

**Jackson County Central Schools
District #2895
Safe Routes to School Plan
Lakefield, MN
Pleasantview Elementary & the Middle School**



June 2013

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SafeRoutes

National Center for Safe Routes to School



Background

The purpose of this Grant is for the State of Minnesota to disburse Federal Highway Administration (FHWA) funds to the Southwest Regional Development Commission (SWRDC) from the Safe Routes to School (SRTS) program under Section 1404 of the 2005 Safe, Accountable, Flexible, Efficient Transportation Equity Act (SAFETEA-LU). The administration of section 1404 has been assigned to FHWA's Office of Safety, which works in collaboration with FHWA's Offices of Planning and Environment (Bicycle and Pedestrian Program) and the National Highway Traffic Safety Administration (NHTSA) to guide the program.

The main deliverables of this grant is a finalized SRTS Plan for Jackson: Riverside Elementary and Lakefield: Pleasantview Elementary, JCC Middle School. The time period of the grant occurs from the starting period on August 1, 2012 through July 31, 2014. This plan has been developed jointly by the Jackson County Central School District, local law enforcement, city and county officials, parents, community members, and the Southwest Minnesota Regional Development Commission.

Summary

SRTS plans are community plans to promote an active lifestyle for all residents. The focus of SRTS plans are on teaching children pedestrian and bicycle safety, making the environment safer for children to walk and bicycle to school and around the community, and promote a healthy lifestyle. The SRTS plan encourages children and the community as a whole to walk, bike, and be more physically active. By promoting a more active lifestyle, there are a number of positive externalities that include: reduced traffic congestion near schools and in the community, better air quality around schools and in the community, and a overall healthier community.

Geographic Location

The City of Lakefield is located in the geographic center of Jackson County, in southwest Minnesota. The county's boundaries are joined by Cottonwood to the north, Martin County to the east, Nobles County to the west, and the Minnesota/ Iowa border to the south. Lakefield is situated along Minnesota Highway 86 and the intersection of County State Aid Highway (CSAH) 14. Jackson County lies on the edge of what is known as the Coteau des Prairies, and the topography of Lakefield is typical of flat prairie.



Jackson County Central School District

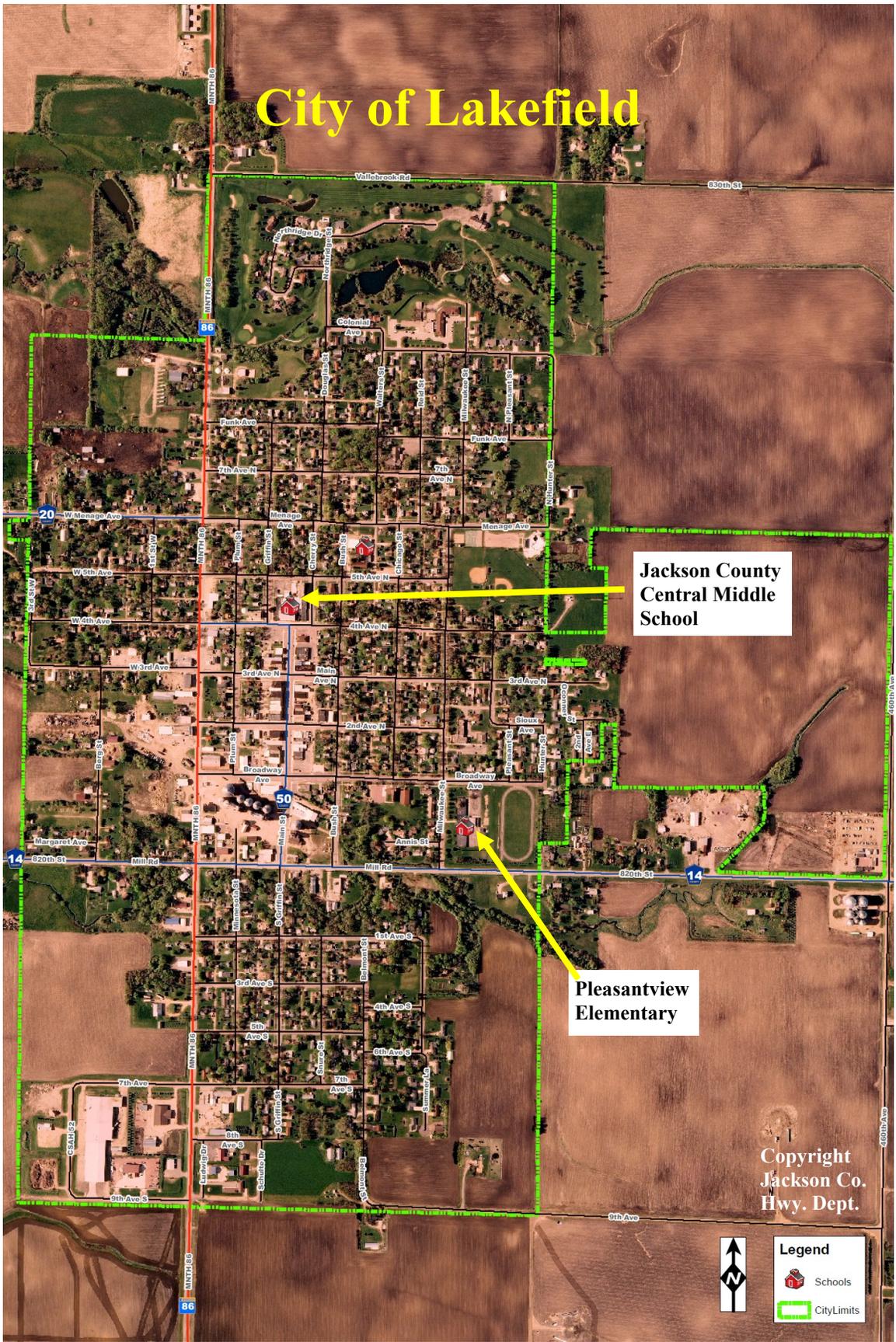
The Jackson County Central (JCC) School District is a rural district encompassing the majority of Jackson County. The JCC School District includes Jackson, the county seat along U.S. Highway 71, along with the towns of Lakefield, Alpha, Petersburg, and Sioux Valley. The school district is cut in half by U.S. Interstate - 90, which travels east-west directly through the middle of the district. The Jackson County Central School District encompasses 440.03 square miles within Jackson County and has a Pre-K – 12th Grade Enrollment of 1,213 students in 2012-13 school year.

The district includes: JCC High School, JCC Middle School, Pleasantview Elementary, Riverside Elementary, and Early Childhood Family Education. JCC High School is located at 1128 North Highway in Jackson Minnesota. The JCC Middle School is located at 205 4th Ave North in Lakefield Minnesota, which is 12 miles from Jackson. Pleasant-view Elementary is located at 110 Milwaukee Street in Lakefield Minnesota. Riverside Elementary is located at 820 Park Street in Jackson Minnesota.

The Lakefield SRTS Plan includes Pleasantview Elementary and the JCC Middle School. Pleasantview Elementary serves the community of Lakefield and the surrounding rural area. In 2012-13 school year, there are 165 students enrolled at Pleasantview Elementary. The Middle School has grades sixth through eighth and encompasses students from Lakefield, Jackson, and the surrounding rural area. There are 273 students enrolled at the JCC Middle School (refer to Appendix G for JCC Equal Education Opportunity Policy).



City of Lakefield



**Jackson County
Central Middle
School**

**Pleasantview
Elementary**

Copyright
Jackson Co.
Hwy. Dept.



Legend

- Schools
- City Limits

Planning Process

The SRTS planning process is a comprehensive approach designed to identify the existing conditions so the SRTS team can determine goals to improving pedestrian and bicycle safety in the community, while promoting an active lifestyle. The plan covers five key areas: evaluation, engineering, education, encouragement, and enforcement. Planning starts and ends with a pre and post evaluation. You have to study, understand, and evaluate the current conditions, so you can create an effective strategy for addressing the current issues. After your plan has been implemented, a thorough evaluation should be included. The post evaluation provides evidence of the success or failure of the plan. The SRTS Team in Lakefield used the five E (s) to formulate a strategy revolving around safety to analyze the issues and barriers in promoting a more active lifestyle in Lakefield.

Barriers

I. Existing attitude or behaviors

- Why are kids not walking or riding their bike?
- Is it cool to walk or ride your bike?
- Do parents perpetuate the problem by wanting to drive the kids?

I. Physical barriers to walking or riding their bike

- Is it realistic? Cold out, snow, hills...
- Safety an issue? Crossing major roadways
- Are there areas of the community where walking and bicycling is particularly difficult? What would make it safer and easier?

I. Existing policies

- Bus Policy
- Drop-off and Pick-up Zones
- Transportation Plans

I. Information barriers

- Do students and parents know about available transportation options and the real risks of walking or biking

Planning Process

Evaluation provides the backbone in creating a SRTS Plan. By evaluating existing conditions in Lakefield, and outlining possible options to address these problems, the Lakefield SRTS team, JCC School District, and the City of Lakefield will be better able to understand the entire situation. Bring together all the quantitative and qualitative data from the Parent Surveys, Travel Tallies, Walking and Bike Audits, Neighborhood Meeting, Walkability Survey, input from meetings, and MNDOT data helped the SRTS Team to look at the issues from different perspectives. Also, bringing together this information in one plan will make the data more useable for the JCC School District and the City of Lakefield.

Engineering can consist of different techniques varying from physical improvements to operational improvements. Physical improvements include but are not limited to:

Installing bike racks and benches, traffic calming devices, building more sidewalks and trails, curb extensions, building roads that are

pedestrian and bicycle friendly, establishing safer and fully accessible crosswalks, and establishing commu-

nity gardens. Operational improvements include but are not limited to: New parking protocol (reverse angle

parking), creating a drop-off and pick-up policy, school zone traffic separation policy (designating streets

strictly for bus drop-off and pick-up), reducing traffic volumes and speeds around school zones, and creating

a hands-free policy for cell phones while driving in a school zone.



Planning Process

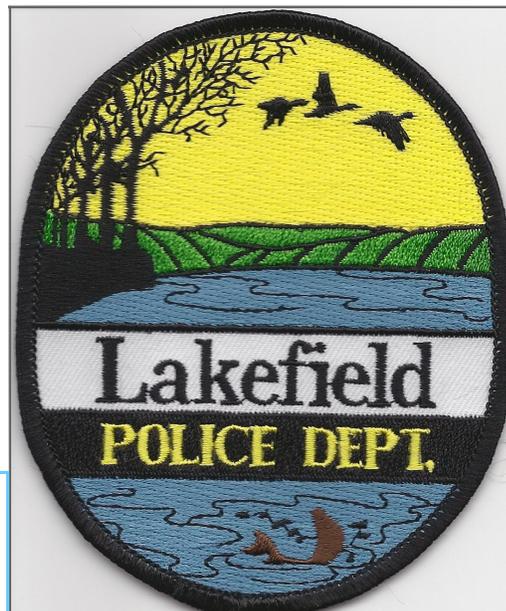
The education component of the SRTS Plan includes: teaching students proper safety protocol when walking and bicycling; teaching children how to handle potentially dangerous situations; educating the public about right-of-way laws and sharing the road with bicyclists; educating children and the community about recommended routes in the community that are safer and pedestrian friendly; and educating the public about the benefits of walking and bicycling along with the risks.

Encouragement revolves around creating an environment where walking and bicycling is a convenient option. This means creating incentives for walking and bicycling and creating disincentives to drive. Making it more convenient may be implementing development policy that is pedestrian and bicycle friendly. Encouragement should also happen in the classroom, such as challenges to see which class can have the highest number of walkers and bicyclists in a week. Encouragement can take a variety of forms and competitions and prizes are a great way to get the children involved in the SRTS program.

Enforcement includes partnering with local law enforcement to ensure traffic laws are strictly enforced in school zones. Safety of children when they walk and bicycle to school starts with the community obeying traffic laws and watching out for pedestrians and bicyclists. Maintaining a safe environment is critical in promoting walking and bicycling to school and in the entire community.

Lakefield Police Department

Mission Statement: "To Preserve and Promote Community through Education, Partnership, and Enforcement..."



Planning Process

The Jackson County Central School District SRTS Plan for Pleasantview Elementary and the JCC Middle School kicked off the planning process with a meeting at City Hall in Lakefield on Tuesday December 4, 2012. At this meeting, the SWRCD outlined the scope of work and deliverables under the grant along with a timeline created for the plan development by the SWRDC. The planning process starts with a thorough evaluation so we can understand the opportunities and barriers in the community. The various members on the SRTS team were given assignments to collect information about the existing conditions and barriers regarding Pleasantview and the Middle School.

The Lakefield SRTS team collected information on school enrollment, bus routes and policy, drop-off and pick-up policy, pedestrian and bicycle safety programs, current plans pertaining to trails, street profiles, walking and bicycle zones on streets and around schools, pedestrian and bicycle facilities, and a variety of other topics. Along with analyzing existing policy, plans, and current infrastructure, the Lakefield SRTS team conducted a walking and bike audit, administered a parent survey, a student travel tally survey, and a Walkability Checklist Survey. Synthesizing this information will help the Lakefield SRTS team create a concrete hierarchical plan for addressing the issues related to walking and bicycling in Lakefield.

Lakefield SRTS Team

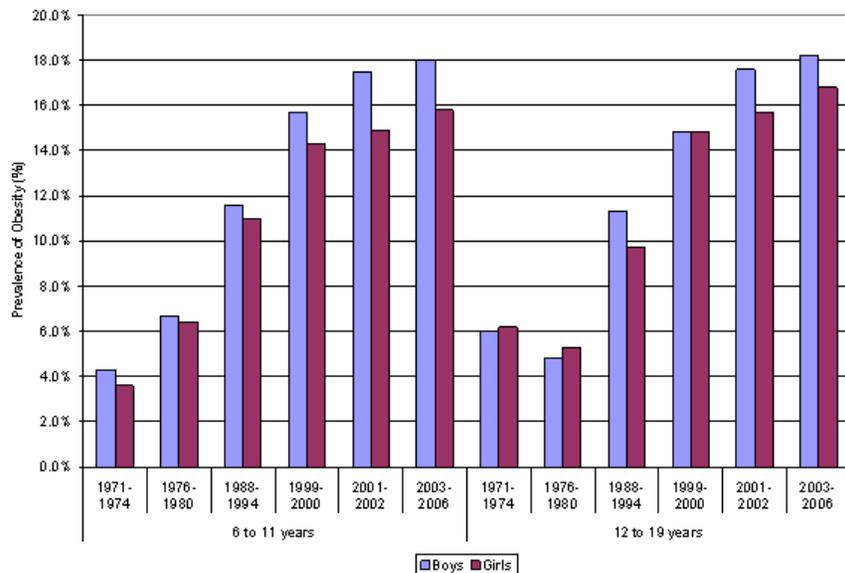
Bruce Bakalyar	City Council	Haley Goulet	PLV PTO Co-President
Donna Hage	Trails Committee	Drew Hage	SWRDC
Jim Koep	City Superintendent	Andrew Konechne	Police Chief
Diana Madsen	Public Health SHIP	Todd Meyer	JCC Superintendent
Tracey Mitchell	JCC District Nurse	Darrell Nissen	Lakefield Major
Kelly Rasche	City Administrator	Erin Reed	Co Hwy Dept Engineer
Rose Schultz	Co Commissioner		
Allison Stumpf	PLV PTO Co-President	Eric Tvinnereim	PE Teacher
Amy Voss	Dean of Students PLV	Kari Wilkinson	M.S. Principal

Existing Health Issues

Research conducted by the USDA shows that one in three American children are overweight or obese, putting them at risk of preventable disease like diabetes, high blood pressure, and heart disease.¹ In 2008, the obesity rate in Jackson County was 28.2 percent while the state average is 25.9 percent. The number of residents in Jackson County who were obese in 2008 was 2,342 and these figures are projected to rise.¹

Being overweight or obese not only increases the risk of premature death and many other diseases and health conditions, but there are substantial economic costs as well. There are both direct and indirect costs associated with being overweight or obese. Direct costs are the higher medical costs associated with diagnosing, treating, and trying to prevent conditions related to being overweight or obese.

Indirect costs of being overweight and obese include morbidity and mortality costs such as loss productivity, absenteeism, and premature death. “Based on national estimates, the overall financial burden of obesity in Minnesota in 2006 was estimated at \$2.8 billion.”² The medical costs associated with obesity nationally were estimated at \$147 billion in 2008. This translates into a \$1,429 higher yearly medical cost for people who are obese over those of normal weight.²



Early Childhood Education Center

Existing Health Issues

Since the late 1960's, there has been a dramatic decline in the percentage of students who walked or bicycled to school. Nationally, only 13 percent of students grades Kindergarten through 8th grade reported usually walking or bicycling to school in 2009, while 48 percent of students kindergarten through 8th grade reported usually walking or bicycling to school in 1969. Distance is a strong indicator associated with how children get to school, but only 35 percent of Kindergarten through 8th grade students nationally, who lived within a mile of school, reported usually walking or bicycling to school once a week. In 1969, 89 percent of Kindergarten through 8th grade students, who lived within a mile of school, reported usually walking or bicycling to school once a week.³

Just a decade or two ago, a large number of children were free-range children. These children walked or bicycled around the neighborhood and community being more independent. Increasingly children are dependent on their parents for transportation. Instead of walking or bicycling children are getting rides. Five to seven percent of vehicle miles traveled and 10 to 14 percent of all personal vehicle trips made in high traffic times in the morning are personal vehicles taking Kindergarten through 8th grade students to school.³

Reducing a number of vehicle trips would create a more efficient, safe, and connected community. Getting children walking and bicycling again is one way to combat inactivity and the dramatic rise in obesity. Addressing obesity through SRTS and promoting an active lifestyle has a number of positive externalities.



Traffic Volumes

On Minnesota State Highway 86, the average daily traffic volumes increased both in vehicles traveling through the City of Lakefield and in town traffic. In 2008, the average daily traffic volumes coming into or leaving Lakefield on North Highway 86 was 1450 and in 2010 was 1550. In 2008, the average daily traffic volumes coming into or leaving Lakefield on South Highway 86 was 2800 and in 2010 it was 2950.⁴ For a small rural town the size of Lakefield, an average daily traffic volume increase of 100 on the north side and 150 on the south side is significant.

On Highway 86 between County State Aid Highway (CSAH) 14 and County Road 20, the average daily traffic volumes for in town traffic increased from 3750 in 2008 to 3800 in 2010.⁴ The average daily traffic volume increase of 50 for in town traffic is also significant. These higher average daily traffic volumes create more congestion in Lakefield and increase the risk of an accident with pedestrians and bicyclists.

The increase in average daily traffic volumes on Highway 86 creates a safety issue for students walking or biking to school from the west side of town. There are painted crosswalks crossing Highway 86 on 3rd Ave and 4th Ave. Crosswalks help address safety, but traffic volumes and speeds may still be an issue.



Traffic Volumes

By Pleasantview Elementary on Milwaukee Street in Lakefield, the average daily traffic volumes were 690 in 2004 and 750 in 2008.⁴ The average daily traffic volume increase of 60 for this school area is significant and increases the risk of walking and biking to school.

On County State Aid Highway (CSAH) 14, also known as Mill Road, the average daily traffic volumes were 950 in 2004 and 890 in 2008.⁴ There was a decrease in the average daily traffic volume, but having a average daily traffic volume of 890 is still relatively high. This high volume of traffic along with no sidewalks on Mill Road makes traveling to Pleasantview from the southern section of Lakefield more difficult and less safe. Students from the southern section of Lakefield have to go out of their way to avoid having to walk or bicycle on Mill Road, which adds a number of blocks to their trip.

On County Road 50/ 4th Avenue North in Lakefield, the average daily traffic volumes were 690 in 2004 and 740 in 2008.⁴ The average daily traffic volume increase of 50 for in town traffic is significant especially since this increase was measured right by the Middle School. County Road 50/ 4th Avenue North, on the south side of the Middle School, is where the buses drop-off and pick-up at the Middle School. This is also where the majority of parents drop-off and pick-up students. This average daily traffic volume increase of 50 creates increased congestion in this area; this increases the risk for children walking and bicycling to school.

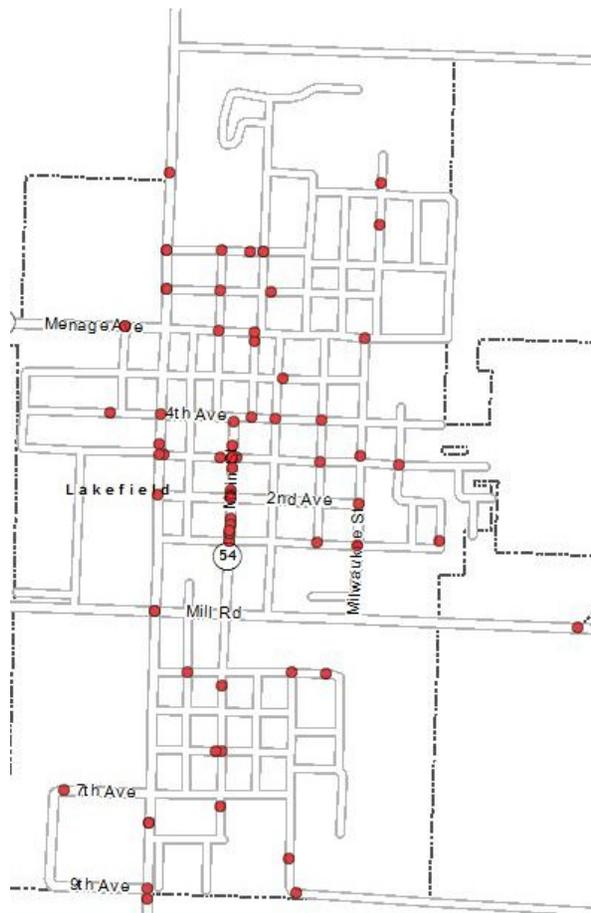
Mill Road along Pleasantview Elementary



Crash Data

In the City of Lakefield from January 2002 through September 2012, there were 75 vehicle accident reports within city limits. Of these 75 vehicle accident reports 25 of them were on Main Street.⁵ Main Street is being identified in the plan as a higher risk area due to the high vehicle accident report density.

In the City of Lakefield from January 2002 through September 2012, there were three vehicle accident reports involving bicycles. The first of these reports was caused by the driver of the vehicle being over the center line and the bicyclist failing to yield. The second report was caused by the driver of the vehicle having their vision obscured and the bicyclist impeding traffic. The third report was caused by a distracted driver. Two of the three vehicle accident reports involving bicycles involved children under the age of 10.⁵



Minnesota DOT

Crash Data

Within three blocks of Pleasantview Elementary there were seven vehicle accident reports made from January 2002 through September 2012. Within three blocks of the JCC Middle School there were 28 vehicle accident reports during that same time period.⁵ There is a total of 35 vehicle accident reports that occurred within three blocks of the Pleasantview Elementary and the Middle School. This plan has identified this issue as a safety concern for children to walk or bicycle to school.

Distracted driving and visibility were issues in the three vehicle accident reports involving bicycles. In Lakefield, 33 of the 75 vehicle accident reports involved one of the drivers being distracted.⁵ Distracted drivers are a definite threat to safety regarding other drivers, pedestrians, and bicyclists.

There are Three Main Types of Distractions

- Manual: taking your hands off the wheel
- Visual: taking your eyes off the road
- Cogitative: taking your mind off driving

“The best way to end distracted driving is to educate all Americans about the danger it poses.” (Distraction.gov)

ROAD ENDS 2 SECONDS

DISTRACTED DRIVING

Taking your eyes off the road for two seconds at 60 mph means you have traveled BLINDLY for half the length of a football field.

SOURCE: CA DMV WEBSITE

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Existing Conditions

Pleasantview Elementary

Schools zones are increasingly becoming areas that have a high density of traffic during arrival and departure. In May of 2010, 40 percent of Pleasantview Elementary students were dropped off by a family vehicle and 18 percent were picked up by a family vehicle (Parent Survey 2010). In May of 2011, Pleasantview Elementary had 38 percent of the students surveyed being dropped off by a family vehicle and 16 percent were picked up by a family vehicle (Parent Survey 2011). In January 2013, Pleasantview Elementary had 39 percent of the students surveyed being dropped off by a family vehicle and 18 percent were picked up by a family vehicle (Parent Survey 2013). These trends have stayed relatively constant with a relatively high number of vehicles dropping off and picking up students.

Parent drop off at Pleasantview Elementary starts as early as 7:30am and continues until around 8:10am. Pleasantview faces Milwaukee Street and Broadway Avenue runs along the north side of the school. Parents drop off students on Milwaukee Street and Broadway Ave, but the majority of students are dropped off in the parking lot on the northeast side of the school. This is because the only door that is unlocked in the morning is the door leading into the parking lot on the northeast side of the school (referred to as the back door).

Buses start dropping off students at Pleasantview at 7:35 on Milwaukee Street. Students walk around the school to the back door; the current drop off policy for buses encourages walking. The students leave their backpacks by their class cone and go play. The class cones may be located inside or outside depending on the weather conditions. If the temperature is below zero, the students stay inside for recreational activities and play in the gymnasium, which is located right inside the back door. Walkers and bicyclists join the other students when they arrive either in the designated recreation area or in the cafeteria.

The first bell rings at 7:50am to remind kids to eat breakfast if they choose. The second bell rings at 8:10am and students line up by class to come into school. (Continued...)

Existing Conditions

Pleasantview Elementary

The final bell rings at 8:15am.

Departure starts at 3:05pm with the dismissal of school patrol, walkers, and bicyclists. Students that are getting pick up by a parent are let out at 3:10pm; this policy encourages students to walk and bicycle to school. Students that ride the bus are dismissed to the gymnasium at 3:10pm and line up according to their bus driver. When the buses arrive, the students are dismissed one bus at a time to the bus loading zone on Milwaukee street.

Average daily traffic volume are relative high on Milwaukee Street and traffic volumes are at there highest around Pleasantview Elementary during arrival and departure. The parking lot on the northeast side of Pleasantview Elementary has a particularly high volume of traffic, relative to its size. During the Walk and Bicycle Audit on December 7th, 2012, there were 13 cars parked in the lot and another 23 vehicles pulled into the lot to pick-up students during departure. The lot was extremely congested and a number of vehicles pulled up as close as they could to pick children up.

Using a cell phone while you are driving has been associated with roughly a quadrupling of the risk of being in a accident.⁶ Distracted drivers pose a serious safety risk to children. During the Walk and Bicycle Audit, there was a parent who was on a cell phone while driving into the school zone to pick up a child. The parent drove south on Milwaukee Street, turned east onto Broadway Avenue, and turned south into the parking lot on the northeast side of Pleasantview Elementary. The driver picked up a child and drove out of the parking lot and headed back the direction the driver came from, while still on the cell phone. Congestion in the parking lot coupled with the following safety issues, have been identified in the Lakefield SRTS Plan as a high risk situation for children.



Existing Conditions

Pleasantview Elementary

There were children walking and running to their parent's vehicles in the parking lot. The parking lot was full of vehicles. Children had to walk between vehicles and peek out between vehicles to see if it was safe to walk to their parent's vehicle. Children are not always attentive to traffic. Inattentive driving by the driver on the cell phone makes the reaction time to stop for a child less.

The majority of children who walk or bicycle home from school have to cross Milwaukee Street and or Broadway Ave. The driver on the cell phone drove through both of these intersections. The relatively high average daily traffic volumes on Milwaukee Street, along with all of these safety issues, contribute to creating a high risk situation for students walking and bicycling to school according to the Lakefield SRTS Plan.

There was not an issue with vehicle speeds around Pleasantview Elementary. There is well positioned signage identifying the school zone so this may be one variable impacting vehicle speeds. Other positive aspects that increase safety, walk-ability, and bike-ability around the school zone that were evaluated during our Walk and Bicycle Audit include: sidewalks, bike racks, crosswalks, crossing guards, traffic separation on streets, and community infrastructure.

There were new looking sidewalks along Milwaukee Street in front of the school that were in excellent condition. There was also a sidewalk on the north side of Pleasantview on Broadway Ave that was in good condition. Both of these sidewalks are only on the school side of the street.



Existing Conditions

Pleasantview Elementary

Bicycle racks make it convenient and safe to ride and keep your bicycle at school. There are two bike racks on the north side of Pleasantview Elementary by the sidewalk that parallels Broadway Ave. There were no other bike racks, but overflow bicycle parking next to the rack has not been an issue.

There are no painted bike lanes on Milwaukee Street or on Broadway Ave around Pleasantview Elementary. Both of these streets are wide, so having a bike lane would manage vehicle traffic more safely. Drivers would be more aware of their responsibility to share the road with bicyclists, if bicycle lanes were established.

To help with crossing there are painted crosswalks and crossing guards on the intersection of Milwaukee Street and Broadway Ave. The crosswalks are only two painted parallel lines that are painted white. During winter months it is often difficult to see the crosswalks. Repainting these crosswalks yellow and filling in these crosswalks with diagonal lines that are painted yellow would help make the crosswalk easier for drivers to see. Four crossing guards are posted at this intersection before and after school. Having crossing guards out as well as striped crosswalks increases the awareness of drivers and their responsibility to yield to pedestrians. It benefits younger students especially, to having crossing guards to stop traffic and assist students in crossing.



Looking down Broadway Ave at the intersection of Milwaukee St

Existing Conditions

Pleasantview Elementary

This congested parent drop-off and pick-up location in the parking lot on the northeast side of Pleasantview Elementary also creates an area with increased air toxins. The parents' vehicles are all congested in this one parking lot. The parking lot has the elementary school to the south and west of the lot, so the school acts as a wind break and helps to keep the exhaust from vehicles somewhat contained and concentrated.

These vehicles emit air toxins that are known to cause childhood asthma. Asthma is the leading chronic illness of children under the age of 18 and there are approximately 5 million children in the United States who suffer from asthma.⁷ According to the Centers for Disease Control and Prevention, motor vehicle traffic generated by the travel to and from school adds 20 to 30 percent more traffic volume to the roads.⁸

Separating traffic flows and decreasing the concentration of traffic in one area may be an effective way to limit the exposure of children to air toxins that are known to cause childhood asthma. Strategies to decrease the number of parents dropping off and picking up students should also be analyzed.

In Atlanta during the summer Olympic Games, there was a ban on single-occupant motor vehicles downtown in order to prevent gridlock. A study analyzing traffic reduction and asthma attacks was conducted during the games. Traffic volumes decreased by more than 23 percent and peak ozone amounts decreased by 28 percent during the same period. There was also a 42 percent decrease in asthma related hospitalizations, emergency department visits, and urgent care visits for children during the Olympics compared to the four weeks before and after the games.⁷



Existing Conditions

Pleasantview Elementary

School Xing Painted on Milwaukee Street

The intersection has painted crosswalks and crossing guards are posted in the morning and afternoon



School Zone Signage

Bicycle Racks

School Xing Painted on Milwaukee Street



Milwaukee (N/S) & Broadway (E/W)



Existing Conditions

Middle School

Parent drop off at the Middle School starts as early as 6:55 am and continues until around 8:10 am. Parents drop off students primarily on County Road 50/4th Avenue North on the south side of the Middle School. The only door that is unlocked during the day is the Main entrance on 4th Avenue North on the south side of the Middle School. Parents can drop students on Cherry Street on the east side of the school, on Griffin Street on the west side of school, and on 5th Avenue North on the north side of school.

Buses currently drop off and pick up students on County Road 50/4th Avenue North. High School students arrive around approximately 7:15 am to catch buses to Jackson at 7:35 am. Middle School students that are from Lakefield and the surrounding rural area are dropped off between 7:30 and 7:45 am. Buses from Jackson and the surrounding rural area drop off students between 8:05 and 8:10 am.

The first bell rings at 8:05 am and the students need to be in class by the 8:15 am bell. Breakfast is served in the front entry before school so a number of students grab this as they come in. The school day ends at 3:01pm. The students are let out and the four buses pick up students at 3:15 pm.

Traffic is busy during arrival and departure, but especially on County Road 50/4th Avenue North and the intersection of Main Street. Traffic in this area varies day to day. On a typical day, there are buses and parents dropping off and picking up children, and vehicle and pedestrian traffic from Main Street. During the Walk and Bicycle Audit on December 7th, 2012, traffic was reasonable, however, comments were made concerning the congestion by Main Street with vehicles waiting for buses to load or unload children, traffic backing up, and pedestrians crossing the street.



Existing Conditions

Middle School

There was not an issue with vehicle speeds during the Walk and Bicycle Audit on December 7th, 2012. There is well positioned signage identifying the school zone, so this may be one variable impacting vehicle speeds. There are a number of other positive aspects that increase safety, walk-ability, and bike-ability around the school zone that were evaluated during the Walk and Bicycle Audit that include: sidewalks, bike racks, painted crosswalks, crossing guards, traffic separation on streets, and community infrastructure.

All of the blocks around the Middle School have sidewalks on one side of the street or the other. The sidewalks are all in good condition. A well developed network of sidewalks makes it convenient and safe to walk and bicycle to school.

The availability of sidewalks in Lakefield is a positive infrastructure feature. Of the 14.11 miles of streets in Lakefield, 47.27 percent have a sidewalk on one side of the street or the other. This network of sidewalks makes walking and bicycling in the community safer, but newer development areas in Lakefield have less pedestrian infrastructure than older parts of town.

There are two bicycle racks on school property at the Middle School. The first rack is by the main entrance on the south side of the Middle School. The second rack is across the street from the first rack in the parking lot along the south side County Road 50/4th Avenue North.

Bike rack that is across the street from the Middle School



Existing Conditions

Middle School

Painted crosswalks by the Middle School are located on the northeast side of the school block at the intersection of Cherry Street and 5th Ave North, on the southwest side of school block at the intersection of North Griffin Street and County Road 50/4th Avenue North, and on the northwest side of school block at the intersection of North Griffin Street and 5th Avenue North. Crosswalks are going to be painted on the intersection of Main Street and County Road 50/4th Avenue North and on the southeast side of the school block at the intersection of Cherry Street and 4th Ave North in the spring of 2013. This is part of the Main Street Project that was started in 2012 by the Jackson County Highway Department.

The current crosswalks around the Middle School are similar to the crosswalks at Pleasantview Elementary. The crosswalks are only two painted parallel lines that are painted white. It is difficult for drivers to see these crosswalks during winter months. Repainting these crosswalks yellow and filling in these crosswalks with diagonal lines, that are also painted yellow, would help make the crosswalk easier for drivers to see.

- There are also no painted bike lanes on any streets leading to the Middle School.
- Currently, there are no crossing guards at the Middle School.

Cherry Street (N/S) & 5th Ave North



Griffin Street (N/S) & 4th Ave North



Existing Conditions

Middle School



Intersection has painted crosswalks

Intersection has painted crosswalks

Bicycle Racks

Intersection will have painted crosswalks when the Main Street Project is finished in the Spring of 2013

Legend

- School Zone Sign
- Slow Children at Play Sign
- School Crossing Sign with Crosswalks
- School Crossing Ahead Sign
- Bike Rack



School Zone Signage Facing East on 4th Ave by Middle School

Existing Conditions Lakefield

The City of Lakefield has a policy on Main Street that restricts riding a bicycle on the sidewalks. This policy encourages walking by making it safer for pedestrians going in and out of stores. There is one bicycle rack on Main Street located at the Middle School in the parking lot along the south side County Road 50/4th Avenue North. During summer months, this bicycle rack is relocated to the Public Library which is across the street on Main Street. Additional bicycle racks could be installed on Main Street to encourage riding a bicycle to Main Street and walking.

Pleasantview Elementary and the Middle School both have well developed school zone signage. Identifying a school zone provides important information to drivers about the vehicle speed limits, that there is increased pedestrian traffic, and that children are in the area. Children may not use proper crossing techniques. Signage alone only helps to identify a school zone as a higher risk area so drivers have to be more aware; enforcement also has a role. School Administrator need to work with law enforcement to make sure periodic sweeps are occurring during arrival and departure. This will help to insure drivers are obeying laws in school zones and will make safer school zones around Pleasantview and the Middle School.

Risk to pedestrians can be minimized by having a policy in place to reduce traffic congestion near the schools along with having sidewalks, painted crosswalks and bicycle lanes, crossing guards, and effective signage. A number of these are in place at Pleasantview Elementary and the Middle School, but improvements can be made to increase the safety of children walking and bicycling to school.



Looking North on Milwaukee Street

Busing Policy

The State of Minnesota requires that the School District provide transportation for all students who reside more than 2 miles from school. All other decisions relating to bus stop locations and routing is left to the local school board. Districts have to weigh the issues of cost, alternative transportation availability, distance, and safety.

JCC School District is rural district with a number of the students living more than two miles away from school. The majority of students attending Pleasantview Elementary travel to school on the bus or are dropped off or picked by the family vehicle (Parent Survey). This transportation system results in a large expense for the District to transport children to and from school.

According to the United States Census Bureau, the City of Lakefield has an area of 1.1 square miles (2.8 km²) and a population of 1694.⁹ The population density in Lakefield is 1,540 persons per square mile. Currently, in the city limits of Lakefield, there are 14 bus stops. Lakefield has an efficient bus route system that encourages walking to the bus stop. Minimizing that number of stops not only saves time and fuel but is safer as well.

“Most school bus fatalities occur while school buses are stopped to load/unload children. More stops mean greater potential for school bus fatalities.”¹⁰



Bus Line-up at Pleasantview Elem.

Bus Stops in Lakefield



Existing Programs

Pleasantview Elementary

Riverside Elementary has participated in the National Walk to School day the past three years. The 2013 National Walk to School Day is scheduled for October 9.

Pleasantview Elementary is planning to take part in this event to promote active transportation.

Pleasantview Elementary encourages walking by having classes walk to volunteer activities and fieldtrips. Pleasantview Elementary currently sings at Doman Rose (assisted living) and at the community center during senior dining. There are also scheduled field trips to the city pool. Whenever possible, Pleasantview Elementary tries to walk to events in Lakefield. Walking to events not only helps children reach their recommend daily physical activity, but it provides an opportunity to teach children pedestrian safety.

Pleasantview Elementary participates in SPARK (Sports, Play, and Active Recreation for Kids) Elementary Physical Education (PE) Program. SPARK is designed to be more inclusive, active, and fun than traditional PE classes. The curriculum is tailored for different grade levels. SPARK has been shown to have a positive effect on increasing moderate to vigorous physical activity in students, fitness achievement, sport skills development, enjoyment of PE, and overall academic achievement.¹¹

The Physical Education Department at Pleasantview Elementary plays a big role in promoting an active lifestyle. The Physical Education Department has a unit on walking and bicycle safety that is taught each year. The unit is specialized to the different grade levels, and emphasizes the importance of being active.

In the past, Pleasantview Elementary partnered with the Lakefield Lions Club to host a bicycle rodeo. This event was open to all elementary students. The Physical Education Department's unit on walking and bicycle safety does help to increase the pedestrian safety skills, but a separate bicycle rodeo could also be part of the pedestrian safety training.

Existing Programs

JCC Middle School

The Middle School has participated in the National Walk to School day the past three years. During the walk, bottles of water and granola bars are given to students who participate. The 2013 National Walk to School Day is scheduled for October 9. The Middle School is planning to take part in this event to promote active transportation.

The Middle School also has a program called jammin' minutes. During class periods, teachers are encouraged to have all the students get up and move around. These jammin' minutes allow students to stretch and release energy.

The Physical Education Department at the Middle School plays a big role in promoting an active lifestyle. There are scheduled classes around healthy living and being active. A number of class periods are spent on the athletic field, which is located 3 blocks from the Middle School. Having students walk and run down to the athletic field helps to keep activity levels high during PE class, and allows for teachers to reinforce proper pedestrian safety.

Existing Programs

Public Transportation

Jackson County

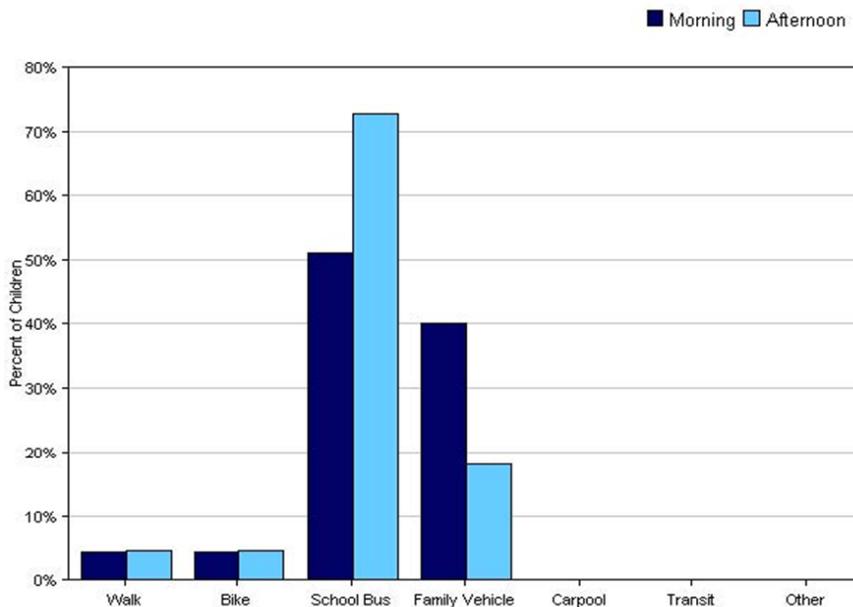
Western Community Action serves residents in Jackson County and provides transit services for everyone who needs a ride. Public transit buses are lift accessible and available for residents of all ages in Jackson County. Volunteer Drivers also operate their own personal vehicles and are available for trips within our primary area (Cottonwood, Jackson, Lincoln, Lyon, and Redwood Counties) and to other locations such as the Twin Cities, Rochester, Sioux Falls, SD, Willmar, Mankato, and Worthington. The transit service does what it can to provide rides or to connect one to someone who may be able to assist .



Parent Survey Results

Pleasantview Elementary

In May of 2010, a parent survey was administered to the parents at Pleasantview Elementary. The school enrollment in 2010 was 153. There were 150 surveys distributed and 52 of those surveys were returned and analyzed. The parent survey consisted of 16 questions regarding current travel mode, behavior, and safety perceptions. The report also reflected parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. Survey results from 2010 can be found in Appendix A.



Typical mode of arrival at and departure from school

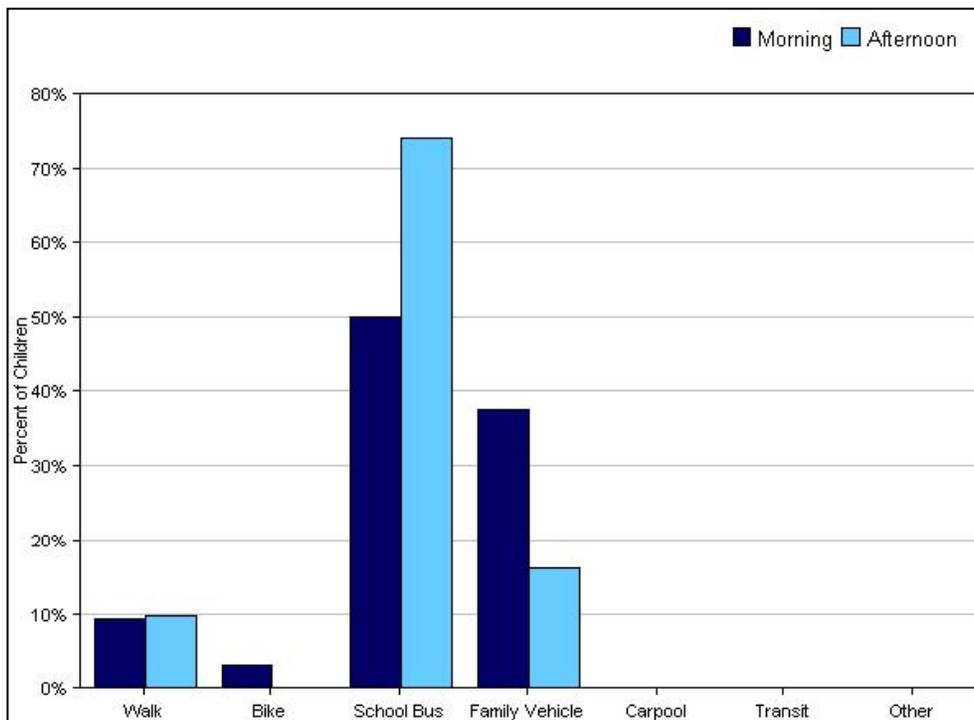
More than a third of the parents surveyed reported living more than a mile away. Having 38 percent of the students living more than a mile away makes walking or biking not a feasible option. This is part of the reason for the small number of walkers and bicyclists.

In contrast, 20 percent of the survey respondents live within a 1/4 mile from school and a total of 34 percent live less than a 1/2 mile from school in 2010. This leads to the question of why there are not more students walking and bicycling to school. Less than six percent of students walk and bicycle to school.

Parent Survey Results

Pleasantview Elementary

In May of 2011, the same parent survey was administered to the parents at Pleasantview Elementary. The school enrollment in 2011 was 153. There were 153 surveys distributed and 71 of those surveys were returned and analyzed. Survey results from 2011 can be found in Appendix A.



Typical mode of arrival at and departure from school

In 2011, 40 percent of the parents surveyed reported living more than a mile away. When comparing this with 2010, the percentage of students living more than a mile away is relatively constant. The number of students surveyed living less than 1/4 mile away from school stayed the same at 20 percent and a total of 43 percent live less than a 1/2 mile from school in 2011.

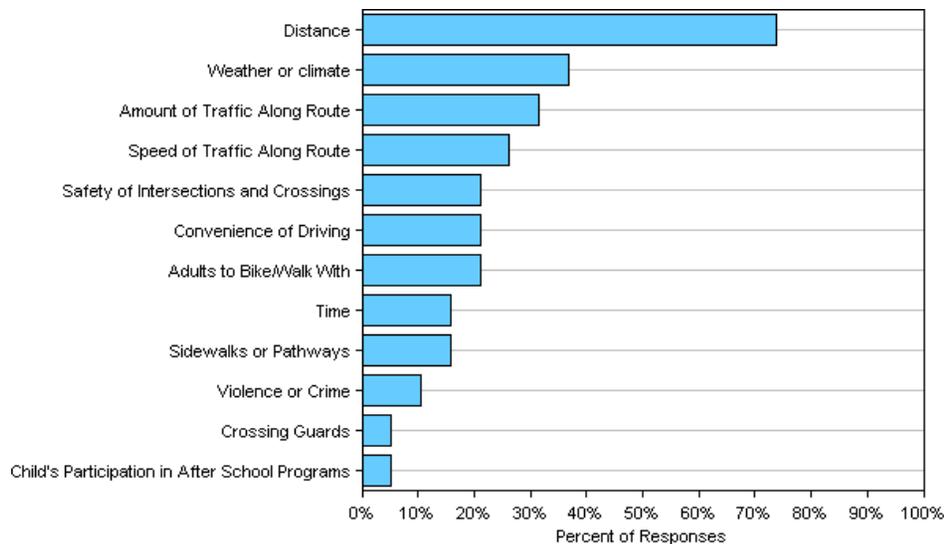
There was a uptick in the percentage of students walking to school. In 2011, nine percent of students walked to school. There are still relatively few students who walk and bicycle to school.

When parents were asked why they let their child walk or bicycle to school the top four answers were: distance, crossing guards, weather or climate, and sidewalks or pathways. The top four reason why parents did not let their children walk or bicycle were: distance, weather or climate, amount of traffic along route, and speed of traffic along route. Refer to Appendix A for more information about why parents do and do not let their children walk or bike to school.

Open ended Responses

In the open-ended response section of the Parent Survey, there were two main reasons regarding why parents do not let their children walk or bike to school. The first reason is they live too far from school. There were multiple comments about how walking or biking is not an option because they live in the county.

The second reason is parents are concerned about their children’s safety. Minnesota State Highway 86 runs through Lakefield and this is an issue to a number of parents. Having small children with heavy backpacks walking alone makes parents worry about safety from traffic and abductions. These are real concerns that need to be addressed.

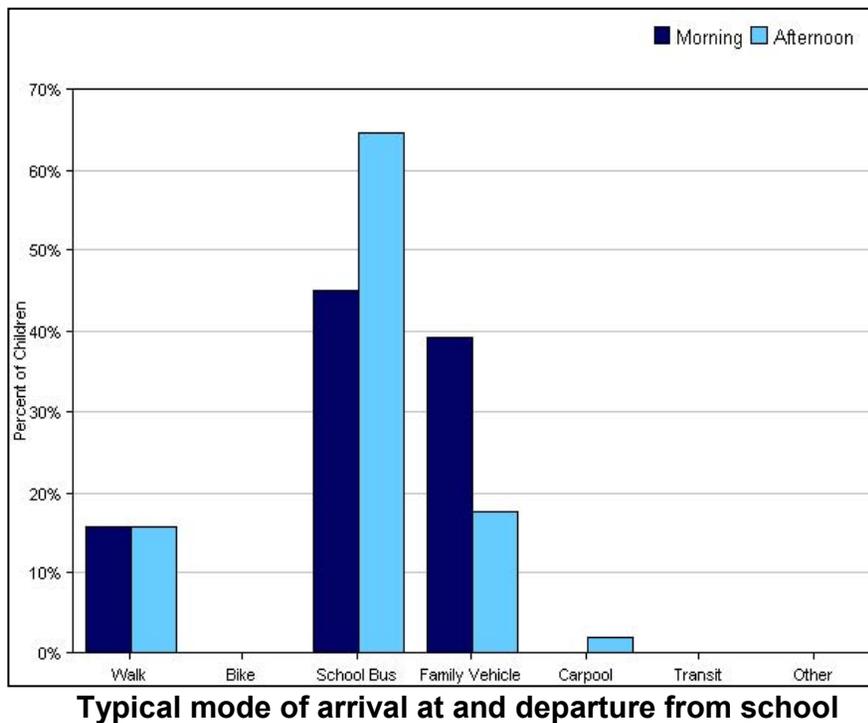


Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school

Parent Survey Result

Pleasantview Elementary

In January of 2013, a parent survey was administered to the parents at Pleasantview Elementary. The school enrollment in 2013 was 165. There were 63 surveys distributed and 58 of those surveys were returned and analyzed. The parent survey consisted of 16 questions regarding current travel mode behavior and safety perceptions. Survey results from 2013 can be found in Appendix A.



In 2013, 39 percent of the parents surveyed reported living more than a mile away. When comparing this back with 2010 and 2011, the percentage of students living more than a mile away is relatively constant. The number of students surveyed living less than 1/4 mile away from school rose from 20 percent in 2010 and 2011 to 29 percent in 2013 and a total of 42 percent live less than a 1/2 mile from school in 2013.

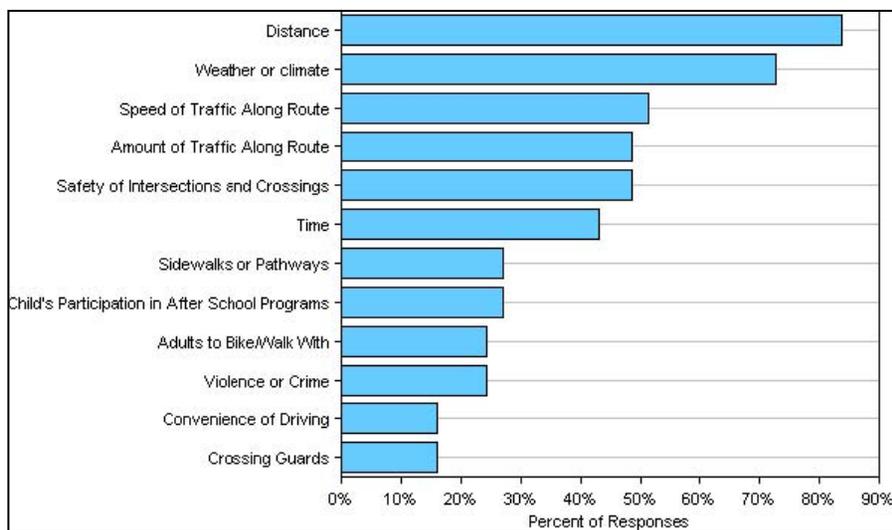
There was a uptick in the percentage of students walking school. In 2011, nine percent of students walked to school and in 2013, 16 percent walked to school. Part of this uptick could be explained by the increase in survey respondents who live closer to school. There are still relatively few students who walk and bicycle to school.

When parents were asked why they let their child walk or bicycle to school the top four answers were: safety of intersections and crossings, distance, weather or climate, and amount of traffic. The top four reason why parents did not let their children walk or bicycle were: distance, weather or climate, speed of traffic along route, and amount of traffic. Refer to Appendix A for more information about why parents do and do not let their children walk or bike to school.

Open ended Responses

In the open-ended response section of the Parent Survey, the responses were similar to 2011. The family lives too far from school either in town or in the county. There were multiple comments promoting walking and bicycling and not mandating it.

There were also several comments regarding safety and how busing is the safest option. Safety over encouraging walking and biking seems to be a common theme. Parents like to see their child walk into school or get on the bus. This makes having drop-off and pick-up zones more difficult to implement along with encouraging walking and bicycling to school.

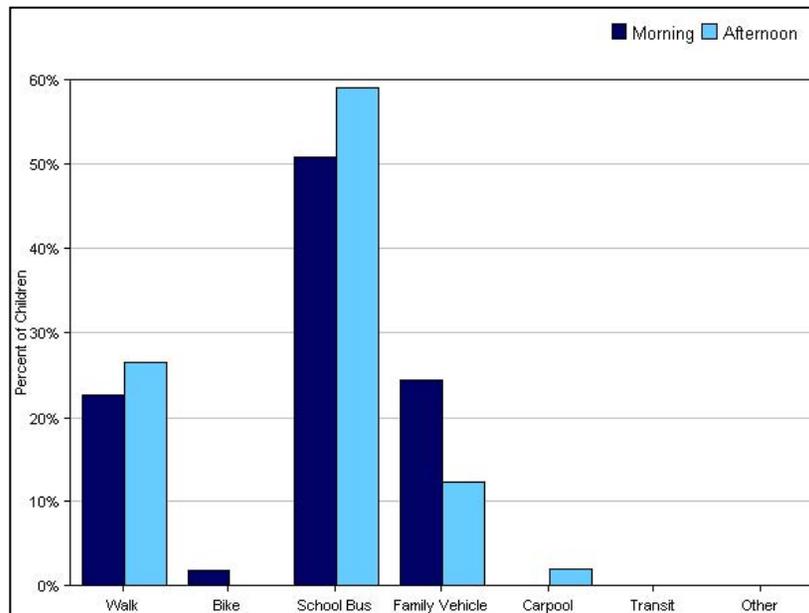


Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school

Parent Survey Result

JCC Middle School

In January of 2013, a parent survey was administered to the parents at Pleasantview Elementary. The school enrollment in 2013 was 273. There were 273 surveys distributed and 54 of those surveys were returned and analyzed. The parent survey consisted of 16 questions regarding current travel mode behavior and safety perceptions. Survey results from 2013 can be found in Appendix B.



Typical mode of arrival at and departure from school

In 2013, 59 percent of the parents surveyed reported living more than a mile away. This is expected since a large number of students live in Jackson and in the county. The number of students surveyed living less than 1/4 mile away from school was 22 percent in 2013 and a total of 28 percent live less than a 1/2 mile from school in 2013. For only having 28 percent of the students living within a 1/2 mile from school, there is a relatively high percentage of students who walk. In 2013, 14 percent of students walked to school and 20 percent walked home from school.

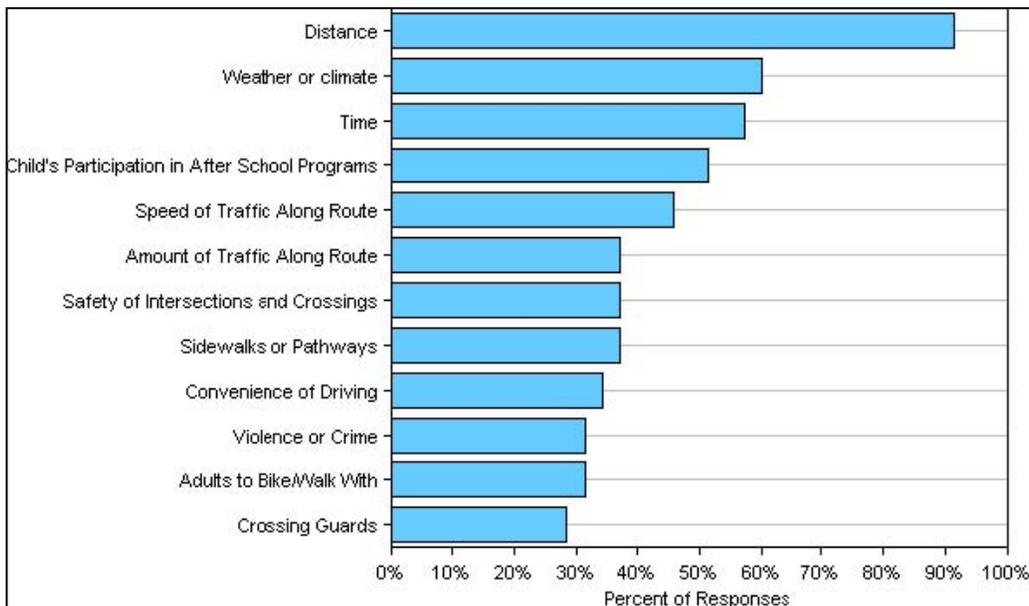
Over half of the students surveyed ride the bus to and from school. A remote drop-off location could be established to increase physical activity of students who ride the bus. Increasing activity levels before school will help students arrive ready to learn.

When parents were asked why they let their child walk or bicycle to school, the top four answers were: distance, weather or climate, time, and a three way tie between speed of traffic along route, amount of traffic, and sidewalks or pathways. The top four reasons why parents did not let their children walk or bicycle were: distance, weather or climate, time, and child’s participation in after school programs. Refer to Appendix B for more information about why parents do and do not let their children walk or bike to school.

Open ended Responses

In the open-ended response section of the Parent Survey, the responses were related to distance, living in the county, and living in Jackson. A number of the respondents felt that the survey was not applicable to their situation.

Safety and supervision was also a concern. Having a child walk to school unattended creates a situation where trouble can occur. Parents would like the school to encourage walking and bicycling and not mandate it.



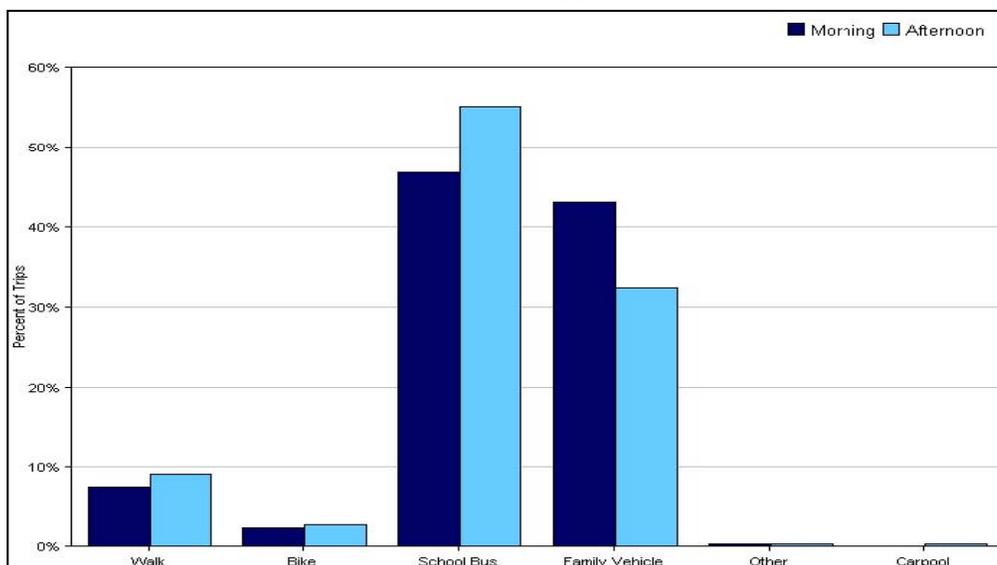
Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school

Student Arrival and Departure Tallies Pleasantview Elementary

From January 2010 through June of 2010, seven classrooms at Pleasantview Elementary participated in the classroom tallies. The classroom tallies asked students how they traveled to and from school for three consecutive days. The tallies provide another quantitative analysis tool to study travel modes to and from school.

There were 299 total trips to school and 299 total trips home from school that were part of the analysis. Forty-seven percent of students rode the bus to school and 55 percent rode the bus home from school. Forty-three percent of students got a ride to school in a family vehicle while only 32 percent got a ride home from school in a family vehicle. The percentage of students walking and bicycling to school was less than 10 percent and the percentage of students walking and biking home from school was 12 percent.

When analyzing the weather conditions and the mode of transportation to and from school, there was no uptick in walking or biking when it was nicer out. When comparing sunny days to overcast days there was only a two percent difference in walking and a one percent difference in bicycling when it was sunny out. Weather did not seem to be a significant factor in influencing the mode of transportation. Travel tally survey results from 2010 can be found in Appendix C.



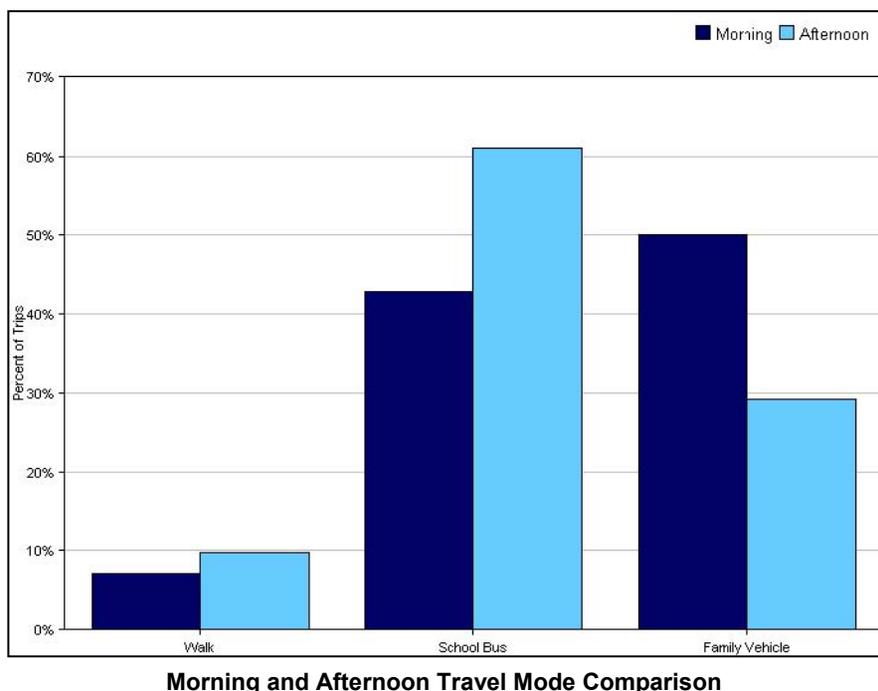
Morning and Afternoon Travel Mode Comparison

Student Arrival and Departure Tallies Pleasantview Elementary

From January 2011 through June of 2011, three classrooms at Pleasantview Elementary participated in the classroom tallies.

There were 84 total trips to school and 82 total trips home from school that were part of the analysis. Forty-three percent of students rode the bus to school and 61 percent rode the bus home from school. Fifty percent of students got a ride to school in a family vehicle while only 29 percent got a ride home from school in a family vehicle. The number of students walking to and from school was less than 10 percent. In the 84 trips, there were zero trips on a bicycle.

When analyzing the weather conditions and the mode of transportation to and from school, there were no upticks in walking or biking when it was nicer out. There were rainy days that were analyzed and there was only a one percent difference in walking when comparing a rainy day to an overcast day. Weather did not seem to be a significant factor in influencing the mode of transportation to and from school. Tally results from 2011 can be found in Appendix C.



Student Arrival and Departure Tallies Pleasantview Elementary

A significant test was used to study the difference between the travel modes to and from school at Pleasantview Elementary. The data for this study came from the 2010 and 2011 Travel Tallies Survey. There was no statistically significant difference in how students arrived at Pleasantview Elementary between Time 1 (2010) and Time 2 (2011) when the walk and bike modes are combined and then compared to the family vehicle/carpool and school bus/transit modes. See the Appendix E for more information on standardization, the statistical test used, and how the travel mode categories were combined prior to analysis.

Student Arrival and Departure Tallies Pleasantview Elementary

In the Spring of 2012, four classrooms at Pleasantview Elementary participated in the classroom tallies. Grades kindergarten through fifth grade were included in the analysis.

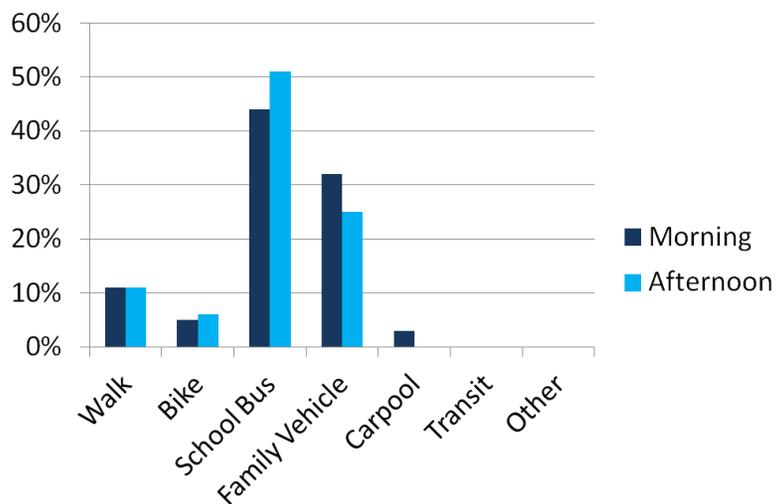
There were 226 total trips to school and 237 total trips home from school that were part of the analysis. Forty-four percent of students rode the bus to school and 51 percent rode the bus home from school. Thirty-two percent of students got a ride to school in a family vehicle while only 25 percent got a ride home from school in a family vehicle. The percentage of students walking and bicycling to school was 15 percent and the percentage of students walking and biking home from school was 17 percent.

The weather conditions during the analysis were sunny and overcast. Eighty-four percent of the trips made by walkers and bicyclists were during sunny conditions. Sixteen percent of the trips made by walkers and bicyclists were during Overcast conditions.

There was an increase in the number of walkers and bicyclists to and from when comparing the 2011

travel tally data with the Spring of 2012. In 2011, there was less than 10 percent of students who walked and bicycled to school.

Travel tally survey results from 2012 can be found in Appendix D.



Morning and Afternoon Travel Mode Comparison

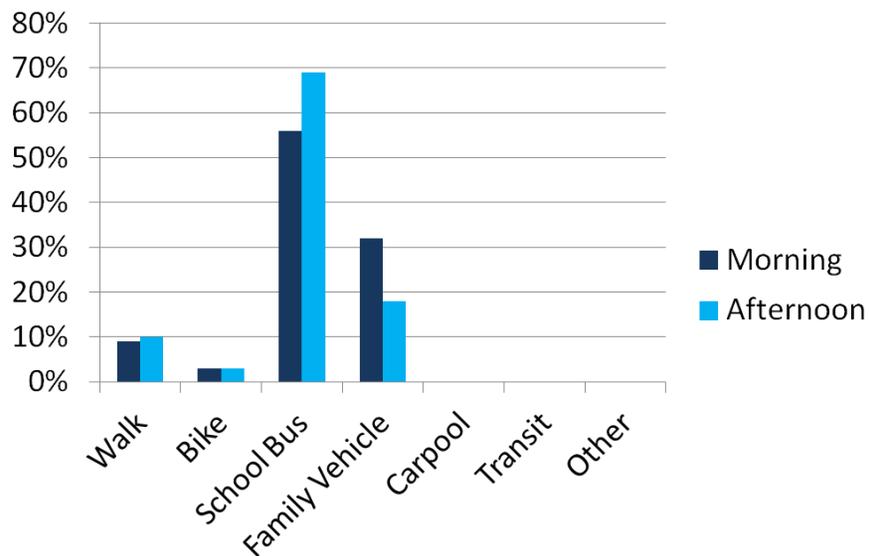
Student Arrival and Departure Tallies Pleasantview Elementary

In the Fall of 2012, six classrooms at Pleasantview Elementary participated in the classroom tallies. Grades kindergarten through fifth grade were included in the analysis.

There were 278 total trips to school and 277 total trips home from school that were part of the analysis. Fifty-six percent of students rode the bus to school and 69 percent rode the bus home from school. Thirty-two percent of students got a ride to school in a family vehicle while only 18 percent got a ride home from school in a family vehicle. The percentage of students walking and bicycling to school was 12 percent and the percentage of students walking and biking home from school was 13 percent.

The weather conditions during the analysis were all sunny.

There was a small decrease in the number of walkers and bicyclists to and from when comparing the Spring 2012 travel tally data with the Fall 2012 data. There was a three percent decrease in the percentage of students who walked or bicycled to school. There was a four percent decrease in the percentage of students who walked or bicycled home from school. There was a relatively small percentage of students walking and bicycling to school in 2012. Travel tally survey results from 2012 can be found in Appendix D.



Morning and Afternoon Travel Mode Comparison

Student Arrival and Departure Tallies Pleasantview Elementary

In the Spring of 2013, seven classrooms at Pleasantview Elementary participated in the classroom tallies. Grades kindergarten through fifth grade were included in the analysis.

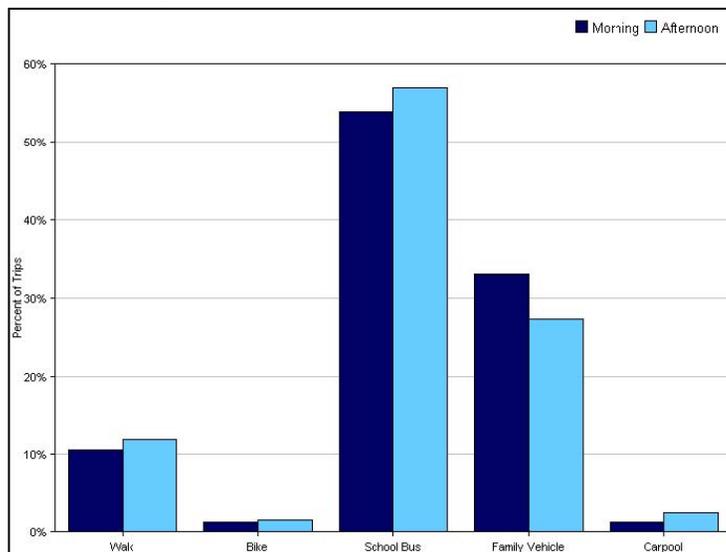
There were 332 total trips to school and 330 total trips home from school that were part of the analysis. Fifty-four percent of students rode the bus to school and 57 percent rode the bus home from school. Thirty-three percent of students got a ride to school in a family vehicle while only 27 percent got a ride home from school in a family vehicle.

The percentage of students walking and bicycling to school was 12 percent and the percentage of students walking and biking home from school was 14 percent.

The weather conditions during the analysis were either sunny, overcast, or raining. Weather did not impact the number of students walking to and from school. The percent of students that bicycled to school was too small to analyze in regards to weather conditions.

There was no change in the percent of students that walk or bicycled to and from school from Fall of 2012 to Spring of 2013. There was a one percent increase in the percent of students who walked or bicycled home from school from Fall of 2012 to Spring of 2013.

Travel tally from Spring found in Ap-



survey results of 2013 can be found in Appendix D.

Morning and Afternoon Travel Mode Comparison

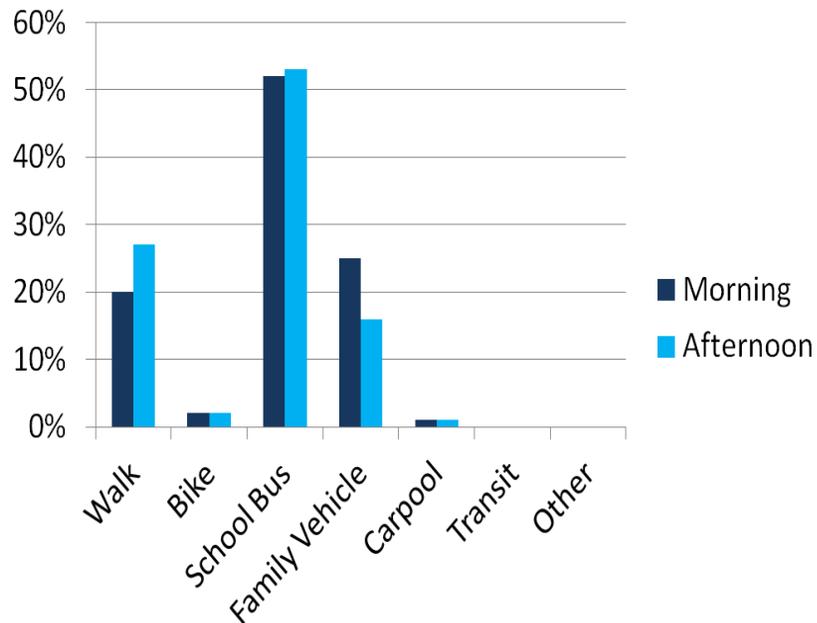
Student Arrival and Departure Tallies JCC Middle School

In the Spring of 2012, seven classrooms at the Middle School participated in the classroom tallies. Grades sixth through eighth grade were included in the analysis.

There were 208 total trips to school and 212 total trips home from school that were part of the analysis. Fifty-two percent of students rode the bus to school and 53 percent rode the bus home from school. Twenty-five percent of students got a ride to school in a family vehicle while only 16 percent got a ride home from school in a family vehicle. The percentage of students walking and bicycling to school was 22 percent and the percentage of students walking and biking home from school was 29 percent.

The weather conditions during the analysis were all sunny, overcast, and raining. Seventy-four percent of the trips make by walkers and bicyclists were during sunny conditions. Seventeen percent of the trips make by walkers and bicyclists were during overcast conditions, and only nine percent of the trips make by walkers and bicyclists were during rainy

conditions. Poorer weather conditions did play a significant role in whether students walked or bicycled to school. Travel tally survey results from 2010 can be found in Appendix D.



Morning and Afternoon Travel Mode Comparison

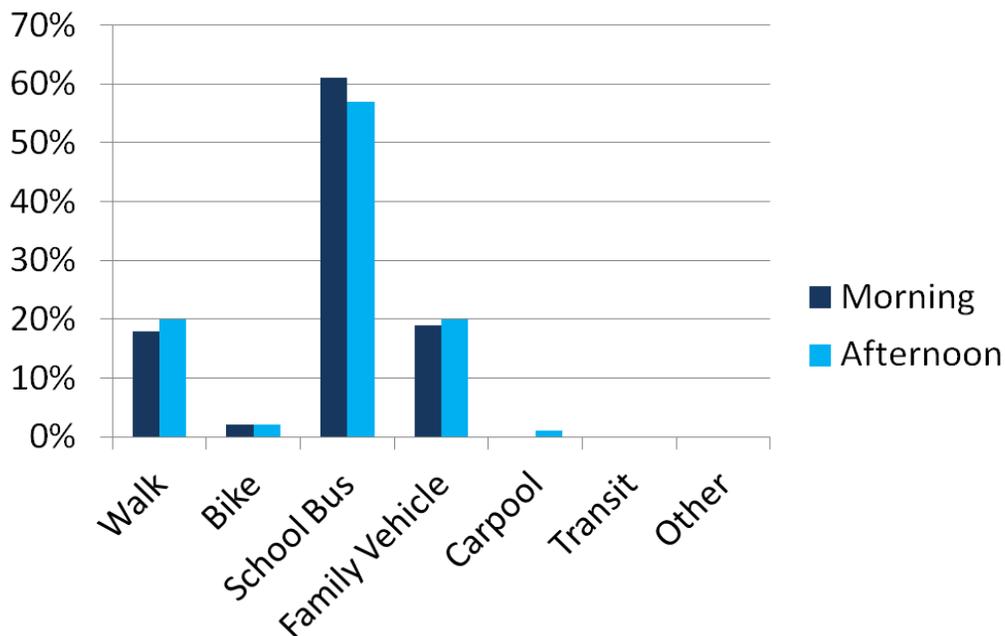
Student Arrival and Departure Tallies JCC Middle School

In the Fall of 2012, seven classrooms at the Middle School participated in the classroom tallies. Grades sixth through eighth grade were included in the analysis.

There were 487 total trips to school and 465 total trips home from school that were part of the analysis. Sixty percent of students rode the bus to school and 57 percent rode the bus home from school. Nineteen percent of students got a ride to school in a family vehicle while only 20 percent got a ride home from school in a family vehicle. The percentage of students walking and bicycling to school was 20 percent and the percentage of students walking and biking home from school was 22 percent.

The weather conditions during the analysis were all sunny.

There was a small decline in the percentage of students walking and bicycling to school when comparing the Spring of 2012 with the Fall of 2012. There is still over 20 percent of the students surveyed who reported walking and bicycling to school. Travel tally survey results from 2010 can be found in Appendix D.



Morning and Afternoon Travel Mode Comparison

Student Arrival and Departure Tallies JCC Middle School

In the Spring of 2013,

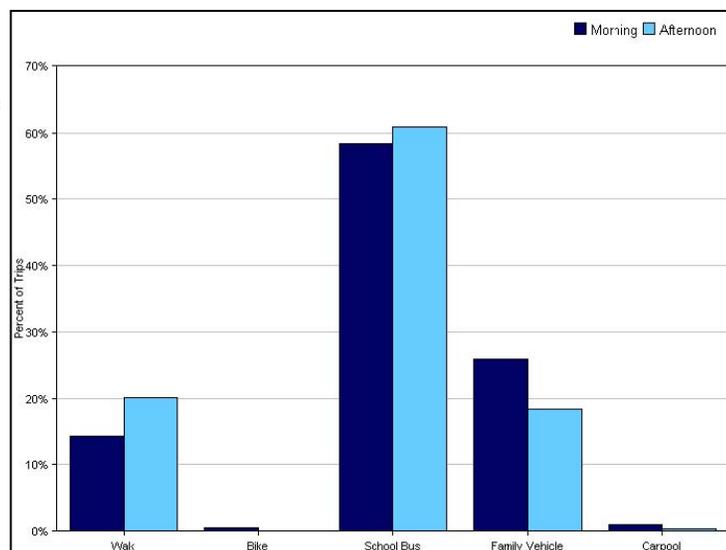
In the Spring of 2013, 16 classrooms at the Middle School participated in the classroom tallies. Grades sixth through eighth grade were included in the analysis.

There were 415 total trips to school and 248 total trips home from school that were part of the analysis. Fifty-eight percent of students rode the bus to school and 61 percent rode the bus home from school. Twenty-six percent of students got a ride to school in a family vehicle while only 19 percent got a ride home from school in a family vehicle. The percentage of students walking and bicycling to school was 14.5 percent and the percentage of students walking and biking home from school was 20 percent.

The weather conditions during the analysis were either sunny or overcast. During overcast days the percentage of students who walked decreased by four percent. The percent of students that bicycled to school was too small to analyze in regards to weather conditions.

There was a five percent decline in the percentage of students walking and bicycling to school when

comparing the Fall of 2012 with the Spring of 2013. There was a two percent decline in the percentage of students walking and bicycling home from school. The percent of students who walked or bicycled home from school is still over 20 percent. Travel tally survey results from 2013 can be found in Appendix D.



Morning and Afternoon Travel Mode Comparison

Recommendations Introduction

The purpose of the Lakefield SRTS plan is to identify existing conditions in the community that influence whether to walk or bicycle to school. The SRTS Program strives to improve the health of children and the community by making walking and bicycling safer, more convenient, and more enjoyable. The SRTS team worked with parents, teachers, school administrators, and community members to evaluate the school surroundings at Pleasantview Elementary and the JCC Middle School and other public spaces in the community.

Through evaluation and identifying the issues and barriers to walking and bicycling to school, the SRTS Team will use education, encouragement, and engineering to help create a community where students and community residents feel comfortable walking and bicycling throughout the community. There are many potential benefits of following this SRTS Plan which include: improved personal health, reduced traffic congestion, improved air quality by Pleasantview Elementary and the Middle School and in the community, and a more livable community for everyone.

Vision

Foster partnerships as a community to develop safe, healthy, and active lifestyles for people of all ages and abilities.



Safe
Healthy
Active



Recommendations

Planning efforts assess a number of different issues and barriers to walking and bicycling which include: assessing the safety of school travel routes; making changes such as building crosswalks, adding signage, or adding crossing guards; educating students and drivers about safe travel; and encouraging walking and biking to school. Through our planning process, the Lakefield SRTS Team assessed the issues and barriers to walking and bicycling in Lakefield and presented them in the Lakefield SRTS Plan. The Lakefield SRTS Team ranked the goals and action steps corresponding to the issues and barriers in the community, and weights were added to the recommendations to quantify the rankings.

Quantifying the rankings allows for a comparison of apples to apples. The rankings are a prioritized list, but this list is not exhaustive. Other recommendations were made to address the issues and barriers and some of those recommendation were included in the plan and others were not. Refer to Appendix F for alternative recommendations that were discussed but not pursued at this time.

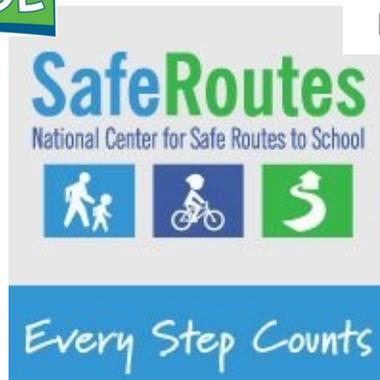
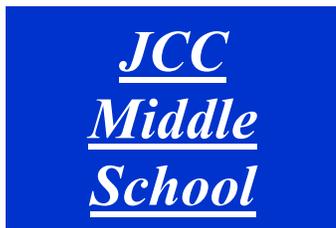
This prioritization does not mean that the first goal has to be accomplished before moving onto another goal. The purpose of the prioritization is to show that the SRTS Team talked about possible options and with unlimited resources, this is what they chose to accomplish first. Due to scarce resources, it may be necessary to start with a goal that has less upfront costs and is relatively easier to implement. The goals and action steps being outlined in the Lakefield SRTS Plan are recommendations, so during implementation modifications can take place.

**Planning Towards a
Safer and More
Active Community**



Goals

1. Create a more connected community around walking and bicycling
2. Make the school zone safer for pedestrians, bicyclists, and other vehicles
3. Create a policy that will decrease traffic flows on 4th Ave North by the JCC Middle School, while promoting walking and bicycling.
4. Make intersections safer and encourage and educate students regarding walking and bicycling to school.
5. Educate children about proper pedestrian and bicycle safety.
6. Create a policy to decrease traffic flows into the parking lot on the northeast side of Pleasantview Elementary while promoting walking and bicycling.
7. Encourage students to walk and bicycle to school.
8. Make Main Street safer for pedestrians.
9. Make busing safer, more efficient, and more equitable while promoting a more active lifestyle.



Goal #1

Create a more connected community around walking and bicycling.

5 E(s): Engineering and Encouragement

Action Step: Connect the southern section of Lakefield to the northern section of the city and Pleasantview Elementary through the construction of a pedestrian /bicycle trail.

County State Aid Highway (CSAH) 14, also known as Mill Road, separates the south end of Lakefield from the north side of the city. The proposed trail will extend south from the existing sidewalk in front of Pleasantview Elementary on the east side of Milwaukee Street down to Mill Road. The trail will head west along the south side of Mill Road within the county right-of way. Then the trail will head south through a city-owned park area crossing a stream and connecting with 1st Avenue (for proposed trail map refer to page 50). It should be noted that the entire trail will be constructed on city property and public right-of-way, so there will be no need to acquire property.

Building this trail and connecting south Lakefield to the northern section will improve the safety and convenience of children walking and bicycling to and from school from south Lakefield. Currently, residents in the southern section of Lakefield who want to walk or bicycle to school, need to travel 3-6 blocks out of their way to get to school safely. The child would have to walk or bicycle to South Griffin Street to cross the stream, continue north on Main Street up to Broadway Ave to avoid Mill Road, and then travel east on Broadway Ave to arrive at Pleasantview Elementary (refer to map on page 48).

Mill Road had a average daily traffic volume of 890 in 2008 and this included a large volume of semi truck traffic, since Mill Road is a farm to market route. This high volume of traffic along with no sidewalks on Mill Road makes traveling to Pleasantview from the southern section of Lakefield more difficult and less safe. Mill Road is an obstacle that discourages walking and biking to school.

Goal #1 Continued

Children from the south area of Lakefield have to go out of their way to avoid having to walk or bicycle on Mill Road adding several blocks to their trip. This leaves people with children that live in the 128 homes or housing units in the south part of Lakefield with no safe route to school. Also, from the main entrance of Pleasantview Elementary, there is sidewalk leading to the north but not south to Mill Road. Safe, off-street access for pedestrians to the school is currently very limited.

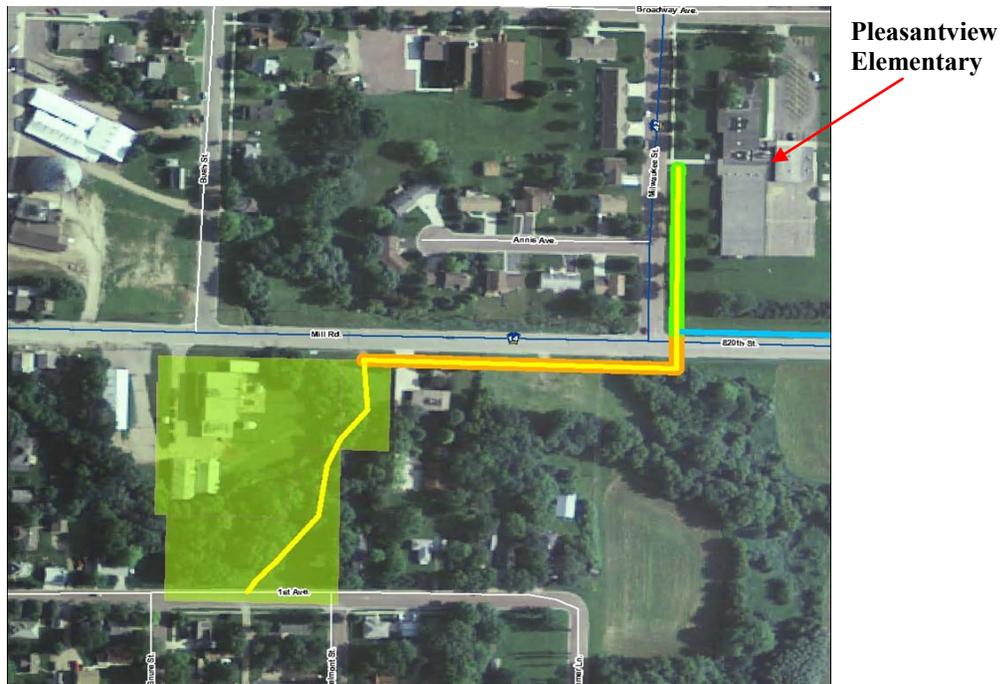
Below the map identifies how this southern part of Lakefield is virtually cut off from Pleasantview Elementary by Mill Road. Children have no sidewalk access from 1st Avenue and several other streets in this area in order to walk to school. There are also no crosswalks for crossing Mill Road from the south end of the city as well. As a result, most children living in southern Lakefield are bussed or driven to school.

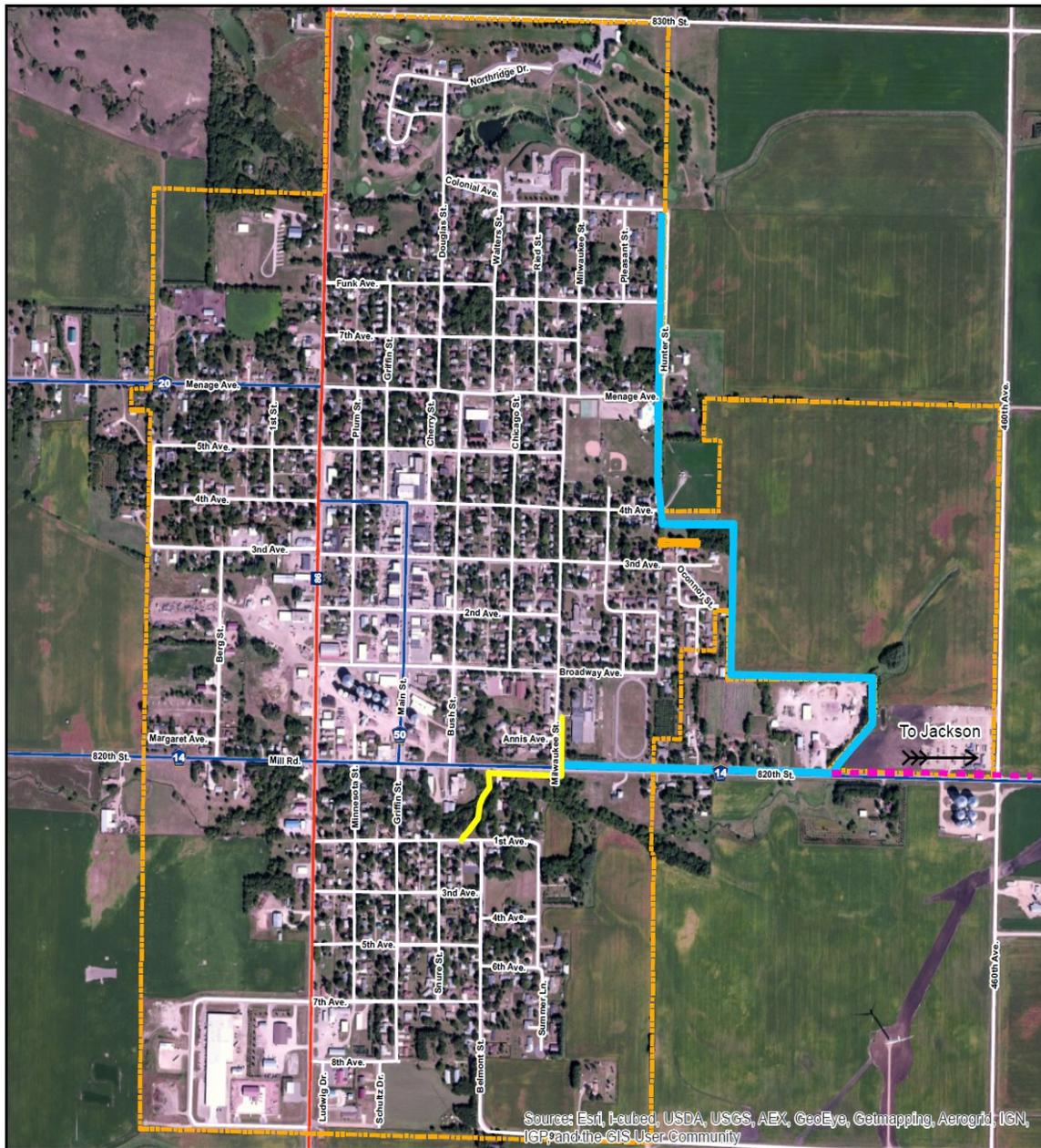


Goal #1 Continued

According to the 2010 and 2011 parent survey, 20 percent of the students surveyed live within a quarter mile of Pleasantview. Less than six percent of students walked or bicycled to school in 2010, and in 2011, nine percent of students walked to school while only 3 bicycled. This small percentage of students who walk or bicycle to school could be increased if walking or bicycling was more convenient and safe. Constructing this pedestrian and bicycle trail would increase the connectivity of Lakefield and make walking and bicycling a more convenient and safe transportation option.

To evaluate the effectiveness of encouraging children from the southern section of Lakefield to walk and bicycle to school, a comparison study will be conducted. A Parent Survey and Student Arrival and Departure Tally Survey was administered at Pleasantview Elementary in the spring 2010 and 2011 and during the 2012-13 school year. This will provide a baseline data set for a comparison study. After the trail is completed, the same Parent Survey and Student Arrival and Departure Tally Survey should be administered to analyze the effectiveness of encouraging children from the southern section of Lakefield to walk or bicycle to school.





Legend - "Exhibit B"

- Safe Routes to School (2014)
- Phase 1 - Old Mill Trail (2014)
- Connection to Proposed State Trail
- CityLimits

City of Lakefield

Proposed Bike Trails



Goal #2

Make the school zone safer for pedestrians, bicyclists, and other vehicles

5(s): Enforcement

Action Step: Create a hands-free policy for cell phones while driving in a school zone.

During the SRTS Walk and Bicycle Audit on December 7th, 2012, there was a parent who was using a cell phone while driving to the school to pick up a child which created a safety risk. The parent drove south on Milwaukee Street, then turned east onto Broadway Avenue, and then turned south into the parking lot on the northeast side of Pleasantview Elementary. This safety issue occurred during departure. The parking lot was congested with parents picking up students, children were walking to their parent vehicles in the parking lot and on Broadway Avenue, and children were walking home. Children walking home have to cross Milwaukee Street and or Broadway Ave, the same route the driver with the cell phone used.

This could have been a perfect storm involving congestion in the parking lot, inattentive driving, and a child using poor crossing technique. In Lakefield, 33 of the 75 vehicle accident reports involved one of the drivers being distracted.⁵ Drivers who use hand-held devices while driving are four times more likely to get into a crash.¹² Creating a hands-free policy for cell phones while driving in a school zone will help make walking and bicycling to school safer.

Evaluation will take place by working with the Lakefield Police Department to create a monitoring policy. The Lakefield Police Department can monitor the area periodically and can work with bus drivers, teachers, parents, and residents to report illegal cell phone usage while in a school zone. A yearly comparison of reported illegal cell phone usage can be analyzed. Comparing yearly data will allow the Lakefield Police Department to see if additional efforts need to be made to address the issue.



Goal #3

Create a policy that will decrease traffic flows on 4th Ave North by the JCC Middle School, while promoting walking and bicycling.

5(s): Education, Encouragement, and Engineering

Action Step: Create a new traffic separation policy around the Middle School.

Traffic separation is often used to address the safety of pedestrians in school zone. Traffic separation in school zones refers to having designated areas for buses, parents dropping off or picking up children, bicyclists, pedestrians, and parking. Separating traffic flows more effectively will help to create a safer environment during arrival and departure, which are times of higher traffic volume. Traffic separation is needed at the Middle School to address congestion, increased traffic volumes, and the safety of pedestrians (refer to pages 14, 16, 23-27 for more detailed information).

Congestion at the intersection of County Road 50/4th Avenue North and Main Street is often an issue. The only door that is unlocked during the day is the Main entrance on the south side of the Middle School on 4th Avenue North, so the majority of parents drop-off and pick-up on 4th Avenue North. School buses drop-off and pick-up on 4th Avenue North as well. Main Street also ends at 4th Avenue North, so this intersection has a relatively high average daily traffic volume and is busy during arrival and departure.

On County Road 50/4th Avenue North in Lakefield, the average daily traffic volumes were 740 in 2008. An average annual daily traffic volume of 740 contributes to the issue of congestion. At times, this congestion causes traffic to be backed up and stopped because children are crossing the street, buses are taking up a large portion of the street, and traffic is converging at this the intersection of County Road 50/4th Avenue North and Main Street.



Goal #3 Continued

This congestion creates risky situations which include children peeking out between buses and vehicles to see if the street is clear to cross, jaywalking because the intersection may be blocked, and an increased risk of asthma due to the exhaust of all the vehicles.

A child should get 60 or more minutes of physical activity each day which includes either moderate-intensity aerobic activity, such as brisk walking, or vigorous-intensity activity, such as running.¹³ Walking a block or two to and from school helps children get their recommended minutes of physical activity per day. Students arrive focused and ready to learn.

A discussion regarding parent and bus drop-off and pick-up needs to take place, so parents, teachers, school administrators, and other vested parties can agree on an effective traffic separation policy. Balancing concerns from the different parties is important, but the need to address the issues of congestion along the south side of the Middle School at the intersection of County Road 50/4th Avenue North and Main Street, increased average daily traffic volumes on County Road 50/4th Avenue North, and the risks to children is critical.

Evaluation can take place by conducting a comparison study and comparing the average daily traffic volumes on County Road 50/4th Avenue North. The Minnesota Department of Transportation collects average daily traffic volumes on County Road 50/4th Avenue North, so data will be readily available for both before and after the traffic separation policy has been implemented. School administrators, teachers, and teacher assistants monitor arrival and departure, so data could be easily collected for the comparison as well.

Goal #3 Continued

Recommendation

Recommendations have been made by multiple Lakefield SRTS team members and by residents of Lakefield regarding traffic congestion by the Middle School on Main Street. The main issue is buses and parents both drop-off and pick-up on the south side of the Middle School since the only door that is unlocked during the school day is the main entrance facing the south. Also, there are buses picking up and dropping off high school students. One recommendation is to move the middle school buses to the west side of the school on Griffin Street and leave the high school buses on the south side of the school on 4th Avenue. Griffin Street has relatively little traffic, a sidewalk, and would be a safe location for busing drop-off and pick-up to occur.

Griffin Street was used for the drop-off and pick-up zone for buses during part of the Main Street resurfacing project in 2012. During that time there were some issues with high school students misbehaving. These misbehavior issues can be minimized by leaving the high school zone on 4th Avenue North. Moving the middle school busing zone to the west side of the school will help to decrease congestion on the intersection of 4th Avenue North and Main Street.

Additional measures recommended are that teachers use in the parking lot to the south of the school or on the east side of Cherry Street. This will decrease the volume of parking along the east side of the school. It is recommended that two parent drop-off and pick-up locations be established. The preferred location will be on the west side of Cherry Street adjacent to the school. This location will be referred to a Zone A. Zone A has a sidewalk that connects to the front entrance of the school. The sidewalk will make it safe and convenient for students to walk around to the front entrance of the school.

The second drop-off and pick-up location will be on the south side of the school on 4th Avenue North. This location will be referred to as zone B. Zone B is only for special circumstances and should not be used for pure convenience. Special circumstances will be defined by the school upon implementation. If all the parents use Zone B for

Goal #3 Continued

Recommendation

drop-off and pick-up, then this area will become congested and unsafe for pedestrians. This will help to decrease traffic congestion on the intersection of 4th Avenue North and Main Street. This recommendation will also encourage walking.

This encouragement program is not intended to inconvenience parents and staff. The intent of this encouragement program is to promote a safe drop-off and pick-up zone and a healthier community. This recommendation may have an unintended consequence of increasing business on Main Street. There have been comments made regarding how some residents intentionally avoid Main Street due to congestion. This traffic separation recommendation has a number of potential benefits. Refer to Appendix H for Handout regarding traffic separation recommendations.



Legend

-  Zone A: Preferred Parent Drop-off / Pick-up Zone
-  Zone B: Special Circumstances Drop-off / Pick-up Zone
-  High School Busing Drop-off and Pick-up Zone
-  Middle School Busing Drop-off and Pick-up Zone

Goal #4

Make intersections safer and encourage and educate students about walking and bicycling to school

5(s): Engineering, Encouragement, and Education

Action Step: Implement a three school wide road art campaign.

This road art campaign will include Pleasantview Elementary, the JCC Middle School, and Riverside Elementary. The campaign will identify crosswalks that need to be painted, fill in crosswalks with stenciled footprints and husky paws to increase visibility, and paint “XING SCHOOL” on streets. This road art campaign will encourage students to use crosswalks since they are talking part in the creation of the road art in the crosswalks.

An education component will also exist informing the students about the importance of using crosswalks. While the students are creating the road art, teachers can educate students about proper crossing protocol. This campaign will also educate the public on yielding to pedestrians and slowing down in school zones. Students will create drawings and flyers about what they have learned regarding proper crossing protocol, slowing down in school zones, and vehicles yielding to pedestrians. These drawings and flyers can then be displayed in the windows of different businesses in the community.

To evaluate the effectiveness of implementing a three school wide road art campaign, a comparison study will be conducted. A Parent Survey and Travel Tally Survey was administered at all three school during the 2013-14 school year. This existing data will provide an effective baseline data set for a comparison study. After the road art campaign has been implemented the same Parent Survey and Travel Tally Survey can be administered to analyze the effectiveness of encouraging students to walk and bicycle.



Goal #4 Continued

There are crosswalks in Lakefield around Pleasantview Elementary and the Middle School. The problem is, there are only two painted parallel lines that are painted white and during winter months it is often difficult to see the crosswalks. Repainting these crosswalks yellow and filling in with road art would improve the visibility of the crossing to drivers. Increasing the crosswalks visibility is especially important on Highway 86 in Lakefield. There are painted crosswalks crossing Highway 86 on 3rd Avenue and 4th Avenue leading to the Middle School. Increased visibility of the crosswalks would greatly improve the safety of students crossing the intersection around Pleasantview Elementary, the Middle School, and Highway 86.

North Highway, around Riverside, has been identified in the Jackson SRTS Plan as a high risk area for children walking and bicycling to school. North Highway has been labeled as high risk due to high traffic volumes during arrival and departure, inattentive driving along with high school students being inexperienced drivers, and no painted crosswalks.

The cities of Lakefield and Jackson have a consolidated Middle School and High School, and the elementary schools share a number of staff. A district wide road art campaign would be a way of bring the communities together since the crosswalk would have a common theme. Filling in the crosswalks with road art not only makes the crosswalk more visible, but it creates ownership and pride for the students, parent, and volunteers who help with the project.

Harder to see crosswalk,
Especially
during winter months



Harder to see crosswalk,
especially
during winter months



Goal #5

Educate children about proper pedestrian and bicycle safety.

Action Step: Education

Implement a more comprehensive pedestrian and bicycle safety program. Short term: work with the MN Bike Alliance to implement a more complete pedestrian and bicycle safety program. Long term: keep the program up to date by having planned updates every five years.

The majority of walking injuries happen at mid-block or someplace other than an intersection for the age group 19 and under.¹³ This statistic emphasizes the importance of an effective pedestrian and bicycle safety course. Children in this age group need to be taught proper pedestrian and bicycle safety and this behavior needs to be reinforced by adults setting a good example.

When considering a pedestrian and bicycle safety course in the community, parents, teachers, school administrators, and community residents have to consider a number of issues from access to the program to the best time to administer the program. Access pertains to whether the program should be offered through the public school or through a community organization. If the program is offered through the public school, children with limited means will have access to the pedestrian and bicycle safety course. If a community organization offers the course, participation may not be as high. Both of these options also have to consider where to get bicycles for the program from. Will the school or organization buy or rent them? Can children bring their own? If they can bring their own, how do you address bicycles that are not in proper working order.

Timing also has a number of potential implications. At what age should the program be offered? What time of the year should the program be offered? If the program is offered through the school, what is going to be given up, since there are only so many hours in a school day. These are just a few of the issues that have to be considered when deciding what type of pedestrian and bicycle safety course will be offered.

Goal #6

Create a policy to decrease traffic flows into the parking lot on the northeast side of Pleasantview Elementary while promoting walking and bicycling.

5(s): Education, Encouragement, and Engineering

Action Step: Create a new traffic separation policy around Pleasantview Elementary.

One commonly used technique to address the safety of pedestrians in school zones is implementing traffic separation. Traffic separation in school zones refers to designated areas for buses, parents dropping off or picking up children, bicyclists, pedestrians, and parking. Separating traffic flows more effectively will help to create a safer environment during arrival and departure, which are times of higher traffic volumes. Traffic separation is need at Pleasantview Elementary to address congestion, increased average daily traffic volumes, and the safety of pedestrians.

Congestion is an issue in the parking lot on the northeast side of Pleasantview. During the Walk and Bicycle Audit on December 7th, 2012, there were 13 cars parked in the lot and another 23 vehicles pulled into the lot to pick up students during departure. The lot was extremely congested. Parents pulled up as close as they could to the door to pick up their children. This congestion along with the increase in the average daily traffic volumes on Milwaukee Street, inattentive driving, and vehicle exhaust contributing to an increased risk of asthma, creates a safety risk to pedestrians around Pleasantview Elementary (refer to pages 14-16 and 17-22 for more detailed information).

- **On Milwaukee Street by Pleasantview Elementary, the average daily traffic volumes were 690 in 2004 and 750 in 2008.**



Goal #6 Continued

A child should get 60 or more minutes of physical activity each day which includes either moderate-intensity aerobic activity, such as brisk walking, or vigorous-intensity activity, such as running.¹³ Walking a block or two to and from school helps children get their recommended minutes of physical activity per day. Students arrive focused and ready to learn.

Currently, buses drop off students at Pleasantview Elementary on Milwaukee Street. Students walk around the school to the back side of the building to the back door, so the current drop-off policy for busing encourages walking. A discussion regarding parent and bus drop-off and pick-up zones needs to take place, so parents, teachers, school administrators, and other vested parties can agree on an effective traffic and pedestrian separation policy. Balancing concerns from the different parties and student safety is important, as well as the need to address the issues of congestion in the parking lot, increased average daily traffic volumes on Milwaukee Street, inattentive driving, and air quality and health related to vehicle exhaust.

- It has been suggested to move drop-off and pick-up area for buses onto Broadway Avenue and have a separate parent drop-off and pick-up area on Milwaukee Street.
- It has been suggested to create a parent drop-off and pick-up area on the south side of Broadway Avenue between Pleasant Street and Hunter Street. Broadway is wide street, painting a designated walking path on the south side of the Broadway would be manageable. There could also be curb extensions installed to also help designate the south side of Broadway as a walking path. This location could be used along with other locations to help limit traffic in the parking lot.
- A park and walk program for parents could also be included as part of the solution to limit traffic flows in the parking lot on the northeast side of Pleasantview. Parents would park a block or two from school, in a designated area, and would then be able to walk along with their child to make sure their child arrives safely to school.

Goal #6 Continued

A comparison study can be used to evaluate the effectiveness of the traffic separation policy. Evaluation can take place by comparing average daily traffic volumes in the parking lot on the northeast side of Pleasantview before and after the traffic separation policy has been implemented. School administrators, teachers, and teacher assistants monitor arrival and departure, so data could be easily collected. During the Walk and Bicycle Audit on December 7th, 2012, the traffic volume in the parking lot was recorded. This provides one data point for the comparison study to work with.

Goal #7

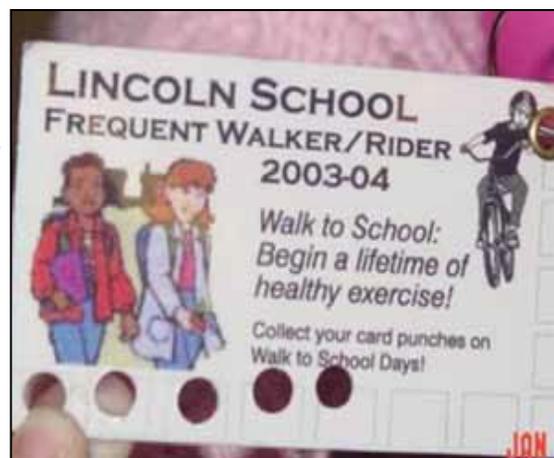
Encourage students to walk and bicycle to school.

5(s): Encouragement

Action Step: Implement a punch card program to encourage walking and bicycling to school.

A frequent walker or bicyclist card program can be used to encourage students to walk and bicycle to school. Every time a student walks or bicycles to school or goes above and beyond in any activity in regards to promoting a healthy lifestyle, the student can receive a punch. This encouragement strategy can be used to for students in the same class to compete with each other to see who receives the most punches and/or have classes or grades compete against each other to see which class or grade has the most full punch cards. Prizes can be given out when the punch card is full and or at the end of the quarter. This encouragement strategy is a great way to bring the school together around being active and promoting a healthy lifestyle.

To evaluate the effectiveness of encouraging students to walk and bicycle to school a comparison study will be conducted. A Parent Survey and Student Arrival and Departure Tally Survey was administered at Pleasantview Elementary in the spring 2010 and 2011 and during the 2012-13 school year. A Parent Survey and Student Arrival and Departure Tally Survey was also administered at the Middle School during the 2012-13 school year. This data will provide an effective baseline data set for a comparison study. After the encouragement strategy has been implemented a Parent Survey and Student Arrival and Departure Tally Survey can be administered to analyze the effectiveness of encouraging students to walk and bicycle to school.



Goal #8

Create a safer environment for pedestrians on Main Street.

5(s): Engineering

Action Step: Install removable curb extensions on Main Street.

Main Street has been identified as a higher risk area in the Plan due to the high vehicle accident report density. One third of all vehicle accident reports in Lakefield, from January 2002 through September 2012, were on Main Street. Curb extensions can help make Main Street safer.

Curb extensions are a traffic calming device that helps to slow traffic speeds. Curb extensions also narrow the street crossing distance for pedestrians. This helps to decrease the time it takes to cross the street and pedestrians are in a better position to look past parked vehicles to see oncoming traffic.

Installing removable curb extensions, in the form of planters, not only make it safer for pedestrians, but they help to make Main Street more aesthetically pleasing. During the summer months these planters will be green and in winter months the planters can be removed for easy snow removal. The area within the bump-out and the crosswalk can be dyed red to make the area stand out.

A positive aspect of removable curb extensions is that if they are not effective at slowing traffic, making it safer for pedestrians, and decreasing vehicle crashes, the planters can be easily removed. Planters give the city time to evaluate this action without installing permanent fixtures. If planters are effective, then a more permanent traffic calming device could be considered.

To evaluate the effectiveness of the removable curb extensions on Main Street a comparison study can be conducted. The comparison study will analyze crash data from before and after the curb extensions were installed. Crash data is collected by the Minnesota Department of Transportation, so data for the evaluation will be available.

Goal #8

Temporary Bump-outs



These pictures are from the City of Pine Island in Goodhue County Minnesota. The City Administrator of Pine Island said in an interview, “the bump-outs are functioning as expected. Like most traffic calming devices, those motorists who want to go fast don't care for them. Time will tell if the bump-outs become a permanent fixture of Main Street. That's the beauty of the paint/planter approach - it gives the city time to evaluate them.”¹⁴

Goal #9

Make busing safer, more efficient, and more equitable while promoting a more active lifestyle

5(s): Engineering and Encouragement

Action Step: Implement a new busing policy based on safety, efficiency, equity, and promoting an active lifestyle.

Safety: “Most school bus fatalities occur while school buses are stopped to load/unload children. More stops mean greater potential for school bus fatalities.”⁷ In the city limits of Lakefield there is an efficient bus route in place that promotes walking to the bus stops to keep the number of stops down.

Efficiency: Managing the number of bus stops will help to keep the in town bus route efficient. It is important to annually review the stops, so efficiency can be maintained.

Equity: By basing the busing routes on safety and efficiency, there will be no conflict based on favoring one child or family over another. Students that do not require any special assistance will be required to walk to the bus stop, which will not exceed 3 blocks. Basing the busing routes on safety and efficiency will create a more equitable busing system.

Active Lifestyle: It is recommended by the Center for Disease Control and Prevention that children and adolescents should get one hour or more of physical activity everyday.¹³ Children today are less active and may need to be encouraged more often. Having children walk to the bus stop will help them to reach their one hour or more goal of daily activity.

To evaluate the effectiveness of the busing policy, the number of bus stops will be analyzed yearly. This analysis will allow administrators to discuss stops and see if changes should be made based on safety, efficiency, equity, and promoting an active lifestyle.

Goal #9 Continued

Bus Stops in Lakefield

There has been one proposal to alter the Lakefield bus route for the 2013-14 school year by Jim VanderVeen with JCC Transportation. The proposal is to move the bus stop currently at 7th Avenue North to North Pleasant Street. Housing development on Colonial Ave and North Pleasant Street has resulted in multiple families with children living in this neighborhood. This route change makes the stop more centrally located in the neighborhood (refer to page 29 for the full bus route map of Lakefield).

Before a policy to decrease the number of stops can be implemented, a discussion has to occur between parents, teachers, school administrators, school board members, and other vested parties to discuss possible options. The final decision is left up to the JCC School Board and Administrators.



Legend

Original Bus Stop x

New Proposed Bus Stop X

Additional Recommendations

Make development more pedestrian and bicycle friendly.

5(s): Engineering, Encouragement, and Education

Action Step: Implement a new development policy based not only on motor vehicles, but on pedestrians and bicyclists as well.

Older developments tended to use a traditional neighborhood development of a grid street network. Older development in Lakefield followed this grid street network that consists of having sidewalks on both sides of the street, garages facing the alleyway behind the house, and similar sized lots. This older neighborhood design promotes interconnectedness within the community and walking and bicycling.

Newer developments in Lakefield have moved away from sidewalks on both sides of the street, garages facing the alleyway behind the house, and similar sized lots. This creates a disincentive to walk and bicycle and decreases the interconnectedness of the community. A study conducted by the University of British Columbia found that lowering a neighborhood's walkability increases the use of motor vehicles and, therefore, raises the air pollution and body mass index per capita.¹⁵ Cul-de-sacs were also found to decrease the walkability of a neighborhood.

The Lakefield SRTS team recommends that any new developments in Lakefield consider pedestrians and bicyclists in their plan. This means having a discussion within the community about possible options and inviting bike advocacy groups, organizations that promote walking and bicycling, and engineers to talk about ways to make the development a more holistic development.

Picture of a older street in Lakefield that follows the grid street development. Sidewalks on both sides of the street.



Additional Recommendations

Make the school zone around Pleasantview Elementary safer for children during winter months.

5(s): Engineering, Encouragement, and Education

Action Step: Implement a new snow removal policy.

During winter months snow is piled along the sides of streets, tall snow banks create a visual obstruction for small children to see oncoming traffic and makes crossing the street more difficult. It is recommended that on Broadway Avenue and Milwaukee Street by Pleasantview Elementary that snow banks be removed when they create a visual obstruction for small children.

This goal will help ensure that snow does not impede small children from seeing oncoming traffic.

Additional Recommendations

Educate public regarding proper street crossing, using crosswalks, and pedestrian safety

5(s): Education

Action Step: Post the educational handouts, “Tips for Walking Safely” and “Tips for Parents and Other Adults for Teaching Pedestrian Safety to Children” on the Lakefield TV station.

Children and adults in Lakefield often do not use proper street crossing technique. Often times on Main Street you will see pedestrians cross at mid block. Parents need to be role models for children. This education campaign will educate and reinforce the importance of leading by example.

This goal can be easily implemented by working with the City of Lakefield. The city TV station often has multiple informative advertisements running at one time. The advertisement is a still image that is displayed for a set amount of time before the TV station shows the next informative advertisement. The educational handouts, “Tips for Walking Safely” and “Tips for Parents and Other Adults for Teaching Pedestrian Safety to Children” can be found at the end of the appendix.

Additional Recommendations

Increase the safety of the main transportation routes to and from the city pool and Sparks Park

5(s): Engineering and Education

Action Step: Establish bike lanes on Menage Avenue and Highway 86.

Both Menage Avenue and Highway 86 are wide so sharing the road would be safer if bicycle lanes were established and marked. Bicycle lanes would help separate vehicle traffic and pedestrians. Currently, a number of children do not follow traffic safety laws. Children often ride down the middle of the road or on the wrong side of the road. This creates an unsafe environment since children are riding all over the road. Establishing bicycle lanes will help bicyclists know where they should be riding and motor vehicle drivers will be more aware of their responsibility to share the road with bicyclists.

Highway 86 has relatively high average annual daily traffic volumes, and is the only route connecting Lakefield to Sparks Park, located in the northwest corner of Lakefield. Sparks Park has a natural setting with a number of trails winding their way through the woods, over a creek, and around a pond. Establishing a bicycling lane on Highway 86 would increase the connectivity of Lakefield and would make the route to Sparks Park safer. Establishing bicycle lanes on Menage Avenue and Highway 86 would make bicycling in Lakefield safer and more convenient.

This goal can be implemented by working with the City of Lakefield and Minnesota Department of Transportation (MnDOT). Evaluation can take place by working with the Prairie Ecology Bus, which has its headquarters at Sparks Park. A self administered survey can be available at the park entrance to record user volumes and to ask users how safe they felt walking or bicycling to the park.

Conclusion

The Centers for Disease Control and Prevention recommends that children have one hour of physical activity every day.¹³ Walking and bicycling to school help contribute to children reaching their recommended daily activity levels. SRTS not only promotes walking and bicycling to school, but SRTS tries to create a safe environment so parents feel comfortable letting their children walk and bicycle to school.

There are a number of potential benefits of regular physical activity for children that include: builds and maintains healthy bones, muscles, and joints; helps control weight, build lean muscle and reduce fat; improves sense of self-image and autonomy; and fosters healthy social and emotional development.¹³ Research conducted by James B. Grissom has shown a positive relationship between overall fitness and academic achievement; as fitness scores improved, achievement scores also improved.¹⁶

Being active and walking and bicycling have a variety of health benefits as well as social benefits. These societal health benefits include a higher degree of community coherence, increased social support, reduced local crime and violence, reduced traffic congestion, and improved environmental health.¹⁷ Designing our neighborhoods and cities to match the needs of pedestrians, not just motor vehicles, is critical in promoting an active lifestyle and a sustainable community. This starts with access to safe infrastructure for walking and bicycling to school.

For this SRTS Plan to be effective, the entire team of teachers, school administrators, parents, and community members need to come together to implement the plan. The goals vary by how demanding they are to implement, so this may dictate which goals are pursued first. Assigning groups to specific goals will help make the plan more manageable to implement.

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Appendix A

Parent Survey Pleasantview Elementary

May 2010

Program Name:	JCC Safe Routes to School	Month and Year Collected:	May 2010
School Name:	Riverside Elementary	School Enrollment:	153
Number of Question-	150	Number of Questionnaires	52

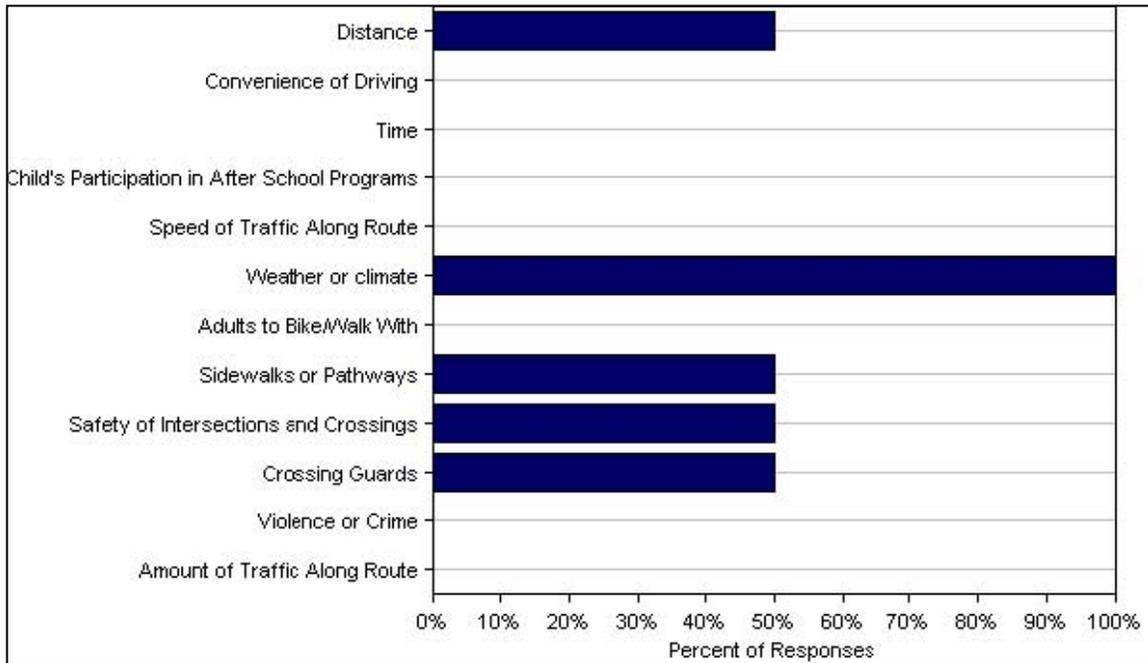
Distance between home and school	Number of children	Percent
Less than 1/4 mile	10	20%
1/4 mile up to 1/2 mile	7	14%
1/2 mile up to 1 mile	15	29%
1 mile up to 2 miles	8	16%
More than 2 miles	11	22%

Asked Per- mission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2	1/2 mile up to 1	1 mile up to 2 miles	More than 2 miles
Yes	25	32%	16%	36%	16%	0%
No	26	8%	12%	23%	15%	42%

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

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	45	4%	4%	51%	40%	0%	0%	0%
Afternoon	44	5%	5%	73%	18%	0%	0%	0%

Typical mode of arrival and departure to and from school



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

Appendix A

Parent Survey Pleasantview Elementary

May 2011

Program Name:	JCC Safe Routes to School	Month and Year Collected:	May 2011
School Name:	Pleasantview Elementary	School Enrollment:	153
Number of Question-	153	Number of Questionnaires	71

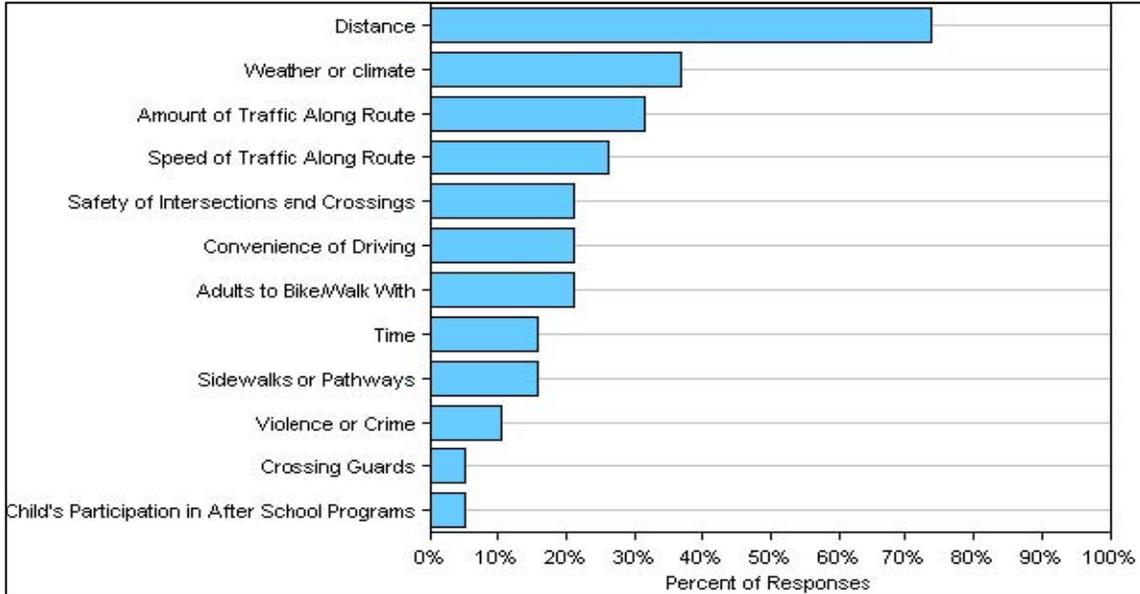
Distance between home and school	Number of children	Percent
Less than 1/4 mile	6	20%
1/4 mile up to 1/2 mile	7	23%
1/2 mile up to 1 mile	5	17%
1 mile up to 2 miles	1	3%
More than 2 miles	11	37%

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	12	83%	57%	40%	0%	9%
No	18	17%	43%	60%	100%	91%

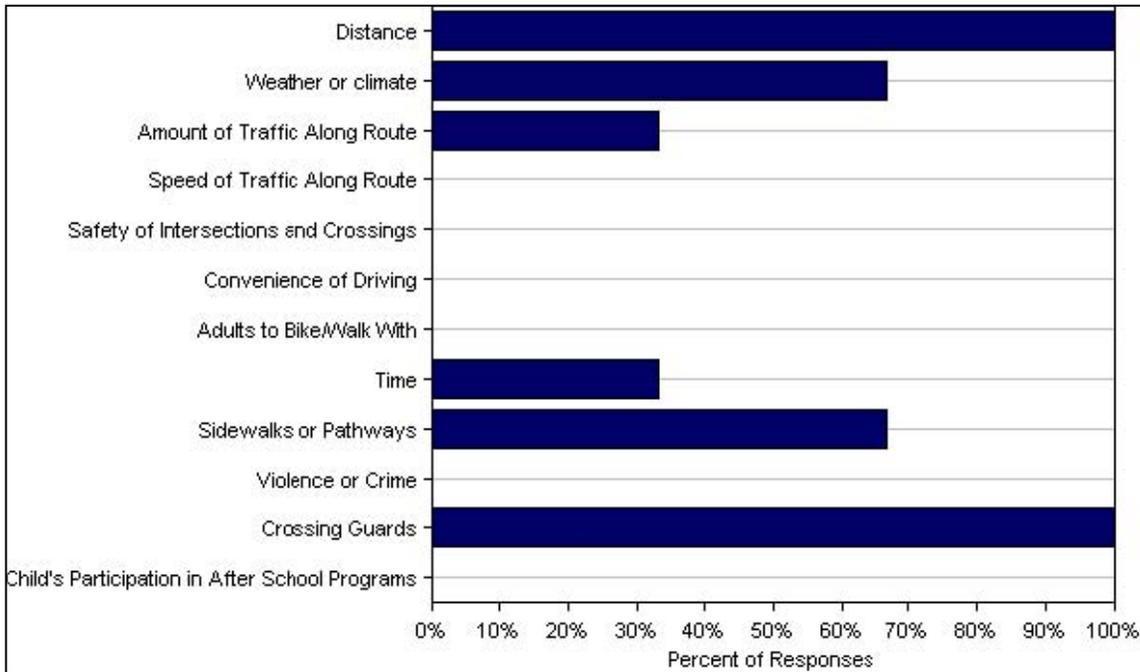
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	32	9%	3%	50%	38%	0%	0%	0%
Afternoon	31	10%	0%	74%	16%	0%	0%	0%

Typical mode of arrival and departure to and from school



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



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

Appendix A

Parent Survey Pleasantview Elementary

2013

Program Name:	JCC Safe Routes to School	Month and Year Collected:	January 2011
School Name:	Pleasantview Elementary	School Enrollment:	165
Number of Questionnaires Distributed:	63	Number of Questionnaires Analyzed for Report:	58

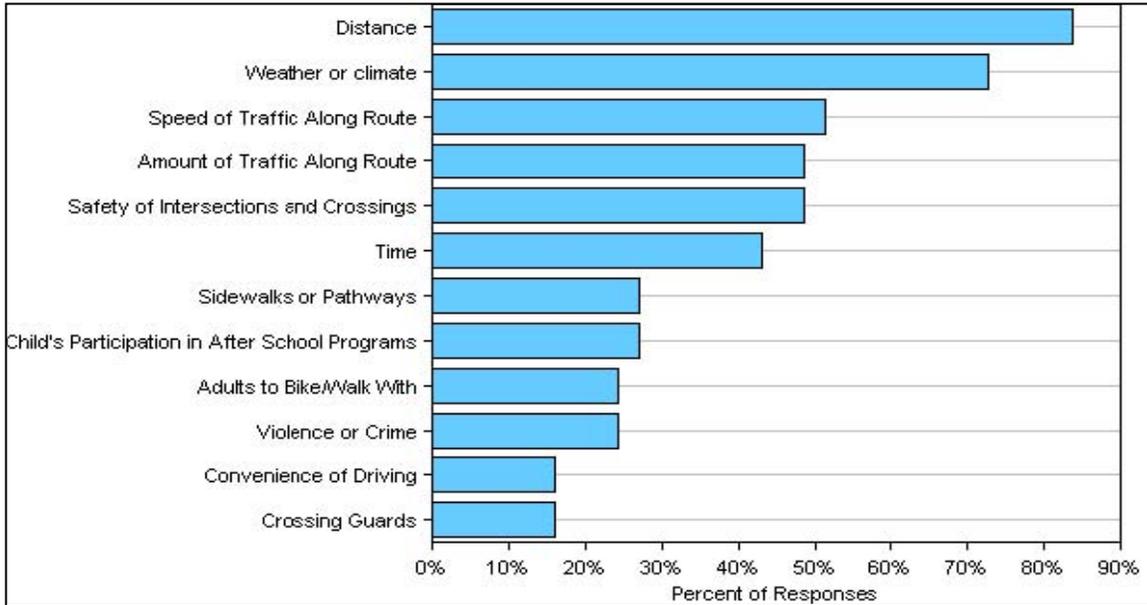
Distance between home and school	Number of children	Percent
Less than 1/4 mile	14	29%
1/4 mile up to 1/2 mile	6	13%
1/2 mile up to 1 mile	9	19%
1 mile up to 2 miles	3	6%
More than 2 miles	16	33%

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	21	86%	83%	33%	33%	0%
No	27	14%	17%	67%	67%	100%

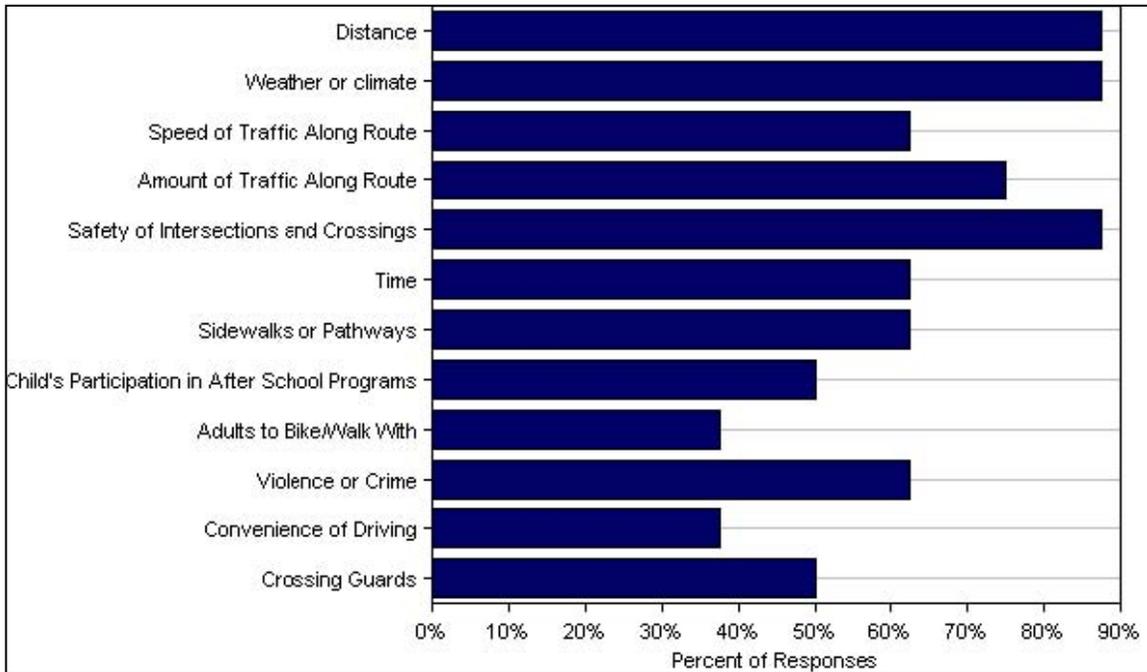
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family-Vehicle	Carpool	Transit	Other
Morning	51	16%	0%	45%	39%	0%	0%	0%
Afternoon	51	16%	0%	65%	18%	2%	0%	0%

Typical mode of arrival and departure to and from school



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



Issues reported to affect the decision to allow a child to walk or bike to/from school

Appendix B

Parent Survey Middle School

2013

Program Name:	JCC Safe Routes to School	Month and Year Collected:	January 2013
School Name:	JCC Middle School	School Enrollment:	273
Number of Questionnaires Distributed:	273	Number of Questionnaires Analyzed for Report:	54

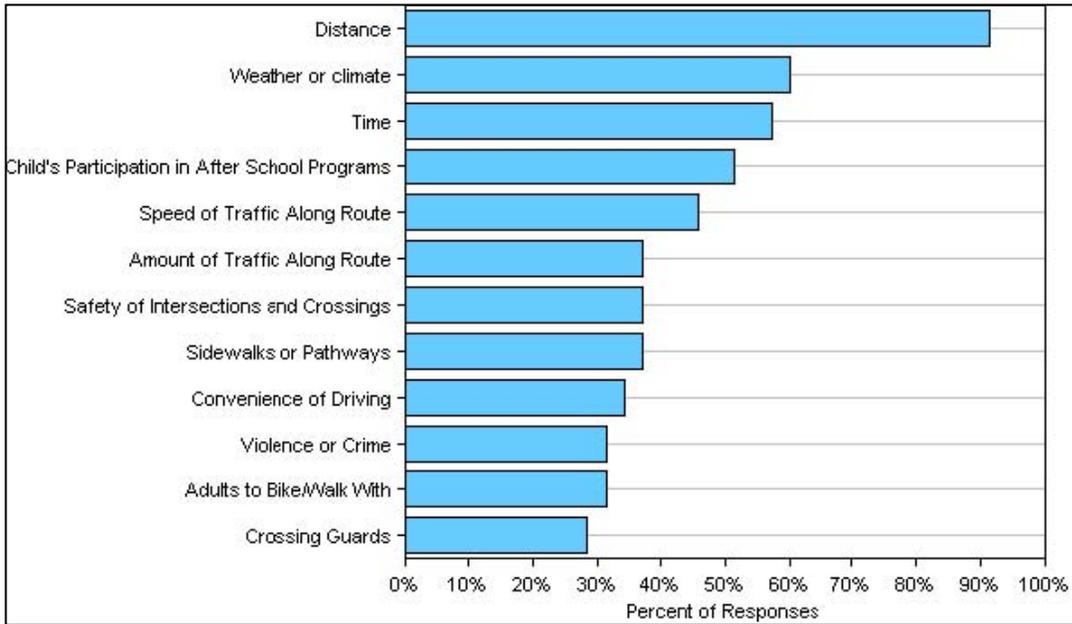
Distance between home and school	Number of children	Percent
Less than 1/4 mile	11	22%
1/4 mile up to 1/2 mile	3	6%
1/2 mile up to 1 mile	6	12%
1 mile up to 2 miles	1	2%
More than 2 miles	28	57%

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	16	82%	67%	17%	0%	14%
No	33	18%	33%	83%	100%	86%

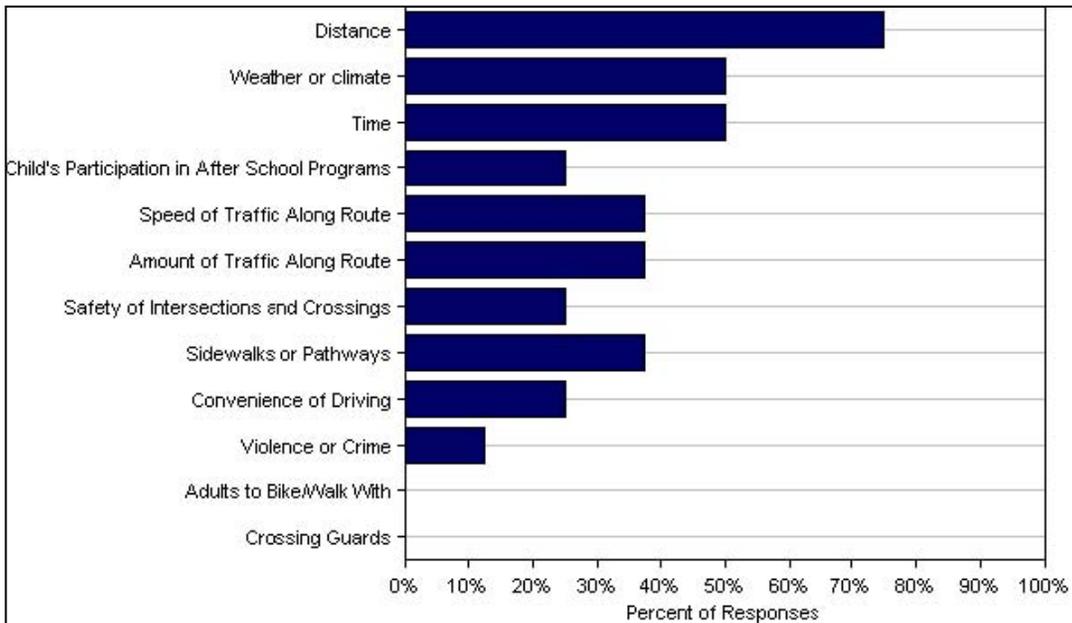
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family-Vehicle	Carpool	Transit	Other
Morning	53	23%	2%	51%	25%	0%	0%	0%
Afternoon	49	27%	0%	59%	12%	2%	0%	0%

Typical mode of arrival and departure to and from school



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



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

Appendix C

Travel Tallies

Pleasantview Elementary

2010

Program Name:	JCC Safe Routes to School	Month and Year Collected:	May 2010
School Name:	Pleasantview Elementary	School Enrollment:	153
Number of Questionnaires Distributed:	153	Number of Classrooms Included:	7

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	413	9%	3%	51%	38%	0.2%	0%	0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	131	7%	2%	45%	44%	0%	0%	2%
Snow	0	0%	0%	0%	0%	0%	0%	0%

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	299	7%	2%	47%	43%	0%	0%	0.3%
Afternoon	299	9%	3%	55%	32%	0.3%	0%	0.3%

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	23	9%	0%	48%	43%	0%	0%	0%
Tuesday PM	23	13%	0%	70%	17%	0%	0%	0%
Wednesday AM	38	5%	0%	45%	50%	0%	0%	0%
Wednesday PM	36	8%	0%	61%	31%	0%	0%	0%
Thursday AM	23	9%	0%	35%	57%	0%	0%	0%
Thursday PM	23	9%	0%	52%	39%	0%	0%	0%

Percentages may not total 100% due to rounding.

Appendix C

Travel Tallies

Pleasantview Elementary

2011

Program Name:	JCC Safe Routes to School	Month and Year Collected:	May 2011
School Name:	Pleasantview Elementary	School Enrollment:	153
Number of Questionnaires Distributed:	153	Number of Classrooms Included:	3

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	0	0%	0%	0%	0%	0%	0%	0%
Rainy	61	7%	0%	41%	52%	0%	0%	0%
Overcast	59	8%	0%	58%	34%	0%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	84	7%	0%	43%	50%	0%	0%	0%
Afternoon	82	10%	0%	61%	29%	0%	0%	0%

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	23	9%	0%	48%	43%	0%	0%	0%
Tuesday PM	23	13%	0%	70%	17%	0%	0%	0%
Wednesday AM	38	5%	0%	45%	50%	0%	0%	0%
Wednesday PM	36	8%	0%	61%	31%	0%	0%	0%
Thursday AM	23	9%	0%	35%	57%	0%	0%	0%
Thursday PM	23	9%	0%	52%	39%	0%	0%	0%

Percentages may not total 100% due to rounding.

Jackson County Central Schools
Safe Routes to School Tallies

School Name	Spring 2012 - Morning Tallies							Spring 2012 - Afternoon Tallies						
	Walk	Bike	School Bus	Family vehicle	Carpool	Transit	Other	Walk	Bike	School Bus	Family vehicle	Carpool	Transit	Other
JCC Middle	20%	2%	52%	25%	1%	0%	0%	27%	2%	53%	16%	1%	0%	0%
Pleasantview	10%	5%	44%	32%	3%	0%	0%	11%	6%	51%	25%	0%	0%	0%
Riverside	9%	2%	44%	41%	1%	0%	0%	15%	3%	53%	27%	2%	0%	0%
Fall 2012 - Morning Tallies														
JCC Middle	18%	2%	61%	19%	0%	0%	0%	20%	2%	57%	20%	1%	0%	0%
Pleasantview	9%	3%	56%	32%	0%	0%	0%	10%	3%	69%	18%	0%	0%	0%
Riverside	11%	2%	41%	43%	1%	0%	0%	13%	2%	50%	33%	2%	0%	0%

Appendix D

Travel Tallies

Pleasantview Elementary

Spring 2013

Program Name:	JCC Safe Routes to School	Month and Year Collected:	May 2011
School Name:	Pleasantview Elementary	School Enrollment:	165
Number of Questionnaires Distributed:	165	Number of Classrooms Included:	7

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family-Vehicle	Carpool	Transit	Other
Sunny	487	11%	2%	54%	32%	2%	0%	0%
Rainy	55	11%	0%	53%	33%	4%	0%	0%
Overcast	120	11%	0.8%	63%	23%	2%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

	Number of Trips	Walk	Bike	School Bus	Family-Vehicle	Carpool	Transit	Other
Morning	332	11%	1%	54%	33%	1%	0%	0%
Afternoon	330	12%	2%	57%	27%	2%	0%	0%

	Number of Trips	Walk	Bike	School Bus	Family-Vehicle	Carpool	Transit	Other
Tuesday AM	100	11%	0%	56%	31%	2%	0%	0%
Tuesday PM	100	11%	0%	57%	30%	2%	0%	0%
Wednesday AM	117	11%	0%	53%	34%	2%	0%	0%
Wednesday PM	115	12%	0.9%	56%	29%	3%	0%	0%
Thursday AM	115	10%	3%	53%	34%	0%	0%	0%
Thursday PM	115	12%	3%	58%	23%	3%	0%	0%

Percentages may not total 100% due to rounding.

Appendix D

Travel Tallies

Middle School

Spring 2013

Program Name:	JCC Safe Routes to School	Month and Year Collected:	May 2011
School Name:	JCC Middle School	School Enrollment:	273
Number of Questionnaires Distributed:	273	Number of Classrooms Included:	16

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family-Vehicle	Carpool	Transit	Other
Sunny	550	17%	0.4%	58%	23%	0.7%	0%	0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	113	13%	0%	64%	22%	0.9%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

	Number of Trips	Walk	Bike	School Bus	Family-Vehicle	Carpool	Transit	Other
Morning	415	14%	0.5%	58%	26%	1.0%	0%	0%
Afternoon	248	20%	0%	61%	19%	0.4%	0%	0%

	Number of Trips	Walk	Bike	School Bus	Family-Vehicle	Carpool	Transit	Other
Tuesday AM	167	15%	1%	59%	24%	1%	0%	0%
Tuesday PM	94	18%	0%	67%	15%	0%	0%	0%
Wednesday AM	132	13%	0%	57%	30%	0.8%	0%	0%
Wednesday PM	115	22%	0%	56%	23%	0%	0%	0%
Thursday AM	116	15%	0%	59%	25%	0.9%	0%	0%
Thursday PM	39	21%	0%	62%	15%	3%	0%	0%

Percentages may not total 100% due to rounding.

Appendix E

Standardization

When comparing travel mode percentages from Time 1 to Time 2 before standardization, sometimes the grade levels represented in the two groups differ. Standardization is used to control for these grade differences so that when the Time 1 and Time 2 groups are compared, grade level does not account for any change in travel mode. Standardizing travel mode by students' grade is done by taking the range of grades that students were in (and the number of students within each grade) during Time 1, and making the range of grades that students were in (and the number of students within each grade) during Time 2, the same. For instance, if at Time 1, 20 percent of the trips were made by students in second grade, after standardization, travel data would be adjusted so that 20 percent of the trips at Time 2 would also have been made by students in second grade. Standardizing student travel data by students' grade is necessary because children's abilities continue to develop as they age. Therefore, there is a need to account for the grade level differences that may exist when comparing a Time 1 group to a Time 2 group.

Grouping of Travel modes

Before running the statistical tests comparing the change in travel mode from Time 1 to Time 2, the seven travel modes were combined as follows: Walk and Bicycle modes were combined into a "walk/bike" category.

The Family vehicle and Carpool were combined into a "car" category.

The School bus and Transit were combined into school "bus/transit" category.

The "Other" mode choice was excluded from statistical analysis because: there were relatively small numbers in this category; and the meaning of "Other" is often undefined. Therefore, it was not possible to appropriately and consistently classify this response option into one of the above categories. Pairing Walk and Bicycle trips, Family vehicle and Carpool trips, and School bus and Transit trips, and combining each pair into one of three categories was done for the following reasons:

Usually, the number of trips made by certain modes such as bicycling, transit and carpool is too low for the likelihood ratio chi-square tests used in this report to detect travel mode differences between Time 1 and Time 2. In order for the likelihood ratio chi-square test to run properly, there should be at least 5 trips within each of the mode categories (i.e., walk/bike, bus/transit, and car) in both the morning and afternoon. If the reports separated "School Bus" trips from "Transit" trips for instance, it is likely that the Transit mode alone would not meet the "5 or more" threshold. That is, in most cases fewer than 5 students ride the city bus ("Transit") to/from school. Combining these travel modes with similar travel modes enhances the tests' ability to detect travel mode differences between Time 1 and Time 2.

The majority of Safe Routes programs seek a general shift away from the family vehicle and toward non-motorized travel modes, rather than a specific shift between the other modes (walking, bicycling, transit riding, or carpooling).

The National Center sought to develop a standardized report that would be useful to the greatest number of users collecting Travel Tally data.

Statistical Tests

To determine if students' travel modes changed significantly from Time 1 to Time 2, likelihood ratio chi-square tests were performed separately for the morning arrival and afternoon departure travel data. The first likelihood ratio chi-square test, with two degrees of freedom, determines whether there was a significant shift in students' travel mode between Time 1 and Time 2, but does not identify which travel mode(s) shifted the most. If this first test did not detect a statistically significant change in students' travel modes from Time 1 to Time 2, then the second and third likelihood ratio chi-square tests were not calculated. However, if the first likelihood ratio chi-square test detected a significant change in students' travel modes from Time 1 to Time 2, then second and third likelihood ratio chi-square tests were performed.

The second and third likelihood ratio chi-square tests, with one degree of freedom each, determine which travel mode groups shifted the most from Time 1 to Time 2. For example, the second likelihood ratio chi-square test compared Walk/Bike to the other modes (i.e., Bus/Transit + Family Vehicle/Carpool mode groups) to assess whether students shifted toward or away from walking/biking between Time 1 and Time 2. The third likelihood ratio chi-square test compared Bus/Transit to Family Vehicle/Carpool to assess whether students shifted toward or away from using the bus or transit between Time 1 and Time 2. The second and third likelihood ratio chi-square tests also determine whether students shifted toward or away from the Family Vehicle/Carpool from Time 1 and Time 2.

Appendix F

Alternative Recommendations

Below are Action Steps that were discussed but were not included in the Lakefield SRTS Plan:

- Create routine public service announcements to raise awareness for students walking and bicycling to school.
- Create student-made signage for slow down campaign.
- Organize a Walking School Bus (provide reflective/highly visible items for backpacks and/or outerwear).
- Have bike lanes painted on Broadway Avenue, Menage Ave, and Main Street.
- Develop a SRTS walking and bicycle map for the warmer weather conditions and for winter months.
- Organize a Ride Right/Walk Left educational campaign.
- Advocate for safer and new crosswalks on Highway 86.
- Discuss adding signage and crossing guards at Pleasantview Elementary and the Middle School.
- Implement an idling reduction campaign for buses and parents at Pleasantview Elementary and the Middle School. (cold winters in Minnesota make this campaign not practical. During warm months parents generally turn off their vehicles.)

Appendix G

Equal Education Opportunity

Adopted: 8/27/2007

Revised: 4/25/2011

102 EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

- A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every school district employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

Legal References: Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

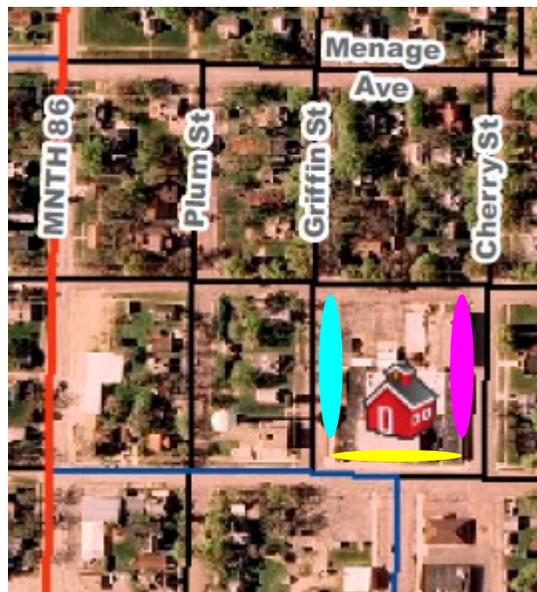
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Appendix H

Middle School Traffic Separation

The preferred parent drop-off and pick-up location will be on the west side of Cherry Street adjacent to the school. The second drop-off and pick-up location will be on the south side of the school on 4th Avenue North. This location will be referred to as zone B.

- Zone B is only for special circumstances and should not be used for pure convenience.
- Staff should park in the parking lot to the south of the school or on the east side of Cherry Street.



Legend

-  Zone A: Preferred Parent Drop-off / Pick-up Zone
-  Zone B: Special Circumstances Drop-off / Pick-up Zone
-  Busing Drop-off and Pick-up Zone

Appendix I

Pleasantview Elementary Traffic Separation

The preferred location for parents to drop-off and pick-up would be on Milwaukee Street. While buses are using the drop and pick up zone on Milwaukee Street, parents should park to the south of the buses on Milwaukee Street. Parents can line up south of the buses and wait their turn to drop off their child by the sidewalk. During pick-up parents can line up south of the buses and should park two feet away from the curb. Students will be able to safely walk between the curb and parked vehicles or on the grass, conditions permitting. Parents can also wait in line to pick-up their child by the sidewalk.

- The parking lot is only for special circumstances and should not be used for pure convenience.
- Staff should park on the north side of Broadway Avenue.



Legend

-  Zone A: Preferred Parent Drop-off / Pick-up Zone
-  Zone B: Secondary Parent Drop-off / Pick-up Zone
-  Zone B: Special Circumstances Drop-off / Pick-up (Parking Lot)
-  Busing Drop-off and Pick-up Zone

Tips for Walking Safely to School

Walking is fun, but you need to be safe while doing it. Follow these tips to make sure you get to and from school without any problems.

Walk together

Younger children should always walk with an adult. Tell your parents that walking is great exercise and a nice way to spend time together.

If your parents say that you can walk to school on your own, remember these tips:

- Walk with a friend when possible.
- Ask your parents to help you pick a safe route to school; one that avoids dangers.
- Stick to the route you picked with your parents. Don't let friends talk you into shortcuts that are more dangerous.
- When you are near the street, don't push, shove, or chase each other.
- Never hitchhike or take rides from people not arranged by your parents.
- Talk to your parents and teacher about any bullying that may happen during your walk.

Be seen

Remember, drivers may not be able to see you well. Always wear bright-colored clothes and if it is dark or hard to see, carry flashlights or wear reflective gear.

Look for traffic

Watch out for cars and trucks at every driveway and intersection on your walk to school. Look for drivers in parked cars. They may be getting ready to move.

Cross the street safely

1. Stop at the curb or edge of the street.
2. Look left, right, left and behind you and in front of you for traffic.
3. Wait until no traffic is coming and begin crossing.
4. Keep looking for traffic until you have finished crossing.
5. Walk, don't run across the street.

Obey traffic signs, signals and adult school crossing guards

For more resources and information on Safe Routes to School, please visit the National Center for Safe Routes to School Web site at www.saferoutesinfo.org.

Tips for Parents and Other Adults For Teaching Pedestrian Safety to Children

SafeRoutes

National Center for Safe Routes to School



TIP SHEET

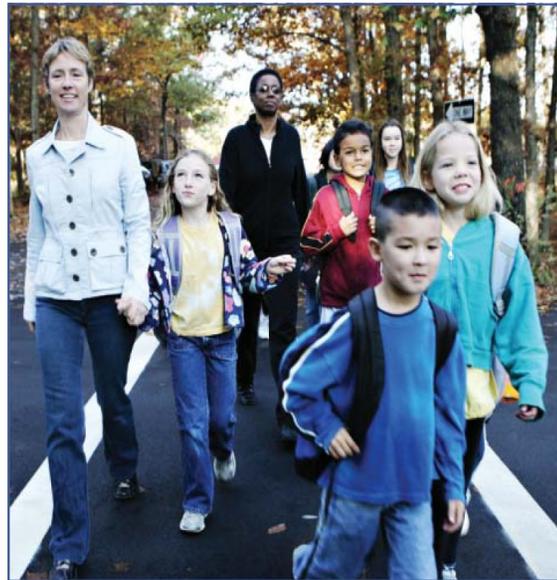
Walking is a fun and healthy way to spend time with your children while teaching them skills that can serve them well throughout life. The walk to school is a great time to use these safety tips.

Be a walking role model

Children learn through experience. Walking with parents or another caregiver is an important way for children to practice crossing real streets and picking safe places to walk. There is no magic age when children are old enough to walk without an adult. But, as a parent, you should decide when your child has the skills and experience to deal with traffic safely without you.

As you walk with your child, remember these safety tips:

- Wear bright-colored clothes, and carry flashlights or wear reflective gear if it is dark or hard to see.
- Look for traffic at every driveway and intersection. Be aware of drivers in parked cars that may be getting ready to move.
- Obey all traffic signs and signals.
- Cross the street safely:
 1. Stop at the curb or edge of the street.
 2. Look left, right, left and behind you and in front of you for traffic.
 3. Wait until no traffic is coming and begin crossing.
 4. Keep looking for traffic until you have finished crossing.
 5. Walk, don't run across the street.



Choose the safest route to school

Select a walking route with less traffic and intersections.

- Pick places where there are sidewalks or paths separated from traffic. If there are no sidewalks or paths, walk as far from the motor vehicles as possible and, if possible, on the side of the street facing traffic.
- Limit the number of street crossings. When available, cross at a location with an adult school crossing guard.
- Avoid crossing busy or high-speed streets.

Understand your child's limitations

Children are not small adults. It will take time and practice for a child to develop the ability to deal with lots of traffic. Over time, children develop the ability to accurately judge the speed and distance of oncoming traffic. Young children may think that a car is able to stop, when in fact, it is not. Also, children may think that if they can see a driver, the driver can see them. But, children are smaller and harder for drivers to see. Get down to a child's height to experience their perspective and see what they see.

For more resources and information on Safe Routes to School, please visit the National Center for Safe Routes to School Web site at www.saferoutesinfo.org.

Jackson County Central Safe Routes to School (SRTS)



What is SRTS?

Safe Routes to School (SRTS) helps kids walk and bicycle to school more often through infrastructure improvements, education, and promotional activities. SRTS is more than just a program; it is a comprehensive strategy to instill life-long habits that support physical activity and health.

The Jackson County Central School District was awarded a SRTS program planning grant from the Minnesota Department of Transportation (MN/DOT) to identify and address the unique safety concerns on and around the school and community for students (and residents) walking and biking.

The planning process starts with a thorough evaluation...

Evaluation: study the current conditions so we understand what opportunities and barriers there are.

Education: educate about the benefits of walking and bicycling, impart safety skills, create community awareness, and foster life-long habits of active living.

Encouragement: build programs and policy around encouraging an active lifestyle.

Enforcement: partner with law enforcement to target problem areas, increases awareness for pedestrians and bicyclists, and improve driver behavior through community education programs.

Engineering: create safer conditions for walking and bicycling, implement physical improvements that make it more attractive to walk and bicycle, and influence the way people behave in the street network.

Evaluation: Determines if the program is making a difference.

SRTS programs help kids get more physical activity. Children are recommended to get 60 minutes of physical activity a day. A 15-minute trip one-way helps children to meet that goal. Students Arrive ready to learn.

For more information on SRTS contact:

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Program Goals

- Make bicycling and walking safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age.
- Facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the community.

Promoting an Active Lifestyle for all Residents