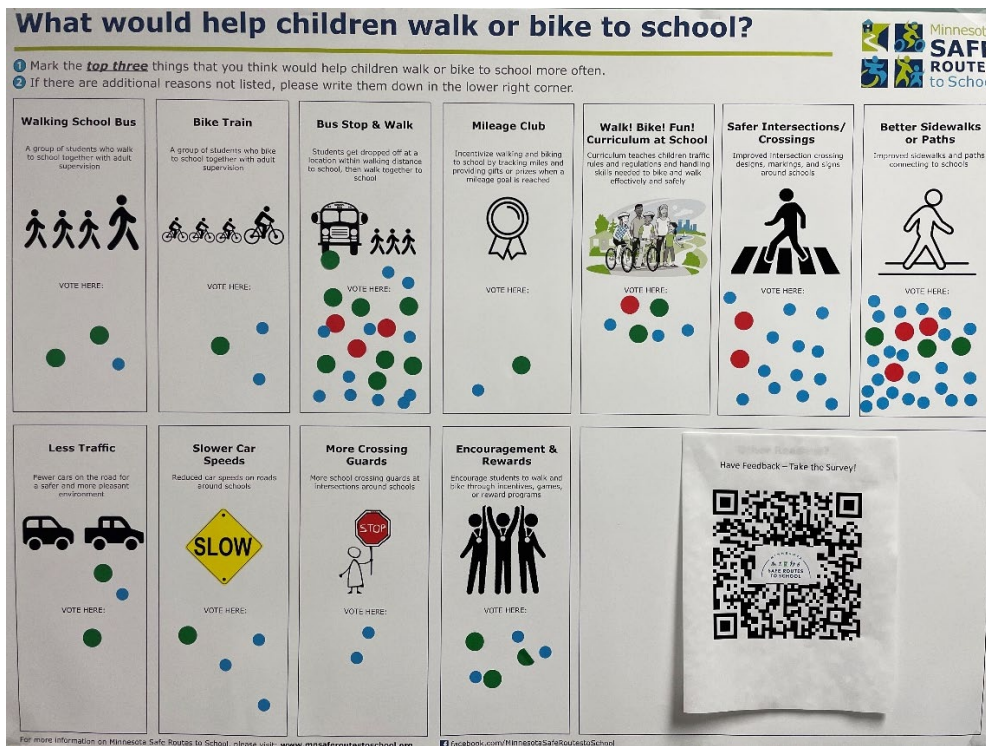


Figure 8: Red and Green dots are parent responses, Blue dots are student responses.

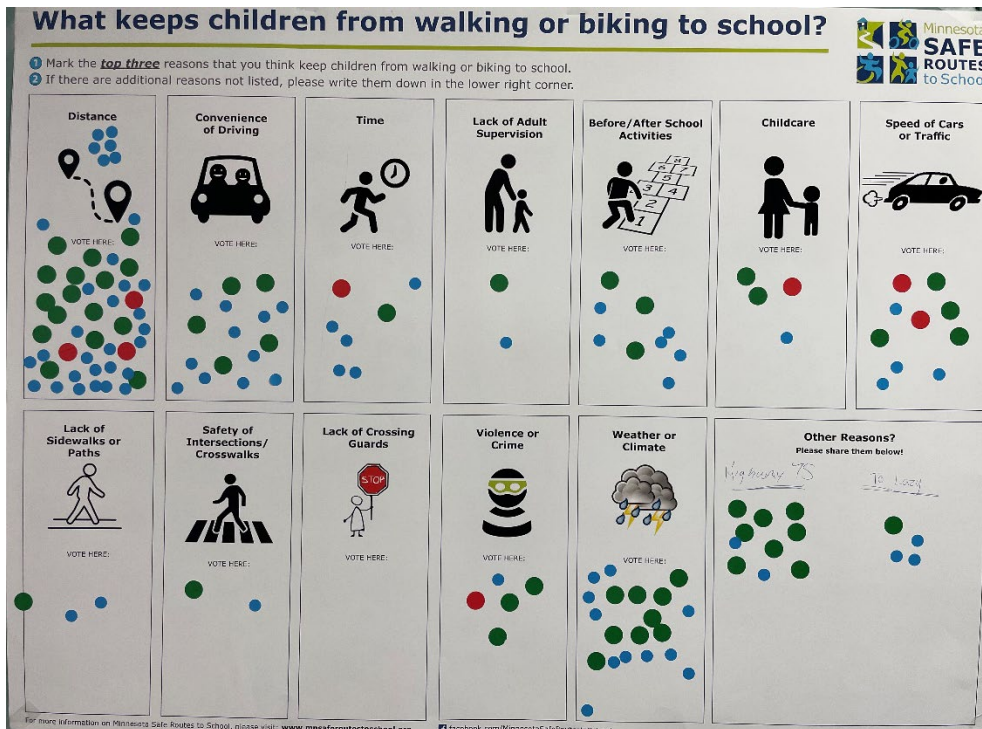


Figure 9: Green and Red dots are parent responses, Blue dots are student responses.



APPENDIX F: CRASH DATA

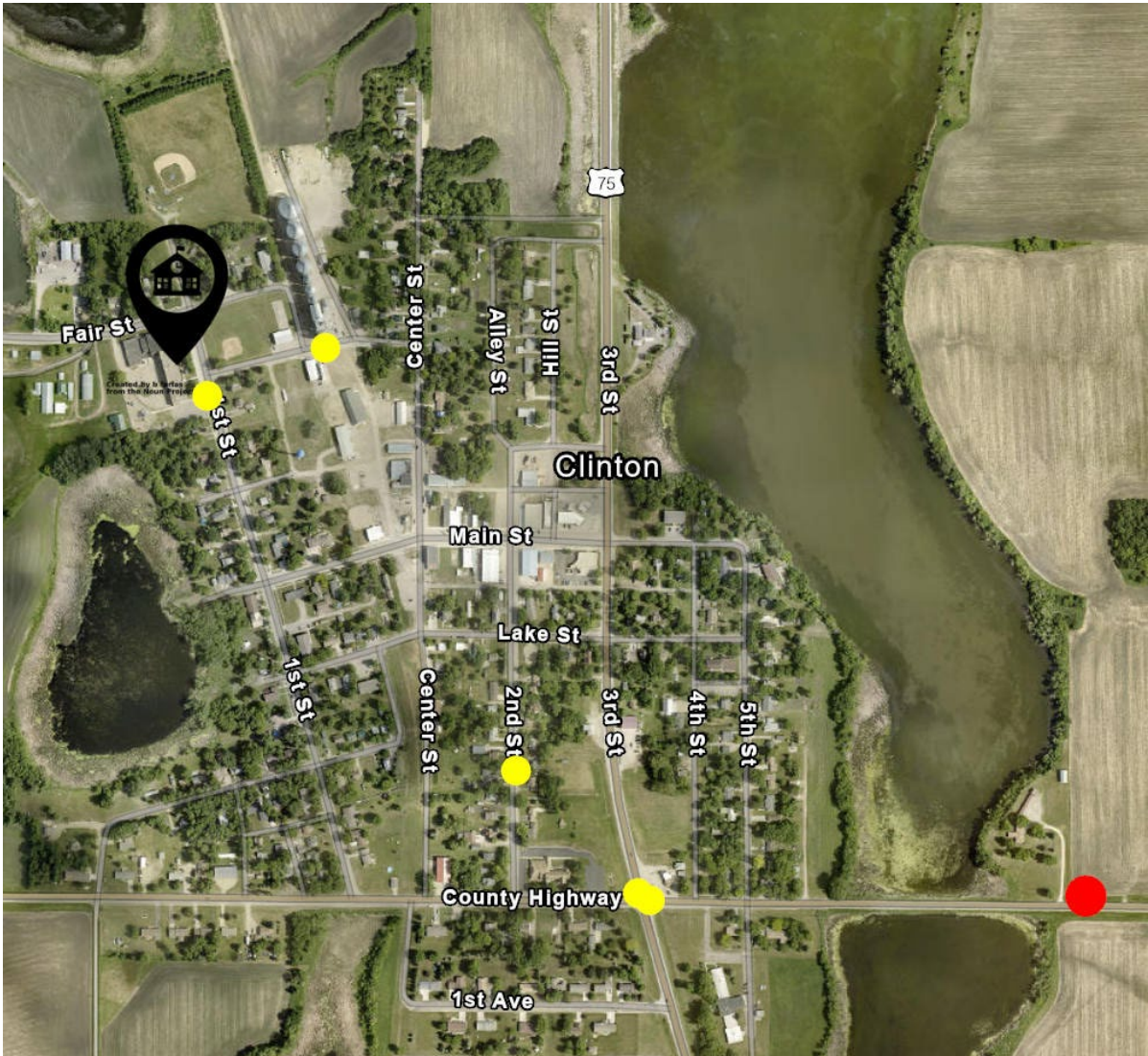
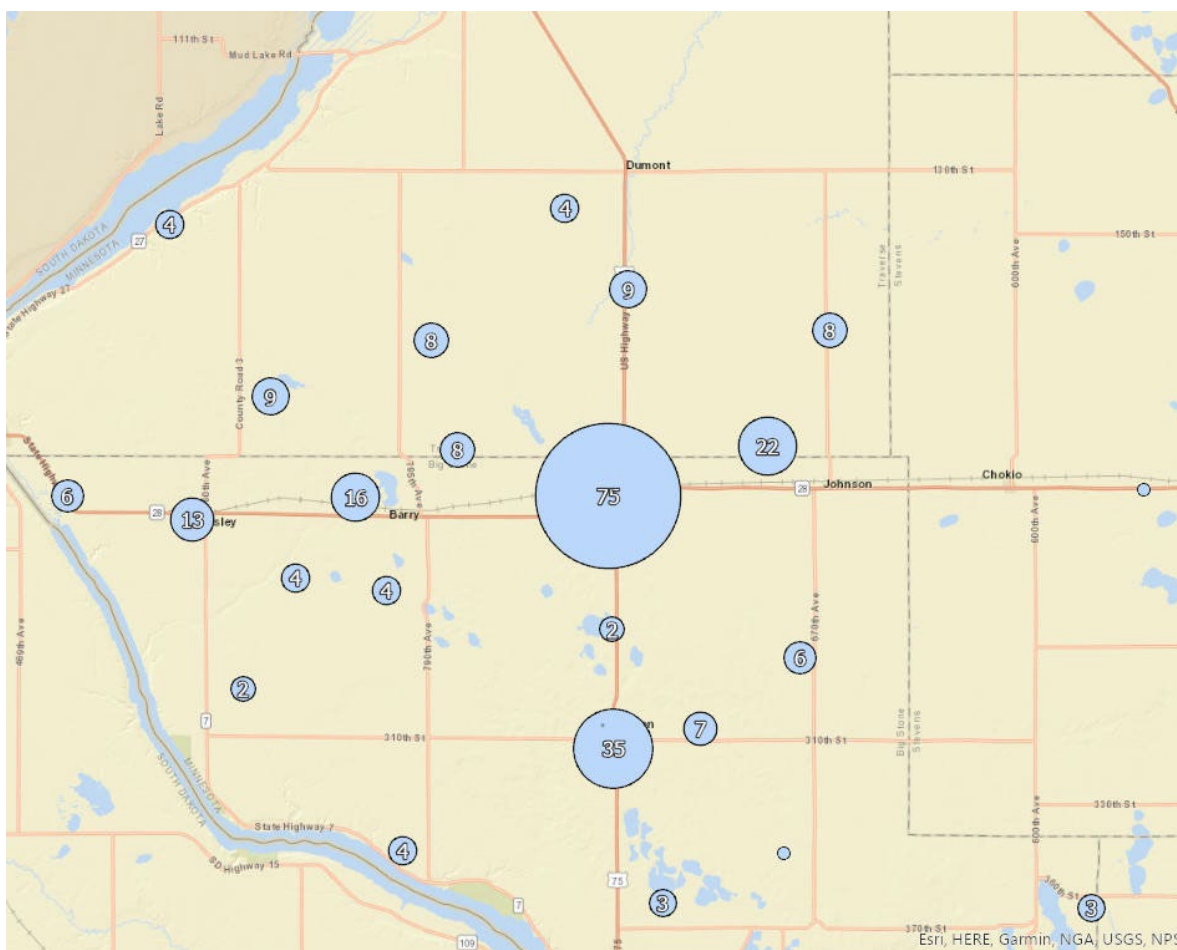


Figure 10: Yellow dots indicate vehicle to vehicle accident for years 2017-2022. Red dot indicates a vehicle pedestrian fatality.

## APPENDIX G: WHERE CGB STUDENTS RESIDE

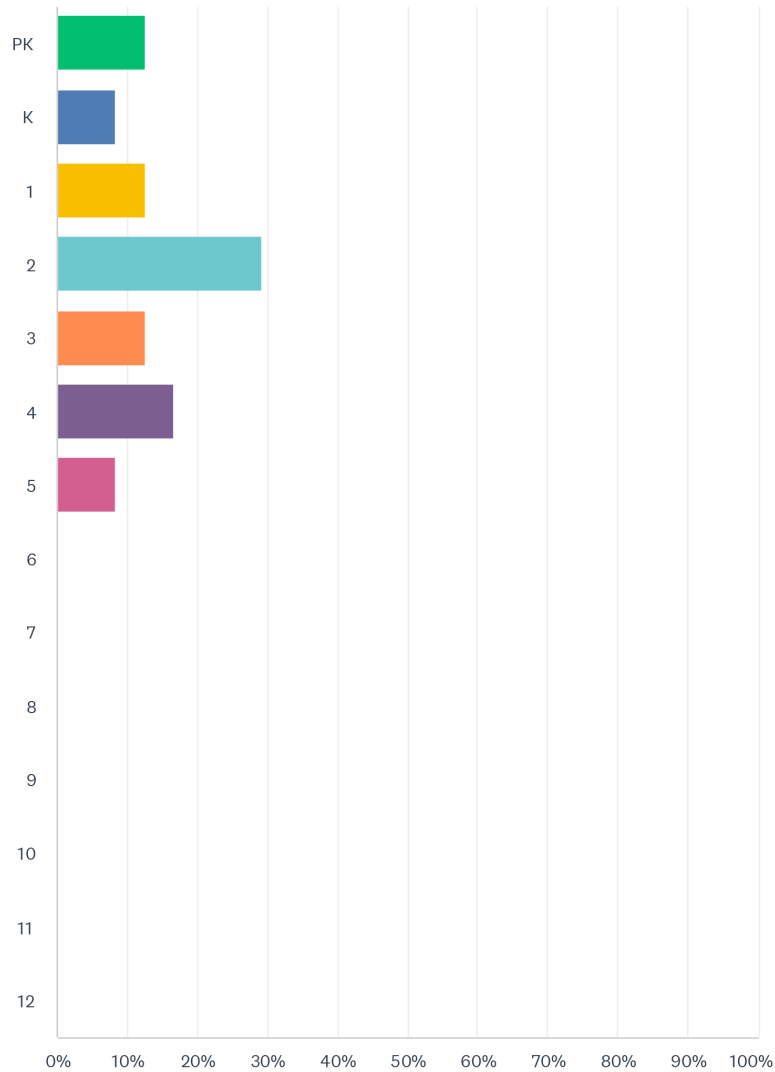




## APPENDIX H: CAREGIVER SURVEY RESULTS

### Q18 What is the grade of your child?

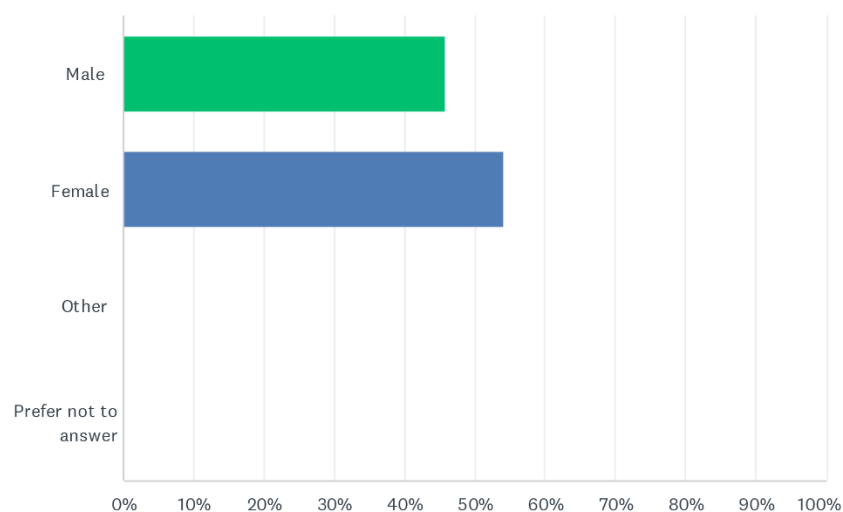
Answered: 24 Skipped: 11



| ANSWER CHOICES | RESPONSES |    |
|----------------|-----------|----|
| PK             | 12.50%    | 3  |
| K              | 8.33%     | 2  |
| 1              | 12.50%    | 3  |
| 2              | 29.17%    | 7  |
| 3              | 12.50%    | 3  |
| 4              | 16.67%    | 4  |
| 5              | 8.33%     | 2  |
| 6              | 0.00%     | 0  |
| 7              | 0.00%     | 0  |
| 8              | 0.00%     | 0  |
| 9              | 0.00%     | 0  |
| 10             | 0.00%     | 0  |
| 11             | 0.00%     | 0  |
| 12             | 0.00%     | 0  |
| TOTAL          |           | 24 |

## Q19 What is the gender of your child?

Answered: 24 Skipped: 11

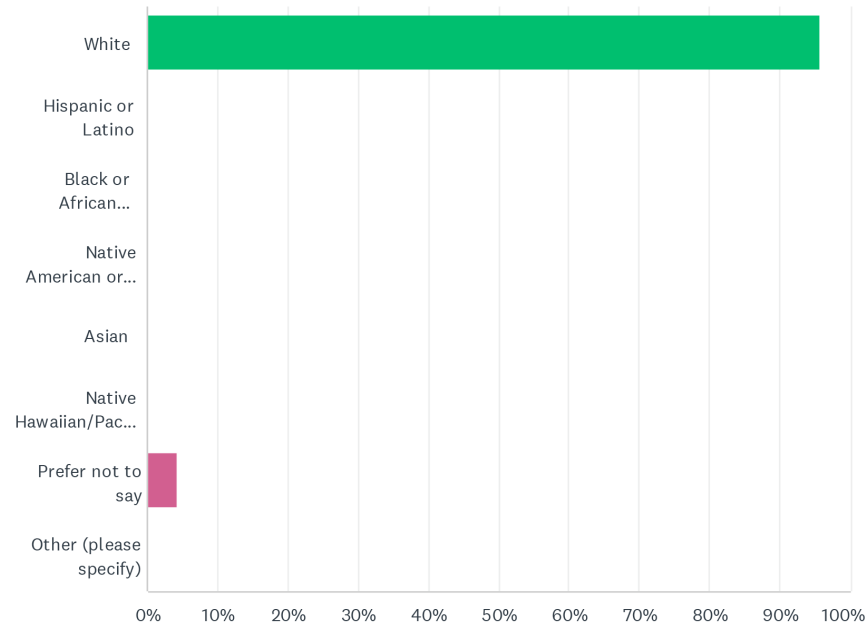


| ANSWER CHOICES       |  | RESPONSES |    |
|----------------------|--|-----------|----|
| Male                 |  | 45.83%    | 11 |
| Female               |  | 54.17%    | 13 |
| Other                |  | 0.00%     | 0  |
| Prefer not to answer |  | 0.00%     | 0  |
| TOTAL                |  |           | 24 |



Q20 What is the race/ethnicity of your child? (check all that apply)

Answered: 24 Skipped: 11

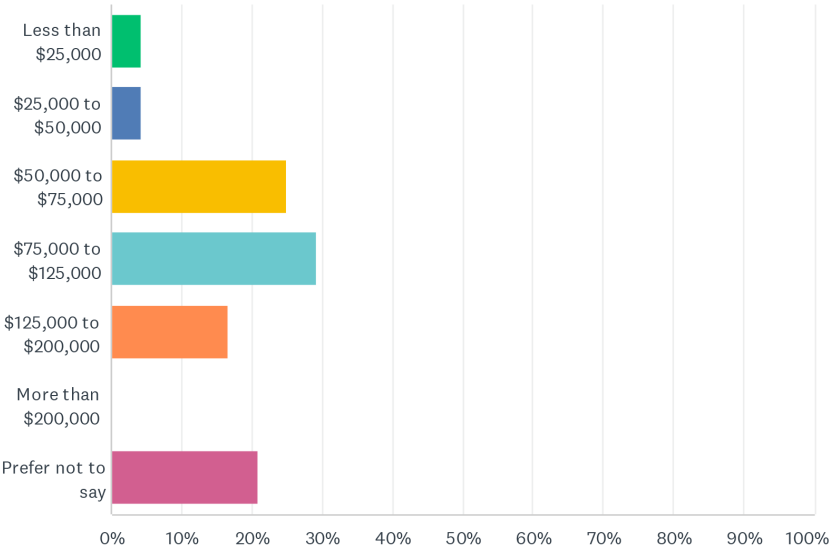


| ANSWER CHOICES                     | RESPONSES |    |
|------------------------------------|-----------|----|
| White                              | 95.83%    | 23 |
| Hispanic or Latino                 | 0.00%     | 0  |
| Black or African American          | 0.00%     | 0  |
| Native American or American Indian | 0.00%     | 0  |
| Asian                              | 0.00%     | 0  |
| Native Hawaiian/Pacific Islander   | 0.00%     | 0  |
| Prefer not to say                  | 4.17%     | 1  |
| Other (please specify)             | 0.00%     | 0  |
| Total Respondents: 24              |           |    |



Q21 What is your annual household income?

Answered: 24 Skipped: 11



| ANSWER CHOICES         | RESPONSES |    |
|------------------------|-----------|----|
| Less than \$25,000     | 4.17%     | 1  |
| \$25,000 to \$50,000   | 4.17%     | 1  |
| \$50,000 to \$75,000   | 25.00%    | 6  |
| \$75,000 to \$125,000  | 29.17%    | 7  |
| \$125,000 to \$200,000 | 16.67%    | 4  |
| More than \$200,000    | 0.00%     | 0  |
| Prefer not to say      | 20.83%    | 5  |
| TOTAL                  |           | 24 |



Q22 What language(s) do you speak at home? (check all that apply)

Answered: 24 Skipped: 11





| ANSWER CHOICES                                                            | RESPONSES |    |
|---------------------------------------------------------------------------|-----------|----|
| English                                                                   | 100.00%   | 24 |
| Spanish                                                                   | 0.00%     | 0  |
| Hmong                                                                     | 0.00%     | 0  |
| Cushite (includes Romo, Somali, Sidamo, and other East African languages) | 0.00%     | 0  |
| German                                                                    | 0.00%     | 0  |
| Vietnamese                                                                | 0.00%     | 0  |
| Chinese (includes Cantonese, Mandarin, and other Chinese languages)       | 0.00%     | 0  |
| French (includes Patois and Cajun)                                        | 0.00%     | 0  |
| Russian                                                                   | 0.00%     | 0  |
| Laotian                                                                   | 0.00%     | 0  |
| Arabic                                                                    | 0.00%     | 0  |
| Amharic                                                                   | 0.00%     | 0  |
| Hindi                                                                     | 0.00%     | 0  |
| Kru, Ibo, Yoruba                                                          | 0.00%     | 0  |
| Korean                                                                    | 0.00%     | 0  |
| Mon-Khmer, Cambodian                                                      | 0.00%     | 0  |
| Tagalog                                                                   | 0.00%     | 0  |
| Telegu                                                                    | 0.00%     | 0  |
| Norwegian                                                                 | 0.00%     | 0  |
| Ojibwa                                                                    | 0.00%     | 0  |
| Karen                                                                     | 0.00%     | 0  |
| Swahili                                                                   | 0.00%     | 0  |
| Other (please specify)                                                    | 0.00%     | 0  |
| Total Respondents: 24                                                     |           |    |

## Q23 What is the street intersection nearest your home?

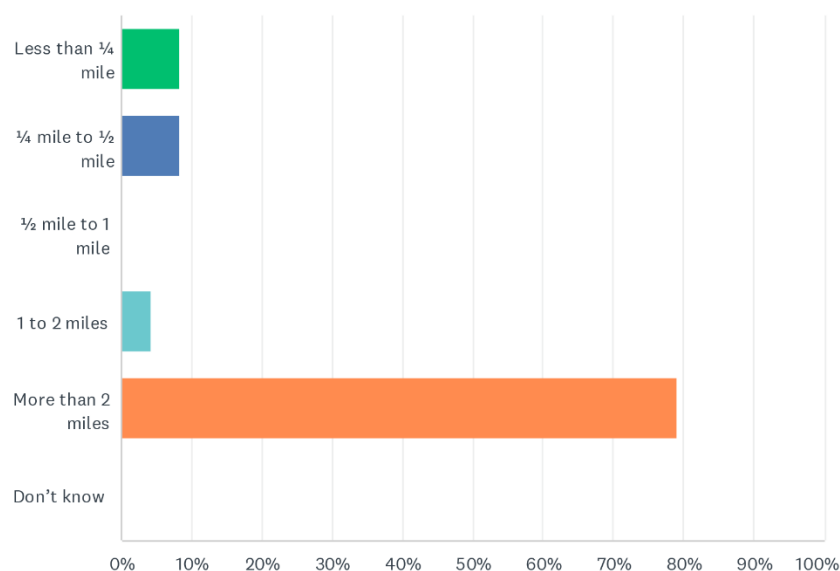
Answered: 18    Skipped: 17

| ANSWER CHOICES | RESPONSES |    |
|----------------|-----------|----|
| Street 1       | 100.00%   | 18 |
| Street 2       | 66.67%    | 12 |



## Q24 How far does your child live from school?

Answered: 24 Skipped: 11

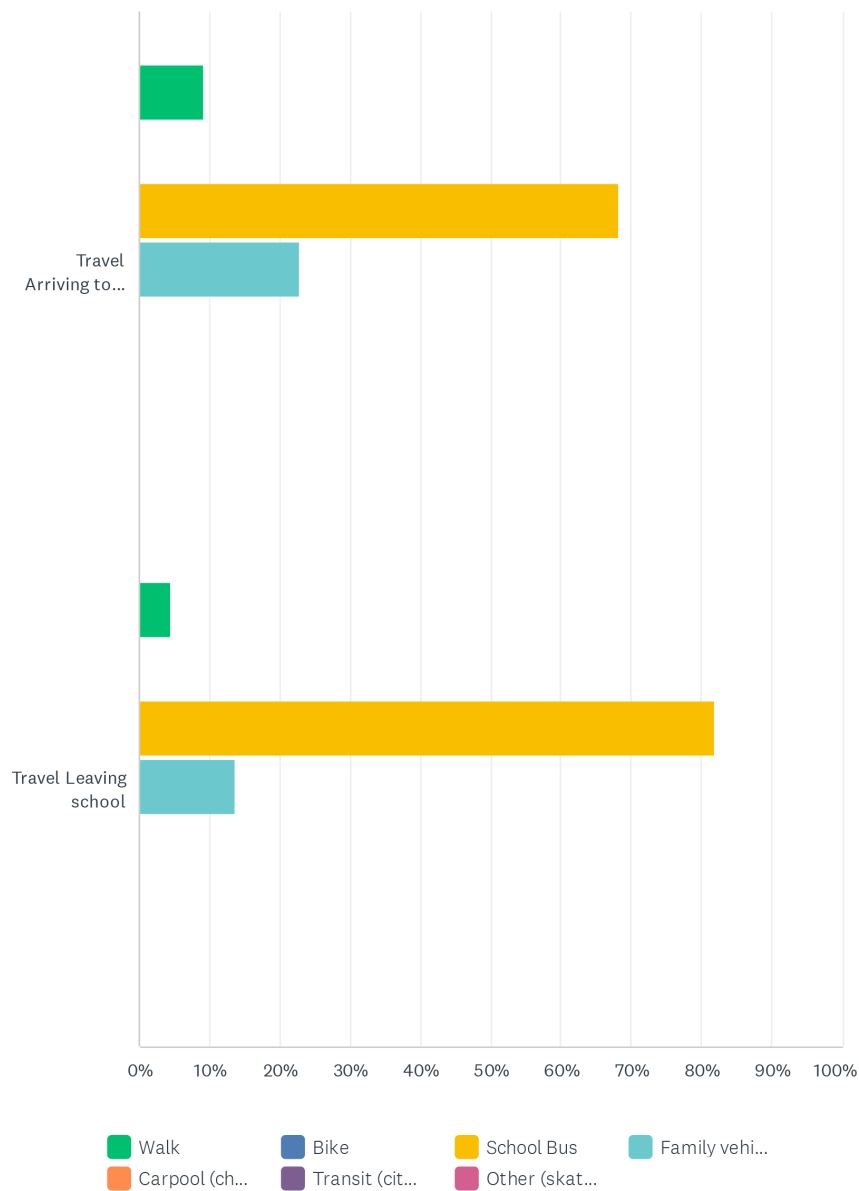


| ANSWER CHOICES    |  | RESPONSES |    |
|-------------------|--|-----------|----|
| Less than ¼ mile  |  | 8.33%     | 2  |
| ¼ mile to ½ mile  |  | 8.33%     | 2  |
| ½ mile to 1 mile  |  | 0.00%     | 0  |
| 1 to 2 miles      |  | 4.17%     | 1  |
| More than 2 miles |  | 79.17%    | 19 |
| Don't know        |  | 0.00%     | 0  |
| TOTAL             |  |           | 24 |



## Q25 On most days, how does your child travel to and from school?

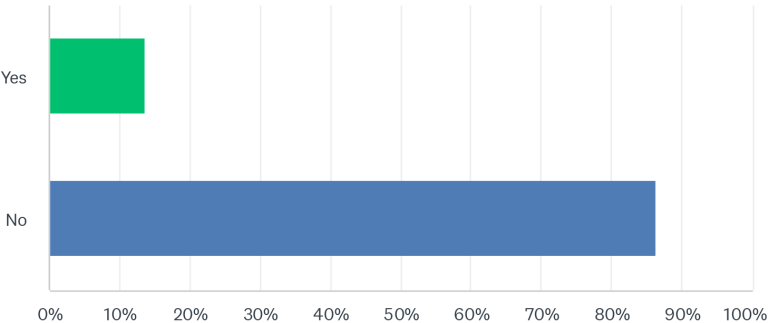
Answered: 22 Skipped: 13



|                           | WALK       | BIKE       | SCHOOL BUS   | FAMILY VEHICLE<br>(ONLY CHILDREN IN<br>YOUR FAMILY) | CARPOOL<br>(CHILDREN FROM OTHER<br>FAMILIES) | TRANSIT<br>(CITY BUS,<br>SUBWAY,<br>ETC.) | OTHER<br>(SKATEBOARD,<br>SCOOTER, INLINE<br>SKATES, ETC.) | TOTAL |
|---------------------------|------------|------------|--------------|-----------------------------------------------------|----------------------------------------------|-------------------------------------------|-----------------------------------------------------------|-------|
| Travel Arriving to school | 9.09%<br>2 | 0.00%<br>0 | 68.18%<br>15 | 22.73%<br>5                                         | 0.00%<br>0                                   | 0.00%<br>0                                | 0.00%<br>0                                                | 22    |
| Travel Leaving school     | 4.55%<br>1 | 0.00%<br>0 | 81.82%<br>18 | 13.64%<br>3                                         | 0.00%<br>0                                   | 0.00%<br>0                                | 0.00%<br>0                                                | 22    |

Q26 Has your child asked you permission to walk or bike to/from school in the last year?

Answered: 22   Skipped: 13



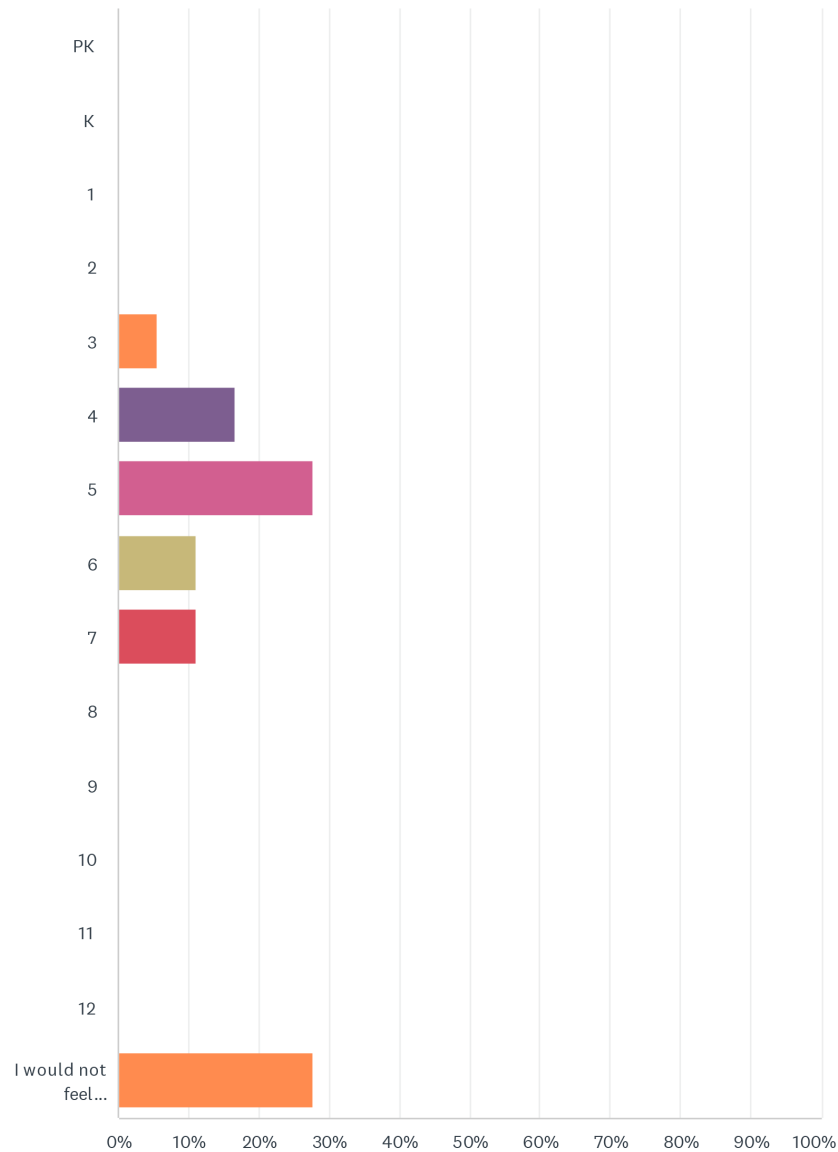
| ANSWER CHOICES | RESPONSES |    |
|----------------|-----------|----|
| Yes            | 13.64%    | 3  |
| No             | 86.36%    | 19 |
| TOTAL          |           | 22 |





## Q27 At what grade would you allow your child to walk or bike to/from school without an adult?

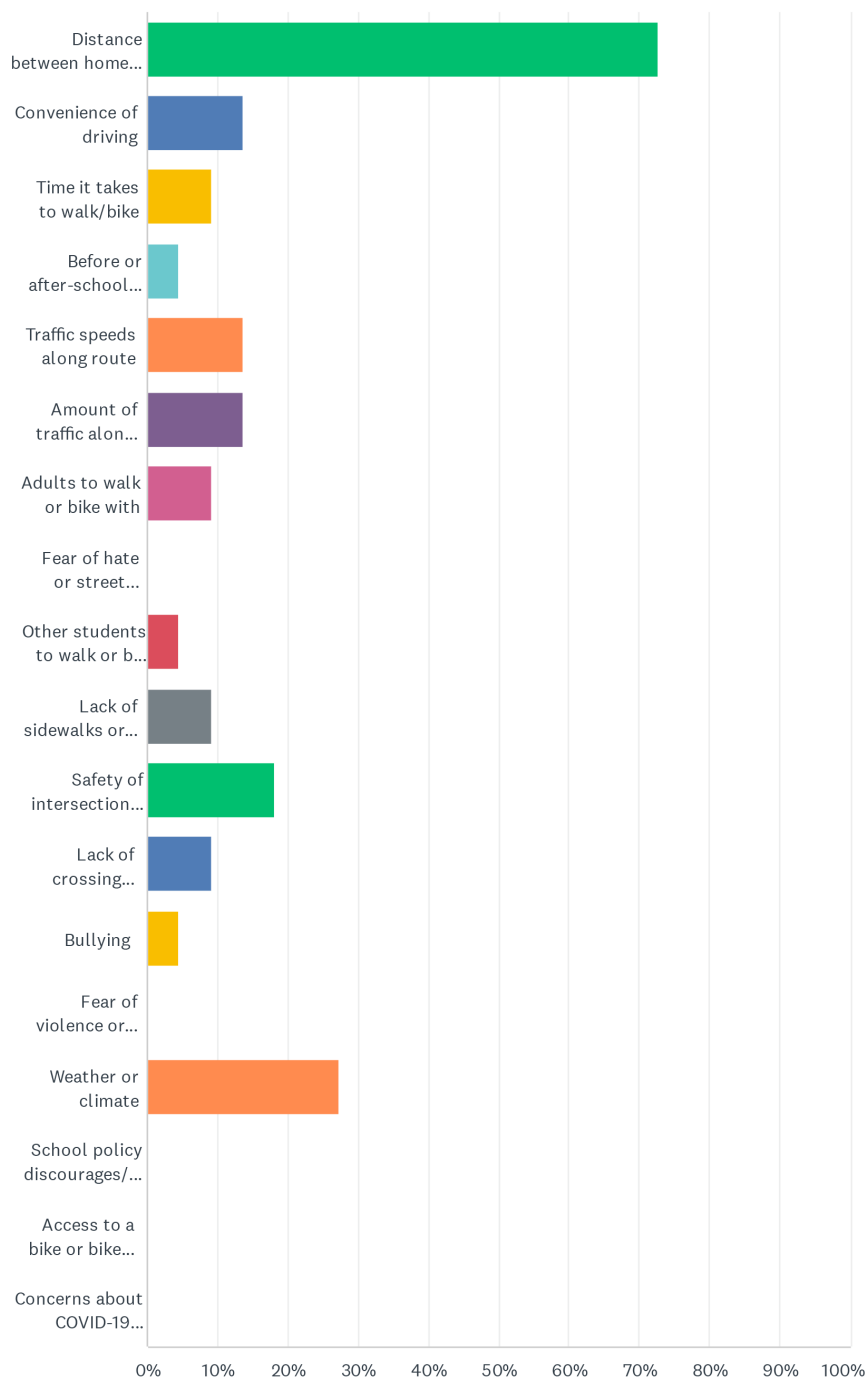
Answered: 18 Skipped: 17



| ANSWER CHOICES                            | RESPONSES |    |
|-------------------------------------------|-----------|----|
| PK                                        | 0.00%     | 0  |
| K                                         | 0.00%     | 0  |
| 1                                         | 0.00%     | 0  |
| 2                                         | 0.00%     | 0  |
| 3                                         | 5.56%     | 1  |
| 4                                         | 16.67%    | 3  |
| 5                                         | 27.78%    | 5  |
| 6                                         | 11.11%    | 2  |
| 7                                         | 11.11%    | 2  |
| 8                                         | 0.00%     | 0  |
| 9                                         | 0.00%     | 0  |
| 10                                        | 0.00%     | 0  |
| 11                                        | 0.00%     | 0  |
| 12                                        | 0.00%     | 0  |
| I would not feel comfortable at any grade | 27.78%    | 5  |
| TOTAL                                     |           | 18 |

## Q28 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 22 Skipped: 13

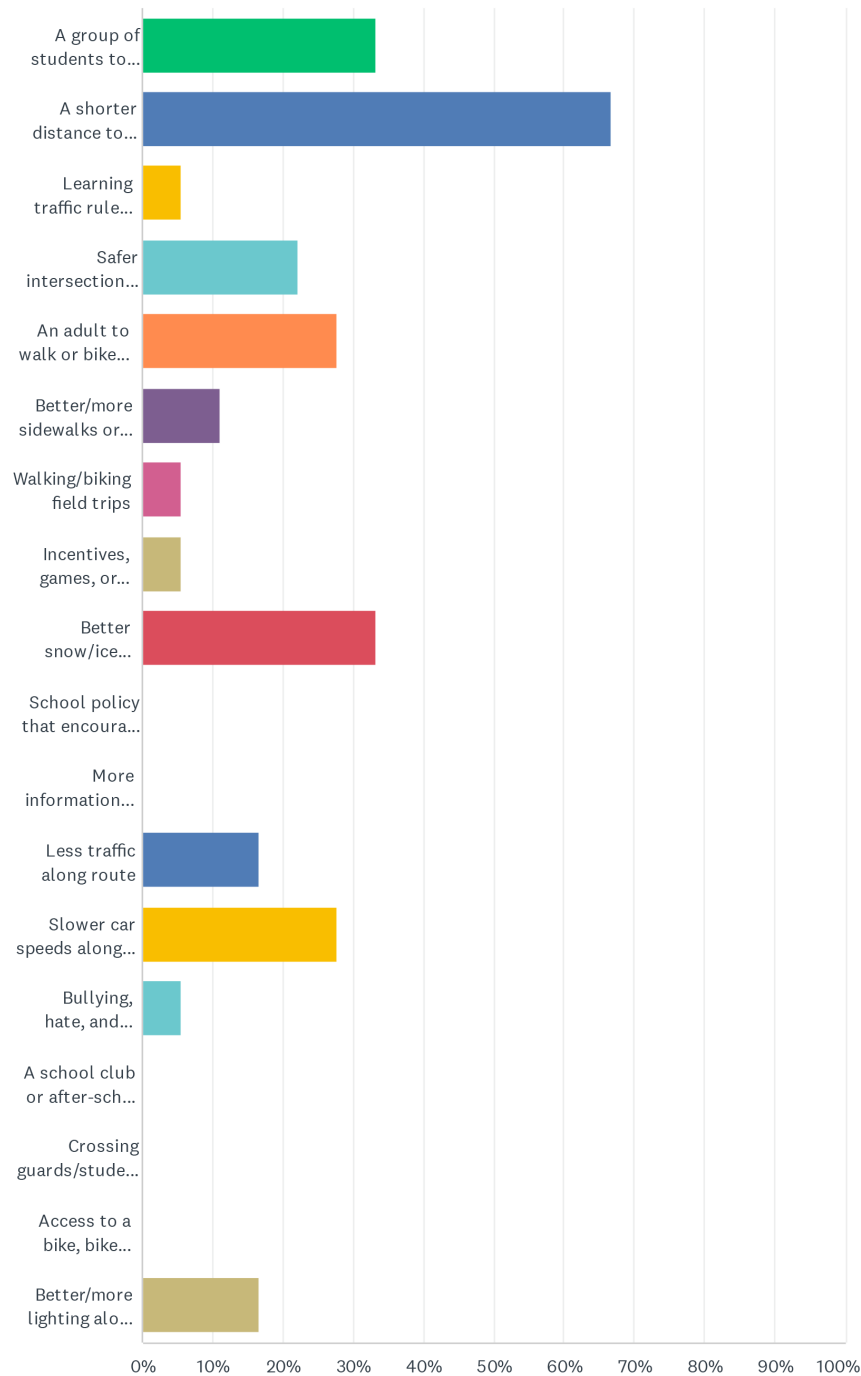




| ANSWER CHOICES                                                                     | RESPONSES |    |
|------------------------------------------------------------------------------------|-----------|----|
| Distance between home and school                                                   | 72.73%    | 16 |
| Convenience of driving                                                             | 13.64%    | 3  |
| Time it takes to walk/bike                                                         | 9.09%     | 2  |
| Before or after-school activities                                                  | 4.55%     | 1  |
| Traffic speeds along route                                                         | 13.64%    | 3  |
| Amount of traffic along route                                                      | 13.64%    | 3  |
| Adults to walk or bike with                                                        | 9.09%     | 2  |
| Fear of hate or street harassment based on race, ethnicity, and/or gender identity | 0.00%     | 0  |
| Other students to walk or bike with                                                | 4.55%     | 1  |
| Lack of sidewalks or pathways                                                      | 9.09%     | 2  |
| Safety of intersections and crossings                                              | 18.18%    | 4  |
| Lack of crossing guards/student patrols                                            | 9.09%     | 2  |
| Bullying                                                                           | 4.55%     | 1  |
| Fear of violence or crime                                                          | 0.00%     | 0  |
| Weather or climate                                                                 | 27.27%    | 6  |
| School policy discourages/prohibits walking/biking                                 | 0.00%     | 0  |
| Access to a bike or bike lock                                                      | 0.00%     | 0  |
| Concerns about COVID-19 transmission                                               | 0.00%     | 0  |
| Total Respondents: 22                                                              |           |    |

## Q29 What would help your child walk or bike to/from/at school more often? (check all that apply)

Answered: 18 Skipped: 17

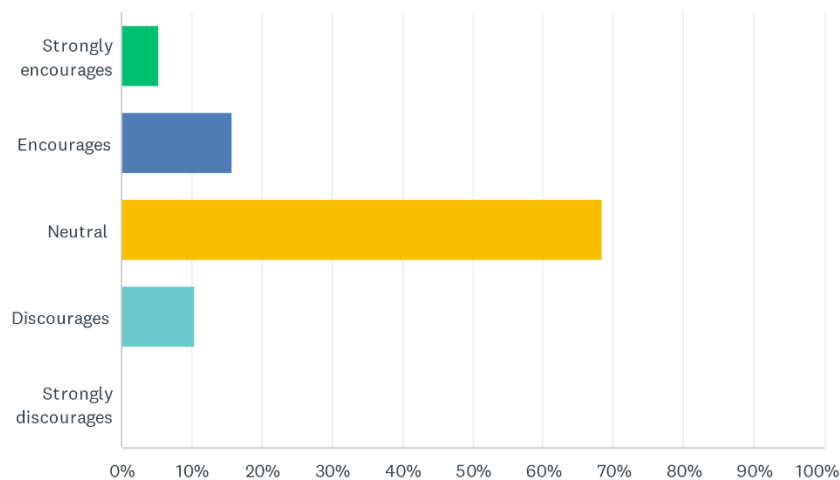


| ANSWER CHOICES                                                                | RESPONSES |    |
|-------------------------------------------------------------------------------|-----------|----|
| A group of students to walk or bike with                                      | 33.33%    | 6  |
| A shorter distance to walk or bike                                            | 66.67%    | 12 |
| Learning traffic rules and regulations and how to walk/bike safely            | 5.56%     | 1  |
| Safer intersections/crossings                                                 | 22.22%    | 4  |
| An adult to walk or bike with                                                 | 27.78%    | 5  |
| Better/more sidewalks or pathways                                             | 11.11%    | 2  |
| Walking/biking field trips                                                    | 5.56%     | 1  |
| Incentives, games, or rewards for walking/biking                              | 5.56%     | 1  |
| Better snow/ice removal in winter                                             | 33.33%    | 6  |
| School policy that encourages walking/biking                                  | 0.00%     | 0  |
| More information about walking and biking routes                              | 0.00%     | 0  |
| Less traffic along route                                                      | 16.67%    | 3  |
| Slower car speeds along route                                                 | 27.78%    | 5  |
| Bullying, hate, and harassment prevention and bystander intervention training | 5.56%     | 1  |
| A school club or after-school program                                         | 0.00%     | 0  |
| Crossing guards/student patrols/corner captains                               | 0.00%     | 0  |
| Access to a bike, bike lock, or secure bike parking                           | 0.00%     | 0  |
| Better/more lighting along route                                              | 16.67%    | 3  |
| Total Respondents: 18                                                         |           |    |



### Q30 How much does your child's school encourage walking and biking to/from school?

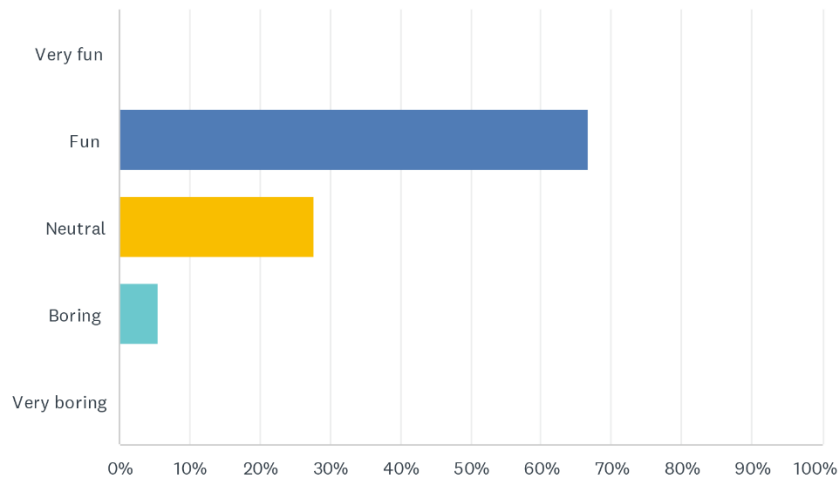
Answered: 19 Skipped: 16



| ANSWER CHOICES       |  | RESPONSES |    |
|----------------------|--|-----------|----|
| Strongly encourages  |  | 5.26%     | 1  |
| Encourages           |  | 15.79%    | 3  |
| Neutral              |  | 68.42%    | 13 |
| Discourages          |  | 10.53%    | 2  |
| Strongly discourages |  | 0.00%     | 0  |
| TOTAL                |  |           | 19 |

## Q31 How much fun is walking or biking to/from school for your child?

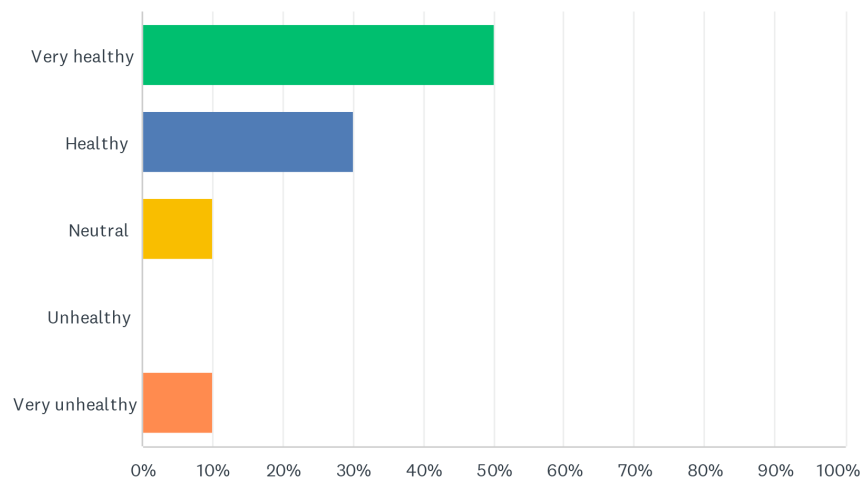
Answered: 18 Skipped: 17



| ANSWER CHOICES |  | RESPONSES |    |
|----------------|--|-----------|----|
| Very fun       |  | 0.00%     | 0  |
| Fun            |  | 66.67%    | 12 |
| Neutral        |  | 27.78%    | 5  |
| Boring         |  | 5.56%     | 1  |
| Very boring    |  | 0.00%     | 0  |
| TOTAL          |  |           | 18 |

## Q32 How healthy is walking or biking to/from school for your child?

Answered: 20 Skipped: 15



| ANSWER CHOICES |  | RESPONSES |    |
|----------------|--|-----------|----|
| Very healthy   |  | 50.00%    | 10 |
| Healthy        |  | 30.00%    | 6  |
| Neutral        |  | 10.00%    | 2  |
| Unhealthy      |  | 0.00%     | 0  |
| Very unhealthy |  | 10.00%    | 2  |
| TOTAL          |  |           | 20 |



### Q33 Please provide any additional comments below:

Answered: 10   Skipped: 25

|                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------|
| We live 20 miles from school                                                                                                      |
| kids live in different town than elementary school                                                                                |
| We live 18 miles from our kids' school, so bike/walk not an option.                                                               |
| This does not pertain to my child we live 35 miles from school                                                                    |
| We live near Beardsley, MN, and the elementary school is in Clinton, MN. It is about 25 miles between the 2.                      |
| Not really possible to walk/bike 24 one way to school...                                                                          |
| We live about 20 miles from school so this isn't a possibility for us.                                                            |
| Given the community that we live in, I'm not sure a survey regarding walking or biking to school makes a lot of sense.            |
| Safety of my child/not having an adult or older child to walk with and the cold winters prevents my child from walking to school. |
| We wish we lived closer to town.                                                                                                  |

## APPENDIX I: STUDENT TRAVEL TALLY RESULTS

### Morning and Afternoon Travel Mode Comparison

|    | Number of Trips | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|----|-----------------|------|------|------------|----------------|---------|---------|-------|
| AM | 357             | 2%   | 0%   | 74%        | 22%            | 1%      | 0%      | 1%    |
| PM | 360             | 5%   | 0%   | 0%         | 16%            | 1%      | 0%      | 0%    |

Percentages may not total 100% due to rounding.

### Morning and Afternoon Travel Mode Comparison by Day

|              | Number of Trips | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|--------------|-----------------|------|------|------------|----------------|---------|---------|-------|
| Tuesday AM   | 119             | 3%   | 0%   | 73%        | 23%            | 1%      | 0%      | 1%    |
| Tuesday PM   | 119             | 5%   | 0%   | 79%        | 14%            | 2%      | 0%      | 0%    |
| Wednesday AM | 118             | 2%   | 0%   | 73%        | 24%            | 1%      | 0%      | 1%    |
| Wednesday PM | 121             | 6%   | 0%   | 75%        | 17%            | 2%      | 0%      | 0%    |
| Thursday AM  | 120             | 2%   | 0%   | 77%        | 20%            | 1%      | 0%      | 1%    |
| Thursday PM  | 120             | 5%   | 0%   | 77%        | 18%            | 1%      | 0%      | 0%    |

Percentages may not total 100% due to rounding.

## APPENDIX J: DATA COLLECTION INSTRUMENTS

[illegible]

|                                                                                                                                                                                                                                                                          |                                                                                                                                                                  |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| +                                                                                                                                                                                                                                                                        |                                                                                                                                                                  | + |
| <b>8. Has your child asked you for permission to walk or bike to/from school in the last year?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No                                                                                                              |                                                                                                                                                                  |   |
| <b>9. At what grade would you allow your child to walk or bike to/from school without an adult?</b><br>(Select a grade between PK,K,1,2,3...) <input type="text"/> <input type="text"/> grade    (or) <input type="checkbox"/> I would not feel comfortable at any grade |                                                                                                                                                                  |   |
| <b>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</b>                                                                                                                                                           |                                                                                                                                                                  |   |
| <b>10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)</b>                                                                                                                | <b>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, mark box with X)</b> |   |
| <input type="checkbox"/> Distance.....                                                                                                                                                                                                                                   | <input type="checkbox"/> My child already walks or bikes to/from school                                                                                          |   |
| <input type="checkbox"/> Convenience of driving.....                                                                                                                                                                                                                     | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure                                                                       |   |
| <input type="checkbox"/> Time.....                                                                                                                                                                                                                                       | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure                                                                       |   |
| <input type="checkbox"/> Child's before or after-school activities.....                                                                                                                                                                                                  | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure                                                                       |   |
| <input type="checkbox"/> Speed of traffic along route.....                                                                                                                                                                                                               | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure                                                                       |   |
| <input type="checkbox"/> Amount of traffic along route.....                                                                                                                                                                                                              | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure                                                                       |   |
| <input type="checkbox"/> Adults to walk or bike with.....                                                                                                                                                                                                                | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure                                                                       |   |
| <input type="checkbox"/> Sidewalks or pathways.....                                                                                                                                                                                                                      | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure                                                                       |   |
| <input type="checkbox"/> Safety of intersections and crossings.....                                                                                                                                                                                                      | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure                                                                       |   |
| <input type="checkbox"/> Crossing guards.....                                                                                                                                                                                                                            | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure                                                                       |   |
| <input type="checkbox"/> Violence or crime.....                                                                                                                                                                                                                          | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure                                                                       |   |
| <input type="checkbox"/> Weather or climate.....                                                                                                                                                                                                                         | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure                                                                       |   |
| <b>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</b>                                                                                                                                                           |                                                                                                                                                                  |   |
| <b>12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?</b>                                                                                                                                                 |                                                                                                                                                                  |   |
| <input type="checkbox"/> Strongly Encourages <input type="checkbox"/> Encourages <input type="checkbox"/> Neither <input type="checkbox"/> Discourages <input type="checkbox"/> Strongly Discourages                                                                     |                                                                                                                                                                  |   |
| <b>13. How much fun is walking or biking to/from school for your child?</b>                                                                                                                                                                                              |                                                                                                                                                                  |   |
| <input type="checkbox"/> Very Fun <input type="checkbox"/> Fun <input type="checkbox"/> Neutral <input type="checkbox"/> Boring <input type="checkbox"/> Very Boring                                                                                                     |                                                                                                                                                                  |   |
| <b>14. How healthy is walking or biking to/from school for your child?</b>                                                                                                                                                                                               |                                                                                                                                                                  |   |
| <input type="checkbox"/> Very Healthy <input type="checkbox"/> Healthy <input type="checkbox"/> Neutral <input type="checkbox"/> Unhealthy <input type="checkbox"/> Very Unhealthy                                                                                       |                                                                                                                                                                  |   |
| <b>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</b>                                                                                                                                                           |                                                                                                                                                                  |   |
| <b>15. What is the highest grade or year of school you completed?</b>                                                                                                                                                                                                    |                                                                                                                                                                  |   |
| <input type="checkbox"/> Grades 1 through 8 (Elementary)                                                                                                                                                                                                                 | <input type="checkbox"/> College 1 to 3 years (Some college or technical school)                                                                                 |   |
| <input type="checkbox"/> Grades 9 through 11 (Some high school)                                                                                                                                                                                                          | <input type="checkbox"/> College 4 years or more (College graduate)                                                                                              |   |
| <input type="checkbox"/> Grade 12 or GED (High school graduate)                                                                                                                                                                                                          | <input type="checkbox"/> Prefer not to answer                                                                                                                    |   |
| <b>16. Please provide any additional comments below.</b>                                                                                                                                                                                                                 |                                                                                                                                                                  |   |
|                                                                                                                                                                                                                                                                          |                                                                                                                                                                  |   |
|                                                                                                                                                                                                                                                                          |                                                                                                                                                                  |   |
|                                                                                                                                                                                                                                                                          |                                                                                                                                                                  |   |





# 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...)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                | Monday's Date (Week count was conducted)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |      |                                                                                                                                                                                                                              | Number of Students Enrolled in Class:                                                                                                                                                         |                                          |                        |                            |                      |  |  |  |  |
| <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                | <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> |      |      |                                                                                                                                                                                                                              | <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> |                                          |                        |                            |                      |  |  |  |  |
| 0 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                | M M D D Y Y Y Y                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |                                                                                                                                                                                                                              | 1 5                                                                                                                                                                                           |                                          |                        |                            |                      |  |  |  |  |
| <p>• Please conduct these counts <b>on two of the following three days Tuesday, Wednesday, or Thursday.</b> (Three days would provide better data if counted)</p> <p>• <b>Please do not conduct these counts on Mondays or Fridays.</b></p> <p>• 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.</p> <p>• Ask your students as a group the question <b>"How did you arrive at school today?"</b></p> <p>• Then, reread each answer choice and record the number of students that raised their hands for each. <b>Place just one character or number in each box.</b></p> <p>• Follow the same procedure for the question <b>"How do you plan to leave for home after school?"</b></p> <p>• You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.</p> <p>• Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).</p> |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |                                                                                                                                                                                                                              |                                                                                                                                                                                               |                                          |                        |                            |                      |  |  |  |  |
| <b>Step 1.</b><br>Fill in the weather conditions and number of students in each class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      | <b>Step 2.</b><br><b>AM</b> – "How did you arrive at school today?" Record the number of hands for each answer.<br><b>PM</b> – "How do you plan to leave for home after school?" Record the number of hands for each answer. |                                                                                                                                                                                               |                                          |                        |                            |                      |  |  |  |  |
| Key                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Weather                                        | Student Tally                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Walk | Bike | School Bus                                                                                                                                                                                                                   | Family Vehicle                                                                                                                                                                                | Carpool                                  | Transit                | Other                      |                      |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | S= sunny<br>R= rainy<br>O= overcast<br>SN=snow | Number in class when count made                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | -    | -    | -                                                                                                                                                                                                                            | Only with Children from your family                                                                                                                                                           | Riding with children from other families | City bus, subway, etc. | Skate-board, scooter, etc. |                      |  |  |  |  |
| Sample AM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | S N                                            | 2 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2    | 3    | 8                                                                                                                                                                                                                            | 3                                                                                                                                                                                             |                                          | 3                      | 1                          |                      |  |  |  |  |
| Sample PM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | R                                              | 1 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3    | 3    | 8                                                                                                                                                                                                                            | 1                                                                                                                                                                                             | 2                                        | 2                      |                            |                      |  |  |  |  |
| Tues. AM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |                                                                                                                                                                                                                              |                                                                                                                                                                                               |                                          |                        |                            |                      |  |  |  |  |
| Tues. PM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |                                                                                                                                                                                                                              |                                                                                                                                                                                               |                                          |                        |                            |                      |  |  |  |  |
| Wed. AM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |                                                                                                                                                                                                                              |                                                                                                                                                                                               |                                          |                        |                            |                      |  |  |  |  |
| Wed. PM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |                                                                                                                                                                                                                              |                                                                                                                                                                                               |                                          |                        |                            |                      |  |  |  |  |
| Thurs. AM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |                                                                                                                                                                                                                              |                                                                                                                                                                                               |                                          |                        |                            |                      |  |  |  |  |
| Thurs. PM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |                                                                                                                                                                                                                              |                                                                                                                                                                                               |                                          |                        |                            |                      |  |  |  |  |
| Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |                                                                                                                                                                                                                              |                                                                                                                                                                                               |                                          |                        |                            |                      |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |                                                                                                                                                                                                                              |                                                                                                                                                                                               |                                          |                        |                            |                      |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |                                                                                                                                                                                                                              |                                                                                                                                                                                               |                                          |                        |                            |                      |  |  |  |  |
| +                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |                                                                                                                                                                                                                              |                                                                                                                                                                                               |                                          |                        | +                          |                      |  |  |  |  |

## APPENDIX K: PUBLIC HEALTH LAW CENTER, SRTS POLICY AMENDMENTS



Minnesota School Wellness

### *Promoting Health in Minnesota Schools:*

## SAFE ROUTES TO SCHOOL

As society becomes more aware of and concerned with children's health issues, communities are turning to their schools to provide an environment that promotes both healthy eating and physical activity.<sup>1</sup> School policies supporting healthy eating and physical activity are an important component of school efforts to promote the health and wellbeing of school children. Good nutrition and physical activity help "contribute to improved academic performance, attendance rates, behavior, and lifelong health and well-being."<sup>2</sup> Policies supporting Safe Routes to School can encourage children to be more physically active by encouraging active transportation to and from school through biking and walking.

### **What is Safe Routes to School?**

Safe Routes to School (SRTS) is a movement focused on increasing the number of children who walk or bike to school.<sup>3</sup> Safe Routes to School initiatives can include both policies and programs that support safe, efficient, and enjoyable opportunities for children to walk or bike to and from school.<sup>4</sup>

Local policies supporting SRTS may include:

- School wellness policies.
- Speed zone limits around schools.
- Local land use planning and zoning requirements that address school siting, crosswalks, and street design.
- Active School Day policies.
- Safe Routes to School plan.

A school's SRTS programs may include:

- Walking and/or biking maps.
- Consolidated bus pick-up points.
- Remote pick-up and drop-off locations.
- Bike and pedestrian curriculum.
- Walking school bus.
- Safe Routes to School Day.
- Designated team of stakeholders.
- Bicycle parking.
- Hand tallies to assess usage of various modes of student transportation.
- Hazard or zero-mile busing to transport children past areas unsafe for walking or biking.

Public Health Law Center 875 Summit Avenue St. Paul, Minnesota 55105 [www.publichealthlawcenter.org](http://www.publichealthlawcenter.org) 651.290.7506



Safe Routes to School policies and programs are often designed to remove barriers that may prevent children from walking or biking to and from school, including:

- A lack of safe infrastructure (such as sidewalks, cross-walks, or crossing guards) and other safety issues.
- A lack of programs that promote walking and biking through education and encouragement programs aimed at children, parents, and the community.
- A lack of cooperation between local stakeholders (school districts, cities, counties, or townships).
- A general fear of “liability” for injuries or other unwanted incidents.

### **Why is Safe Routes to School important?**

Safe Routes to School can play a critical role in reversing the nationwide trend of childhood inactivity.<sup>5</sup> In addition, SRTS efforts can help relieve traffic congestion around school zones, improve air quality, reduce accidents, and help improve a community’s quality of life.<sup>6</sup> Safe Routes to School initiatives benefit local neighborhoods by supporting the health and well-being of children, parents, neighbors, plants, animals, and the environment.<sup>7</sup>

### **Do any federal or Minnesota laws require a Safe Routes to School initiative?**

No. However, while neither federal nor Minnesota law require SRTS, both provide support for SRTS initiatives. Federal support for SRTS initiatives includes funding for state departments of transportation to develop SRTS programs.<sup>8</sup> Financial assistance is then awarded to schools by a state department of transportation through a competitive grant program.<sup>9</sup>

A separate Minnesota SRTS program was created to provide additional “assistance in capital investments for safe and appealing non-motorized transportation to and from a school.”<sup>10</sup> Financial assistance from Minnesota’s SRTS Program is intended to supplement or replace aid for infrastructure projects funded through the federal program.<sup>11</sup> This program is in development; it first received funding from the Minnesota bonding bill that was passed in May 2013.<sup>12</sup> The Minnesota Department of Health also supports SRTS by providing funding through its Statewide Health Improvement Program (SHIP) Active Living Strategy. In the first three years of SHIP, 215 schools that serve 143,000 students created SRTS programs.<sup>13</sup>

### **Does the Minnesota School Boards Association (MSBA)<sup>14</sup> Model Wellness Policy<sup>15</sup> address Safe Routes to School?**

No, not specifically.

### **Could existing MSBA policies be used to support the creation and management of Safe Routes to School?**

Yes. The MSBA has several model policies that could be used to support the creation and management of a Safe Routes to School program, such as:

- 707 (Transportation of Public School Students)
- 708 (Transportation of Nonpublic School Students)
- 709 (Student Transportation Safety Policy & Notification Forms)
- 710 (Extracurricular Transportation)



## How can Minnesota schools incorporate Safe Routes to School into a school wellness policy?

The following language can be incorporated into a school board policy that follows the MSBA's model. This language can also be individually tailored to fit into a school board policy that does not follow the MSBA model policy.

### Addition to the MSBA School Wellness Policy

#### 533\_ SAFE ROUTES TO SCHOOL POLICY

##### I. PURPOSE

The purpose of this policy is to provide the criteria that students, parents/guardians, and employees need to follow when biking, walking, or using other forms of active transportation to and from school. Biking, walking, and other forms of active transportation promote student and adult well-being by integrating more physical activity into a daily routine and provide active living skills and healthy habits that will last a lifetime.

In supporting active transportation to and from school:

- The district supports biking and walking as transportation as long as students and employees can do so safely.
- Students, parents/guardians, and employees have a responsibility to follow the laws and rules for safe walking, biking, and driving to ensure the safety of all road users - pedestrians, bikers, and motorists.
- The school district assumes no liability for injury or damage resulting from individuals biking or walking to school.

##### II. GUIDELINES

###### A. General

1. The school district will facilitate all schools developing a Safe Routes to School (SRTS) plan that incorporates action items from all "5 E's" (evaluation, engineering, education, encouragement, and enforcement).<sup>16</sup>
2. The school district will integrate SRTS strategies into district-wide and individual school wellness policies.
3. The school district will assess and, to the extent possible, make any necessary improvements to make it safer and easier for students to walk and bike to and from school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal and state funds to finance such improvements.
4. The school district will form a school-community planning team that includes students, parent-teacher organizations, local public health representatives, school administrators, law enforcement representatives, city and/or county transportation engineers, city and/or county planners, city and/or county elected officials, fire/EMS representatives, neighborhood association representatives, and parents or other community volunteers.
5. The school district will encourage health and wellness councils at the school district and school level to advance SRTS goals and support successful, ongoing implementation.
6. The school district will encourage walking and biking to and from school based on age-appropriate standards for students living within certain distances of the school.
7. The school district will provide parents with information on the health benefits of walking and biking to and from school.





8. The school district will work with the appropriate local government authorities to ensure that sidewalks and/or bike paths exist to provide connectivity among neighborhoods and to allow safe access to recreation centers, libraries, and other after-school destinations.
  9. The school district assumes no responsibility to ensure that students are trained in pedestrian or bike safety. Parents and guardians are expected to teach students the traffic safety laws and school district rules outlined in this policy.
- B. Biking**
1. The school district supports students, parents/guardians, and employees using biking as transportation as long as the bikers live within a comfortable biking distance for their level of skill, follow traffic safety laws, and use appropriate safety equipment, including a properly fitted helmet.
  2. Children in 3rd grade and below are unlikely to have the developmental and judgment skills for unsupervised biking. These children should be accompanied by an adult when biking to or from school.
  3. While on school grounds with a bike, students must comply with traffic safety laws and the following rules:
    - a. Bikers must exercise caution around motor vehicles and pedestrian students. Bikers must walk bikes on school sidewalks when others are present.
    - b. Bikes must be parked in the racks provided.
    - c. Students are encouraged to bring and use bike locks.
    - d. Helmets must be stored in a locker or backpack, or locked to a bike.
    - e. Students must respect the personal property of others and not interfere with other bikes. This includes stealing bikes or equipment, unlocking quick releases, touching helmets locked to bikes, or any other action that would damage property.
- C. Walking**
1. The school district supports students, parents/guardians, and employees walking to and from school, as long as the individuals live within a comfortable walking distance.
  2. The school district recommends that students in 3rd grade and below walk with adult supervision.
  3. Walkers must obey traffic safety laws and always use their common sense and good judgment.
    - a. If available, students, parents/guardians, and employees should use cross walks where painted.
    - b. Before crossing, look left, right, and left again to make sure the road is clear. Continue looking while you cross and listen for traffic.
    - c. Walkers should not cross the street from between parked cars.

### What other ways can schools support Safe Routes to School initiatives?

In Minnesota, the superintendent is responsible for implementing and enforcing school board policy. Superintendents issue protocols, procedures, and guidelines to help implement the school board's policies. The following language can be incorporated into existing guidelines. However, as school boards and superintendents may adopt more specific or general guidelines based on their needs and goals, policy language can be interchangeable with the guidelines listed below.

### Safe Routes to School Guidelines

- Students, faculty, and staff are encouraged and supported to safely walk or bike to and from school as often as possible.<sup>17</sup>
- Elementary schools will provide crossing guards near the school.<sup>18</sup>
- Schools will work with the community, including school board members, parents, and local public works, community planning, and public safety agencies, to create ways for students to walk, bike, rollerblade, or skateboard safely to and from school.<sup>19</sup>
- All schools will provide biking and walking safety education to students, parents, and faculty.<sup>20</sup>
- Basic biking and walking safety will be taught when bus safety is taught.
- The school district will participate in national activity campaigns, like Kids Walk to School, Screen-Free Week, Bike to School Day, and International Walk to School Day.
- All schools will provide bike racks on the school campus.<sup>21</sup> Bikes must be locked to school-provided racks when left unattended.<sup>22</sup>
- The school district will develop a walking school bus and remote drop-off program at the elementary level.
- All schools will provide maps showing safe routes for students to walk and bike to and from school.<sup>23</sup>
- Elementary school students living less than \_\_\_ mile(s) away from the closest school in their district, and middle and high school students living less than \_\_\_ mile(s) from the closest school in their district, will be encouraged to walk or bike to and from school.<sup>24</sup>
- Transportation or an adult escort will be provided to students whose route to school has been surveyed and determined not to be reasonably safe for walking or biking.<sup>25</sup>
- All persons on school grounds riding a bike, other pedal-powered vehicle, scooter, or any other device associated with a significant risk of causing a head injury will wear a safety helmet that meets the standards of the federal Consumer Product Safety Commission.<sup>26</sup>
- Health education and physical education curricula will include topics of pedestrian and biker safety and traffic rules at appropriate grade levels.<sup>27</sup>
- Schools will conduct hand tallies to measure the number of students biking, walking, and arriving in motor vehicle transit for assessment purposes.

### Are there any other resources that may be helpful in implementing Safe Routes to School?

Yes. Several resources are available that can assist with implementing an SRTS program. These include:

- Public Health Law Center
  - *School Zone Speed Limits in Minnesota*, <http://publichealthlawcenter.org/sites/default/files/resources/ship-fs-ww-schoolzonespeedlimit-2010.pdf>
  - *Waivers and Releases*, <http://publichealthlawcenter.org/sites/default/files/resources/ship-fs-WaiversReleases-2011.pdf>
  - *Liability for Volunteers in the Walking School Bus Program*, [http://publichealthlawcenter.org/sites/default/files/resources/ship-fs-wschoolbus-2010\\_0.pdf](http://publichealthlawcenter.org/sites/default/files/resources/ship-fs-wschoolbus-2010_0.pdf)
  - *Liability Concerns in Minnesota: Recreational Maps*, [http://publichealthlawcenter.org/sites/default/files/resources/ship-fs-communitymappingliability-2010\\_0.pdf](http://publichealthlawcenter.org/sites/default/files/resources/ship-fs-communitymappingliability-2010_0.pdf)

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Public Health Law Center 875 Summit Avenue St. Paul, Minnesota 55105 [www.publichealthlawcenter.org](http://www.publichealthlawcenter.org) 651.290.7506

- Minnesota Department of Transportation, *Safe Routes to School Program*, <http://www.dot.state.mn.us/saferoutes/>
- Minnesota Department of Health, *Safe Routes to School Program*, <http://www.health.state.mn.us/divs/oshii/srts/>
- National Center for Safe Routes to School
  - *Walkability Checklist*, <http://www.saferoutesinfo.org/sites/default/files/walkabilitychecklist.pdf>
  - *Personal Security and Safe Routes to School*, [http://www.saferoutesinfo.org/sites/default/files/Personal\\_Security\\_and\\_SRTS.pdf](http://www.saferoutesinfo.org/sites/default/files/Personal_Security_and_SRTS.pdf)
  - *Plan the Event*, <http://www.walkbiketoschool.org/get-set/plan-the-event>
- Centers for Disease Control and Prevention, *Walk-to-School Programs*, [http://www.cdc.gov/nccdphp/dnpa/kidswalk/pdf/kidswalk\\_programs\\_3\\_31\\_06.pdf](http://www.cdc.gov/nccdphp/dnpa/kidswalk/pdf/kidswalk_programs_3_31_06.pdf)
- Michigan Department of Transportation, *Effectively Planning and Implementing Safe Routes to School for Students with Disabilities*, [http://saferoutesmichigan.org/userfiles/file/Resources/papers\\_and\\_presentations/sr2s\\_papers/EX\\_SUMMARY\\_SRTS\\_for\\_Students\\_with\\_Disabilities\\_FINAL.pdf](http://saferoutesmichigan.org/userfiles/file/Resources/papers_and_presentations/sr2s_papers/EX_SUMMARY_SRTS_for_Students_with_Disabilities_FINAL.pdf)

*Last updated June 2013.*

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*For related publications, visit [www.publichealthlawcenter.org](http://www.publichealthlawcenter.org)*

## Endnotes

<sup>1</sup> See, e.g., *Local Wellness Policy: A Guide for Development*, MINN. DEP'T OF EDUC. 5 (Sept. 2005), available at <http://www.health.state.mn.us/cdr/nutrition/docsandpdf/localwellnesspolicy.pdf>.

<sup>2</sup> *School Wellness Policies*, IDAHO DEP'T OF EDUC., <http://www.sde.idaho.gov/site/cnp/wellness/> (last visited May 6, 2013).

<sup>3</sup> See, e.g., *Safe Routes to School Program*, MINN. DEP'T OF TRANS., <http://www.dot.state.mn.us/saferoutes/index.html> (last visited Apr. 29, 2013) [hereinafter *MNDOT SRTS Program*].

<sup>4</sup> See Nike, Inc. et al., *Designed to Move: A Physical Activity Action Agenda*, 78-79 (2012), available at [http://designedtomove.org/downloads/Designed\\_To\\_Move\\_Full\\_Report.pdf](http://designedtomove.org/downloads/Designed_To_Move_Full_Report.pdf).

<sup>5</sup> *What is Safe Routes to School?*, SAFE ROUTES TO SCHOOL NAT'L PARTNERSHIP, <http://www.saferoutespartnership.org/about/history/what-is-safe-routes-to-school> (last visited Apr. 29, 2013). See also David Bassett





et al., *Estimated Energy Expenditures for School-Based Policies and Active Living*, 44 AM. J. PREV. MED. 108, 112 (2013) (reviewing scientific literature to conclude that walking or biking to school has “the potential to meaningfully increase children’s physical activity”).

<sup>6</sup> *Build & Sustain a Program*, SAFE ROUTES NAT’L CENTER FOR SAFE ROUTES TO SCHOOL, <http://www.saferoutesinfo.org/program-tools/build-and-sustain-program> (last visited Apr. 29, 2013).

<sup>7</sup> *Safe Routes to School Program: Talking Points*, MINN. DEP’T OF EDUC., <http://www.dot.state.mn.us/saferoutes/educators.html#classroom> (last visited Apr. 24, 2013).

<sup>8</sup> See *MNDOT SRTS Program*, *supra* note 3. See also *MAP-21: Moving Ahead for Progress in the 21<sup>st</sup> Century*, MINN. DEP’T OF TRANS., <http://www.dot.state.mn.us/map-21/index.html> (referring to the Moving Ahead for Progress in the 21<sup>st</sup> Century Act, Pub. L. No. 112-141, 126 Stat. 405 (2012)) (last visited Apr. 29, 2013).

<sup>9</sup> *Safe Routes to School Program: Safe Routes to School Funding and Special Requirements*, MINN. DEP’T OF TRANS. (last modified 2012), <http://www.dot.state.mn.us/saferoutes/funding.html>.

<sup>10</sup> MINN. STAT. §174.40, Subd. 2 (2012).

<sup>11</sup> MINN. STAT. §174.40, Subd. 2 (2012).

<sup>12</sup> *Permanent Transportation Funding Increase Eludes 2013 Legislature*, LEAGUE OF MINNESOTA CITIES (May 28, 2013), <http://www.lmc.org/page/1/omnitranspo2013.jsp>.

<sup>13</sup> *SHIP Stories*, Minn. Dep’t of Health (last updated May 2013), available at <http://www.health.state.mn.us/divs/oshii/ship/stories/pdf/saferoutesfairmont.pdf>.

<sup>14</sup> LEAGUE OF MINNESOTA CITIES, *HANDBOOK FOR MINNESOTA CITIES 17:14* (2012), available at <http://www.lmc.org/media/document/1/chapter17.pdf> (“The Minnesota School Boards Association (MSBA) supports, promotes and enhances the work of public school boards. MSBA is a private nonprofit organization that provides technical assistance; cost-saving programs; and advocacy, training, research, and referral services for all of Minnesota’s public [school members]. Membership in MSBA is voluntary.”).

<sup>15</sup> *MSBA/MASA Model Policy 533: Wellness*, MINN. SCHOOL BOARD ASS’N & MINN. ASS’N OF SCHOOL ADMIN. (2010).

<sup>16</sup> *The “Five E’s” of Safe Routes to School*, SAFE ROUTES TO SCH. NAT’L P’SHP, <http://www.saferoutespartnership.org/local/getting-started-locally/5es> (last visited Jun. 7, 2013).

<sup>17</sup> *Fit, Healthy, and Ready to Learn: Chapter D: Policies to Promote Physical Activity and Physical Education*, NAT’L ASS’N OF STATE BOARDS OF EDUC. 39 (last updated 2012), available at [http://www.nasbe.org/wp-content/uploads/FHRTL-D\\_Physical-Activity-NASBE-November-2012.pdf](http://www.nasbe.org/wp-content/uploads/FHRTL-D_Physical-Activity-NASBE-November-2012.pdf) [hereinafter *Fit, Healthy, and Ready to Learn*].

<sup>18</sup> *South Carolina Department of Education Recommendations for Improving Student Nutrition and Physical Activity*, TASK FORCE ON STUDENT NUTRITION AND PHYSICAL ACTIVITY, SOUTH CAROLINA DEP’T OF EDUC. 21 (2004), available at [http://www.fns.usda.gov/tn/healthy/SC\\_report.pdf](http://www.fns.usda.gov/tn/healthy/SC_report.pdf) [hereinafter *S.C. Recommendations*].

<sup>19</sup> *Wellness Policies: School Wellness Policies*, SAFE ROUTES TO SCHOOL NAT’L PARTNERSHIP, <http://www.saferoutespartnership.org/state/bestpractices/wellnesspolicies> (last visited Apr. 29, 2013).

<sup>20</sup> See *S.C. Recommendations*, *supra* note 18, at 21.

<sup>21</sup> *Id.* at 20.

<sup>22</sup> *Fit, Healthy, and Ready to Learn*, *supra* note 17, at 39.

<sup>23</sup> *Id.*

<sup>24</sup> *Id.*

<sup>25</sup> *Id.*

<sup>26</sup> *Id.*

<sup>27</sup> *Id.*







# TIPSHEET MODEL POLICIES



**WHY WRITE POLICIES?** - Written policies help SRTS programs evolve into more permanent change. Policies may also lead to more support for programs and more funding opportunities. Strong policies build the foundations for sustainable SRTS programs to exist throughout the future.

**INSTRUCTIONS** - See the model policies below and customize them for your school, school district, agency, municipality, or department.



## EDUCATION

| BEGINNER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | INTERMEDIATE                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Safety Education</b></p> <p>Our school requires a comprehensive education curriculum with a focus on traffic safety education and active transportation skills. The curriculum shall include:</p> <ul style="list-style-type: none"><li>● Implementing the <a href="#">Minnesota Walk! Bike! Fun! Pedestrian and Bicycle Curriculum</a> for all students age 5-13</li><li>● Conducting pedestrian safety workshops for all students in grades K-2nd</li><li>● Hosting bicycle skills and safety workshops for all students in 5th grade</li><li>● Holding 'How to use public transit' classes in 6th grade</li><li>● Promoting safe-driving skills to 10th graders, with an emphasis on avoiding injuries to pedestrian and bicyclists</li></ul> | <p><b>Safety Education</b></p> <p>In addition to the policy above, our school shall host a traffic safety education and active transportation skills workshop with the <a href="#">Bicycle Alliance of Minnesota</a> at the beginning of each school year to train and educate teachers and school personnel on using the <a href="#">Minnesota Walk! Bike! Fun! Pedestrian and Bicycle Curriculum</a>.</p> |

**LOCAL EDUCATION SUCCESS:** The Arrowhead Regional Development Commission (ARDC) implemented the **Helmet Hero** program in 2007. 3rd grade students throughout northeast Minnesota receive 30-45 minutes of in-class instruction on bicycle safety, as well as receive a helmet at no charge. Rewards are then given to students seen using their helmets.

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# EVALUATION

## Beginner

### *Establishing a School Team*

Our school shall establish a Safe Routes to School Task Force to develop and implement strategies grounded in the "Five E's" that address Safe Routes to School planning, funding, and policies. Specifically, the Task Force shall:

- Evaluate current SRTS policies to determine 1) whether they are being fully implemented, 2) how to improve implementation, and 3) what is needed to improve the policies' success
- Ensure that Safe Routes to School resources are distributed equitably in the school
- Identify and pursue funding opportunities.

In the first year of its formation, the Task Force shall meet every two months. Thereafter, it shall meet quarterly.

### *Data Collection*

The Task Force shall coordinate annual SRTS data collection. This collection process may include:

- SRTS Student Travel Mode Tallies
- SRTS Parent Surveys on Transportation Preferences and Concerns
- Walk Audits and Maps of Active Transportation Routes
- Plotting student addresses with assistance from local GIS departments



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# ENCOURAGEMENT

| BEGINNER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | INTERMEDIATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Minimize Driving</b></p> <p>Because automobile collisions are a leading cause of death among school-aged children, we support efforts to increase traffic safety by minimizing driving to and from school. Decreasing the number of automobile trips, whether by engaging active transportation, taking public transportation, or carpooling, will reduce automobile congestion and create a safer environment for active transportation.</p> <p><b>Safe Routes to School Events</b></p> <p>We shall promote at least two active transportation events per school year. Events will promote active, healthy lifestyles for the community and may include Walk to School Days, Bike to School Days, and School Walk-a-Thons.</p> | <p><b>Walking School Bus and Bike Trains</b></p> <p>Our school will establish and promote regular Walking School Bus or Bicycle Train programs. Such programs shall occur on a regular basis, at least once per week.</p> <p><b>Arrival and Dismissal</b></p> <p>Our school recognizes that promoting student safety is especially critical during arrival and dismissal times due to 1) increased automobile and bus traffic volume, and 2) the potential for conflicts between different modes of transportation. Accordingly, our school will separate active transportation from the other forms of transportation, to the extent possible. To achieve this end, one or more of the following strategies must be adopted:</p> <ul style="list-style-type: none"> <li>● Remote drop-off locations</li> <li>● Car-free zones</li> <li>● Carpool lanes for drop-offs and pick-ups</li> <li>● Early dismissal for active transporters</li> </ul> | <p><b>Busing</b></p> <p>Our school acknowledges that busing may play a significant role in supporting student learning and meeting educational and equity objectives. However, we also support integrating active transportation into our existing busing policies. Options may include:</p> <ul style="list-style-type: none"> <li>● Voluntary or mandatory remote drop-offs for buses</li> <li>● Safe Routes to Bus Stops programs</li> <li>● Training for bus drivers on how to drive safely on routes frequented by users of active transportation (e.g., biking, walking)</li> </ul> |

**LOCAL ENCOURAGEMENT SUCCESS:** Minneapolis Public Schools are encouraged to implement **Bus Stop & Walk programs**. With Bus Stop & Walk, school buses unload away from the school campus and walk along a designated route to school together to complete their trip. Learn about **Loring Community School's** Bus Stop & Walk program [here](#).



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## ENFORCEMENT

| BEGINNER                                                                                                                                                                                                                                                                                                                                                                                                                                                  | INTERMEDIATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | INTERMEDIATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Law Enforcement Partnership</b></p> <p>On an annual basis, our school provide our SRTS Plan and policies to our local public safety and police departments. Our school shall partner with these agencies to ensure that they 1) understand the details of this policy, 2) provide rigorous traffic safety enforcement in the vicinity of schools, and 3) understand the rights and responsibilities of those engaging in active transportation.</p> | <p><b>Crossing Guards</b></p> <p>Our school, in partnership with the administrator of the crossing guard program, shall work together to implement an effective process for hiring, funding, training, locating, supervising, and properly equipping crossing guards. If the number of crossing guards at our school is insufficient, we shall, in partnership with the crossing guard agency, seek additional funding or resources to increase the number of crossing guards.</p> | <p><b>No Idling</b></p> <p>Our school acknowledges that motor vehicles idling on or near campus increase air pollution, negatively affecting the health of everyone in the vicinity of the school. Accordingly, our school prohibits all motor vehicles from idling on campus. "No Idling" signs shall be posted on campus to alert drivers of this policy. In extreme weather, bus drivers will be allowed to wait in a temperature-controlled room until students are dismissed.</p> |

**LOCAL ENFORCEMENT SUCCESS:** The Minneapolis City Council adopted an Anti-Idling Vehicle Ordinance for the city in June 2008. The ordinance is enforced with educational warning tickets and flyers disseminated to families through the local schools. The local Metro Transit agency stated that the new ordinance will save the public transit buses nearly 66,000 gallons of gasoline each year.

**LOCAL ENFORCEMENT SUCCESS:** In 2008, The Duluth-Superior Metropolitan Interstate Council (MIC) worked with the Duluth Police Department to conduct a training session for Duluth school staff on how to properly issue parking tickets to motor vehicles parked illegally in bus zones.



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# ENGINEERING

| BEGINNER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | INTERMEDIATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ADVANCED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Assessing Routes</b></p> <p>Our school will perform an annual walk audit to 1) assess traffic and safety conditions in the vicinity of the school, 2) identify safety conditions needing mitigation, and, based on those assessments, 3) begin to identify recommended active transportation routes to school. Findings will be shared with the appropriate entities to mitigate concerns and hazards. Maps will be produced that 1) identify the hazards or travel conditions needing mitigation, and 2) show recommended routes from surrounding neighborhoods.</p> | <p><b>Bike Parking</b></p> <p>Our school shall provide sufficient storage facilities for bicycles, scooters, skateboards, or similar devices to encourage active transportation. The quantity of storage facilities will increase in proportion to demand, and we will seek input from active transportation advocates to ensure that the quality and quantity of facilities is satisfactory.</p> <p>To ensure convenience and protection from theft or vandalism, storage facilities shall be located in visible areas, near school entrances, and when deemed appropriate, in locked facilities. All storage facilities shall provide protection from the elements. Our school will also provide repair tools such as air pumps and other common tools to help students repair minor equipment failures.</p> | <p><b>School Travel Plans</b></p> <p>Our school will adopt a School Travel Plan that addresses all modes of active transportation and related safety, access, and parking issues. The plans shall also include goals, strategies, and objectives for increasing active transportation among students and staff, including those with disabilities. At a minimum, the School Travel Plan shall contain a map identifying the school, streets surrounding the school, existing traffic controls, established pedestrian and bicycle routes, pedestrian crossings, school and municipal bus routes and bus stops, with the goal of minimizing risk of injury and maximizing safety and convenience for active transportation.</p> <p>School travel plans shall be updated regularly with input from various stakeholders and should seek opportunities to incorporate the Travel Plan into local municipalities' comprehensive plans.</p> |

**LOCAL ENGINEERING SUCCESS:** In 2009, the Arrowhead Regional Development Commission (ARDC) worked with the Fond du Lac Reservation and the Ojibwe School to develop a SRTS Travel Plan. In 2010, The Fond du Lac Reservation incorporated the Travel Plan into their comprehensive plan, and secured funding for a multi-use path in 2013. According to Jason Hollinday, the Director of Planning at ARDC, the SRTS planning process was an important factor in being awarded the Transportation Enhancement (TE) funds to implement the trail project.

**LOCAL ENGINEERING SUCCESS:** In 2012, the City of Brooklyn Center received a grant to create a SRTS Plan. The Plan established prioritized routes and engineering recommendations. The City of Brooklyn Center incorporated some of the upgrades and improvements into plans for reconstruction projects. The City's Public Works Director and City Engineer, Steve Lillehaug, has since successfully used the Plan to receive Transportation Alternatives Program (TAP) funding from the Metropolitan Council.

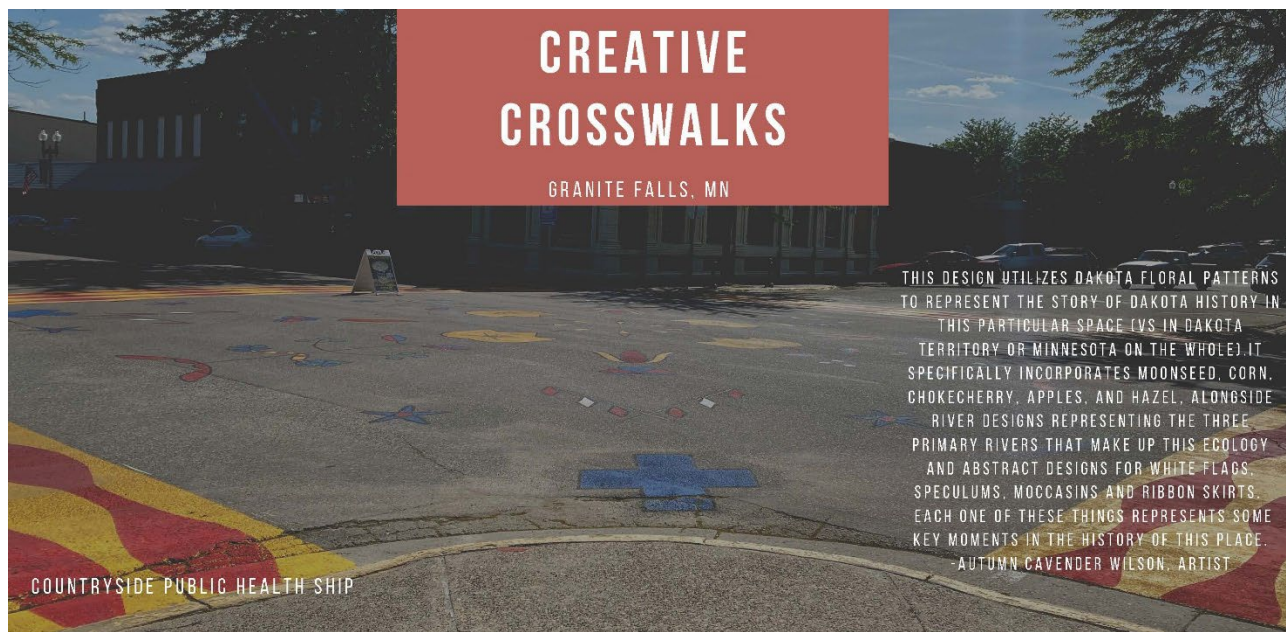
## Resources:

<http://changelabsolutions.org/safe-routes/welcome>  
<http://saferoutespartnership.org/sites/default/files/pdf/Primer-to-Understanding-the-Role-of-School-Boards-and-Principals.pdf>  
<http://www.saferoutespartnership.org/sites/default/files/pdf/EducatorsGuide.pdf>  
[http://www.saferoutespartnership.org/sites/default/files/pdf/Local\\_Policy\\_Guide\\_2011.pdf](http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf)  
<http://www.portlandoregon.gov/transportation/article/373691>  
<http://saferoutesinfo.org/program-tools/find-state-contacts/minnesota>  
<http://saferoutespartnership.org/sites/default/files/pdf/Fond-du-Lac-SRTS-Minnesota-Active-Living.pdf>

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## APPENDIX L: COUNTRYSIDE HEALTH CREATIVE CROSSWALKS



### INCREASE PUBLIC SAFETY

Both pedestrian and motor safety by discouraging speeding on busy streets, especially streets around the school.



### ENCOURAGE MORE FOOT TRAFFIC

Enliven city streets and increase the visibility of local crosswalks as public safety reminders.



### SLOW DOWN TRAFFIC

Not only do crosswalks decrease traffic speed, they encourage community belonging in public spaces.



### MARKING A DECREASE IN TRAFFIC ACCIDENTS:

INFORMATION PROVIDED BY DANI PRADOS

Similar projects in both rural and urban communities across the USA and globally have seen a marked decrease in traffic accidents.

- Lydon, KY saw an intersection go from 10 accidents a year to 0
- Medford, MA saw a school intersection go from an "unsafe zone" to safe student crossing





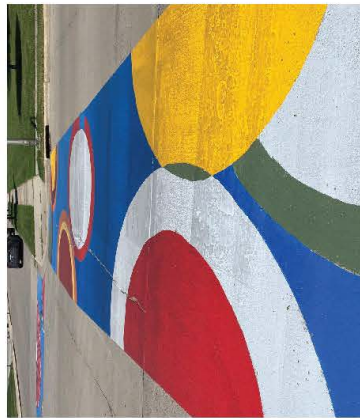
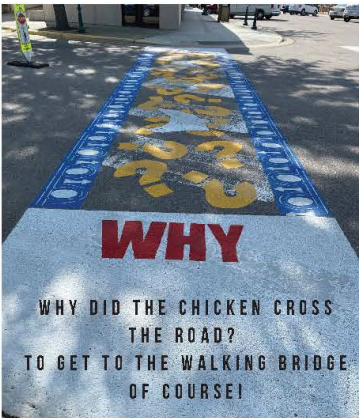


## 20 CROSSWALKS IN GRANITE FALLS

PROJECT LEADS: DANI PRADOS, ARTIST IN RESIDENCE & TAMARA ISFELD, YME ART TEACHER

Granite Falls crosswalks were repainted as street murals, in an effort to increase public safety, encourage foot traffic, and offer visible public artistic points of pride to the community. Designs were created and painted by a variety of artists including: YME, Dawson-Boyd, and Lakeview School Art Classes, Upper Sioux Community artists, and several local artists all following the theme of storytelling.

The project was originally proposed to the Granite Falls City Council as 2 crosswalks around YME School District. Together, Ashlie Wubben, Countryside Public Health SHIP, and Dani Prados, Artist in Residence, developed a much larger scope with cross community buy-in and engagement from various stakeholders based on the excitement and support from Granite Falls City Council!



SHIP 2021, SHIP COORDINATOR: ASHLIE WUBBEN

## GO-PHER IT:

JON LINDQUIST, ARTIST

On a weekend trip to explore the beautiful state of Minnesota, you decide to travel to a small dot on the map. While you may think it is just another small town you will pass through, Granite Falls will surprise you with the unexpected. As you enter the Minnesota River Valley, after miles of corn fields you will suddenly enter the granite zone! Some of the oldest exposed rock formations and scenic views are just the start of it! You can be right downtown to go kayaking, fishing, listen to live music or go play frisbee golf all along the riverfront. Encounter many family adventures together to make fun memories or you can make it a place to call home.

“

*Make new friends and enjoy what Granite Falls has to offer. You just have to... go for it!*

## PARTNERS:

CITY OF GRANITE FALLS

YELLOW MEDICINE COUNTY

YME ART TEACHER: TAMARA ISFELD

GRANITE FALLS ARTIST IN RESIDENCE: DANI PRADOS

GRANITE FALLS AREA ARTS COUNCIL

GRANITE FALLS PUBLIC WORKS

YELLOW MEDICINE HIGHWAY DEPARTMENT

SOUTHWEST MN ARTS COUNCIL

COUNTRYSIDE PUBLIC HEALTH SHIP

## APPENDIX M: CGB SCHOOLS TRANSPORTATION POLICY

Clinton-Graceville-Beardsley ISD #2888

Policy 707

Adopted: May 15, 2000

Revised: 05-19-01; 12-22-03; 7-11-05; 10-15-07; 09-15-08; 02-10-10

### 707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

*[Note: The obligations stated in this policy are substantial and are virtually all governed by statute. Accordingly, you will see statutory references throughout the policy. Obviously a school district may choose to add obligations by policy.]*

#### I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

#### II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to provide for the transportation of students in a manner which will protect their health, welfare and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

#### III. DEFINITIONS

- A. “Disabled student” includes every child who has a hearing impairment, blindness, visual disability, speech or language impairment, physical handicap, other health impairment, mental handicap, emotional/behavioral disorder, specific learning disability, autism, traumatic brain injury, multiple disabilities, or deaf/blind disability and needs special instruction and services, as determined by the standards of the Department of Education. A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district’s discretion from age three to seven, who needs special instruction and services, as determined by the standards of the Department of Education, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. (Minn. Stat. § 125A.02)
- B. “Home” is the legal residence of the child. In the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student’s parent or guardian as the home of a student for part or all of the day, if requested by the student’s parent or guardian, if the facility or residence is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)
- C. “Homeless student” means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care

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placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings. (42 U.S.C. § 11434a)

- D. “Nonpublic school” means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minn. Stat. §120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d, *et seq.*). (Minn. Stat. §123B.41, Subd. 9)
- E. “Nonresident student” is a student who attends school in the school district and resides in another district, defined as the “nonresident district.” In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student’s parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)
- F. “Pupil support services” are health, counseling and guidance services provided by the public school in the same district where the nonpublic school is located. (Minn. Stat. § 123B.41, Subd. 4)
- G. “School of origin,” for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 U.S.C. § 11432(g)(3)(G))
- H. “Shared time basis” is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. § 120A.22 by attendance at a nonpublic school. (Minn. Stat. § 126C.01, Subd. 8)
- I. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (Minn. Stat. § 123B.41, Subd. 11)

#### IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian. (Minn. Stat. § 123B.88, Subd. 1)
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district’s expenditures for transportation. (Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)





**V. TRANSPORTATION OF NONRESIDENT STUDENTS**

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. (Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (Minn. Stat. § 123B.88, Subd. 6)
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (Minn. Stat. § 123B.92, Subd. 3(b))

**VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS**

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (Minn. Stat. § 124D.041)

**VII. SPECIAL EDUCATION/DISABLED STUDENTS/STUDENTS WITH TEMPORARY DISABILITIES**

- A. Upon a request of a parent or guardian, a resident disabled student who is not yet enrolled in kindergarten, who requires special education services in a location other than the student's home, shall be provided transportation to and from the student's home at the expense of the school district and shall not be subject to any distance requirement. (Minn. Stat. § 123B.88, Subd. 1)
- B. Resident disabled students whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is



transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport disabled students on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)

- C. Resident disabled students who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (Minn. Stat. § 125A.65)
- D. If a resident disabled student attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)
- E. When a disabled student or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. Transportation shall only be provided by the school district during regular operating hours. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))
- F. When a nonresident disabled student or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)
- H. Any parent of a disabled student who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

## VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:





1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked. (42 U.S.C. § 11432(g)(1)(J)(iii)(I))
2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))
3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (Minn. Stat. § 125A.51(f))

#### **IX. AVAILABILITY OF SERVICES**

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (Minn. Stat. § 123B.88, Subd. 21)

#### **X. MANNER OF TRANSPORTATION**

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (Minn. Stat. § 123B.88, Subd. 1)

#### **XI. RESTRICTIONS**

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)

#### **XII. FEES**

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional. (Minn. Stat. § 123B.36, Subd. 1(10))



- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. (Minn. Stat. § 123B.36, Subd. 1(11))
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (Minn. Stat. § 123B.36, Subd. 1(13))
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (Minn. Stat. § 123B.36, Subd. 3)

End of Policy.



## APPENDIX N: SAMPLE SUBDIVISION ORDINANCE

**WHEREAS**, the City of Rushford currently has a Subdivision Regulations Ordinance regulating the subdivision and platting of land within the corporate limits of the City of Rushford, MN, providing for the installation or guarantee of installation of utilities, street pavements and other essential development by the subdivider; and

**WHEREAS**, this Subdivision Ordinance also establishes minimum requirements to protect the public health, safety, morals, comfort, convenience and general welfare of the people; and

**WHEREAS**, the City wishes to include pedestrian safety into transportation infrastructure planning to encourage and ensure the safety of the growing pedestrian and cyclist population; and

**WHEREAS**, the City wishes to take advantage of any federal or state grant funding which may become available for infrastructure improvements;

**NOW, THEREFORE**, the following amendment to the Subdivision Regulations Ordinance will further clarify definitions and establish standards for the City to be eligible to participate in Safe Routes to School Programs and funding opportunities:

### **THE CITY OF RUSHFORD ORDAINS:**

**SECTION 1.** The following sections of that certain ordinance dated August 11, 1997, and amended in November 1997, February 2000, May 2000, June 2001, July 2006, August 2010, and September 2015 entitled City of Rushford Zoning Ordinance, **Subdivision Regulations Ordinance** is hereby amended:

### **CITY OF RUSHFORD, MINNESOTA SUBDIVISION REGULATIONS**

#### **CHAPTER 3. DEFINITIONS**

A. The following definitions shall pertain to works used in this ordinance.

**31. Safe Routes to School Program:** A federal program under Title 1, Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU) of 2005, Public Law 109-59

**32. Safe Routes to School Program Funding:** The State of Minnesota has established an account consisting of state bond proceeds and other funds as appropriated to the Commissioner to be expended on eligible costs of a project receiving financial assistance. Assistance may be offered for acquisition of land or permanent easements, predesign, design, preliminary and final engineering, environmental analysis, construction and reconstruction of publicly owned infrastructure with a useful life of at least ten years that provides for nonmotorized transportation to and from a school; preparation of land for which a route to school is established, including demolition of structures and remediation of any hazardous conditions on the land; and the unpaid principal on debt issued by a political subdivision for a safe route to school project.

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**33. Safe Routes to School Program Administration:** The Commissioner has established program requirements and a competitive process for financial assistance following MN Statutes 174.40; establishing criteria to evaluate capital improvements of transportation infrastructure that improves safety and encourages nonmotorized transportation to and from a school.

**34. Safe Routes to School Infrastructure:** A safe and appealing nonmotorized means of transportation to and from a school.

## CHAPTER 7. REQUIRED IMPROVEMENTS

### 7.60 STREETS:

**H.** In order to insure eligibility for Safe Routes to School Program Funding, it is required that any subdivision development authorized in the City of Rushford on or after June 1, 2016, will incorporate safe routes to school infrastructure in the subdivision development plans.

### SECTION 2. EFFECTIVE DATE

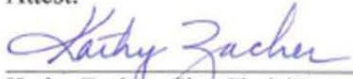
This ordinance amendment becomes effective upon its passage and publication according to law.

Adopted by the City Council of the City of Rushford this 13<sup>th</sup> day of Oct., 2015.



Chris Hallum, Mayor

Attest:

  
Kathy Zacher, City Clerk/Treas.

Publication Date: 10-22-15

SUBDIVISION FOR A SAFE ROUTE TO SCHOOL PROJECT.



## APPENDIX O: FUNDING RESOURCES

### Funding Resources for SRTS Projects

Grant and funding opportunities change regularly. The information included highlights a number of annual processes, however, each process is dependent on funding from the state and federal levels and is subject to change. Web links are provided, but a keyword search will help you find the most up to date information.

#### STATE

##### MNDOT Grants and Funding for SRTS

<http://www.dot.state.mn.us/saferoutes/grants-funding.html>

- **SRTS Infrastructure Grants:** This program covers 100% of eligible costs for projects such as installing sidewalks, pedestrian crossings, traffic control devices, lighting, etc. In 2021 awards ranged between \$50,000 and \$50,000. Project are completed within two years from approved application.
- **SRTS Boost Grants:** For communities that have a SRTS plan, they support non-infrastructure strategies to encourage and educate communities the value of walking and biking. These grants have been used to purchase bike fleets, install bike safety playground, and safety training and events. Proposed projects should be at least \$5,000 and can request up to \$50,000.
- **Demonstration Project Technical Assistance:** Demonstration projects are short term, low cost, temporary roadway projects used to pilot long-term design solution to improve walking/bicycling. This opportunity assists with the planning, design, and implementation of a demonstration project in the community.
- **Engineering Studies:** SRTS engineering studies are intended to bridge the gap between potential safety strategies documented in a SRTS plan and

implementation. The funding goes to a contracted engineer firm to conduct the study. The local community does not receive the funds directly.

##### MnDOT Active Transportation (AT):

<https://www.dot.state.mn.us/active-transportation-program/>

- **Infrastructure:** New in 2022. This program covers 100% of eligible costs for projects such as installing sidewalks, pedestrian crossings, traffic control devices, lighting, etc. Grant requests must be between \$50,000 and \$500,000. The grant funds can provide the local match for a federally funded active transportation project. Applicants may also submit multiple applications for different AT projects in and around their community.
- **Quick Build - Demonstration Project:** A consultant team will work with you to plan for and install your project. In 2022, AT funded two \$25,000 projects. The purpose is to demonstrate how streetside activation projects change non-travel lane parts of the street.

##### State-wide Health Improvement Partnership (SHIP)

<https://www.countrysidepublichealth.org/ship-2>

- **Mini-grants:** These are available for active living projects and range from \$500 to \$5,000. Each region has a different process and priority.



### MN DNR Recreation Grants

<https://www.dnr.state.mn.us/grants/recreation/index.html>

- **Local Trail Connections Program:** These funds provide support to local units of government to promote relatively short trail connections between where people live and desirable locations. They do not develop significant new trails.
- **Regional Trail Connections Program:** If the schools are located near a regional trail designation, then this program is relevant. Its purpose is to provide grants to local units of government to promote development of regionally significant trails outside the seven-county metro area.

### FEDERAL

#### Transportation Alternatives (TA):

<https://www.dot.state.mn.us/ta/>

- Often referred to as TAP, this program covers 80% of eligible costs for projects such as installing sidewalks, pedestrian crossings, traffic control devices, lighting, etc. New federal legislation has provided new dollars. In 2022 awards ranged between \$300,000 and \$1,200,000. Projects are placed in STIP and completed typically four years from approved application.

#### Carbon Reduction Program (CRP)

<http://www.dot.state.mn.us/carbon-reduction-program/>

- This is a new program in 2022 created to reduce carbon dioxide emissions from on-road sources. The project eligibility ranges widely but includes alternative forms of transportation project of on-road and off-road amenities for people, bicyclists, and other non-motorized users.

### Safe Streets and Roads for All (SS4A)

<https://www.transportation.gov/grants/SS4A>

- This program was created in 2022. The program supports regional, local, and Tribal initiatives through grants to prevent roadway deaths and serious injuries. Nationwide in 2022, 473 Action Plan grants were awarded including the City of Willmar. Depending on the preparedness of the project, in 2022 37 Implementation Grants were awarded with funding ranging from \$2 million to \$30 million.

### LOCAL

**Government funding from the city, school, county, and/or township:** Most funding opportunities require financial or in-kind support from local government as well as coordination and leadership.

**Civic Groups/Non-Profit Organizations:** Groups such as Rotary, Kiwanis, and walking and biking clubs can be a source of financial, as well as volunteer support.

**Foundations & Businesses:** Research your local and state foundations to see what types of projects they support. Many local businesses provide grants and dollars to local projects. Network with employees of these businesses to see if funding may be available.



