JUNE 2021

JACKSON COUNTY CENTRAL SCHOOLS

LAKEFIELD SAFE ROUTES TO SCHOOL PLAN

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

DEPARTMENT OF TRANSPORTATION

MINNESOTA SAFE ROUTES TO SCHOOL

ACKNOWLEDGMENTS

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

Keri Bergeson
Principal, JCC High School

Chris Naumann
Principal, JCC Middle School

Kimberly Meyer (Jackson)
Principal, Riverside Elementary

Tammy Timko (Lakefield)
Principal, Pleasantview Elementary

Michelle Eckert
Palmer Bus Services

Tim Stahl
Engineer, Jackson County

Matt Skaret
Administrator, City of Jackson

Rustin Kaderabek
Utility Foreman, City of Lakefield

Dan Handberg
Lakefield EDA

Luke Ewald
DVHHS-Preventive Health

Claire Henning
DVHHS-Nobles County SHIP

Jeff Johnson (Jackson)
JCC School Board

Alyssa Anderson (Lakefield)
Nurse, JCC School District

Jacqueline Knips
Community Ed., JCC Schools

Gina Sinn
Health Office, JCC School District

Dave DeJong (Jackson)
Parent/Community Member

Shawn Haken
Jackson County Sheriff's Office

Kelly Mitchell
Jackson County Sheriff's Office

Roger Pohlman
Chief of Police, City of Lakefield

Lynne Anderson
Jackson County Friends of the Trails Committee

Jeremy Bartosh
Jackson County Parks & Recreation

Phil Nasby
Jackson County Commissioner

Teachers
JCC HS, MS, Pleasantview & Riverside

Jason Walker
Development Planner, SRDC

Rosemary Bruce-White
Development Planner, SRDC

Jessica Welu
Communications Specialist, SRDC

MINNESOTA SAFE ROUTES TO SCHOOL

DEPARTMENT OF TRANSPORTATION

SRDC SOUTHWEST REGIONAL DEVELOPMENT COMMISSION

JACKSON COUNTY CENTRAL HIGH SCHOOL

City of Lakefield Minnesota

Check out more Safe Routes programs and resources:
http://www.dot.state.mn.us/mnsaferoutes/.

Check out more information on regional development:
www.swrdc.org.

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01 EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The Lakefield Safe Routes to School (SRTS) Committee has completed a planning process culminating in the Lakefield Safe Routes to School Plan. SRTS Plans are guides meant to identify strategies to increase walking and biking to school as well as the safety of students who choose to do so. The plans also function as a way to increase the physical activity levels and health of students. SRTS plans are an essential first step to understanding the barriers that currently exist to safe walking and biking before effective changes can be implemented.

The SRTS Team was comprised of representatives from the Jackson County Central Public School District, school administration, the City of Lakefield, the Jackson County Friends of the Trails Committee, transportation staff, the county engineer, municipal public works, law enforcement, teachers, school nursing staff, and public health representatives. Southwest Regional Development Commission (SRDC) provided planning assistance to the planning team in the development of the SRTS Plan, including team coordination and meeting facilitation. The SRTS Plan established seven main strategies to increase walking and biking to school as safely as possible in Lakefield with associated recommended action items under each strategy. These action steps are meant to be tangible steps to improve the safety of students walking and biking to the schools and throughout the City of Lakefield.

Jackson County Central Schools and the City of Lakefield took part in the SRTS planning process during a 10-month period of the 2020-2021 academic year (August 2020 through May 2021).

Using the data gathering and assessment activities, recommended action items were developed for each goal through the “6E” approach for the district. Every action step falls under at least one of the “6 Es” and all 6 Es are covered by at least one strategy. The 6 Es are: Education, Encouragement, Enforcement, Engineering, Evaluation, and Equity. See the Strategies section of the plan for detailed descriptions of each of the seven strategies and their associated action steps.

The action steps ranged from short- to long-term and some were intended to be ongoing initiatives. As such, SRTS plans should be viewed as living documents that reflect the needs of the community throughout time. The planning team also ranked the action steps in order of priority for implementation purposes. The action items were incorporated into the implementation matrix included in the plan maintenance section of the plan.

WHAT IS SAFE ROUTES TO SCHOOL PLANNING?

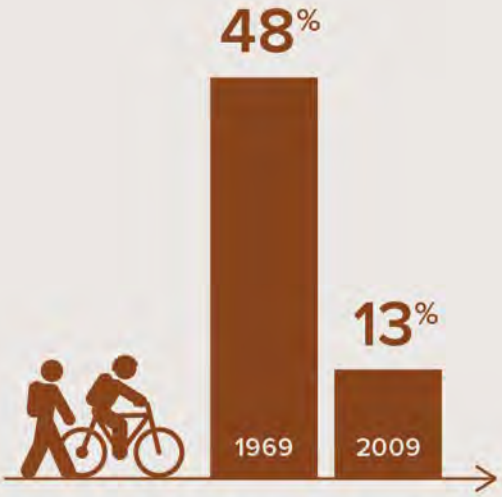
SRTS programs examine conditions around schools and conduct projects and activities that work to improve safety and accessibility and reduce traffic and air pollution near schools. Thus, these programs help make bicycling and walking to school safer and more appealing transportation choices thus encouraging a healthy and active lifestyle from an early age.

HOW DOES SRDC ASSIST WITH SRTS PLANNING?

Southwest Regional Development Commission (SRDC) has successfully developed numerous Safe Routes to School Plans for communities throughout the nine-county region of Southwest Minnesota over many years. SRDC assists local units of governments or schools in all aspects of SRTS planning, including developing a planning team, facilitating public information meetings, facilitating planning team work sessions, administering both student and parent surveys, conducting walk-audits, drafting the planning document, assisting in the adoption process, and much more.

02 INTRODUCTION

Why Safe Routes to School?



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

MOST KIDS ARE NOT GETTING ENOUGH PHYSICAL ACTIVITY

ROADS NEAR SCHOOLS ARE CONGESTED, DECREASING SAFETY AND AIR QUALITY FOR CHILDREN

KIDS WHO WALK OR BIKE TO SCHOOL:

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

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

- Fewer students walking & biking to school
- More parents driving children to school
- Increased traffic at and around school
- Rising concern about safety of walking & biking

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

INTRODUCTION TO SAFE ROUTES TO SCHOOL

PURPOSE

Safe Routes to School (SRTS) planning grants are awarded by the Minnesota Department of Transportation (MnDOT) with the intent to identify barriers and opportunities for youth to walk and bicycle to school. The planning process engages community stakeholders and lays out strategies for them to leverage significant investments in infrastructure and non-infrastructure solutions to increasing the number of students that walk and bike to school.

The time period for the completion of this planning grant was July 1, 2020 through June 30, 2021. Jackson County Center Public Schools and the City of Lakefield participated in the planning process and are included in this plan. The planning process was conducted by the Southwest Regional Development Commission and appropriate stakeholders in accordance with current guidelines provided by MnDOT.

BENEFITS

Through promoting a safer and healthier environment in which students can walk and bike, there are a number of benefits. These include, but are not limited to:

- Reduced traffic congestion near schools
- Enhanced air quality around schools
- A safer community for all residents
- Community building and connectedness
- Transportation cost savings for the school district

Incorporating daily physical activity into the routines of students of all ages has additional benefits, including:

- Healthier students and community
- Focused students who are prepared to learn
- An increased sense of independence among students
- Establishing lifelong healthy habits

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.

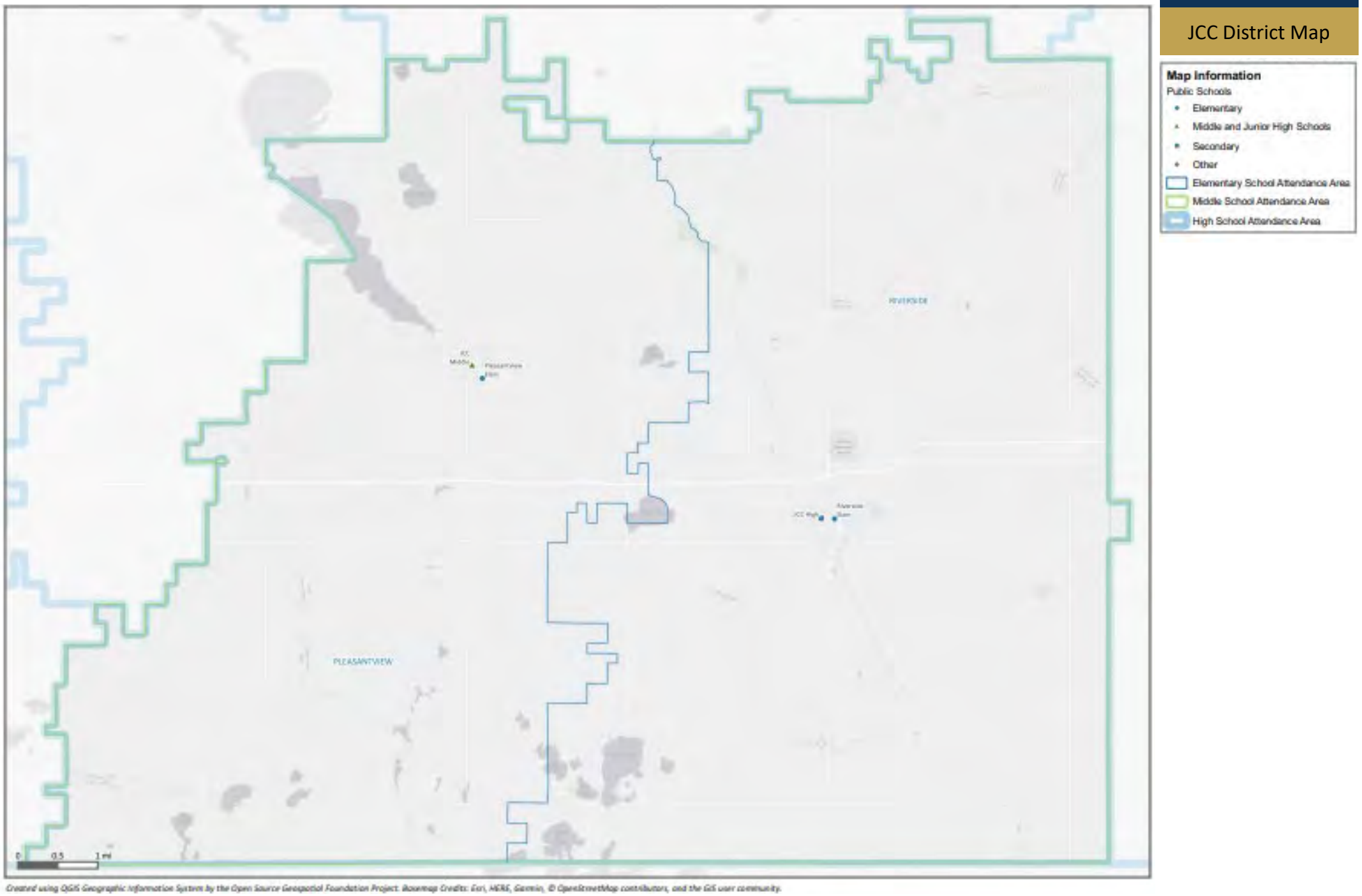


Figure 1: Map of the JCC Public School District Attendance Areas and Locations

Photo Credit: JCC Schools

Left: Pleasantview Elementary
Middle: JCC Middle School
Right: JCC Central groundbreaking

SCHOOL PROFILE

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.

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. Please notes that the new middle school, scheduled for completion for the 2022-23 school year, will be adjacent to Pleasantview Elementary. Pleasantview 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 is for Pleasantview Elementary (Grades 4,5 and PreK) and the JCC Middle School (Grades 6-8).

According to the Minnesota Department of Education, the 2020-2021 total enrollment in the schools located in the City of Lakefield was 425 students.

The contact information for Jackson County Center Public Schools in Lakefield are:

Pleasantview Elementary School
110 Milwaukee Street
Lakefield, MN 56150

Phone: 507-662-6218
Fax: 507-662-6690

JCC Middle School
205 4th Avenue N
Lakefield, MN 56150

Phone: 507-662-6625
Fax: 507- 662-5063

LAKEFIELD SCHOOLS

425
STUDENTS

PLEASANTVIEW

Enrollment: 170

Living within 1 Mile from School: 53%

Free/Reduced Price Lunch: 40%

JCC MIDDLE SCHOOL

Enrollment: 255

Living within 1 Mile from School: 36%

Free/Reduced Price Lunch: 36%

03 PLANNING PROCESS

PLANNING PROCESS

The SRTS planning process is a comprehensive approach designed to bring together the school and community stakeholders around a shared vision to improve pedestrian safety and increase the number of students who choose and parents who allow walking and biking to school. Because the plan will be implemented by the community, it is critical to get their input throughout the entire process.

SMART GOALS

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

- **Specific:** the recommendations will communicate what needs to be accomplished and by whom.
- **Measurable:** the outcomes from the recommendations will be quantifiable.
- **Attainable:** the recommendations will be ambitious but reasonable.
- **Relevant:** the recommendations will be responsive to the needs of the school and community.
- **Timely:** the recommendations will have a specific timeline.

VISION STATEMENT

One of the first tasks undertaken by the Lakefield SRTS Team was to craft a vision statement. This guiding statement lays out the sort of work the team hopes to see implemented at the schools and city through the continuous development of the Safe Routes to School plan.

2013 JCC Vision Statement:

> ***Fostering partnerships to develop healthy, active, and connected life styles for people of all ages and ability.***

NEW 2022 JCC Vision Statement:

> ***Building on past successes to promote healthy, active, and connected lifestyles for students and their families regardless of age or ability.***

THE SIX "E" APPROACH

The planning process is based around "**The 6 Es**" approach. Each of the "Es" is detailed below.

EDUCATION

Providing education about SRTS helps build support among children, parents, teachers, and community members. The team should assess where education might be needed, and craft their messages to meet the needs of target audiences. Examples of education can include in-classroom and/or out-of-school walking and bicycling education for students, educating parents on the benefits of walking and biking, educating parents and the public about right-of-way laws and sharing the road with bicyclists, and informing students and parents about which routes are safe to take through the community. Often times this is where teachers and public health workers can lend their skills along with other community partners who have regular contact with the public, such as law enforcement.

ENCOURAGEMENT

Though closely tied to education, encouragement is focused on influencing people to make the choice to walk and bike to school through incentives and rewarding efforts. Encouragement activities work better if the physical environment already lends itself to walking and bicycling to school. Some examples of encouragement activities might be: organizing a "Walk and Bike to School Day," creating walking school buses or bike trains with adult volunteers, utilizing in-classroom incentives to encourage students to walk and bike. Often, encouragement is done in partnership with school staff, though community volunteer involvement is frequently needed.

ENFORCEMENT

Enforcement strategies correct and reduce unsafe behavior by drivers, pedestrians, and bicyclists. This creates paths and roads that are inviting and safe for all intended users. These strategies can include partnerships with law enforcement; enforcing policies and procedures to ensure students, parents, and others are knowledgeable about appropriate transportation protocols; and signage enhancements.

ENGINEERING

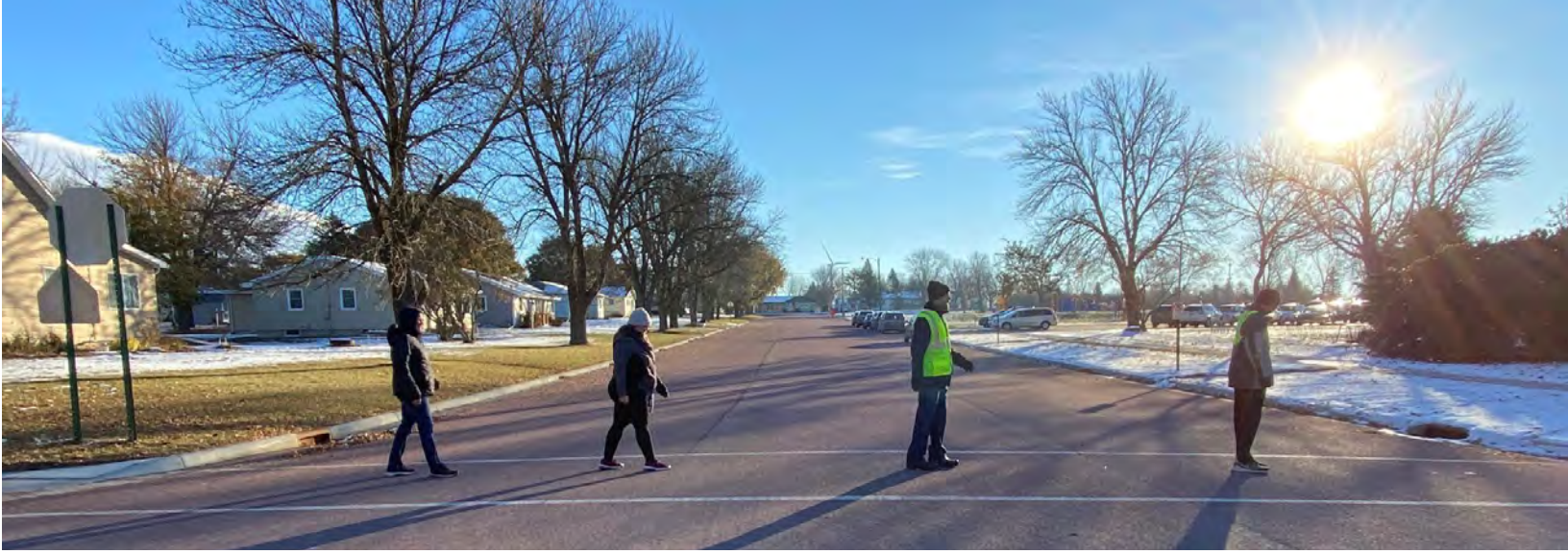
The built environment is often a large determinant of whether or not students are able or allowed to walk to school. For example, a large, unmarked intersection across a highway might dissuade some parents from allowing their child to walk to school. Additionally, having little or no sidewalks also makes walking dangerous. These sorts of solutions can include traffic calming techniques, sidewalks, bicycle lanes, bike racks, and signage.

EVALUATION

In order to define both the starting point and goals, the team must have data from which to begin. Evaluation is where the SRTS planning process begins, and ideally where it returns on a regular basis to document progress. In the following pages, you will be more in-depth data that was gathered, such as traffic volumes, crash data, and surveys. Additional examples are conducting regular student tallies or walk audits in order to track the change in walking and biking to school over time.

EQUITY

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



PARTICIPANTS & PUBLIC INVOLVEMENT

The SRTS planning process takes a very structured approach to engaging the school and community. Each member plays a very specific role and they are meant to be a diverse group so that there are as many avenues for implementation success as possible. A list of participants can be found on Acknowledgment page of the this plan (page 1).

PLANNING PROCESS

The Lakefield Safe Routes to School planning process took place over the 10-month period of the 2020-2021 academic year (August 2020 through May 2021). Each step are detailed in the sidebar.

The SRTS kick-off meeting was held via Zoom. The meeting started with a round of introductions along with sharing how they got to school. Staff then presented about the Safe Routes to School program, its purpose, benefits and the process of creating a comprehensive Safe Routes to School Plan. Staff then opened up the conversation to hear attendee's perspectives on the benefits to the community of having more students walking to 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, street profiles, 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 walk audit and administered a caretaker survey. Synthesizing this information will help the Lakefield SRTS team create a concrete plan for addressing the issues related to walking and bicycling in Lakefield.

PLANNING STEPS

Kickoff meeting
September 30, 2020

Walk Audit
October 28, 2020
May 10, 2021 (South-side audit)

Caretaker Surveys
October 14 – November 5, 2020

Assessment of Issues and Barriers
September – December 2020

Meeting #2, Data & Draft Strategies Review
March 30, 2021

Draft Strategies
March – April 2021

Draft Plan
February – May 2021

Meeting #3, Draft Plan Review
April 29, 2021

Plan Finalization
May – June 2021

04 EXISTING CONDITIONS

EXISTING CONDITIONS

EXISTING POLICIES & EDUCATION INITIATIVES

Lakefield has a snow removal policy in place. In Chapter 90.17 of Lakefield's ordinances regarding public nuisances affecting peace and safety, it declares that all snow and ice not removed from public sidewalks 24 hours after the snow or other precipitation causing the condition has ceased to fall is considered a nuisance. Should the city provide the removal, the costs can be assessed to the property owner.

HEALTH ISSUES

Though the main focus of Safe Routes to School is safety, health is related. Many students do not receive the recommended daily amount of physical activity, which can lead to lack of focus in school and also poor health. Safe Routes to School can be considered more than just an approach to safe walking and biking – it can also be a way for students to stay healthy and active, which are essential for academic success.

GRADE 5	2016	2019
Active for at least 60 minutes/day for at least 5 days per week.	71%	46%
Overweight/ Obese	NA	NA
Felt down, depressed or hopeless more than half the days of each week.	NA	NA

GRADE 8	2016	2019
Active for at least 60 minutes/day for at least 5 days per week.	52%	73%
Overweight/ Obese	23%	37%
Felt down, depressed or hopeless more than half the days of each week.	23%	10%

GRADE 9	2016	2019
Active for at least 60 minutes/day for at least 5 days per week.	61%	52%
Overweight/ Obese	37%	41%
Felt down, depressed or hopeless more than half the days of each week.	23%	11%

GRADE 11	2016	2019
Active for at least 60 minutes/day for at least 5 days per week.	40%	70%
Overweight/ Obese	25%	48%
Felt down, depressed or hopeless more than half the days of each week.	16%	14%

Figure 2: Health data for Jackson County from the 2016 & 2019 Minnesota Student Survey

TRAFFIC VOLUMES

The Minnesota Department of Transportation records traffic volumes on trunk highways, County State Aide Highways (CSAH) and other roadways that are classified as collectors and arterials. The data for Lakefield's highways are from 2016-2018 and are used to draft adjusted average daily traffic (AADT) for available highway segments. Both schools in Lakefield are located along intersections with roadway segments off fairly low AADTs. It is very likely that most of the traffic on these roadways is attributed to those traveling to and from each school.

Pleasantview Elementary is located at the intersection of Mill Road/CSAH 14 and Milwaukee Street. Behind the school is a trail that connects the residences on the eastern side of the town south of Menage Ave to the sidewalks on Mill Road adjacent to the school. Jackson County Central Middle school is located at the intersection of 4th Avenue and Main Street.

Milwaukee Street and Mill Road had fairly low AADTs at 700 and 890 respectively. The most traveled roadway in Lakefield is MN-86 which had an AADT of 3900 within city limits. Main Street also has a notable AADT between Mill Road and 2nd Avenue. Between 2nd Avenue and 4th Avenue Main Streets AADT drops to 530. 4th avenue has an AADT of 530 for the segment between MN-86 and main.

CRASH DATA

From 2015-2020 there were 37 crashes in Lakefield. Of those crashes, 33 resulted in property damage only, two in possible injury, one in minor injury and one in serious injury. Most crashes (12) with a diagram available were right-angle crashes that occurred at intersections. There were no crashes with pedestrians or bicyclist as most crashes were interactions with other moving vehicles (16) or parked vehicles (12).

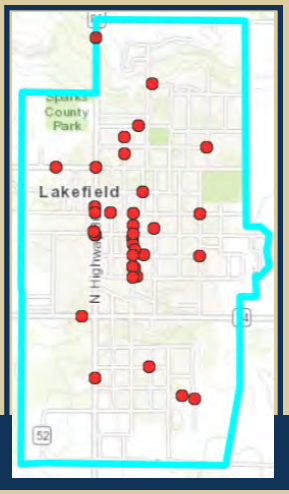


Figure 3: Map of crashes in Lakefield between 2015-2020
CITATION: MnCMAT 2- January 2015-December 2020

SIDEWALK & BICYCLE INFRASTRUCTURE

The City of Lakefield has a network of pedestrian infrastructure that is in various stages of maintenance and repair. Crosswalks are present on all intersections along Main Street and other roadways with higher traffic volumes. These crosswalks are painted once a year during the fall. Sidewalks that are in the excellent and good condition are concentrated along Main Street. Throughout the rest of the city, most sidewalks are noted to be in "Fair" condition where they may have portions in good condition, but are interrupted with sections of disrepair or gaps. In general, sidewalks that are north of Mill Road are in better condition than the ones located south of Mill Road. There are identified sidewalk gaps on Mill Road between Main and Milwaukee, and on Belmont Street between 7th Avenue and 1st Avenue.

ROADS

The City of Lakefield encompasses an area of 1.3 square miles. Most roadways are municipal roadways with 1.5 miles of MN State Highways, and 2.5 of County State-Aid Highways. CSAH 20 brings in traffic from the west and terminated at its intersection with MN 86. CSAH 14/Mill Road facilitates east-west travel on the south side of the city. CSAHs 54 and 42 have termini at MN 86 and CSAH 14/Mill Road at right angles. The roadways in Lakefield follow a grid pattern that is oriented around the intersection on MN 86 and CSAH 14.

BUS STOPS & PUBLIC TRANSIT

All bus route stops, addresses, times and procedures are found at https://www.jccschools.com/transportation.

ARRIVAL & DISMISSAL PROCEDURES

The bus schedules along with the arrival and dismissal procedures can be found on the school website at https://www.jccschools.com/transportation.

SPEED LIMITS, SIGNAGE, & ZONES

In Lakefield, the speed limit on MN 86 decreases from 60 mph to 30mph joust outside city limits. School Crossing signage is located at MN 86 and Menage, MN 86 and 5th Avenue, and MN 86 and 4th Avenue. Along CSAH the speed limit decreases from 55 mph to 30mph outside of city limits. There is one school crossing sign on CSAH 14 slightly west of Riverside Elementary. There are also school crossing signs on Plum Street near the middle school and on Milwaukee (near Riverside Elementary).

SCHOOL PATROL

School patrol is on duty from 7:45 am and after school to help supervise and provide crossing assistance. Caretakers are encouraged to not allow student to arrive before 7:45 to ensure that the school patrol is present and ready to assist.

COMMUNITY OUTREACH & WALK AUDIT COMMENTS

The JCC SRTS team conducted a walk audit on October 28, and conducted a caretaker survey to identify and to gain further insight into the pedestrian, bike, and safety needs in Jackson.

Problem Intersections

- Mill Road and Milwaukee Street
- 2nd Ave and Milwaukee Street
- Broadway Avenue ad Milwaukee Street

Frequently Crossed Intersections

- 4th Avenue and N Griffin Street
- Menage Avenue and Milwaukee Street
- 3rd Avenue and Milwaukee Street
- Menage Avenue and Mn 86

Crossing Issues

- MN 86 and Menage
- MN 86 and 4th Ave
- Mill Road and Milwaukee Street

Sidewalk Gaps

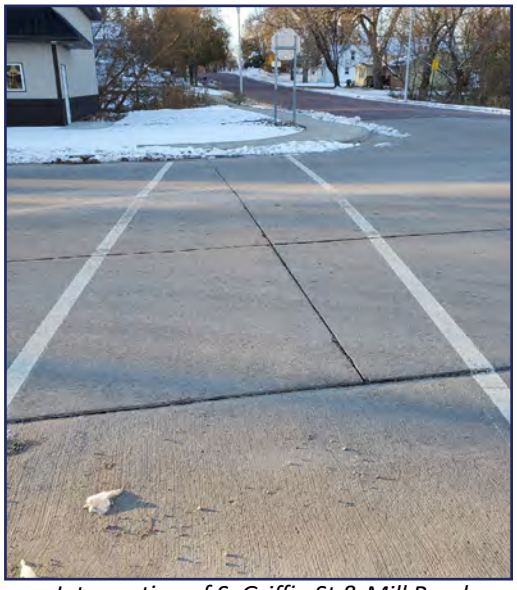
- The city south of Mill Road is severely disconnected from the rest of Lakefield. At this time there is one sidewalk that facilitates travel along S. Griffin Street to cross Mill Road to get to Main Street. This sidewalk facility is not ideal to users as it would cause them to backtrack away from the school.
- Mill road: at the time there is no on or off-road pedestrian infrastructure.
- Belmont Street: Filling this sidewalk gap would complement the suggested route addition found on the map in Figure 4 on the next page.

Heavy Traffic

- Mill road and Griffin/Main Street
- Mill Road and Milwaukee
- Main Street and 4th Avenue
- MN 86 and Menage
- MN 86 and 4th Avenue

Intersection of Mill Road & Milwaukee St

Intersection of Broadway Ave & Milwaukee St



Intersection of S. Griffin St & Mill Road

Figure 4: Map of the proposed South Lakefield Connection Trail

WALK AUDIT COMMENTS

During the walk audit and hazard observations participants noted that sidewalks, crosswalks and signage nearest to the school were in-place and in good repair overall. Some would like the crosswalks to be more visible and liked the idea of doing something artistic for the crossings. Once the new middle school is built, additional signage along Mill St. will likely be needed. The residential areas around the school have adequate to good pedestrian infrastructure and the downtown area has new sidewalks that are wide, ADA compliant and in excellent condition.

Sidewalk and crosswalk on Main St. in downtown Lakefield

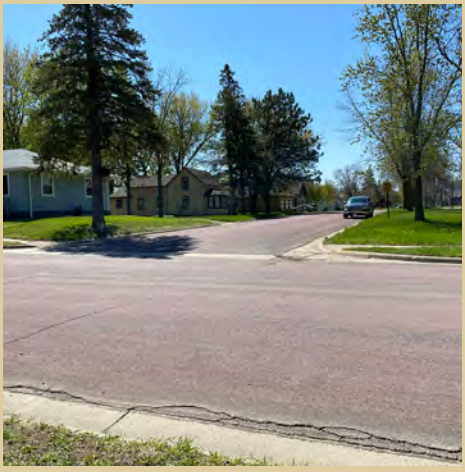
Connecting South Lakefield

The greatest need that was later identified, and led to staff visiting Lakefield a second time, was to find a way to build a trail (see figure 4 for proposed trail previously identified by the City) connecting the south side of town to Mill Street to dramatically cut the distance students would need to walk/bike to school. When SRDC returned to Lakefield in May 2021 , they did an audit of the potential trail – taking photos and noting sidewalk gaps and infrastructure needs on the south side of town.

Griffin St. is currently the closest access from south Lakefield to the north and to the school. Sidewalks along Griffin St. to Mill Road are in good condition. However, there are no sidewalks along Mill Road.

Intersection of Griffin St. & Mill Road showing no pedestrian infrastructure along Mill Road to the school

Proposed South Lakefield Connection Trail



The trail would connect near the corner of Belmont St & 1st Ave in South Lakefield. The space is currently public property.

The trail would follow the stream and tree line. The path is visible and currently being used to connect to the north side of town.

The trail would connect on the north side of town west of the bridge Mill Road where crossing infrastructure would be essential to reach Milwaukee St.

PARENT SURVEY RESULTS

Caretaker Surveys are a crucial component of the planning process. These surveys reflect how children and their caretakers perceive walking and biking and how their caregivers decide whether or not to allow the students to walk and bike to school. Although quantitative data is useful in guiding policies for future investments, qualitative data found in the open comment section can provide themes and provide community context. The full survey responses can be found in Appendix B. For the Jackson County Center Schools in Lakefield, the survey results are provided for the Pleasantview Elementary School (Grades 4-5) and the Jackson County Center Middle (Grades 6-8).

Pleasantview Elementary (Grade 4-5)

There were 18 total survey responses. Since there were a small number of respondents the results are given as numbers rather than percentages. Most survey responses (11) came from caretakers of 4th graders. Most students lived more than 2 miles from school (10) and are dropped off to school by family member (6 to school and 5 from) or take the bus (8 to and from school). Three caretakers identified that they live within half a mile of the school and another 3 stated they lived half a mile to one mile from the school. More students walk home from the school (2) than to school (1) and 2 bike to and from school.

In the last year, 9 caretakers surveyed stated that their child asked for permission to walk or bike to and from school. For those that do not allow their student to walk and bike to/from school, the distance was the most cited reason (10). Weather or climate related conditions were also highly cited issues (8), along with Safety of intersection and crossings (4), and traffic speeds along the route (4).

The majority of elementary caretakers (13) felt that the JCC Schools neither encouraged nor discouraged walking and biking to/from school in Lakefield. The rest of the survey respondents felt that their children were either encouraged or strongly encouraged to walk or bike to/from school. When asked how much fun their children had walking and biking to/from school, 7 stated that it was fun or very fun. Half of the respondents said that walking and biking was neither fun nor boring/very boring. All survey respondents believed that walking or biking to/from school was healthy or very healthy.

JCC Middle School (Grades 6-8)

There were 39 total survey responses for the JCC Middle school in Lakefield. Since there were a small number of respondents, the results are given as numbers rather than percentages.

Caretakers of 6th graders were the majority of survey respondents (14). The rest of the survey respondents were split between caretakers of 7th and 8th graders (9 of each) Most caretakers stated that students live

further than 2 miles away from the school (14). Eleven respondents said they lived within half a mile from the middle school. More students bus from school (10) than to school (6). This difference between the AM/PM is reflected in the number of students that are driven to school by family (12) and home from school (8). The rest of the caretakers surveyed identified that students walked or biked to/from school.

About half (15) of the caretakers surveyed said that their child asked for permission to walk or bike to/from school. When asked what grade caretakers would allow for their children to walk and bike to/from school, the most popular selection was 4th grade, cited by 7 respondents. The next most popular selections were 5th and 6th grade with 5 responses each. When asked about what issues prevent their child from walking or biking to/from school, 15 respondents identified the distance between home and school and the weather. Another notable issue cited by respondents was the safety of intersections and crossings (7). Solutions that respondents cited that would help their children walk and bike to/from school more often were better snow/ice removal, groups of students to walk or bike with, and a shorter distance to school.

The majority of respondents (27) felt neutral about how JCC middle school encouraged walking and biking to/from school. Seven respondents felt like their children were either encouraged or highly encouraged to walk and bike to/from school. There was one notable respondent who felt that the Middle School discouraged walking and biking to/from school. In regards to how much fun respondents felt that their children had walking and biking to/from school, most (13) cited that their children felt neutral about walking and biking to/from school. Eleven said that their children found walking and biking to/from school as fun and 4 found it either boring or very boring. When asked how healthy walking or biking to/from school was or their children, most respondents stated that it was either healthy or very healthy (23), 5 felt neutral and 1 felt it was unhealthy for their child.

STUDENT TALLY RESULTS

Due to COVID-19 regulations and its affect on school procedures, student tallies were not conducted as part of this SRTS planning process, as the data gathered from the tallies would not have been demonstrative of a regular school year.

05 STRATEGIES

STRATEGIES

The SRTS Team developed a series of strategies and action steps following the research and observations compiled in the previous sections. The strategies and action steps listed below are meant to encompass all 6 Es. The planning team also rated the priority of each strategy. Each goal was ranked by the team during the planning process and these rankings can be found in the work plan. In these rankings, number 1 is the highest-rated goal by the team with the rest in descending order. This does not mean that the low-ranked goals are less important to implement, nor does it mean number 1 must be implemented first, followed by number 2, and so on. Rather, the ranking is meant to focus time and funds as to which issues are the most feasible and pressing to implement at the current time. Due to scarce resources, it may be necessary to start with a lower-ranked action step that requires little or no money and engineering expertise.

The Safe Routes to School Plan should be a living document, meaning that the team can update it as needed – whether the changes are amendments or new strategy and action step additions. The malleability of this document will allow for it to reflect the changing needs of the community and school as time goes on or as conditions change as the plan is implemented. Because these are recommendations, the team might see the need to modify an action step during implementation.

Education *Encouragement* *Enforcement* *Engineering* *Evaluation* *Equity*

STRATEGY 1: Encourage students to walk and bike to school through school curriculum and developing resources.

Action 1: Determine which teachers, if any are using the Walk! Bike! Fun! Curriculum at Pleasantview Elementary, and then implement a coordinated effort to expand the use of the curriculum.

Action 2: Conduct community outreach and education to encourage walking/biking.

1. Walking and biking education can be easily incorporated into classrooms through existing curricula. One example of these is the Walk! Bike! Fun! curriculum from the Bicycle Alliance of Minnesota. This sort of free and pre-written curriculum makes it easy for physical education or classroom teachers to weave walking and bicycling safety into their lesson plans. The Walk! Bike! Fun! curriculum specifically is separated into two sections: “Walk Fun!,” for younger elementary students who are not able to bike safely alone followed by “Bike Fun!” for older elementary students. In the walking curriculum, students learn about traffic, street crossing, intersections, and visual barriers, among others. In the bicycling portion, students learn about helmet use, flat tires, how to start and stop on a bicycle, riding on the road, and other topics. In both sections of the curriculum, students are taken outside for walking and bicycling around town or in a designated area to practice the skills they learned. A few years ago, Kiwanis did a bike fix-it day as part of a family resources day. The idea is to explore integrating bike repair into the classroom.

Walk! Bike! Fun! Curriculum

2. Using different media forms, the SRTS team will reach out to the community with new initiatives.

Education | Encouragement | Enforcement | **Engineering** | Evaluation | Equity

STRATEGY 2: Ensure safety through infrastructure improvements.

Action 1: Educate parents on proper drop-off/pick-up line procedures at the new school via student handouts, newsletters, emails, text messages, etc.

Action 2: Maintain key pedestrian infrastructure and construct new sidewalks when feasible.

Action 3: Connect the southern section of Lakefield to the northern section of the city and Pleasantview Elementary through the construction of a pedestrian /bicycle trail (figure 5).

Action 4: Add crosswalks and lights where needed at intersections where a safety need is identified.

1. The new school will have brand new drop-off/pick up procedures that will need to be advertised. It is important to educate not only transportation staff and school staff about drop-off/pick-up procedures, but to continually educate parents and students. It might be advantageous to send out a newsletter with policies and maps depicting them as well as adding resources to the school website. Policies and procedures along with maps can also be included in the student handbook sent out at the beginning of the year.

2. A high priority is to ensure that well maintained sidewalk infrastructure is built where there are gaps and maintained where it already exists.

Left image shows well-maintained pedestrian infrastructure downtown Lakefield.
Right image show infrastructure in need of maintenance in the southern section of town.

3. 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 (figure 5) 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. 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.

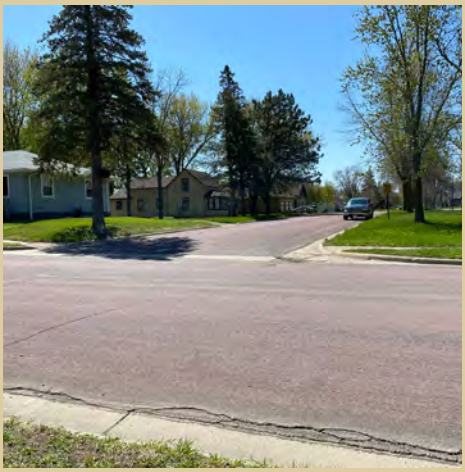
   Building this trail and connecting south Lakefield to the northern section will improve the safety and convenience of children walking and bicycling to school from the south Lakefield. Currently, residents in the southern section of Lakefield who want to walk or bicycle to school, need to travel three to six 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.

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

4. If a trail is built to access the south side of town, the city will need to create a safe way to get across Mill Road to the school. Also, when work is done on Hwy 86 in summer of 2022, the plan includes painting crosswalks at three intersections: Mill Road, 3rd Avenue N, and Menage Avenue. The SRTS team will regularly assess the needs to improve the safety at crosswalks as part of their regular implementation meetings.

Figure 5: Map of the proposed South Lakefield Connection Trail

Proposed South Lakefield Trail



The trail would connect near the corner of Belmont St & 1st Ave in South Lakefield. The space is currently public property.

The trail would follow the stream and tree line. The path is visible and currently being used to connect to the north side of town.

The trail would connect on the north side of town west of the bridge Mill Road where crossing infrastructure would be essential to reach Milwaukee St.

Education *Encouragement* *Enforcement* *Engineering* *Evaluation* *Equity*

STRATEGY 3: Utilize strategic partnerships with community stakeholders for education and programming purposes.

Action 1: Host bike rodeos every other year to encourage follow-up in walking/biking to school.

Action 2: Partner with local law enforcement and businesses to create a helmet "ticketing" program to reward kids that are "caught" wearing a helmet.

Action 3: Host at least one fix-it day per year.

1. The city has hosted bike rodeos in the past and the SRTS team plans to collaborate on this event and use it to promote other priority initiatives. Two team members stated they would look into League Cycling Instructor Training through the Bike Alliance of Minnesota.
2. The Sheriff's department has done this "ticketing" program for over a decade in Jackson. The SRTS team in Lakefield wants to partner with local law enforcement and identify a business or businesses that could participate in a similar effort.
3. The team will identify some "handy" individuals to volunteer for a bike "fix-it" day. These organized after-school events allow elementary students to get their hands dirty, turn wrenches and learn basic bike repair and maintenance skills from school faculty or professional bike mechanics. From changing a flat tire to adjusting brakes to dialing in shifting, bike fix days aim to empower youth to take care of their own bicycles.

Education | Encouragement | Enforcement | Engineering | Evaluation | Equity

STRATEGY 4: Encourage students to walk/bike to school through school programming.

Action 1: Continue to host at least two walk/bike to school days per year.

Action 2: Implement a walking school bus program.

Action 3: Use intra- or inter-classroom competitions and/or recognition for distances students have walked/biked to school.

1. Walk to School Days and Bike to School Days (changed to Walk/Bike to Anywhere Days during COVID) are events held several times per year to encourage an active living lifestyle at a large-scale. The Minnesota Safe Routes to School website provides a full marketing toolkit, ideas for activities, and ways to share photos and highlights from your event.
2. A walking school bus is a group of children walking to school with one or more adults. Similarly, a bike train is where students bicycle along a pre-planned route and are accompanied by one or more adults. Routes for both the walking school bus and bike train can originate in a particular neighborhood and the adult volunteer will lead the group from neighborhood to neighborhood, picking up students along the way to school at designated times. Though ideally held every day, these initiatives could be held on a less frequent, but regular, schedule so that parents can rely on the bus or train picking up their students on certain dates and at the same time.
3. Challenge incentives within classrooms can also work well. This might look like a physical education teacher having students mark how many steps, blocks, or miles they have walked throughout the week, with the winning student(s) receiving a reward. Competitions can be held between classrooms to collect miles or days of walking and biking to school with the winning classroom receiving a party or other incentive. In the 2013 SRTS Plan, the idea was to have punch cards to track who walked/biked to school and to reward those whose punch cards were full.

Education | Encouragement | Enforcement | Engineering | Evaluation | Equity

STRATEGY 5: Increase safety through more effective enforcement and signage.

Action 1: Create a McGruff™ program near the schools to provide safe havens for children.

Action 2: Explore creating a school zone on Mill Road once the new middle school is completed.

Action 3: Create a student safety patrol at Pleasantview Elementary.

Action 4: Add signage on Milwaukee Road and Mill Road.

1. The McGruff™ Club is a crime prevention and safety education program for children between the ages of six and ten. Details about the program are found on the website for the National Crime Prevention Council.
2. Mill Road is a heavily traveled road during school arrival and dismissal times. The speed limit is currently 30 mph. A school zone would increase visibility that pedestrians are present and decrease the speeds to make the area safer.
3. The SRTS team feels that having the older students assisting with patrols during drop-off and pick-up at the elementary school would increase the safety for the students and improve traffic flow efficiency for the parents. Additionally, the students would gain valuable leadership skills. Having a student safety patrol program at a school requires approval by the school and a committed teacher or parent volunteer to coordinate the student trainings and patrols.
4. A SRTS team member noted that the North side of the school on Milwaukee will be the bus drop-off and the south side on Mill will be the parent drop-off. Good signage and painting are needed.

Education | Encouragement | Enforcement | Engineering | Evaluation | Equity

STRATEGY 6: Leverage policies to Lakefield's benefit.

Action 1: Ensure enforcement of the snow removal policy in Lakefield.

1. The city's snow removal policy is to remove snow within 24 hours of the end of an accumulating snowfall. The city has the ability to charge residents if city employees need to provide the snow removal. Lakefield could do a combination of incentives/education to encourage timely snow removal while also exploring the option of charging more for each violation for repeat offenders.

Education | Encouragement | Enforcement | Engineering | Evaluation | Equity

STRATEGY 7: Ensure all students in Lakefield are considered when making decisions about pedestrian, bicycle and other active transportation infrastructure and policies.

Action 1: Ensure enforcement of the snow removal policy in Lakefield.

Action 2: Conduct targeted outreach to groups who face extra barriers to safe walking and biking, when making transportation decisions. These include groups such as: low-income students without access to bikes, students in neighborhoods with no sidewalks, students with special needs.

Action 3: In messaging to students that live far from the school, clarify that many of them will still walk in Lakefield for various reasons, such as walking downtown, or to a friend's home, or to a local restaurant or convenience store or to a community event.

1. Infrastructural compliance with the Americans with Disabilities Act is essential to ensuring that Lakefield is a place where all students can walk, bike, or roll to school. There are some areas of Lakefield that do not have ADA compliant infrastructure. These areas should be a priority when reconstructing streets and sidewalks.

2. Safe Routes to School should ensure all students have access to safe walking and biking opportunities. Thus, it is necessary to take into consideration students that face additional barriers. In Lakefield these groups of equity concern may include:
   - Low-income students who often have less access to bicycles and live within isolated neighborhoods.
   - Neighborhoods in Lakefield that have no pedestrian infrastructure or the infrastructure is in poor condition.
   - The south side of town lacks adequate safe and direct ways to cross Mill Road.

   The team should work to ensure their efforts take these and other groups into consideration so that all students in Lakefield can reap the benefits of a more active lifestyle. The team should proactively reach out to these groups rather than wait for grievances to be brought to the team's attention after-the-fact.

3. One of the most popular comments in the Caregiver survey was that their child would never walk or bike to school because of the distance they live from the school. This action step emphasizes that students will still be pedestrians in Lakefield even if they are bussed or dropped off.

Non-compliant pedestrian infrastructure. Left: curb cut is not ADA accessible. Right: sidewalk ends a few feet from the curb.

Education

Encouragement

Enforcement

Engineering

Evaluation

Equity

STRATEGY 8: Use data to inform SRTS decisions and effectiveness.

Action 1: Conduct tallies in the fall during year one to establish a baseline and then conduct them biennially afterward.

Action 2: Assess the success of each action after it has been completed and make appropriate alterations for future implementation.

Action 3: Borrow a trail counter to gather data on the use of the trail route that goes to the school.

1. Due to COVID, the SRTS team decided not to conduct tallies during this planning process. Thus, it's important to conduct tallies in 2021-22 to have a baseline of information to know whether strategies and action steps are having a positive effect over time.
2. After each action has been implemented, the team should assess how impactful the action was and if changes should be made to made subsequent iterations more effective. The team can use both qualitative and quantitative data to assess how effective an action was.
3. Trail use data would enable the SRTS team to assess the current use of the trail and it would establish baseline data about whether their efforts are having an impact on pedestrian traffic on the trail to the school.

06 PLAN MAINTENANCE

COMMITTEE FORMATION

At the conclusion of the planning process, the planning team will move into the implementation phase. An integral part of this phase is forming a Safe Routes to School Committee who will be responsible for implementation of the plan as well as tracking the progress that is made. Because it might prove to be inefficient for the entire team to work on one action step at a time, the committee can try forming subcommittees or delegating specific action steps in which members are responsible for implementing only their assigned goals. The committee should meet regularly on a schedule that is acceptable to the members.

The committee should ensure that evaluation measures are put in place. These evaluation measures are laid out in Strategy ##. They include checking annually what action steps have been completed, what improvements have been made, updating the plan if necessary, replacing any members who have left their positions, and assessing if the committee is on track to meet its goals.

UPDATING THE PLAN

If and when the committee feels the time has come to update the plan, they can do so via the editable format of this document. Scenarios under which the plan might need to be updated are if a new strategy has been agreed upon, a school is built, another school building within the district would like to join in these efforts, a new travel tally has been conducted, or a similar large development. In particular, if the team feels that the new school presents a walking, biking, or safety challenge, the plan can and should be updated to reflect the needs and proposed solutions. In the event a new strategy needs to be added to the plan, the committee should update the Strategies section along with any applicable existing conditions that are relevant or that may have changed. If a school is relocated or an addition is built, then the team may want to replicate the planning process for that school, including surveys, tallies, walk audits, issue assessments, and any mapping necessary followed by drafting strategies and action steps. This data can be inserted into the correct sections of the plan. When new travel tallies are conducted, the team can use the new data to create visuals of how walking and bicycling have changed over time at the at the schools in Lakefield. This data could be inserted into the existing conditions section or added as an appendix to the plan.

IMPLEMENTATION MATRIX & TIMELINE

On the following pages of this section are the implementation work plan and timeline for the Lakefield SRTS strategies and action steps. This is meant to be a more visual layout of all the action steps so that the committee can better track implementation progress. The work plan can and should be updated as progress is made on various goals and action steps. All action steps have had their ranking indicated as well as which of the 6 Es they fall under. Additionally, responsible partners have been listed for each action to ensure various stakeholders are aware of their roles – these responsibilities can change as the team sees fit.

IMPLEMENTATION MATRIX

STRAT	SRTS ACTION	WHICH "E"	LEADERS	RANK	TIMELINE	STATUS	OUTCOME
1	A1: Determine which teachers, if any are using the Walk! Bike! Fun! Curriculum at Pleasantview Elementary, and then implement a coordinated effort to expand the use of the curriculum.	Education	JCC Schools	4.7	Short-Term & Ongoing	Introduce to teachers in Fall 2021	
1	A2: Conduct community outreach, education to encourage walking/biking.	Encouragement	JCC Schools	4.0	Ongoing		
2	A1: Educate parents on proper drop-off/pick-up line procedures at the new school via student handouts, newsletters, emails, text messages, etc.	Education	JCC Schools	4.7	Short-Term		
2	A2: Maintain key pedestrian infrastructure and construct new sidewalks when feasible.	Engineering	City of Lakefield, Jackson County	5.0	Ongoing		
2	A3: Connect the southern section of Lakefield to the northern section of the city and Pleasantview Elementary through the construction of a pedestrian / bicycle trail.	Engineering	City of Jackson	5.0	Long-Term		
2	A4: Add crosswalks and lights where needed at intersections where a safety need is identified.	Engineering	City of Jackson	5.0	Ongoing		
3	A1: Host bike rodeos every other year to encourage follow-up in walking/biking to school.	Education Encouragement	SHIP, the Bike Shop, JCC Schools	3.3	Short-Term & Ongoing	Conduct in 2022	
3	A2: Partner with local law enforcement and businesses to create a helmet "ticketing" program to reward kids that are "caught" wearing a helmet.	Encouragement Enforcement	Sheriff's dept., law enforcement, Trails Committee	4.0	Short-Term & Ongoing		
3	A3: Host at least one fix-it day per year.	Education Encouragement	JCC Schools, Civic Organizations	3.7	Short-Term & Ongoing	Introduce in Fall 2021	
4	A1: Continue to host at least two walk/bike to school days per year.	Encouragement	JCC Schools, Trails Committee	3.7	Ongoing		
4	A2: Implement a walking school bus program.	Encouragement	JCC Schools	2.7	Mid-Term		
4	A3: Use intra- or inter-classroom competitions and/or recognition for distances students have walked/biked to school.	Encouragement	JCC Schools, Trails Committee	4.0	Short-Term & Ongoing		
5	A1: Create a McGruff™ program near the schools to provide safe havens for children.	Encouragement	Lakefield Police Dept.	4.3	Mid-Term		

Es: Education, Encouragement, Engineering, Enforcement, Evaluation, Equity **TIMELINE:** Short-Term = 1-2 years, Mid-Term = 2-5 years, Long-Term = 5+ years **RANK:** 1 = Low, 5 = High

STRAT	SRTS ACTION	WHICH "E"	LEADERS	RANK	TIMELINE	STATUS	OUTCOME
5	A2: Explore creating a school zone on Mill Road once the new middle school is completed.	Engineering Enforcement	Jackson County, City of Lakefield, MnDOT	5.0	Mid-Term		
5	A3: Create a student safety patrol at Pleasantview Elementary.	Enforcement Encouragement	JCC Schools	4.3	Mid-Term		
5	A4: Add signage on Milwaukee Road and Mill Road.	Enforcement	City of Lakefield, Jackson County	4.7	Mid-Term		
6	A1: Enforce enforcement of the snow removal policy in Lakefield.	Enforcement	City of Lakefield	4.7	Ongoing		
7	A1: Ensure ADA compliance for all pedestrian and bicycle infrastructure across the City of Jackson.	Engineering Equity	City of Lakefield, Jackson County	4.0	Ongoing		
7	A2: Conduct targeted outreach to groups who face extra barriers to safe walking and biking, when making transportation decisions. These include groups such as: low-income students without access to bikes, students in neighborhoods with no sidewalks, students with special needs.	Equity Encouragement	SRTS Team	4.3	Ongoing		
7	A3: In messaging to students that live far from the school, clarify that many of them will still walk in Lakefield for various reasons, such as walking downtown, or to a friend's home, or to a local restaurant or convenience store or to a community event.	Encouragement Equity	JCC Schools, Trails Committee, Park Board	4.0	Ongoing		
8	A1: Conduct tallies in the fall during year one to establish a baseline and then conduct them biennially afterward.	Evaluation	SRDC, JCC Schools	3.7	Short-Term & Ongoing		
8	A2: Assess the success of each action after it has been completed and make appropriate alterations for future implementation.	Evaluation	SRTS Team, Trails Committee, JCC Schools Wellness Committee	4.0	Ongoing		
8	A3: Borrow a trail counter to gather data on the use of the trail route that goes to the school.	Evaluation	City of Lakefield, SHIP	4.0	Mid-Term		

Es: Education, Encouragement, Engineering, Enforcement, Evaluation, Equity **TIMELINE:** Short-Term = 1-2 years, Mid-Term = 2-5 years, Long-Term = 5+ years **RANK:** 1 = Low, 5 = High

07 CONCLUSION

CONCLUSION

The Lakefield Safe Routes to School Plan, with a robust process of public engagement and data gathering, will be an indispensable tool in increasing both the number of students who walk and bike to the schools in Lakefield as well as increasing safety in the City of Lakefield. When making land use decisions and investments for the future, it is imperative that the SRTS Team, JCC School District, and the City of Lakefield consider more than just the cost of construction. There are costs associated with the inactivity that comes with an environment unsuitable for pedestrians and bicyclists. Decision makers should ask themselves the following questions when considering future plans:

- Will my decision make the community more or less inviting to pedestrians and bicyclists?
- Were all roadway users considered when making this decision?
- Is there any way to make this development encourage physical activity?

In order to make implementation easier, a funding resources section to this plan has been added in Appendix D. Though not exhaustive, this section can be used as a starting point for exploring various funding sources for SRTS infrastructure and programming.

08 APPENDICES

The following appendices to this plan have been included for the purposes of providing detailed information and resources to the team. All appendices are referenced in the body of this plan where applicable.

A. Walk Audit Notes & Maps

B. Parent Survey Results

C. State SRTS Funds Subdivision Regulation & Sample Resolution

D. Funding Resources for Active Transportation Infrastructure

MINNESOTA SAFE ROUTES TO SCHOOL

SCHOOL ZONE HAZARD OBSERVATION TOOL

1. **SCHOOL NAME:** Pleasantview Elementary

2. **GRADE:** 4th thru 5th Grade

3. **ARRIVAL START TIME:** 730am **END TIME:** 810am

   DISMISSAL START TIME: 2pm **END TIME:** 240pm

4. **CIRCLE APPLICABLE WEATHER CONDITIONS:**

   SUNNY RAINY OVERCAST SNOW OTHER: _____

5. **APPROXIMATE TEMPERATURE:** 27F in the AM and 26F in the PM

	YES	NO
6. **IS THERE AN APPOINTED SCHOOL STAFF MEMBER OR VOLUNTEER DIRECTING TRAFFIC FLOW?** No, did not observe any designated staff	☐	☐
7. **IS THERE A SPECIFIED DROP-OFF / PICK-UP AREA?** Unsure?? Cars were dropping off all over	☐	☐
8. **IS THE DROP-OFF / PICK-UP ZONE SEPARATE FROM OTHER VEHICLES?** Yes, for buses	☐	☐
9. **IS THERE A SPECIFIED BIKE ARRIVAL / DISMISSAL AREA?** Yes, there are bike racks.	☐	☐

Print a map of your school area. If one does not exist use an online map such as Google Maps. Outline the observation area of each location where you are conducting the observations. Assign a location number to each observation area using the numbers listed in the table below. Then complete the remaining columns in each row with the corresponding observer name, whether the listed traffic control devices are present (enter Y or N) and whether the location is at midblock or an intersection (enter M or I). You can have up to six observation areas. It may be helpful to have observers document their observation area by taking pictures of their area from where they are standing.

Location Number	Observer Name	Which of the following traffic control devices are present at the observation area? (Mark an X in the column for each device that is present)							Midblock (M) or Intersection (I)
		Crosswalk Present	Pedestrian Crossing	Signal	Stop Sign	Crossing Guard	School Patrol	Other (specify)	
1	Intersection of Broadway Avenue and Milwaukee Street	X	X	No	X	No	Used to have School Patrol		No
2									
3									
4									
5									
6									

OBSERVER NAME:_____ **LOCATION:**_____ **DATE:**_____ **AM / PM (CIRCLE)**

Total Drivers		Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Other:
ADULT	There were111 motorists, all adult.					Parents suggested that a intersection needs a 4-Way Stop due to dangerous driving.	There were several commercial vehicles driving in the area, particularly along the south-side of the school.
TEENS	No teens observed driving to school.					School nurse commented the new school buildings main entrance will beo n the south end of the school.	
Total Pedestrians		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Other:
There were 24 pedestrians. There were two buses that dropped off 71 total students.					Will check with bus company on exact numbers of students who get dropped off and picked up; this has likely changed due to COVID19 and the grade transition across the school district.	Several students would dart across the street from caregivers car after being dropped off.	
Total Bicyclists		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Other:
Bicycle racks were observed on school grounds, but no bicycles.							

OBSERVER NAME:_____ **LOCATION:**_____ **DATE:**_____ **AM / PM (CIRCLE)**

Total Drivers		Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Other:
ADULT	There were 52 motorists, all adult.					There were two law enforcement patrols present.	Several motorists would accelerate quickly at stop sign or while turning the street into school zone (at intersection of Broadway Ave and Milwaukee St.
TEENS	No teens observed driving to school.						
Total Pedestrians		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Other:
There were 24 pedestrians.		Some students were using phone phones while waiting for the bus, but not walking and texting.	1 student was wearing headphones. There could've been more, but many students were wearing winter hats.		Some dangerous student behavior in the area streets.	A student mentioned the Broadway/Milwaukee intersection is difficult to cross.	
Total Bicyclists		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Other:

OBSERVER NAME:_____ **LOCATION:**_____ **DATE:**_____ **AM / PM (CIRCLE)**

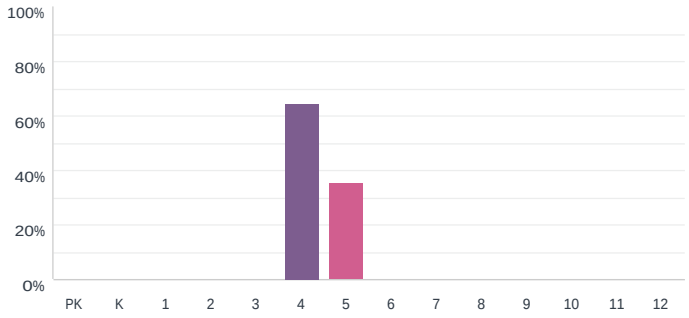
No bicyclists observed.						

Caregiver Survey About Walking and Biking to School

Pleasantview Elementary

Q20 What is the grade of your child?

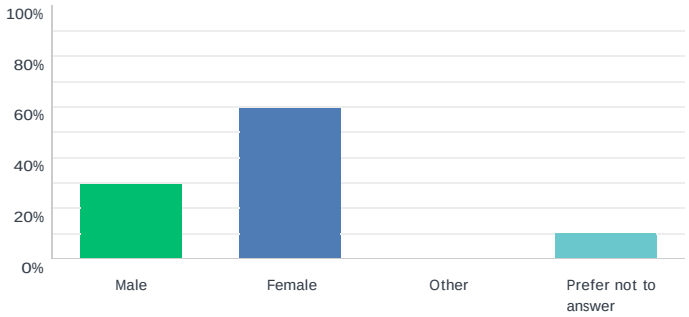
Answered: 17 Skipped: 1



ANSWER CHOICES	RESPONSES	
PK	0.00%	0
K	0.00%	0
1	0.00%	0
2	0.00%	0
3	0.00%	0
4	64.71%	11
5	35.29%	6
6	0.00%	0
7	0.00%	0
8	0.00%	0
9	0.00%	0
10	0.00%	0
11	0.00%	0
12	0.00%	0
TOTAL		17

Q21 What is the gender of your child?

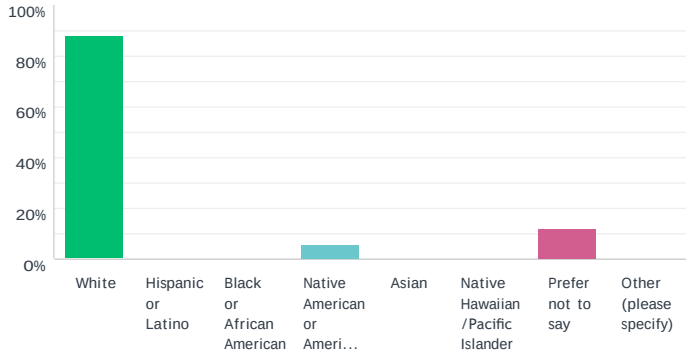
Answered: 17 Skipped: 1



ANSWER CHOICES	RESPONSES	
Male	29.41%	5
Female	58.82%	10
Other	0.00%	0
Prefer not to answer	11.76%	2
TOTAL		17

Q22 What is the race/ethnicity of your child? (check all that apply)

Answered: 17 Skipped: 1

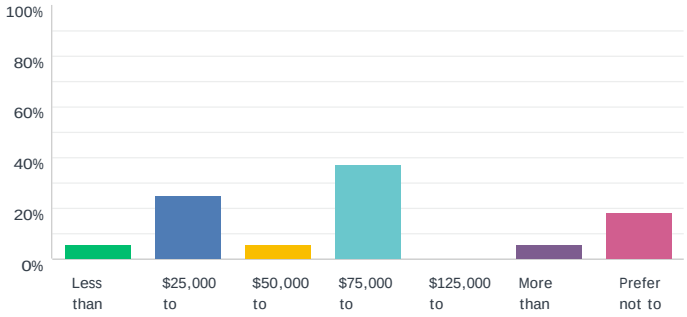


ANSWER CHOICES	RESPONSES	
White	88.24%	15
Hispanic or Latino	0.00%	0
Black or African American	0.00%	0
Native American or American Indian	5.88%	1
Asian	0.00%	0
Native Hawaiian/Pacific Islander	0.00%	0
Prefer not to say	11.76%	2
Other (please specify)	0.00%	0
Total Respondents: 17		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q23 What is your annual household income?

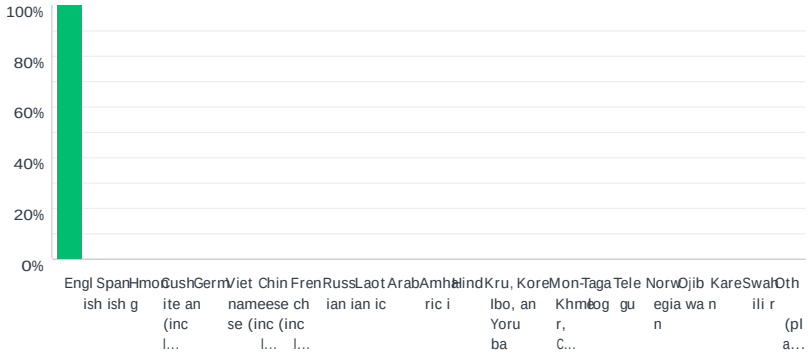
Answered: 16 Skipped: 2



ANSWER CHOICES	RESPONSES	
Less than $25,000	6.25%	1
$25,000 to $50,000	25.00%	4
$50,000 to $75,000	6.25%	1
$75,000 to $125,000	37.50%	6
$125,000 to $200,000	0.00%	0
More than $200,000	6.25%	1
Prefer not to say	18.75%	3
TOTAL		16

Q24 What language(s) do you speak at home? (check all that apply)

Answered: 16 Skipped: 2



ANSWER CHOICES	RESPONSES	
English	100.00%	16
Spanish	0.00%	0
Hmong	0.00%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0.00%	0
German	0.00%	0
Vietnamese	0.00%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0.00%	0
French (includes Patois and Cajun)	0.00%	0
Russian	0.00%	0
Laotian	0.00%	0
Arabic	0.00%	0
Amharic	0.00%	0
Hindi	0.00%	0
Kru, Ibo, Yoruba	0.00%	0
Korean	0.00%	0
Mon-Khmer, Cambodian	0.00%	0
Tagalog	0.00%	0
Telegu	0.00%	0
Norwegian	0.00%	0
Ojibwa	0.00%	0
Karen	0.00%	0
Swahili	0.00%	0
Other (please specify)	0.00%	0
Total Respondents: 16		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q25 What is the street intersection nearest your home?

Answered: 14 Skipped: 4

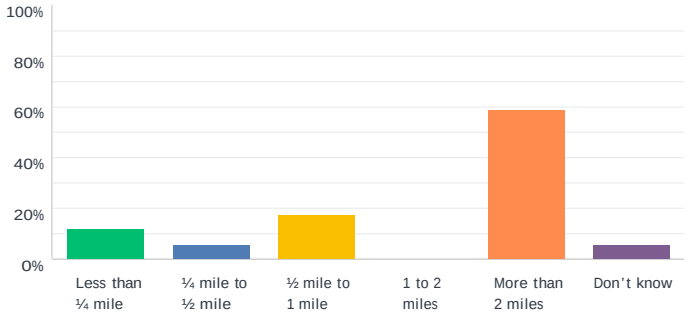
ANSWER CHOICES	RESPONSES	
Street 1	100.00%	14
Street 2	85.71%	12

#	STREET 1	DATE
1	Douglas	11/4/2020 6:27 PM
2	Terrace dr	11/4/2020 12:57 PM
3	Menage	11/3/2020 2:42 PM
4	840th	11/2/2020 5:14 PM
5	South St	11/2/2020 5:10 PM
6	Brown St	11/2/2020 3:55 PM
7	Milwaukee	11/2/2020 3:34 PM
8	Highway 71	11/2/2020 1:58 PM
9	Colonial Ave.	11/2/2020 1:45 PM
10	River front	11/2/2020 12:53 PM
11	Sayles/Louis Jackson	11/2/2020 12:43 PM
12	Chicago St	11/2/2020 12:24 PM
13	Douglas	11/2/2020 11:46 AM
14	Bailey St	11/2/2020 11:46 AM

#	STREET 2	DATE
1	7th Ave	11/4/2020 6:27 PM
2	South st	11/4/2020 12:57 PM
3	Milwaukee	11/3/2020 2:42 PM
4	Hwy 9	11/2/2020 5:14 PM
5	Ray Ave	11/2/2020 5:10 PM
6	Sherman St	11/2/2020 3:55 PM
7	Pleasant	11/2/2020 3:34 PM
8	N. Pleasant	11/2/2020 1:45 PM
9	State street	11/2/2020 12:53 PM
10	5th Stree	11/2/2020 12:24 PM
11	Funk	11/2/2020 11:46 AM
12	Ave A	11/2/2020 11:46 AM

Q26 How far does your child live from school?

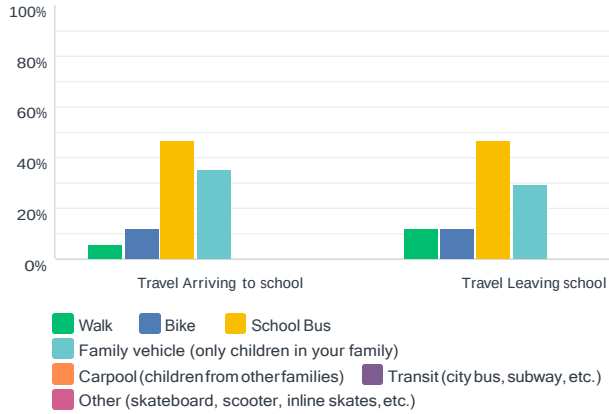
Answered: 17 Skipped: 1



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	11.76%	2
¼ mile to ½ mile	5.88%	1
½ mile to 1 mile	17.65%	3
1 to 2 miles	0.00%	0
More than 2 miles	58.82%	10
Don't know	5.88%	1
TOTAL		17

Q27 On most days, how does your child travel to and from school?

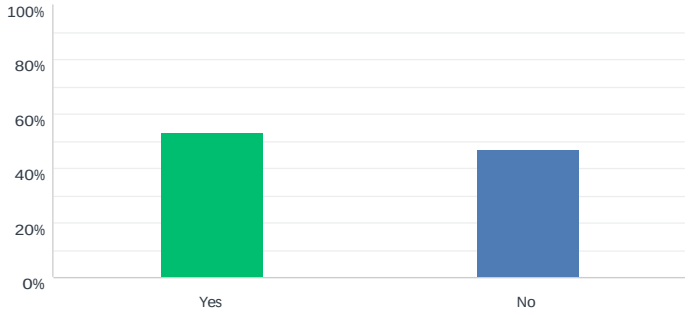
Answered: 17 Skipped: 1



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	5.88% 1	11.76% 2	47.06% 8	35.29% 6	0.00% 0	0.00% 0	0.00% 0	17
Travel Leaving school	11.76% 2	11.76% 2	47.06% 8	29.41% 5	0.00% 0	0.00% 0	0.00% 0	17

Q28 Has your child asked you permission to walk or bike to/from school in the last year?

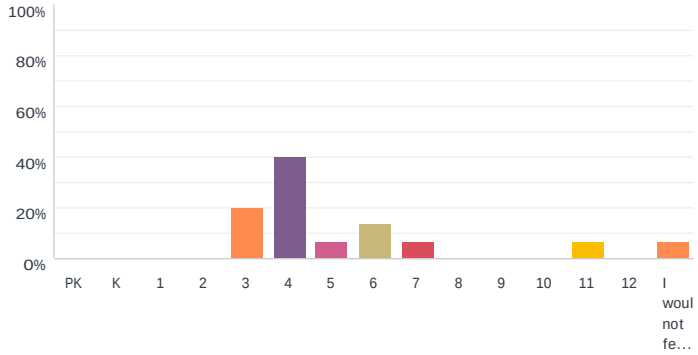
Answered: 17 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	52.94%	9
No	47.06%	8
TOTAL		17

Q29 At what grade would you allow your child to walk or bike to/from school without an adult?

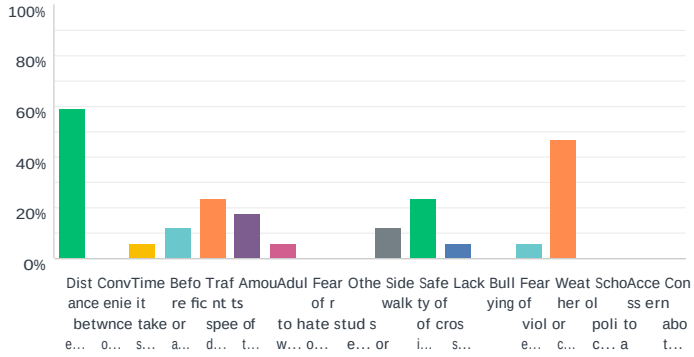
Answered: 15 Skipped: 3



ANSWER CHOICES	RESPONSES	
PK	0.00%	0
K	0.00%	0
1	0.00%	0
2	0.00%	0
3	20.00%	3
4	40.00%	6
5	6.67%	1
6	13.33%	2
7	6.67%	1
8	0.00%	0
9	0.00%	0
10	0.00%	0
11	6.67%	1
12	0.00%	0
I would not feel comfortable at any grade	6.67%	1
TOTAL		15

Q30 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

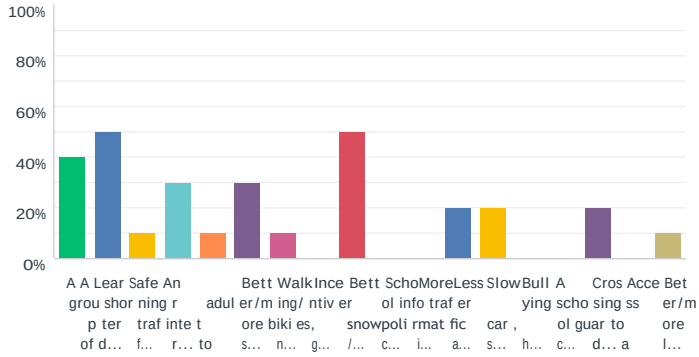
Answered: 17 Skipped: 1



ANSWER CHOICES	RESPONSES	
Distance between home and school	58.82%	10
Convenience of driving	0.00%	0
Time it takes to walk/bike	5.88%	1
Before or after-school activities	11.76%	2
Traffic speeds along route	23.53%	4
Amount of traffic along route	17.65%	3
Adults to walk or bike with	5.88%	1
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0.00%	0
Other students to walk or bike with	0.00%	0
Sidewalks or pathways	11.76%	2
Safety of intersections and crossings	23.53%	4
Lack of crossing guards/student patrols	5.88%	1
Bullying	0.00%	0
Fear of violence or crime	5.88%	1
Weather or climate	47.06%	8
School policy discourages/prohibits walking/biking	0.00%	0
Access to a bike or bike lock	0.00%	0
Concerns about COVID-19 transmission	0.00%	0
Total Respondents: 17		

Q31 What would help your child walk or bike to/from/at school more often? (check all that apply)

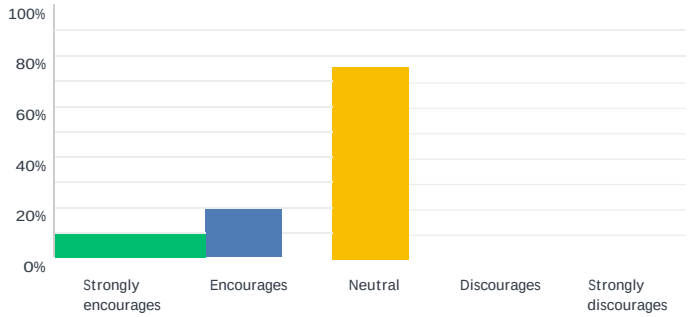
Answered: 10 Skipped: 8



ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	40.00%	4
A shorter distance to walk or bike	50.00%	5
Learning traffic rules and regulations and how to walk/bike safely	10.00%	1
Safer intersections/crossings	30.00%	3
An adult to walk or bike with	10.00%	1
Better/more sidewalks or pathways	30.00%	3
Walking/biking field trips	10.00%	1
Incentives, games, or rewards for walking/biking	0.00%	0
Better snow/ice removal in winter	50.00%	5
School policy that encourages walking/biking	0.00%	0
More information about walking and biking routes	0.00%	0
Less traffic along route	20.00%	2
Slower car speeds along route	20.00%	2
Bullying, hate, and harassment prevention and bystander intervention training	0.00%	0
A school club or after-school program	0.00%	0
Crossing guards/student patrols/corner captains	20.00%	2
Access to a bike, bike lock, or secure bike parking	0.00%	0
Better/more lighting along route	10.00%	1
Total Respondents: 10		

Q32 How much does your child's school encourage walking and biking to/from school?

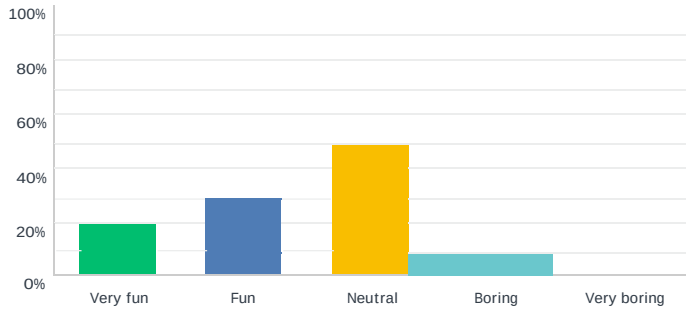
Answered: 17 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly encourages	5.88%	1
Encourages	17.65%	3
Neutral	76.47%	13
Discourages	0.00%	0
Strongly discourages	0.00%	0
TOTAL		17

Q33 How much fun is walking or biking to/from school for your child?

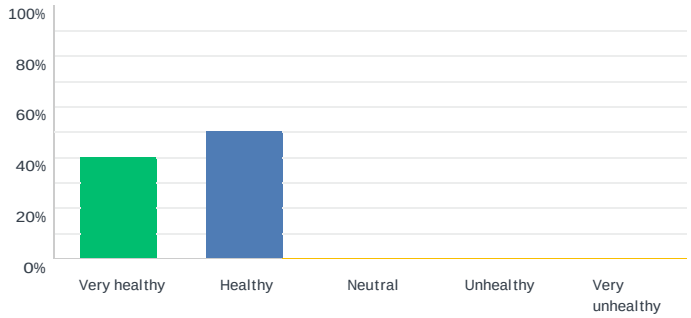
Answered: 16 Skipped: 2



ANSWER CHOICES	RESPONSES	
Very fun	18.75%	3
Fun	25.00%	4
Neutral	50.00%	8
Boring	6.25%	1
Very boring	0.00%	0
TOTAL		16

Q34 How healthy is walking or biking to/from school for your child?

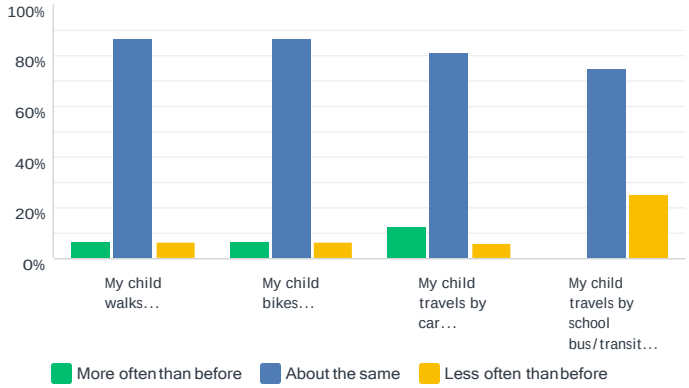
Answered: 17 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very healthy	41.18%	7
Healthy	52.94%	9
Neutral	5.88%	1
Unhealthy	0.00%	0
Very unhealthy	0.00%	0
TOTAL		17

Q35 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

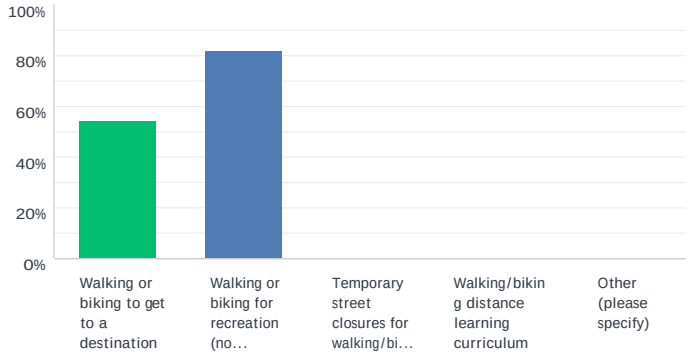
Answered: 17 Skipped: 1



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	6.67% 1	86.67% 13	6.67% 1	15
My child bikes...	6.67% 1	86.67% 13	6.67% 1	15
My child travels by car...	12.50% 2	81.25% 13	6.25% 1	16
My child travels by school bus/transit...	0.00% 0	75.00% 12	25.00% 4	16

Q36 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 11 Skipped: 7



ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	54.55%	6
Walking or biking for recreation (no destination)	81.82%	9
Temporary street closures for walking/biking	0.00%	0
Walking/biking distance learning curriculum	0.00%	0
Other (please specify)	0.00%	0
Total Respondents: 11		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q37 Please provide any additional comments below:

Answered: 1 Skipped: 17

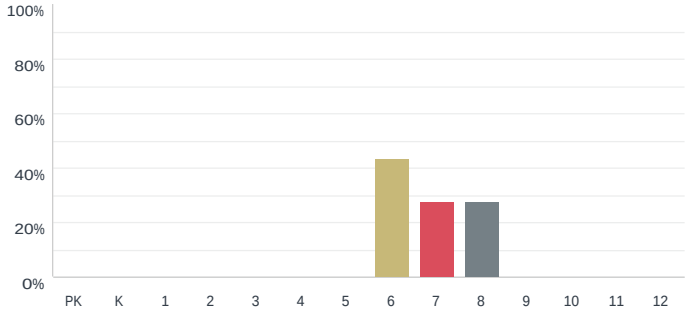
#	RESPONSES	DATE
1	We live too far out to walk/bike	11/3/2020 9:01 PM

Caregiver Survey About Walking and Biking to School

JCC Middle School

Q20 What is the grade of your child?

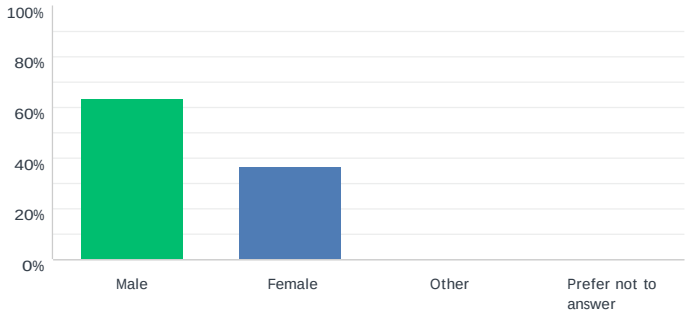
Answered: 32 Skipped: 7



ANSWER CHOICES	RESPONSES	
PK	0.00%	0
K	0.00%	0
1	0.00%	0
2	0.00%	0
3	0.00%	0
4	0.00%	0
5	0.00%	0
6	43.75%	14
7	28.13%	9
8	28.13%	9
9	0.00%	0
10	0.00%	0
11	0.00%	0
12	0.00%	0
TOTAL		32

Q21 What is the gender of your child?

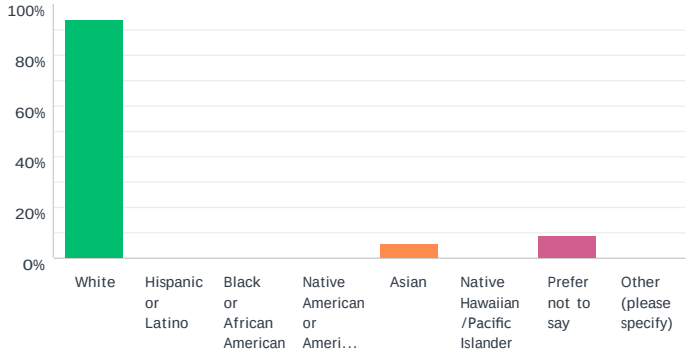
Answered: 33 Skipped: 6



ANSWER CHOICES	RESPONSES	
Male	63.64%	21
Female	36.36%	12
Other	0.00%	0
Prefer not to answer	0.00%	0
TOTAL		33

Q22 What is the race/ethnicity of your child? (check all that apply)

Answered: 33 Skipped: 6



ANSWER CHOICES	RESPONSES	
White	93.94%	31
Hispanic or Latino	0.00%	0
Black or African American	0.00%	0
Native American or American Indian	0.00%	0
Asian	6.06%	2
Native Hawaiian/Pacific Islander	0.00%	0
Prefer not to say	9.09%	3
Other (please specify)	0.00%	0
Total Respondents: 33		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

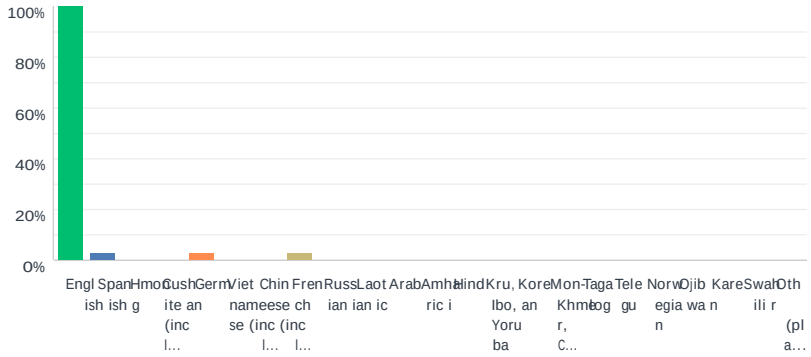
Q23 What is your annual household income?

Answered: 33 Skipped: 6

ANSWER CHOICES	RESPONSES	
Less than $25,000	3.03%	1
$25,000 to $50,000	33.33%	11
$50,000 to $75,000	18.18%	6
$75,000 to $125,000	30.30%	10
$125,000 to $200,000	9.09%	3
More than $200,000	0.00%	0
Prefer not to say	6.06%	2
TOTAL		33

Q24 What language(s) do you speak at home? (check all that apply)

Answered: 33 Skipped: 6



ANSWER CHOICES	RESPONSES	
English	100.00%	33
Spanish	3.03%	1
Hmong	0.00%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0.00%	0
German	3.03%	1
Vietnamese	0.00%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0.00%	0
French (includes Patois and Cajun)	3.03%	1
Russian	0.00%	0
Laotian	0.00%	0
Arabic	0.00%	0
Amharic	0.00%	0
Hindi	0.00%	0
Kru, Ibo, Yoruba	0.00%	0
Korean	0.00%	0
Mon-Khmer, Cambodian	0.00%	0
Tagalog	0.00%	0
Telegu	0.00%	0
Norwegian	0.00%	0
Ojibwa	0.00%	0
Karen	0.00%	0
Swahili	0.00%	0
Other (please specify)	0.00%	0
Total Respondents: 33		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q25 What is the street intersection nearest your home?

Answered: 30 Skipped: 9

ANSWER CHOICES	RESPONSES	
Street 1	100.00%	30
Street 2	86.67%	26

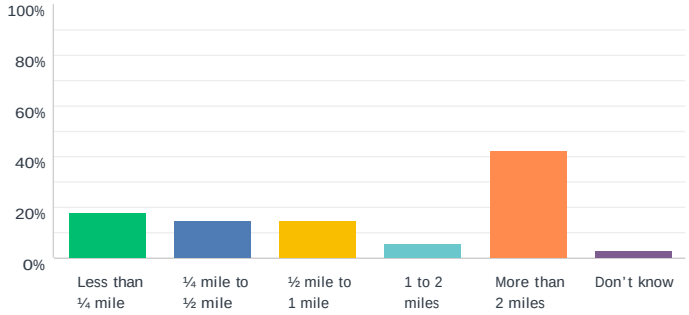
#	STREET 1	DATE
1	west menage ave.	11/5/2020 10:55 AM
2	43329 760th	11/4/2020 10:21 AM
3	Sumer lane	11/3/2020 6:38 PM
4	Menage	11/3/2020 2:45 PM
5	Grant	11/3/2020 11:34 AM
6	Highway 86	11/3/2020 7:35 AM
7	5th Ave North	11/2/2020 8:06 PM
8	park	11/2/2020 7:07 PM
9	White	11/2/2020 6:38 PM
10	Morrison	11/2/2020 6:19 PM
11	South Street	11/2/2020 4:24 PM
12	Butler Ave	11/2/2020 3:52 PM
13	5th street	11/2/2020 3:49 PM
14	Thomas Hill	11/2/2020 3:09 PM
15	480th Avenue	11/2/2020 3:02 PM
16	Hwy 17	11/2/2020 2:14 PM
17	Hilltop ave	11/2/2020 1:41 PM
18	W Menage	11/2/2020 1:18 PM
19	Park st	11/2/2020 12:57 PM
20	Northridge	11/2/2020 12:32 PM
21	Butler	11/2/2020 12:26 PM
22	Griffin St N	11/2/2020 12:01 PM
23	Sverdrup	11/2/2020 11:56 AM
24	Sayles	11/2/2020 11:50 AM
25	78863 430th Ave	11/2/2020 11:50 AM
26	Hwy 86 south	11/2/2020 11:46 AM
27	Funk Ave	11/2/2020 11:46 AM
28	Griffen	11/2/2020 11:45 AM
29	Brown	11/2/2020 11:45 AM
30	Sayles and North Pon Dr	11/2/2020 11:45 AM

Caregiver Survey About Walking and Biking to School

#	STREET 2	DATE
1	hwy 86	11/5/2020 10:55 AM
2	Fifth avenue south	11/3/2020 6:38 PM
3	Milwaukee	11/3/2020 2:45 PM
4	6th	11/3/2020 11:34 AM
5	Mill road	11/3/2020 7:35 AM
6	Cherry Street	11/2/2020 8:06 PM
7	North hwy	11/2/2020 7:07 PM
8	Sherman	11/2/2020 6:38 PM
9	White	11/2/2020 6:19 PM
10	Hiltop Ave	11/2/2020 4:24 PM
11	North highway	11/2/2020 3:52 PM
12	Sheridan street	11/2/2020 3:49 PM
13	2nd avenue	11/2/2020 3:09 PM
14	900th Street	11/2/2020 3:02 PM
15	South st	11/2/2020 1:41 PM
16	1st St W	11/2/2020 1:18 PM
17	North highway	11/2/2020 12:57 PM
18	Douglas	11/2/2020 12:32 PM
19	Sherman	11/2/2020 12:26 PM
20	4th Ave N	11/2/2020 12:01 PM
21	White	11/2/2020 11:56 AM
22	Sherry	11/2/2020 11:50 AM
23	2nd ave	11/2/2020 11:46 AM
24	Milwaukee St	11/2/2020 11:46 AM
25	1st Ave	11/2/2020 11:45 AM
26	North hwy	11/2/2020 11:45 AM

Q26 How far does your child live from school?

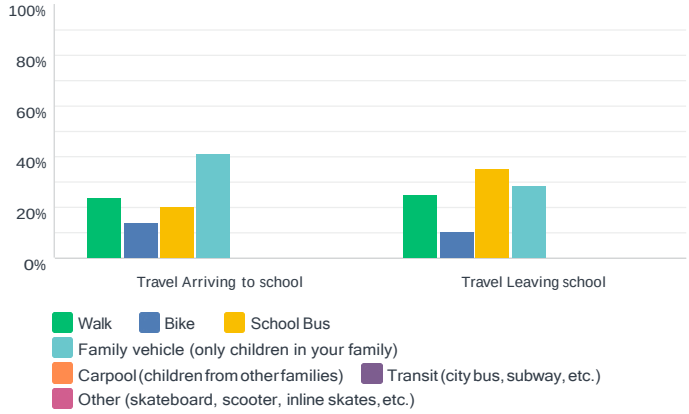
Answered: 33 Skipped: 6



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	18.18%	6
¼ mile to ½ mile	15.15%	5
½ mile to 1 mile	15.15%	5
1 to 2 miles	6.06%	2
More than 2 miles	42.42%	14
Don't know	3.03%	1
TOTAL		33

Q27 On most days, how does your child travel to and from school?

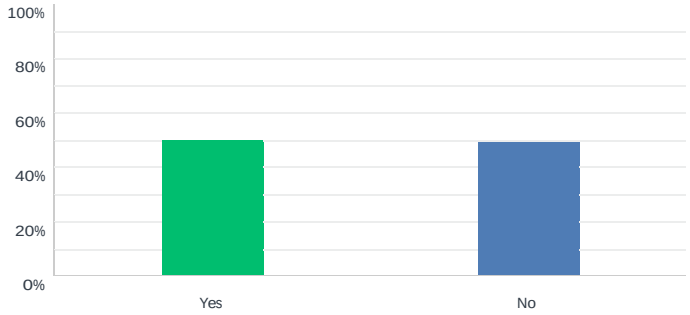
Answered: 29 Skipped: 10



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	24.14% 7	13.79% 4	20.69% 6	41.38% 12	0.00% 0	0.00% 0	0.00% 0	29
Travel Leaving school	25.00% 7	10.71% 3	35.71% 10	28.57% 8	0.00% 0	0.00% 0	0.00% 0	28

Q28 Has your child asked you permission to walk or bike to/from school in the last year?

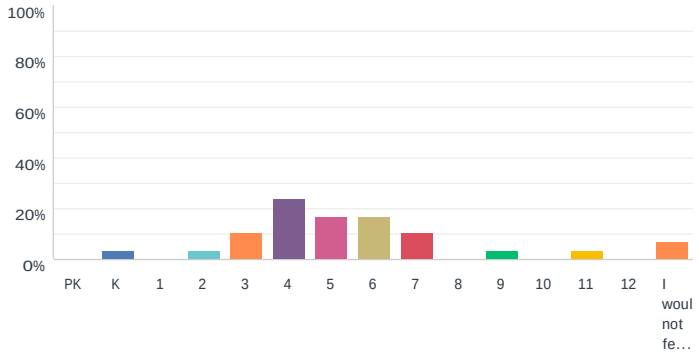
Answered: 29 Skipped: 10



ANSWER CHOICES	RESPONSES	
Yes	51.72%	15
No	48.28%	14
TOTAL		29

Q29 At what grade would you allow your child to walk or bike to/from school without an adult?

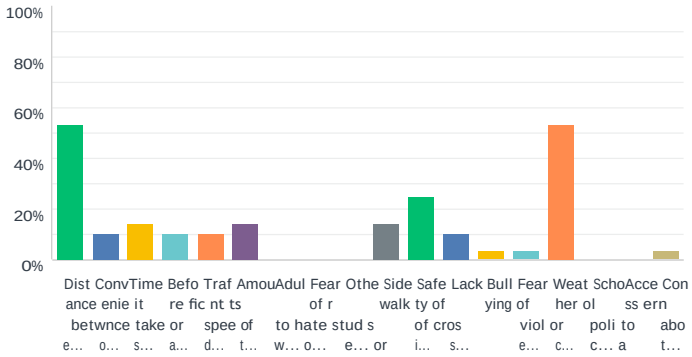
Answered: 29 Skipped: 10



ANSWER CHOICES	RESPONSES	
PK	0.00%	0
K	3.45%	1
1	0.00%	0
2	3.45%	1
3	10.34%	3
4	24.14%	7
5	17.24%	5
6	17.24%	5
7	10.34%	3
8	0.00%	0
9	3.45%	1
10	0.00%	0
11	3.45%	1
12	0.00%	0
I would not feel comfortable at any grade	6.90%	2
TOTAL		29

Q30 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

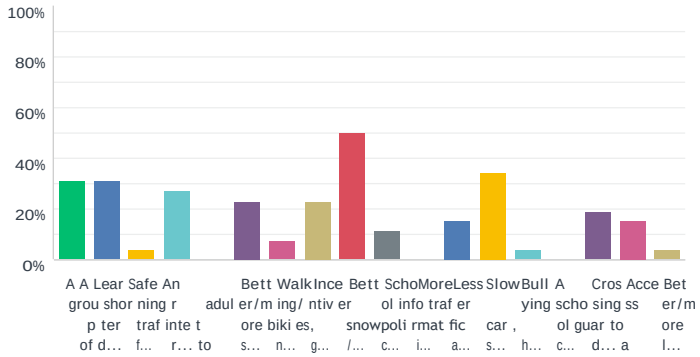
Answered: 28 Skipped: 11



ANSWER CHOICES	RESPONSES	
Distance between home and school	53.57%	15
Convenience of driving	10.71%	3
Time it takes to walk/bike	14.29%	4
Before or after-school activities	10.71%	3
Traffic speeds along route	10.71%	3
Amount of traffic along route	14.29%	4
Adults to walk or bike with	0.00%	0
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0.00%	0
Other students to walk or bike with	0.00%	0
Sidewalks or pathways	14.29%	4
Safety of intersections and crossings	25.00%	7
Lack of crossing guards/student patrols	10.71%	3
Bullying	3.57%	1
Fear of violence or crime	3.57%	1
Weather or climate	53.57%	15
School policy discourages/prohibits walking/biking	0.00%	0
Access to a bike or bike lock	0.00%	0
Concerns about COVID-19 transmission	3.57%	1
Total Respondents: 28		

Q31 What would help your child walk or bike to/from/at school more often? (check all that apply)

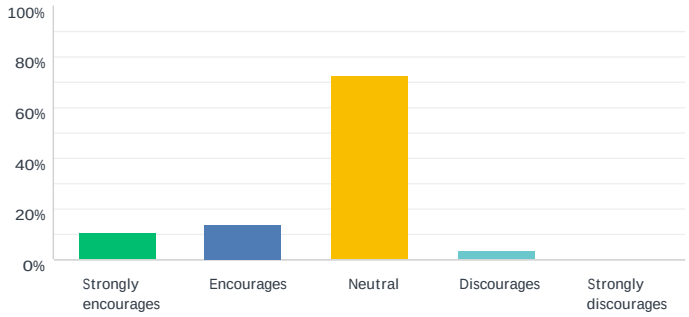
Answered: 26 Skipped: 13



ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	30.77%	8
A shorter distance to walk or bike	30.77%	8
Learning traffic rules and regulations and how to walk/bike safely	3.85%	1
Safer intersections/crossings	26.92%	7
An adult to walk or bike with	0.00%	0
Better/more sidewalks or pathways	23.08%	6
Walking/biking field trips	7.69%	2
Incentives, games, or rewards for walking/biking	23.08%	6
Better snow/ice removal in winter	50.00%	13
School policy that encourages walking/biking	11.54%	3
More information about walking and biking routes	0.00%	0
Less traffic along route	15.38%	4
Slower car speeds along route	34.62%	9
Bullying, hate, and harassment prevention and bystander intervention training	3.85%	1
A school club or after-school program	0.00%	0
Crossing guards/student patrols/corner captains	19.23%	5
Access to a bike, bike lock, or secure bike parking	15.38%	4
Better/more lighting along route	3.85%	1
Total Respondents: 26		

Q32 How much does your child's school encourage walking and biking to/from school?

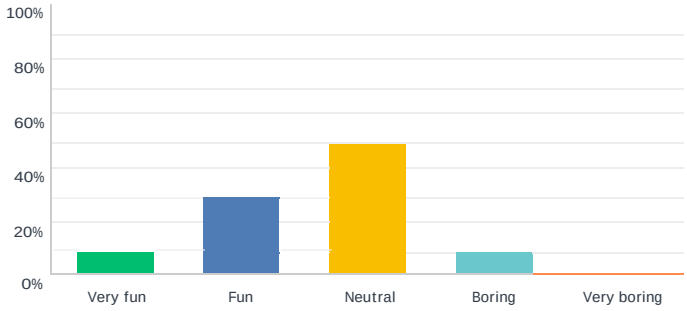
Answered: 29 Skipped: 10



ANSWER CHOICES	RESPONSES	
Strongly encourages	10.34%	3
Encourages	13.79%	4
Neutral	72.41%	21
Discourages	3.45%	1
Strongly discourages	0.00%	0
TOTAL		29

Q33 How much fun is walking or biking to/from school for your child?

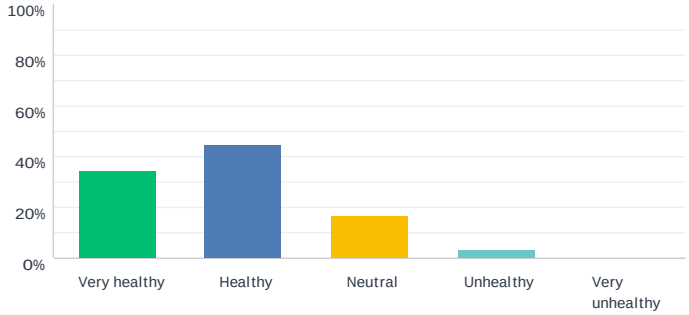
Answered: 28 Skipped: 11



ANSWER CHOICES	RESPONSES	
Very fun	10.71%	3
Fun	28.57%	8
Neutral	46.43%	13
Boring	10.71%	3
Very boring	3.57%	1
TOTAL		28

Q34 How healthy is walking or biking to/from school for your child?

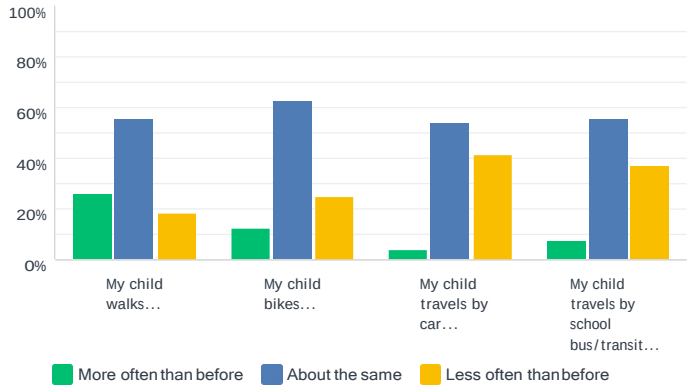
Answered: 29 Skipped: 10



ANSWER CHOICES	RESPONSES	
Very healthy	34.48%	10
Healthy	44.83%	13
Neutral	17.24%	5
Unhealthy	3.45%	1
Very unhealthy	0.00%	0
TOTAL		29

Q35 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

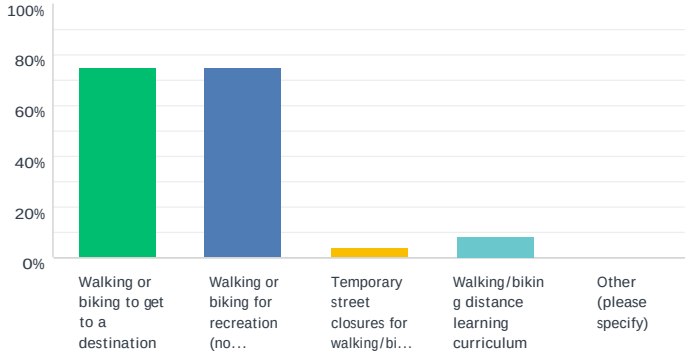
Answered: 27 Skipped: 12



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	25.93% 7	55.56% 15	18.52% 5	27
My child bikes...	12.50% 3	62.50% 15	25.00% 6	24
My child travels by car...	4.17% 1	54.17% 13	41.67% 10	24
My child travels by school bus/transit...	7.41% 2	55.56% 15	37.04% 10	27

Q36 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 24 Skipped: 15



ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	75.00%	18
Walking or biking for recreation (no destination)	75.00%	18
Temporary street closures for walking/biking	4.17%	1
Walking/biking distance learning curriculum	8.33%	2
Other (please specify)	0.00%	0
Total Respondents: 24		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q37 Please provide any additional comments below:

Answered: 4 Skipped: 35

#	RESPONSES	DATE
1	She lives in the country	11/4/2020 10:23 AM
2	My son rides his bike to the bus, which is about .6 miles from home, then he rides the bus from high school to middle school, which is 13 miles away.	11/3/2020 11:45 AM
3	Concerns is with limited busing of student during our cold season. Walking or biking to and from school during good weather is great except for they have to lug band instruments and a heavy backpack making it more of a concern with the route that has to be taken.	11/2/2020 11:54 AM
4	We live in a completely different town, so this survey is irrelevant. There's no way my son is going to be able to walk or bike from Jackson Minnesota to Lakefield Minnesota. Next year will be much different	11/2/2020 11:52 AM

We all have a stake in A to B

Safe Routes to School Eligibility Changes for State Funds

2015 Eligibility Changes

In 2015, the following eligibility requirement was added to the state SRTS program:

Minnesota Statutes 174.40, subd. 4a

Subd. 4a. Eligibility. A statutory or home rule charter city, county, or town is eligible to receive funding under this section only if it has adopted subdivision regulations that **require safe routes to school infrastructure in** developments authorized on or after June 1, 2016.

How does the change affect eligibility for non-infrastructure grants?

This eligibility requirement does not apply to non-infrastructure funds. There is no change to eligibility for mini-grants, bicycle fleets, or planning assistance grants.

How does the change affect eligibility for infrastructure grants?

The eligibility requirement will be added to statewide SRTS infrastructure solicitations when state funds are available. To prepare for future solicitations, MnDOT recommends communities review their subdivision regulations with their SRTS team, local planners, attorneys and elected officials to see if they meet the requirements or should adopt new subdivision regulations.

What is SRTS infrastructure?

A definition for SRTS infrastructure was not provided under Minnnestota Statutes 174.40. Since the program is modeled after the federal program, eligible SRTS infrastructure –related projects and improvements for non-motorized transportation under the federal SRTS program may be considered SRTS infrastructure. For examples of typical SRTS infrastructure projects in Minnesota funded through the SRTS program, check out projects previously awarded projects under the grant history section on the grants page.

What will a city or town need to include in an application?

The city or town applying for infrastructure funds will be asked to provide a signed resolution by their governing board acknowledging and confirming compliance with the requirements under Minnesota Statutes 174.40, subd. 4a.

What will a county sponsor need to include in an application?

The county sponsor is acting on behalf of the city or town and will be asked to certify that the city or town receiving the funding assistance has met the statute requirements.

Note: This does not have any impact on the 2015 statewide SRTS solicitation with federal funds. Visit the MnDOT SRTS website for more information.

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

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

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

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

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

THE CITY OF RUSHFORD ORDAINS:

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

CITY OF RUSHFORD, MINNESOTA SUBDIVISION REGULATIONS

CHAPTER 3. DEFINITIONS

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

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

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

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

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

CHAPTER 7. REQUIRED IMPROVEMENTS

7.60 STREETS:

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

SECTION 2. EFFECTIVE DATE

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

Adopted by the City Council of the City of Rushford this 13th day of Oct., 2015.

Chris Hallum, Mayor

Attest:

Kathy Zacher, City Clerk/Treas.

Publication Date: 10-22-15

Appendix D

State SRTS Funds Subdivision Regulation

SRTS & Active Transportation Funding Resources in Greater Minnesota

						Items Funded														
	Funder	Website	Eligible Applicants	Average Amounts	Local Cost Share	Sidewalk	Trails	Signage	Trail Maintenance	Trailhead Facilities	Education/ Programming	Land Acquisition	Bike Facilities	Traffic Calming	Planning	Engineering	Advocacy	Shelters	General Health/ Wellness	General Conservation/ Rec
State & Federal Funds	Local Trail Connections Program	dnr.state.mn.us/grants/recreation/trails_local.html	Local units of government	$100,000-$120,000	25% Required		X					X								
	Federal Recreational Trail Program	dnr.state.mn.us/grants/recreation/trails_federal.html	Units of Govermnet	$75,000	25-50% Required		X		X	X	X									
	Greater MN Regional Legacy Grants	gmrptcommission.org	Regionally significant, publicly-owned trails and parks as determined by the GMRPTC	$400,000-$750,000	None Required		X	X		X	X									
	MN Safe Routes to School Infrastructure Grants	dot.state.mn.us/saferoutes/infrastructure.html	Units of government, federally-recognized tribes, educational institutions	$5,000 - $250,000	20% Required	X	X	X					X	X						
	Outdoor Recreation Grant Program	dnr.state.mn.us/grants/recreation/outdoor_rec.html	Local units of government, federally recognized tribes	$100,000	50% Required		X					X						X		X
	Regional Trail Grant Program	dnr.state.mn.us/grants/recreation/trails_regional.html	Local units of government	$150,000-$200,000	25% Required		X					X								
	Transportation Alternatives	www.dot.state.mn.us/ta/	Local units of government, federally recognized tribes, educational institutions	$50,000+		X	X	X						X						

SRTS & Active Transportation Funding Resources in Greater Minnesota

	Funder	Website	Eligible Applicants	Average Amounts	Local Cost Share	Items Funded: Sidewalk	Trails	Signage	Trail Maintenance	Trailhead Facilities	Education/ Programming	Land Acquisition	Bike Facilities	Traffic Calming	Planning	Engineering	Advocacy	Shelters	General Health/ Wellness	General Conservation/ Rec
Ped/Bike/Trail-Specific Funds	International Mountain Biking Assocation	imba.com	501(c)3	2000+			X		X											
	American Hiking Society: National Trails Fund	americanhiking.org/national-trails-fund	501(c)3 members of the American Hiking Society	$500-$3,000	None Required		X													
	Specialized Bike Dealers	specializedfoundation.org	Schools								X									
	People for Bikes Community Grants	peopleforbikes.org/ourwork/community-grants	501(c)3, units of government	$4,500-$8,000	50% Required		X						X				X			
Foundations	Bremer Foundation	ottobremer.org	501(c)3, local units of government (priority for Bremer Bank communities)	$75,000			X		X											
	Shakopee Mdewakanton	shakopeedakota.org/charitable-giving/donation-request-form	Tribes (Preference to Minnesota & Great Plains)	Up to $2.5 million			X		X											
	McKnight Foundation	mcknight.org	Generally non-profits, governments only for "innovative projects"	$15,000-$500,000							X				X					
Utility Companies	Xcel Energy	www.xcelenergy.com	Non-profits	$5,000-$30,000					X											X
	MN Energy Resources	accel.minnesotaenergyresources.com/company/foundation.aspx	Non-profit priority																X	
	Great River Energy	www.greatriverenergy.com/we-are-a-cooperative/community-support	Non-profits generally within Great River Energy service area	$500-$2,500																X
	Surdna Foundation, NY	www.surdna.org	501(c)3	25,000+							X				X		X			

SRTS & Active Transportation Funding Resources in Greater Minnesota

	Funder	Website	Eligible Applicants	Average Amounts	Local Cost Share	Items Funded: Sidewalk	Trails	Signage	Trail Maintenance	Trailhead Facilities	Education/ Programming	Land Acquisition	Bike Facilities	Traffic Calming	Planning	Engineering	Advocacy	Shelters	General Health/ Wellness	General Conservation/ Rec
Community Foundations	inFaith Community Foundation	www.infaithfound.org	By invite only																	
	Initiative Foundations	www.greaterminnesota.net	Non-profits and units of government	Varies (check your local Initiative Founda-tion)																
Railroads	BNSF	www.bnsffoundation.org	Organizations and communities in close proximity to a BNSF line or with high BNSF employee pariticipation or requests related to railroad industry.	$2,500-$5,000															X	
	Union Pacific	www.up.com?found	No specification (grants for "local needs" and "community spaces"	$2,500-$25,000															X	
Large Private Employers	Walmart Foundation	www.walmartstores.com/CommunityGiving/203.aspx	Communities where Walmarts are located and where employees live/work	$250-$5,000																
	BCBS Center for Prevention	www.centerforpreventionmn.com/						X	X		X			X	X		X			

SRTS & Active Transportation Funding Resources in Greater Minnesota

	Funder	Website	Eligible Applicants	Average Amounts	Local Cost Share	Items Funded: Sidewalk	Trails	Signage	Trail Maintenance	Trailhead Facilities	Education/ Programming	Land Acquisition	Bike Facilities	Traffic Calming	Planning	Engineering	Advocacy	Shelters	General Health/ Wellness	General Conservation/ Rec
Environmental	Tread Lightly: Restoration for Recreation Program	www.treadlightly.org	Units of Government?	Under $500	?			X	X	X			X							
	The Conservation Alliance	www.conservationalliance.com/grants	501(c)3. Landscape-scale projects with clear habitat and rec benefits. The project should seek to secure lasting/quantifiable protection of specific land or waterway	$20,000-$50,000	?							X								
Tourism	Explore Minnesota Tourism	www.exploreminnesota.com	501(c)6 or 501(c)3																	
Health	Sanford Health Foundation	sanfordhealth.org/	Communities in Sanford service areas		None required														X	
	Avera Foundation	www.avera.org	Service area (Western MN)																X	
	US Federal Government	www.grants.gov/	(Varies by grant)	(Varies by grant)	(Varies)															
	Statewide Health Improvement Partnership (SHIP)	www.health.state.mn.us						X		X	X		X	X	X	X	X		X	X
Other	Recreational Equipment, Inc. (REI)	www.rei.com/stewardship/creating-access	Non-profts	$10,000			X		X		X									X

Check out more Safe Routes programs and resources:
http://www.dot.state.mn.us/mnsaferoutes/.

Check out more information on regional development:
www.swrdc.org.