



# Montevideo Safe Routes to School Plan 2015 - 2020

Montevideo Public School District | Montevideo | Chippewa County | Minnesota



Helping Communities Prosper



Three to Five Year Implementation Guide  
January, 2015



## Executive Summary

Safe Routes to School (SRTS) efforts are gaining momentum nationally, state-wide and locally for a wide variety of reasons. Health trends, incorporation of more physical activity into daily routine, availability of funding, lack of bicycle and pedestrian infrastructure, and stress on academic achievement are some of the many reasons why schools, parents and communities are excited to participate in SRTS efforts. Now, fewer children are walking or bicycling to school than ever before and school officials, health advocates and transportation officials feel that increased walking and bicycling to school can positively contribute to the well-being of students.

This Safe Routes to School Plan and the continuing SRTS program in the Montevideo community uses the model of “The Five E’s” to improve the health and safety of children walking and bicycling to school. “The Five E’s” include Education, Encouragement, Engineering, Enforcement and Evaluation. Recommendations in this Plan cover each of these five core areas.

Before changes can take place, it is important to understand current conditions and issues; develop a shared vision and goals for Safe Routes to School; and engage stakeholders and the community in developing strategies to overcome barriers regarding walking and bicycling to school. All of these steps were taken as part of the Montevideo SRTS planning process. As another part of the SRTS planning process, a SRTS Team was formed to provide input into the process and was ultimately responsible for the direction of the SRTS Plan and future program in the Montevideo community. SRTS Team members included representatives from the schools, the City of Montevideo, parents, and other interested stakeholders. The SRTS Team met at key benchmarks during the process to oversee the preparation of the plan and provide direction for policy development.

The SRTS Team developed recommendations to address current barriers to walking or bicycling to school as well as strategies on how to increase the number of students walking and bicycling to school. The recommendations have been developed into an action plan for implementation prioritized by the SRTS Team. In general, this plan recommends education and encouragement activities for the near-future and bigger infrastructure improvements for the long-term. Potential funding sources for implementation of infrastructure and non-infrastructure strategies are also listed in the action plan in Chapter 5.

Finally, evaluation of SRTS efforts is a key component to a successful SRTS Program and Chapter 5 details evaluation that should be done to measure the effectiveness of SRTS strategies that have been implemented.



## Acknowledgements

A special thanks goes out to all of those who helped provide input into this plan. Thanks to MnDOT for providing the funding and various technical resources for this plan and the local SRTS Team Members who devoted their time and expertise to this Safe Routes to School Planning process.

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# Chapter 1 | Introduction

## HISTORY AND BACKGROUND

Safe Routes to School (SRTS) has recently been gaining popularity among health advocates, school officials and transportation officials nationally, state-wide and locally. However, research on the safety of children walking and bicycling to school began in the United States in the early 1970s and was highlighted by release of the United States Department of Transportation (U.S. DOT) publication “School Trip Safety and Urban Play Areas” in 1975. The term “Safe Routes to School” was first used in Denmark in the late 1970s as part of a very successful initiative to reduce the number of children killed while walking and bicycling to school. Safe Routes to School spread internationally, with programs springing up throughout Europe, Australia, New Zealand, Canada, and the United States.



The first modern Safe Routes to School program in the U.S. began in 1997 in the Bronx, N.Y. Then in 1998, Congress funded two pilot SRTS programs through the US DOT. The National Highway Traffic Safety Administration (NHTSA) issued \$50,000 each for Safe Routes to School pilot program in Marin County, California and Arlington, Massachusetts. Within a year of launching the pilot programs, many other grassroots Safe Routes to School efforts were started throughout the United States.

Efforts to include a larger SRTS program in federal legislation began in 2002. In 2003, the League of American Bicyclists organized the first meeting of leaders in pedestrian and bicycle issues to talk about Safe Routes to School and how a national program might work. At the same time, a number of states were developing their own SRTS programs, continuing to build momentum for the movement.

After the initial success of Safe Routes to School pilot programs in the United States, subsequent federal funding facilitated SRTS's expansion nationwide. The 2005 passage of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU) institutionalized Safe Routes to School by allocating \$612 million among the fifty states. The Federal Highway Administration administered the Safe Routes to School program funds and provided guidance and regulations about SRTS programs. Federal SRTS funds were distributed to states based on student enrollment, with no state receiving less than \$1 million per year. SRTS funds could be used for both infrastructure projects and non-infrastructure

activities. The legislation also required each state to have a Safe Routes to School Coordinator to serve as a central point of contact for the state.

# SafeRoutes

National Center for Safe Routes to School



Safe Routes to School programs operate in all 50 states and D.C. Children benefiting from SRTS funds live in urban, rural and suburban communities representing varying income levels and a range of walking and bicycling conditions. With legislative extensions, the Federal Safe Routes to School Program has apportioned nearly \$1.15 billion to states as of September 30, 2012. These funds have benefited or will benefit more than 13,000 schools.

In July 2012, Congress passed a new federal transportation bill, Moving Ahead for Progress in the 21<sup>st</sup> Century (MAP-21), which continued funding for SRTS activities; however it eliminated SRTS as a stand-alone program. SRTS activities are now eligible to compete for funding alongside other programs including the Transportation Enhancements program, the Recreational Trails program and National Scenic Byways program, as part of a new program called Transportation Alternatives. SRTS funds can still be used for both infrastructure projects and non-infrastructure activities; however states are no longer required to have a SRTS Coordinator under MAP-21.

Historical investment of SAFETEA-LU federal dollars on SRTS activities in Minnesota has ranged from \$1 million in 2005 to a high of nearly \$3.4 million in 2011. Between 2005 and 2012, a total investment of \$18,573,023 in federal funds has been made on SRTS projects, programs and initiatives. This does not include funding for SRTS activities under MAP-21 because states are currently in the process of determining how to adapt the program to the new legislation.

In addition to federal funds that support SRTS programs, the State of Minnesota has recently made the decision to invest in the program, a step that few other states have taken. This step shows the broad support for SRTS in Minnesota as an effective and successful program to make walking and bicycling to school safer and increase the number of students who do so. In the 2013 legislative session, Minnesota provided funding for a statewide SRTS program. This new SRTS program provides \$500,000 for the biennium for non-infrastructure SRTS activities. Additionally, SRTS advocates hope to secure funding for infrastructure projects during the next legislative session.

Another opportunity unique to Minnesota that supports Safe Routes to School is the Minnesota Department of Health's (MDH) Statewide Health Improvement Program (SHIP). One of the focus areas of this program is active living and MDH has made SRTS a big part of that focus area.

## NATIONAL AND LOCAL TRENDS - Health | Environment | Land Use & Livability | Safety

**Health:** Rates of obesity and overweight are at all-time highs for all ages. According to the Center for Disease Control (CDC), obesity has more than doubled in children and tripled in adolescents in the past 30 years. In 2010 that meant that more than one-third of children and adolescents were overweight or obese.<sup>1</sup> Even more alarming is the increasing rate at which youth are obese or overweight. The percentage of children aged 6 through 11 years in the United States who were obese increased from 7 percent in 1980, to nearly 18 percent in 2010. Similarly, the percentage of adolescents aged 12 to 19 years who were obese increased from 5 percent to 18 percent over the same time period.

Childhood obesity has both immediate and long-term effects on health and well-being, which are depicted below.

### *Immediate Health Effects:*

- Obese youth are more likely to have risk factors for cardiovascular disease, such as high cholesterol or high blood pressure. In a population-based sample of 5- to 17-year olds, 70% of obese youth had at least one risk factor for cardiovascular disease.
- Obese adolescents are more likely to have pre-diabetes, a condition in which blood glucose levels indicate a high risk for development of diabetes.
- Children and adolescents who are obese are at greater risk for bone and joint problems, sleep apnea, and social and psychological problems such as stigmatization and poor self-esteem.

### *Long-Term Health Effects:*

- Children and adolescents who are obese are likely to be obese as adults and are therefore more at risk for adult health problems such as heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis. One study showed that children who became obese as early as age two were more likely to be obese as adults.
- Overweight and obesity are associated with increased risk for many types of cancer, including cancer of the breast, colon, endometrium, esophagus, kidney, pancreas, gall bladder, thyroid, ovary, cervix, and prostate as well as multiple myeloma and Hodgkin's lymphoma.

<sup>1</sup> <http://www.cdc.gov/healthyyouth/obesity/facts.htm>



The CDC says that healthy lifestyle habits, including healthy eating and physical activity, can lower the risk of becoming obese and developing related diseases. The CDC also emphasizes that schools play a particularly critical role by establishing a safe and supportive environment with policies and practices that support healthy behaviors and that schools also provide opportunities for students to learn about and practice healthy eating and physical activity behaviors.

Despite the U.S. Department of Health and Human Services' recommendation of at least one-hundred and fifty minutes of physical activity per week, inactivity among adults and youth remains high throughout the country. According to County Health Rankings, twenty-eight percent of Swift County residents are physically inactive, compared to only nineteen percent for the State of Minnesota as a whole.<sup>2</sup> The health implications of inactive Americans are problematic not only to public health officials, but to all residents, communities and tax payers due to rising healthcare costs.

In 2000, medical costs in Minnesota associated with physical inactivity were \$495 million (Minnesota Department of Health, 2002). However, just one additional day of physical activity per week has been found to reduce medical charges by 4.7% (Pronk, Goodman, O'Connor & Martinson, 1999).<sup>3</sup>

Bicycling and walking are healthy transportation options for students and people of all ages. If students walked or bicycled to school more often, that time could help contribute to the recommended levels of physical activity per week that many people are not getting.

*"A 2008 study for the state of Minnesota shows that healthcare costs are 12 percent higher for overweight people and 37 percent higher for obese people, relative to those for people of normal weight. By 2020, the cost of treating an obese person will be 61 percent greater than that of treating an average-weight person, if trends continue. The study also notes that nearly 31 percent of the overall increase in healthcare costs between 2005 and 2020 will be due to the projected increases in obesity and overweight. The two conditions are projected to add \$3.7 billion to Minnesota's annual healthcare costs by 2020." World Watch Institute*

**Environmental:** According to the Environmental Protection

Agency (EPA), transportation is the fastest growing source of greenhouse gas emissions in the United States, accounting for twenty-eight percent of all greenhouse gas emissions. Of that twenty-eight percent, passenger vehicles account for nearly half of all U.S. transportation sector's greenhouse gas emissions.

Children in particular are more vulnerable to air pollution because they breathe faster than adults and inhale more air per pound of body weight. The congregation of school buses and passenger vehicles around schools where children are present then become even more harmful air pollution hazards.

<sup>2</sup> <http://www.countyhealthrankings.org/app/minnesota/2013/swift/county/outcomes/overall/snapshot/by-rank>

<sup>3</sup> From *Why Parks and Trails are Important*, the Foundation for Preserving a Minnesota Legacy, 2010.

Walking and bicycling are the most environmentally friendly forms of transportation and could play a large role in helping Americans of all ages reduce their carbon footprint. For all ages, the potential to replace driving with bicycling or walking trips is high for many Americans, including many Montevideo residents. The U.S. DOT reports half of all trips in the United States are three miles or less, a distance easily traversable by bicycle. However, seventy-two percent of those trips are made by vehicles and less than two percent are made by bicycle. Additionally, trips of a mile or less are made by automobile sixty percent of the time.

For short trips, switching to a more environmentally friendly mode choice, such as bicycling or walking, can make the most environmental impact; as short automobile trips cause the most pollution per mile driven. According to the League of American Bicyclists, “sixty percent of the pollution created by automobile emissions happens in the first few minutes of operation, before pollution control devices can work effectively. Since ‘cold starts’ create high levels of emissions, shorter car trips are more polluting on a per mile basis than longer trips.” Reducing the short automobile trips to and from school can help to reduce the auto emissions and pollution around the schools where they are harmful to children.

With an area of just over one square mile, the City of Montevideo is easily traversable by foot or bicycle. However, there are many barriers to walking and bicycling in Montevideo that are discussed in the existing conditions chapter of this plan.

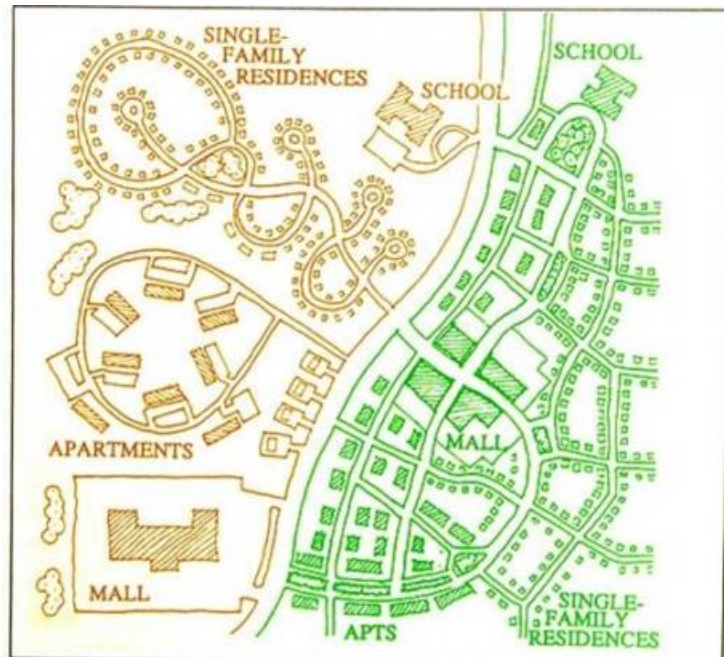


**Land Use & Livability:** Land use patterns have a big impact on the ability to walk or bicycle safely and easily in a city. The cores of many cities are walkable and bikable, due to their well-connected grid patterned streets, available sidewalk infrastructure, compact and mixed-use development and a building scale that is comfortable for bicyclists and pedestrians. However, areas of cities that were developed in the last sixty or seventy years are much more auto-oriented in nature with a lack of sidewalk infrastructure, large intersections that make crossing the street as a pedestrian a terrifying experience, and seas of parking between the road and buildings. Additionally, newer developments use more land, making the distance between places too great to walk or bicycle. Recent development patterns are one reason parents may choose to drive their children to school.

School siting or location has been a major barrier to walking and bicycling to school in many communities. Traditionally, schools were located in the center of communities and in close proximity to residential areas. This made it easy for students to walk and bicycle to school. However, beginning in the 1970s, rather than renovating existing schools or building schools within existing residential communities, districts often built new schools located on the edges of communities where the land costs were lower. School siting policies may also dictate a certain acreage minimum that precludes many inner-community locations. Schools located on the edges of communities inherently have fewer children who live close enough to these facilities to make walking or biking to school practical.

Ramsey Elementary school is located on the north side of Montevideo in a residential neighborhood where many students can easily walk or bicycle to school. There are a few barriers, such as the State Highways that bisect the city, to walking and bicycling to Ramsey Elementary due to its location. The Montevideo Middle School, along with the High School, is located on the southeastern edge of the city. Although housing development has taken place and will likely continue to occur over the next few years around the middle school, a majority of housing in the city is located between the two schools.

There has been trail development near the middle school that makes it easier for students to walk and bicycle to school. This portion of the trail, however, crosses both Highway 7 and Highway 29. These intersections are a safety concern of parents, teachers, and community members.



*A connected network of streets (right side of drawing) with sidewalks cuts walking distances between housing, shopping, work and school.*

*(Source: A. Duany/E. Plater-Zyberk)*

**Safety:** Safety was often the number one concern and impetus to undergo the Safe Routes to School planning process for schools and communities in the Upper Minnesota Valley Region. School officials and community members were right to be concerned about student's safety when it comes to transportation to and from school. According to the National Highway Traffic Safety Administration (NHTSA), motor vehicle traffic crashes were the leading cause of death for ages 3 through 14 as of 2007. During 2009, there were a total of 33,808 traffic fatalities in the United States. The 14-and-younger age group accounted for 1,314 or 4 percent of those traffic fatalities. This represents a three percent decrease from the 1,350 fatalities in 2008. However, an average of 4 children, age 14 and younger, were killed and 490 were injured every day in the United States in motor vehicle crashes during 2009.<sup>4</sup>

While traffic fatalities are decreasing among many modes of transportation, pedestrians were one of the few groups of road users to experience an increase in fatalities in the United States in 2011. Pedestrian deaths accounted for 14 percent of total motor vehicle deaths nationwide in 2011, totaling 4,432 deaths.

Traffic fatalities also increased nine percent among pedalcyclists from 2010 to 2011. Pedalcyclists include bicyclists and any other riders of wheeled, non-motorized equipment powered solely by pedals. According to NHTSA, 677 pedalcyclists were killed and an additional 48,000 were injured in motor vehicle traffic crashes in 2011. Pedalcyclist deaths accounted for two percent of all motor vehicle traffic fatalities and made up two percent of the people injured in traffic crashes during the year.<sup>5</sup>

Often these pedestrian and pedalcycle crashes are most prevalent during morning and afternoon peak periods, when traffic levels are highest, and coincidentally, when children are out of school. Bicycle crashes, like pedestrian crashes, affect all age groups, but the highest injury and fatality rates (per population) are associated with younger bicyclists. The 10 to 15 age group has both the highest fatality rate and the highest injury rate. Crash-involvement rates are also highest among 5-9 year-old males, further emphasizing the gravity of preventative traffic safety efforts. Crash types for this age group include ride-outs from driveways and intersections, swerving left and right, riding in the wrong direction and crossing midblock. These are not the same crash types observed in other age groups. Overwhelmingly, crashes experienced by child bicyclists are due to inappropriate behavior by the bicyclist. Likewise, nearly three out of four pedestrian deaths occur in urban areas at non-intersections, again indicating inappropriate behavior by the pedestrian.



<sup>4</sup> <http://www-nrd.nhtsa.dot.gov/Pubs/811387.pdf>

<sup>5</sup> <http://www-nrd.nhtsa.dot.gov/Pubs/811743.pdf>



Therefore, bicycle and pedestrian safety training is crucial to a successful Safe Routes to School Program. Children are not adults and they do not have the same understanding of traffic safety. There are several key differences between children and adults that affect children negatively when it comes to traffic safety. Children have a narrower field of vision, cannot easily judge a car's speed and distance, assume that if they can see a car, the driver is able to see them, and have difficulty concentrating on more than one thing at a time.

Fortunately, safety training and education programming can increase a child's awareness of automobiles and their place within the traffic network, potentially reducing traffic conflicts leading to crashes. There are many safety training programs readily available. In fact, MnDOT has recently created a traffic safety curriculum specifically designed for Safe Routes to School programs for all schools in the state to use and adapt as they see fit.

Wearing proper safety equipment, such as helmets, also affects the severity of crashes children experience. While wearing a helmet may not impact the frequency of crashes,



numerous studies have found that use of approved bicycle helmets significantly reduces the risk of fatal injury, serious head and brain injury, and middle and upper face injury among bicyclists of all ages involved in all types of crashes and crash severities. This is where Safe Routes to School programs can provide guidance in safety education and enforcement. A detailed list of education programs is provided in Chapter 5.

## WHY SAFE ROUTES TO SCHOOL?

Nationally, and locally in Montevideo, students are walking and bicycling to school less than ever before. At the same time, childhood obesity is increasing, more children are dying in automobile crashes, air quality has deteriorated, time for physical activity during the school day has decreased, and land use practices have centered on automobile reliance.

Figure 1.1 shows a dramatic inverse representation of students' transportation modes to and from school in 1969 compared to 2001. In 1969, over 40 percent of children walked or biked to school, while about 15 percent were driven in a personal vehicle. In 2001, however, those statistics are quite the opposite with approximately 45 percent of students arriving to school via car and approximately 15 percent walking or bicycling to school.



Over the very same time period, the rates of obesity and overweight among children in all age categories increased dramatically. There are many factors that contribute to this increase; however, the lack of physical activity is certainly a big one. Walking or bicycling to school can help increase levels of physical activity among students.

Figure 1.1 Walking & Biking Comparison

Changes in Walking & Cycling to School, 1969 to 2001

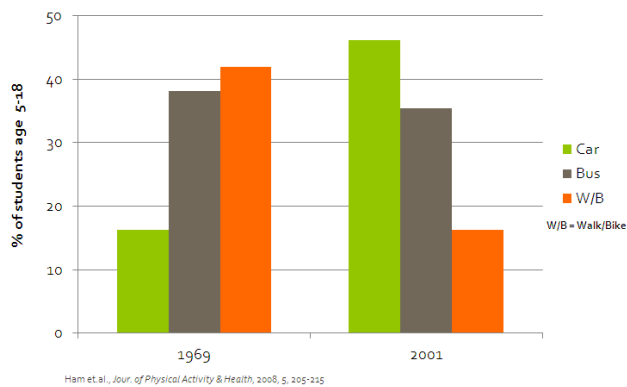
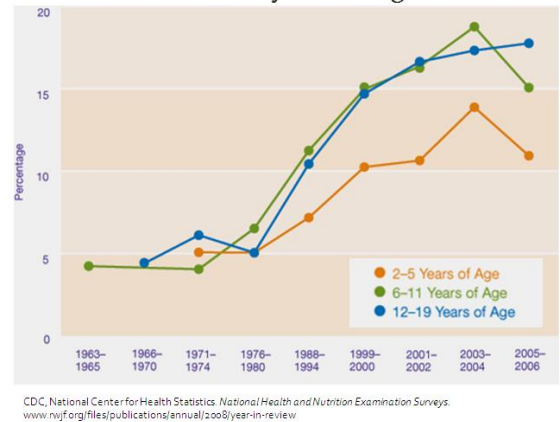


Figure 1.2 Obesity Trends

Trends in Childhood Obesity & Overweight



Walking and bicycling to school can be important tools to help address and potentially reverse the trends identified previously. Walking and biking to school can help to increase physical activity among students to help lower rates of childhood obesity, prevent environmental pollution caused by automobiles, cut back on gas costs for school transportation departments and families, and lower traffic congestion at school drop off and pick up areas. Walking and bicycling to school can also empower children by giving them a sense of responsibility and independence, allow for time to enjoy the outdoors and provide time to socialize with their parents, friends and neighbors.

Safe Routes to School programs are sustained efforts to improve the health and well-being of children by enabling and encouraging them to walk and bicycle to school. The SRTS effort begins by understanding why children are not walking and bicycling to school safely. Safe Routes to School programs audit conditions around the school and conduct surveys of parents, teachers and students to determine existing attitudes and facility conditions surrounding the school. SRTS programs then identify opportunities to make bicycling and walking to school a safer and more appealing transportation choice, thus encouraging a healthy and active lifestyle from an early age.

## THE SAFE ROUTES TO SCHOOL PLANNING PROCESS

The planning effort undertaken by the Montevideo Public Schools SRTS Team and planners from the Upper Minnesota Valley Regional Development Commission (UMVRDC) entailed collecting and analyzing information, identifying community needs and priorities, and recommending steps to remedy existing problems and accomplish community goals and objectives.

Safe Routes to School refers to a variety of multi-disciplinary programs and facility improvements aimed at promoting walking and bicycling to school. SRTS largely centers around five core areas, called “The Five E’s”. They are Education, Encouragement, Engineering, Enforcement, and Evaluation, and are described below. This plan is organized around policy change, programs and projects in all five core areas.

### Engineering -

Engineering is a broad concept used to describe the design, implementation, operation, and maintenance of traffic control devices or physical measures. It is one of the complementary strategies of SRTS, because engineering alone cannot produce safer routes to school. Safe Routes to School engineering solutions may include adequate sidewalks or bike-paths that connect homes and schools, improved opportunities to cross streets (such as the presence of adult crossing guards, raised medians, or pedestrian signals), and traffic calming measures (such as reduced speed limits, speed bumps, or stanchions).

### Enforcement -

Enforcement includes policies that address safety issues such as speeding or illegal turning, but also includes getting community members to work together to promote safe walking, bicycling, and driving.

### Education -

Education includes identifying and promoting safe routes, teaching students to look both ways at intersections, obey crossing guards, learning how to handle potentially dangerous situations, and to recognize the importance of being visible to drivers. Education initiatives also teach parents to be aware of bicyclists and pedestrians and the importance of practicing safety skills with their children. SRTS education efforts alert all drivers to the potential presence of walkers and bikers and the need to obey speed limits, especially in school zones. Additionally, the Safe Routes to School plan educates local officials by identifying regulatory changes needed to improve walking and bicycling conditions around schools. This strategy is closely tied to Encouragement strategies.

### Encouragement -

Encouragement combines the results of the other “E’s” to improve knowledge, facilities and enforcement to encourage more students to walk or ride safely to school. Most importantly, encouragement activities build interest and enthusiasm and help ensure the program’s continued success. Programs may include “Walk to School Days” or “Mileage Clubs and Contests” with awards to motivate students.

## Evaluation -

Evaluation involves monitoring outcomes and documenting trends through data collection before and after SRTS implementation to identify methods and practices that work and those that need improvement.

While Safe Routes to School plans largely prioritize improvements in areas where children predictably congregate, such as school zones and major transportation links between the school and residential areas, it is important to remember that children are a part of every community. Adequate facilities are therefore necessary everywhere people walk or can be expected to walk. Streets that allow children to walk and bicycle to school safely will better accommodate all users and create a more vital pedestrian environment.

Formation of the Safe Routes to School program in Montevideo was a community-driven effort with planners from the Upper Minnesota Valley Regional Development Commission working in tandem with the local SRTS Team. The SRTS team was made up of school staff, municipal officials, local law enforcement, local elected officials, the county engineer, parents and other interested community members. Development of the plan entailed collecting and analyzing information, identifying community needs and priorities and recommending steps to remedy existing problems and accomplish community goals and visions.

The SRTS Team was comprised of a variety of people from different disciplines and among “the 5 E’s” to help guide the planning process and set the vision and goals for the plan. The people listed in the chart to the right made up the Montevideo Safe Routes to School Team.

The initial kick off meeting focused on giving the SRTS Team an overview of the SRTS planning effort, including the purpose and benefits of SRTS, planning process timeline and goals and the role of the SRTS Team. Representatives from Blue Cross Blue Shield of Minnesota gave an introductory presentation.

The second meeting was used to discuss local issues and concerns, develop a vision statement to guide the planning process and assign specific tasks to the SRTS

### Montevideo SRTS Team

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Karen Norell, Middle School Principal 2013-14

Bill Sprung, Elementary School Principal

Luther Heller, Superintendent

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Kris Kirkeby, Social Worker

Mary Moore, School Nurse & Wellness Committee

Ron Huseby, District Building and Grounds Director  
& Safety Committee

Greg Schwaegerl, Montevideo Public Works Director



Team members.

The third SRTS Team meeting was used to finalize the vision statement and goals for MOntevideo's planning process. This meeting also focused on the importance of data collection and strategies to get input from both students and parents. The team was introduced to WikiMapping, a crowdsourcing tool to obtain input from the greater Montevideo community.

The fourth SRTS Team meeting was used to share with the SRTS Team the information and data that had been collected through the student travel tallies and parent surveys. The Team also developed an action plan of projects, programs, and policies that can be implemented over the next five years to increase the number of students and community members who walk and bicycle. They then prioritized the implementation strategies and began discussing the first strategies to be completed.

Over a 12-month time period, there were four SRTS Team meetings, a walking and biking audit completed by a small group of SRTS Team members, and discussion around strategies for obtaining community input. The planning process is outlined in greater detail below. All meeting materials, notes, tools and reports can be found in the Appendix.

## VISION STATEMENT, GOALS AND STRATEGIES

The SRTS Team, with help from the planning team, developed a vision statement, goals objectives and strategies for Safe Routes to School in the Montevideo community. A vision statement is an idealistic statement about where the community aspires to be in the future. As such, a vision statement must combine idealism and pragmatism. It should express the highest hopes for what citizens want their community to become regarding Safe Routes to School, while taking into account the realities of where the community is at and the directions it is currently going. The vision statement for Safe Routes to School in the Montevideo community is as follows:

*Vision Statement | Montevideo is a community where students can and do walk and bike to school safely because the physical and social environment promotes walking and biking.*

To support and achieve the idealistic and futuristic vision statement, it needs to be broken down into more specific actionable items that can take place over time that contribute to and move in the direction of the vision statement. These specific actionable items are the goals and strategies.

Goals are the main framework for the strategies, which in turn, provide specific information on how decisions should be made by the schools, city, county, and other SRTS partners on a day-to-day basis. Strategies are based on Montevideo's current and emerging issues that were identified during the SRTS planning process and parent survey. Together these goals and strategies establish a foundation for implementing the action plan related to "The 5 E's" in Chapter 5.

Goals are general, broad, idealistic statements that express the overall focus of this Safe Routes to School Plan and are intended to be attained at some undetermined future date. They are purposely general in nature and describe ideal outcomes for which the community will strive. Goal statements answer the question, "What do we want to achieve?"

Montevideo's Safe Routes to School Goals are as follows:

1. Increase the number of bicycle and pedestrian facilities and amenities so that more students are able to walk or bike to school safely.
2. Educate students, parents and community members about safe driving, walking and biking practices.
3. Increase the number of students walking and biking to school, thereby decreasing the prevalence of family vehicle congestion at arrival and dismissal.
4. Promote walking and biking to school through educational and encouragement programs and events.

Strategies offer a **recommended** course of action to achieve the desired outcomes described in the community's goals. Strategies can also be converted into action work plans. It should be noted that the strategies are "**guides**" that may not be feasible to carry out in all



circumstances. Strategies are specific, measurable activities that answer the question, “How will I meet my goal?”

*Strategies for Goal #1: Increase the number of bicycle and pedestrian facilities and amenities so that more students are able to walk or bike to school safely.*

- 1) Make specific recommendations regarding bicycle and pedestrian facilities on identified primary routes to school that will make getting to and from school via foot or bicycle safer and more enjoyable.
- 2) Identify costs, where possible, and potential funding sources for proposed recommendations.
- 3) Ensure that the City and School District work together to identify bicycle and pedestrian needs throughout the city, especially on identified routes to school.
- 4) Seek outside sources of funding, such as federal and state Safe Routes to School funding to fund the implementation of bicycle and pedestrian facilities.

*Strategies for Goal #2: Educate parents, students, and community members about safe driving, walking, and biking practices.*

- 1) Build awareness in the community about bicycle and pedestrian laws through events, community education, enforcement, marketing materials and other efforts.
- 2) Educate students about Minnesota bicycle and pedestrian rules and helpful safety pointers through classroom curriculum, Bike Rodeo events, and other efforts.
- 3) Work and partner with other entities and programs that are working to educate the public about safe driving, walking, and bicycling practices such as SHIP, Bicycle Alliance of Minnesota or MnDOT’s Toward Zero Deaths Initiative.

*Strategies for Goal #3: Increase the number of students walking and biking to school, thereby decreasing the prevalence of family vehicle congestion at arrival and dismissal.*

- 1) Identify the primary routes students use, or could use if they existed, to access the school.
- 2) Make specific recommendations that will improve safe pedestrian and bicycle access to Ramsey Elementary and Montevideo Middle School.
- 3) Promote walking and bicycling to parents and students.
- 4) Develop an effective off-site loading/drop-off location to mitigate traffic conflicts and increase the incidence of walking and bicycling to school.
- 5) Ensure the continuation of separate areas for school buses and parent vehicles.

*Strategies for Goal #4: Promote walking and biking to school through educational and encouragement programs and events.*

- 1) Make walking and biking to school part of a normal routine through education and encouragement activities taught in the classroom and throughout the community.
- 2) Incorporate Safe Routes to School principles and ideas into other City Plans and whenever possible, incorporate Safe Routes to School ideas into planned construction projects.

- 3) Encourage and take advantage of programs from a variety of local, state-wide and national sources, including, but not limited to, the school, community education, the City of Montevideo, the Montevideo Police Department, Bicycle Alliance of Minnesota and others as they become available.

## Chapter 2 | Existing Conditions

This chapter provides an overview of the Ramsey Elementary School and Montevideo Middle School sites, as well as the overall Montevideo community. It details an inventory of existing policies, plans, physical and social infrastructure, and programs related to biking and walking and Safe Routes to School concepts. This chapter also highlights past plans or studies that may impact recommendations or action steps identified in Chapter 5 of this plan.

### COMMUNITY AND SCHOOLS OVERVIEW



Ramsey Elementary school and Montevideo Middle School are part of the Montevideo Public School District that serves the residents of Montevideo and Watson as well as several townships in Chippewa and Lac qui Parle Counties in west-central Minnesota. See Appendix C for a map depicting the school district boundaries.



Both schools are located in the City of Montevideo in Chippewa County, Minnesota. Montevideo is approximately 130 miles west of Minneapolis and 40 miles north of Marshall. It is the county seat and is the largest city in the 5-county area of Region 6W. According to the 2010 Census, Montevideo's population was 5,238. Over the years, Montevideo has experienced fluctuations of population gains and losses; however, since 1960, Montevideo has lost close to 8% of its population. According to the State Demographer's Office, Montevideo is projected to grow about 2% over the next 30 years.

Additionally, since 1960, the average household size has decreased nearly 25% and the number of households has increased approximately 22%. Therefore, there are fewer people per family today than there were in the past, which may affect enrollment numbers.

Since 2000, the Montevideo School District has seen a decrease in enrollment of over 16 percent. For the 2010-2011 school year, the school district enrollment was 1,342 students.

This includes students at Ramsey Elementary on the North side of town, and the students at both the middle and high schools, located on the southside of town. Enrollment at Ramsey Elementary for the 2011-2012 school year was 380 with students in grades Kindergarten through third grade. Enrollment at Montevideo Middle School is approximately 400 in grades 4-7.

The table below provides a snapshot of demographic information for the communities that make up the Montevideo School District as well as a comparison to Region 6W (Big Stone, Chippewa, Lac qui Parle, Swift and Yellow Medicine Counties), the State of Minnesota and the Nation. The data depicted below is five-year estimates gathered from the 2008 - 2012 American Community Survey from the U.S. Census Bureau.

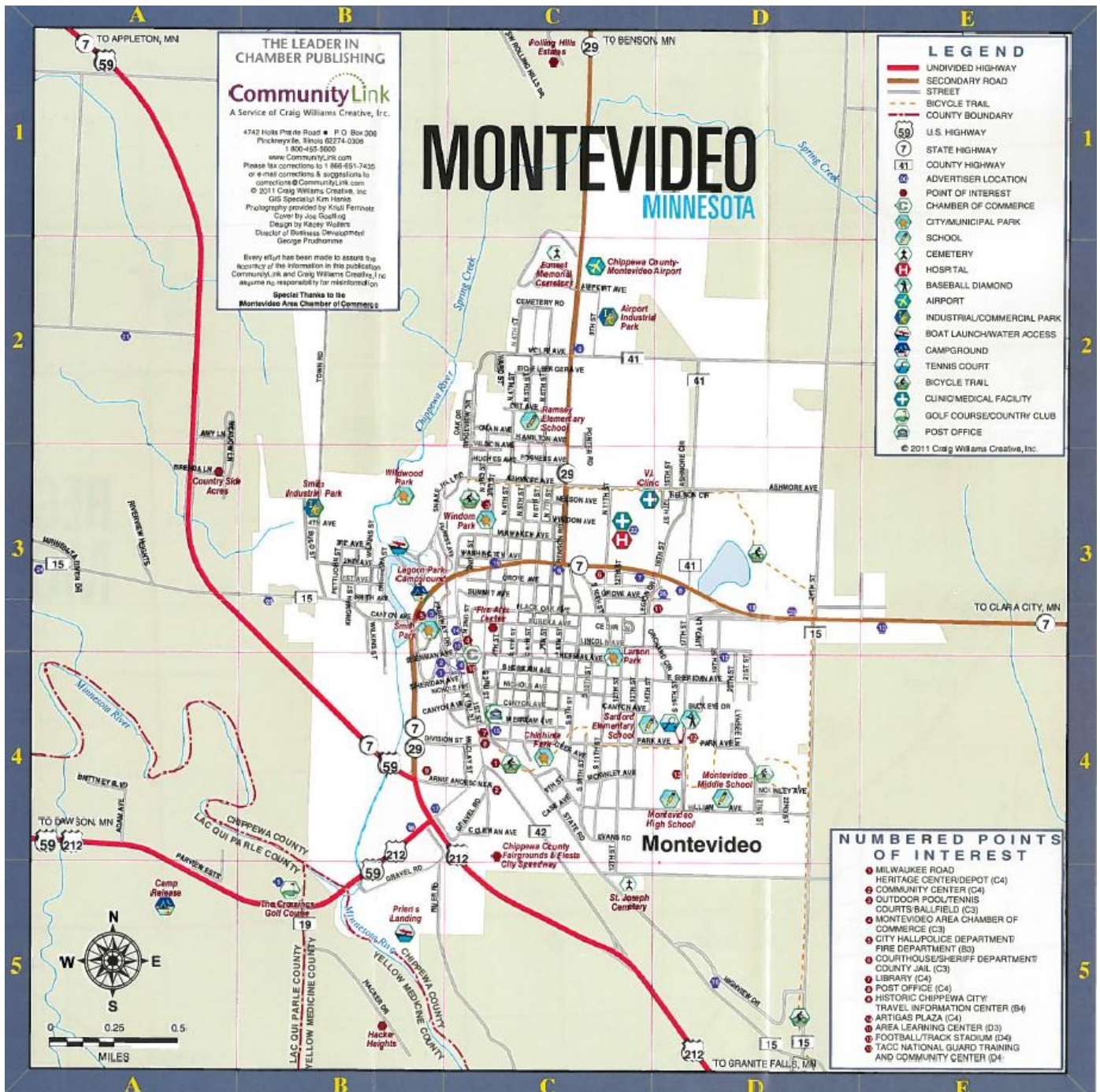
Figure 2.1 Demographic Information

Demographic	Montevideo	Watson	Chippewa County	Region 6W	Minnesota	United States
Population	5,330	250	12,327	44,938	5,313,081	309,138,711
Median Age	40.6	48.4	42.7	45.5	37.4	37.2
Average HH Size	2.21	2.40	2.33	2.28	2.46	2.61
Average Family Size	3.07	3.01	3.01	2.80	3.03	3.21
<b>Gender</b>						
Male	47.5%	52.8%	49.9%	50.14%	49.70%	49.20%
Female	52.5%	47.2%	50.8%	49.86%	50.30%	50.80%
Median HH Income	\$40,710	\$40,000	\$46,579	\$48,089	\$59,126	\$50,046
Poverty Status	11.0%	7.6%	9.4%	10.22%	11.20%	14.90%
<b>Educational Attainment</b>						
High School Grad +	84.7%	82.1%	87.4%	89.0%	91.90%	85.70%
Bachelor's Degree +	18.0%	14.9%	17.0%	16.48%	32.20%	28.50%
Race, % White	95.1%	99.6%	94.4%	96.22%	88.10%	74.20%
Source: U.S. Census Bureau, 2008-2012 American Community Survey						



Below is a map of the Montevideo community. It shows that schools are not the only place to which children may wish to walk or bicycle. There are many parks throughout the city that children walk or bicycle to as well as other community facilities, such as the library and swimming pool.

Figure 2.2 Community Amenities Map





## DATA – Crash Data | AADT | Student Travel Tallies

### Crash Data

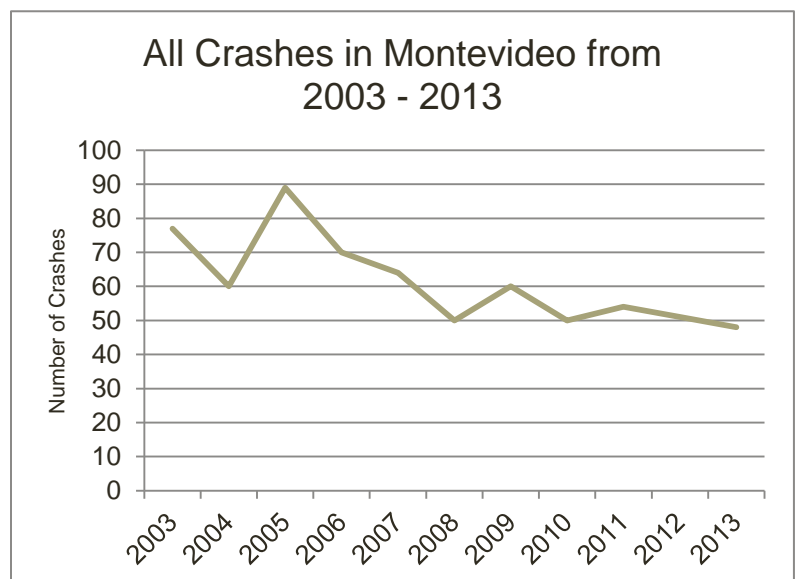
#### Minnesota Data:

In 2012 there were 395 fatalities on Minnesota roadways. Of those 395 fatalities, seven were bicyclists. An additional 47 bicyclists were severely injured in a crash, 261 moderately injured and 566 sustained minor injuries and 54 were not injured in their crash. Overall 935 bicyclists were involved in a crash in Minnesota in 2012 alone. Of the 395 fatalities, 40 were pedestrians. An additional 108 pedestrians were severely injured in a crash, 285 were moderately injured, 480 sustained minor injuries and only 6 were not injured in their crash. Overall, 919 pedestrians were involved in a crash in Minnesota in 2012 alone.

#### Local Montevideo Data:

In 2013, there were a total of 48 crashes of all kinds within the City of Montevideo. One of those crashes involved a pedestrian on Nichols Ave and South 6<sup>th</sup> Street. From 2003 to 2013, there were a total of 9 pedestrian crashes and 4 bicycle crashes within the City of Montevideo. The overall trend in the last ten years is a reduction in all types of crashes, as seen in Figure 2.3. However, nationally, bicycle and pedestrian crashes have become more prevalent and a major topic of conversation amongst transportation officials.

Figure 2.3 Crash Data

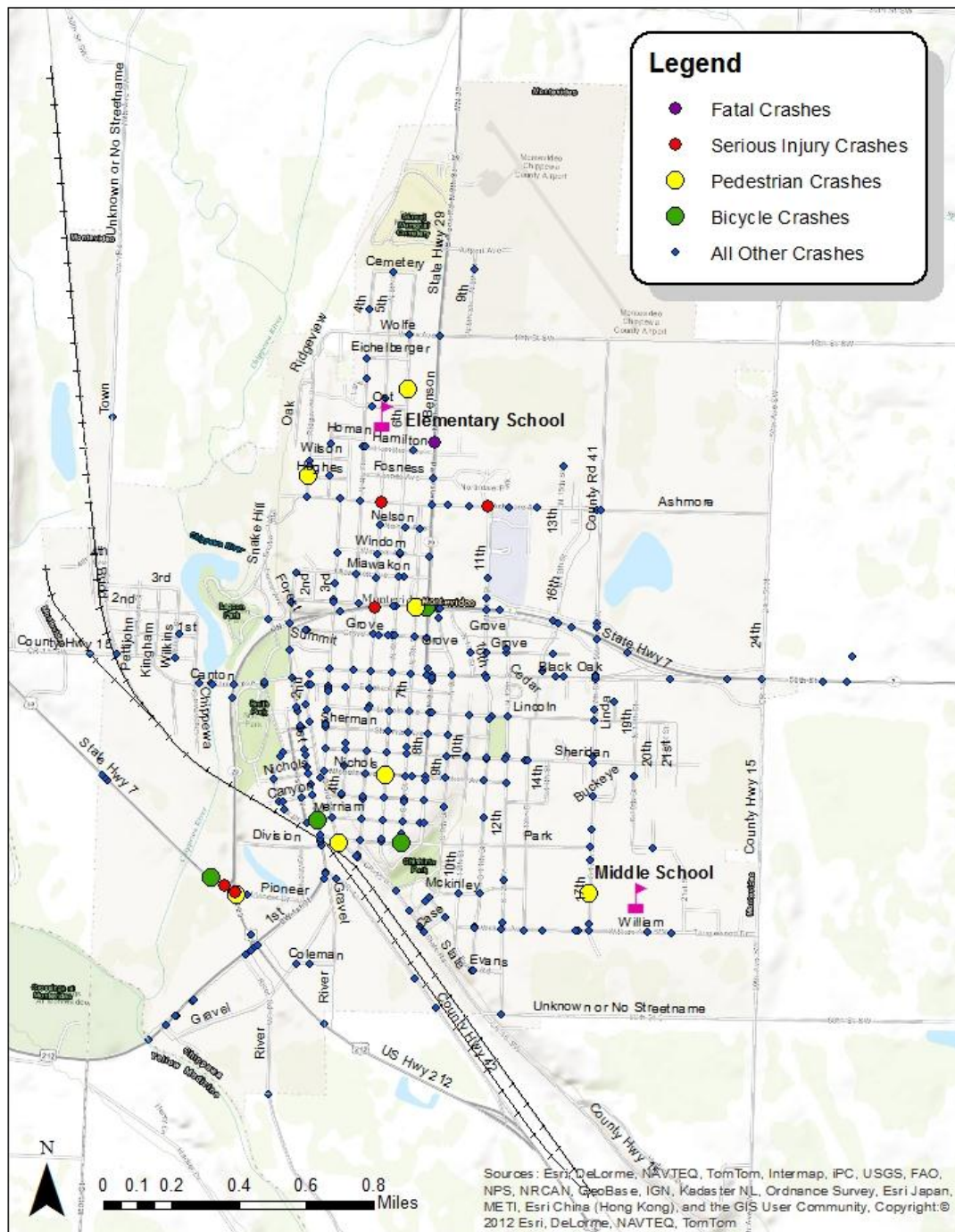


Speed plays a factor in survival rates for pedestrians. If a vehicle traveling 20 miles per hour or slower crashes into a pedestrian, that pedestrian has a 95 percent survival rate. However the survival rate decreases dramatically as speeds increase. For example, if a vehicle traveling at 30 miles per hour hitting a pedestrian, the pedestrian only has a survival rate of 55 percent. The survival rate drops to 15 percent if the vehicle speed is 40 miles per hour.

The map below depicts all of the crashes that have occurred in Montevideo from 2004 through 2013 and highlights bicycle or pedestrian crashes, severe injury crashes and fatal crashes. There have been several pedestrian crashes near the schools in the past ten years. It also depicts all other crashes, which make up the majority of the crashes in the City of Montevideo.

Figure 2.4 Crash Data Map

## Montevideo Crashes 2004 - 2013

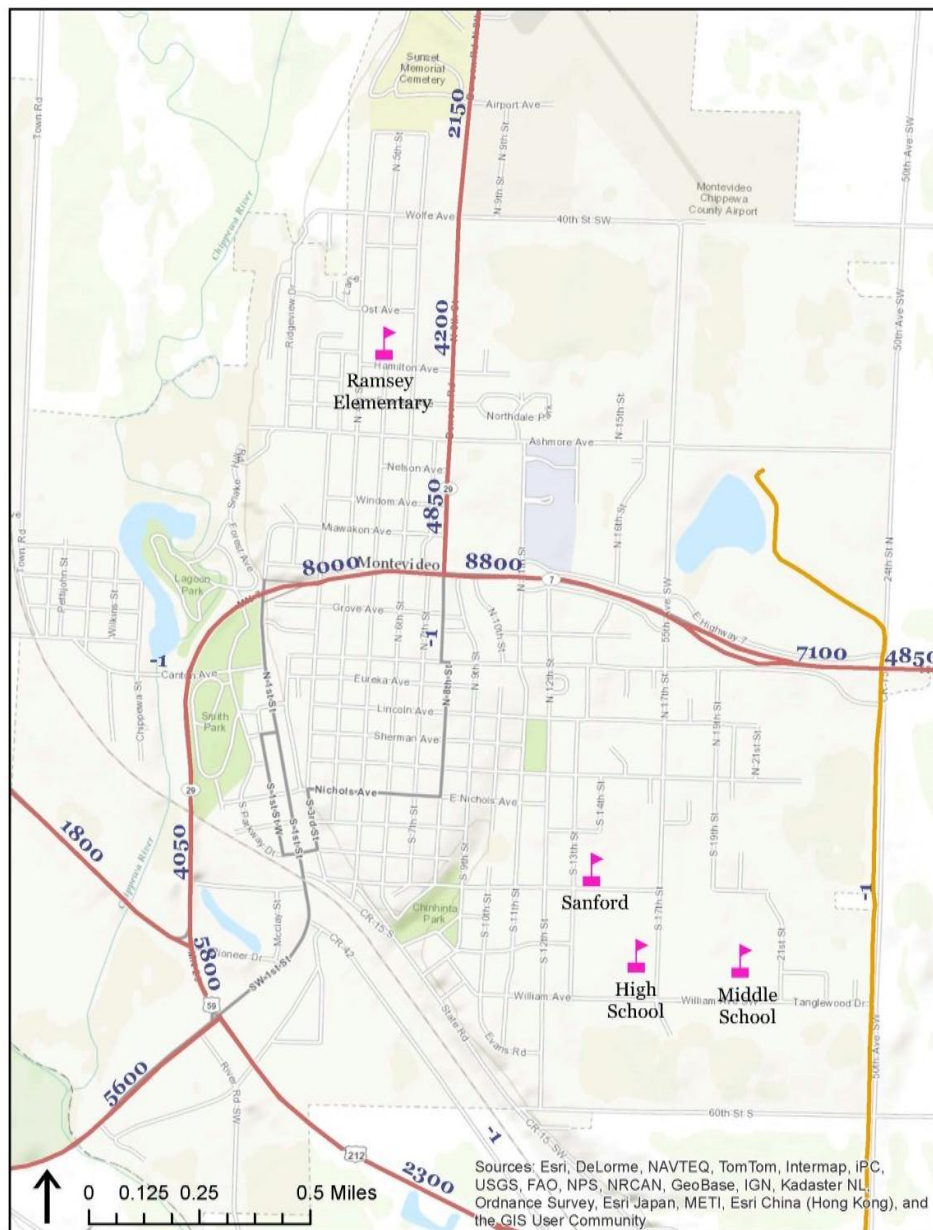


### Annual Average Daily Traffic (AADT)

Minnesota State Highway 7 bisects the Montevideo community and it carries the most traffic through the city. State Highway 29 runs north and south and intersects with Highway 7. Although the traffic counts on these highways are not particularly high, these two highways create barriers for pedestrians between Ramsey Elementary and the largest residential section of the city, as well as the other 3 schools.

Figure 2.5 AADT

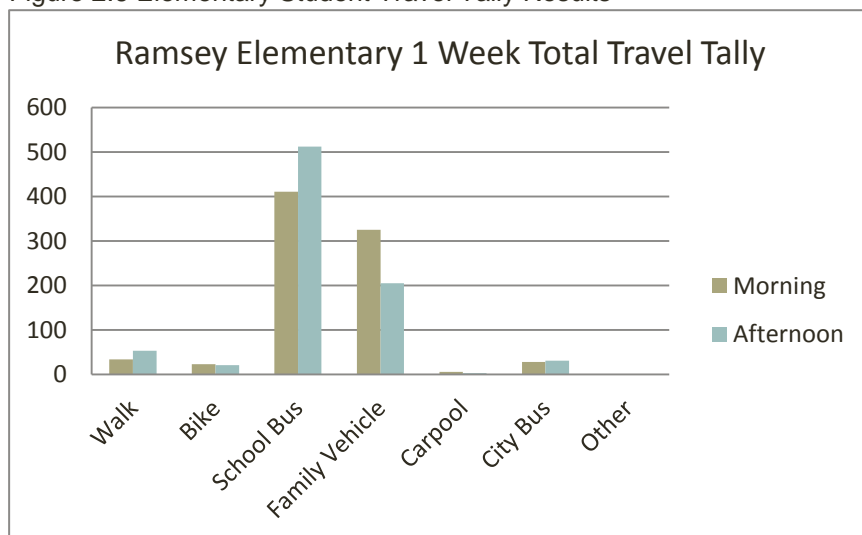
### Montevideo Annual Average Daily Traffic



### Student Travel Tally Results – Ramsey Elementary

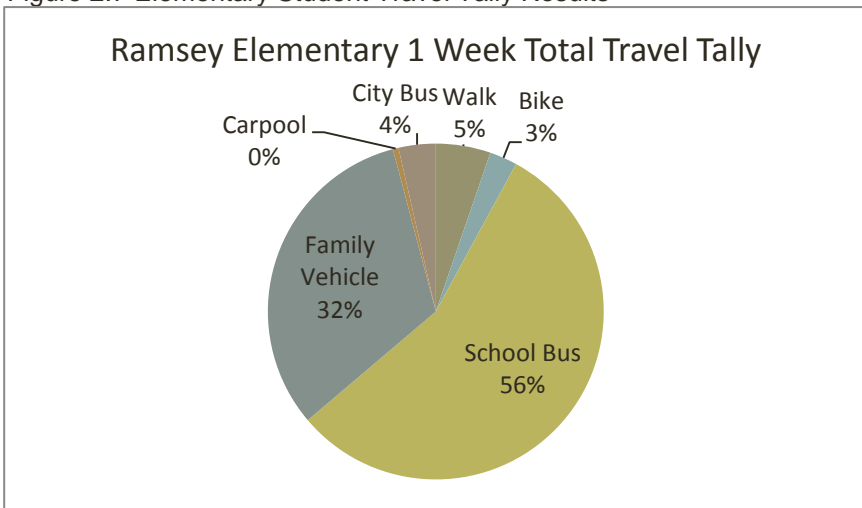
Student travel tallies were conducted in October of 2014 to gather baseline data regarding the number of students who walk and bicycle to school. They were conducted in all grades, kindergarten through grade seven, at Ramsey Elementary and Montevideo Middle School. The student travel tallies revealed that most students arrived and left school in a family vehicle or school bus.

Figure 2.6 Elementary Student Travel Tally Results



The majority of students arrived to Ramsey Elementary in the morning via the school bus or family vehicle. In the afternoon, the number of children who left school via parent vehicle dropped and the numbers of those who walked and took the school bus increased. Congestion at the school is a concern both in the morning and the afternoon due to the number of parent vehicles during those times.

Figure 2.7 Elementary Student Travel Tally Results



Over half, 56 percent, of Ramsey Elementary students traveled to and from school via the school bus. Of that 56 percent, a small portion of those students were picked up within the city limits of Montevideo, where busing is not required and where

those students could easily walk or bicycle to school. However, the majority of the students who ride the school bus are riding because they simply live too far from the school to walk or bicycle. Therefore, mode switch for this group of students is unlikely.

The second largest group of students, 32 percent, travel to and from school via family vehicle. While some of these students may live too far from school to walk or bicycle, it is likely that many live within distances easy for walking and biking to school. For those students, mode switch from family vehicle to walking or bicycling is encouraged and will be one focus of the SRTS encouragement activities.



## Student Travel Tally Results – Middle School

Figure 2.8 Middle School Student Travel Tally Results

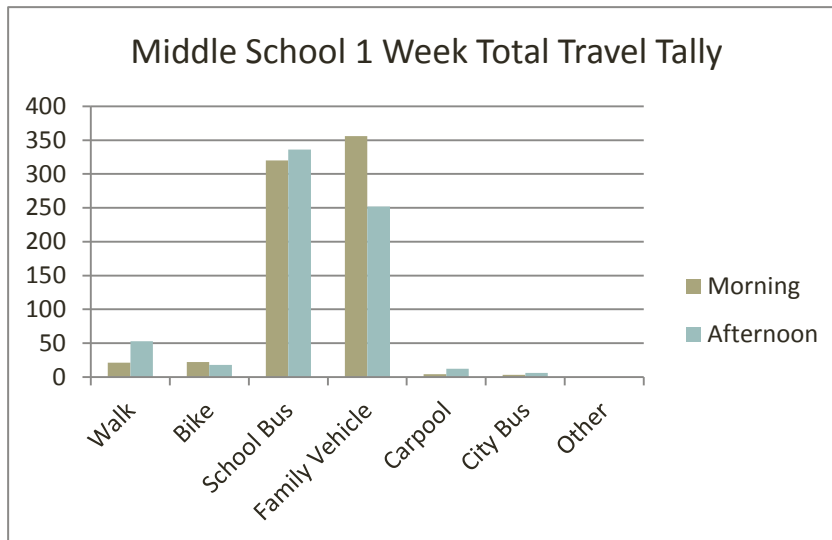
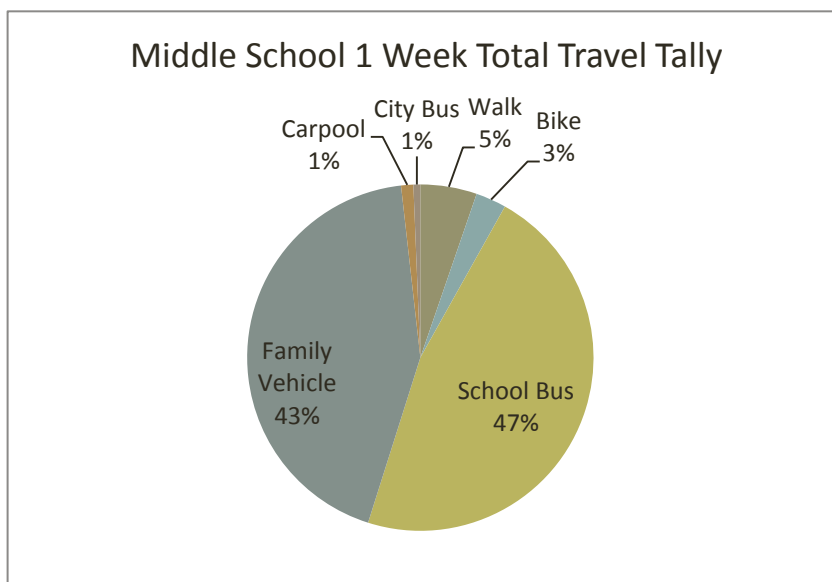


Figure 2.9 Middle School Student Travel Tally Results



The Middle School travel survey results are very similar to those of the Elementary School. The majority of students arrived to Montevideo Middle School in the morning via the school bus or family vehicle. In the afternoon, the number of children who left school via parent vehicle dropped and the numbers of those who walked, carpoled, took the school bus and took the city bus all increased.

Congestion at the school is worse in the mornings due to the increased number of parent vehicles at that time.

Almost half of Middle School Students traveled to and from school via the school bus. Of that 47 percent, many students were picked up within the city limits of Montevideo, where busing is required to cross Highway 7, but where those students could easily walk or bicycle

the distance to school. However, the majority of the students who ride the school bus are riding because they simply live too far from the school to walk or bicycle. Therefore, mode switch for this group of students is unlikely. Despite the fact that those students who ride the bus may live too far from school to walk or bicycle, the Montevideo SRTS Team feels it is important to involve those students in the SRTS program in other ways. This could be through remote drop-off locations for walk and bicycle to school days, encouraging walking and bicycling as healthy and fun forms of exercise and transportation, or any number of other ways.



## COMMUNITY INFRASTRUCTURE - Physical | Social | Political—Laws & Policies

### Physical Environment/Infrastructure –

The city of Montevideo has an existing network of infrastructure that serves pedestrians relatively well in many areas of the city due to the grid street network and existing sidewalks. However, there are also many areas throughout the city that lack sidewalk infrastructure and carry a considerable amount of traffic. Montevideo sees quite a bit of heavy commercial truck traffic as well.

#### Roads

Montevideo has approximately 110 miles of roads contained within the city limits. Of those 110 miles, 13 miles are US or State Roads, 7 miles are on the county system and about 90 miles are local roads.

#### Sidewalks

The approximate number of miles of sidewalk in Montevideo is unknown; however there are not sidewalks along all city streets. A next step would be to map the existing sidewalk infrastructure in Arc GIS or another program to have that data readily available for future evaluation metrics of the SRTS Program.

#### Bike Lanes

As of the fall of 2013, there are no marked bike lanes, sharrows or other on street bicycle facilities in the City of Montevideo. There are existing signs designation a bike route throughout the city.

#### Trails

There are several paved and unpaved trails throughout the city. These trails can be used for recreational purposes or as a connection to different destinations in the city.

### Social Infrastructure -

Social infrastructure is as important as physical infrastructure to a Safe Routes to School Program or any other successful active transportation initiative. The community and school have strong social infrastructure as a result of many individuals within the school system, city government, and community who are excited and passionate about the students, safe and active transportation, and making their community a better place for all residents. There are many partners in the Montevideo community who currently do and potentially could play a large role in Safe Routes to School and active living efforts.

#### Partnerships

- Montevideo School District PSTA
- City of Montevideo
- Montevideo Police Department

- Chippewa County
- Local Businesses
- Local Media
- Drivers Education Programs
- Safe Communities Coalition
- Countryside Public Health
- Upper Minnesota Valley Regional Development Commission

#### Current Bike-Walk/Active Transportation Initiatives and Events

Organization/project/event/program	Inception	Timeframe	Emphasis
International Walk to School Day	Fall 2014	Yearly	Encouragement
School Wellness Policy/Committee	Unknown	Ongoing	Student and Faculty Health
Safe Routes to School Team	Summer 2012	Ongoing	Planning and Policy

#### Political Infrastructure—Laws and Policies Related to Active Transportation -

##### Sidewalk Requirements

Sidewalks are not currently required with new development. Sidewalk maintenance is the responsibility of the property owner.

##### Snow Removal Requirements

Snow removal on sidewalks is required and the responsibility of the property owner. The City is responsible for snow removal on streets and sidewalks on City-owned property.

##### Crossing Guard Policies

There is currently no crossing guard program at the Montevideo Public Schools.

##### School Wellness Policies

The Montevideo School District has a wellness policy with a purpose to assure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity. The following are general statements found in the policy:

1. The Montevideo Board of Education recognizes that nutrition, nutrition education, physical activity, and good mental health are essential components of the educational process, and that good health fosters student attendance and academic performance.
2. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
  - a. Offered as part of a sequential, comprehensive program for all grade levels (including Health and Family and Consumer Science) designed to provide students with the knowledge and skills necessary to promote and protect their health.

- b. Integrated into other areas of the curriculum such as math, science, language arts, social sciences and elective subjects, where appropriate; and provides eating experiences, gardens and cooking classes.
- c. Enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testings and field trips to include farms and gardens.
- d. Be a part of the curriculum where students will learn to develop life-long skills in nutrition, health education, and physical activity.

Related to physical activity, the policy includes the following:

1. Montevideo Elementary school students in grades K-5 will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment
2. The physical education curriculum should be coordinated with the health education and FACS curriculum and reinforce the knowledge of self-management skills needed to maintain a healthy lifestyle.
3. Students in physical education classes will learn, practice, and be assessed on developmentally appropriate motor skills, social skills, and knowledge.
4. Opportunities for physical activity will be incorporated into other subject lessons where appropriate.
5. Classroom teachers should provide short physical activity breaks between lessons or classes-as appropriate.
6. The use of recess time and physical activity is encouraged to improve classroom productivity. The withholding of recess from an individual or a group of students for a behavior that occurred outside of recess is strongly discouraged.
7. The Montevideo School District will offer a variety of extracurricular physical activity programs, interscholastic sports, and intramural programs for students of all ages. Programs and activities for students in grades K-6 and intramural sports shall be the responsibility of the Community Education Department, and interscholastic sports for students in grades 7-12 shall be the responsibility of the athletic department. (Refer to Community Education and Athletic Director, athletic policy book)
8. Montevideo School spaces and facilities shall be available to students, staff, and community members before, during, and after the school day, weekends, and during vacation periods for physical activity programs. These spaces and facilities also will be available to community organizations and agencies offering physical activity and nutrition programs. (According to established rental and facility use policies.)

## Past Studies and Plans

- *City of Montevideo Comprehensive Plan, 2013*: Montevideo's Comprehensive Plan is a vision of what the City wants to be. It is a guide to help the City preserve what they value and to enhance what they feel should be improved. It addresses physical planning issues such as land use, transportation, housing, public facilities, and parks and open spaces. The plan also considers social and economic issues. It addresses the needs of the community broadly over a long period of time. Montevideo's Comprehensive plan includes the following Guiding Principles:

- Maintain and strengthen Montevideo's unique qualities and promote a positive image of our community.
- Attract and maintain our different population groups, sustain our present population and plan for modest growth by:
  - Encouraging affordable housing to serve varied lifestyles, ages and incomes.
  - Promoting community involvement and tapping into our human resources.
  - Offering diverse recreational opportunities.
  - Promoting jobs with livable wages.
  - Supporting public safety as a priority issue within our community.
- Continue to upgrade infrastructure and facilities by:
  - Continuing street and utility improvement plans.
  - Completing upgrades to public facilities.
  - Finishing the levee system and flood mitigation plans.
  - Promoting upgrades to major transportation corridors in and out of Montevideo.
- Encourage and support diverse economic opportunities by:
  - Promoting and growing our existing business.
  - Growing tourism and a local "Brand".
  - Promoting our diverse retail and commercial areas.
  - Enhancing our role as a regional center.
  - Promoting and enhancing our medical treatment services.
  - Continuing orderly annexation of adjacent lands needed for urban growth.

The following are priorities in the Comprehensive Plan that support or affect this Safe Routes to School Plan.

### Housing Plan -

- "Expansion of Higher Density Residential Zones: Higher density residential zones are in short supply. Expansion of existing R-3 zones is needed". *It is important that this new housing development has safe and adequate walking and bicycling access to the schools. With higher density housing, there may be greater opportunities for students living in these new housing areas to walk and bicycle to school.*

- “Infrastructure and Amenities: Because the condition of the community, including its roads, utilities, and parks are important for the well being of residential areas, continue with capital improvement planning for, and upgrades, to the City streets, utility infrastructure and parks. *It is important that sidewalks are included in the capital improvement planning for these essential infrastructure and amenities. Sidewalks are not an accessory to a roadway.*

Transportation Plan -

- “Sidewalk Maintenance: The City maintains a rolling 5-year sidewalk inspection and maintenance plan. This program should continue. *This is good.*
- 2013 Upper Minnesota Valley Regional Development Commission Trails Plan: the Plan provides trail guidelines priorities and resources for not only trail developers, but also trail funders such as the DNR and MnDOT. Below are the overall priorities in the region for trail development. The plan places the highest priority on local and community trails that connect residential areas to schools, parks, downtowns and other community attractions.
  - Priority #1: local and community trails
  - Priority #2: trails that are part of the Minnesota River State Trail
  - Priority #3: other regional trails

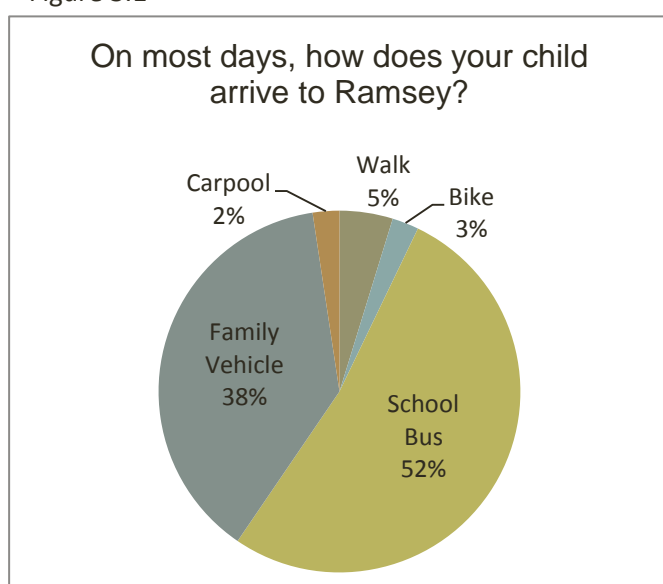


## Chapter 3 | Issue Identification

This chapter explores issues and barriers related walking and bicycling that may exist in the community regarding attitudes, policies, programs, and infrastructure. Issues and barriers to walking and bicycling to school in Montevideo were identified in a number of ways. Information was collected from the SRTS Team; parent surveys, student travel tallies and a walking/biking audit were conducted; observations of the dismissal procedures at the school sites were made; and a WikiMapping crowdsourcing site was created to get further input from the larger community.

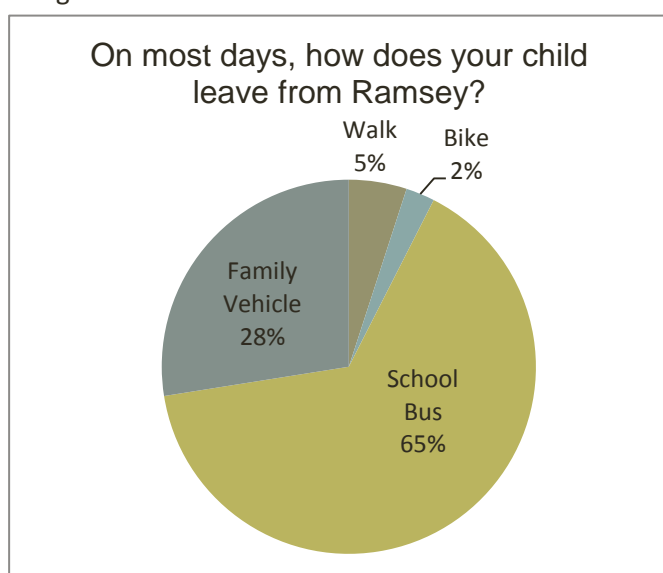
### PARENT SURVEY RESULTS – Ramsey Elementary

Figure 3.1



Student travel tallies and parent surveys were administered in the fall of 2014 as part of the SRTS planning process. They provided valuable insight on parent views regarding walking and bicycling to school as well as information on how many students are currently walking or bicycling to school. The parent survey response rate was good and it had good representation from all grades, first through seventh. This section of the plan shares some of the information gathered from the parent survey, but all survey results can be found in Appendix G.

Figure 3.2



Over half of respondents say their child lives within two miles of Ramsey Elementary School and 23 percent live within one mile of the school. However, as previously mentioned, a number of students live more than two miles from school. According to the parent survey, 42 percent of respondents live too far from school and their children will likely never walk or bicycle to or from school the entire way to or from their home.

On average, approximately 8 percent of Ramsey Elementary students walk or bicycle to school. However, with 23 percent of students reportedly living within one mile of school, the number of students

who walk or bicycle to school could be much higher. When parents were asked, “At what age would you let your child walk or bicycle to school without an adult,” many (41 percent) responded that they would not feel comfortable at any age. This response may be due to the fact that many students live more than two miles from school in rural areas.

Additionally, 15 percent of parents say they would allow their child to walk or bicycle to school without an adult when they reach the fifth grade. Figure 3.3 shows all of the responses from the survey question asking, “At what age would you allow your child to walk or bike to/from school without an adult?”

When asked about the issues affecting parents’ decisions to allow or not allow their child to walk or bicycle to school, distance was cited the most often as a barrier to walking or bicycling to school. Weather or climate and amount of traffic along route were also commonly cited issues affecting parents’ decisions. Another question in the parent

Figure 3.3

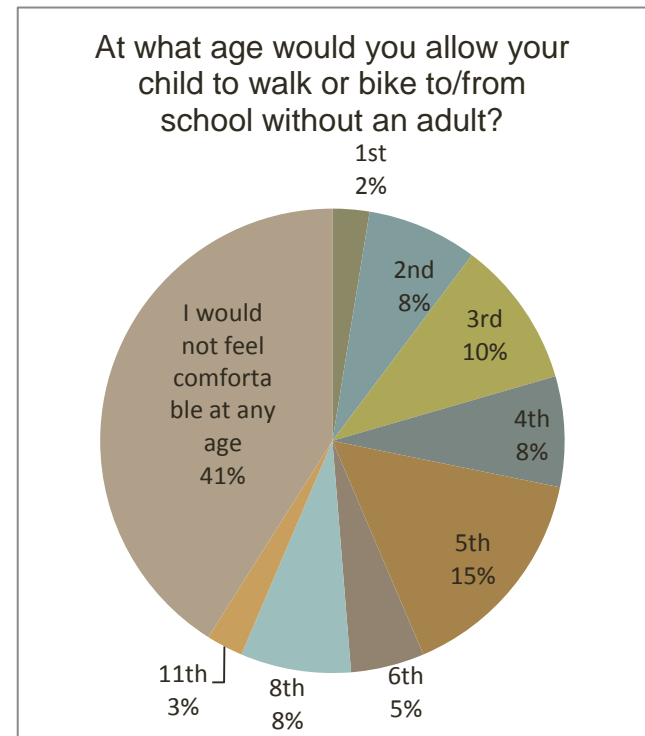
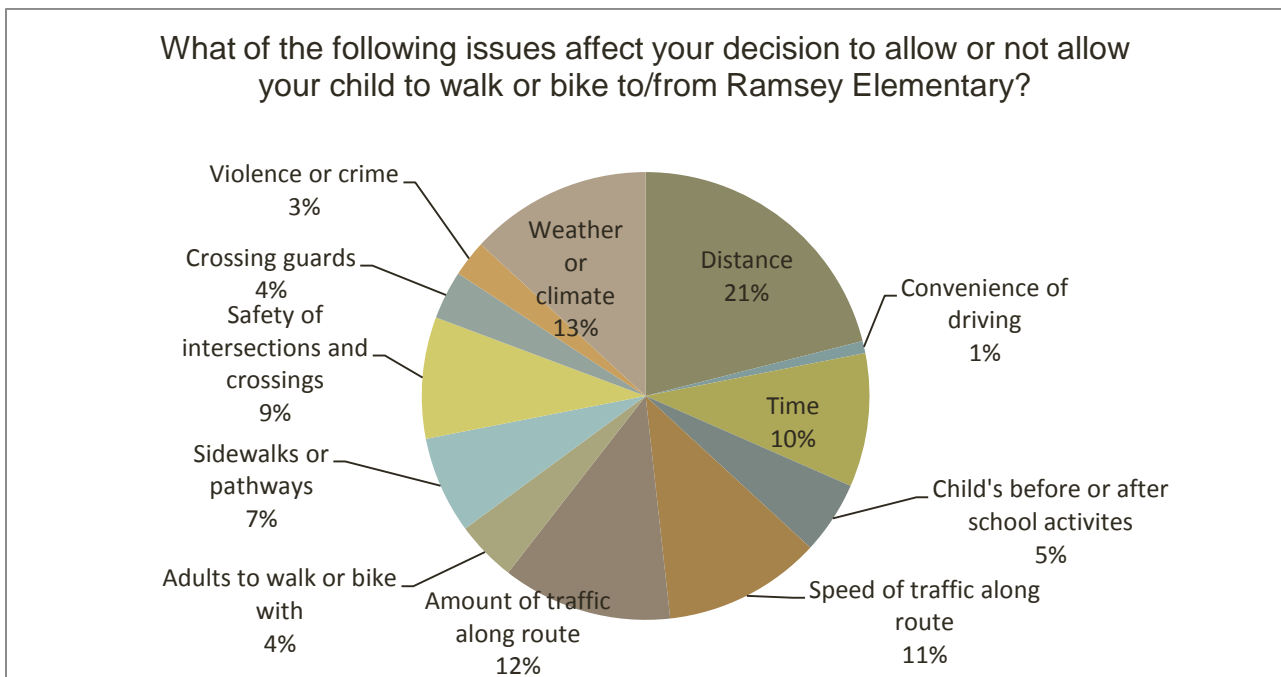
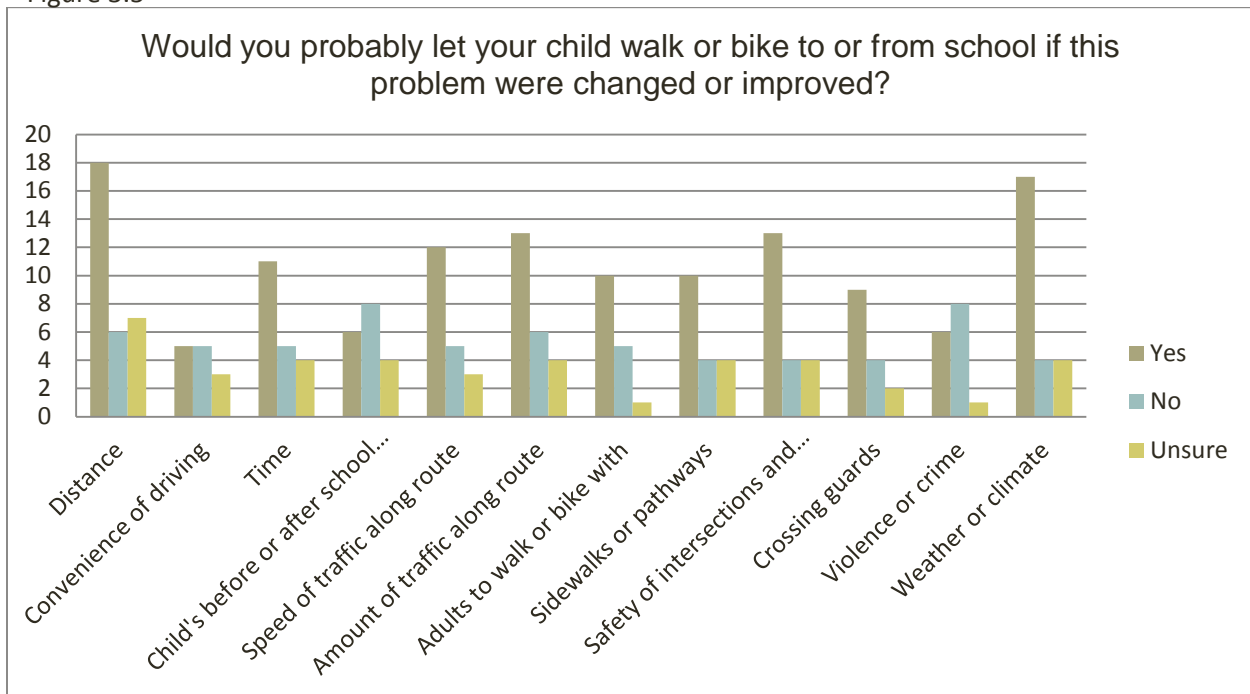


Figure 3.4



survey asked, “Would you probably let your child walk or bike to or from school if this problem were changed or improved?” Many parents responded that they would let their child walk or bicycle to school if distance was not an issue. Several other popular positive responses related to issues that could be changed included addressing the amount of traffic along the route, the speed of traffic along the route, sidewalks or pathways, and safety of intersections and crossings. All answers are shown below in figure 3.5.

Figure 3.5



Some issues, such as weather or climate, distance, and children’s before or after school activities cannot be easily changed. However, many of the issues presented in the survey, such as crossing guards, safety of intersections and crossings, and sidewalks or pathways can be addressed throughout the SRTS planning process. The SRTS Team spent time looking at those issues that can be changed or improved and focused the plan around the resulting concerns. The plan also addresses those issues identified that, if changed or improved, parents would probably let their child walk or bicycle to school.

Comments from the parent surveys reveal that parents are worried about the safety of their children. However, some indicated that if measures were taken to address safety issues, such as having crossing guards and more intersections or having more separated bicycle facilities, they would feel more comfortable allowing their children to walk or bicycle to school.

## PARENT SURVEY RESULTS – Montevideo Middle School

Figure 3.6

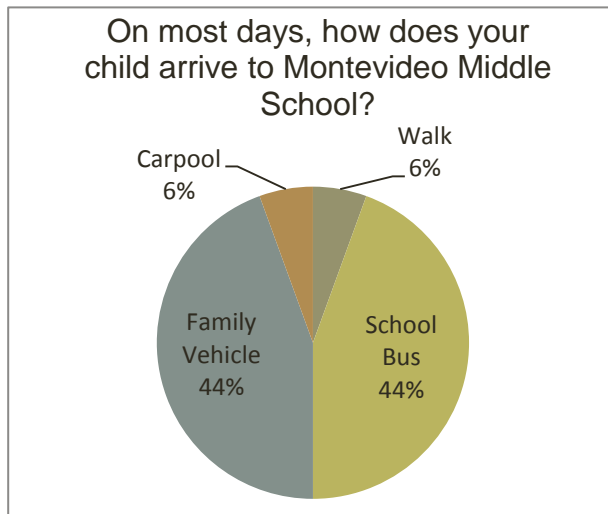
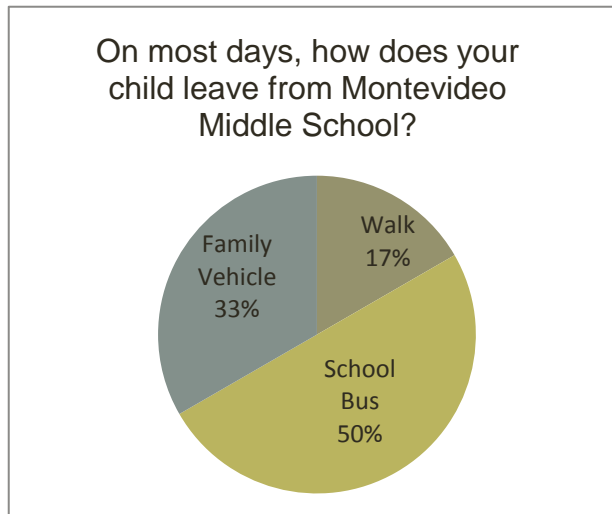
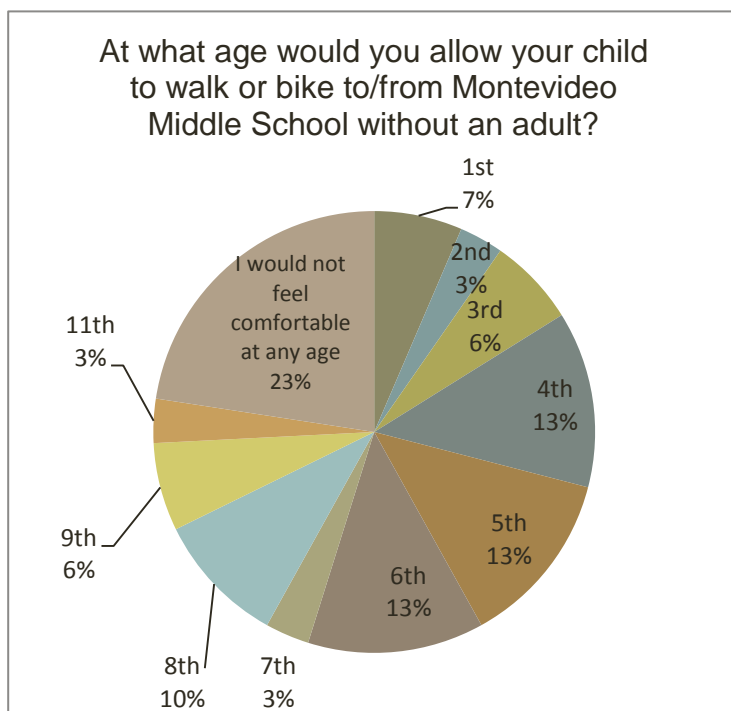


Figure 3.7



Over half of the middle school parent respondents say their child lives within two miles of the middle school and 23 percent live within one mile of the school. However, as previously mentioned, a number of students live more than two miles from school. According to the parent survey, 54 percent of respondents live too far from school and their children will likely never walk or bicycle to or from school the entire way to or from their home.

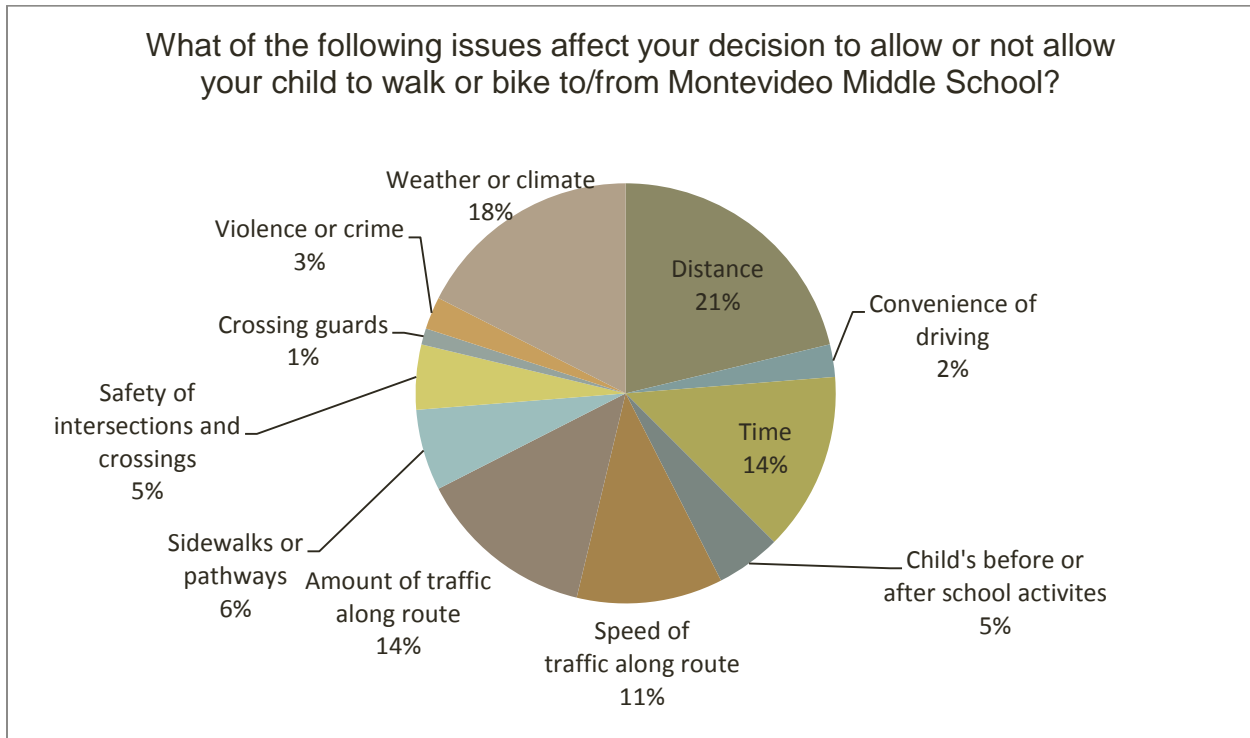
Figure 3.8



On average, approximately 6 percent of Montevideo Middle School students walk or bicycle to school, while walkers increase to 17% in the afternoon. However, with 37 percent of students reportedly living within one mile of school, the number of students who walk or bicycle to school could be much higher. When parents were asked, “At what age would you let your child walk or bicycle to school without an adult,” many (41 percent) responded that they would not feel comfortable at any age. This response may be due to the fact that many students live more than two miles from school in rural areas.

Additionally, 13 percent of parents say they would allow their child to walk or bicycle to school without an adult when they reach the fifth grade. Figure 3.9 shows all of the responses from the survey question asking, “At what age would you allow your child to walk or bike to/from school without an adult?”

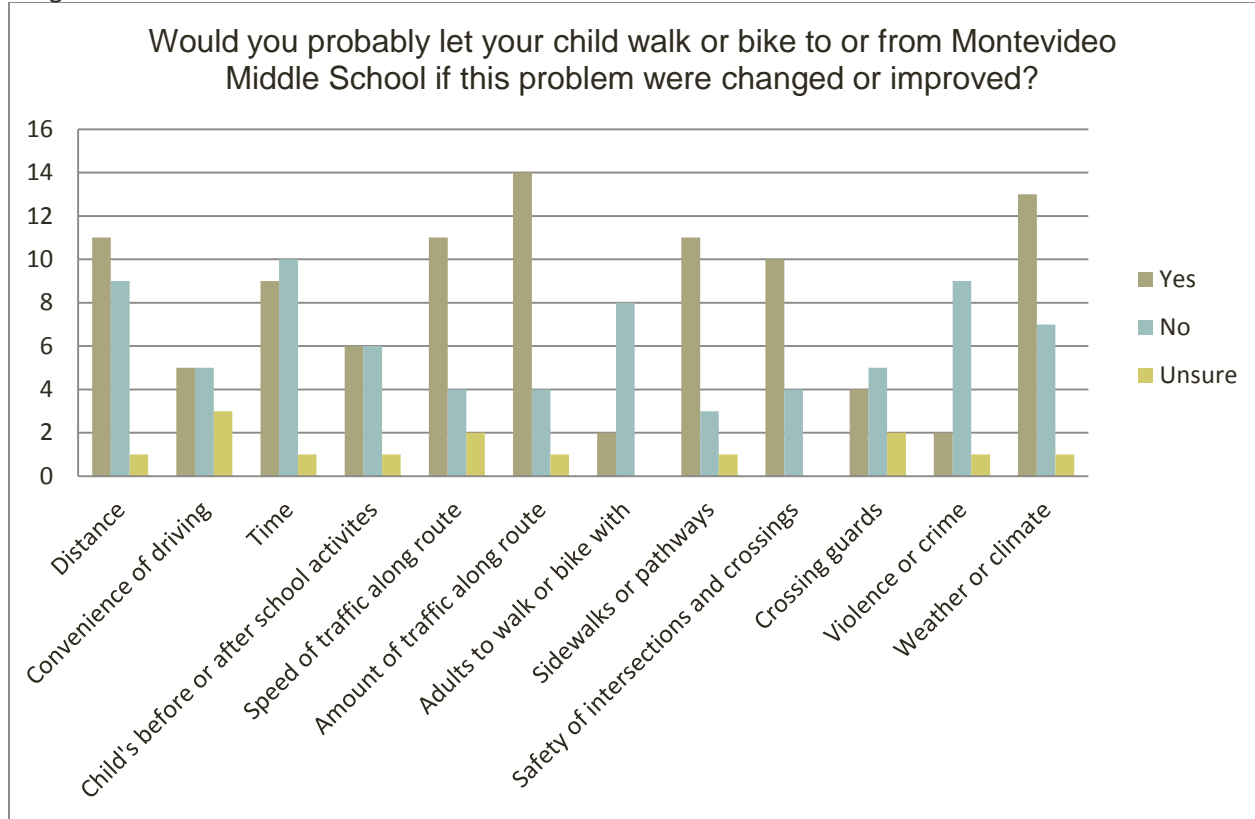
Figure 3.9



When asked about the issues affecting parents’ decisions to allow or not allow their child to walk or bicycle to school, distance was cited the most often as a barrier to walking or bicycling to school. Like at Ramsey, Middle School parents indicated that weather or climate and amount of traffic along route is an issue affecting their decision to allow or not allow their child to walk or bicycle to school. The Middle School parents also responded similarly to the question, “Would you probably let your child walk or bike to or from school if this problem were changed or improved?” Many parents responded that they would let their child walk or bicycle to school if distance, amount of traffic, speed of traffic, lack of sidewalks, and safety were not an issues. All answers are shown below in Figure 3.10.



Figure 3.10



## ENVIRONMENTAL ASSESSMENT

A small group of SRTS Team members met to observe dismissal at Ramsey Elementary and Montevideo Middle School to assess current procedures and identify issues.

### *Arrival/Dismissal Procedure at Ramsey Elementary:*

Four school buses and one Prairie Five, public transit bus park nose to end in the school parking lot on the east side of the school. Students riding the buses all leave the school through the east doors. No family vehicles are allowed in this parking lot during pick-up and drop-off and the school has fairly good compliance with this since families have gotten used to the change.

Most of the school buses leave the parking lot and head east, away from the family

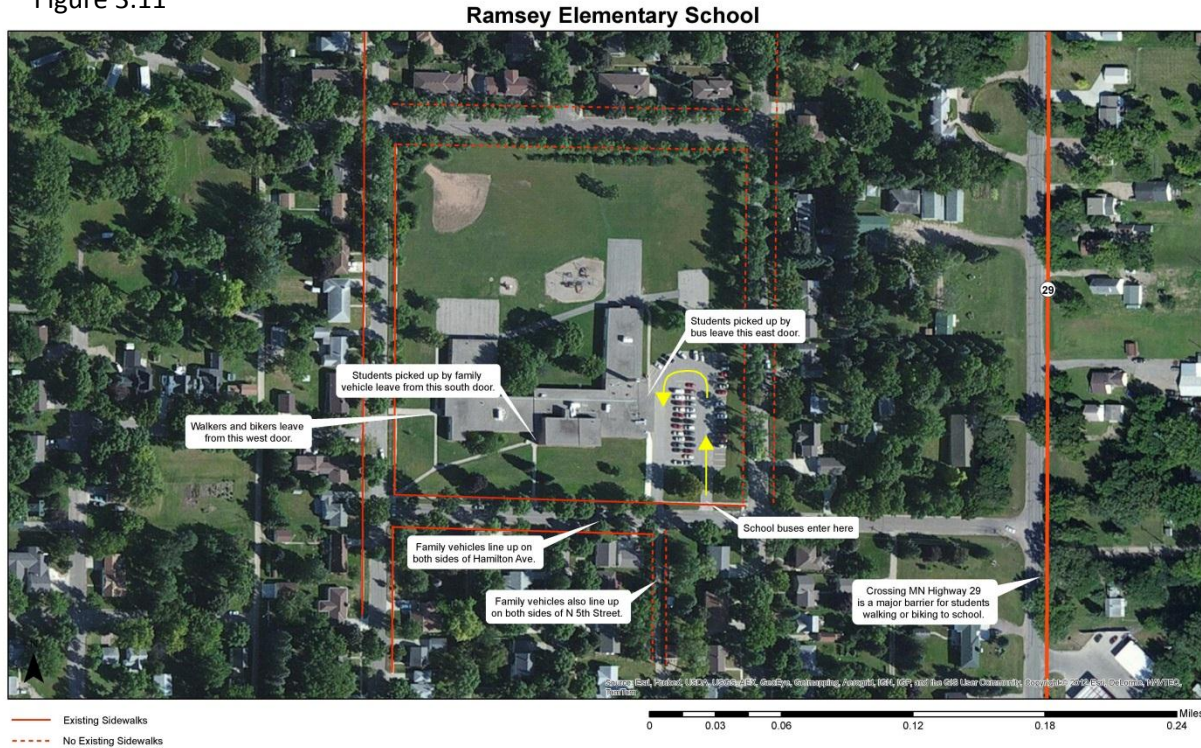
vehicle congestion on the south side of the school. However, one school bus consistently drives through the family vehicle congestion on Hamilton Avenue on the south side of the school, which can be dangerous with students crossing the street in addition to a decreased street width due to cars parking on both sides of the street. The school would like if no busses leave the school via Hamilton Avenue as long as that remains the place for family vehicles to park and pick up students.



Additionally, the buses at Ramsey Elementary pick-up and drop-off students who go to the middle and high schools, so students who live near Ramsey Elementary can walk to the elementary school, get on the school bus and take that bus to the middle or high school and vice versa. Therefore, there is potential for students throughout the city to walk to a school, other than the one they attend, and then take a bus to their school. This bus transferring option could help increase the number of students who walk or bike to a different school to take a bus to their school.

Family vehicles primarily park along Hamilton Avenue and 5<sup>th</sup> Street. Some parents park their cars and walk into the school to pick up and drop off their children, others drive through Hamilton Avenue and drop students off without getting out of their vehicle. There could be more space or separation of spaces for the parents who want to drop students off without leaving their car and those that want to park and walk students into the school. For example, the north side of Hamilton Avenue could be reserved for parents dropping off and picking up without getting out of their vehicle and the south side of Hamilton Avenue and all other streets could be reserved for parents who park and walk their students into the building. Parking would have to be prohibited during drop-off and pick-up times on the north side of Hamilton Avenue for that to be successful.

Figure 3.11



There are only a handful of walkers and bikers at Ramsey Elementary. Those students leave from the west door of the school, so as to separate them as much as possible from the vehicle traffic at the south doors and the bus traffic at the east doors of the school.

There are several adults present during dismissal, including one at the south side of the school that will help students cross Hamilton Avenue to their family vehicles, however none are technically crossing guards and there is no school patrol. There currently are no crossing guards or other adult supervision off the school grounds for students walking or biking home. One good spot for a potential crossing guard location would be Ashmore Avenue and Benson Road or MN Hwy 29/County Hwy 41. There are a number of residential housing units across MN Hwy 29 near this crossing and by making that intersection safer to cross more students may potentially walk or bike to school.

#### *Arrival/Dismissal Procedure at Montevideo Middle School:*

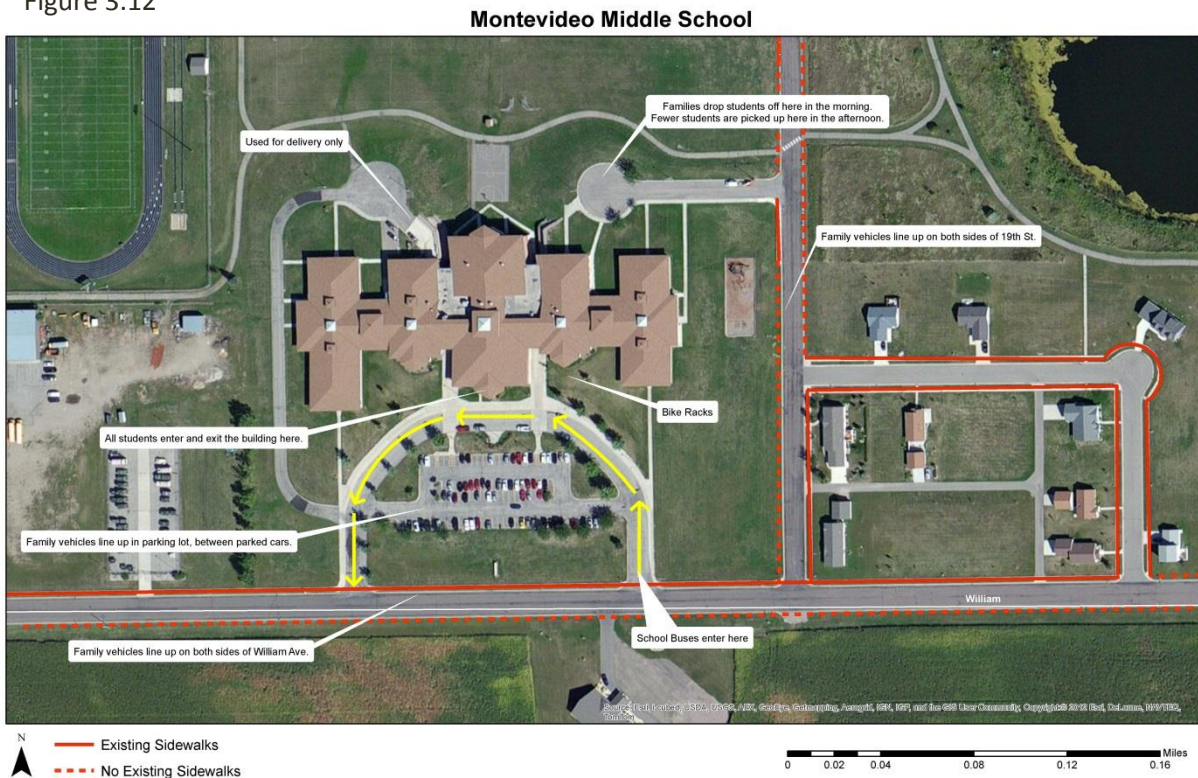
Due to weather conditions on the day of observation, there were no walkers or bikers. Typically about 7-8 bikes are seen in the bike racks. Concerns have been raised regarding appropriate winter weather clothing for walking and biking during the cold months. Students should be educated on the risks brought upon by very cold temperatures as well as the severe effects of windchill. There are currently no crossing guards or school patrol. There are marked crosswalks with crosswalk signage.

School buses line up in the parking lot loop to the south of the school (by the front doors). The special education bus loads ten minutes earlier than the other buses in the afternoon.



Parent vehicles line up in the parking lot just to the south of the bus loop—both the parking lot and bus loop share the same entrance and exit. About 31 parent vehicle pick-ups were observed.

Figure 3.12



### Walk/bike Audit Results

After observing dismissal, the small group of SRTS Team members conducted a walk/bike audit around the schools to assess and evaluate biking and walking infrastructure in the community. Sidewalks exist on many, but not all city streets throughout Montevideo. Crosswalks are sometimes marked and most are marked with two white lines.

#### School Infrastructure:

**Bike Racks:** There is one bike rack by the doors on the west side of the school, which is where the walkers and bikers enter and leave the school. There are also bike racks on the southside of the Middle School. They are located to the east of the main entrance.

**Pedestrian Paths:** Sidewalks exist on many, but not all streets around the elementary school. The trails throughout the community are further south and do not go near to the elementary school.

### **Community Infrastructure (around the Elementary School):**

**Sidewalks:** There are some sidewalks surrounding the school, but not in all locations. See existing conditions map for more information.

**Streets:** Many of the streets surrounding the school are tree lined, some with sidewalks, and have fairly low volumes and speeds of traffic and in a grid pattern—all good for walking and biking. However, MN Hwy 29 is just two blocks east of the school and carries a much higher volume of traffic, including heavy truck traffic and does not have sidewalk infrastructure, nor adequate crossings.

**Intersections:** The main intersection trouble spot is crossing MN 29 to the east of the school. Ashmore Avenue on the south side of the school is also a more heavily traveled route. Most of the other intersections surrounding the school are quiet residential streets.

**Traffic:** Most of the traffic surrounding the school is generated by the school—parents picking up and dropping off students. Otherwise the surrounding streets, with the exception of Ashmore Avenue and MN Hwy 29, are pretty quiet most of the time.

**Other Community Infrastructure/Resources:** There is a park on the north side of the school and Windom Park, home to a swimming pool, tennis courts, ball fields, basketball courts and other amenities is several blocks southwest of the school.

### **Community Infrastructure (around the Middle School):**

**Sidewalks:** There are sidewalks on some, but not all streets around MMS.

**Streets:** The streets around the middle school are not in a grid pattern, like those around the elementary school. There is less connectivity and redundancy in the road network around the middle school, making the environment for walking less comfortable.

**Intersections:** The intersections around MMS are much larger, due to wider streets, than those around the elementary school.

**Traffic:** For the most part, drivers are courteous and obey the traffic signs. There is a concern however, with students crossing between buses and traffic and not in the marked crosswalk. There is a bit of a traffic back up on Williams Dr. and S. 17<sup>th</sup> Street

**Other Community Infrastructure/Resources:** On the north side of the school are several ball fields. To the northwest is the football field.



## SUMMARY OF ISSUES AND BARRIERS TO WALKING AND BICYCLING IN MONTEVIDEO

**Physical Environment:** Generally, Montevideo is well suited for residents of all ages to walk and bike. The city is relatively compact in size, has good street connectivity and relatively good sidewalk connections. Montevideo has a good paved trail system for walking and biking that is in process of being expanded. However, the streets carry relatively low levels and speeds of traffic, therefore bicycle education could increase the number of bicyclists throughout the city. The major barrier to walking for school children in Montevideo is crossing the major highway that bisects the city. There are also other intersections throughout the city that could be improved to enhance safety for children walking or bicycling to school. Figure 3.11 depicts difficult crossings on suggested routes to school. Each of these crossings is on a highway with heavy traffic and heavy commercial traffic. Although speeds at each of these intersections are posted at 30 miles per hour, they are often difficult to cross and dangerous for young students because they are often wide, lack signals, and experience a lot of traffic.

Specifically, Figure 3.13 identifies the intersections that are problematic, identifies what makes them problematic and offers suggestions to help mitigate the problems.

Figure 3.13 Safer Crossings Matrix			
Crossing	Current Conditions	Problems	Possible Solutions
*State Hwy 29 and Ashmore Ave  * This intersection was chosen over State Hwy 7 and Fosness Ave, because it is a more prominent crossing in the community. Any opportunity to improve this intersection, however, should not be overlooked.	<ul style="list-style-type: none"> <li>– No marked crossing</li> <li>– Trail crosses Hwy 29 here</li> <li>– Busy road</li> <li>– Many speeding vehicles</li> </ul>	<ul style="list-style-type: none"> <li>– The students living East of Hwy 29 do not have a safe place to cross to get to and from school</li> <li>– Bikers and pedestrians from the trail also need a safe place to cross.</li> </ul>	<ul style="list-style-type: none"> <li>– Paint crosswalk after overlay on Hwy 29 in 2015</li> <li>– Curb bump out</li> <li>– Pedestrian signs</li> <li>– RRFB signal</li> <li>– Pedestrian scale streetscaping</li> <li>– High visibility crosswalks</li> </ul>
State Hwy 7 and 17 <sup>th</sup> St	<ul style="list-style-type: none"> <li>– No marked crosswalks</li> <li>– Wide crossing</li> <li>– Speed Limit 40 mph</li> <li>– No sidewalks</li> <li>– Busy road</li> </ul>	<ul style="list-style-type: none"> <li>– Very busy intersection</li> <li>– Long crossing distance</li> <li>– Fast moving vehicles</li> </ul>	<ul style="list-style-type: none"> <li>– Paint crosswalks</li> <li>– Add pedestrian signage</li> <li>– Add sidewalks to 17<sup>th</sup> street on either side of the intersection</li> <li>– RRFB signal</li> <li>– Pedestrian scale streetscaping</li> </ul>

The intersection of State Highway 7 and Benson Ave was removed from this list because although it is a very dangerous intersection, it seems less feasible to address than the others included in the matrix. This intersection should also be addressed if funds become available.

Figure 3.14 Montevideo Priority Routes

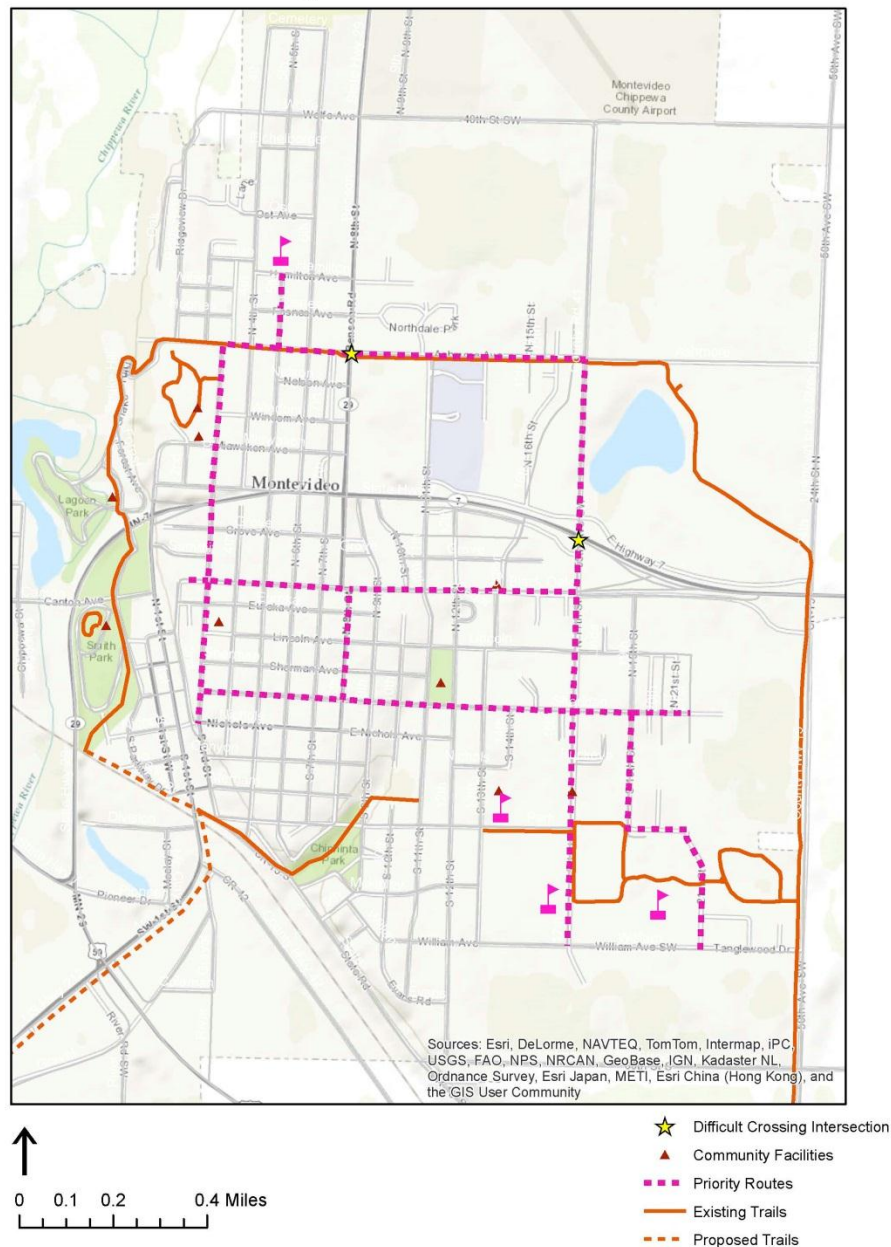


Figure 3.14 above shows priority routes to school that the SRTS Team identified. These routes should be a high priority in terms of investing in bike and pedestrian infrastructure as funds become available in order to make them safer for students to walk or bicycle to school. Some of the identified routes to school are currently missing sidewalk segments.

**Social Environment:** The major social barrier to walking and biking to school is fear for children's safety related to traffic volumes, speeds, and the fear of children being unsupervised. Additionally, like in many cities both large and small throughout the country, walking and

bicycling are not the primary modes of transportation in Montevideo, despite its compact size. There are many misconceptions about bicycle and pedestrian laws which tend to pit drivers, bicyclists, and pedestrians against one another, and the City of Montevideo is no exception.

**Political Environment:** The major political barrier to walking and biking to school is that funding bicycle and pedestrian infrastructure projects can prove to be difficult and are sometimes viewed as non-essential when funds are in short supply. While there may be political support for walking and bicycling to school, it is difficult to actually allocate the appropriate funds to make positive impacts on bicycling and walking throughout the city. Additionally, there are few Safe Routes to School or bicycle and/or pedestrian advocate groups that exist at the local level to give a political voice to bicycle and pedestrian concerns and issues.

# Chapter 4 | Best Practices and Implementation Resources

This chapter provides information on best practices for Safe Routes to School programming and implementation as well as resources for ideas, case studies and funding Safe Routes to School projects and programs. Before jumping into the recommendations specific to the Montevideo community, this chapter offers a variety of different bicycle and pedestrian facility types that could provide solutions to problems identified in Montevideo related to walking and biking.

## THE “FIVE E’S” OF SAFE ROUTES TO SCHOOL

Flourishing Safe Routes to School projects see remarkable changes in the way students and parents choose to travel to and from school. These projects succeed by including each of the “Five E’s” of Safe Routes to School to ensure that their project is a well-rounded, multi-faceted and time-tested approach to getting more students walking and bicycling. The Five E’s of Safe Routes to School include:

**Engineering** - Creating operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicle traffic, and establish safer and fully accessible crossings, walkways, trails and bikeways.

**Evaluation** - Monitoring and documenting outcomes, attitudes and trends through the collection of data before and after the intervention(s).

**Education** - Teaching children about the broad range of transportation choices, instructing them in important lifelong bicycling and walking safety skills, and launching driver safety campaigns in the vicinity of schools.

**Encouragement** - Using events and activities to promote walking and bicycling and to generate enthusiasm for the program among students, parents, staff and others in the community.

**Enforcement** - Partnering with local law enforcement to ensure that traffic laws are obeyed in the vicinity of schools (this includes enforcement of speeds, yielding to pedestrians in crosswalks and proper walking and bicycling behaviors) and initiating community enforcement such as crossing guard programs or student safety patrols.

## BEST PRACTICES – Engineering Solutions, Bicycle and Pedestrian Facility

### Types:

This section of the chapter provides an overview with illustrations of common, but not all, bicycle and pedestrian facilities that the Montevideo community may wish to consider to carry out the goals and recommendations of the Safe Routes to School Plan. These facility types are simply meant to give an idea of what other communities are doing to become more bicycle and pedestrian friendly for people of all ages. They are not intended to be specific recommendations, and some of these solutions may not be appropriate for young children, or may not be a good option for the City of Montevideo.



**Bicycle Boulevard:** Low-volume, low-speed streets that have been optimized for bicycle travel through treatments such as traffic calming, traffic reduction, signage, pavement markings and intersection crossing treatments. Bicycle boulevards often restrict through traffic, forcing automobiles to turn left or right while bicyclists and pedestrians can make through movements. Traffic calming measures can be as many or as few as needed to achieve the desired level of automobile traffic on the bicycle boulevard.

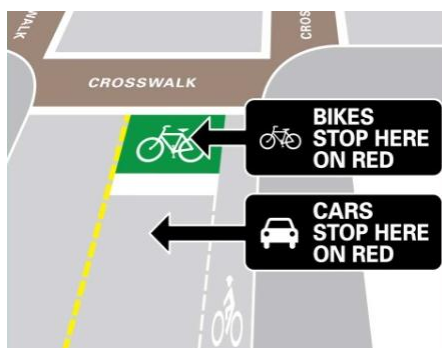
**Bicycle Lanes:** One-way, on-street lanes that are marked and signed to designate the space occupied by cyclists on the roadway, typically in the direction of traffic. Common widths for bicycle lanes range from five to six feet.

**Bicycle Path or Trail:** A paved path physically separated from motor vehicle traffic. It is often shared with pedestrians and other non-

Bicycle Lane



Bicycle Path/Trail



motorized users. Typical widths are ten to twelve feet.

**Bike Boxes:** An intersection safety treatment designed to prevent bicycle/car collisions. The box creates space between motor vehicles and the crosswalk that allows bicyclists to position themselves ahead of motor vehicle traffic at the intersection. They are especially helpful for bicyclists wanting to make a left turn.



**Bike Dots or Wayfinding Pavement Markings:** In Seattle, bike dots are used as a tool to provide wayfinding. They are pavement markings for signed bicycle routes. Unlike sharrows, bicycle dots are not intended to provide guidance on bicycle positioning, they are rather to mark designated bike routes.

**Buffered Bike Lane:** Bicycle lanes that are buffered from motor vehicle lanes with extra width from striping or cross-hatching.

**Color Contrast Crosswalks:** Create a more visible crosswalk by differentiating the color and/or texture of the crosswalk from the roadway.

**Colored Bicycle Lane:** Bicycle lanes that are striped and painted with a solid color of paint. They increase the visibility of the bike lane for drivers and are particularly helpful in conflict areas, such as turning lanes.

**Contraflow Bike Lane:** Bicycle lanes in the opposite direction of motor vehicles on a one-way street. They are usually separated by delineators and marked with signage. Contraflow lanes are not preferred, but are a good choice when it is the most direct route or provides access to a popular destination.

Bike Dots



Buffered Bike Lane



Color Contrast Crosswalk



Colored Bicycle Lane



Colored Bicycle Lane



**Curb Extensions or Bump Outs:** Areas at intersections where the sidewalk and curb extends to reduce the roadway width from curb to curb. They increase pedestrian crossing safety as they shorten the crossing distances, draw attention to the crosswalks and increase visibility of pedestrians for drivers. They also tighten the radii at corners, reducing the speed of turning vehicles.



### Cycletrack



**Cycletrack or Median Separated Bicycle Lane:** Bicycle lane or lanes in one or two directions that are physically separated by a curb or median from motor vehicle lanes.

### HAWK



**High Intensity Activated Cross Walk (HAWK):** A treatment to make midblock crosswalks on busy streets safer. The HAWK consists of red and yellow signals for motorists to stop for pedestrians crossing the street. The signals remain off until a pedestrian activates the system by pressing a button. Drivers are allowed to proceed during the flashing red after coming to a complete stop and making sure there is no danger to pedestrians.

### Refuge Island



**Medians or Refuge Islands:** Raised islands placed in the street at an intersection or midblock to separate crossing pedestrians from motor vehicles. They are typically used when the street is very wide, or at a crossing where no light exists to provide a safe midpoint resting spot for pedestrians crossing the street.

**Pedestrian Linkages:** When a grid or other dense street network is not available, pedestrian linkages should be provided to maintain walking continuity. Cul-de-sacs, loop roads and similar road designs that disrupt pedestrian continuity should incorporate pedestrian linkages, such as 'cut-throughs' to adjoining developments. These shortcuts enable pedestrians to travel by the most direct route between destinations. In most cases, routes will have fewer vehicular conflicts since the pedestrian does not have to use an arterial street to get from one local street to another.





**Rectangular Rapid Flashing Beacons (RRFB):** User-activated amber LEDs that supplement warning signs at un-signalized intersections or midblock crosswalks. They can be activated by pedestrians manually by a push button or passively by a pedestrian detection system. Cost is approximately \$10,000 to \$15,000 for purchase and installation of two units (one on either side of a street). This includes solar panels for powering the units, pad lighting, indication units (for both sides of street) with RRFBs in the back and front of each unit, signage on both approaches, all posts, and either passive infrared detection or push buttons with audio instructions. Costs would be proportionately higher for additional units placed on a median island, etc.



**Reverse Angle Parking:** Improves visibility so motorists are able to see oncoming traffic and bicyclists when leaving a parking space. It also creates a safer environment for pedestrians and children when exiting a vehicle, as doors open in a way that directs them toward the sidewalk rather than the street. Additionally, it improves loading and unloading conditions as the trunk is located adjacent to the sidewalk rather than the street.



**Road Diet:** The reconfiguring of a roadway to reduce the number of travel lanes or the effective width to improve safety or provide space for other users. In a study conducted for MnDOT, it was found that the highest urban corridor accident rates are found on four-lane undivided roads. The collision rate was 35 percent higher than on urban three-lane roads.

Four Lanes w/o center turn lanes



center turn lanes, bike lanes, ped refuge island at bus stop



**Sharrow or Shared Roadway:** Marked and signed roads where cyclists and motor vehicles share the roadway. Sharrows are a bicycle-friendly solution when road widths do not accommodate a bicycle lane. Unlike bicycle lanes, sharrows do not designate a particular part of the road for the exclusive use of bicyclists. They are simply a marking to guide bicyclists to the best place to ride and help motorists expect to see and share the lane with bicyclists.



### Speed Humps



**Speed Humps:** Round, raised areas placed across the roadway. They are good for locations where very low speeds are desired.

**Speed Tables and Raised Crosswalks:** Flat-topped speed humps often constructed with brick or other textured materials on the flat section. Raised crosswalks are speed tables with crosswalk markings and signage. They raise the level of the crossing, making pedestrians and the crosswalk area more visible to motorists.

### Raised Crosswalk



**Traffic Circles:** Raised islands placed in the center of intersections around which traffic circulates. They are good for calming intersections, especially within neighborhoods where large vehicle traffic is not a major concern, but speeds, volumes and safety are problems.

**Woonerf or Living Street:** Popular in the Netherlands, these are streets where pedestrians and cyclists have legal priority over motorists. The techniques of shared spaces, traffic calming and low speed limits are intended to improve pedestrian, bicycle and automobile safety.

### Traffic Circle



## EVALUATION

Evaluation is an important component of all Safe Routes to School programs. SRTS planning efforts begin and end with evaluation. The two most common types of evaluation for Safe Routes to School, and those required by MnDOT of all SRTS grantees, are the student travel tallies and parent surveys. These are excellent evaluation tools to assess how students are getting to and from school as well as parent attitudes regarding how their children get to and from school.



However, there are other evaluation tools that schools and communities can use in conjunction with the student travel tallies and parent surveys to get a more robust idea of how the community is stacking up in terms of not only Safe Routes to School, but broad-scale bicycle and pedestrian amenities as well. Three other areas to consider tracking are bicycle and pedestrian facilities, behavior and attitudes in the community, and broader measures of community performance.

Bicycle and pedestrian facilities are the easiest to measure and they provide a good sense of what exists in the community in terms of opportunities to walk and bike. Things to consider keeping track of in this category include, but are not limited to:

- Miles of: sidewalks, multi-use trails, bike lanes, sharrows, bike boulevards, etc.
- Number of bike racks, benches, waste receptacles, drinking fountains, informational kiosks, etc., or anything that supports a healthy bicyclist and pedestrian environment
- Number of improved intersections
- Number of traffic calming measures installed
- Number of road construction/reconstruction projects that have included bicycle and pedestrian needs
- Number of recommendations in the Plan that have been implemented
- Number of crosswalks painted or repainted

Tracking behavior and attitudes can be a bit more difficult and less scientific; however, it is important to know if improvements made have impacted community members. Measurements to track behavior and attitudes include, but are not limited to:

- Deaths and injuries by mode
- Crashes by mode and type
- Mode shift: tracking bike and walk trips over time
- Percentage of children walking and bicycling to school (student travel tallies)
- Vehicle Miles Traveled (VMT) or Single Occupancy Vehicle (SOV) trip reduction
- Incorporation of multi-modal level of service into transportation plans versus only automobile level of service
- Bicycle and pedestrian counts throughout the city



- Number of participants at SRTS and bike/walk events
- Number of participants at bicycle and pedestrian education classes
- Surveys and survey responses
- Groups participating in the maintenance of trails
- Volunteer hours for all bicycle and pedestrian activities
- Bicycle organization membership

Finally, while broader community performance measures may be harder to quantify and collect, they show that bicycling and walking have had wide reaching positive impacts on the community. Broader community performance measures could include, but are not limited to:

- Air quality improvement, specifically around the school (ground-level ozone, particulate matter, carbon monoxide, sulfur dioxide and nitrogen dioxide)
- Health indicators (obesity, chronic disease, diabetes, physical activity)
- Economic impact of bicycling and walking and SRTS events (new jobs created/businesses opening in proximity of multi-modal streets or trails, dollars spent from walk/bike or SRTS events, etc.)

## EDUCATION



Education is a key component to Safe Routes to School programs for not only students, but also the entire community. There are a number of formal and informal educational opportunities related to SRTS and walking and bicycling in general. The list below is simply meant to offer ideas; it is in no way exhaustive of all educational activities that could be a part of a successful SRTS program. More educational ideas are provided in Appendix K in the Safe Routes to School Matrix designed by MnDOT's Safe Routes to School consultant, Alta Planning and Design.

**Bicycle Rodeos:** Events that offer bicycle skills and safety stations for children, and sometimes parents, to visit (i.e. obstacle course, bicycle safety check, helmet fitting, instruction about the rules of the road, etc.). Bicycle rodeos can be held as part of a larger event or on their own and either during or outside the school day. Adult volunteers can administer rodeos or they may be offered through the local police or fire department.

**Bike Mechanic Training:** Learning bike repair skills encourages students and families to bicycle to school and empowers students to take charge of their own transportation. A bicycle mechanic training can be made available to students as a one-time basics lesson or as a multi-session course. This training can be offered after school or on weekends and can be combined with an earn-a-bike program, bike rodeo, or bicycle safety/skills trainings.

**Classroom Lessons:** Safe Routes to School classroom lessons address walking and/or bicycling and other related topics while also meeting state or district curriculum standards. Lessons can

be taught as part of many subjects, including math, science, social studies, health and physical education.

**Family Biking Class:** Family biking classes are great tools for educating and encouraging families to ride bicycles. Education trainings can cover safety checks, skills instruction, basic bike maintenance, how to carry kids by bicycle, cargo bike demonstrations, bike rodeos, and/or guided bike rides.

**Walk and Bike to School Route Map:** Route maps show signs, signals, crosswalks, sidewalks, paths, crossing guard locations, and hazardous locations around a school. They identify the best way to walk or bike to school. Liability concerns are sometimes cited as reasons not to publish maps; while no route will be completely free of safety concerns, a well-defined route should provide the greatest physical separation between students and traffic, expose students to the lowest traffic speeds, and use the fewest and safest crossings.

Other educational ideas include presentations to community groups and City Council about Safe Routes to School and bicycle and pedestrian issues, incorporating bicycle education into driver's education classes, bicycle safety trainings for trainers, and many more.

## ENCOURAGEMENT

Encouragement programs keep students and community members excited about Safe Routes to School and walking and bicycling in general. Encouragement events and programs can also induce students who would not otherwise walk or bicycle to school. The list below offers several ideas of encouragement events. More ideas can be found in Appendix K and other online SRTS resources covered in Chapter 5.



**Bike Train:** a bike train is very similar to a walking school bus. Groups of students, accompanied by one or more adults, bicycle together on a pre-planned route to school. Routes can originate from a particular neighborhood, or in order to include children who live too far to bicycle the whole way, begin from a park, parking lot, or other meeting place. Bike trains help address parent's safety concerns, while providing a chance for students and their families to socialize and be active.

**International Walk and Bike to School Day:** The event takes place each year in October and encourages students and their families to try walking or bicycling to school. Parents and other adults accompany students, and staging areas can be designated along the route to school where groups can gather and walk or bike together. These events are often promoted through press releases, backpack, folder, electronic mail, newsletter articles, or posters. Students can earn incentives for participating if there is a celebration at school following the morning event. These events can be held for more than one day.

**Park and Walk:** This program is designed to encourage families to park several blocks from school and walk the rest of the way to school. Not all students are able to walk or bicycle the whole distance to school; they may live too far away or their route may include hazardous traffic situations. This program allows students who are unable to walk or bike to school a chance to participate in SRTS programs. It also helps reduce traffic congestion at the school.

**Poster, T-Shirt, or Video Contest:** These types of activities are great for engaging middle and high school students in SRTS efforts. Students can get creative for a cause by designing and producing posters, t-shirts, videos or other materials that communicate about active transportation. A contest like this can be combined with any type of campaign, like a school safety or anti-idling campaign.

**Trip/Mileage Tracking Program:** A trip or mileage tracking program can be implemented as an opt-in club, a classroom activity, or a collaborative school-wide event. Students track trips or mileage by walking, bicycling, transit, and/or carpools with some type of goal or culminating celebration or reward. Students can work toward a certain milestone to earn a prize or raffle entry, or they can track their individual or group progress as miles across their town, the State of Minnesota, or the United States.

## ENFORCEMENT



It is important to continue to work with the Montevideo Police Department to ensure officers are aware of Safe Routes to School efforts and that they are up-to-date on laws regarding bicyclist and pedestrians. However there are many community enforcement approaches that can aid in successful enforcement of Montevideo's Safe Routes to School program. These community enforcement approaches come from [www.walkinginfo.org](http://www.walkinginfo.org), which provides numerous resources for Safe Routes to School programs.

**Neighborhood Speed Watch:** In this approach, a radar speed unit is loaned to residents who are trained by law enforcement officials on how to collect speed data and vehicle descriptions. Residents send the information to the police who obtain the motorists' address from the recorded license plate numbers. Then the vehicle owner will be sent a letter asking for voluntary compliance. This measure often has limited long-term effectiveness in changing the problem, but can be useful in other ways. It can educate neighbors about the issue; for example, most speeders live in the neighborhood, and help boost support for long-term solutions such as traffic calming.

**Slow Down Yard Sign Campaigns:** Allow residents of neighborhoods with speeding problems to participate in reminding drivers to slow down. Neighborhood leaders, safety advocates and law enforcement officials work in partnership to identify problem areas, recruit residents to post yard signs, organize distribution of yard signs, garner media attention, and evaluate the

effectiveness of the campaign. Slow down yard sign campaigns may be conducted along with other speed enforcement efforts such as pace car campaigns and the use of speed radar trailers.

**Pace Car Campaigns:** Neighborhood pace car programs aim to make neighborhoods safer for pedestrians, bicyclists and drivers. Resident pace car drivers agree to drive courteously, at or below the speed limit and follow other traffic laws. Programs usually require interested residents to register as a pace car driver, sign a pledge to abide by the rules, and display a sticker or sign on their vehicle.

**Neighborhood Fight Back Programs:** Collaborative efforts between local governments and concerned residents to address crime, blight, and other issues negatively impacting their neighborhoods. Though traditionally used to address illegal drug activity, traffic and pedestrian safety may be one area of concern. The local government provides multi-agency support over a limited period of time to concentrate enforcement activities in specific neighborhoods.

**Radar Speed Trailers and Active Speed Monitors:** Fixed motorist feedback signs or movable radar speed trailers can be used as part of a community education program. Radar trailers are moved to different locations and are occasionally supplemented with motor officer enforcement for those motorists who do not believe that there is any reason to pay attention to the speed trailers. Some radar speed trailers can record speed data and traffic counts by 15-minute or hourly intervals throughout the day, which will help in targeting future police enforcement. As with neighborhood speed watch programs, these have limited long-term effectiveness in changing the problem, but can be useful in educating people and helping to boost support for long-term solutions.



**Adult School Crossing Guards:** Play a key role in promoting safer driver and pedestrian behaviors at crosswalks near schools. They help children safely cross the street and remind drivers of the presence of pedestrians. A guard helps children develop the skills to cross streets safely at all times. Adult school crossing guards can be parent volunteers, school staff or paid personnel. Annual classroom and field training for adult school crossing guards, as well as special uniforms or equipment to increase visibility are recommended, and in some locations, required. The presence of guards can lead to more parents feeling comfortable about their child walking or bicycling to school.



# Chapter 5 | Action Plan

This chapter presents possible solutions to alleviate, improve, or mitigate existing concerns related to walking and bicycling to school with the overall goal of increasing the number of students who walk and bicycle to school. The recommendations in this chapter have been developed around “The 5 E’s” of Safe Routes to School—Education, Encouragement, Engineering, Enforcement, and Evaluation in terms of policy change, programs and projects. A successful SRTS Program must incorporate components from each of “The 5 E’s” to thoroughly address all aspects of a Safe Routes to School Program and bicycle and pedestrian planning in general.

Implementation of this Safe Routes to School Plan will require the utilization of existing resources in new and innovative ways as well as seeking out outside funding specifically for Safe Routes to School.

It will not be feasible to address all of the recommendations included in this plan right away, or all at one time. This plan identifies short-term and long-range needs and recommendations to make Montevideo a more walkable and bikeable community, not only for students, but all residents. Therefore, the plan lists projects or programs currently identified through the SRTS planning process with an estimated project timeline. The plan also identifies general project and program priorities for future projects that have not yet been identified.

## POLICY, PROGRAM AND PROJECT RECOMMENDATIONS

### Engineering:

1. Identify and fill in missing sidewalk gaps in the community. There are multiple segments along identified suggested routes to school as well as other areas of the city, where sidewalk infrastructure is missing. Another common problem is damaged sidewalks. A sidewalk inventory throughout the city should be done to better assess sidewalk needs. Priority should be given to identified suggested routes to school.



2. Improve crossing conditions throughout the city: HAWK signals or RRFB could be used at several intersections including, but not limited to State Hwy 29 at Ashmore Avenue Other intersection improvements should be considered throughout the city.

3. Calming traffic on all state and US highways that cut through the city:
  - a. Look into conducting a speed study to get school zone speed signs posted
  - b. Post a speed trailer that tells drivers their speed
  - c. Other ways to change driving behavior include physical changes to the roadway or surrounding environment such as:



- i. Narrowing the feel of the roadway by adding a bike lane, planting boulevard trees to provide enclosure on the street, or adding permanent or seasonal curb extensions or bump outs at crosswalks/intersections

### Education and Encouragement:

4. Route Map: Develop a walk and bike to school route map that can be distributed to students and parents and shows suggested routes to school—the suggested routes to school should have sidewalks, be low traffic volume streets, have controlled intersections or other features that make them more suitable for children walking and biking to school than other nearby routes.
  - a. Once the routes have been identified, a map should be printed and distributed and students should be encouraged to use those routes. Perhaps in the future, the routes can be dressed up with public art, be home to several geocaching sites, or have other fun features that make students want to take those routes.
5. Institute Remote Drop-Off: This is designed to encourage families and school buses to drop students off at a designated spot several blocks from school and walk the rest of the way to school. Not all students are able to walk or bicycle the whole distance to school; they may live too far away or their route may include hazardous traffic situations. This program allows students who are unable to walk or bicycle to school a chance to participate in Safe Routes to School programs. It also helps reduce traffic congestion at the school.
6. Develop a Walking Poster Contest: The classroom teachers would be the lead and all classes in grades K-7 could participate. The students of the winning posters from each grade would get a prize. The posters could then be put on display around the school and around the community in local business storefront windows, at the library, and other places around the community. This could be done in the spring in conjunction with the bike rodeo.



7. Develop a Mileage Club: This could also be tied into walking and biking days. Incentive prizes would be given to students—these could be small prizes given to all students who participate or larger prizes for students who log the most miles each week, month or over the whole year, or some combination of these. Each classroom could also keep track of their miles to see how far they've gone (ie. they walked or biked all the way to Florida) and then each class could compete against each other.

8. Walking School Bus or Bike Train: Develop a formal or informal walking school bus or bike train program so that small children can be accompanied by adults or older children while they walk or bike to school. If a formal program is used, parents, teachers or other supervisors of the walking school bus or bike train will be needed and the lead of the program will need to spend time to determine what kids/families are interested in the program in order to determine routes and stops. If an informal program is used, the lead of the program could be much more informal and simply leave the organizing of the walking school bus or bike train to the families that want to utilize the walking school bus or bike train. There is potential to ask senior citizens and retired community members to assist with this activity. This could be a long-term strategy as it may be difficult to implement right away.



9. Formal Bicycle and Pedestrian Education: Incorporate bicycle and pedestrian safety into the physical education curriculum, everyday classroom activities or community education offerings. The MnDOT bicycle and pedestrian safety curriculum can be used as a base curriculum. Participate in the trainings provided by MnDOT and other partners for teachers to learn the curriculum.
10. Participate in Walk/Bike to School Day: The school will participate in national and international walk and bike to school day events and potentially plan a more frequent walk/bike to school day to encourage students to walk and bike often. To get more students to participate, the school could utilize a remote drop-off location for all the students who arrive to school via the school bus.



11. Bike Rodeo: Host a bike rodeo with the Montevideo police department. The bike rodeo teaches students valuable bicycle safety skills and empowers them to ride on their own. The bike rodeo could be held in conjunction with another school event, part of walk and bike to school day/week/month, and/or part of the safety campaign.

### Enforcement:

12. Target enforcement of traffic laws at identified crossings for improvement.
13. Target enforcement of traffic laws on identified state and U.S. Highways.
14. Limit bus pick-ups within the city limits. Bus stops within one or two blocks of each other could be combined to increase physical activity and minimize time.



Additionally, the SRTS Team, the school, City and community members should consider other creative community enforcement approaches such as the neighborhood speed watch or pace car campaigns identified in Chapter 4. These approaches further engage the community in SRTS efforts and take enforcement into their own hands. They are effective in helping communities or neighborhoods further evaluate an issue such as speeding. For example, the speeding culprits may mostly be neighborhood residents. Then the neighborhood can assess better ways to effectively address the problem. These community enforcement approaches can also be useful in educating the community and building support for long-term solutions.

An evaluation of a slow-down sign campaign by the Safe Community Coalition of Madison and Dane County concluded that the signs are noticed and people do slow down when the signs are up, especially when speed boards are used to show drivers their approaching speed.

[www.walkinginfo.org](http://www.walkinginfo.org)

### Evaluation:

15. Continue to conduct student travel tallies.
16. Continue to conduct parent surveys: this could happen once every other year.

Additionally, the SRTS Team, the school, the City and community members should consider tracking bicycle and pedestrian facilities, behavior and attitudes and broader community performance measures as identified in Chapter 4. It is not necessary, or perhaps practical, to begin tracking all of these measures at once, however the more the community can track and measure, the better it will be at telling its story and potentially securing grant funding. Evaluation is essential to a Safe Routes to School program and it should be conducted in some fashion at least once per year, every year.

### Other Recommendations:

There are other recommendations that do not fit as nicely into the “Five E” areas, but are still important. Those recommendations are presented here.

17. Continue to meet as a SRTS Team.
18. Continue to promote community input via the WikiMapping crowdsourcing site.
19. Apply for future SRTS funding through the state and the Federal Highway Administration (FHWA).

The Upper Minnesota Valley Regional Development Commission has made specific recommendations for the Montevideo Safe Routes to School Program. These recommendations are based on feedback from conversations during the planning process and build off of many of the strategies for implementation mentioned previously.

- Possibly stagger dismissal times at the Middle School for walkers and bikers, bus riders and those students who are picked up by private vehicles to ease the congestion at dismissal.
- Institute a remote drop-off location for private vehicles (and potentially buses too) at the elementary and middle schools to reduce the congestion in the mornings and to get more students walking a few blocks to school.
- Consolidate bus stops to encourage more walking, save the school district money on transportation and reduce the amount of time the students spend on the bus.
- Install sidewalks along 19<sup>th</sup>. It is a busy road that gets a lot of school induced traffic.
- Install sidewalks along 17<sup>th</sup>. It is a busy road.
- Sheridan Avenue and Black Oak Avenue should also have sidewalks as they are main thoroughfares in the city.
- Consider having crossing guards at the intersection of MN Hwy 29 and Ashmore Avenue. There is no sidewalk along the Ashmore Avenue to the west of MN Hwy 29 (on the east side, there is a trail). You may also want to consider a sidewalk there in the future.
- Consider implementing walking school buses or bike trains to increase safety for students walking or biking to school. Walking or biking in larger groups, possibly with chaperons (school staff, parents, older students or other volunteers) will create more awareness of pedestrians within the city.

The following page depicts all of the recommendations in an easy to read Implementation Matrix. It details the target audience, timeline and person(s) responsible for each project, policy or program recommendation.



**Figure 5.1 Montevideo SRTS Implementation Matrix**

	Project	Target Audience	Estimated Project Timeline						Project Responsibility	
			Year 1	Year 2	Year 3	Year 4	Year 5	Ongoing	Champion	Partner
Engineering										
1	Identify & Fill in Missing Sidewalk Sections	Students & Community	X	X	X	X	X	X	City of Montevideo	SRTS Team
2	Improve Identified Crossings	Students & Community			X	X	X	X	City of Montevideo	SRTS Team
3	Calm Traffic on Identified Highways	Students & Community			X	X	X	X	MnDOT & City of Montevideo	SRTS Team
Education & Encouragement										
4	Develop & Distribute a Walk/Bike to School Map	Students & Parents	X	X	X	X	X	X	SRTS Team	
5	Remote Drop Off	Students		X	X	X	X	X	School	SRTS Team
6	Walking & Biking Poster Contest	Students & Community	X	X	X	X	X	X	School	
7	Mileage Club	Students	X	X	X	X	X	X	School	
8	Walking School Bus/ Bike Train	Students			X	X	X	X	Parents	
9	Formal Bike & Ped Education	Students		X	X	X	X	X	School	
10	Walk/Bike to School Day	Students	X	X	X	X	X	X	School	
11	Bike Rodeo	Students	X	X	X	X	X	X	Montevideo PD	Schools
Enforcement										
12	Enforce Traffic Laws at Identified Crossings	Drivers	X	X	X	X	X	X	Montevideo PD	
13	Enforce Traffic Laws on Identified State & U.S. Highways	Drivers	X	X	X	X	X	X	Montevideo PD	
14	Limit Bus Pick-Ups	Students	X	X	X	X	X	X	Montevideo School District	
Evaluation										
15	Conduct Student Travel Tallies	School, MnDOT & National SRTS Clearinghouse	X	X	X	X	X	X	School	Students
16	Conduct Parent Surveys	School, MnDOT & National SRTS Clearinghouse	X	X	X	X	X	X	School	Students



It should be noted that future implementations will likely surface as this plan is utilized for implementation and carrying out Montevideo’s SRTS program. Therefore, the following general guidelines for project and program priorities may be helpful in determining the best use of time, resources, and energy to devote to new SRTS ideas. These general priorities guided the ranking of the projects that made it to the implementation matrix and that were previously identified.

Project and Program Priorities	
Projects	Programs
Projects that have a high number of users (current and/or potential)	Programs that promote bicycling and pedestrian safety
Projects that address safety concerns	Programs that have the potential to promote walking and bicycling to users beyond students
Projects that provide important connections and create greater bicycle and pedestrian access throughout the city	Programs that have demonstrated community support
Projects that are located on identified suggested routes to school	Programs that have limited cost compared to impact or reach
Projects that have demonstrated community support	Programs that have the best potential for grant or non-school or city funding
Projects that have the best potential for grant or non-school or city funding	Programs that reach all students, not only those who live within the walk/bike area
Projects that are feasible, politically, economically and practically	
Projects that have a high impact and lower costs	

## POTENTIAL FUNDING SOURCES AND PARTNERS

There are a variety of ways to fund the implementation of Montevideo’s Safe Routes to School program. Having this Safe Routes to School Plan in place allows Montevideo access to more funding opportunities than would be available without having gone through the Safe Routes to School Planning process. There are a variety of public and private funding sources that can help pay for Safe Routes to School improvements in the Montevideo community. This section of the Plan lists those potential funding sources, partners that the Montevideo community may wish to turn to for help with implementation of the Plan, and other helpful resources for ideas and inspiration as the Montevideo SRTS program launches.

The following page, Figure 5.2, shows a table of many of the available public grant funding sources known at this time to support Safe Routes to School efforts. This list is constantly changing, so keep in contact with the Upper Minnesota Valley Regional Development Commission for the latest on public grant funding sources.

Figure 5.2 Public Grant Funding

Grant/Program Name		Description	Local Match	Contact Information
1	Minnesota Safe Routes to School Program	The MN Legislature authorized \$500,000 in funds for the 2014-2015 biennium to be used for non-infrastructure SRTS activities.	Unknown at this time	MnDOT & local RDCs
2	Transportation Alternatives Program (TAP)	SRTS planning, infrastructure and non-infrastructure activities are now eligible under TAP. TAP also funds bicycle and pedestrian facility improvements that address transportation needs.	20%	MnDOT & local RDCs
3	Highway Safety Improvement Program (HSIP)	This program can fund bicycle and pedestrian improvements that will achieve a significant reduction in traffic fatalities and serious injuries. It can be used on all public roads including non-state owned public roads and roads on tribal lands.	20%	MnDOT & local RDCs
4	Federal Recreational Trails Program	Funds motorized and non-motorized trail projects; maintenance/restoration of existing recreational trails; development/rehabilitation of recreational trail linkages; environmental awareness and safety education programs relating to the use of recreational trails; and redesign/relocation of trails to benefit/minimize the impact to the natural environment.	25%	MN DNR traci.vibo@state.mn.us
5	Local Trail Connections Program	Eligible projects include acquisition and development of trail facilities. Projects must result in a trail linkage that is immediately available for use by the general public.	25%	MN DNR traci.vibo@state.mn.us
6	Trail Legacy Grant Program	Eligible projects include acquisition, development, improvement, and restoration of park and trail facilities of regional or statewide significance.	0%	MN DNR audrey.mularie@state.mn.us
7	Statewide Health Improvement Program (SHIP)	SHIP funds projects and programs that are aimed at active living, healthy eating and tobacco-free living. SRTS activities have been funded in the past.	Unknown at this time	MDH & Local County Health Boards katrina@countryside.co.swift.mn.us

### Local Funding:

Though some communities have implemented complex local government financing tools such as sales tax funding or bonds to fund SRTS programs, the easiest and most common way to access local funding is to identify existing pots of money that are currently flowing to transportation, safety or health issues and tap into them.

There are two categories of local funding through which to pursue SRTS funds: capital improvement projects and operating budgets.

**Capital Improvement Projects:** Capital improvement projects (CIPs) are new infrastructure projects implemented using public funds. These projects are identified through a capital improvement planning process which is tied to the local budget. During the planning process, the local government identifies and prioritizes capital improvements such as new roads and sidewalks, and then allocates funding for construction at least one year before the project is implemented.

Because CIPs may take a couple of years to complete, CIPs tend to have multi-year budgets. However, most CIPs have the capacity to make changes and fund newly identified projects and pressing needs. A local transportation planner or engineer serving on a SRTS taskforce or committee could assist in identifying infrastructure projects and including them in the capital improvement planning process.

**Operating Budgets:** Local operating budgets may provide avenues for non-infrastructure programs and infrastructure maintenance and repair. Transportation budgets may include funding for pedestrian and bicycle programs or school zone improvements. Police or public safety budgets may include funding for traffic law enforcement or school crossing guards. Public school budgets may include opportunities for safety education or walking and bicycling encouragement programs. Recreation budgets may include funding for after school programs. Including a representative from these departments on a SRTS taskforce or committee allows complementary sources of funding to be more easily identified.

Most local operating budgets include funding for general maintenance and repair of infrastructure. Depending on the size of the budget, these funds can be used for inexpensive projects such as striping crosswalks or installing signage, or more costly projects such as installing curb ramps.

### Other Funding Sources:

Often, local Safe Routes to School (SRTS) programs can solicit funding from non-governmental resources within their own communities. The multiple benefits of SRTS programs, including the safety, health, environment and community impacts, often align with the interests of the local community.

The following is a list of potential private funding sources taken from the Safe Routes to School Toolkit, published by National Highway Traffic Safety Administration (NHTSA):

- **Corporations and businesses:** Contact local corporations and businesses to ask if they will support your program with cash, prizes, and/or donations such as printing services. It's good to ask your parent leaders where they work; they often can help you get a "foot in the door." When contacting a company, ask for information about their "community giving programs."
- **Foundations:** There are institutions throughout the country that provide funding to non-profit organizations. The Foundation Center is an excellent source of potential funding sources. Narrow your funding possibilities by first searching for geographic region of giving. Look under categories for transportation, health, environment, and community building.
- **Individuals:** Statistically, individuals give more money than corporations and foundations combined. You can begin a local fund drive by working within your existing network of team leaders, and outreaching to the larger community.
- **Events:** Many programs have raised funds by holding special events. Use the SRTS theme to attract funding. Hold a walkathon or a bicycling event. You also can choose more traditional fundraising efforts, such as bake sales, concerts, talent shows, etc.
- **Parent teacher associations (PTAs) and school districts:** Many PTAs have funds to distribute to school programs and often schools have safety funding. Contact your local PTA and the School District to see if there is a method for applying for a grant.
- **RWJF Grants:** One of the largest foundations in the country, the Robert Wood Johnson Foundation offers grants that address public health issues such as childhood obesity and asthma. More information about the Robert Wood Johnson Foundation can be found on their website: [www.rwjf.org](http://www.rwjf.org)
- **People for Bikes:** People for Bikes is a bicycling advocacy group. They give out a variety of community grants to increase the numbers of people who ride bikes. More information about People for Bikes and their community grants can be found on their website: <http://www.peopleforbikes.org/pages/community-grants>.

- **Target:** Target gives grants to schools and communities in areas related to education, the arts, public safety and more. For more information about Target’s giving, visit their grants page on their website: <https://corporate.target.com/corporate-responsibility/grants>.
- **Walmart:** Walmart gives a variety of grant funds to schools and communities for a variety of topics. For more information about Walmart’s giving, visit their grants page on their website: <http://foundation.walmart.com/apply-for-grants/>.
- **National Center for Safe Routes to School:** funds a local \$1,000 mini-grant program that supports the goal of Safe Routes to School (SRTS) programs, which is to enable and encourage children to safely walk and bicycle to school. SRTS programs are implemented nationwide by parents, schools, community leaders, and local, state, and tribal governments. Mini-grants may fund activities ranging from the nuts and bolts that help start or sustain a program to new ideas that explore the range of benefits of safe walking and bicycling. The National Center invites student and adult leaders to consider their school's needs and interests and to propose solutions that are also part of a broader safe walking/bicycling to school effort.

#### Other Resources:

Beyond grant or funding sources, there are many free resources to help parents, educators, planners, city officials and communities develop and sustain successful Safe Routes to School programs. Some of these resources offer ideas for education and encouragement events, others offer case studies on what other communities have done and others provide more technical information about different bicycle and pedestrian treatments that are most effective. Following is a list of some, but certainly not all Safe Routes to School resources with information, ideas and inspiration.

**National Center for Safe Routes to School:** Established in May 2006, the National Center for Safe Routes to School assists states and communities in enabling and encouraging children to safely walk and bicycle to school. The National Center serves as the information clearinghouse for the federal Safe Routes to School program. The organization also provides technical support and resources and coordinates online registration efforts for U.S. Walk to School Day and facilitates worldwide promotion and participation.

The National Center is part of the University of North Carolina Highway Safety Research Center with funding from the U.S. Department of Transportation Federal Highway Administration.<sup>6</sup>

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<sup>6</sup> <http://www.saferoutesinfo.org/>



**Pedestrian and Bicycle Information Center (PBIC):** Their mission is to improve the quality of life in communities through the increase of safe walking and bicycling as a viable means of transportation and physical activity. PBIC offers information and training to diverse audiences on health and safety, engineering, advocacy, education, enforcement, access, and mobility as it relates to pedestrians and bicyclists.<sup>7</sup>

**National Highway Traffic Safety Administration's Safe Routes to School Toolkit:** This toolkit is designed to help schools and communities initiate and implement a Safe Routes to School Program.<sup>8</sup>

**National Walk/Bike to School Site:** This website is part of the National Center for Safe Routes to School and it has many ideas for creating a successful walk and/or bike to school day in your community. This is also the place to register of local walk and bike to school days for tracking purposes.<sup>9</sup>

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<sup>7</sup> <http://www.pedbikeinfo.org/>

<sup>8</sup> <http://www.nhtsa.gov/people/injury/pedbimot/bike/Safe-Routes-2002/overview.html>

<sup>9</sup> <http://www.walkbiketoschool.org/>

## Chapter 6 | Conclusion

Montevideo's Safe Routes to School Plan lays the groundwork for a successful Safe Routes to School program. It identifies projects and programs to address engineering, education, encouragement, enforcement and evaluation needs related to children walking or bicycling to school.

This plan is a living document, meant to guide the development of SRTS projects and programs by defining a broad vision and setting goals for Safe Routes to School as well as walking and bicycling throughout the Montevideo community for residents of all ages and abilities.

This plan was developed with stakeholder and public input through a thoughtful and data based process. It will put the Montevideo community in a better position to receive grant funding for not only Safe Routes to School funding, but also grant funding for other bicycle and pedestrian projects and programs that are needed in the community.

The implementation of the Montevideo Safe Routes to School Plan will provide Montevideo residents of all ages with increased transportation options and contribute to making Montevideo a more vibrant and livable community.



## Appendix

Appendix A: SRTS Team Meeting Agendas

Appendix B: SRTS Team Meeting Notes

Appendix C: Map of School District Boundary

Appendix D: Student Travel Tally Form

Appendix E: Student Travel Tally Results

Appendix F: Parent Survey Form

Appendix G: Parent Survey Results

Appendix H: Bike/Walk Audit Assessment Worksheets

Appendix I: Bike/Walk Audit Assessment Results

Appendix J: MnDOT & Alta Planning Program Matrix



## Appendix A: SRTS Team Meeting Agendas





# Montevideo School District Safe Routes to School Plan Meeting #1

Middle School Board Room  
Wednesday, November 6<sup>th</sup>, 2013

## SAFE ROUTES TO SCHOOL: Montevideo Schools

Jill Chamberlain  
Blue Cross and Blue Shield of Minnesota  
Antonio Rosell  
Community Design Group, LLC



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### AGENDA

- Introductions
- Safe Routes to School Overview
- Identifying your SRTS Vision
- Next Steps
  - Walk Audit Overview



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Helping Communities Prosper

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# Montevideo Safe Routes to School Meeting #2

Thursday, April 17, 2014

3:00 pm

Montevideo Middle School Board Room

## Agenda

Welcome and introductions

Overview of dismissal observations

Review of data gathered

- Enrollment boundary
- Crash data
- Student density – we will discuss

Identify existing conditions and barriers—map exercise

- Brainstorm best routes for students to walk or bike to school

Brainstorm ideas/solutions/program development and action steps in each of the 5 E areas:

- Evaluation
- Education
- Encouragement
- Engineering
- Enforcement

Vision statement and goal setting—review examples

Next steps



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# Montevideo Safe Routes to School Meeting #3

Tuesday, October 14, 2014

9:00 am

Montevideo Middle School Board Room

## Agenda

Welcome and introductions

Overview of SRTS in Montevideo – What we've covered (vision and goals) & where we're going (what's needed for implementation)

Review of data gathered

- Student travel tally data
- Crash data
- Bus stop locations

Identify existing conditions and barriers

- WikiMapping tool (to get broader community input)
  - <http://wikimapping.com/wikimap/Montevideo-SRTS-Plan.html>
- [Large map exercise](#)

Introduction to implementation ideas in each of the 5 E areas:

- Evaluation
- Education
- Encouragement
- Engineering
- Enforcement

Current [MnDOT SRTS](#) and [TAP](#) Solicitations

- Mini grants – up to \$2,500 for items to support your school or community SRTS activities
- Bicycle fleets and trailers – to implement Walk! Bike! Fun! Curriculum
- Infrastructure grants - \$1 million available statewide for SRTS projects
- Transportation Alternatives Program solicitation - \$600,000 available in MnDOT district 8 for projects (SRTS projects are eligible)
- Upcoming [Walk! Bike! Fun! Curriculum](#) training in our region!

Next steps



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# Montevideo Safe Routes to School – Final Meeting

Wednesday, December 17, 2014

9:30 am

Montevideo Middle School Board Room

## Agenda

### Welcome and Introductions

- Review Intersections of Concern
- Priority Routes (for infrastructure improvements)
- Implementation Priorities based on 5 E's – Dot Exercise
- Next Steps



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## Appendix B: SRTS Team Meeting Notes





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# MONTEVIDEO SAFE ROUTES TO SCHOOL

## December 2, 2013 Kick-Off Meeting

The following are results from Post-It Note activities conducted at the Montevideo kick-off meeting. Comments are provided as written by participants.

### What can we do to maximize the number of students who walk or bike to school?

- Adult chaperones
- Incentives [and] prizes (water bottles)
- Walking bus?
- Sidewalk/walking path
- Promote/educate to kids and parents the benefits of walking and biking
- Adult chaperone
- Free/reduced cost helmets
- Bike/walk days?
- Safe crossing over highways
- Remote drop-off location (to get more students living in the country to participate)
- Bike safety programs
- Publicize safer routes to school
- Cross guards
- Better traffic flow near schools
- Free/reduced cost helmets
- Incentive prizes (water bottles)

### What is your SRTS vision for Montevideo?

- Safe access to city parks (major roads by Smith Park and Lagoon)
- Safe/well-lit, well-marked crossing areas
- Common for kids to walk or bike
- 75% of elementary kids that live within 12 blocks of school are walking/biking
- 75% of middle school/high school students that live within 16 blocks are walking/biking by 2015
- Social
- Appropriate clothing
- Safe from others - bullying, predators
- Safe from traffic

# Montevideo Safe Routes to School Planning Meeting #2

Meeting Date: 4/17/14

SRTS team Members Present: Karen Norell, Amy Strunc, Lindsey Knutson, and Emily Zeug-Robertson

## Topics Discussed

### **Dismissal Observations from Karen**

- There is more parent drop-off congestion in the morning than pick-up in the afternoon
- Main congestion is with the buses and walkers heading to private vehicles
- There is a little bit of congestion at the bike racks
  - The bike racks were moved from behind the middle school to the front for better supervision/safety
    - Bike locks could be a big incentive to ride bikes
- Staggered Dismissal time could be a possibility and could encourage kids to walk/bike

### **Busing**

- Raleigh sent Lindsey a map of all of the bus stops within the city and the number of kids at each stop
  - This will be helpful in understanding where students live within the city
- Group is looking to have as many kids walk to school as possible.
- Shuttle goes back and forth from the High School to Ramsey
  - This is used by kids to get across town

### **Hazard Bus Areas**

- Highways 212, 7, 29, railroad tracks
- Need to confirm exact locations with Mary Moore

### **Streets of Concern**

- 19<sup>th</sup> doesn't have sidewalks and it is busy because of the Middle School
- 17<sup>th</sup> is busy
- Sheridan Ave and Black Oak Ave are main thoroughfares to get to downtown
  - Sheridan was just resurfaced but it is narrow and lacks lighting

### **Trails**

- The trail connecting the middle school and Sanford was plowed this past winter
- Lights would be nice on the trails as well as on the basketball courts

## Mapping

**A large map of the City of Montevideo was available for indicating**

- Busy streets/highways
- Difficult places to cross Highway 7
- Points of interest for students
- Location of bike trail

**A more detailed map of Middle School was also available to indicate**

- Location of Parent pick-ups
- Location of buses at dismissal
- missing sidewalk near the school

## Other

**Student Travel Tallies should be done again this spring**

- Lindsey sent Student Travel Tally record sheets
- Mary indicated that the first full week of May would be a good week to do this

**Parent Surveys should be done as well**

Next meeting: Tuesday, May 13<sup>th</sup> from 10:30 to Noon

## Montevideo Safe Routes to School Planning Meeting #3

Meeting Date: 10/14/14

SRTS team Members Present: Bill Sprung, Sam Schroeder, Amy Strunc, Steve Kubista, Ron Huseby, Lindsey Knutson, and Emily Zeug-Robertson

### *Topics Discussed*

1. We had good discussion about students crossing Hwy 29, particularly at Ashmore Ave. Lindsey has already contacted Ryan Barney from MnDOT to explain some of the concerns related to this intersection. We will let you know when we receive a response. The other problem intersections discussed were Hwy 29 at Fosnes and Hwy 29 at Windom (which will be going in next year).
2. WikiMapping was also discussed as a way to obtain information from the larger community. The link for Montevideo's SRTS project is below:  
<http://wikimapping.com/wikimap/Montevideo-SRTS-Plan.html>

We encourage you to add to the map and encourage others to do the same. We talked about “launching” this WikiMapping tool and handing out Parent Surveys at Parent Teacher Conferences in November. The Principals seemed to think this would be a good way to get responses back. The surveys could be distributed on physical paper, or a SurveyMonkey version could be made if you are interested in an electronic format. Let me know what you would work best for your school.

3. Current Funding Sources are included on the last slide of the PowerPoint. There was interest in the Mini Grants for SRTS activities. More information about the mini-grants is below. Visit MnDOT's website to see all current funding sources.

**Mini Grants** – Up to \$2,500 for items to support your school or community SRTS activities

The application can be found on MnDOT's Website:

<http://www.dot.state.mn.us/saferoutes/minigrantsolic.html>

School applications for the Mini Grants are due Friday, December 19, 2014.

## Montevideo Safe Routes to School Planning Meeting #4

Meeting Date: 12/17/14

SRTS team Members Present: Sam Schroeder, Amy Strunc, Steve Kubista, Ron Huseby, Mary Moore, and Emily Zandt

### Topics Discussed

Intersections of Concern:

- State Hwy 29 and Ashmore Ave – This intersection is used more by the community overall than the State Hwy 29 and Fosness Ave intersection. Ashmore is where the trail crosses the highway.
- State Hwy 7 and 17<sup>th</sup> Street
- State Hwy 7 and Benson Ave (State Hwy 29) was removed from the intersections of concern list because this intersection would take major reconstruction to make it safe for students to walk across. Any improvements that come up should be made to this intersection, but the SRTS team thinks it would be best to focus on other intersections.

Priority Routes:

Benson Ave was removed between Black Oak and Ashmore because this is such a dangerous crossing on Hwy 7. The route was shifted to 3<sup>rd</sup> Street, where there is a bridge across Hwy 7.

Implementation Priorities:

**Do first!** included:

- Hold public meeting for comment/question on SRTS plan
- Conduct Student Travel Tallies in Spring to compare with Fall results
- Identify and fill in missing sidewalk sections

**Favorites** included:

- Limit bus pick-ups
- Conduct student travel tallies in Spring to compare with Fall results
- Hold public meeting for comment/questions on SRTS plan
- Fun Run
- Walking school bus/bike train
- Bike racks

**Second** Favorites included:

- Develop a school safety campaign

Discussion of having informational booths at large, upcoming school events – perhaps Letters & Arts night on Feb. 9<sup>th</sup> or Vocal Concert on Feb. 23<sup>rd</sup>.

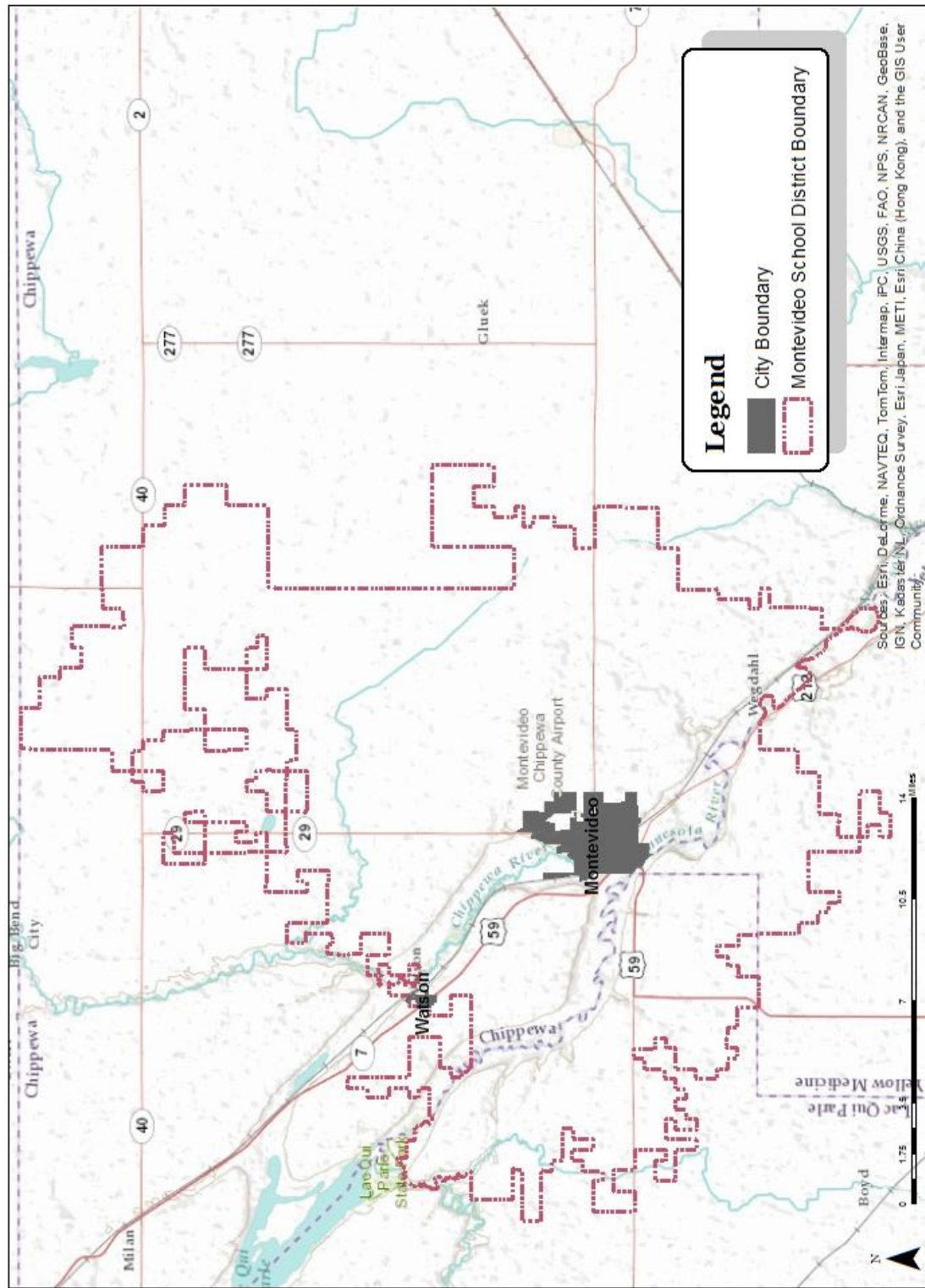




## Appendix C: Map of School District Boundary



# Montevideo School District Enrollment Boundary



## Appendix D: Student Travel Tally Form



# Safe Routes to School Students Arrival and Departure Tally Sheet

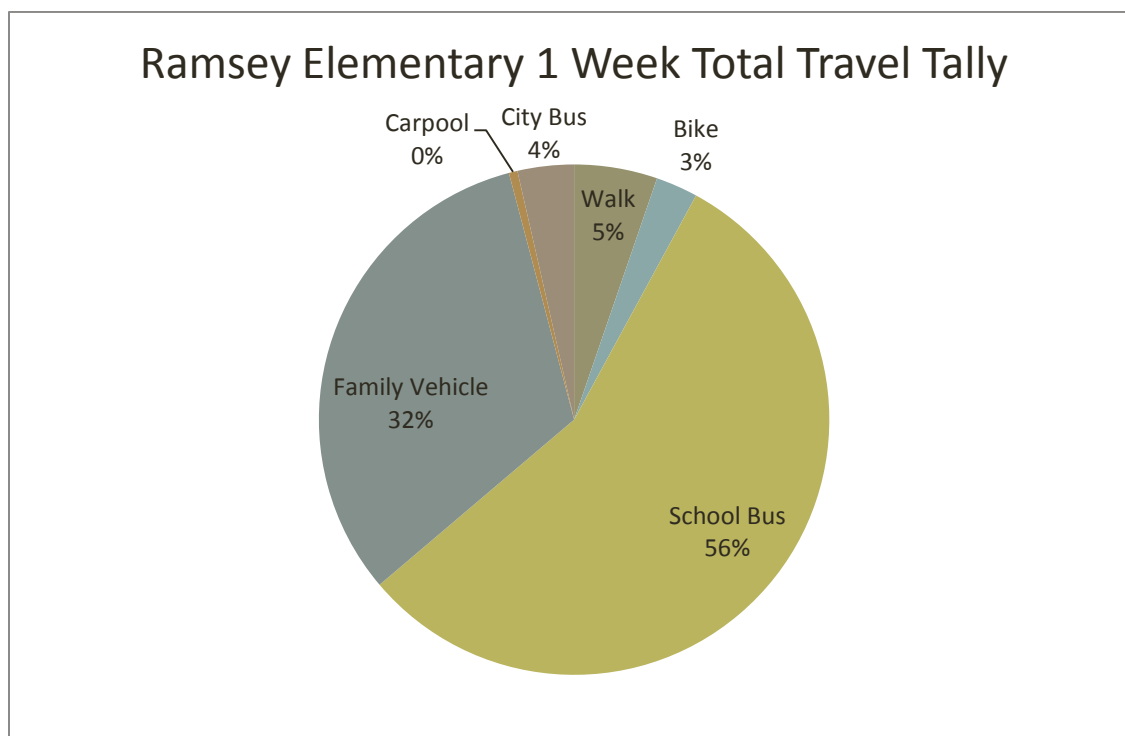
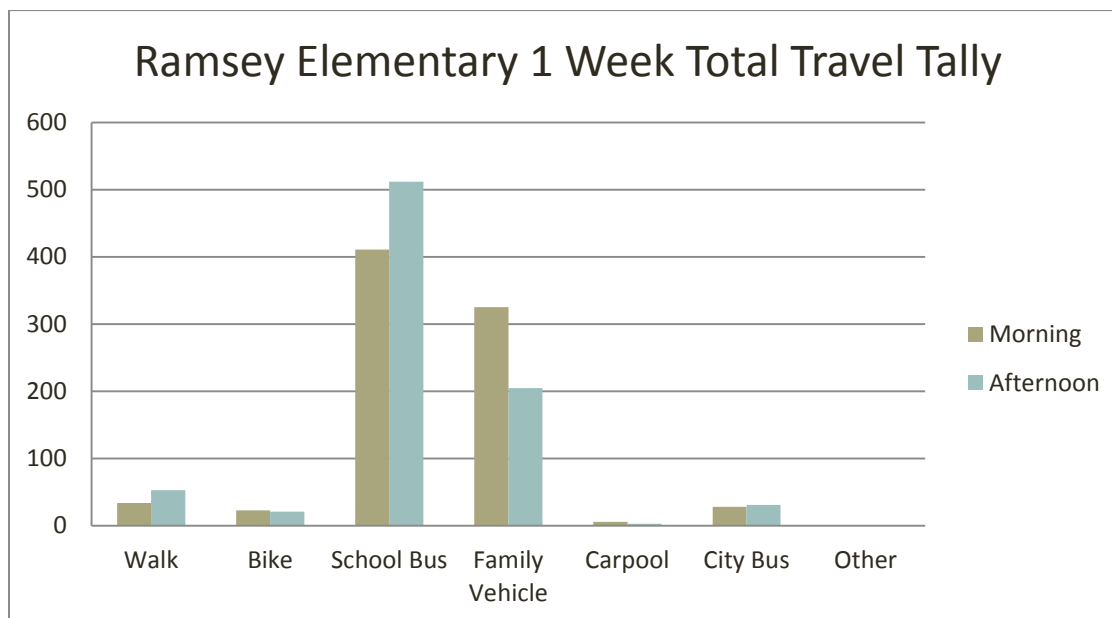
+	CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY															+			
School Name:										Teacher's First Name:					Teacher's Last Name:				
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>										<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>					<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>				
Grade: (PK,K,1,2,3...)			Monday's Date (Week count was conducted)					Number of Students Enrolled in Class:											
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> <span>0 2</span> </div>			<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> <span>M M D D Y Y Y Y</span> </div>					<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> <span>1 5</span> </div>											
<p>• Please conduct these counts on <b>two</b> of the following three days <b>Tuesday, Wednesday, or Thursday.</b> (Three days would provide better data if counted)</p> <p>• <b>Please do not conduct these counts on Mondays or Fridays.</b></p> <p>• Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each student may only answer once.</p> <p>• Ask your students as a group the question "How did you arrive at school today?"</p> <p>• Then, reread each answer choice and record the number of students that raised their hands for each. <b>Place just one character or number in each box.</b></p> <p>• Follow the same procedure for the question "How do you plan to leave for home after school?"</p> <p>• You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.</p> <p>• Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).</p>																			
<b>Step 1.</b>			<b>Step 2.</b>																
Fill in the weather conditions and number of students in each class			<b>AM</b> – "How did you arrive at school today?" Record the number of hands for each answer. <b>PM</b> – "How do you plan to leave for home after school?" Record the number of hands for each answer.																
<b>Key</b>	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 M	2 0	2	3	8	3		3	1										
Sample PM	R	1 9	3	3	8	1	2	2											
Tues. AM																			
Tues. PM																			
Wed. AM																			
Wed. PM																			
Thurs. AM																			
Thurs. PM																			
Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.																			
+									+										



## Appendix E: Student Travel Tally Results

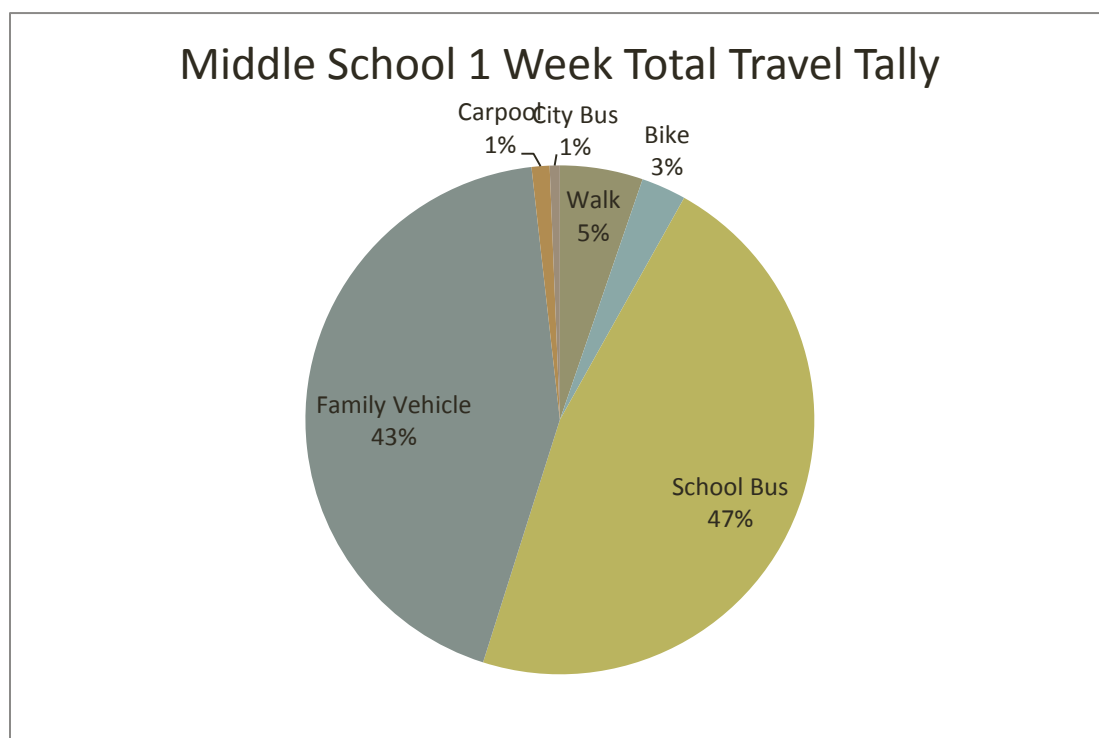
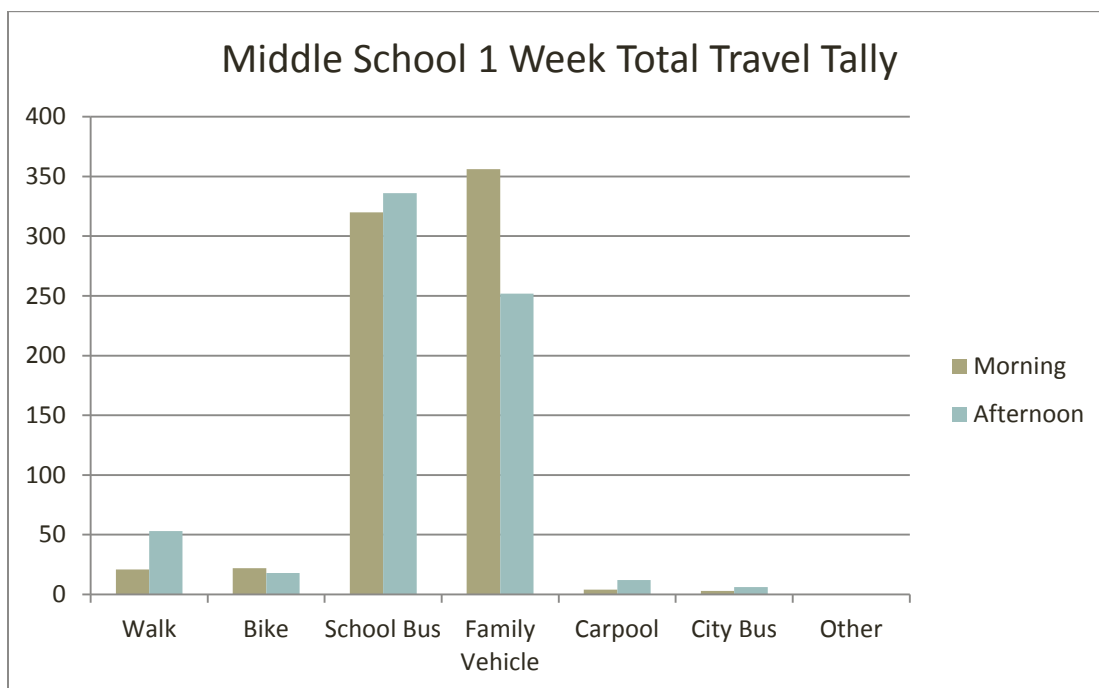


## Ramsey Elementary Student Travel Tally Results Fall 2014



# Montevideo Middle School Student Travel Tally Results

## Fall 2014



## Appendix F: Parent Survey Form



## 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:

--

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)

	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?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Less than ¼ mile    | <input type="checkbox"/> ½ mile up to 1 mile  | <input type="checkbox"/> More than 2 miles |
| <input type="checkbox"/> ¼ mile up to ½ mile | <input type="checkbox"/> 1 mile up to 2 miles | <input type="checkbox"/> 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

+ +

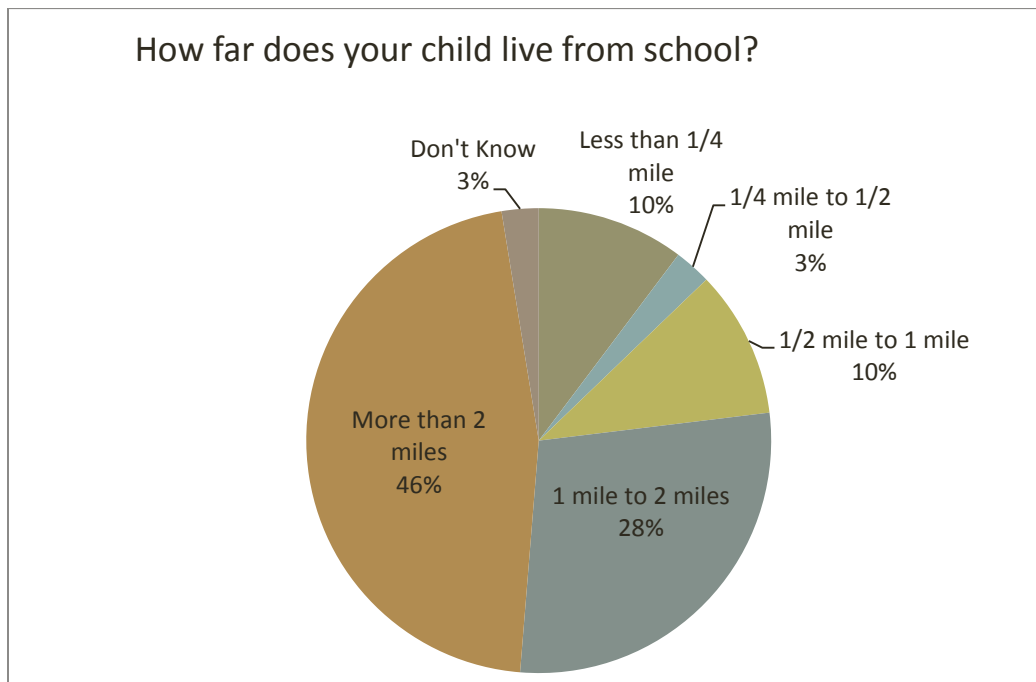
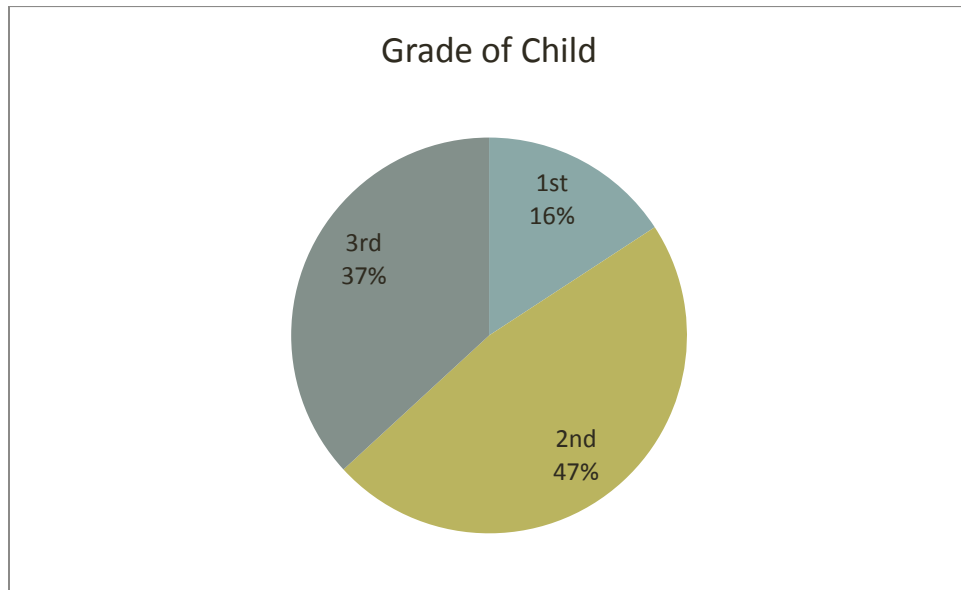


+		+
<p><b>8. Has your child asked you for permission to walk or bike to/from school in the last year?</b>    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p>		
<p><b>9. At what grade would you allow your child to walk or bike to/from school without an adult?</b>          (Select a grade between PK,K,1,2,3...)    <input type="text"/> grade    (or)    <input type="checkbox"/> I would not feel comfortable at any grade</p>		
<b>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</b>		
<p><b>10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)</b></p> <p><input type="checkbox"/> Distance.....</p> <p><input type="checkbox"/> Convenience of driving.....</p> <p><input type="checkbox"/> Time.....</p> <p><input type="checkbox"/> Child's before or after-school activities.....</p> <p><input type="checkbox"/> Speed of traffic along route.....</p> <p><input type="checkbox"/> Amount of traffic along route.....</p> <p><input type="checkbox"/> Adults to walk or bike with.....</p> <p><input type="checkbox"/> Sidewalks or pathways.....</p> <p><input type="checkbox"/> Safety of intersections and crossings.....</p> <p><input type="checkbox"/> Crossing guards.....</p> <p><input type="checkbox"/> Violence or crime.....</p> <p><input type="checkbox"/> Weather or climate.....</p>	<p><input type="checkbox"/> My child already walks or bikes to/from school</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Sure</p>	
<b>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</b>		
<p><b>12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?</b></p> <p><input type="checkbox"/> Strongly Encourages    <input type="checkbox"/> Encourages    <input type="checkbox"/> Neither    <input type="checkbox"/> Discourages    <input type="checkbox"/> Strongly Discourages</p>		
<p><b>13. How much fun is walking or biking to/from school for your child?</b></p> <p><input type="checkbox"/> Very Fun    <input type="checkbox"/> Fun    <input type="checkbox"/> Neutral    <input type="checkbox"/> Boring    <input type="checkbox"/> Very Boring</p>		
<p><b>14. How healthy is walking or biking to/from school for your child?</b></p> <p><input type="checkbox"/> Very Healthy    <input type="checkbox"/> Healthy    <input type="checkbox"/> Neutral    <input type="checkbox"/> Unhealthy    <input type="checkbox"/> Very Unhealthy</p>		
<b>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</b>		
<p><b>15. What is the highest grade or year of school you completed?</b></p> <p><input type="checkbox"/> Grades 1 through 8 (Elementary)    <input type="checkbox"/> College 1 to 3 years (Some college or technical school)</p> <p><input type="checkbox"/> Grades 9 through 11 (Some high school)    <input type="checkbox"/> College 4 years or more (College graduate)</p> <p><input type="checkbox"/> Grade 12 or GED (High school graduate)    <input type="checkbox"/> Prefer not to answer</p>		
<p><b>16. Please provide any additional comments below.</b></p> <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div>		

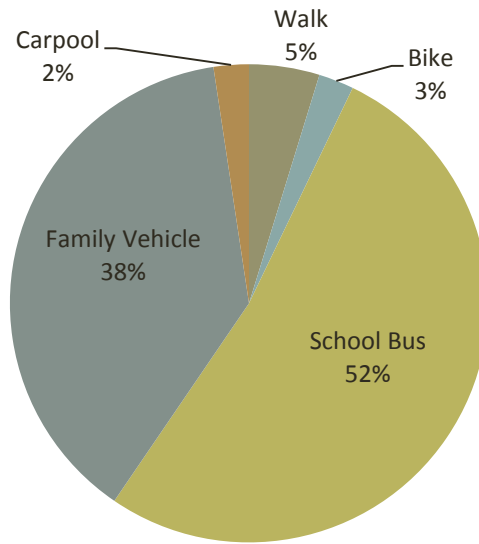
## Appendix G: Parent Survey Results



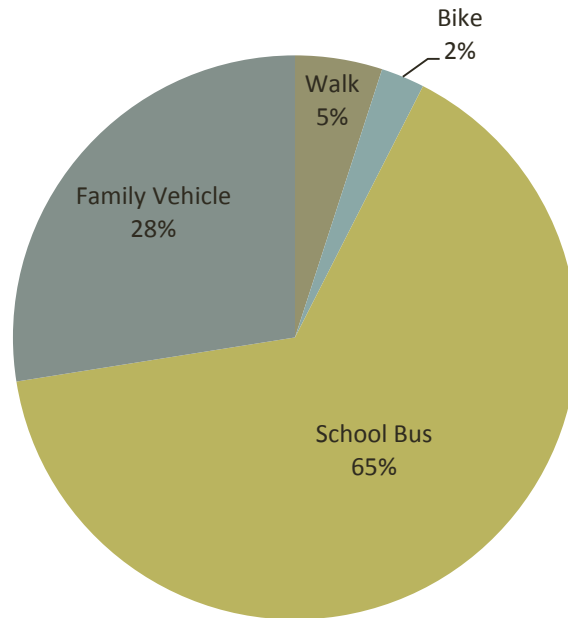
## Ramsey Elementary SRTS Parent Survey Results Fall, 2014



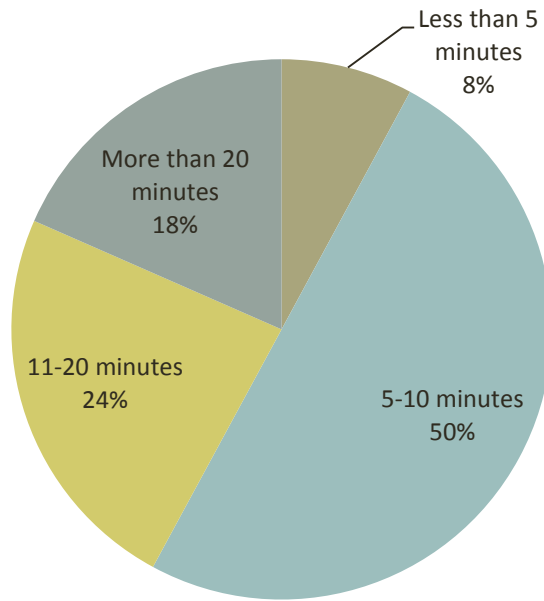
On most days, how does your child arrive to school?



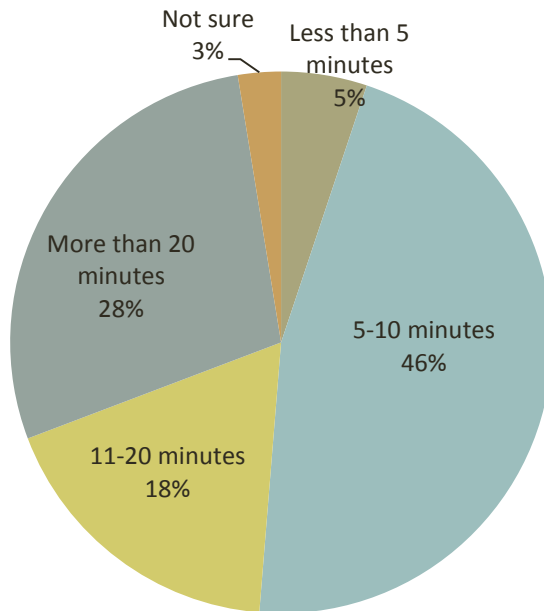
On most days, how does your child leave from school?



How long does it normally take your child to get to school?

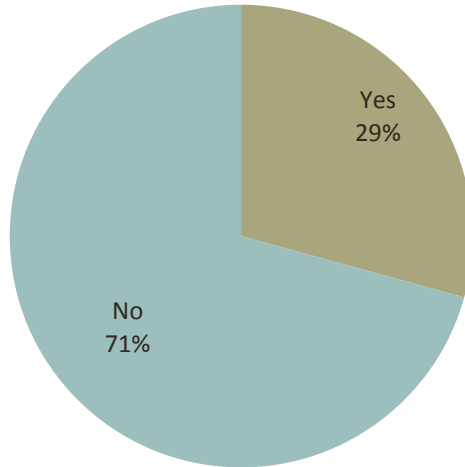


How long does it normally take your child to get home from school?

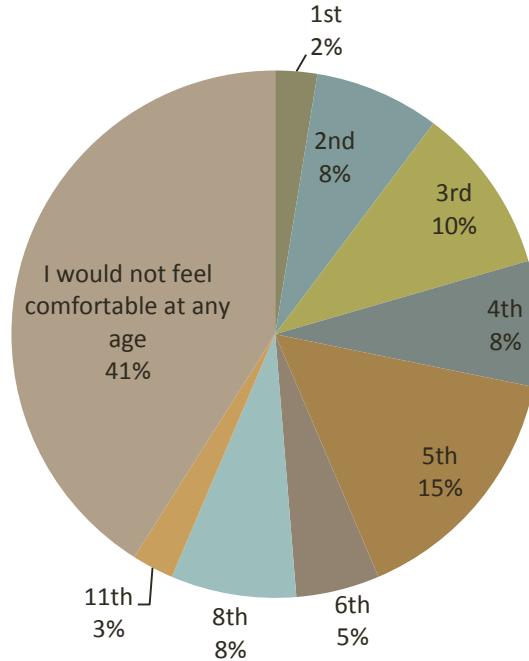




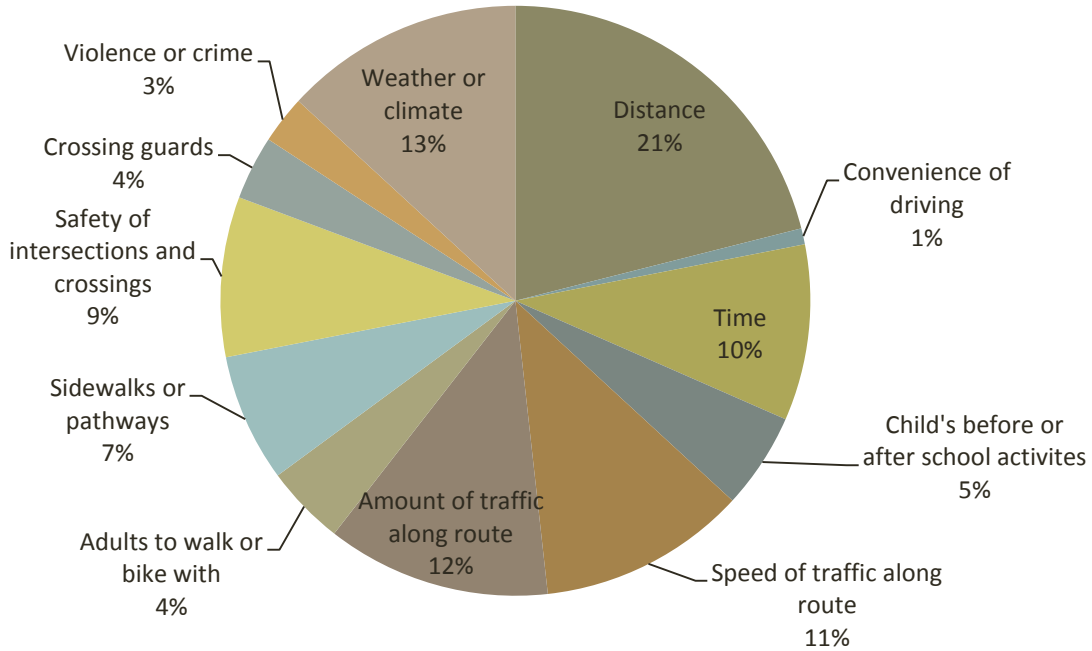
Has your child asked for your permission to walk or bike to/from school in the last year?



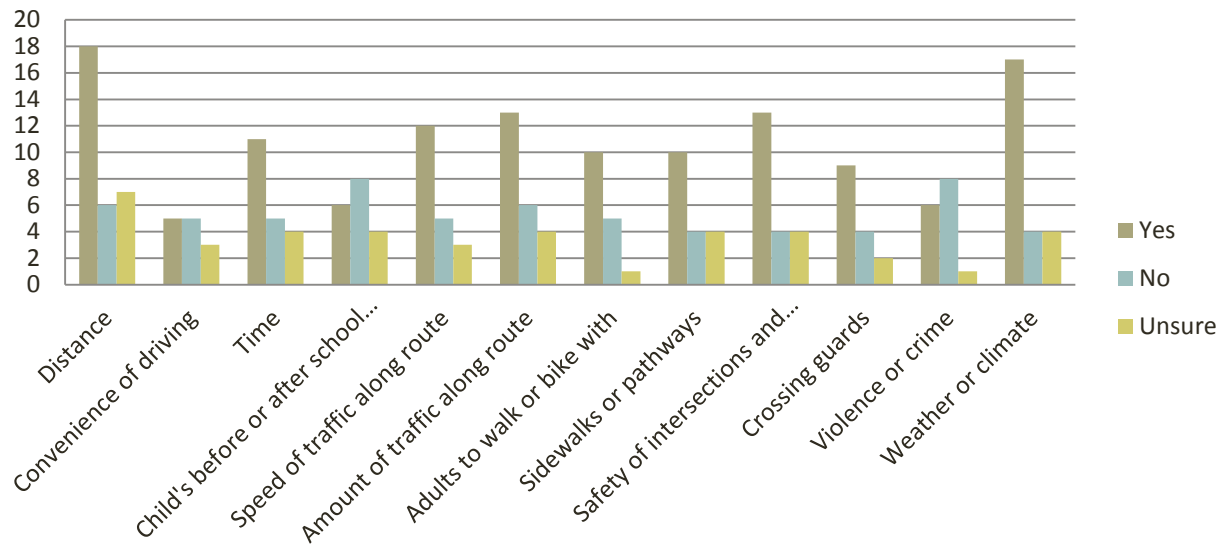
At what age would you allow your child to walk or bike to/from school without an adult?



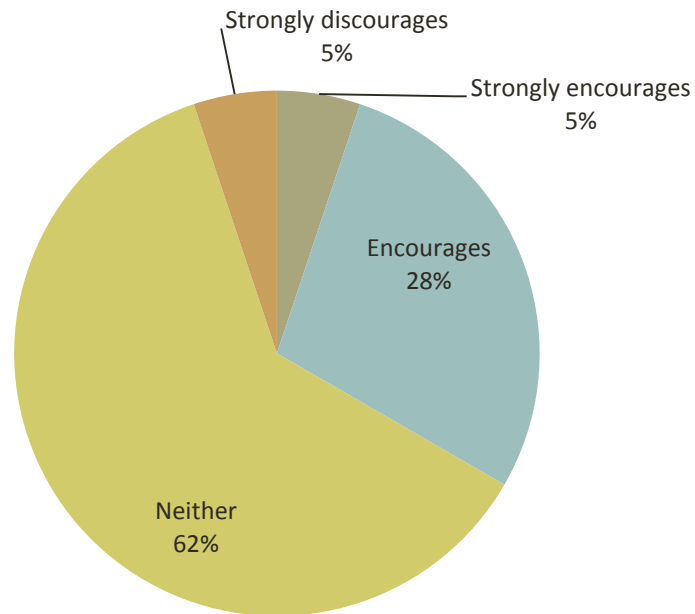
### What of the following issues affect your decision to allow or not allow your child to walk or bike to/from school?



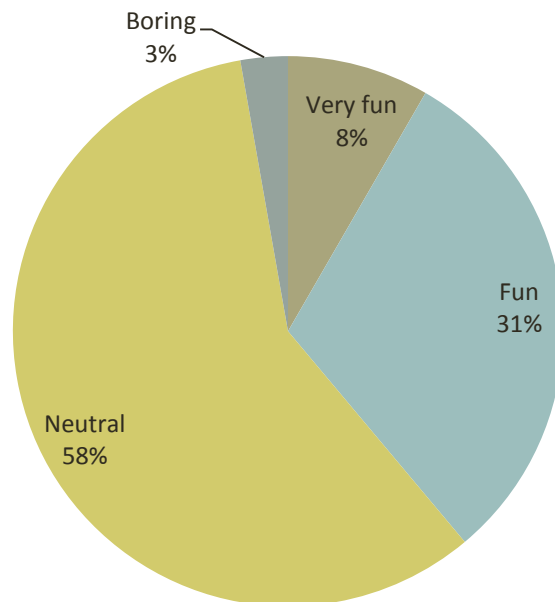
### Would you probably let your child walk or bike to or from school if this problem were changed or improved?

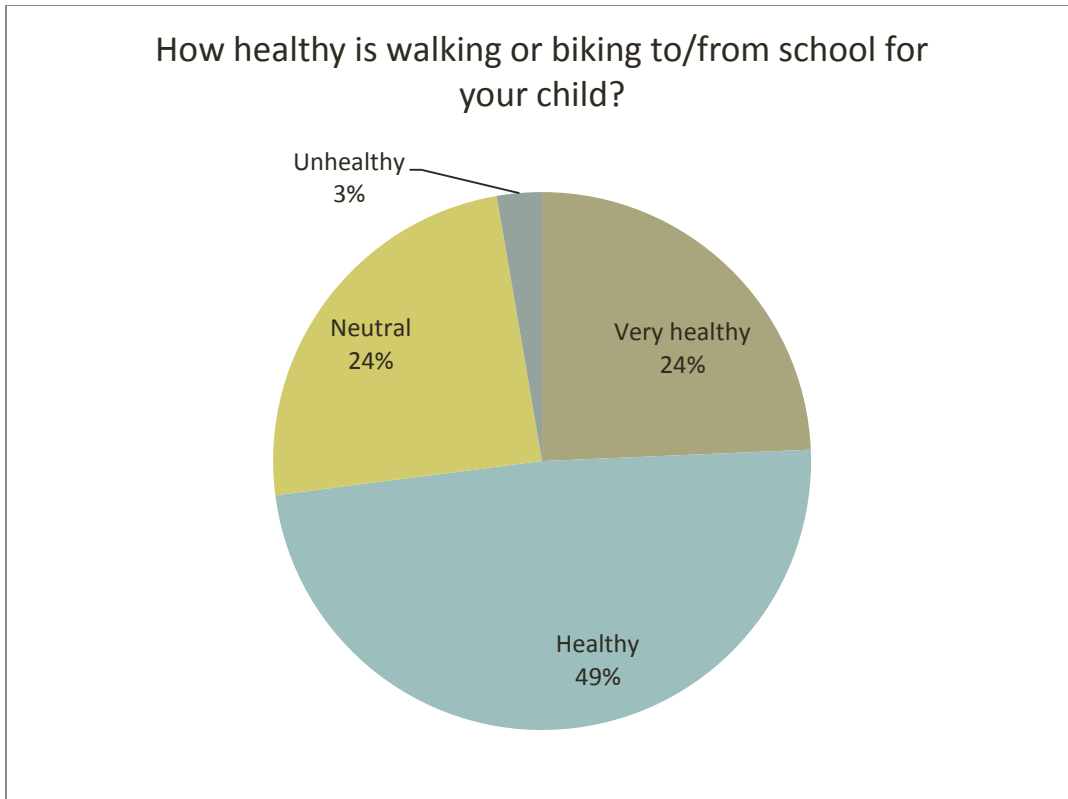


In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?



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





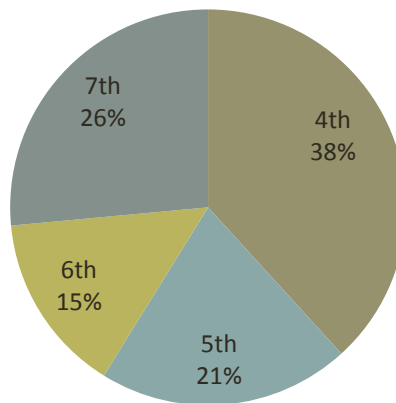
Comments:

- “We live right across the river, on the golf course. That is just too far to bike or walk.”
- “This survey does not apply to rural families.”
- “Distance is too far to walk or ride bike – too busy streets to get to Ramsey, plus highway to get across with no adult to watch him get across safely.”
- “Our child usually rides bus to school and usually gets a ride from a family member after school. If our child rides the bus home, its about 35 minutes travel time. When a family member picks our child up after school, there is a dangerous amount of congestion around the school and the pick-up system is not effective at all! Too many students have to exit one door.”
- “I trust my children but not other adults that might see them walking.”
- “Ramsey has a huge problem in the afternoon for student pick up - too many cars on Hamilton and unsafe for students.”
- “We live out of town, so our child is unable to walk/ride bike to/from school.”
- “We live close to Sanford school, so for him to walk or bike to school would mean he would have to cross many busy streets plus Hwy 7, so we wouldn’t feel comfortable.”

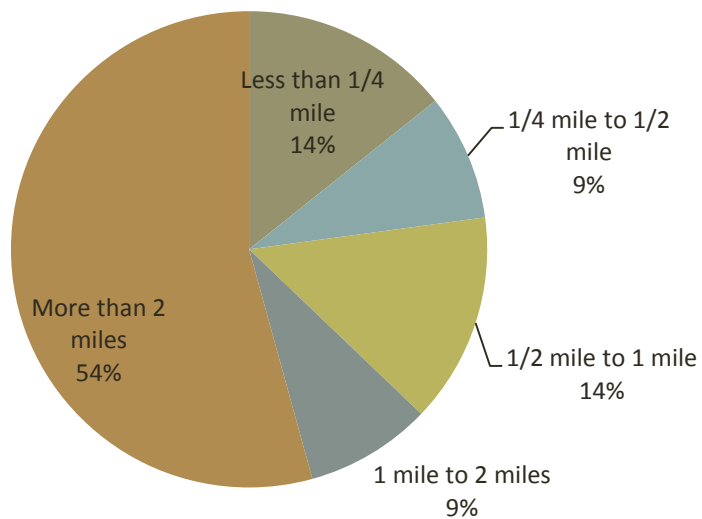
# Montevideo Middle School SRTS Parent Survey Results

## Fall 2014

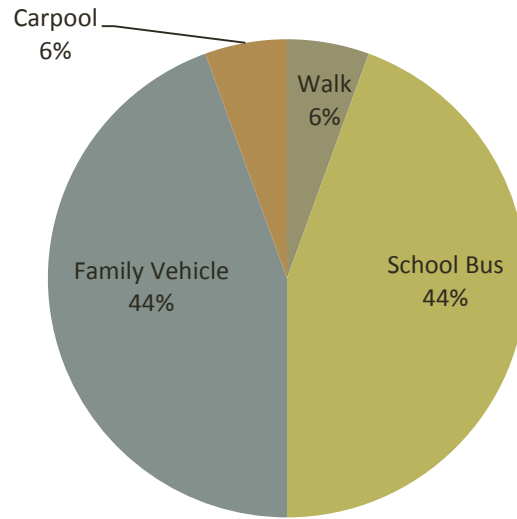
Grade of Child



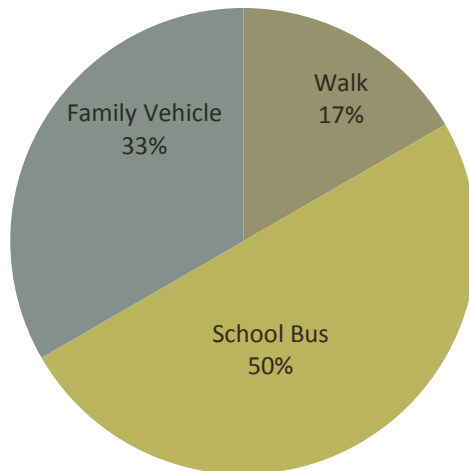
How far does your child live from school?



On most days, how does your child arrive to school?

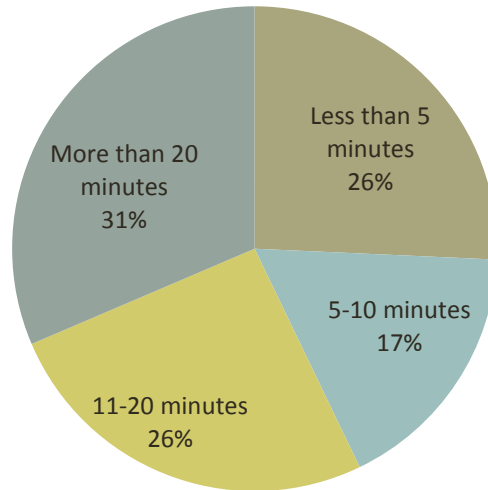


On most days, how does your child leave from school?

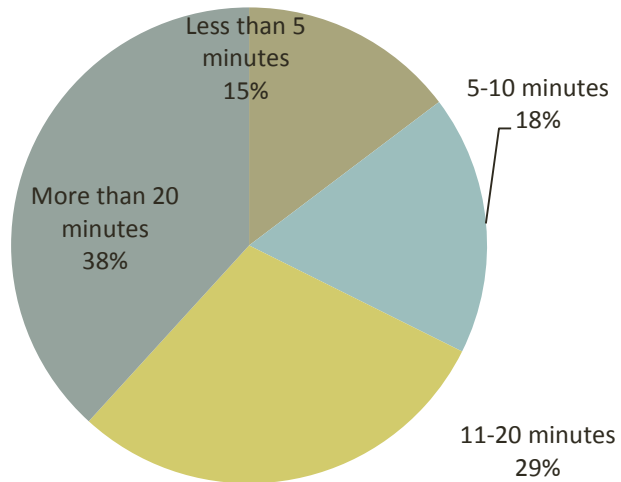




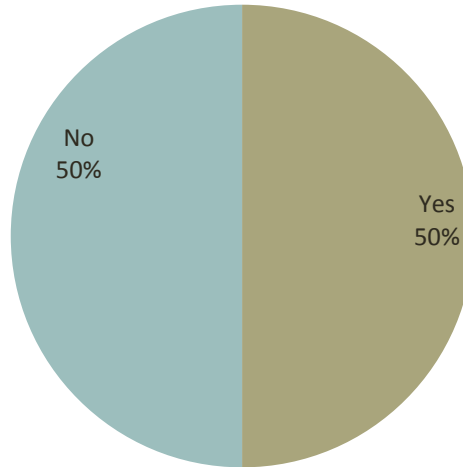
How long does it normally take your child to get to school?



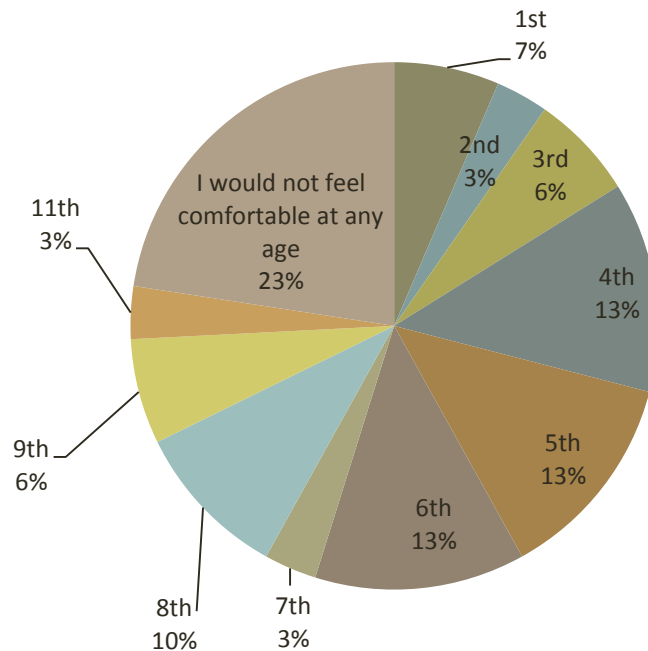
How long does it normally take your child to get home from school?



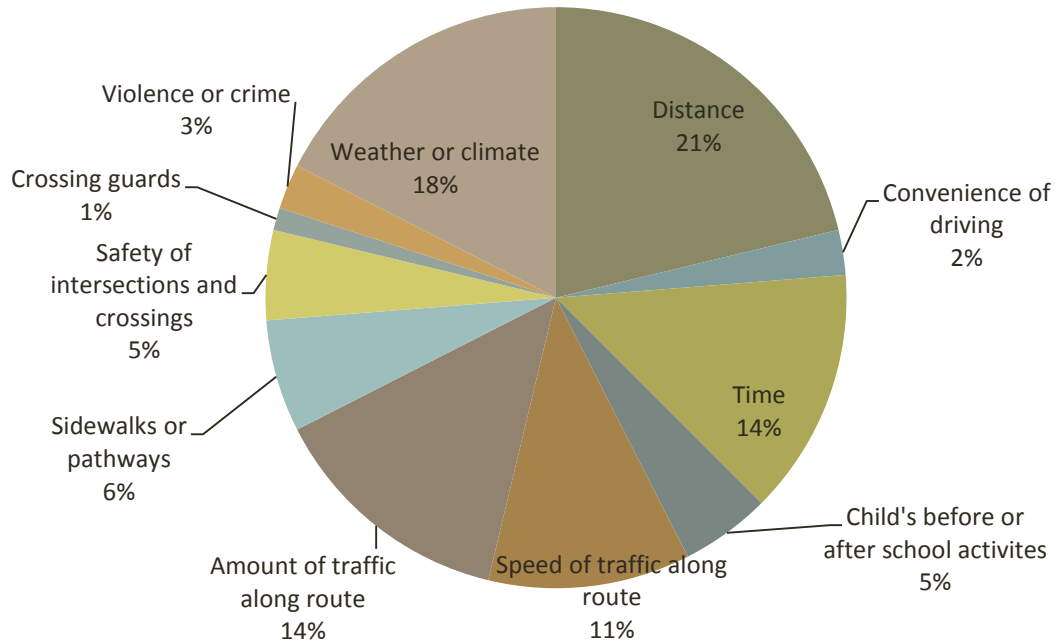
Has your child asked for your permission to walk or bike to/from school in the last year?



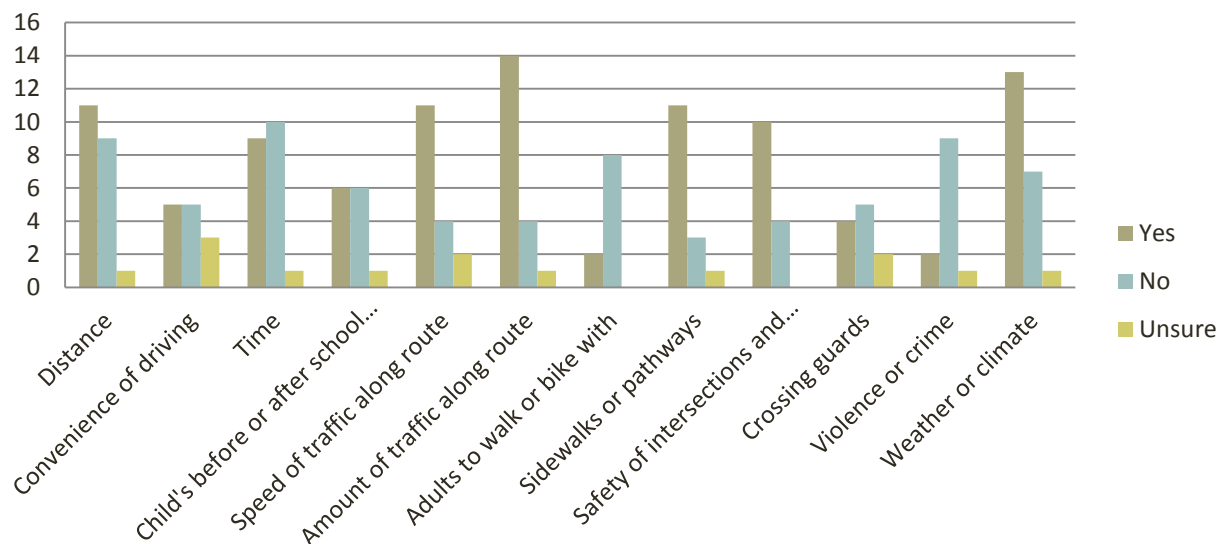
At what age would you allow your child to walk or bike to/from school without an adult?



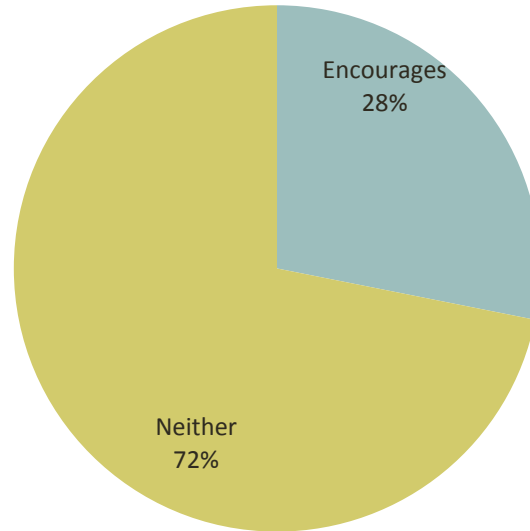
What of the following issues affect your decision to allow or not allow your child to walk or bike to/from school?



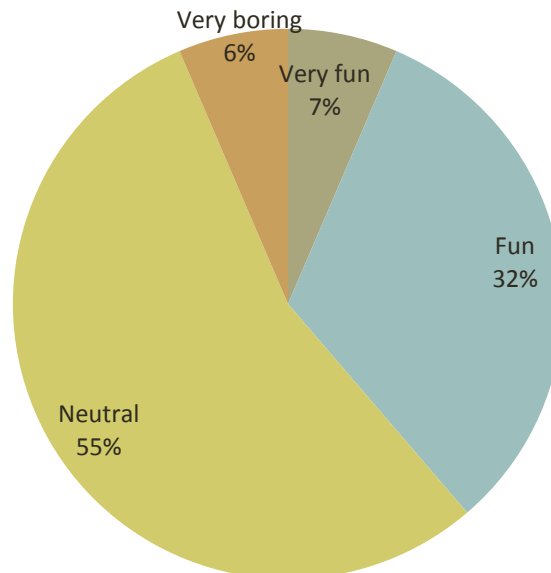
Would you probably let your child walk or bike to or from school if this problem were changed or improved?



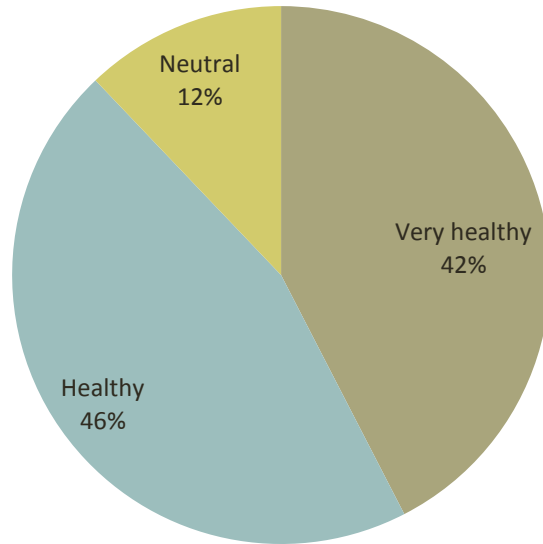
In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?



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



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



Comments:

- “This survey should not need to be filled out if you live more than a mile from school.”
- “Would love to have a sidewalk along 17<sup>th</sup> St. for kids to get to the middle school – high traffic area and unsafe for bike riders to get to any school.”
- “MMS front parking lot is not ideal for picking up students in the morning – they need crossing guards in the afternoon and bring back safety patrol in the a.m.”
- “No sidewalk near our home and we live near the school. There is a lot of traffic – fast moving cars. I would like to see more police patrol before and after school.”
- “We live too far out in the country to actually consider letting our children ride a bike to school.”
- “My child walks home because the bus charges because we live less than a mile from school but it makes me nervous that he has to walk past the busy high school.”
- “We live roughly 10 miles from school.”
- To walk to school my child would need to cross a major intersection/highway. Also, she would need to walk along a very busy street with no sidewalk.”

## Appendix H: Bike/Walk Audit Assessment Worksheets





## Walking Audit Form

School:  
Date:  
Weather:

Items to have along during audit:

- Clipboard and a pen/pencil
- Camera
- Map showing school zone

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### Observations during drop-off / pickup

*Walkers / Bikers*

Include a description of where students are accessing campus.

*Bus System*

Show circulation on a map.  
Note where public transit stops are located.

*Car Loop / Lot*

Show circulation on a map.  
Note any cones, signs, etc. that are being used to control traffic.

*Crossing Guards / Patrols*

Note exact locations and mark on a map.

Observations were obtained during:

- ☐ Arrival ( \_\_:\_\_ AM - \_\_:\_\_ AM)  
☐ Dismissal ( \_\_:\_\_ PM - \_\_:\_\_ PM)

## Observations from walking assessment

### **School Infrastructure**

#### *Bike Racks*

In addition to location, note number of spaces and type of rack.

#### *Pedestrian Paths*

Note the surface type and find out if they are plowed in the winter.

### **Community Infrastructure (In school zone)**

#### *Sidewalks*

Note if there are any obvious issues such as major obstacles or deterioration of the surface.

#### *Bike Routes*

Are there bike lanes or other types of bicycle facilities?

#### *Streets*

Include traffic signs, speed control, signals and markings.

### *Intersections*

Provide detailed information on **crosswalks** (marked and what type?), **curb ramps** (do they exist and are they up to ADA standards), **traffic control** and **pavement markings**. Also, note crossing distances.

### *Traffic*

Note traffic patterns and driver behavior.

### **Community Infrastructure (around school zone)**

Note other community resources such as **parks** and **community centers** near the school. Also, note adjacent businesses that attract children such as convenience stores. Additionally, assess **other intersections or conflict areas** that have been identified outside of the school zone.

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Some general questions to ask during the walking audit:

*Do I have room to walk (are there sidewalks and paths)?*  
*Is it easy to cross streets?*  
*Do drivers behave well?*  
*Is the walk generally pleasant?*

## Appendix I: Bike/Walk Audit Assessment Results



**OBSERVATIONS FROM DISMISSAL AT RAMSEY ELEMENTARY** | 12.19.13 | Weather: cold and overcast |  
Time: 3:00 – 3:15

**Walkers/Bikers:** There are only a handful of walkers and bikers at Ramsey Elementary. Those students leave from the west door of the school, so as to separate them as much as possible from the vehicle traffic at the south doors and the bus traffic at the east doors of the school.

**Bus System:** Four school buses and one Prairie Five (transit) bus park nose to end (the Prairie Five bus usually arrives later than the school buses and parks at the end of the lineup) in the school parking lot on the east side of the school. Students riding the buses all leave the school through the east doors. No family vehicles are allowed in this parking lot during pick-up and drop-off and the school has fairly good compliance with this since families have gotten used to the change. Most of the school buses leave the parking lot and head east, away from the family vehicle congestion on the south side of the school. However, one school bus consistently drives through the family vehicle congestion on Hamilton Ave. on the south side of the school, which can be dangerous with students crossing the street and decreased street width due to cars parking on both sides of the street. The school would like if that bus no longer left the school via Hamilton Ave. as long as that remains the place for family vehicles to park and pick up students.

Additionally, the buses at Ramsey Elementary pick-up and drop-off students who go to the middle and high schools, so students who live near Ramsey Elementary can walk to the elementary school, get on the school bus and take that bus to the middle or high school and vice versa. Therefore, there is potential for students throughout the city to walk to a school, other than the one they attend, and then take a bus to their school. This bus transferring option could help increase the number of students who walk or bike to a different school to take a bus to their school.

**Car Loop/Lot:** Family vehicles mostly park along Hamilton Ave. and 5<sup>th</sup> St. Some parents park their cars and walk into the school to pick up and drop off their children, others drive through Hamilton Ave. and drop students off without getting out of their vehicle. There could be more space or separation of spaces for the parents who want to drop students off without leaving their car and those that want to park and walk students into the school. For example, the north side of Hamilton Ave. could be reserved for parents dropping off and picking up without getting out of their vehicle and the south side of Hamilton Ave. and all other streets could be reserved for parents who park and walk their students into the building. Parking would have to be prohibited during drop-off and pick-up times on the north side of Hamilton Ave. for that to be successful.

**\*\***Most students arrive to and leave school by either the bus system or family vehicle. Currently, very few students walk or bike to school.

**Crossing Guards/School Patrol:** There are several adults present during dismissal, including one at the south side of the school that will help students cross Hamilton Ave. to their family vehicles, however none are technically crossing guards and there is no school patrol. There currently are no crossing guards or other adult supervision off the school grounds for students walking or biking home. One good spot for a potential crossing guard location would be Ashmore Ave. and Benson Road or MN Hwy

29/County Hwy 41. There are a number of residential housing units across MN Hwy 29 near this crossing and by making that intersection safer to cross more students may potentially walk or bike to school.

### **School Infrastructure:**

***Bike Racks:*** There is one bike rack by the doors on the west side of the school, which is where the walkers and bikers enter and leave the school.

***Pedestrian Paths:*** Sidewalks exist on many, but not all streets around the elementary school. The trails throughout the community are further south—not near the elementary school.

### **Community Infrastructure:**

***Sidewalks:*** There are some sidewalks surrounding the school, but not in all locations. See existing conditions map for more information.

***Bike Routes:*** There are some bike routes—need to figure out what streets those routes are on and map them...

***Streets:*** Many of the streets surrounding the school are tree lined, some with sidewalks, and have fairly low volumes and speeds of traffic and in a grid pattern—all good for walking and biking. However, MN Hwy 29 is just two blocks east of the school and carries a much higher volume of traffic, including heavy truck traffic and does not have sidewalk infrastructure, nor adequate crossings.

***Intersections:*** The main intersection trouble spot is crossing MN 29 to the east of the school. Ashmore Ave. on the south side of the school is also a more heavily traveled route. Most of the other intersections surrounding the school are quiet residential streets.

***Traffic:*** Most of the traffic surrounding the school is generated by the school—parents picking up and dropping off students. Otherwise the surrounding streets, with the exception of Ashmore Ave. and MN Hwy 29, are pretty quiet most of the time.

***Other Community Infrastructure/Resources:*** There is a park on the north side of the school and Windom Park, home to a swimming pool, tennis courts, ball fields, basketball courts and other amenities is several blocks southwest of the school.

**OBSERVATIONS FROM DISMISSAL AT MONTEVIDEO MIDDLE SCHOOL | 12.19.13 | Weather: cold and overcast | Time: 3:10 – 3:25**

**Walkers/Bikers:** Due to weather conditions that day, there were no walkers. Typically about 7-8 bikes are observed in the bike racks. One related concern is that children wear the appropriate winter clothing to walk or bike to/from school in the winter months.



**Bus System:** School buses line up in the parking lot loop to the south of the school (by the front doors). The special education bus loads ten minutes earlier than the other buses.

**Car Loop/Lot:** Parent vehicles line up in the parking lot just to the south of the bus loop—both the parking lot and bus loop share the same entrance and exit. About 31 parent vehicle pick-ups were observed.

**Crossing Guards/School Patrol: School Infrastructure:** There are currently no crossing guards or school patrol. There are marked crosswalks with crosswalk signage.

***Bike Racks:*** The bike racks are put away for the winter, but in the nicer months, there are two bike racks near the MMS entrance.

***Pedestrian Paths:*** There is a trail that runs along the north side of MMS that connects it to nearby neighborhoods, the high school and the sidewalk network. There are sidewalks along William Dr., the main road that carried traffic to and from the school.

#### **Community Infrastructure:**

***Sidewalks:*** There are sidewalks on some, but not all streets around MMS.

***Bike Routes:*** There are signed bike routes (no markings on the road) throughout the city—need to look into these more.

***Streets:*** The streets around the middle school are not in a grid pattern, like those around the elementary school. There is less connectivity and redundancy in the road network around the middle school, making the environment for walking less comfortable.

***Intersections:*** The intersections around MMS are much larger, due to wider streets, than those around the elementary school.

***Traffic:*** For the most part, drivers are courteous and obey the traffic signs. There is a concern however, with students crossing between buses and traffic and not in the marked crosswalk. There is a bit of a traffic back up on Williams Dr. and S. 17<sup>th</sup> St.

***Other Community Infrastructure/Resources:*** On the north side of the school are several ball fields. To the northwest is the football field.

# Ramsey Elementary School

Walkers coming from home



Grades 1-5

# Montevideo Middle School





## Appendix J: MnDOT & Alta Planning Program Matrix



Education Programs Safe Routes to School Matrix							
Program Name	Description	Topics	Format	Target Audience	Primary Outcomes	Secondary Outcomes	Resource Notes
<b>Assemblies/ Game Shows</b>	Assemblies grab students' attention through fun, interactive activities, such as games, skits, or demonstrations. Safe Routes to School assemblies often cover pedestrian and/or bicycle safety but can also address bicycling skills, the environment, health, and other topics. A game show covering safety questions makes a good format for a smaller group such as a single classroom.	Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Skills; Incentives; Environment; Health	Assembly; Event; Contest/Competition; Curriculum/Classroom Activity	Elementary; Middle School; High School; Teachers/Faculty/Staff; Parents; District; Neighbors	Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment	Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment	<b>Potential Lead/Champion:</b> Parent, teacher, or administrator <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; older students <b>Resources Needed:</b> Time for preparation/rehearsal; script/presentation; props; A/V equipment; class time; assembly venue
<b>Bicycle Rodeo</b>	Bicycle Rodeos are events that offer bicycle skills and safety stations for children - and sometimes parents - to visit (e.g., obstacle course, bicycle safety check, helmet fitting, instruction about the rules of the road, etc.). Bicycle rodeos can be held as part of a larger event or on their own, and either during the school day or outside of school. Adult volunteers can administer rodeos, or they may be offered through the local police or fire department.	Bicycling; Safety; Skills; Incentives; Family	Assembly; Event; Skills Training/Hands On Training; Information for Parents	Elementary; Middle School; Parents	Improved Walking/Bicycling Safety Behavior; Youth Empowerment	Increased Bicycling; Health and Environmental Connections	<b>Potential Lead/Champion:</b> PTA/parents, local law enforcement, or bicycling group/enthusiast <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business; older students <b>Resources Needed:</b> Station content and materials; bicycles and safety gear; cones, street signs, and chalk; basic supplies; adult volunteers; planning/coordination time
<b>Bike Mechanic Training</b>	Learning bike repair skills encourages students and families to bicycle to school and empowers students to take charge of their own transportation. A bicycle mechanic training can be made available to students as a one-time basics lesson or as a multi-session course. This training can be offered after school or on weekends, and can be combined with an earn-a-bike program, bike rodeo, or bicycle safety/skills trainings.	Bicycling; Safety; Skills	Skills Training/Hands On Training	Middle School; High School	Increased Bicycling; Youth Empowerment	Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections; Vocational Skills	<b>Potential Lead/Champion:</b> PTA or local group/volunteer/business <b>Potential Partners:</b> school district; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business <b>Resources Needed:</b> Curriculum; instructor(s); bicycle repair tools and equipment; venue for classes; time for planning/coordination
<b>Classroom Lessons</b>	Safe Routes to School classroom lessons address walking and/or bicycling and other related topics while also meeting state or district curriculum standards. Lessons can be taught as part of many subjects, including math, science, social studies, health, and physical education.	Bicycling; Bus/Transit; Driving/Carpool; Safety; Skills; Environment; Health	Curriculum/Classroom Activity	Elementary; Middle School; High School; Teachers/Faculty/Staff	Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections; Youth Empowerment	Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections; Youth Empowerment	<b>Potential Lead/Champion:</b> Teacher/administrator <b>Potential Partners:</b> School district; PTA/parents; public health/local gov't; local groups/advocates/volunteers <b>Resources Needed:</b> Curriculum; preparation time; class time; any visuals, worksheets, or instruction materials
<b>Earn-A-Bike Program</b>	Over a number of sessions, students learn the basics of bike repair and maintenance, bicycle safety, and related topics while refurbishing an abandoned or donated bike. At the end of the program, students earn the bikes they learned to repair.	Bicycling; Safety; Skills; Incentives; Environment; Health	Incentive Program; Skills Training/Hands On Training	Middle School; High School	Increased Bicycling; Improved Walking/Bicycling Safety Behavior; Youth Empowerment	Health and Environmental Connections; Vocational Skills	<b>Potential Lead/Champion:</b> PTA or local group/volunteer <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business <b>Resources Needed:</b> Curriculum; instructor(s); bicycles, helmets, and safety gear; bike repair tools; time for planning/coordination; storage space
<b>Family Biking Class</b>	Family Biking Classes are great tools for educating and encouraging families to ride bicycles. Education trainings can cover safety checks, skills instruction, basic bike maintenance, how to carry kids by bicycle, cargo bike demonstrations, bike rodeos, and/or guided bike rides.	Bicycling; Safety; Skills; Environment; Health; Family	Event; Skills Training/Hands On Training; Information for Parents	Elementary; Parents	Increased Bicycling; Improved Walking/Bicycling Safety Behavior	Health and Environmental Connections	<b>Potential Lead/Champion:</b> Parents/PTA or bicycling group/enthusiast <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business <b>Resources Needed:</b> Curriculum; instructor; materials/handouts; bicycles/gear for demonstration and training; preparation time; venue for classes



Education Programs Safe Routes to School Matrix							
Program Name	Description	Topics	Format	Target Audience	Primary Outcomes	Secondary Outcomes	Resource Notes
<b>Family Biking Guide</b>	This guide is a how-to manual on family biking, including cargo bikes and gear, safety considerations, tips for picking a route, ideas for rides, etc. The guide can be distributed as part of an event or training or to interested parents at school.	Bicycling; Safety; Skills; Environment; Health; Family	Information for Parents	Elementary; Parents	Increased Bicycling; Improved Walking/Bicycling Safety Behavior	Health and Environmental Connections	<b>Potential Lead/Champion:</b> Parents/PTA or local groups/gov't <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; local business <b>Resources Needed:</b> Time to prepare guide and distribution strategy; platform for posting online or funds for printing copies
<b>Idling Reduction Campaign</b>	Car exhaust not only pollutes, it also disproportionately affects the health of exposed children. An anti-idling campaign debunks myths about idling your car and encourages drivers to spare the air by turning off their engines when waiting for student dismissal. The campaign can include street signs, a marketing campaign led by students, and informational materials for parents. Materials may be produced in school, but the campaign will likely take place during pick-up/drop-off or outside of school.	Bus/Transit; Driving/Carpool; Safety; Environment; Health; Family	Campaign; Information for Parents	Elementary; Middle School; High School; Parents; District	Improved Driving Safety Behavior; Health Connections; Environmental Connections	Youth Empowerment	<b>Potential Lead/Champion:</b> Parents/PTA, local groups/government, or student group <b>Potential Partners:</b> School district; teachers/administrators/staff; PTA/parents; public health/local gov't; students <b>Resources Needed:</b> Preparation time; informational materials/signs
<b>In-School Bicycle Safety Education</b>	Bicycle safety training is most appropriate beginning in or after the third grade. It helps children understand that they have the same responsibility as motorists to obey traffic laws. In-school curriculum often includes three parts: in-class lessons, mock street scenarios or skills practice, and on-street riding. Various existing curricula are available online from a number of sources at no cost, or schools may choose to develop one on their own.	Bicycling; Safety; Skills	Assembly; Skills Training/Hands On Training; Curriculum/Classroom Activity	Elementary; Middle School	Improved Walking/Bicycling Safety Behavior; Youth Empowerment	Increased Bicycling; Health and Environmental Connections	<b>Potential Lead/Champion:</b> Teacher/administrator <b>Potential Partners:</b> PTA/parents; school district; public health/local gov't; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors <b>Resources Needed:</b> Curriculum; class time; time for instructor training/preparation, if needed; bicycles, helmets, and safety gear; cones, street signs, and chalk; basic supplies; chaperones
<b>In-School Pedestrian Safety Education</b>	Pedestrian safety education aims to ensure that every child understands basic traffic laws and safety rules. It teaches students basic traffic safety, sign identification, and decision-making tools. Training is typically recommended for first- and second-graders and teaches lessons such as "look left, right, and left again." Curriculum often includes three parts: in-class lessons, mock street scenarios, and on-street practice. Various existing curricula are available online at no cost, or schools may choose to develop one on their own.	Walking; Safety; Skills	Assembly; Skills Training/Hands On Training; Curriculum/Classroom Activity	Elementary	Improved Walking/Bicycling Safety Behavior; Youth Empowerment	Increased Walking; Health and Environmental Connections	<b>Potential Lead/Champion:</b> Teacher/administrator <b>Potential Partners:</b> PTA/parents; school district; public health/local gov't; local law enforcement; local groups/advocates/volunteers; older students <b>Resources Needed:</b> Curriculum; class time; time for instructor training/preparation, if needed; mock street and street signs; basic supplies; one or more adult chaperones
<b>Mock City</b>	A mock city provides a safe environment in which students can learn pedestrian, bicycle, or general traffic safety. A course is built or set up and students walk, bike, or "drive" through to learn appropriate behaviors in various street situations. A mock city requires a lot of work or a partnership with an organization that already has the equipment. This program can take place in or out of school, and is a memorable experience for students.	Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Skills	Assembly; Event; Skills Training/Hands On Training	Elementary	Improved Walking/Bicycling Safety Behavior; Youth Empowerment	Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Driving Safety Behavior	<b>Potential Lead/Champion:</b> Local law enforcement <b>Potential Partners:</b> School district; teachers/administrators/staff; PTA/parents; public health/local gov't; local groups/advocates/volunteers; older students <b>Resources Needed:</b> Mock city and curriculum
<b>Parent Workshop</b>	Since parents are usually the ones deciding whether their children walk or bike to school, a workshop designed for them can provide the tools, resources, and support needed to begin walking or biking for transportation. Topics could include starting a walking school bus, carpool matching, launching a safety campaign, how to be a responsible driver, or organizing an event, such as Walk and Bike to School Day.	Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Skills; Incentives; Environment; Health; Family	Event; Skills Training/Hands On Training; Information for Parents	Elementary; Middle School; High School; Parents	Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections	Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections	<b>Potential Lead/Champion:</b> Parents/PTA or local groups/gov't <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors <b>Resources Needed:</b> Presentation/agenda; instructor; materials/handouts; time for preparation and scheduling
<b>Walk and Bike to School Route Map</b>	Route maps show signs, signals, crosswalks, sidewalks, paths, crossing guard locations, and hazardous locations around a school. They identify the best way to walk or bike to school. Liability concerns are sometimes cited as reasons not to publish maps; while no route will be completely free of safety concerns, a well-defined route should provide the greatest physical separation between students and traffic, expose students to the lowest traffic speeds, and use the fewest and safest crossings.	Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Family	Information for Parents	Elementary; Middle School; High School; Parents	Improved Walking/Bicycling Safety Behavior	Increased Walking, Bicycling, Transit Use, and Carpooling	<b>Potential Lead/Champion:</b> Public health/local government <b>Potential Partners:</b> School district; teachers/administrators/staff; PTA/parents; local groups/advocates/volunteers; local law enforcement <b>Resources Needed:</b> Time and technology to prepare map; funds for printing; platform for posting online; approval to distribute

For downloadable pdf of activity matrix, click [here](#).

## Encouragement Programs Safe Routes to School Matrix

Program Name	Description	Topics	Format	Target Audience	Primary Outcomes	Secondary Outcomes	Resource Notes
<b>After-School Club</b>	An after-school club can take many forms and address many different themes, including bike repair, sport cycling, environmental issues (green teams), community/civic engagement, etc.	Bicycling; Walking; Safety; Skills; Environment; Health	Skills Training/ Hands On Training; Campaign	Elementary; Middle School; High School	Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment	Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment	<b>Potential Lead/Champion:</b> Teacher/parent, local groups/advocates/volunteers <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; local groups/advocates/volunteers <b>Resources Needed:</b> Materials/supplies/equipment as needed; planning/instruction time
<b>Bike Train</b>	A Bike Train is very similar to a Walking School Bus: groups of students accompanied by one or more adults bicycle together on a pre-planned route to school. Routes can originate from a particular neighborhood or, in order to include children who live too far to bicycle the whole way, begin from a park, parking lot, or other meeting place. Bike trains help address parents' safety concerns while providing a chance for students and their families to socialize and be active.	Bicycling; Safety; Skills; Incentives; Environment; Health; Family	Event; School Journey/ Pick-up and Drop-off	Elementary; Middle School; Parents	Increased Bicycling	Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections	<b>Potential Lead/Champion:</b> PTA/parents <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't; local law enforcement; local groups/advocates/volunteers; local businesses/celebrities <b>Resources Needed:</b> Coordination/recruitment time; promotional materials, such as flyers/posters; supplies/materials, if needed
<b>Competition/Challenge</b>	Competitions and contests reward students by tracking the number of times they walk, bike, carpool or take transit to school. Contests can be individual, classroom competitions, school wide, or between schools. Students and classrooms can compete for prizes and bragging rights. Inexpensive incentives - such as shoelaces, stickers, bike helmets, or class parties - can be used as rewards for participation. Examples include a Golden Sneaker Award classroom competition or a Walk and Bike to School Day challenge. See also: Trip/Mileage Tracking Program	Bicycling; Walking; Bus/Transit; Driving/Carpool; Incentives; Environment; Health; Family	Event; Contest/Competition	Elementary; Middle School; High School	Increased Walking, Bicycling, Transit Use and Carpooling; Youth Empowerment	Health and Environmental Connections	<b>Potential Lead/Champion:</b> Faculty/staff or PTA <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; local groups/advocates/volunteers; older students; local business <b>Resources Needed:</b> Coordination time; promotional materials, such as flyers/posters; program materials, such as posters for tracking; rewards or prizes
<b>Family Bike Ride</b>	A family bike ride will generally take place in the evening or on a weekend, and is designed to give students and their family members an opportunity for safely giving bicycling a try and socializing with other families. Rides often have themes, always have a pre-planned route and designated route leader, and offer safety checks and basic skills reinforcement.	Bicycling; Safety; Skills; Environment; Health; Family	Event	Elementary; Middle School; Parents	Increased Bicycling; Improved Walking/Bicycling Safety Behavior	Health and Environmental Connections	<b>Potential Lead/Champion:</b> Parent or local group/volunteer <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; public health/local gov't; local groups/advocates/volunteers <b>Resources Needed:</b> Planning/coordination time; ride leader and volunteers; promotional materials; bicycles, safety gear, and basic repair tools
<b>International Walk and Bike to School Day</b>	Walk and Bike to School Day is an international event that attracts millions of participants in over 30 countries in October. The event encourages students and their families to try walking or bicycling to school. Parents and other adults accompany students, and staging areas can be designated along the route to school where groups can gather and walk or bike together. These events are often promoted through press releases, backpack/folder/electronic mail, newsletter articles, and posters. Students can earn incentives for participating or there is a celebration at school following the morning event. These events can be held for more than a day; see Ongoing Walk and Bike to School Days.	Bicycling; Walking; Safety; Skills; Environment; Health; Family	Event; School Journey/ Pick-up and Drop-off	Elementary; Middle School	Increased Walking and Bicycling; Youth Empowerment	Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections	<b>Potential Lead/Champion:</b> PTA/parents or local groups/volunteers <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't; local law enforcement; local groups/advocates/volunteers; older students; local business; local celebrities <b>Resources Needed:</b> Coordination time; promotional materials, such as flyers/posters; program materials; rewards or prizes
<b>Ongoing Walk and Bike to School Days</b>	Ongoing walk and bike to school days are organized events encouraging students to walk or bicycle to school. These events can be held monthly, weekly, or even on an ongoing basis, depending on organization capacity, the level of support, and school interest. Like Walk and Bike to School Day, incentives or celebrations recognize students' efforts. See International Walk and Bike to School Day for more information.	Bicycling; Walking; Incentives; Environment; Health; Family	Event; School Journey/ Pick-up and Drop-off	Elementary; Middle School	Increased Walking and Bicycling; Youth Empowerment	Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections	<b>Potential Lead/Champion:</b> PTA/parents or local groups/volunteers <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't; local law enforcement; local groups/advocates/volunteers; older students; local business; local celebrities <b>Resources Needed:</b> Coordination time; promotional materials, such as flyers/posters; program materials; rewards or prizes



## Encouragement Programs Safe Routes to School Matrix

Program Name	Description	Topics	Format	Target Audience	Primary Outcomes	Secondary Outcomes	Resource Notes
<b>Park and Walk</b>	This program is designed to encourage families to park several blocks from school and walk the rest of the way to school. Not all students are able to walk or bike the whole distance to school; they may live too far away or their route may include hazardous traffic situations. This program allows students who are unable to walk or bike to school a chance to participate in Safe Routes to School programs. It also helps reduce traffic congestion at the school.	Walking; Bus/Transit; Driving/Carpool; Safety; Skills; Incentives; Environment; Health; Family	Event; School Journey/ Pick-up and Drop-off	Elementary; Middle School; Parents	Increased Walking	Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections	<b>Potential Lead/Champion:</b> PTA/parents <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't; local law enforcement; local groups/advocates/volunteers; local businesses/celebrities <b>Resources Needed:</b> Coordination/recruitment time; promotional materials, such as flyers/posters; supplies/materials, if needed
<b>Poster, T-Shirt, or Video Contest</b>	These types of activities are great for engaging middle and high school students in Safe Routes to School efforts. Students can get creative for a cause by designing and producing posters, t-shirts, videos, or other materials that communicate about active transportation. A contest like this can be combined with any type of campaign, like a school safety campaign or anti-idling campaign.	Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Skills; Incentives; Environment; Health	Contest/Competition; Campaign; Information for Parents	Elementary; Middle School; High School	Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment	Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment	<b>Potential Lead/Champion:</b> Teacher/parent <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't; local law enforcement; local business; students <b>Resources Needed:</b> Materials/equipment as needed; promotional materials; oversight time; class time (if desired); funds for production/printing
<b>Trip/ Mileage Tracking Program</b>	A trip or mileage tracking program can be implemented as an opt-in club, a classroom activity, or a collaborative school-wide event. Students track trips or mileage made by walking, bicycling, transit, and/or carpool with some type of goal or culminating celebration or reward. Students can work towards a certain milestone to earn a prize or raffle entry, or they can track their individual or group progress as miles across their town, the state of Minnesota, or the United States. Example programs include Pollution Purchards or Walk Across America. See also: Competition/Challenge.	Bicycling; Walking; Bus/Transit; Driving/Carpool; Incentives; Environment; Health; Family	Event; Incentive Program	Elementary; Middle School; High School	Increased Walking, Bicycling, Transit Use and Carpooling; Youth Empowerment	Health and Environmental Connections	<b>Potential Lead/Champion:</b> Faculty/staff or PTA <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; local groups/advocates/volunteers; older students; local business <b>Resources Needed:</b> Coordination time; promotional materials, such as flyers/posters; program materials, such as punchcards or classroom posters for tracking; rewards or prizes
<b>Walk/Bike Field Trip</b>	A field trip made by foot or by bicycle gives students a supportive environment in which to practice their pedestrian safety or bicycling skills and showcases the many benefits of walking and bicycling for transportation, including health and physical activity, pollution reduction, and cost savings. The destination of the field trip may vary, or the field trip could be the ride itself.	Bicycling; Safety; Skills; Environment; Health	Event	Elementary; Middle School; High School; Teachers/Faculty/Staff; Parents	Increased Bicycling; Improved Walking/Bicycling Safety Behavior; Youth Empowerment	Health and Environmental Connections	<b>Potential Lead/Champion:</b> Teacher/parent <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't; local groups/advocates/volunteers <b>Resources Needed:</b> Coordination time; bicycles, helmets, and safety gear; permission slips; basic repair tools; adult chaperones
<b>Walking School Bus</b>	A Walking School Bus is a group of children walking to school with one or more adults. Parents can take turns leading the bus, which follows the same route every time and picks up children from their homes or designated bus stops at designated times. Ideally, buses run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event. A Walking School Bus can be as informal as a few parents alternating to walk their children to school, but often it is a well-organized, PTA-led effort to encourage walking to school.	Walking; Driving/Carpool; Safety; Skills; Incentives; Environment; Health; Family	Event; School Journey/ Pick-up and Drop-off	Elementary; Middle School; Parents	Increased Walking	Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections	<b>Potential Lead/Champion:</b> PTA/parents <b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't; local law enforcement; local groups/advocates/volunteers; local businesses/celebrities <b>Resources Needed:</b> Coordination/recruitment time; promotional materials, such as flyers/posters; supplies/materials, if needed