



# Safe Routes to School

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

MACCRAY | July 2020



# Acknowledgements

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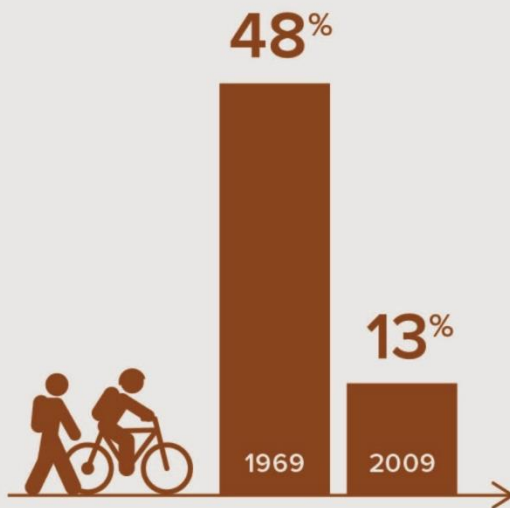




## Introduction + Context



# Why Safe Routes to School?



THE PERCENTAGE OF CHILDREN WALKING OR BIKING TO SCHOOL HAS DROPPED PRECIPITOUSLY WITHIN ONE GENERATION



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 the recommended 60 minutes of daily physical activity during the trip to and from school



Are more likely to be a healthy body weight



Demonstrate improved test scores and better school performance\*



Are less likely to suffer from depression and anxiety

## THE VICIOUS CYCLE OF INCREASED TRAFFIC LEADING TO REDUCED WALKING AND BICYCLING:



Fewer students walking & biking to school

More parents driving children to school

Rising concern about safety of walking & biking

Increased traffic at and around school

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

# Safe Routes to School (SRTS) programs work



AFTER IMPLEMENTING SAFE ROUTES TO SCHOOL PROGRAMS:



Learn more about why Safe Routes to School programs work at [activelivingresearch.org/SRTSreview](http://activelivingresearch.org/SRTSreview).

# active kids learn better

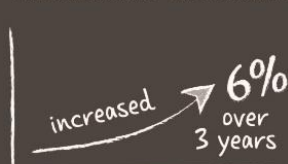


physical activity at school is a win-win for students and teachers

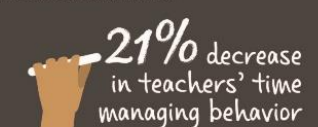
GRADES:



STANDARDIZED TEST SCORES:

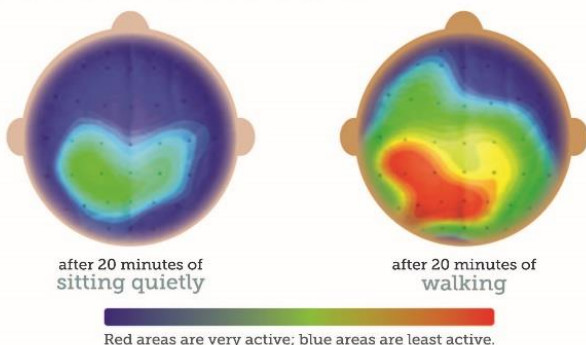


JUST ONE PHYSICALLY ACTIVE LESSON CREATES:



## physically active kids have more active brains

BRAIN SCANS OF STUDENTS TAKING A TEST:



MORE RESULTS:

after 20 minutes of physical activity:  
students tested better in reading, spelling & math and were more likely to read above their grade level

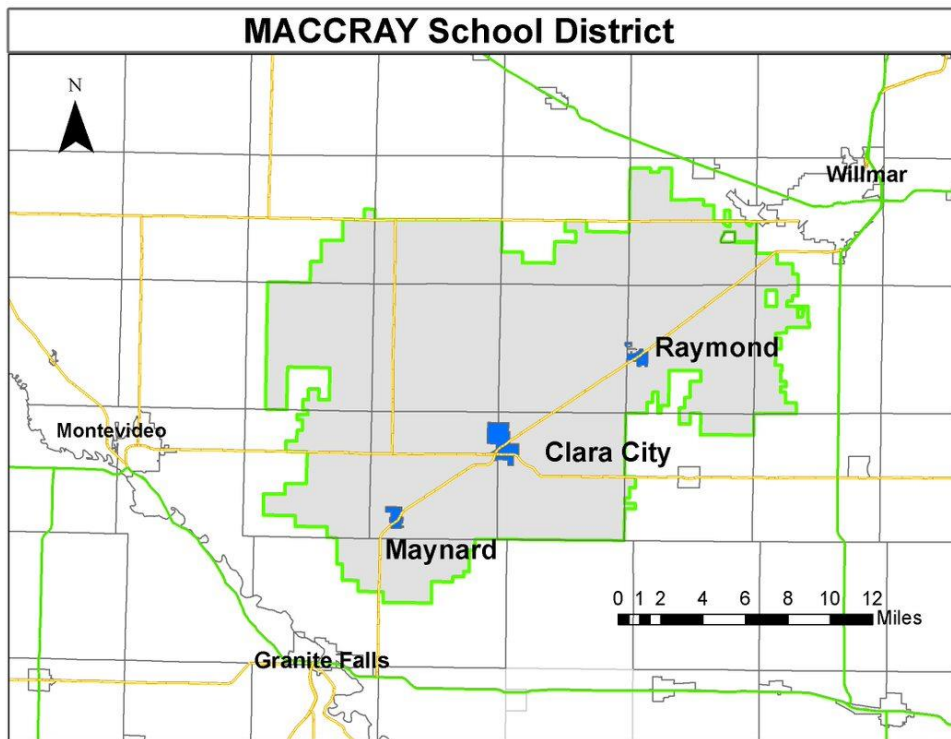
after being in a physically active afterschool program for 9 months:  
memory tasks improved 16%



SOURCES: Donnelly J.E. and Lambourne K. (2011). Classroom-based physical activity, cognition, and academic achievement. *Prev Med.* 52(Suppl 1):S36-S42. Hillman C.H. et al. (2009). The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children. *Neuroscience.* 159(3):1044-1054. Kamijo K. et al. (2011). The effects of an afterschool physical activity program on working memory in preadolescent children. *Dev Sci.* 14(5):1046-1058. Kibbe D.L. et al. (2011). Ten years of TAKE 10: Integrating physical activity with academic concepts in elementary school classrooms. *Prev Med.* 52(Suppl 1):S43-S50. Nelson M.C. and Gordon-Larsen P. (2006). Physical activity and sedentary behavior patterns are associated with selected adolescent health risk behaviors. *Pediatrics.* 117(4): 1281-1290.

Learn more about why active kids learn better and how schools can help at [activelivingresearch.org/activeeducationbrief](http://activelivingresearch.org/activeeducationbrief).

Figure 1: MACCRAY School District Map



## Introduction to Safe Routes to School

### THE SIX E'S

Safe Routes to School programs use a variety of strategies to make it easy, fun, and safe for children to walk and bike to school. These strategies are often called the "Six E's".

#### Equity

Equity is an overarching concept that applies to all the E's. Equity in SRTS means that the SRTS program is inclusive, celebrates the diversity of students, allocates resources to overcome inequities, and supports a community where walking and biking is safe, comfortable, and convenient for every student.

#### Education

Programs designed to teach children about traffic safety, bicycle and pedestrian skills, and traffic decision-making.

#### Encouragement

Programs that make it fun for kids to walk and bike, including incentive programs, regular events or classroom activities.

#### Engineering

Physical projects that are built to improve walking and bicycling conditions.

#### Enforcement

Law enforcement strategies aimed at improving driver behavior near schools and ensuring safe roads for all users.

#### Evaluation

Strategies to help understand program effectiveness, identify improvements, and ensure program sustainability.





## NAVIGATING THIS PLAN

Below is a roadmap for navigating the MACCRAY SRTS Plan. Use it to find all the information you need for helping students be safer and more active!

### Existing Conditions

School Zone Hazard Observations and Walk Audits were performed in Raymond, Maynard, and Clara City. Read more about the communities in this section.

### Programs

Getting kids to walk and bike to school requires fun and engaging programs for schools and families. Turn to this section for recommended events, activities, education, and strategies that will get students moving and keep the SRTS program in MACCRAY vibrant.

### Infrastructure

Ensuring the safety of students on their trips to and from school means monitoring the ways students currently walk, bike, and roll in the community. See this section for suggestions to improve the safety, comfort, and convenience of walking and biking, including paint, signage, and signals.

### How to get involved

The more people involved with a local Safe Routes to School process, the more successful it will be! Use this section to find out how you can be a part of this important initiative.

### Appendices

There is more information available than could fit in this plan. For additional resources, turn to this section.

## Vision Statement for MACCRAY

*We create healthy communities by working with regional partners to make walking, biking, and rolling the safe and easy choice, in all seasons, for students and community members.*

## SMART Goals

This plan will offer recommendations for programs and infrastructure that are consistent with the concept of SMART Goals, which provide a framework for an effective and sustainable SRTS plan. SMART Goals for this plan will be:

**Specific:** the recommendations will communicate what needs to be accomplished and by whom.

**Measurable:** the outcomes from the recommendations will be quantifiable.

**Attainable:** the recommendations will be ambitious but reasonable.

**Relevant:** the recommendations will be responsive to the needs of the school and community.

**Timely:** the recommendations will have a specific timeline.



## MACCRAY in Context

MACCRAY Public Schools is home to some 803 PreKindergarten to 12<sup>th</sup> grade students from Maynard, Clara City and Raymond including students from the surrounding areas.

Located between Granite Falls and Willmar on the vital Highway 23 corridor, the MACCRAY community is characterized by manufacturing, agricultural commodity production, services, and food production.

MACCRAY has a lot to celebrate including the newly approved building project which is set to be completed in the fall of 2023. At that time, all three buildings will be consolidated into one PK-12 school in Clara City. We are a growing district and committed to seeking new and innovative ways to educate our students on our very popular 4 Day Week model.

MACCRAY Public School is committed to working with our community partners to make walking, biking, and rolling the safe and easy choice for students.

-Superintendent Sherri Broderius





## Existing Conditions

# MACCRAY Existing Conditions

In November of 2019, residents voted to consolidate the MACCRAY schools by closing the elementary schools in Maynard and Raymond. This vote came after the information gathering phase of the Safe Routes to School plan had begun. While MACCRAY is committed to providing the opportunity for students in Maynard and Raymond to walk, bike and roll to school, these opportunities will now come in a form other than kids walking directly to school from their homes. These opportunities will be addressed in this plan.

## INFORMATION GATHERING AND RECOMMENDATIONS

A first step in creating an environment that is safe for walking, biking and rolling as modes of transportation for students is to assess the conditions surrounding the area. An observation of each community's physical infrastructure as well as an arrival or dismissal of students allows data to be gathered about the travel patterns around the school by students, guardians, and transportation staff.

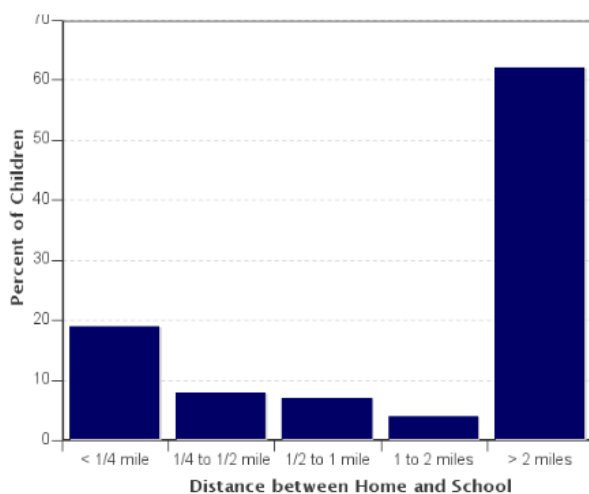
Parent Surveys and Student Travel Tallies are critical in capturing which students currently walk or bike to school and the considerations parents and guardians make regarding whether they allow students to walk or bike. The 53% participation rate of parents completing surveys at MACCRAY was excellent.

Recommendations are made along with implementation ideas that foster a healthy and safe community based on the 6 E's of SRTS. The School Zone Hazard Observation Assessment and Walk Audit recommendations allows for staff, community members, and parents to have an objective idea of what the conditions currently are and work towards increased safety for students.

### Parent Surveys and Student Travel Tallies

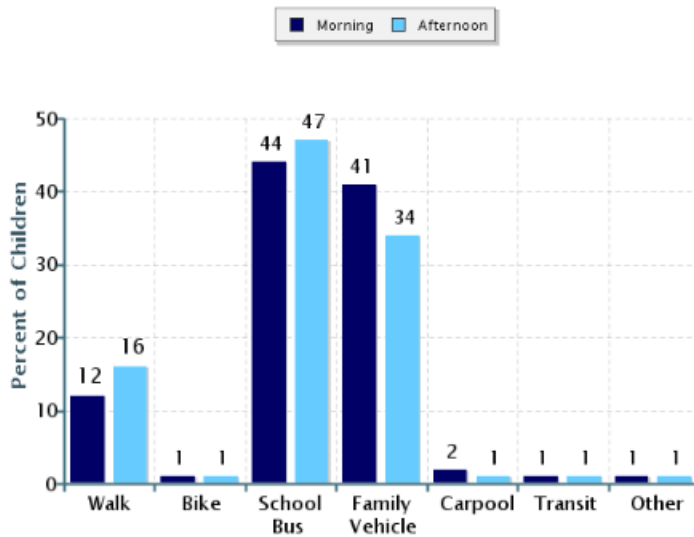
As a rural school district with communities separated by more than ten miles, 62% of students in the MACCRAY district travel further than 2 miles to school every day. This reality makes it unlikely that most students will walk or bike to school. While 19% of students in the district live within ¼ mile from their school, a total of 12%-16% of students district-wide, walk or bike to school.

Parent estimate of distance from child's home to school



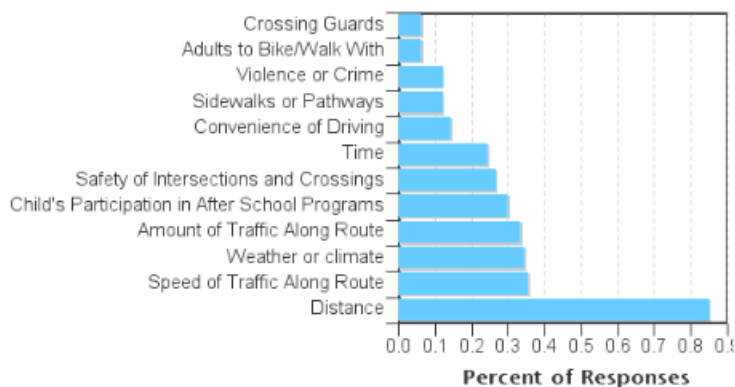
Across the district, 80-85% of students arrive and leave school by either bus or family vehicle. Even though the data was collected from students and parents who attend one of three campuses, consolidating to one school site will likely not have a large impact on these numbers.

## Typical mode of arrival at and departure from school



Based on Parent Surveys, the primary conditions impacting their willingness to allow their children to walk or bike to school involve distance from the school or some other related factor such as time, participation in after school activities, or convenience of driving. Weather was another condition mentioned by most respondents. Of the physical factors the school district or city could address, which include crossing guards, sidewalks or pathways, the biggest response was the factor of safety of intersections at 28%.

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





## School Zone Hazard Observation Assessments

These assessments are intended to gather information about arrival and departure conditions near the school campus. Observers watch how buses, cars, pedestrians and bicyclists interact as they arrive and depart from school. Before the referendum in November, preliminary observations were conducted at all three campuses by UMVRDC staff and a documented assessment was done in Clara City following the referendum by a group of school volunteers including school staff, faculty, and students.

### Maynard

Observation of arrival and dismissal at MACCRAY West revealed significant activity in front of the school between the football field and the school building. Buses entered to turn around in the parking lot to pick up and drop off in front of the school, parents stopped near the bleachers to drop off students who had to cross the street and occasionally turned around, as the buses did, to drop student on the sidewalk in front of the school. After school, students were observed playing in front of the school and occasionally running out into the street to retrieve an errant ball. While most parents dropped and proceeded to turn around in the parking lot, some turned around close to the drop-off area. All pedestrians and drivers appeared to proceed with caution. On the day of observation, the weather was fair, but there were fewer than 5 total students observed walking either before or after school.

### Raymond

Arrival and dismissal activities at MACCRAY East were more orderly primarily as a result of restricted access to the street directly in front of the school. Signage indicating restricted access and buses parking in the middle of the street creates a safer environment for pedestrians in this area. While this area is restricted, surrounding streets are less organized. There is no designated parent drop-off/pick-up area. Parents park on nearby streets and escort students to the school or drop students nearby. The weather on the day of observation was fair, but few students were observed walking to or from school.

### Clara City

Activity during observation of arrival and dismissal at the high school was high. There is one main parking lot on the east side of the school with a section closest to the building designated for faculty and staff. Buses use this space as a pick-up area for after school activities, but in the morning, it appeared to be used as a general student drop-off location. Drivers may enter the main parking lot from both the north and the south, while buses enter only from the north. Movement through the parking lot is restricted by a bus only area near the school and the remainder of the parking lot is intended to flow one-way, from south to north. Vehicles entering from the north often park on the north end of the parking lot and exit again to the north. This creates a scenario where vehicles are turning out near a designated mid-lot pedestrian crossing and interacting with incoming buses and vehicles. Pedestrians walking through the parking lot have no designated path into the school and regularly cross in front of and behind parked buses. Walkers were observed arriving and departing the school campus on both observation days, but pedestrians, especially those entering or leaving on the north side, must navigate the complexity of cars and buses in this area. The school has provided a designated pedestrian lane from the school sidewalks across the parking lot to sidewalks along the north street entrance, but no walkers - other than the football team walking to the nearby field - were observed using this designated space. While the number of walkers and bicyclists were higher when the weather was fair, there were walkers when it was 18 degrees on the morning the group did the observation.

## Walk Audits

In order to complete a Walk Audit, a team is assembled to identify aspects that both help and hinder student's ability to move safely. Because the results of a local referendum in November 2019, the elementary schools in Maynard and Raymond will soon be closed and all MACCRAY students will be going to Clara City. A Walk Audit was performed in Maynard and Raymond by a UMVRDC staff member for the purpose of assessing local infrastructure.

Findings in Maynard and Raymond were similar in that the sidewalk network was incomplete, but a nearly complete route to the schools was present. Minnesota Highway 23 and the active BNSF railroad pass through all three communities creating the same challenging circumstances. At the railroad tracks in every

community, sidewalk infrastructure becomes either non-existent, incomplete, or obstructed by poles. In Maynard, Highway 23 bisects the community as a 4-lane divided highway with no pedestrian infrastructure present to safely cross. In Raymond, pedestrians can now cross Highway 23 at an improved crossing at County Road 7 (Cofield St. S) complete with new signs, painted crosswalk and pedestrian activated Rectangular Rapid Flashing Beacon (RRFB). There have been sidewalk improvements in both Maynard and Raymond.

#### Clara City

For the Walk Audit in Clara City, the team was comprised of school personnel, local SHIP coordinator, students, a representative from the City of Clara City, UMVRDC staff, a concerned parent, and a school board member.

The first step of the Walk Audit was to explore the school surroundings and address major issues that are barriers to safe travel based on existing infrastructure and environmental conditions. On a surprisingly mild day in January, dismissal was observed to watch the way students move in the school zone and beyond to their destinations. Close attention was paid to guardians that enter the school area to pick up students along with how the general public reacts to the increased number of children in the area while maneuvering through and around the school zone to reach various destinations.

After observing dismissal, the group split up and walked through Clara City taking note of the physical infrastructure. The major category groups that were commented on by the SRTS Walk Audit team were the conditions of the sidewalks, conditions of streets, the behavior of drivers, and bicycle conditions. Sidewalks were inconsistently shoveled or abruptly ended so most of the walk-through town occurred on the streets. Because of the low traffic volume and inconsistency in the sidewalk conditions, this was safer and more dependable. However, snow filled boulevards and cars parked on the road reduces available space for walking and introduces the opportunity for conflicts between walkers and vehicles. One walk audit participant mentioned that more streetlights would be helpful in the months with shorter daylight hours. After completing the north side of town, the group gathered and crossed Hwy 23 together at County Road 2.

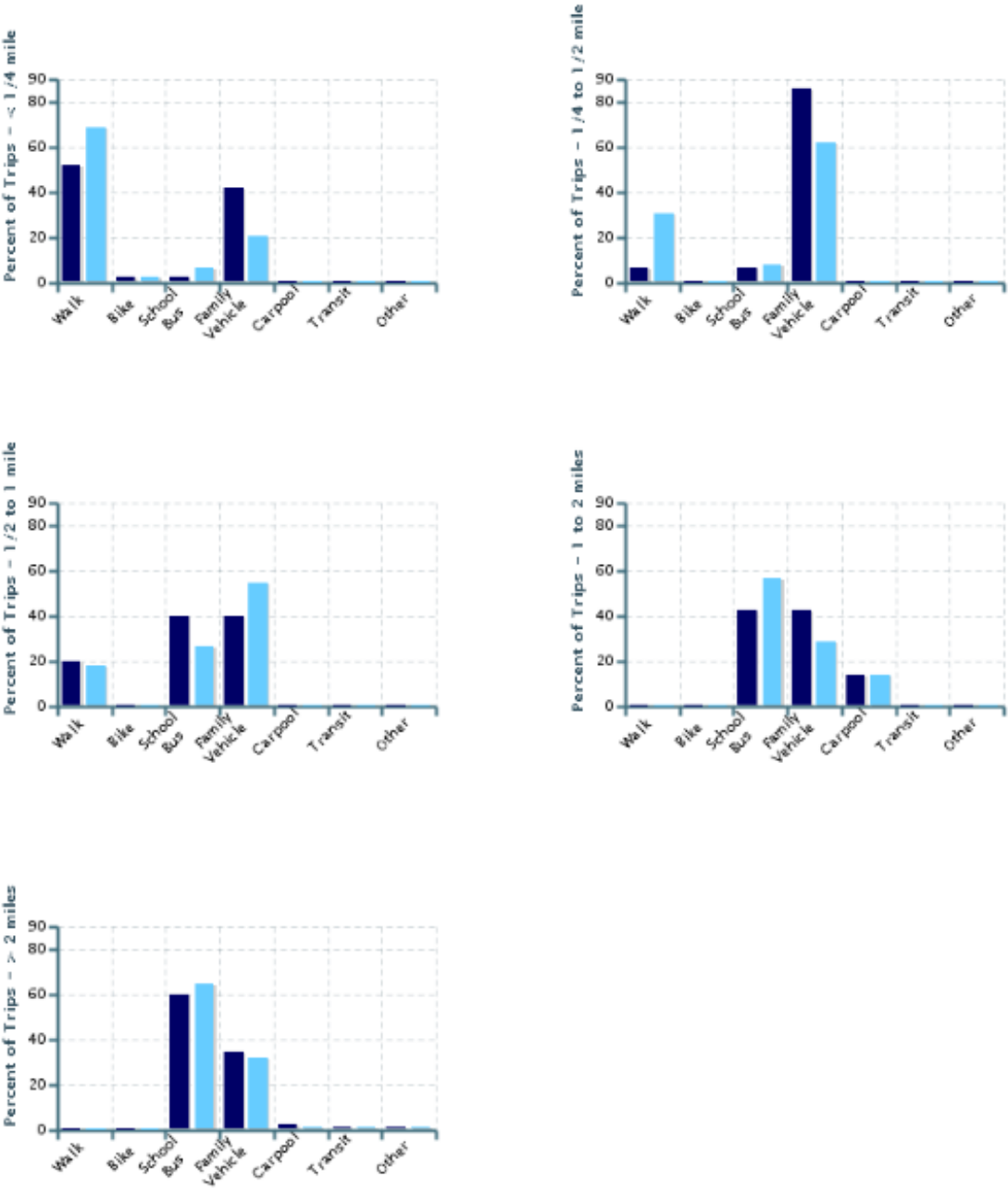
The most concerning issue identified related to the Walk Audit was the fact that kids regularly cross the railroad tracks at places other than the Main Street crossing. The group also recognized that the only path across the tracks was not clearly marked and that a path has been worn into the grass from pedestrians. Burlington Northern Santa Fe Railroad was contacted during this SRTS process about providing the rail safety education program Operation Lifesaver. See the Recommended Programs section on page 20 for more information about this program.



*Railroad Tracks crossing Main Street/Co. Rd 2 in Clara City*

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

■ Morning ■ Afternoon





# THE MOST LOPSIDED ★ CLASH IN HISTORY. ★



## MAN

**175 LBS.**  
OF PURE, HUMAN  
FLESH AND BLOOD

**VS**

## TRAIN

**6,000 TONS**  
OF SOLID BUILT  
AMERICAN STEEL



## IT'S NO CONTEST.

Every day, people tempt  
fate and die trespassing  
on railroad tracks.



ASSOCIATION OF  
AMERICAN RAILROADS



SeeTracksThinkTrain.org

## Programs

## Introduction to Programs

*The Safe Routes to School movement acknowledges that infrastructure changes are a necessary but insufficient condition for shifting school travel behavior. Programs are a necessary component of any successful SRTS plan.*

While engineering improvements such as sidewalks, crosswalks, and bikeways are important, equally important are education programs to give children and families basic safety skills, encouragement programs to highlight walking and bicycling to school as fun and normal, enforcement against unsafe and illegal motorist behavior, and evaluation of the impact of investments and non-infrastructure efforts. Often, programs that help to get more kids walking and biking lead to increased public support for infrastructure projects - they can be an important first step towards building out the physical elements that make walking and biking safer and more comfortable. And relative to certain infrastructure projects, most programs are very low cost.

Establishing pick-up/drop-off locations for students in Maynard and Raymond was a regular topic of discussion in developing this plan. This would provide students in those communities with the opportunity to walk before and after school on a regular basis. The current bussing policy provides security and reassurance for both students and parents.

Establishing these locations in Maynard and Raymond will remain a topic of consideration for the future.



*Figure 2: Winter Walk to School Day in Maynard*

## Existing Programs

MACCRAY has supported programs to provide opportunities for students to walk and bike to school safely and will continue to do so. Upon completion of a new campus, programs and activities will be centralized and more effectively implemented.

### **District-led:**

- Walk! Bike! Fun! Events
- Walk and Bike to School Day
- Designated Bike Rack Locations
- Bus Safety Week: New Crosswalk Training

## Program Recommendations

There are many programs that help to create a culture of safe walking, biking and rolling in the community. The following list would benefit the MACCRAY communities.

Each recommended program shows the “E” it falls under, plus suggested lead, support, and priority.

### **Recommended Programs List:**

- Surveys and Tallies
- Bus Drop and Walk
- Walk! Bike! Fun!
- Bike Rodeos
- Bike Share
- Outreach to non-English speakers
- Walk and Bike to School Days
- Operation Lifesaver
- Active Safe Routes to School Team
- Pick-up/Drop-off locations for walkers in Maynard and Raymond



TABLE 1. RECOMMENDED PROGRAMS LIST

PROGRAM	WHICH “E”?	PROGRAM LEADER	PROGRAM SUPPORT	PRIORITY
Surveys and Tallies	Evaluation	School District	Parents	Medium (2-4 years)
Bus Drop and Walk/Park and Walk	Encouragement	School District	Parents, Law Enforcement	Medium term (2-4 years)
Walk! Bike! Fun!	Education	School District	Law Enforcement, SHIP	Short term (1-2 years)
Bike Rodeos	Education	School District	Parents	Medium term (2-4 years)
Bike Share	Equity	Countryside Public Health - SHIP	School District	Long term (3-5 years)
Outreach to non-English speakers	Equity	School District	Parents	Short term (1-2 years)
Walk and Bike to School Days	Encouragement	School District	Law Enforcement	Medium term (2-4 years)
Operation Lifesaver	Education	School District	Clara City Police Department, Burlington Northern Railroad	Short term (1-2 years)
Active Safe Routes to School Team	Education and Enforcement	School District	Law Enforcement	Long Term (2-4 years)
Pick-up/Drop-off Locations in Maynard and Raymond	Equity	School District	Parents, Palmer Bus Service	Long Term (3-5 years)

### Notes

- Bus Drop and Walk (Walking School Bus): This program was chosen to address the fact that so many students live either in the country or in Maynard and Raymond. This program would give these students the opportunity to occasionally walk to school.
- MACCRAY has staff trained in Walk! Bike! Fun! and with the consolidation of schools, will be more likely to offer these events. Training staff is critical for the success of Safe Routes to School programming.
  - Outreach to non-English speakers: There are Latinx and Micronesian people in the MACCRAY school district with children in the school who may have difficulty with English.

### Surveys and Tallies: Ongoing evaluation

There are two great tools to evaluate all the SRTS work in your community:

- Parent Surveys: Recommended to be done once every 2-3 years. A hard copy survey or link to the survey can be sent to parents which asks their perceptions of walking and biking to school.
- Student Travel Tally: Recommended to be done fall and spring of every year. These in-class tallies ask students how they travel to and from school.
- Access existing parent surveys and student travel tallies and upload new ones on the [Safe Routes to School Data Collection System](#).
- More information on both the parent survey and the student travel tally can be found at the [Safe Routes to School Information webpage on evaluation](#).



## PROGRAM DESCRIPTIONS

### Bus Drop and Walk

This program is designed to give those who ride the bus or commute with a parent a chance to get physical exercise before school and to participate in Safe Routes to School programs. School administration should choose a location a quarter to half mile away from school where drop off from buses and parent vehicles can occur on a single day.

Additional Resources: [MnDOT – Bus Stop and Walk Website](#)

### Walk! Bike! Fun!

The **Minnesota Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum** is a two-part curriculum designed specifically for Minnesota's schools and youth education programs. This curriculum meets Minnesota Physical Education Standards and Benchmarks and is an important part of the **Minnesota Department of Transportation's Safe Routes to School Program**.

Additional Resources: [Bicycle Alliance of Minnesota – Walk! Bike! Fun! Website](#)

### Bike Rodeos

A bike rodeo is an event that provides elementary and middle school children with the opportunity to learn, practice, and demonstrate bike handling skills in a fun, safe, and encouraging atmosphere. Adult volunteers run each activity station or obstacle course, with the objective of teaching the children how to better control their bikes.

Additional Resources: [Bicycle Alliance of Minnesota – Bike Rodeo Website](#)

### Bike Share Program

Bike Share programs provide bicycles for community use at no cost that are stored at designated locations throughout the community.

Additional Resources: [Countryside Public Health SHIP Bike Fleet Website](#)



### Outreach to non-English Speakers

Providing outreach materials regarding safe walking, biking and rolling in the non-English languages of residents with students in the school will provide those families with the same resources as the rest of the families in the district. The district is committed to meeting the communication needs of all families in the district.

Additional Resources: [Safe Routes to School Guide](#)

### Walk and Bike to School Days

National Bike to School Day brings together families, communities and community leaders to bike—or walk—to school to celebrate the benefits of active school commuting and the importance of safety. Schools can sign up to participate along with other schools across the nation and have their school recognized as a participant.

Additional Resources: [Walk and Bike to School Day](#)

### Operation Lifesaver

**Operation Lifesaver, Inc.** (OLI) is a non-profit organization and nationally recognized leader of rail safety education. Since 1972, OLI remains committed to preventing collisions, injuries and fatalities on and around railroad tracks and highway-rail grade crossings, with the support of public education programs in states across the U.S. This programming will address the crossing of railroad tracks outside the Main Street crossing.

Additional Resources: [Operation Lifesaver Information for Teachers](#)

### Active Safe Routes to School Team

Filling vacancies on the Safe Routes to School Team will help ensure long-term collaboration with cities, law enforcement and other partners. An active Safe Routes to School team will keep the community informed about programming and help to keep the issues of sidewalk snow removal, consistent enforcement of traffic laws, and the elimination of crossings by pedestrians over RR tracks outside the safe crossing, a high priority.

Additional Resources: [Safe Routes to School Local Policy Guide](#)





# Infrastructure

## Introduction to Infrastructure

*In addition to program recommendations, changes to the streetscape are essential to making walking and biking to school safer and more comfortable.*

While the sidewalk infrastructure in the communities of Maynard, Raymond and Clara City all reflect the recent trend of allowing removal of sidewalks, their networks do have a structure to build on to make a core system. The network is currently characterized by gaps and sections of sidewalk that do not connect to other sidewalks, but all three communities have made pedestrian improvements. The image from the previous page shows the crosswalk improvements at the Highway 23 at Cofield Street crossing in Raymond. This improved crossing has been effective at directing pedestrian traffic away from unsafe crossings in Raymond.

The frequency of kids crossing the railroad tracks in Clara City at places other than the Main Street/Chippewa County Rd 2 crossing is a major concern. Solving this issue will likely require both infrastructure as well as programatic solutions.

Having one MACCRAY campus provides the opportunity for a fresh start in the district regarding walking, biking and rolling to school. There are already students choosing these options to get to school in every season. With the continued support from the school district and regional partners, MACCRAY can create an environment where walking, biking, and rolling to school is the safe and easy choice.

## EXISTING INFRASTRUCTURE

Pedestrian infrastructure in the communities of Maynard, Raymond and Clara City is generally incomplete, but all communities have made pedestrian improvements.



*Figure 3: 1<sup>st</sup> Avenue NW and Main Street.*

The 1<sup>st</sup> Avenue NW and Main Street crossing has no crosswalk paint nor crosswalk signs. The Main Street and Center Avenue crossing one block south is also without these features.



*Figure 5: 1st Avenue NW approaching CCM Health*

Half of the sidewalk between Main Street and 1<sup>st</sup> Street NW along 1<sup>st</sup> Avenue NW has deteriorated.



*Figure 4: Chippewa Co. Rd 2 and 4th Avenue NE*

This intersection has older crosswalk signs and crosswalk paint is nearly nonexistent. Corresponding sidewalks extending from the opposite side of this intersection leading toward the school are planned for construction by the City of Clara City.



*Figure 6: East side of CCM Health parking lot*

New sidewalk empties onto street with no corresponding sidewalk on the other side and does not meet ADA guidelines.



## EXISTING INFRASTRUCTURE



*Figure 7: Division Street and 3rd Avenue NW in Clara City*

Because the pedestrian infrastructure in this intersection is incomplete, an angled crosswalk was painted to connect the sidewalk coming from the park to the sidewalk on Wolverine Drive that leads directly to the school building in Clara City. The paint is barely visible and there are no crosswalks signs.



*Figure 8: Sidewalk in Maynard east of elevator*

This sidewalk in Maynard ends at the entrance to the elevator property. This entrance is planned to be closed providing the opportunity to extend the sidewalk. This section of sidewalk connects the south side of Maynard that is north of Highway 23 and is the only safe crossing of the railroad tracks in Maynard.



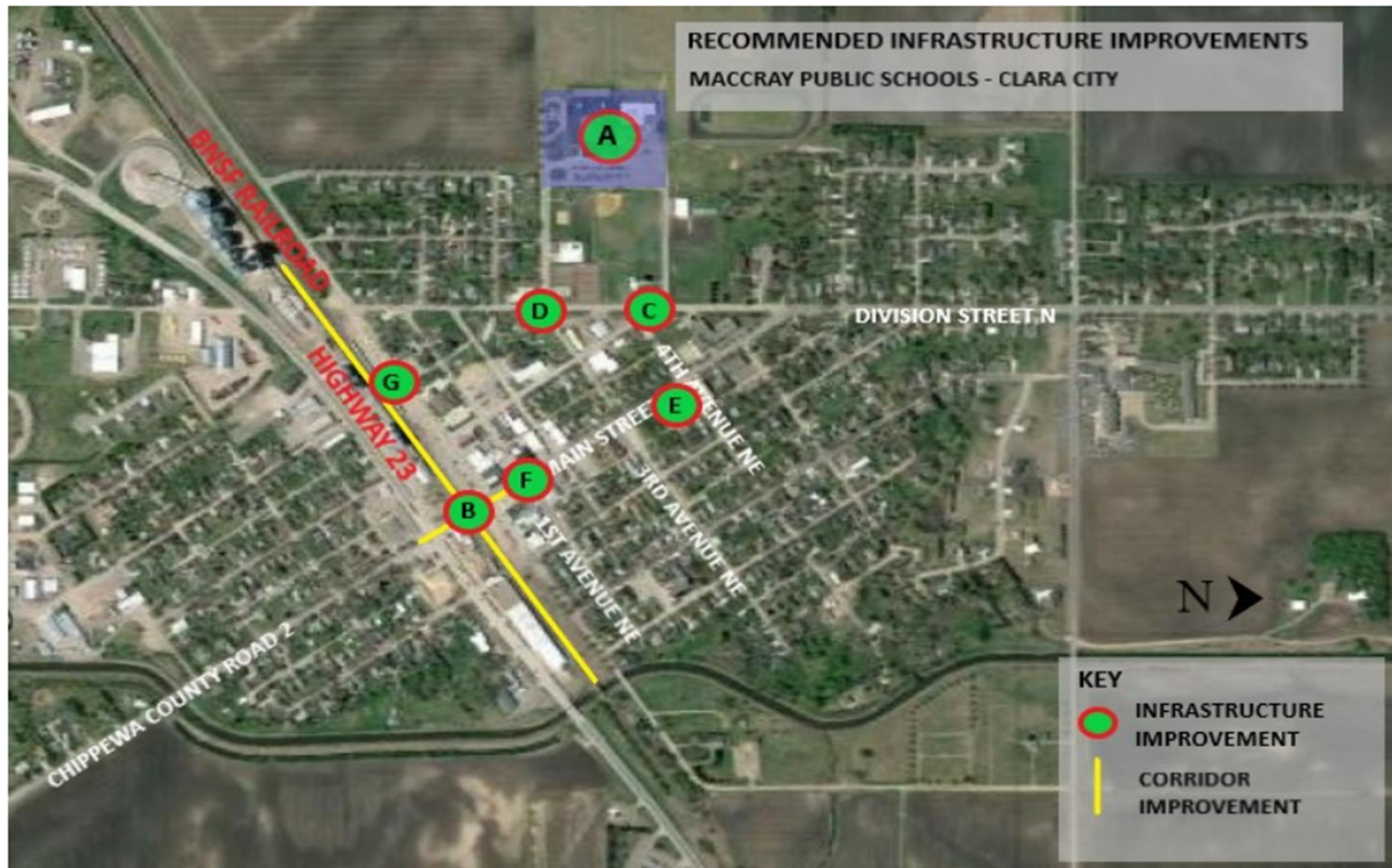


TABLE 2. INFRASTRUCTURE RECOMMENDATION LIST

#	LOCATION	PROBLEM/ISSUE	POTENTIAL SOLUTION/RECOMMENDATON	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	Clara City school campus	Mixing of students, buses, parents and pedestrians creates chaotic arrival and dismissal.	Ensure SRTS representation/perspective on new construction committees  Plan safe bike and pedestrian pathways on school property  Plan dedicated bike rack locations  Separate buses, parent drop-off and student parking as much as possible.  Install campus gateway elements indicating arrival near/on school campus	Safer and clearer patterns of traffic that eliminate uncertainty and establish user priority.	MACCRAY School District	High
B	Railroad crossing at Co. Rd 2	Sidewalk on west side of Co. Rd 2 is unmarked and incomplete. This is the only safe place to cross the railroad tracks in Clara City.	Clearly mark pedestrian path and complete sidewalk infrastructure.	Clear, safe path to cross the railroad tracks when traveling from the west side of town.	City of Clara City and Chippewa County	Medium
C	4 <sup>th</sup> Avenue NW – 1 <sup>st</sup> Street NW – Division Street N	Intersection Design – Poor alignment	Establish new intersection design that clearly indicates safe crosswalk.	New intersection alignment	City of Clara City	High
D	Wolverine Drive/3 <sup>rd</sup> Avenue NW and Division Street N	Diagonal crosswalk alignment	Establish new crosswalk design that includes	New crosswalk alignment	City of Clara City	Medium
E	4th Avenue NW and County Road 2	Safety of crossing county road. Crosswalk is not painted. Signs are out of date	Rectangular Rapid Flash Beacon (RRFB) and crosswalk paint	Safer crossing conditions	Chippewa County and the City of Clara City	Low
F	County Road 2 (Main Street) and 1 <sup>st</sup> Ave NW	No crosswalk signs or crosswalk paint	Crosswalk signs and new crosswalk paint	Increased safety and visibility for people crossing the street	Chippewa County and the City of Clara City	High
G	Railroad tracks	Kids crossing over tracks at places other than Co. Rd 2/Main Street crossing	Deterrent fencing.  No Trespassing signs marking BNSF property.	Reduction in railroad crossings outside designated crossing	Clara City Farmers Elevator, BNSF Railroad, City of Clara City, MACCRAY School District	High
H	Maynard, Raymond and Clara City	Students often travel to and from school when it is dark.  Sidewalk networks are not complete.  Pedestrians and drivers must often share the road, especially in winter.	Install streetlights along likely walking routes and pick-up/drop off locations  Reduce sidewalk gaps and make connections  Install community-wide Share the Road signage	Walkers and bikers have a safer path to and from school when it is dark.  Increased awareness of walkers, bikers, and rollers and clear pathways for them to travel to the school	Cities of Maynard, Raymond, Clara City and MACCRAY School District	Low
I	Clara City	Poor or inconsistent driver behavior near school grounds.	Install school wayfinding signs approaching the school	Increased awareness of potential walkers, bikers, and rollers as drivers approach the school campus.	City of Clara City and MACCRAY School District	Low



## PROPOSED INFRASTRUCTURE IMPROVEMENTS

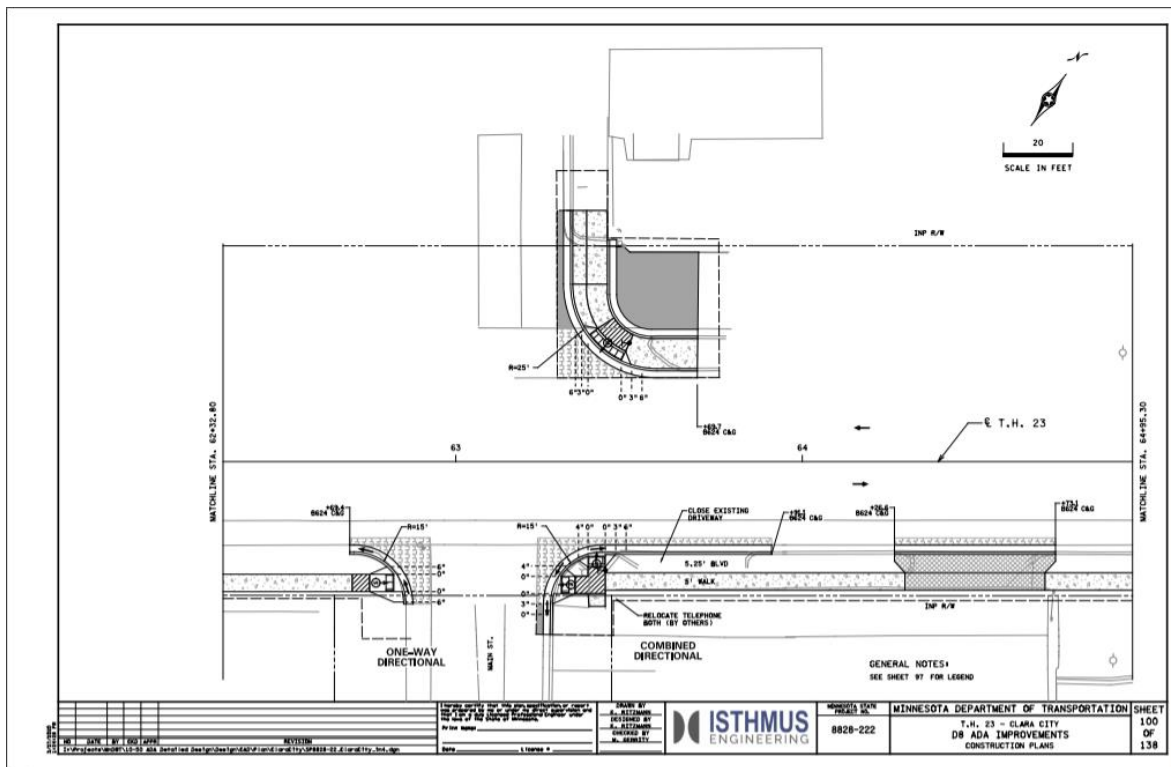


Figure 9: Highway 23 and Chippewa Co. Rd 2 Proposed Reconstruction in Clara City

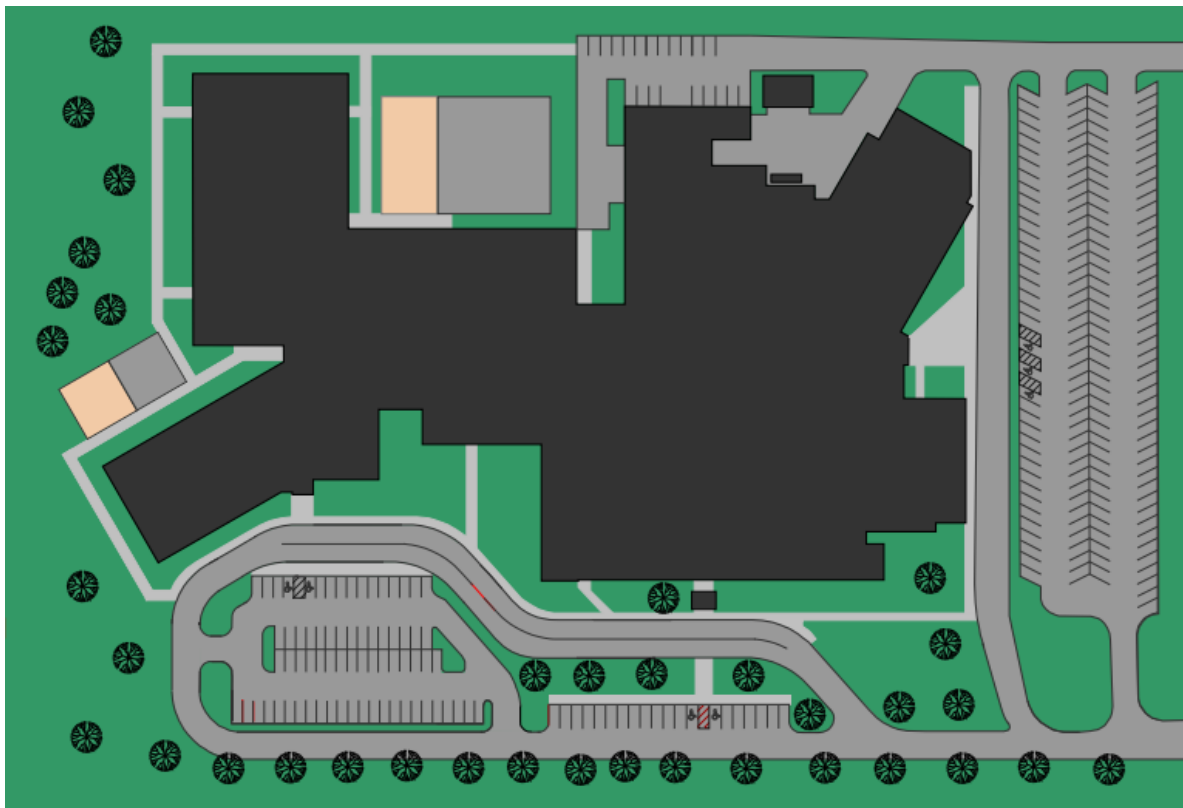
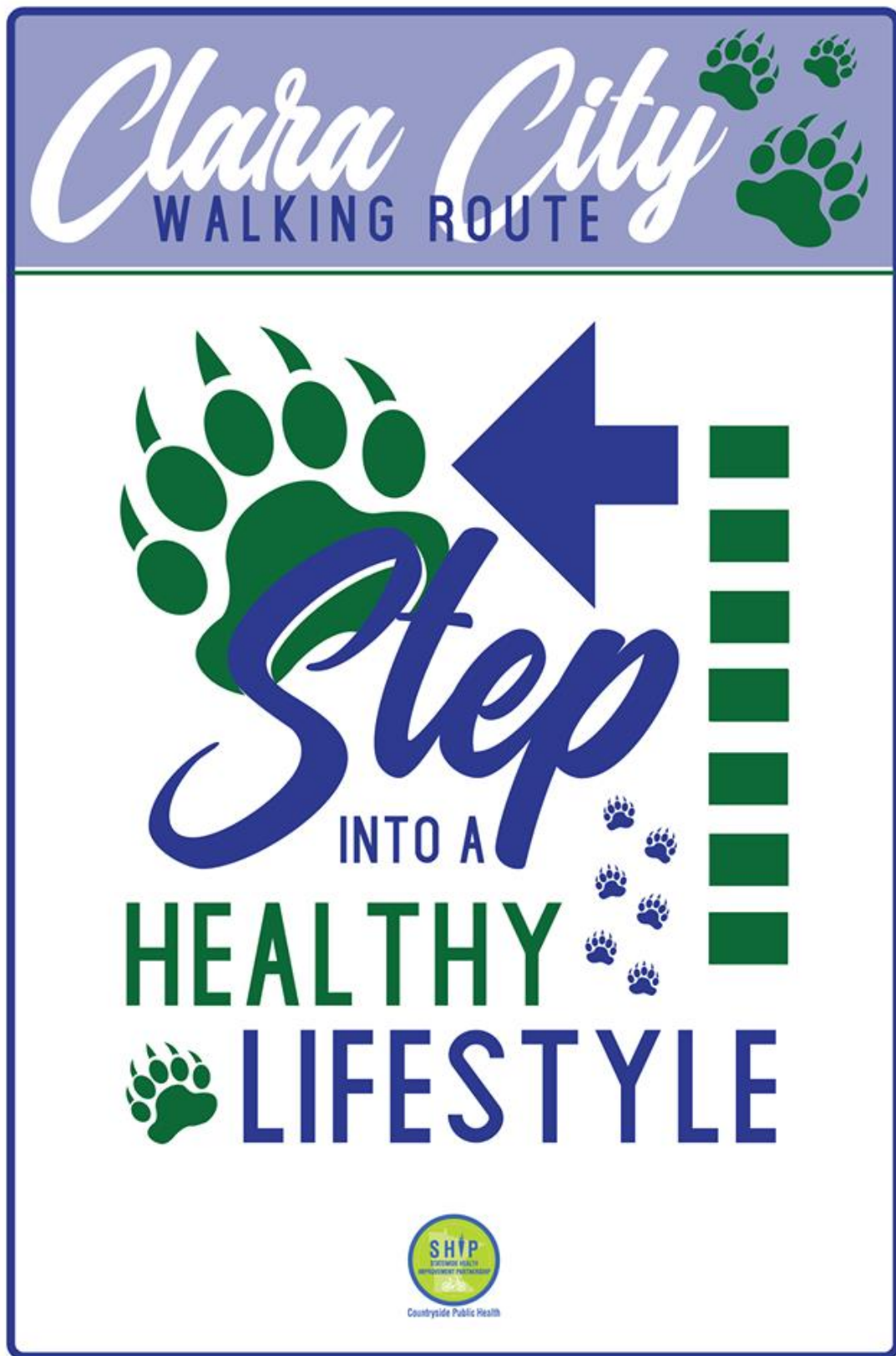


Figure 10: MACCRAY New Campus Proposed Footprint with Separated Bus and Parent Loading Areas





How to Get Involved

## Using this Plan

*At the heart of every successful Safe Routes to School comprehensive program is a coordinated effort by parent volunteers, school staff, local agency staff, law enforcement and community advocates, such as public health.*

This plan provides an overview of Safe Routes to School with specific recommendations for a 6 E's approach to improve the safety and the health and wellness of students. The specific recommendations in this plan are intended to support improvements and programs over the next 5 years. These recommendations include both long- and short-term infrastructure improvements as well as programmatic recommendations.

It should be noted that not all these projects and programs need to be implemented right away to improve the environment for walking and bicycling to school. The recommended projects and programs listed in this plan should be reviewed as part of the overall and ongoing Safe Routes to School strategy. Some projects will require more time, support, and funding than others. It is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects. See the Recommended Programs list in Table 1 on page 20.



## WHO ARE YOU?

Successful programs are achieved through the coordinated efforts of parent volunteers, school staff, local agency staff, law enforcement and community advocates, such as public health. Each partner has a key role to play in contributing to a plan's success. Including regular photos of Safe Routes to School related activities in newsletters and community outreach is one thing partners can do. The following paragraphs highlight the unique contributions of key partners in Safe Routes to School.

### I AM A PARENT

Parents can use this report to understand the conditions at their children's school and to become familiar with the ways an SRTS program can work to make walking and bicycling safer. Concerned parents or city residents have a very important role in the Safe Routes to School process. Parent groups, both formal and informal, have the ability and the responsibility to help implement many of the educational and encouragement programs suggested in this plan. Parent groups can also be key to ongoing success by helping to fundraise for smaller projects and programs.

### I AM A COMMUNITY MEMBER

Community residents, even if they don't currently have children enrolled in school, can play an important role in supporting implementation of the plan. They can use this report to better understand where there may be opportunities to participate in programming initiatives and infrastructure improvements. Community members, including seniors or retirees who may have more flexible schedules than parents with school-aged children, may volunteer in established programs or work with school staff or community partners to start new programs recommended in this plan.

### I AM A SCHOOL ADMINISTRATOR

School administrators have an important role in implementing the recommendations contained within this SRTS plan. For a plan to succeed, the impetus for change and improvement must be supported by the leadership of the school. School administrators can help with making policy and procedural changes to projects that are within school grounds and by distributing informational materials to parents within school publications.





### I AM A TEACHER OR OTHER STAFF MEMBER

Other than parents, teachers might interact with students the most. Teachers can include bicycle and pedestrian safety in lesson plans (see Walk! Bike! Fun!). Sharing books in your classroom that promote walking and biking is a good way to get kids interested at an early age. Teachers can also arrange for field trips within walking distance of school and incorporate informal lessons about safety along the way. In general, being positive and encouraging about walking and biking is a great way to start!

### I WORK FOR THE CITY OR COUNTY

City and County staff can use this report to identify citywide issues and opportunities related to walking and bicycling and to prioritize infrastructure improvements. City staff can also use this report to support Safe Routes to School funding and support opportunities such as:

- MnDOT Safe Routes to School (SRTS) grants
- Federal Safe Routes to School (SRTS) grants
- Statewide Health Improvement Program (SHIP)

For all infrastructure recommendations, a traffic study and more detailed engineering may be necessary to evaluate project feasibility, and additional public outreach should be conducted before final design and construction. For recommendations within the public right-of-way, the responsible agency will determine how (and if) to incorporate suggestions into local improvement plans and prioritize funding to best meet the needs of each school community.

### I WORK FOR THE POLICE DEPARTMENT

Police department staff can use this report to understand issues related to walking and bicycling to school and to plan for and prioritize enforcement activities that may make it easier and safer for students to walk and bike to school. The Police Department will be instrumental to the success of the enforcement programs and policies recommended in this plan. The Police Department will also have a key role in working with school administrations in providing officers and assistance to some of the proposed education and encouragement programs.

### I WORK IN PUBLIC HEALTH

Public health staff can use this report to identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors in school children and their families.





# Appendices



# Appendices

## APPENDIX I: CONTACT INFORMATION

Contact information for agencies and organizations involved with the creation of this plan are located in this section.

## APPENDIX II: PLANNING DOCUMENTS

Meeting agendas, planning documents and other Safe Routes to School related materials are contained within this section.

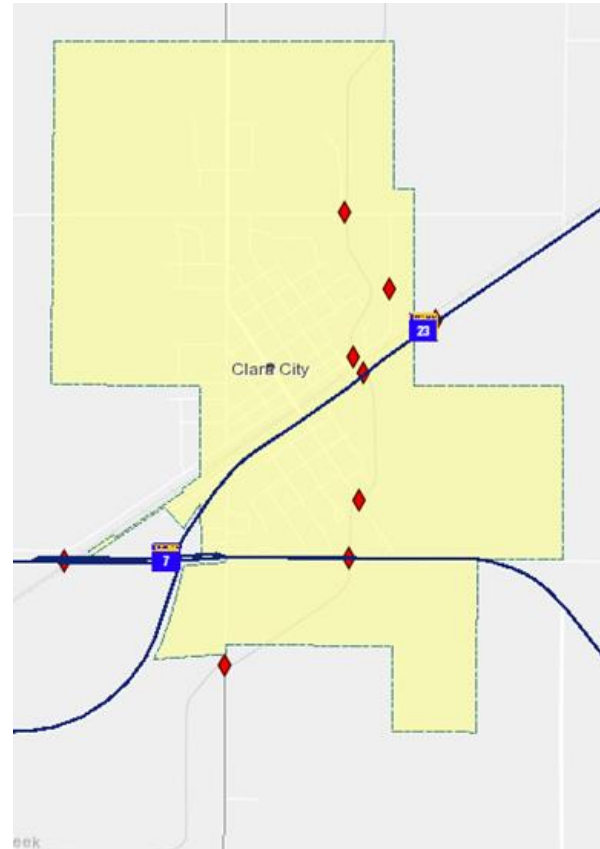
## APPENDIX III: BLANK FORMS

Blank forms used for the Walk Audit as well as Parent Surveys and Student Travel Tallies are contained in this section.

## APPENDIX IV: REPORTS

Parent surveys and student travel tallies were completed by students and parents of all three school campuses, MACCRAY East, MACCRAY West and MACCRAY High School. The consolidated reports from these surveys and tallies are included in these Appendices. These versions can serve as a baseline for comparison with future surveys.

Figure 11: Clara City Crash Data 2019







# Appendix II

## PLANNING DOCUMENTS

The planning document the committee used to determine programs and infrastructure recommendations.

### MACCRAY SAFE ROUTES TO SCHOOL: STRATEGIES AND ACTION STEPS

#### STRATEGY – ENGINEERING

##### Create a safe environment for pedestrians, bike riders and rollers

- Action: Improve crossings highlighted in the Infrastructure Recommendations List
- Action: Install school wayfinding signs on Co. Rd 2 and leading up to school
- Action: Install community-wide Share the Road/pedestrian signage
- Action: Complete sidewalk network to reduce gaps and make connections

##### Influence new campus construction regarding Safe Routes to School

- Action: Ensure SRTS representation/perspective on new construction committees
- Action: Plan safe bike and pedestrian pathways on school property
- Action: Plan dedicated bike rack locations
- Action: Design and implement safe pick-up and drop-off locations
- Action: Install campus gateway elements indicating arrival near/on school campus

#### STRATEGY – EDUCATION AND ENCOURAGEMENT

##### Ensure that all students know how to walk, bike or roll to school safely

- Action: Participate in Walk to School and Bike to School days
- Action: Plan and support Walking School Bus days
- Action: Hold bike rodeos for kids and Walk! Bike! Fun! training for teachers
- Action: Participate in Operation Lifesaver Rail Safety Education
- Action: Include regular photos/stories of walkers, bikers, and rollers in newsletters/outreach

#### STRATEGY – ENFORCEMENT

##### Create a predictable environment for drivers and pedestrians

- Action: Eliminate crossings by pedestrians over RR tracks outside designated crossing
- Action: Enforce snow removal and sidewalk related ordinances
- Action: Consistently enforce traffic laws

#### STRATEGY – EVALUATION

##### Make Safe Routes to School part of the MACCRAY culture

- Action: Conduct regular parent surveys and student travel tallies
- Action: Engage students and parents about walking, biking and rolling
- Action: Maintain an active SRTS group and fill vacancies

#### STRATEGY – EQUITY

##### Ensure everyone can participate in Walking, Biking and Rolling activities

- Action: Ensure that everyone can participate in SRTS activities
- Action: Establish a Bike Share Program with Countryside Public Health
- Action: Establish pick-up/drop-off locations in Raymond and Maynard

## PLANNING DOCUMENTS

### Meeting Agendas

**MACCRAY Safe Routes to School Team Leader Meeting**  
**LuLu Beans in Willmar**  
**September 24, 2019**  
**Time: 8:30am**

**Present:**

Sherri Broderius – MACCRAY Superintendent  
Kristi Fernholz - UMVRDC  
Chad Kingstrom - UMVRDC

**Agenda:**

- Overall Strategy/Recap – Kristi
- Timeline
- Scope of Work – Plan Table of Contents
- What has been done so far?
- What's next?
  - Student surveys in classroom
  - Memo to SRTS Team defining roles and responsibilities
- Community meeting v. outreach materials
- SRTS Team List
- Kick-off Meeting/Referendum
- Questions?

**MACCRAY Safe Routes to School Plan Meeting #1**  
**Location: MACCRAY High School Library**  
**Date: January 29, 2020**  
**Time: 8:45am to 9:45am**

5 minutes	Welcome and introductions
15 minutes	Overview of the Safe Routes to School (SRTS) planning effort including the following: <ul style="list-style-type: none"><li>• The purpose and benefits of SRTS</li><li>• Timeline of the SRTS planning process</li><li>• What has been done so far</li><li>• Goals of the SRTS Plan</li><li>• Role of the SRTS Team</li></ul>
15 minutes	Review of the SRTS planning assistance grant application—primarily to go over the goals identified in the application
15 minutes	Develop a vision statement to guide our planning process
10 minutes	Discussion of local issues and concerns - Maynard and Raymond
9:45 to noon	Clara City Walk Audit
Noon to 12:30	Discussion Adjourn



## PLANNING DOCUMENTS

### Meeting Agendas

#### **MACCRAY Safe Routes to School Plan Meeting #2**

**Location: MACCRAY High School Library**

**Date: March 11, 2020**

**Time: 8:45am to 10:30am**

#### **MACCRAY Safe Routes to School Vision:**

***We create healthy communities by working with regional partners to make rolling, walking and biking the safe and easy choice, in all seasons, for students and community members.***

<b>8:45am</b>	Welcome and introductions Vision Statement Review
<b>9:00am</b>	Walking School Bus video
10 minutes	Review of the Walk Audit
15 minutes	Primary Routes, Intersections, Pick-Up Locations, Walking School Bus
30 minutes	Review draft Strategies and Action Steps
<b>10:00am</b>	Public Outreach Plan – What do you want your communities to know? <ul style="list-style-type: none"><li>• Facebook posts</li><li>• Newspaper article</li><li>• Other ideas?</li><li>• Who wants to be involved?</li></ul>
<b>10:15 to 10:30</b>	Discussion Adjourn

#### **MACCRAY Safe Routes to School Plan Meeting #3**

**Location: Video Meeting**

**Date: May 20, 2020**

**Time: 9am to 10:00am**

<b>9am</b>	Welcome
<b>9:10am</b>	Plan Review <ul style="list-style-type: none"><li>• Team will review the draft of the SRTS plan with screen share function</li><li>• Participants may make comments</li><li>• Specific participants may be asked to comment on specific programs or infrastructure topics</li><li>• Comments received during meeting and by email will be sent to the group</li><li>• Team members will have the opportunity to make comments until June 1<sup>st</sup>.</li></ul>
<b>9:45am</b>	Discussion  Adjourn

# Appendix III

## BLANK FORMS

Parent Surveys

Travel Tally

Walk Audit

## Parent Survey About Walking and Biking to School

**Dear Parent or Caregiver,**

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

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

**Thank you for participating in this survey!**

+	<b>CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY</b>	+
---	--	---

**School Name:**[illegible]

1. What is the grade of the child who brought home this survey?   Grade (PK,K,1,2,3...)
2. Is the child who brought home this survey male or female? ☐ Male ☐ Female
3. How many children do you have in Kindergarten through 8<sup>th</sup> grade?

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

[illegible]

**Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box.**

- ### 5. How far does your child live from school?

- ☐ Less than ¼ mile      ☐ ½ mile up to 1 mile      ☐ More than 2 miles
- ☐ ¼ mile up to ½ mile      ☐ 1 mile up to 2 miles      ☐ Don't know

**Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box.**

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

## Arrive at school

- ☐ Walk
- ☐ Bike
- ☐ School Bus
- ☐ Family vehicle (only children in your family)
- ☐ Carpool (Children from other families)
- ☐ Transit (city bus, subway, etc.)
- ☐ Other (skateboard, scooter, inline skates, etc.)

### Leave from school

- ☐ Walk
- ☐ Bike
- ☐ School Bus
- ☐ Family vehicle (only children in your family)
- ☐ Carpool (Children from other families)
- ☐ Transit (city bus, subway, etc.)
- ☐ Other (skateboard, scooter, inline skates, etc.)

<b>+</b>	<b>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</b>
----------	--

- 7. How long does it normally take your child to get to/from school?** (Select one choice per column, mark box with X)

### Travel time to school

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

### Travel time from school

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

+		+
---	--	---



+

+

8. Has your child asked you for permission to walk or bike to/from school in the last year? ☐ Yes ☐ No

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

(Select a grade between PK,K,1,2,3...)   grade (or) ☐ I would not feel comfortable at any grade

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

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)

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)

- |   |                              |                             |                                   |
|---|------------------------------|-----------------------------|-----------------------------------|
| <input type="checkbox"/> Distance.....                                  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <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 |

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

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

- ☐ Strongly Encourages ☐ Encourages ☐ Neither ☐ Discourages ☐ Strongly Discourages

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

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

14. How healthy is walking or biking to/from school for your child?

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

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

15. What is the highest grade or year of school you completed?

- |   |  |
|---|--|
| <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                                    |

16. Please provide any additional comments below.




+				+	
8. ¿En el último año, le ha pedido permiso su hijo para caminar o andar en bicicleta hacia o desde la escuela?					
		<input type="checkbox"/> Sí		<input type="checkbox"/> No	
9. ¿En qué grado permitiría que su hijo camine o ande en bicicleta solo a/o de la escuela?					
(seleccione un grado entre PK,K,1,2,3...)		<input type="text"/>		grado o <input type="checkbox"/> No me sentiría cómodo/a en ningún grado	
¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"					
10. ¿Cuáles de las siguientes situaciones afectaron su decisión de permitir, o no permitir, que su niño camine o ande en bicicleta hacia o desde la escuela? (marque todas las que correspondan)			11. ¿Probablemente dejaría que su hijo caminara o usara la bicicleta para ir a /regresar de la escuela si este problema cambiara o mejorara? (elija una respuesta por línea)		
<input type="checkbox"/> Distancia.....			<input type="checkbox"/> Mi hijo(a) ya viaja a pie o en bicicleta a/desde la escuela		
<input type="checkbox"/> Conveniencia de manejar.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Tiempo.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Actividades antes o después de la escuela.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Velocidad del tránsito en la ruta.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Cantidad de tránsito en la ruta.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Adultos que acompañen a su niño.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Aceras o caminos.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Seguridad de las intersecciones y cruces.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Guardias de cruce peatonal.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Violencia o crimen.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
<input type="checkbox"/> Tiempo o clima.....			<input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a		
+ ¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"					
12. En su opinión, ¿cuánto apoyo provee la escuela de su hijo a caminar y usar la bicicleta para ir o regresar de la escuela?					
<input type="checkbox"/> Anima Fuertemente		<input type="checkbox"/> Anima		<input type="checkbox"/> Ni uno ni otro	
<input type="checkbox"/> Desalienta		<input type="checkbox"/> Desalienta Fuertemente			
13. ¿Qué tan DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?					
<input type="checkbox"/> Muy Divertido		<input type="checkbox"/> Divertido		<input type="checkbox"/> Neutral	
<input type="checkbox"/> Aburrido		<input type="checkbox"/> Muy Aburrido			
14. ¿Qué tan SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?					
<input type="checkbox"/> Muy Sano		<input type="checkbox"/> Sano		<input type="checkbox"/> Neutral	
<input type="checkbox"/> Malsano		<input type="checkbox"/> Muy Malsano			
+ ¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"					
15. ¿Cuál es el grado o el año más alto de educación que usted terminó?					
<input type="checkbox"/> Grados 1 a 8 (Escuela primaria)			<input type="checkbox"/> Universidad 1 a 3 años (alguna universidad o escuela técnica)		
<input type="checkbox"/> Grados 9 a 11 (alguna High School/secundaria)			<input type="checkbox"/> Universidad 4 años o más (graduado de la universidad)		
<input type="checkbox"/> Grado 12 o GED (graduado High School/secundaria)			<input type="checkbox"/> Prefiero no contestar		
16. Por favor proporcione comentarios adicionales:					
<div></div>					
<div></div>					
<div></div>					



# Safe Routes to School Students Arrival and Departure Tally Sheet

+

CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY

+

School Name:

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

Teacher's First Name:

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

Teacher's Last Name:

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

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

--	--

0 2

Monday's Date (Week count was conducted)

--	--

M M

--	--

D D

--	--	--	--

Y Y Y Y

Number of Students Enrolled in Class:

--	--

1 5

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

**Step 1.**

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

**Step 2.**

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

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

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

+

+



**Walking is** a great way to get around your neighborhood and be healthy at the same time! Walking allows you to meet your neighbors and gives you an opportunity to see the area at a comfortable pace.

Some neighborhoods are better for walking than others. If you want to walk, or if you want to walk more, but you are not comfortable doing it in your neighborhood, this planning guide will help you improve conditions for walking.

One person or a small group with a mission can accomplish great things, so take steps to make your neighborhood more walkable and more livable.

## Getting Started

1

Review this planning guide for tips that make a walkable community.

2

Go for a walk in your neighborhood and fill out the "Walking Route Form." Use the sample form for ideas.

3

Take the action steps to make your community a walkable community.

# Let's Go for a Walk!

PLANNING GUIDE FOR  
A WALKABLE COMMUNITY

DEVELOPED BY

Minnesota Council on  
**Physical Activity and Sports**





## Tips to Encourage Walking in Your Neighborhood

Make sure the walking route is well lit and safe.

Walk with friends.

Know where the public phones are  
or bring a cellular phone.

If you walk after dark, bring a flashlight.

Wear clothing that makes you visible to drivers.

Be a friendly neighbor and  
acknowledge others along the route.


If people along the route have difficulty shoveling  
because of age or physical condition,  
take turns with neighbors to keep  
that portion of the sidewalk clear.

Consider a neighborhood cleanup day  
if the walking route has litter.

Mark walking routes with signs to give visibility to both  
the neighborhood and the walking routes.

Encourage neighborhood groups like  
senior or youth organizations and day care centers  
to use the walking routes.

Promote walking routes with the community crime  
watch association. More people walking in a  
neighborhood makes the area safer for everyone.



## Resource Guide

**National** National Center for Bicycling and Walking  
8120 Woodmont Ave, Suite 520  
Bethesda, MD 20814  
301-656-4220  
[www.bikewalk.org](http://www.bikewalk.org)

Pedestrian and Bicycle Information Center  
University of North Carolina  
730 Martin Luther King Jr. Blvd.  
Chapel Hill, NC 27599-3430  
1-877-925-5245  
[www.walkinginfo.org](http://www.walkinginfo.org)

US Department of Transportation  
National Highway Traffic Safety Administration  
[www.nhtsa.dot.gov](http://www.nhtsa.dot.gov)  
*then go to search box on this home page and  
search on pedestrians*

Walkable Communities, Inc.  
1-866-347-2734 or [www.walkable.org](http://www.walkable.org)

**State** Minnesota Department of Transportation  
Bicycle and Pedestrian Section  
[www.dot.state.mn.us/peds](http://www.dot.state.mn.us/peds)

Minnesota Safety Council  
1-800-444-9150 or  
[www.mnsafetycouncil.org/crosswalk](http://www.mnsafetycouncil.org/crosswalk)

Minnesota Council on Physical Activity and Sports  
[www.health.state.mn.us/physicalactivity](http://www.health.state.mn.us/physicalactivity)

**Local** Local City Engineer and County Public Works  
Department (Check your local phone book)

County Health Department  
(Check your local phone book)



# Walking Route Form:

Group Name Anytown USA Neighborhood Watch Group Date October, 2000

Walking Route Location Downtown Main Street to High School

and Back along Lake Front

## Concerns

### Short Term Action Steps

### Long Term Action Steps

1

#### Do you have room to walk?

- \* Sidewalks broken, cracked or blocked
- \* No sidewalks, paths or shoulders
- \* Snow or leaves cover the walking route

- \* pick another route for now
- \* tell city/county traffic engineers or public works department about specific problems
- \* ask neighbors to clear sidewalk or path

- \* write/petition city for walkways
- \* alert media to problem
- \* organize a community group to help rake or shovel

2

#### Is it easy to cross streets?

- \* Traffic signals do not allow enough time to cross
- \* Crosswalks/traffic signals needed
- \* View of traffic blocked by parked cars, trees, plants, or snowbanks

- \* pick another route for now
- \* tell city/county traffic engineers or public works department about specific problems
- \* trim your trees or bushes that block the street and ask you neighbors to do the same

- \* request crosswalks/signals/parking changes at city meetings
- \* report illegally parked cars to the police
- \* request the public works department trim trees or plants, and clear snow

3

#### Do drivers behave safely?

- \* Back-up without looking
- \* Drive too fast
- \* Speed up to make traffic lights, or drive through red lights

- \* pick another route for now
- \* set an example: slow down and yield to pedestrians
- \* report unsafe driving to police

- \* petition for more law enforcement
- \* organize a neighborhood speed watch program
- \* write letters to the editor or articles for your community paper

4

#### Do walkers behave safely?

- \* Do not cross at cross walks or with traffic signal
- \* Do not look both ways before crossing
- \* Do not walk on sidewalks or shoulders facing traffic

- \* educate yourself about safe walking
- \* report unsafe walking to police
- \* tell city/county traffic engineers or public works department about specific problems

- \* request signs promoting crosswalk use
- \* work with community groups to promote pedestrian safety
- \* organize community to identify safe walking routes

5

#### Is the route pleasant?

- \* Needs grass, flowers, trees
- \* Scary dogs
- \* Not well lit
- \* Littered or dirty

- \* ask neighbors to keep dogs leashed or fenced
- \* report scary dogs to the police
- \* take a walk with a trash bag and pick up litter

- \* promote planting of trees, flowers, and bushes in your community
- \* work with the neighborhood crime watch group to increase lighting
- \* organize a community clean-up day

# Walking Route Form:

Group Name \_\_\_\_\_ Date \_\_\_\_\_

Walking Route Location \_\_\_\_\_

\_\_\_\_\_

## Concerns

### Short Term Action Steps

### Long Term Action Steps

1 Do you have room to walk?

2 Is it easy to cross streets?

3 Do drivers behave safely?

4 Do walkers behave safely?

5 Is the route pleasant?

# Appendix IV

## REPORTS

Parent Survey Report

Student Travel Tally Report



## Parent Survey Aggregate Summary

**Program Name:** MACCRAY

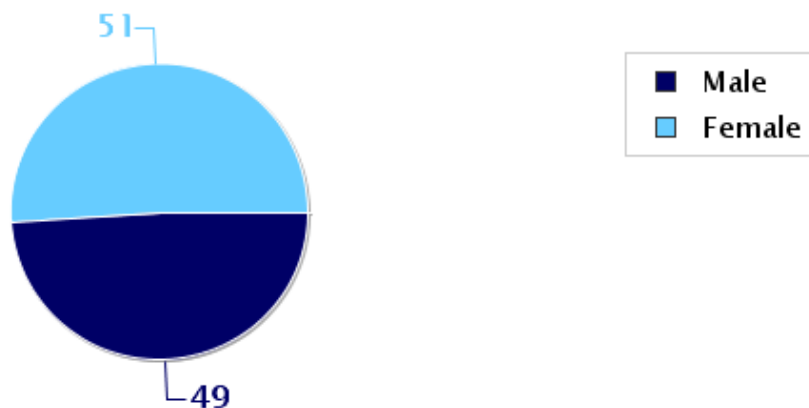
**Date range:** Fall 2019 (July - December 2019)

**Date Report Generated:** 12/18/2019

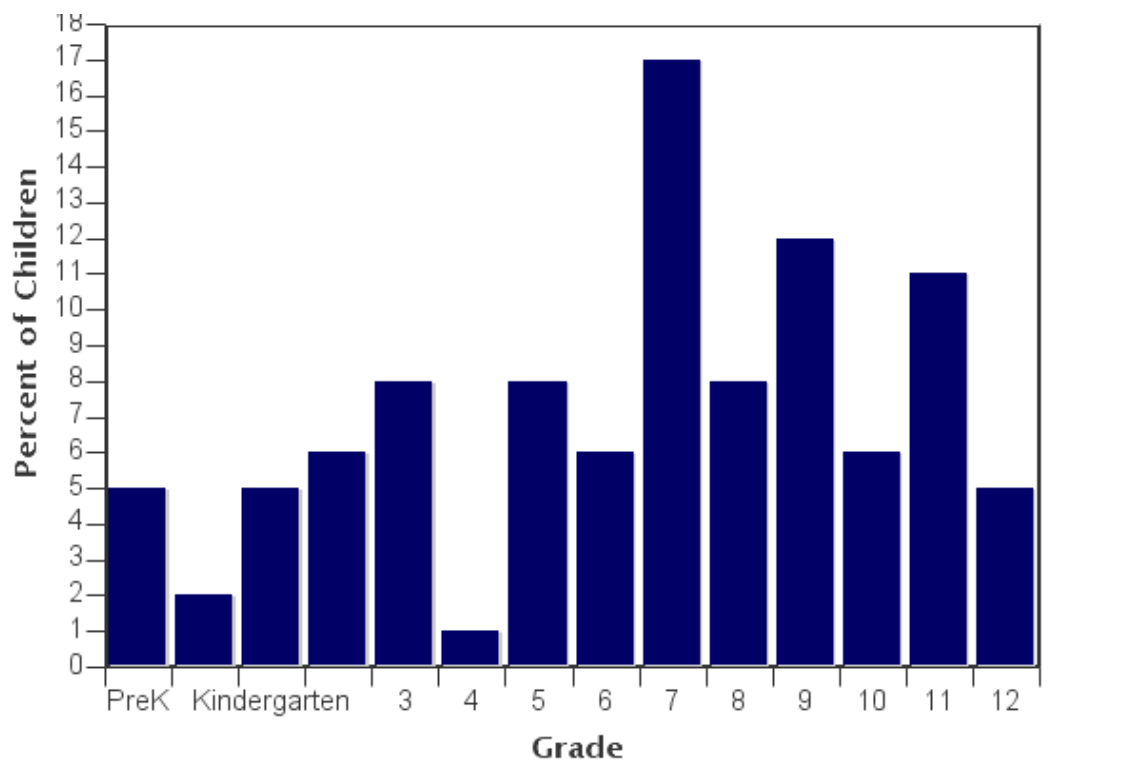
School Name(s):	Month & Year Collected & (Set ID)	School Enrollment:	Enrollment in Grades Targeted by SRTS Program:	Number of Questionnaires Distributed:	Number of Questionnaires Included in Report:
Maccray East Elementary School	October 2019 (19151)			0	47
Maccray Senior High School	October 2019 (19148)	323		0	62
Maccray Senior High School	October 2019 (19146)	323		0	6
Maccray Senior High School	October 2019 (19149)	323		0	11
Maccray Senior High School	October 2019 (19150)	323		0	23
Maccray West Elementary School	October 2019 (19153)			0	23
			Total:	0	172

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

### Sex of children for parents that provided information



# Grade levels of children represented in survey



# Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
PreK	9	5%
Kindergarten	4	2%
1	8	5%
2	10	6%
3	14	8%
4	2	1%
5	13	8%
6	11	6%
7	29	17%
8	13	8%
9	21	12%
10	11	6%

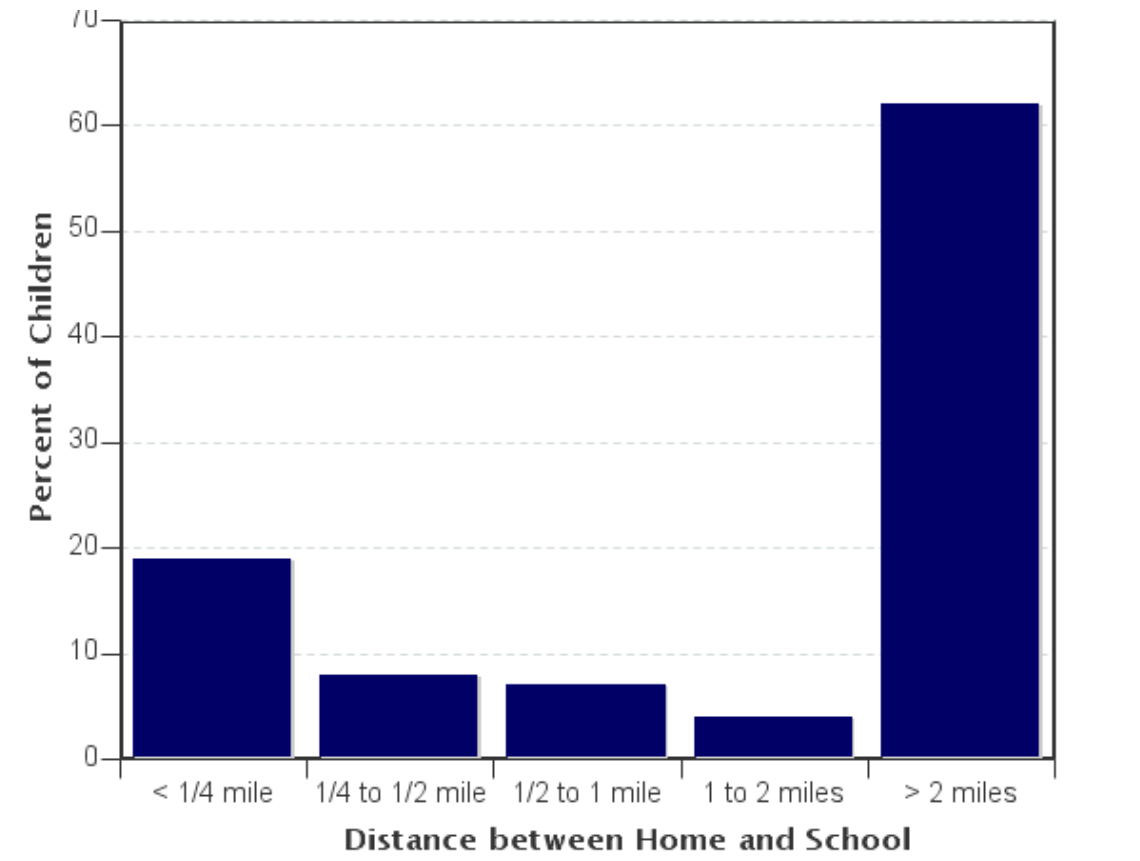
11	18	11%
12	8	5%

No response: 0

Percentages may not total 100% due to rounding.



## Parent estimate of distance from child's home to school



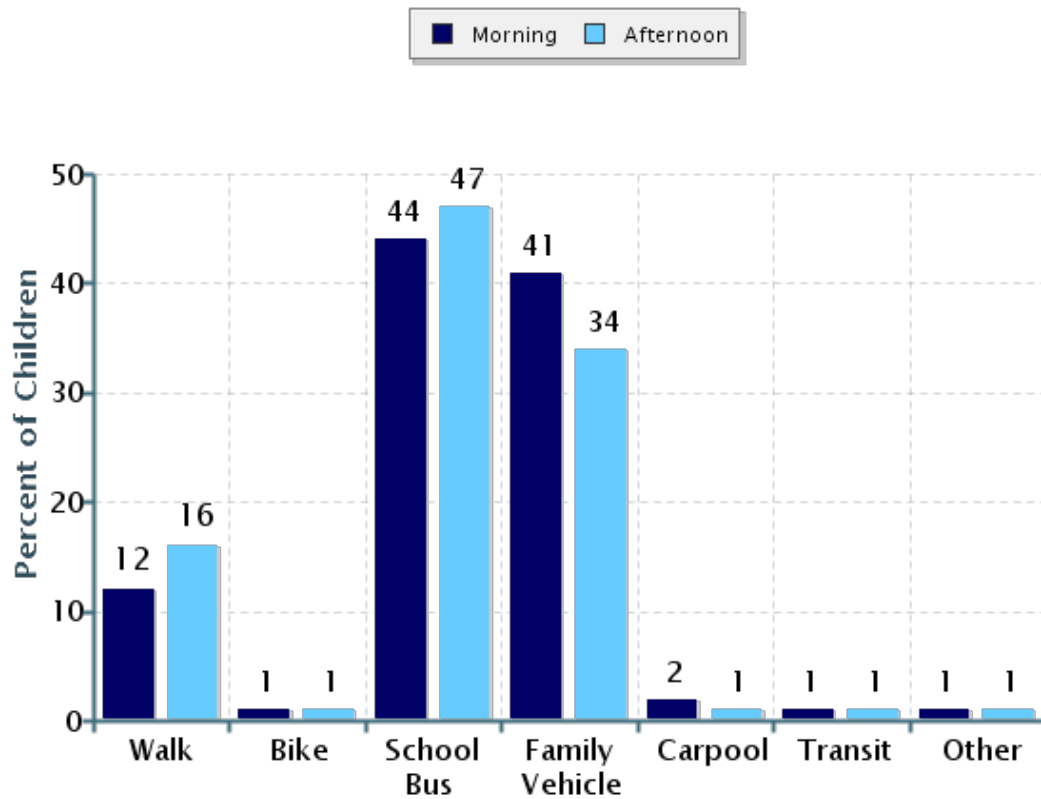
## Parent Survey Aggregate Summary

Distance between home and school	Number of children	Percent
Less than 1/4 mile	31	19%
1/4 mile up to 1/2 mile	14	8%
1/2 mile up to 1 mile	11	7%
1 mile up to 2 miles	7	4%
More than 2 miles	102	62%

Don't know or No response: 7

Percentages may not total 100% due to rounding.

## Typical mode of arrival at and departure from school



## Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	165	12%	0.6%	44%	41%	2%	0.6%	0.6%
Afternoon	161	16%	0.6%	47%	34%	1%	0.6%	0.6%

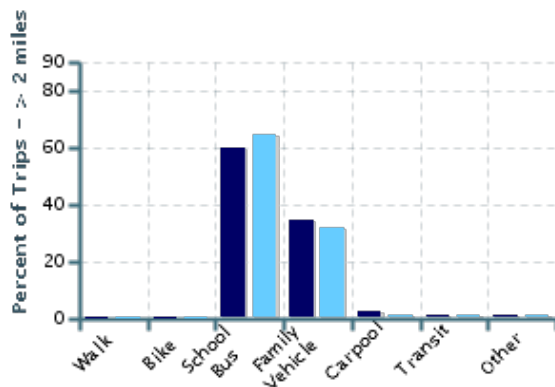
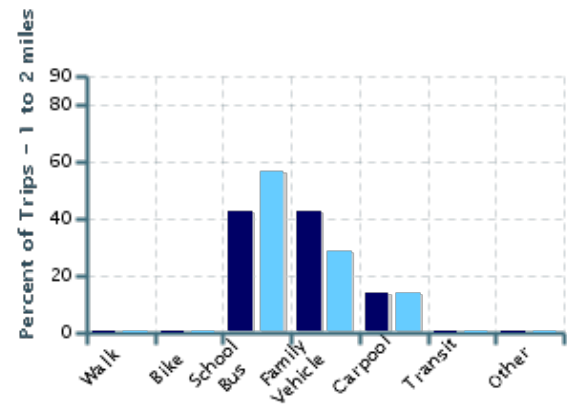
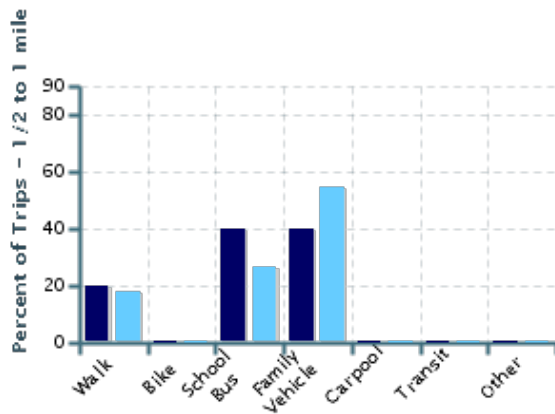
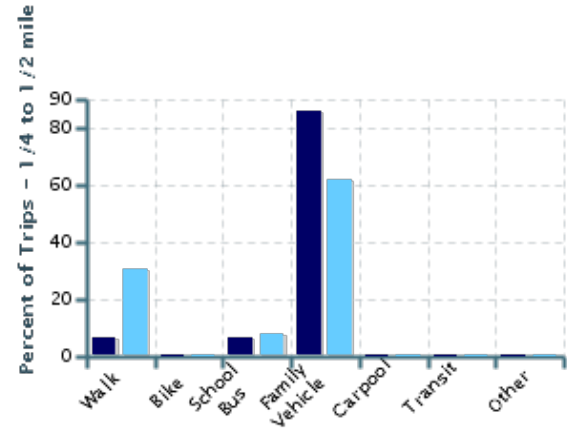
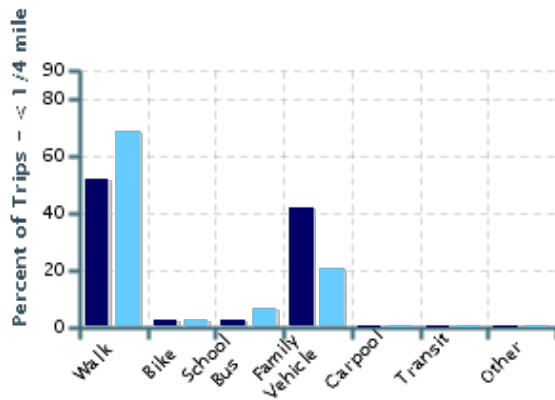
No Response Morning: 7

No Response Afternoon: 11

Percentages may not total 100% due to rounding.

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

■ Morning ■ Afternoon







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

## School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
1 Less than 1/4 mile	31	52%	3%	3%	42%	0%	0%	0%
2 1/4 mile up to 1/2 mile	14	7%	0%	7%	86%	0%	0%	0%
3 1/2 mile up to 1 mile	10	20%	0%	40%	40%	0%	0%	0%
4 1 mile up to 2 miles	7	0%	0%	43%	43%	14%	0%	0%
5 More than 2 miles	101	0%	0%	60%	35%	3%	1%	1%

Don't know or No response: 0

Percentages may not total 100% due to rounding.

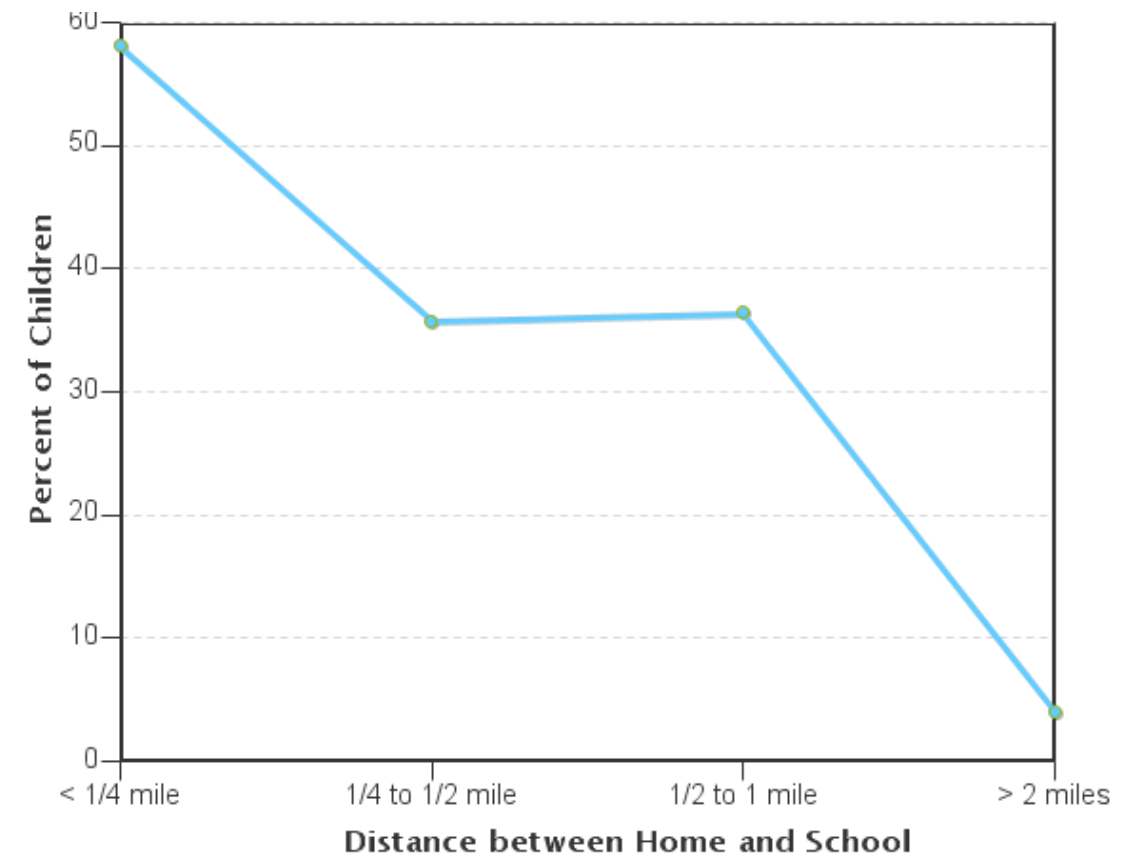
## School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	29	69%	3%	7%	21%	0%	0%	0%
1/4 mile up to 1/2 mile	13	31%	0%	8%	62%	0%	0%	0%
1/2 mile up to 1 mile	11	18%	0%	27%	55%	0%	0%	0%
1 mile up to 2 miles	7	0%	0%	57%	29%	14%	0%	0%
More than 2 miles	99	0%	0%	65%	32%	1%	1%	1%

Don't know or No response: 0

Percentages may not total 100% due to rounding.

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



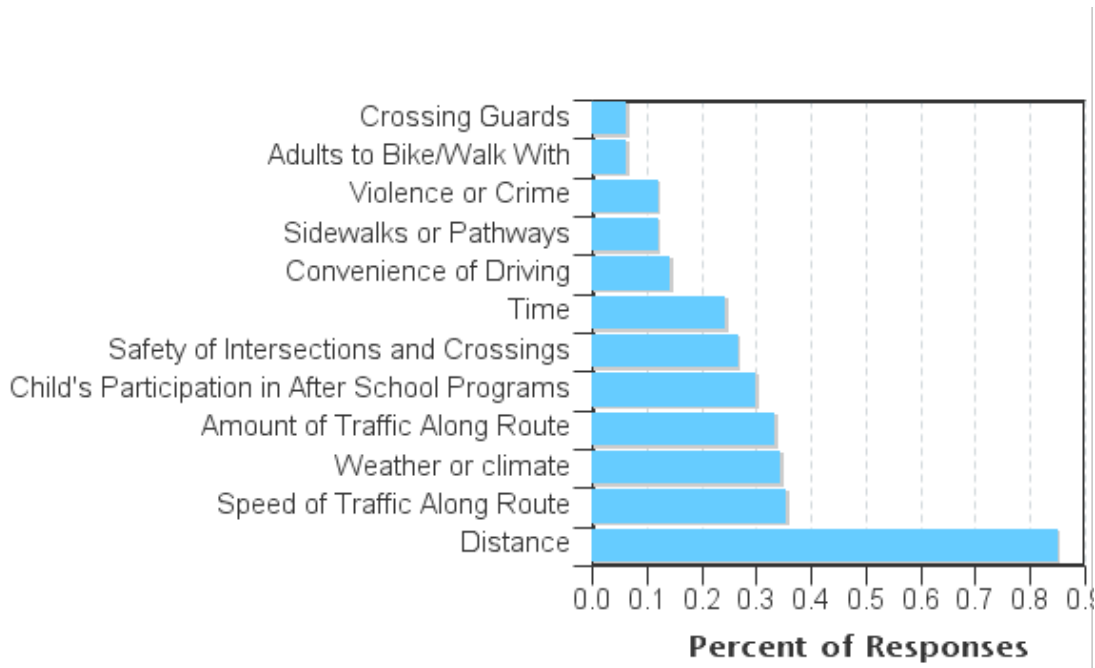
## Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	155	58%	36%	36%	0%	4%
No	665	42%	64%	64%	100%	96%

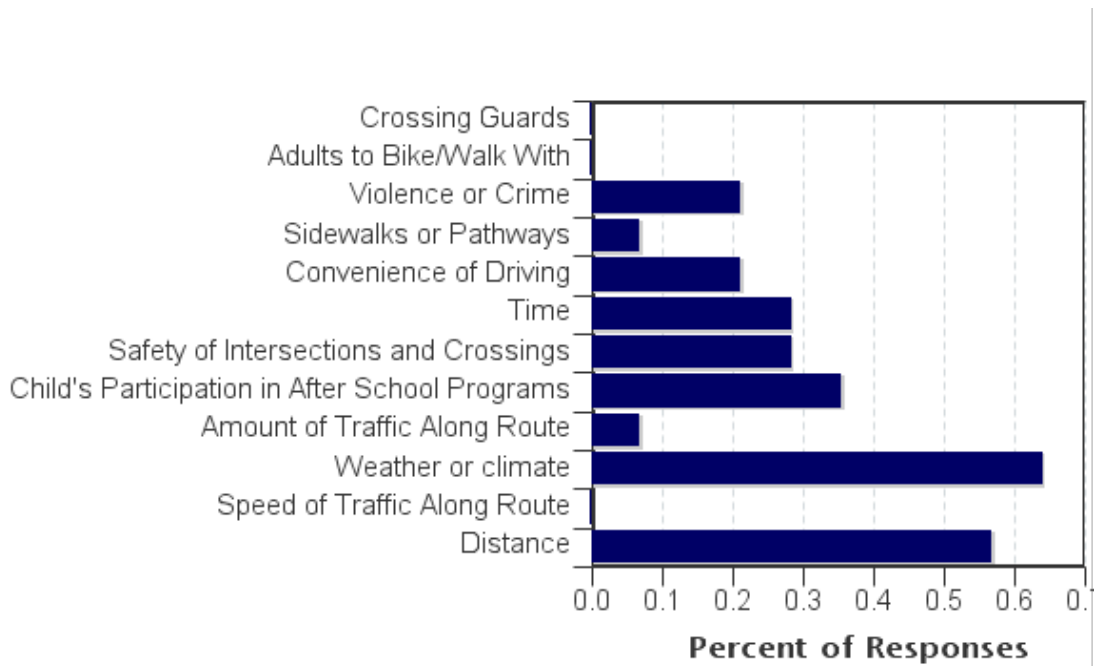
Don't know or No response: 0

Percentages may not total 100% due to rounding.

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



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



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

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	85%	57%
Speed of Traffic Along Route	36%	0%
Weather or climate	35%	64%
Amount of Traffic Along Route	34%	7%
Child's Participation in After School Programs	30%	36%
Safety of Intersections and Crossings	27%	29%
Time	25%	29%
Convenience of Driving	15%	21%
Sidewalks or Pathways	12%	7%
Violence or Crime	12%	21%
Adults to Bike/Walk With	7%	0%
Crossing Guards	7%	0%
<b>Number of Respondents per Category</b>	<b>89</b>	<b>14</b>

No response: 69

Note:

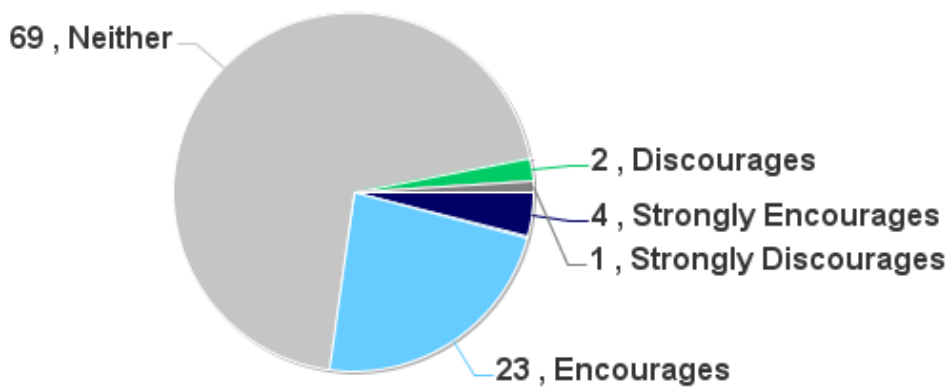
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

--Each column may sum to > 100% because respondent could select more than issue

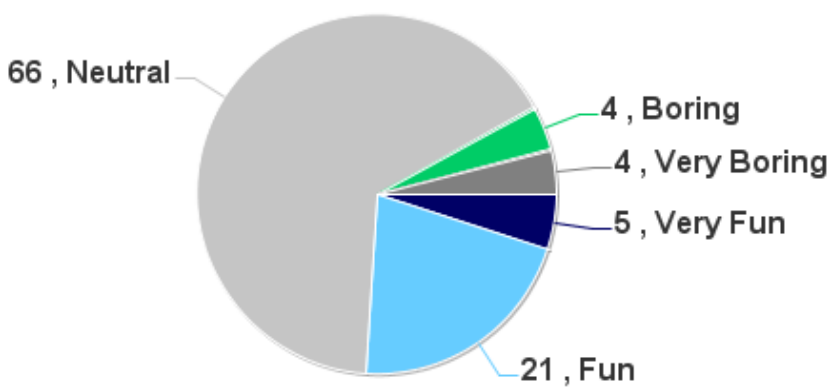
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.



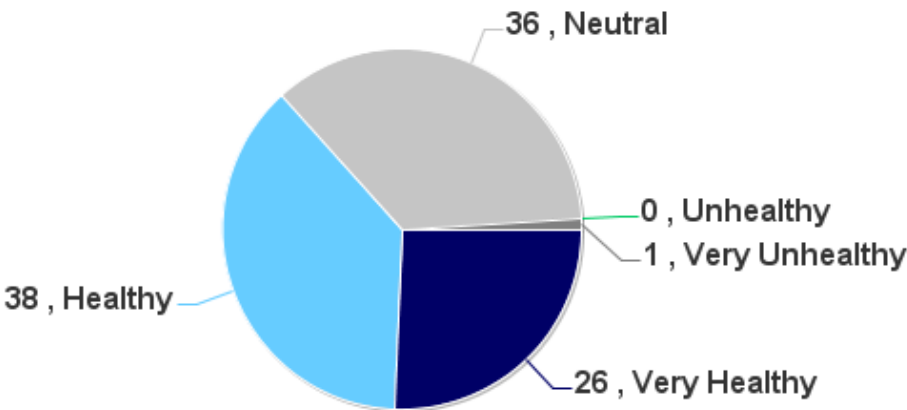
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



## Comments Section

School	SurveyID	Comment
Maccray East Elementary School	1684560	My child will not walk to school. We live too far
Maccray East Elementary School	1684563	We live in the country so that is the only factor that prevents my children from walking/biking to school
Maccray East Elementary School	1684568	We live too far to walk
Maccray East Elementary School	1684569	As parents of a pre-shooler, kindergartner and 2nd grader we don't feel they would be safe walking/biking from a 1/2 mile away with very low shoulders and the speed of traffic. If those concerns were remedied, we would consider it as they get to upper elementary.
Maccray East Elementary School	1684572	We live in the country ans would only consider walking/biking if we lived in town and she were older.
Maccray East Elementary School	1684575	This is not possible when my el. ed kids live in Clara City and are bussed daily to Raymond for school.
Maccray East Elementary School	1684583	We live about 7 1/2 miles from my son's school. He will never be able to walk or ride bike to school or back home.
Maccray East Elementary School	1684585	We live way to far away, to walk
Maccray East Elementary School	1684588	Living in the country makes walking + biking not an option!
Maccray East Elementary School	1684589	This is not possible when my el. ed kids live in Clara City and are bussed daily to Raymond for school.
Maccray East Elementary School	1684594	We live in the country. Our children will never walk to school.
Maccray East Elementary School	1684596	We live way to far away for kids to walk
Maccray East Elementary School	1684597	We live 15 miles away from school. My children enjoy the "walk to school" event every year but even if we lived in town, I would personally still not allow my children to walk to school without my husband or I present.
Maccray East Elementary School	1684600	Son rides bus from Daycare. After school he walks home with his older brother or rides the bus.
Maccray East Elementary School	1684604	We live in Willmar. Walking/biking to school just isn't an option.
Maccray East Elementary School	1684606	We live in the country, so my kids don't walk to school
Maccray Senior High School	1684229	This is stupid!
Maccray Senior High School	1684361	I would not let my child walk or bike to school because he does not pay attention to his surroundings.
Maccray Senior High School	1684400	We live in the country.
Maccray Senior High School	1684407	We live ten miles away.
Maccray Senior High School	1684415	Bus is very overcrowded. No room for anyone to sit. He doesn't like it so I allow him to walk.

Maccray Senior High School	1684418	Drive from home to bus stop in Raymond.
Maccray Senior High School	1684426	We live out in the country, about 10 miles from school, so biking or walking is not possible.
Maccray Senior High School	1684438	He has Down Syndrome. It would take over 4hrs to walk home from school
Maccray Senior High School	1684441	10 miles from school
Maccray Senior High School	1684522	This is stupid survey
Maccray West Elementary School	1684609	If my child was at the school in Clara City I would feel more comfortable allowing walking/biking to school.
Maccray West Elementary School	1684623	We live outside the district so I'd only let my child walk if we lived closer.
Maccray West Elementary School	1684638	We live in the country so walking/riding bike to school not an option for us.



# Student Travel Tally Report: Combining Schools in One Data Collection Season

**School Group:** MACCRAY

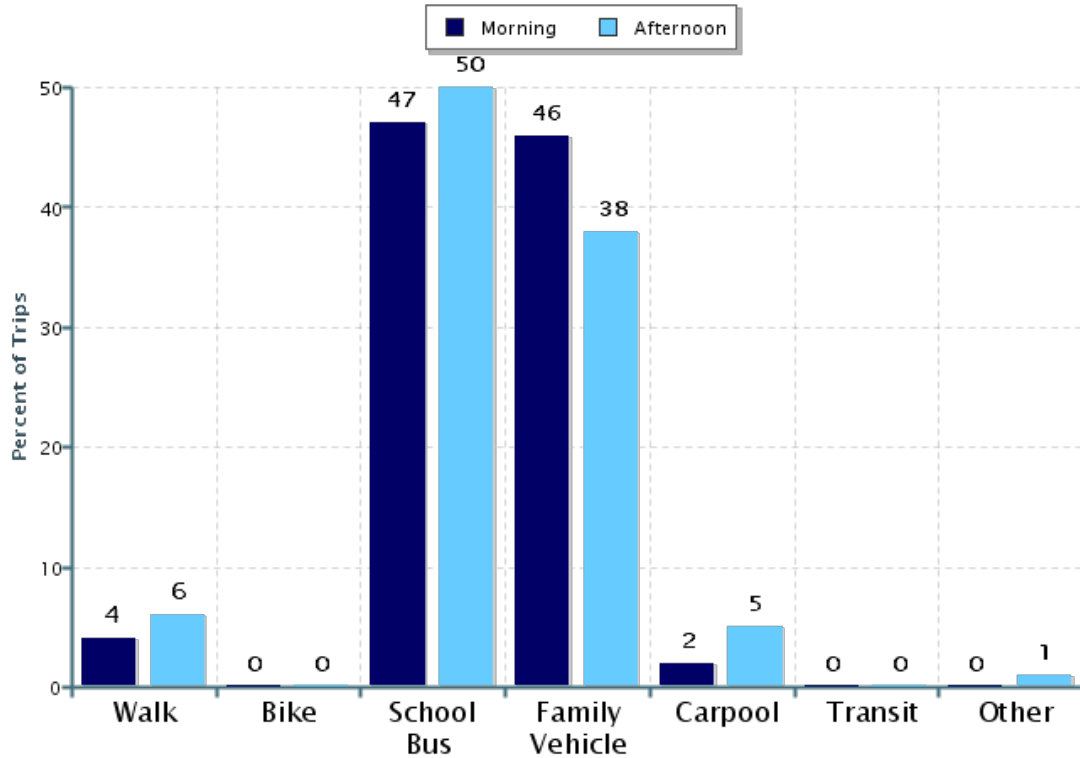
**Date Range:** Fall 2019

**Date Report Generated:** 05/13/2020

School Name:	Month & Year Collected & (Set ID)	School Enrollment:	% Range of School's Students Involved in SRTS:	Number of Classroom in School Targeted by School Group:	Number of Classrooms Included in Report:
Maccray East Elementary School	October 2019 (30396)				11
Maccray Senior High School	October 2019 (30684)	323			25
Maccray West Elementary School	October 2019 (30169)		76-100%		39
Total:				0	75

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

## Morning and Afternoon Travel Mode Comparison



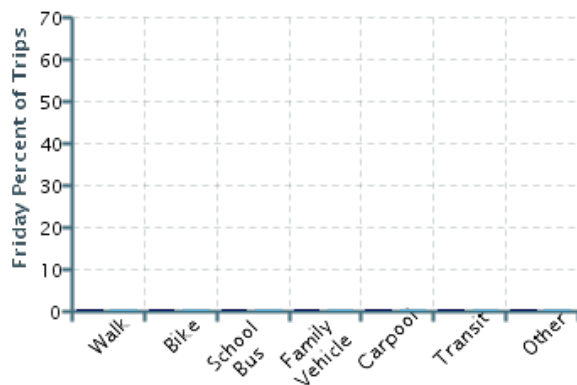
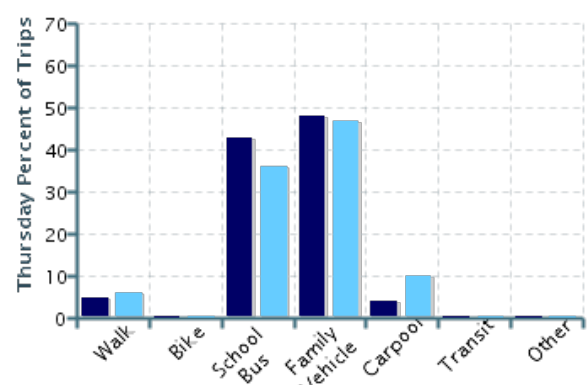
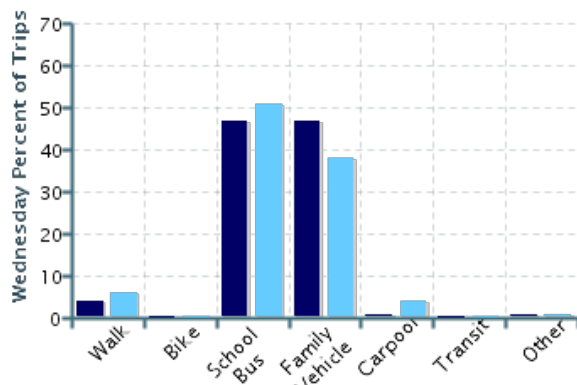
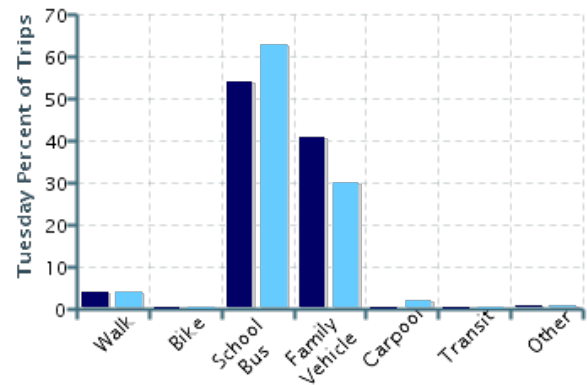
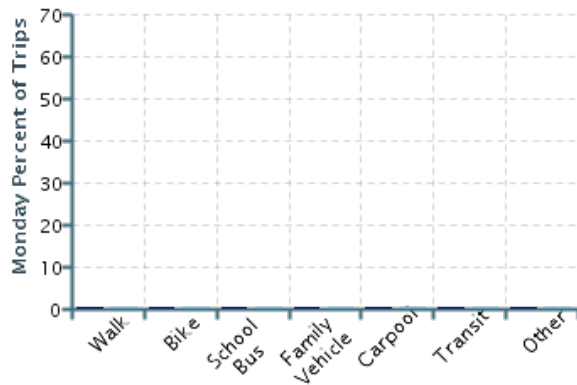
## Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1811	4%	0.2%	47%	46%	2%	0.1%	0.4%
Afternoon	1689	6%	0.2%	50%	38%	5%	0.1%	0.5%

Percentages may not total 100% due to rounding.

## Morning and Afternoon Travel Mode Comparison by Day

■ Morning ■ Afternoon



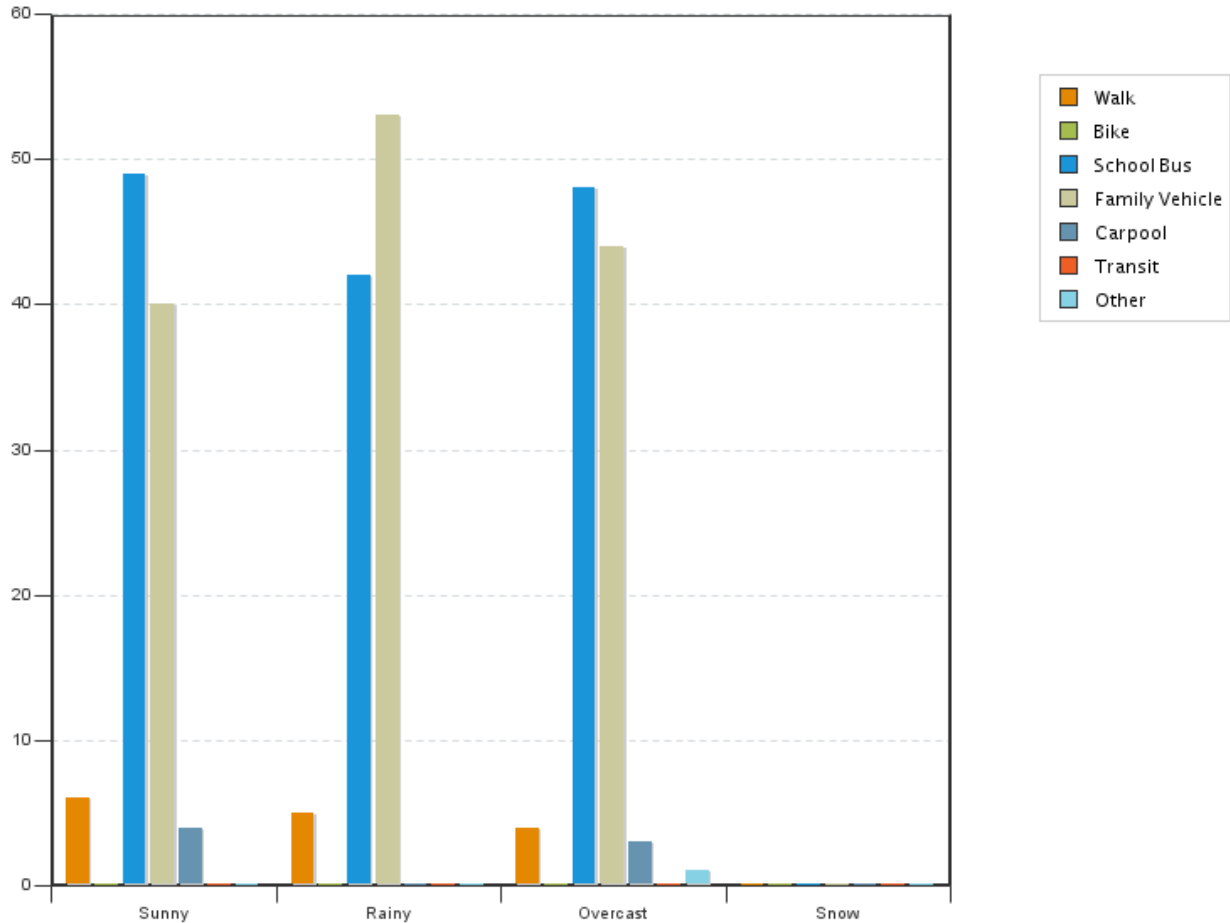
## Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Monday AM		0%	0%	0%	0%	0%	0%	0%
Monday PM		0%	0%	0%	0%	0%	0%	0%
Tuesday AM	390	4%	0%	54%	41%	0.3%	0%	0.5%
Tuesday PM	378	4%	0%	63%	30%	2%	0%	0.5%
Wednesday AM	894	4%	0.2%	47%	47%	1%	0.1%	0.6%
Wednesday PM	865	6%	0.2%	51%	38%	4%	0.1%	0.7%
Thursday AM	527	5%	0.4%	43%	48%	4%	0.2%	0.2%
Thursday PM	446	6%	0.4%	36%	47%	10%	0.2%	0.2%
Friday AM		0%	0%	0%	0%	0%	0%	0%
Friday PM		0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.



## Travel Mode by Weather Conditions



## Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	1322	6%	0.3%	49%	40%	4%	0.1%	0.2%
Rainy	43	5%	0%	42%	53%	0%	0%	0%
Overcast	2121	4%	0.2%	48%	44%	3%	0.1%	0.7%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.



MACCRAY

# SAFE ROUTES to SCHOOL

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



## PROGRAMS EQUITY + EDUCATION + ENCOURAGEMENT + EVALUATION



### BUS DROP AND WALK

**What:** Planned community event for walking to school.  
**Who:** School staff  
**How:** Develop a plan with parents and law enforcement.  
**When:** Walk to School days and other days as planned.



### BIKE SHARE

**What:** Free to use bikes in dedicated locations  
**Who:** Countryside Public Health - SHIP  
**How:** Develop partnership with SHIP staff  
**When:** When funds are available for implementation



### WALK! BIKE! FUN!

**What:** Training on proper bike safety.  
**Who:** School staff.  
**How:** Ensure there is always trained staff  
**When:** As needed



### INCLUDE EVERYONE

**What:** Everyone should be informed about programming  
**Who:** School staff  
**How:** Provide non-English language outreach materials  
**When:** As soon as possible



### BIKE RODEOS

**What:** Events that train kids in bicycle safety  
**Who:** Walk! Bike! Fun! trained school staff  
**How:** Partner with law enforcement and SHIP  
**When:** Warmer school months and summer



### OPERATION LIFESAVER

**What:** Railroad safety curriculum  
**Who:** BNSF Railroad  
**How:** Educate and discourage with infrastructure  
**When:** Start of new school year



## INFRASTRUCTURE ROUTES + STREET PROJECTS



### Priority Recommendations

Railroad crossings are an issue in all three MACCRAY communities. People are crossing the tracks at places other than designated crossings and pedestrian infrastructure at those crossings is often incomplete.

All three MACCRAY communities have made pedestrian improvements, but more can be done to complete the network. Repainting crosswalks and adding signs are easy first steps. Some intersections need to be redesigned for pedestrian safety.



## GET INVOLVED

Plan your walking or biking route with your student, watch for students and respect school zone speed limits, and show your support by volunteering! Contact your school principal to learn how you can get involved.

**Learn more about Safe Routes to School at:**  
[www.dot.state.mn.us/saferoutes/](http://www.dot.state.mn.us/saferoutes/)

## CONTACT

Chad Kingstrom  
Upper MN Valley RDC  
[Chad@umvrdc.org](mailto:Chad@umvrdc.org)  
320-289-1981 x107

