Safe Routes to School

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

MACCRAY | July 2020
Acknowledgements

The following key people/entities participated in the Safe Routes to School (SRTS) plan efforts for this Safe Routes to School Plan. Their creativity, energy, and commitment were critical to the success of this effort.

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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
- Are more likely to be a healthy body weight
- Are less likely to suffer from depression and anxiety
- Get most of the recommended 60 minutes of daily physical activity during the trip to and from school
- Demonstrate improved test scores and better school performance*

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
active kids learn better

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

GRADES:

- 20% more likely to earn an A in math or English

STANDARDIZED TEST SCORES:

- 6% increase in students’ physical activity for the week

JUST ONE PHYSICALLY ACTIVE LESSON CREATES:

- 13% increase over 3 years

- 21% decrease in teachers’ time managing behavior

physically active kids have more active brains

BRAIN SCANS OF STUDENTS TAKING A TEST:

- after 20 minutes of sitting quietly
- after 20 minutes of walking

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%


Learn more about why active kids learn better and how schools can help at 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 MACCRAyne

*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 12th 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](image)

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.
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.

\[\text{Railroad Tracks crossing Main Street/Co. Rd 2 in Clara City}\]
Typical mode of school arrival and departure by distance child lives from school

- Morning
- Afternoon

<table>
<thead>
<tr>
<th>Distance</th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1/4 mile</td>
<td>40%</td>
<td>60%</td>
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<tr>
<td>1/2 to 1 mile</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>1 to 2 miles</td>
<td>50%</td>
<td>20%</td>
</tr>
<tr>
<td>&gt;2 miles</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>
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.

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

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

#### 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 chosing 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: 1st Avenue NW and Main Street.

The 1st 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 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 5: 1st Avenue NW approaching CCM Health

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

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.
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.

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>
<thead>
<tr>
<th>#</th>
<th>LOCATION</th>
<th>PROBLEM/ISSUE</th>
<th>POTENTIAL SOLUTION/RECOMMENDATION</th>
<th>ANTICIPATED OUTCOME</th>
<th>LEAD</th>
<th>PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Clara City school campus</td>
<td>Mixing of students, buses, parents and pedestrians creates chaotic arrival and dismissal.</td>
<td>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</td>
<td>Safer and clearer patterns of traffic that eliminate uncertainty and establish user priority.</td>
<td>MACCRAY School District</td>
<td>High</td>
</tr>
<tr>
<td>B</td>
<td>Railroad crossing at Co. Rd 2</td>
<td>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.</td>
<td>Clearly mark pedestrian path and complete sidewalk infrastructure.</td>
<td>Clear, safe path to cross the railroad tracks when traveling from the west side of town.</td>
<td>City of Clara City and Chippewa County</td>
<td>Medium</td>
</tr>
<tr>
<td>C</td>
<td>4th Avenue NW – 1st Street NW – Division Street N</td>
<td>Intersection Design – Poor alignment</td>
<td>Establish new intersection design that clearly indicates safe crosswalk.</td>
<td>New intersection alignment</td>
<td>City of Clara City</td>
<td>High</td>
</tr>
<tr>
<td>D</td>
<td>Wolverine Drive/3rd Avenue NW and Division Street N</td>
<td>Diagonal crosswalk alignment</td>
<td>Establish new crosswalk design that includes</td>
<td>New crosswalk alignment</td>
<td>City of Clara City</td>
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<td>E</td>
<td>4th Avenue NW and County Road 2</td>
<td>Safety of crossing county road. Crosswalk is not painted. Signs are out of date</td>
<td>Rectangular Rapid Flash Beacon (RRFB) and crosswalk paint</td>
<td>Safer crossing conditions</td>
<td>Chippewa County and the City of Clara City</td>
<td>Low</td>
</tr>
<tr>
<td>F</td>
<td>County Road 2 (Main Street) and 1st Ave NW</td>
<td>No crosswalk signs or crosswalk paint</td>
<td>Crosswalk signs and new crosswalk paint</td>
<td>Increased safety and visibility for people crossing the street</td>
<td>Chippewa County and the City of Clara City</td>
<td>High</td>
</tr>
<tr>
<td>G</td>
<td>Railroad tracks</td>
<td>Kids crossing over tracks at places other than Co. Rd 2/Main Street crossing</td>
<td>Deterrent fencing. No Trespassing signs marking BNSF property.</td>
<td>Reduction in railroad crossings outside designated crossing</td>
<td>Clara City Farmers Elevator, BNSF Railroad, City of Clara City, MACCRAY School District</td>
<td>High</td>
</tr>
<tr>
<td>H</td>
<td>Maynard, Raymond and Clara City</td>
<td>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.</td>
<td>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</td>
<td>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</td>
<td>Cities of Maynard, Raymond, Clara City and MACCRAY School District</td>
<td>Low</td>
</tr>
<tr>
<td>I</td>
<td>Clara City</td>
<td>Poor or inconsistent driver behavior near school grounds.</td>
<td>Install school wayfinding signs approaching the school</td>
<td>Increased awareness of potential walkers, bikers, and rollers as drivers approach the school campus.</td>
<td>City of Clara City and MACCRAY School District</td>
<td>Low</td>
</tr>
</tbody>
</table>
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

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 I

CONTACT INFORMATION

City of Clara City Website
Email: cityadmin@hcinet.net

City of Maynard Website
Email: citmay@mchsi.com

City of Raymond Website
Email: cityofc@frontiernet.net

Palmer Bus Service Website
John DuHoux
Email: johnd@palmerbusservice.com

Countryside Public Health Website
Ashlie Johnson
Email: Ashlie@countryside.co.swift.mn.us

Chippewa County Website
Phone: 320-269-2151

Upper Minnesota Valley Regional Development Commission Website
Chad Kingstrom
Email: Chad@umvrdc.org

MnDOT District 8 Website
Megan DeSchepper, AICP – Senior Planner
Email: megan.deschepper@state.mn.us

MnDOT – Safe Routes to School Website
Dave Cowan – General Information
Email: dave.cowan@state.mn.us
Kelly Corbin – Technical Assistance
Email: Kelly.Corbin@state.mn.us

Kelly Corbin – Engineering, grants and solicitations
Email: sara.pflaum.state.mn.us
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
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:
  - The purpose and benefits of SRTS
  - Timeline of the SRTS planning process
  - What has been done so far
  - Goals of the SRTS Plan
  - Role of the SRTS Team

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.

8:45am Welcome and introductions

8:45am Vision Statement Review

9:00am Walking School Bus video

9:00am Review of the Walk Audit

9:15am Primary Routes, Intersections, Pick-Up Locations, Walking School Bus

9:45am Review draft Strategies and Action Steps

10:00am Public Outreach Plan – What do you want your communities to know?

- Facebook posts
- Newspaper article
- Other ideas?
- Who wants to be involved?

10:15 to 10:30 Discussion

Adjourn

MACCRAY Safe Routes to School Plan Meeting #3
Location: Video Meeting
Date: May 20, 2020
Time: 9am to 10:00am

9am Welcome

9:10am Plan Review

- Team will review the draft of the SRTS plan with screen share function
- Participants may make comments
- Specific participants may be asked to comment on specific programs or infrastructure topics
- Comments received during meeting and by email will be sent to the group
- Team members will have the opportunity to make comments until June 1st.

9:45am Discussion

Adjourn
Appendix III

BLANK FORMS

Parent Surveys

Travel Tally

Walk Audit
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!

**CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY**

**School Name:**

| [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |

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 8th grade? ☐

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

   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] and [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

**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
   - ☐ ¼ mile up to ½ mile
   - ☐ ½ mile up to 1 mile
   - ☐ 1 mile up to 2 miles
   - ☐ More than 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.)

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

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

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)

☐ Distance
☐ Convenience of driving
☐ Time
☐ Child’s before or after-school activities
☐ Speed of traffic along route
☐ Amount of traffic along route
☐ Adults to walk or bike with
☐ Sidewalks or pathways
☐ Safety of intersections and crossings
☐ Crossing guards
☐ Violence or crime
☐ Weather or climate

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)

☐ My child already walks or bikes to/from school  
☐ Yes ☐ No ☐ Not Sure

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

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

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

16. Please provide any additional comments below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Estimado Padre o Encargado,
La escuela donde su hijo/hija asiste desea saber sus opiniones sobre niños caminando y andando en bicicleta a la escuela. Esta encuesta tomará entre 5 y 10 minutos para completar. Le pedimos a las familias que completen sólo una encuesta por escuela a la que asisten sus niños. Si recibe más de un formulario de la misma escuela, por favor complete solo una encuesta, la del niño que cumpla años en la fecha más próxima al día de hoy.

Después de completar esta encuesta, devuélvala a la escuela a través de su hijo o entréguesela a la maestra. Sus respuestas se mantendrán confidencial y no se asociará su nombre ni el de su hijo a ningún resultado.

¡Gracias por participar en esta encuesta!

¡LETRA MAYÚSCULA SOLAMENTE USE TINTA AZUL O NEGRA!

<table>
<thead>
<tr>
<th>Nombre de la Escuela:</th>
</tr>
</thead>
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</tr>
</tbody>
</table>

1. ¿En qué grado esta el niño que trajo esta encuesta al hogar?  
- Grado (PK,K,1,2,3...)

2. ¿El niño que trajo a casa la encuesta es niño o niña?  
- Niño  
- Niña

3. ¿Cuántos niños tiene usted entre Kindergarten y el 8vo grado?  

4. ¿Cuál es la intersección más cerca de su casa? (el cruce de las dos calles)  

5. ¿A qué distancia vive su niño de la escuela?  
- Menos de 1/4 milla  
- media milla hasta 1 milla  
- Más de 2 millas  
- Entre 1/4 y ½ milla  
- Entre 1 y 2 millas  
- No lo sé

6. La mayoría de los días, ¿cómo va su niño a la escuela y cómo regresa a la casa después de la escuela?  

   **Llega a la escuela**  
   - Caminando  
   - Bicicleta  
   - Autobús escolar  
   - Vehículo de la familia (solo con niños de la familia)  
   - Compartiendo el viaje en auto con niños de otras familias  
   - Tránsito (autobús de la ciudad, subterráneo, etc.)  
   - Otro (patineta, monopatín, patines, etc.)

   **Regresa a casa**  
   - Caminando  
   - Bicicleta  
   - Autobús escolar  
   - Vehículo de la familia (solo con niños de la familia)  
   - Compartiendo el viaje en auto con niños de otras familias  
   - Tránsito (autobús de la ciudad, subterráneo, etc.)  
   - Otro (patineta, monopatín, patines, etc.)

7. ¿Cuánto tiempo le toma a su niño para ir y regresar de la escuela? (una respuesta por columna con una "X" en la caja)  

   **Tiempo del recorrido a la escuela**  
   - Menos de 5 minutos  
   - 5 a 10 minutos  
   - 11 a 20 minutos  
   - Más de 20 minutos  
   - No lo sé / No estoy seguro/a

   **Tiempo del recorrido para llegar a casa**  
   - Menos de 5 minutos  
   - 5 a 10 minutos  
   - 11 a 20 minutos  
   - Más de 20 minutos  
   - No lo sé / No estoy seguro/a
8. ¿En el último año, le ha pedido permiso su hijo para caminar o andar en bicicleta hacia o desde la escuela?  
☐ Sí ☐ No

9. ¿En qué grado permitiría que su hijo camine o ande en bicicleta solo a/o de la escuela?  
(Selezione un grado entre PK, K, 1, 2, 3...)  ☐ grado  ☐ No me sentiría cómodo/a en ningún grado

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)

☐ Distancia………………………………………………………………………………………………………
☐ Conveniencia de manejar…………………………………………………………………………………………
☐ Tiempo………………………………………………………………………………………………………
☐ Actividades antes o después de la escuela……………………………………………………………………
☐ Velocidad del tránsito en la ruta…………………………………………………………………………………
☐ Cantidad de tránsito en la ruta…………………………………………………………………………………………
☐ Adultos que acompañen a su niño……………………………………………………………………
☐ Aceras o caminos……………………………………………………………………………………………………
☐ Seguridad de las intersecciones y cruces…………………………………………………………………………
☐ Guardias de cruce peatonal…………………………………………………………………………………………
☐ Violencia o crimen……………………………………………………………………………………………………
☐ Tiempo o clima………………………………………………………………………………………………………

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)

☐ Mi hijo(a) ya viaja a pie o en bicicleta a/desde la escuela

☐ Sí ☐ No ☐ No estoy seguro/a

12. ¿Cuál es el grado o el año más alto de educación que usted terminó?

☐ Grados 1 a 8 (Escuela primaria) ☐ Universidad 1 a 3 años (alguna universidad o escuela técnica)
☐ Grados 9 a 11 (alguna High School/secundaria) ☐ Universidad 4 años o más (graduado de la universidad)
☐ Grado 12 o GED (graduado High School/secundaria) ☐ Prefiero no contestar

13. ¿Qué tan DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?

☐ Muy Divertido ☐ Divertido ☐ Neutral ☐ Aburrido ☐ Muy Aburrido

14. ¿Qué tan SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?

☐ Muy Sano ☐ Sano ☐ Neutral ☐ Malsano ☐ Muy Malsano

15. Por favor proporcione comentarios adicionales:
**Safe Routes to School Students Arrival and Departure Tally Sheet**

**CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY**

<table>
<thead>
<tr>
<th>School Name:</th>
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<tbody>
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<td></td>
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<table>
<thead>
<tr>
<th>Teacher’s First Name:</th>
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<th>Teacher’s Last Name:</th>
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<table>
<thead>
<tr>
<th>Grade: (PK,K,1,2,3,...)</th>
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<table>
<thead>
<tr>
<th>Monday’s Date (Week count was conducted)</th>
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<tbody>
<tr>
<td>M</td>
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<tr>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Number of Students Enrolled in Class:</th>
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<tbody>
<tr>
<td>15</td>
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</table>

- 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.

<table>
<thead>
<tr>
<th>Key</th>
<th>Weather</th>
<th>Student Tally</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
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<tr>
<td>S</td>
<td>sunny</td>
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<td>rainy</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>overcast</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SN</td>
<td>snow</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample AM**

| S | N | 2 | 0 | 2 | 3 | 8 | 3 | 3 |

**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.
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

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

US Department of Transportation
National Highway Traffic Safety Administration
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

State
Minnesota Department of Transportation
Bicycle and Pedestrian Section
www.dot.state.mn.us/peds

Minnesota Safety Council
1-800-444-9150 or www.mnsafetycouncil.org/crosswalk

Minnesota Council on Physical Activity and Sports
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:

**Concerns**

<table>
<thead>
<tr>
<th></th>
<th>Short Term Action Steps</th>
<th>Long Term Action Steps</th>
</tr>
</thead>
</table>
| 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 your 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 to 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 |
<table>
<thead>
<tr>
<th>Concerns</th>
<th>Short Term Action Steps</th>
<th>Long Term Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have room to walk?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it easy to cross streets?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do drivers behave safely?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do walkers behave safely?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the route pleasant?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

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

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

- Male: 51
- Female: 49
Grade levels of children represented in survey

<table>
<thead>
<tr>
<th>Grade in School</th>
<th>Responses per grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>Number: 9, Percent: 5%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Number: 4, Percent: 2%</td>
</tr>
<tr>
<td>1</td>
<td>Number: 8, Percent: 5%</td>
</tr>
<tr>
<td>2</td>
<td>Number: 10, Percent: 6%</td>
</tr>
<tr>
<td>3</td>
<td>Number: 14, Percent: 8%</td>
</tr>
<tr>
<td>4</td>
<td>Number: 2, Percent: 1%</td>
</tr>
<tr>
<td>5</td>
<td>Number: 13, Percent: 8%</td>
</tr>
<tr>
<td>6</td>
<td>Number: 11, Percent: 6%</td>
</tr>
<tr>
<td>7</td>
<td>Number: 29, Percent: 17%</td>
</tr>
<tr>
<td>8</td>
<td>Number: 13, Percent: 8%</td>
</tr>
<tr>
<td>9</td>
<td>Number: 21, Percent: 12%</td>
</tr>
<tr>
<td>10</td>
<td>Number: 11, Percent: 6%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Distance between home and school</th>
<th>Number of children</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>31</td>
<td>19%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>14</td>
<td>8%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>11</td>
<td>7%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>7</td>
<td>4%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>102</td>
<td>62%</td>
</tr>
</tbody>
</table>

Don't know or No response: 7
Percentages may not total 100% due to rounding.
Typical mode of arrival at and departure from school

<table>
<thead>
<tr>
<th>Time of Trip</th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>165</td>
<td>12%</td>
<td>0.6%</td>
<td>44%</td>
<td>41%</td>
<td>2%</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Afternoon</td>
<td>161</td>
<td>16%</td>
<td>0.6%</td>
<td>47%</td>
<td>34%</td>
<td>1%</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

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

![Graphs showing mode of transportation by distance from school.](image-url)
## Typical mode of school arrival and departure by distance child lives from school

### School Arrival

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

Don't know or No response: 0  
Percentages may not total 100% due to rounding.

### School Departure

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

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

<table>
<thead>
<tr>
<th>Asked Permission?</th>
<th>Number of Children</th>
<th>Less than 1/4 mile</th>
<th>1/4 mile up to 1/2 mile</th>
<th>1/2 mile up to 1 mile</th>
<th>1 mile up to 2 miles</th>
<th>More than 2 miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>155</td>
<td>58%</td>
<td>36%</td>
<td>36%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>No</td>
<td>665</td>
<td>42%</td>
<td>64%</td>
<td>64%</td>
<td>100%</td>
<td>96%</td>
</tr>
</tbody>
</table>

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

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

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

- 38, Healthy
- 36, Neutral
- 26, Very Healthy
- 0, Unhealthy
- 1, Very Unhealthy
<table>
<thead>
<tr>
<th>School</th>
<th>SurveyID</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maccray East Elementary School</td>
<td>1684560</td>
<td>My child will not walk to school. We live too far</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684563</td>
<td>We live in the country so that is the only factor that prevents my children from walking/biking to school</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684568</td>
<td>We live too far to walk</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684569</td>
<td>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 remidied, we would consider it as they get to upper elementary.</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684572</td>
<td>We live in the country ans would only consider walking/biking if we lived in town and she were older.</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684575</td>
<td>This is not possible when my el. ed kids live in Clara City and are bussed daily to Raymond for school.</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684583</td>
<td>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.</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684585</td>
<td>We live way to far away, to walk</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684588</td>
<td>Living in the country makes walking + biking not an option!</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684589</td>
<td>This is not possible when my el. ed kids live in Clara City and are bussed daily to Raymond for school.</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684594</td>
<td>We live in the country. Our children will never walk to school.</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684596</td>
<td>We live way to far away for kids to walk</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684597</td>
<td>We live 15 miles away from school. My children enjoy the &quot;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.</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684600</td>
<td>Son rides bus from Daycare. After school he walks home with his older brother or rides the bus.</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684604</td>
<td>We live in Willmar. Walking/biking to school just isn't an option.</td>
</tr>
<tr>
<td>Maccray East Elementary School</td>
<td>1684606</td>
<td>We live in the country, so my kids don't walk to school</td>
</tr>
<tr>
<td>Maccray Senior High School</td>
<td>1684229</td>
<td>This is stupid!</td>
</tr>
<tr>
<td>Maccray Senior High School</td>
<td>1684361</td>
<td>I would not let my child walk or bike to school because he does not pay attention to his surroundings.</td>
</tr>
<tr>
<td>Maccray Senior High School</td>
<td>1684400</td>
<td>We live in the country.</td>
</tr>
<tr>
<td>Maccray Senior High School</td>
<td>1684407</td>
<td>We live ten miles away.</td>
</tr>
<tr>
<td>Maccray Senior High School</td>
<td>1684415</td>
<td>Bus is very overcrowded. No room for anyone to sit. He doesn't like it so I allow him to walk.</td>
</tr>
<tr>
<td>School</td>
<td>Code</td>
<td>Response</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Maccray Senior High School</td>
<td>1684418</td>
<td>Drive from home to bus stop in Raymond.</td>
</tr>
<tr>
<td>Maccray Senior High School</td>
<td>1684426</td>
<td>We live out in the country, about 10 miles from school, so biking or walking is not possible.</td>
</tr>
<tr>
<td>Maccray Senior High School</td>
<td>1684438</td>
<td>He has Down Syndrome. It would take over 4hrs to walk home from school.</td>
</tr>
<tr>
<td>Maccray Senior High School</td>
<td>1684441</td>
<td>10 miles from school</td>
</tr>
<tr>
<td>Maccray Senior High School</td>
<td>1684522</td>
<td>This is stupid survey</td>
</tr>
<tr>
<td>Maccray West Elementary School</td>
<td>1684609</td>
<td>If my child was at the school in Clara City I would feel more comfortable allowing walking/biking to school.</td>
</tr>
<tr>
<td>Maccray West Elementary School</td>
<td>1684623</td>
<td>We live outside the district so I'd only let my child walk if we lived closer.</td>
</tr>
<tr>
<td>Maccray West Elementary School</td>
<td>1684638</td>
<td>We live in the country so walking/riding bike to school not an option for us.</td>
</tr>
</tbody>
</table>
School Group: MACCRAY

Date Range: Fall 2019

Date Report Generated: 05/13/2020

<table>
<thead>
<tr>
<th>School Name</th>
<th>Month &amp; Year Collected &amp; (Set ID)</th>
<th>School Enrollment:</th>
<th>% Range of School’s Students Involved in SRTS:</th>
<th>Number of Classroom in School Targeted by School Group:</th>
<th>Number of Classrooms Included in Report:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maccray East Elementary School</td>
<td>October 2019 (30396)</td>
<td></td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Maccray Senior High School</td>
<td>October 2019 (30684)</td>
<td>323</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Maccray West Elementary School</td>
<td>October 2019 (30169)</td>
<td></td>
<td>76-100%</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>75</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Trips</td>
<td>1811</td>
<td>1689</td>
</tr>
<tr>
<td>Walk</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Bike</td>
<td>0.2%</td>
<td>0%</td>
</tr>
<tr>
<td>School Bus</td>
<td>47%</td>
<td>50%</td>
</tr>
<tr>
<td>Family Vehicle</td>
<td>46%</td>
<td>38%</td>
</tr>
<tr>
<td>Carpool</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Transit</td>
<td>0.1%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.4%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.
## Morning and Afternoon Travel Mode Comparison by Day

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

Percentages may not total 100% due to rounding.
Travel Mode by Weather Conditions

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

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

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

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

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/

CONTACT
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Upper MN Valley RDC
Chad@umvrsrc.org
320-289-1981 x107