

JUNE 2021



RUSSELL-TYLER-RUTHTON SAFE ROUTES TO SCHOOL PLAN

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

m DEPARTMENT OF
TRANSPORTATION



ACKNOWLEDGMENTS

This plan was a collaborative effort between the City of Tyler, the RTR School District and partner organizations as well as concerned local citizens. This project was supported by a Safe Routes to School planning grant awarded by the Minnesota Department of Transportation (MnDOT) and was prepared by the Southwest Regional Development Commission (SRDC). The following key people/entities participated in the Safe Routes to School (SRTS) planning efforts for the Russell-Tyler-Ruthton (RTR) SRTS Plan. Their creativity, energy, and commitment were critical to the success of this effort.

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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 RTR Safe Routes to School (SRTS) Committee has completed a planning process culminating in the RTR 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 RTR Public School District, school administration, the City of Tyler, municipal public works, law enforcement, teachers, and public health representatives. The Southwest Regional Development Commission (SRDC) provided planning assistance to the planning team in the development of the plan, including team coordination and meeting facilitation. The RTR SRTS Plan established seven main strategies to increase walking and biking to school as safely as possible in Tyler 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 newly constructed preK-12 school on the west side of town and throughout the city of Tyler.

RTR Public School District and the City of Tyler 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. The 6 Es are: Education, Encouragement, Enforcement, Engineering, Evaluation, and Equity. Every action step falls under at least one of the “6 Es” and all 6 Es are covered by at least one strategy. See the Strategies section for detailed descriptions of each of the 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.

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. 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.

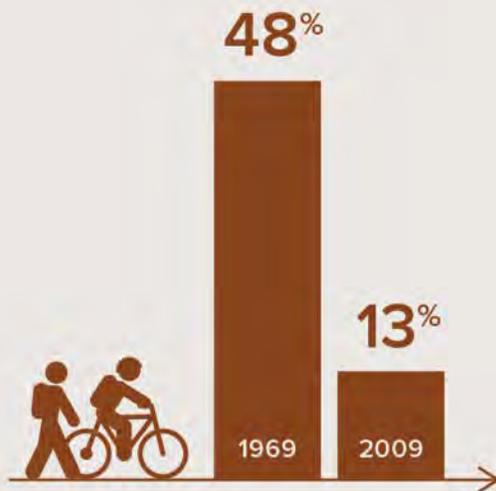
HOW DOES SRDC ASSIST WITH SRTS PLANNING?

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



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



Are more likely to be a healthy body weight



Demonstrate improved test scores and better school performance*



Are less likely to suffer from depression and anxiety

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

Fewer students walking & biking to school

More parents driving children to school

Rising concern about safety of walking & biking

Increased traffic at and around school



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

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. RTR Public Schools and the City of Tyler 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

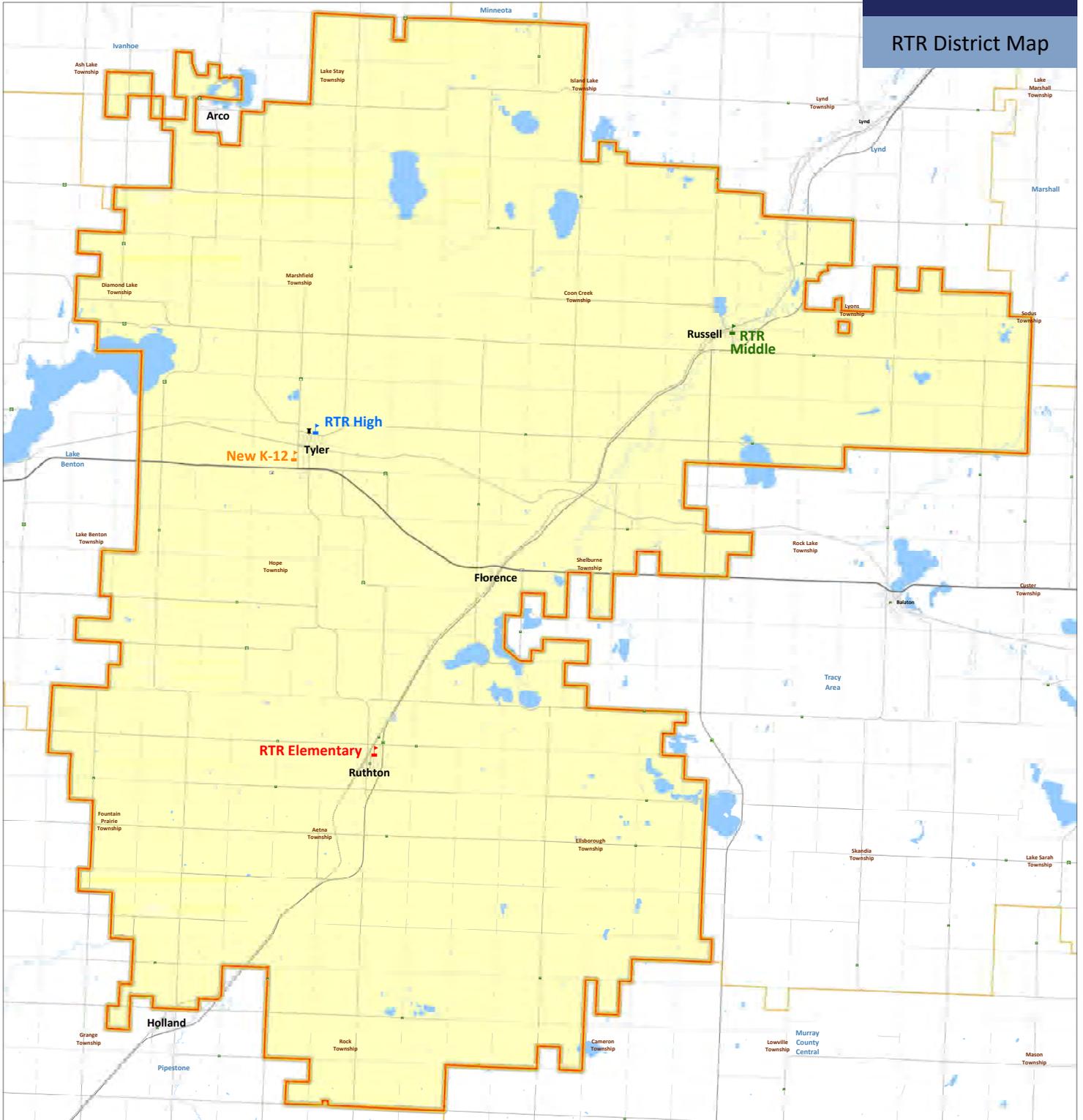
Incorporating daily physical activity into the routines of students of all ages has additional benefits, including:

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

DISTRICT GEOGRAPHIC LOCATION

The Russel-Tyler-Ruthton Public School District is located in Lyon, Lincoln, and Pipestone counties in Minnesota. The district encompasses the cities of Russel, Tyler, Ruthton, and Florence. As of the 2021-2022 school year, all grades will be housed in one newly constructed building in Tyler.

Tyler lies in the southeast corner of Lincoln County on MN 14. According to the 2018 American Community Survey 5-year estimates Tyler had a population of 1,316. The median age of Tyler is 44.5 and 25.4% of the population is under 18 years old.



<p>Public Educational Facilities or Programs</p> <ul style="list-style-type: none"> Elementary School Middle / Junior High / Secondary School High School District Office New K-12 School Facility Non-Public school Public Charter school Other School Program (examples) <ul style="list-style-type: none"> Area Learning Center (ALC) Area Learning Program (ALP) Targeted Services College/University Continental Secondary Education <p>Public School Attendance Areas</p> <ul style="list-style-type: none"> Elementary School Attendance Area Middle School Attendance Area High School Attendance Area 	<p>Public School Districts</p> <ul style="list-style-type: none"> School District Adjacent School District <p>Other Features</p> <ul style="list-style-type: none"> Interstate Highway U.S. Highway State Highway County Highway Road/Street Railroad Stream Lake/Pond Minor Civil Division Cities, Townships and Unorganized areas Public Land Survey Township / Range Public Land Survey Section 	<p>Data Sources:</p> <ol style="list-style-type: none"> 1. Minnesota Department of Education, IT Division, 2010 2. Minneapolis Council, 2010, Minnesota Department of Transportation, 2004 3. Minnesota Geographic Information Office 4. U.S. Bureau of the Census, Minnesota Legislative GIS Office (modified to include annexations. Box with Municipal Board through May 2003) 5. Minnesota Department of Natural Resources. <p>Special Note: The school district boundary appearing on this map do not necessarily represent the legal boundary of the district. It is a generalization of boundaries drawn on maps in the late 1980's by county officials and modified by the U.S. Bureau of the Census, most recently by Census 2000. Since 2000, district boundaries have been modified by the Dept. of Education based on completed County Parcel Information. Please contact your county auditor or assessor to obtain an accurate legal description of the boundary.</p> <p>Liability Statement: The Minnesota Department of Education does not warranty the results you may obtain by using this map. This map is provided without express or implied warranties, including warranties of merchantability and fitness. In no event will MDE be liable for any consequential, incidental or special damages, including any lost profits or lost savings, even if an MDE representative has been advised of the possibility of such damages or any other claim for any third party.</p>	<p>School District Location in Minnesota</p> <p>Legend</p> <ul style="list-style-type: none"> School District County Boundary 	<p>1 : 43,510</p>
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Figure 1: Map of the location and extent of the RTR School District

DISTRICT



RTR ELEMENTARY

Enrollment: 294
Grades: K-5
Current Location: Ruthton



RTR MIDDLE

Enrollment: 156
Grades: 6-8
Current Location: Russell



RTR SENIOR HIGH

Enrollment: 189
Ages: 9-12
Current Location: Tyler

SCHOOL PROFILE



The new RTR School under construction in winter 2021.

According to the RTR School District website, the 2020-2021 total enrollment in the RTR School District was 639 students.

The district's students are 98% Caucasian and the staff is 96.03% Caucasian. The free and reduced lunch rate for the district is 29.9%.

Preparing for a New School

Beginning in the fall of 2021, all students in the district will attend the newly constructed PreK-12 school building in Tyler, located on the west side of town adjacent to County HWY Rd 8.

RTR High School maintains multiple active amenities for students to participate in (or cooperates with other school districts to do so), including:

- Football
- Volleyball
- Basketball
- Track
- Golf
- Softball
- Baseball
- Gymnastics
- Theater
- Speech
- Band
- Choir
- Drumline
- FCCLA
- FFA
- Honor Society,
- Student Council
- Driver Education



RTR Public Schools
Contact Information:

100 Strong Street
Tyler, MN 56178
507-247-5913



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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 RTR 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.

The Tyler SRTS team strives to build inclusive programs and infrastructure that create a safe and welcoming environment where the first choice for students and their families is to walk or bike to school.

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. The participants in the RTR SRTS planning process were:

- **Stephanie LaBrune**, Administrator, City of Tyler
- **Joan Jagt**, Mayor, City of Tyler
- **Judd Guida**, Utilities Staff, City of Tyler
- **David Marlette**, Superintendent, RTR Schools
- **Craig Hess**, School Board, RTR Schools
- **Patricia Lindeman**, Grant Writer & Coordinator of State & Federal Programs, RTR Schools
- **Janet Bush**, Registered Dietitian Nutritionist, Southwest Health & Human Services (SWHHS/SHIP)
- **Joe Wilson**, Engineer, Lincoln County
- **Jody Hexem**, Coordinator, A.C.E. Lincoln County
- **Mark Wilmes**, Managing Editor, Tyler Tribute
- **Marlys Christensen**, Community Member & Active Walker
- **Jason Walker**, Development Planner, SRDC
- **Jessica Welu**, Communications Specialist, SRDC
- **Rosemary Bruce-White**, Development Planner, SRDC

PLANNING PROCESS

The RTR 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 is detailed in the sidebar.

The SRTS kick-off meeting was held at the City of Tyler Fire Hall. Many of the attendees were involved with the walkable workshop that occurred in October 2019. 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.

It was noted that congestion at schools is part of a feedback loop. When congestion is present at a school, more parents are less likely to allow their children walk to school. This leads to more children needing to be bussed to school and even more congestion near the school. The COVID pandemic also introduced several unique challenges this year, so staff introduced how other schools planned to address the anticipated increase in pedestrian and bicycle activity due to restricted bus capacity from COVID-19.

Other opportunities/concerns raised during this meeting included:

- MnDOT plans on doing construction work on US 14. They will be adding sidewalks within their right-of-way.
- The construction of the new school will require education for both students and community members of Tyler. Many that travel County Rd 8 are accustomed to mostly uninterrupted traffic. The county does plan on building a crosswalk when it does work on County Road 8.

PLANNING STEPS

Kickoff meeting

August 27, 2020

Walk Audit

September 15, 2020

Caregiver Surveys

October 22 – November 6, 2020

Assessment of Issues and Barriers

September – December 2020

Meeting #2, Data & Draft Strategies Review

March 3, 2021

Draft Strategies

March – April 2021

Draft Plan

February – May 2021

Meeting #3, Draft Plan Review

May 5, 2021

Plan Finalization

May – June 2021

- The City of Tyler has completed the work of building a sidewalk by its swimming pool on Oak Street. Attendees hope to connect S. Tyler Street to Oak Street and filter that Pedestrian traffic on County Road 8.
- With the new school being constructed on a county road with a speed limit of 30 mph, there is interest in establishing a school zone, to lower the speed limit.
- If progress on construction of the school allows for it, there is interest in applying for a demonstration grant from MnDOT to experiment with either turning lanes or bypass lanes in front of the school on County Road 8. This will require support and cooperation with the county.
- The City of Tyler is waiting on an RFP to extend sidewalks along Kaye St. This will connect the southern residential area to US 14 and then feed into County Rd 8.

Before adjourning, attendees set times for upcoming tasks, the first of which would be the walk audit. During the walk audit on September 15, staff and team members split into two groups and walked potential routes to the school.

During the “Assessment of Issues and Barriers” phase, the team gathered even more data about existing conditions, including transportation policies, existing programs, speed limits, school zones, and sidewalks, among others. Once all the data had been gathered, the team moved into the “Draft Strategies” phase, where the initial goals and strategies were composed. During Team Meeting #2, the team discussed those draft goals and strategies and considered new ideas. The plan then took its written form. The strategic plan portion was circulated to the team for review and then discussed at the final team meeting. At this meeting, the team further refined the goals and strategies and also gave their input on the draft plan. The final step in the planning process was the finalization of the plan.



At the SRTS Team Meeting #2, the team discussed draft goals.



04

EXISTING CONDITIONS

EXISTING CONDITIONS

EXISTING POLICIES & EDUCATIONAL INITIATIVES

The elementary school student policy handbook has a short section that states, “If parents approve, students may ride their bicycle to school. Children should follow all bicycle safety rules, which include one person on a bike.”

The City of Tyler has a snow removal ordinance that reads: “Each person shall remove all snow or ice from any public sidewalk abutting his property within 12 hours after the snow or ice is deposited thereon. No person shall deposit snow or ice onto a public roadway or sidewalk. Any person who violates this section of the code is subject to a city citation plus any removal cost incurred by the city.”

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	GRADE 8		GRADE 9		GRADE 11	2016	2019
Active for at least 60 minutes/day for at least 5 days per week.	60%	69%	Active for at least 60 minutes/day for at least 5 days per week.		Active for at least 60 minutes/day for at least 5 days per week.		Active for at least 60 minutes/day for at least 5 days per week.	50%	51%
Overweight/Obese	NA	NA	Overweight/Obese		Overweight/Obese		Overweight/Obese	16%	41%
Felt down, depressed or hopeless more than half the days of each week.	NA	NA	Felt down, depressed or hopeless more than half the days of each week.		Felt down, depressed or hopeless more than half the days of each week.		Felt down, depressed or hopeless more than half the days of each week.	12%	5%

Figure 2: Health data for Lincoln 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 Tyler’s highways are from 2012-2018 and is used to draft adjusted average daily traffic (AADT) for available highway segments.

The RTR school district will be consolidated into one school building in Tyler for the 2021-2022 school year. The building will be on the west of CSAH 8 and US-14. Oak Street, a local roadway, will provide direct access to the school and its adjacent parking lot.

CSAH 8 averages 1,000 vehicles day. US-14 is the most traveled roadway in Tyler with an AADT of 2,350 east of its intersection with CSAH 8. Pedestrian crossing on US-14 will be encouraged at Kaye Street, south of the future school building location. CSAH 7/Tyler Street has an AADT of 2,000 north of if its intersection with US-



14. South of the CSAH 7/US-14 intersection CSAH 7 has an AADT of 1,150.

The new school building will house all grades in the RTR public schools. This includes not only consolidating the Russel and Ruthton Schools into Tyler but relocating Tyler high school from its current location at the intersection of Tyler Street/CSAH 7 and E Strong Street. This implies that there will be a lot of changes in traffic flow during the 2021-2020 school year. Strong Street has a fairly high AADT of 1,300 east of its intersection with Tyler Street/CSAH 7 with a lower AADT of 920 to the west. This is likely due to the traffic coming into the city traveling to the High Schools current location. CSAH 8, US-14, and Oak Street are likely to see significant increases in Adjusted Average Daily Traffic.

CRASH DATA

From 2015-2020 there were seven crashes within the city of Tyler. Of these crashes, all of them were property damage only. Due to the low number of crashes, there were no apparent patterns in how crashes occurred in terms of the time or day of the week. There were also no crashes with pedestrians or bicyclists.

Crashes in Tyler mostly occurred on Tyler Street and US-14.



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



Figure 4: Sidewalk map of Tyler

ROADS

The City of Tyler occupies 1.99 square miles of land. All roadways within the city are municipal streets with 1.23 miles of U.S. Trunk Highways, and 3.9 miles of County State Aid Highways (CSAH). All roadways in Tyler follow a grid-like pattern with different orientations north and south of the railroad. All east-west roadways north of Lincoln Street run parallel to the railroad and north-south street are aligned to be perpendicular to the railroad. South of the railroad, Tyler’s roadways are oriented to US-14. Like many rural communities, Tyler’s roadways are fairly wide and are in fair or better shape.

SIDEWALKS & BICYCLE INFRASTRUCTURE

The City of Tyler has a network of sidewalks that mainly facilitate walking and biking to and along Tyler Street. The site of the old High School building at the north end of Tyler Street has several sidewalks that disperse non-vehicular traffic across Strong Street, along N Tyler Street, and into the residential area east of N Tyler Street. South of Lincoln Street (which runs parallel to the railroad), sidewalks appear as isolated networks with sidewalk and maintenance gaps. Infrastructure is missing on Oak Street from Maple to CSAH 8. This infrastructure is critical as this location is where traffic will cross CSAH 8 to access the school once completed.

Residents that live south of US-14 will have access to the school by crossing US-14 at Kaye Street and traveling along CSAH-8. Currently, US-14 has sidewalks adjacent to the roadway. CSAH 8 does not have any off-road infrastructure for non-vehicular traffic, but there is space on the roadway for a designated bike/pedestrian lane.

Once construction is completed for the new school building, students that live on the northeast side of Tyler (north of Bradley Street and east of Tyler) have access to the new school building by filtering west to Tyler Street, traveling south on Tyler Street and then heading west on Oak Street.

Students that live north of Bradley Street and west of Tyler Street currently do not have the same access to the future site of the school. Most students will likely not choose to use Tyler Street to access Oak Street since this will cause them to walk or bike away from the school before backtracking towards the school on Oak Street. There is a significant infrastructure gap north of Oak along CSAH 8. Students that live on this portion of town will likely travel south on CSAH 8 and will have to encounter a railroad crossing.

Lincoln County has been making ADA improvements throughout the City of Tyler. This includes roadway improvements, curb-cuts installations/improvements and sidewalk repairs.

BUS STOPS & PUBLIC TRANSPORTATION

United Community Action Partnership runs Community Transit in Lincoln County. Individual fares are determined by the distance the bus has to travel (ranging from \$2.50-\$6.00 per person per stop). Tokens and passes can be bought at reduced rates.

ARRIVAL & DISMISSAL PROCEDURES

Below is from the 2020-21 Student Handbook at RTR. Due to the consolidation of the schools and COVID restrictions, observations of the of the arrival and dismissal procedures were not completed as part of the SRTS planning efforts. Hazard observations are part of the action plan.

Student Day

The shuttle buses will depart from the resident district school at 7:50 a.m. each day. Your day begins when the buses arrive at the Elementary School at approximately 8:10 a.m. The shuttle buses will depart from Ruthton at 3:20 p.m. for Russell and Tyler. All Ruthton students will remain under the supervision of the playground supervisor after the shuttle buses leave unless otherwise noted with the office.

Arrival a School

Beginning at 7:50 a.m., students will have supervised play until 8:10 a.m. when they either go to breakfast in the cafeteria or to their lockers. No student will be allowed to roam the building unsupervised. Staff is not on duty prior to 7:50 a.m. Therefore there is NO SUPERVISION before that time. Please DO NOT send or drop off your child(ren) before that time.

After School

The school day for students ends at 3:20 p.m. All students are expected to leave the building unless they are involved in a directed activity or are receiving assistance from a teacher or tutor program.

SPEED LIMITS, SIGNAGE & ZONES

School zones exist along Strong Street, adjacent to the current RTR high school building, and Tyler Street, immediately before its intersection with Strong Street. Signage is found along Strong Street between Linwood and Marsh Streets and at the intersection of Strong and Tyler Streets. The speed limit in these school zones is 30 mph, which is the typical speed limit of residential streets in Minnesota. With the relocation and consolidation of the RTR schools along CSAH 8, the City of Tyler and Lincoln County will need to initiate the process with MnDOT to establish a school zone along CSAH 8.



Figure 5: Signage along Strong Street includes a blinking stop sign

COMMUNITY OUTREACH & WALK AUDIT COMMENTS

The RTR SRTS team conducted a walk audit on September 25, and conducted a caregiver survey to identify and to gain further insight into the pedestrian, bike, and safety needs in Tyler.

Problem Intersections

- Oak and CSAH 8
- Kaye and MN 14

Frequently Crossed Intersections

- Oak and CSAH 8
- Kaye and MN 14
- Lincoln and Tyler

Crossing Issues

- Railroad crossing on Tyler between Bradley and Lincoln
- Kaye & MN 14
- Tyler & MN 14

Sidewalk Gaps

- Kaye from Lee to MN 14
- CSAH 8 from MN 14 to Oak
- Oak Street
- McArthur on both sides of Tyler Street

Heavy Traffic

- CSAH 8 all day and is anticipated to increase at the start of the 2021-2022 school year with arrivals and dismissals.
- MN 14 all day
- Tyler Street all day



The SRTS team on the walk audit.



Intersection of Tyler St & Lincoln St.



Intersection of MN 14 & Kaye St.

CAREGIVER SURVEY RESULTS

Caregiver Surveys are a crucial component of the planning process. These surveys reflect how children and their caregivers 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 important in guiding recommendations for future investments, qualitative data found in the open comment section can provide themes and other information that are measurable in any quantitative manner. The full survey responses can be found in Appendix C.

The RTR school district caregiver survey had 175 responses total. Most responses came from caregivers of 3rd and 4th graders (21.7%). With a fairly even distribution of students being represented from all other grades. Like most rural school districts, most students live further than 2 miles from the school (78.4%). Of the caregivers surveyed, 6.5% identified that their students walk or bike to and from school. According to the comments provided in open comment sections, this figure will likely increase with the completion of the new RTR school building in Tyler. Only 10.8% of the caregivers noted that their child asked for permission to walk or bike to/from school.

When asked what grade caregivers would allow their children to walk to/from school, 24.3% said that they would not feel comfortable at any grade level, whereas 17.6% noted that they would feel comfortable with letting their children walk or bike to school at Grade 6 and above and 10.1% said they would feel comfortable with grades Prek-3rd walking and biking to school.

The next portion of the survey asked caregivers questions regarding issues preventing their child walking to school, how those issues could be resolved, and how walking/biking to school is perceived in their district. When asked about the issues that prevented their child from walking and being to/from school, 86.6% cited the distance between home and school. Other prevalent issues included the weather/climate, safety of intersections/crossings, traffic speeds along the route, the amount of traffic along the route, and the time it takes to walk/bike to school. When asked what would help their child walk or bike to/from school more often, caregiver responses directly lined up with the issues identified earlier and included shorter distance between home and school, safer intersections/crossings, better snow/ice removal in winter, and better/more sidewalks or pathways. Less traffic and lower speeds along route were also cited as improvements that would help students walk/bike to school more often.

In general, students and caregivers have neutral to positive perspectives with walking and biking to/from school, with 67.6% of caregivers responding that their children felt neutral about walking and being to/from school, 19.9% of caregivers responding that their children find walking/biking to school fun or very fun, and 12.5% responding that their children found walking/biking to school boring or very boring. Of the caregivers surveyed, 61% believed that walking/biking to school was either healthy or very healthy for their child, while 32.6% believed that walking and biking to/from school had a neutral impact on their child's health, and another 6.4% believed that walking and biking to school was either unhealthy or very unhealthy for their children.

STUDENT TALLY RESULTS

Since the current RTR schools will no longer be used once the new school building opens in the fall of 2021, student tallies were not conducted as part of this SRTS planning process, as none of the data gathered from the tallies would have been relevant in future years.



chool District
UTES TO SCHOOL



LEGEND

- Suggested Walking & Biking Route
- To Suggested Route
- Marked Crosswalk
- School Access Point
- Railroad Crossing
- Pedestrian Crossing Signal
- Sidewalk Gap

This map is intended for informational purposes only. The City of Tyler or RTR School District cannot and does not guarantee the safety of these routes or the persons utilizing them, and assumes no liability therefore. The City of Tyler encourages parents and students to use this map to explore options for commuting, but parents and students are responsible for their own safety and for choosing the most appropriate route based on their knowledge of route conditions and the specific needs and/or experience level of their child.



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: Implement a walking/biking curriculum such as Walk! Bike! Fun! at RTR Public Schools.

Action 2: Identify and promote specific walking and biking routes through a distributable map.

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, students walk and bike around town or in a designated area to practice the skills they learned.
2. SRTS is not only building the built environment to ensure safe routes, but also promoting existing routes that students can take to walk and bike to school. The SRTS team can work to create a distributable map of safe walking and biking routes that students and parents can use to plan their trips to and from school. This map could also include safety tips, emergency contacts, and other applicable information to create an engaging product to spark safety dialogue between students and their parents/guardians. The full size distributable maps created can be found in Appendix B of this plan.

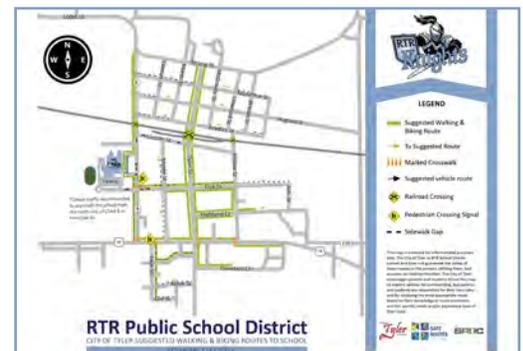


Figure 6: Distributable map created for the RTR School District’s Fall 2021 school year.



Figure 7: CSAH 8



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: Work with MnDOT to build sidewalks, paint crosswalks and calm traffic along US Highway 14 during their work in 2021.

Action 4: Work with Lincoln County to improve sidewalks and add crosswalks during when making road improvements in years 2022-23.

Action 5: Paint bike lane on the west side of CSAH 8 from HWY 14 to the railroad crossing.



Figure 8: MnDOT construction on HWY 14, May 2021
Photo Credit: MnDOT

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. SRDC staff developed a route map that identified key safe routes to school (figure 6) and a gap map that identified routes with significant gaps (figure 7). A high priority is to ensure that well maintained sidewalk infrastructure is built where there are gaps and maintained where it already exists.
3. See figure 8.
4. See gap route map (figure 8).
5. Pedestrians and bikers are already using the wide shoulders on CSAH 8 (figure 7). The county and city would like to paint a bike lane to alert drivers to watch for bike traffic.

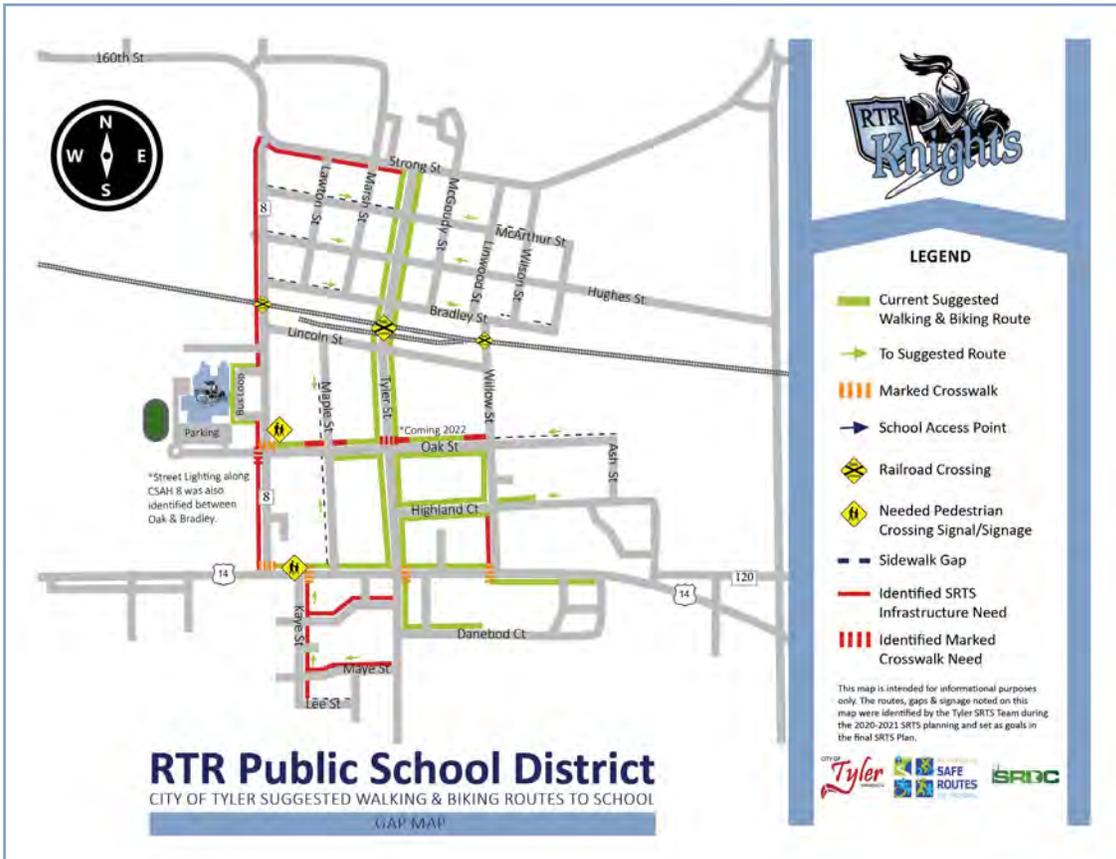


Figure 9: Gap map for the City of Tyler. The full size distributable maps created can be found in Appendix B of this plan.



Education



Encouragement



Enforcement



Engineering



Evaluation



Equity

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

Action 1: Work with existing bike rodeo efforts to encourage follow-up in walking/biking to school.

Action 2: Identify and mobilize key stakeholders to educate about safety and encourage walking/biking to schools through various media (newspaper, websites, social media, newsletters, etc.).

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.
2. Educating students and the public will require a full community outreach effort. Some potential stakeholders could be the Tyler Tribute, local civic organizations, the school district, City of Tyler employees, parent groups, student groups, among others. The SRTS team could ask each of these stakeholders to use the communication tools available them to deliver consistent messaging and educational materials.





Photo Credit: RTR Schools



Education



Encouragement



Enforcement



Engineering



Evaluation



Equity

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

Action 1: Host at least two walk/bike to school days per year that can include a remote drop-off for students who are bussed.

Action 2: Work with student and parent groups to implement a walking school bus/bike train.

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

Action 4: At least once per year students will participate in a walking field trip.

Action 5: At least once per year the school will host some type of assembly or game show promoting walking/biking/active living.

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.

4. During the school year, a child could be involved in a variety of walking field trips that relate to classroom studies or school activities. Teachers could walk with their classes to various destinations within close proximity to the school. Examples of such field trips may include walks to the library, park, local business, or to a nearby store. These walks could also be spontaneous, taking advantage of nice weather to engage in a learning opportunity.
5. One example/option would be to play a quiz show game (like Jeopardy) that allows them to practice and develop bicycle and pedestrian safety knowledge. This activity can be elaborate or simple. The simplest way is to take a piece of paper and write the point value (10, 20, 30 or 40 points) on one side and the question on the other. Use different colored paper for each category. Pin the columns of questions to a bulletin board or tape them to a wall.

Break up the class into two teams. Then have the first team pick a category and point value, such as Rules of the Road for 20 points. Read the question and ask the team to give an answer. This lesson is discussion based. Teachers should determine the number of answers a team may give for each question. It is important to elicit the answer from the students and not to give them the answers. Provide hints and prompts, and encourage them to work as a team. Be sure to discuss the reasons behind the answers.

When the team has given the correct answer, ask the other team to choose the next question. This game can be played competitively, with a prize or prizes given to the winning team. It can also be done without competition, declaring everyone a winner for knowing his or her safety rules.



Education



Encouragement



Enforcement



Engineering



Evaluation



Equity

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

Action 1: Encourage school traffic to enter from the north through various communications channels.

Action 2: Place crossing guards or crossing flags at busy crossings such as those along CSAH 8.

Action 3: Create a school zone on CSAH 8 near the new school – adding new signage and reducing the speed limit to 20 mph.

Action 4: Increase police patrols near the school during arrival and dismissal times, especially in the first few weeks of the school year.

1. Entering from the north will restrict left turns into the school loading zone and parking lots. Restricting left turns will reduce the number of times that traffic has to stop and alleviate congestion.
2. With the school being brand new for everyone, school and city officials will need to assess where the greatest needs for crossing guards and/or flags will be needed.
3. Lincoln County and the City of Tyler are interested in establishing a school zone speed limit on CSAH 8. The current speed limit on CSAH 8 within city limits is 30 mph. There is interest in lowering the speed limit to 20 mph near of the school and installing signage that alerts drivers of the presence of pedestrians.
4. The new school building and location presents a host of unknown factors, including how much traffic will increase, where will the bottlenecks be located, and what routes will students actually take versus what community leaders think they will take. As such, an increased police presence to guide traffic (both vehicular and pedestrian) will provide a needed support and peace of mind as the community assesses what additional safety precautions to implement.



Education



Encouragement



Enforcement



Engineering



Evaluation



Equity

STRATEGY 6: Leverage policies to Tyler’s benefit.

Action 1: Update city subdivision regulations to ensure eligibility for state Safe Routes to School infrastructure funding.

Action 2: Update and/or enforce city ordinances regarding snow removal and sidewalk maintenance.

1. According to Minnesota law, there are subdivision regulation requirements in order to be eligible for Safe Routes to School state funds. According to Minnesota Statute 174.40, subd. 4a, “A statutory or home rule charter city, county, or town is eligible to receive funding under this section only if it has adopted regulations that require safe routes to school infrastructure in developments authorized on or after June 1, 2016.” (see sample in Appendix D) Since there is no singular definition of “safe routes to school infrastructure,” this can be considered improvements for non-motorized modes of transportation. While state Safe Routes to School infrastructure funds are not available every year, this policy change can open funding doors in the future if and when funding does become available. It also ensures that the City of Tyler considers pedestrians, bicyclists, and other modes of active transportation as it continues to develop in the future.
2. Inadequate snow removal and poor weather conditions are two of the most highly cited reasons for why students do not walk/bike to school. The city should continue to explore ways to encourage timely snow removal from designated safe routes to school. Also, since maintaining sidewalks is a top priority, a fair and equitable policy and plan for maintaining or replacing sidewalks is critical.



Figure 10: Sidewalks rated in poor condition during the Tyler Walk Audit. These sidewalks are not in ADA compliance.



Education



Encouragement



Enforcement



Engineering



Evaluation



Equity

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

Action 1: Ensure ADA compliance for all pedestrian and bicycle infrastructure across the City of Tyler.

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 Tyler 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 Tyler is a place where all students can walk, bike, or roll to school. There are some areas of Tyler that do not have ADA compliant infrastructure (figure 10). 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 Tyler these groups of equity concern may include:
 - Students living south of Highway 14 who must cross the busiest highway in Tyler to get to school.
 - Low-income students who often have less access to bicycles and live within isolated neighborhoods.
 - Neighborhoods in Tyler that have no pedestrian infrastructure or the infrastructure is in poor condition.

The team should work to ensure their efforts take these and other groups into consideration so that all students in Tyler 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 Tyler even if they are bussed or dropped off.





Education



Encouragement



Enforcement



Engineering



Evaluation



Equity

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

Action 1: Conduct tallies in both the fall and spring 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: Request new traffic counts on CSAH 8 and HWY 14 once school begins at the new building.

Action 4: Conduct hazard observations at the new school during the first two weeks of the 2021-22 school year, then annually afterward.

Action 5: Conduct a student focused survey in the fall to assess their views on the safety, ease and comfort of walking/biking to school.

1. Since all students at all grade levels would be attending a new school beginning in Fall 2021, the SRTS team decided not to conduct tallies because the data would not be relevant going forward. 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. Consolidating all three schools into one building in a new location will have a large effect on traffic patterns. It's important to assess the impact of changing traffic patterns to inform what actions need to be taken to ensure the safest routes possible for students to reach the school.
4. Since all students at all grade levels would be attending a new school beginning in Fall 2021, the SRTS team decided not to conduct tallies hazard observations because the data would not be relevant going forward. Thus, it's important to conduct hazard observations in 2021-22 to have a baseline of information to know whether strategies and action steps are having a positive effect over time.
5. During the SRTS planning process, many community and school leaders were able to voice their concerns and opinions about what is in the best interests of the students; however, the student voice was largely absent. To rectify this oversight, the SRTS team will conduct a student focused survey in the fall of 2021 to gather their feedback and involve them in the decision-making process.



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 RTR school in Tyler. 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 Tyler 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: Implement a walking/biking curriculum such as Walk! Bike! Fun! at RTR Public Schools.	Education	RTR Schools	3.9	Short-Term		
1	A2: Identify and promote specific walking and biking routes through a distributable map.	Education Encouragement	SRDC, SRTS Team, RTR Schools	4.5	Short-Term	Map has been drafted	
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	RTR Schools	4.5	Short-Term		
2	A2: Maintain key pedestrian infrastructure and construct new sidewalks when feasible.	Engineering	City of Tyler, Lincoln County	4.4	Ongoing		
2	A3: Work with MnDOT to build sidewalks, paint crosswalks, and calm traffic along US Highway 14 during their work in 2021.	Engineering	MnDOT, City of Tyler, Lincoln County	4.6	Short-Term	Construction on US 14 was completed May 2021	
2	A4: Work with Lincoln County to improve sidewalks and add crosswalks when making road improvements in years 2022-23.	Engineering	City of Tyler, Lincoln County	4.4	Mid-Term		
2	A5: Paint a bike lane on the west side of CSAH 8 from HWY 14 to the railroad crossing.	Engineering	City of Tyler, Lincoln County	4.5	Short-Term		
3	A1: Work with existing bike rodeo efforts to encourage follow-up in walking/biking to school.	Education Encouragement	RTR Schools, SHIP	3.8	Ongoing		
3	A2: Identify and mobilize key stakeholders to educate about safety and encourage walking/biking to schools through various media (newspaper, websites, social media, newsletters, etc.).	Education Encouragement	RTR Schools	4.3	Ongoing		
4	A1: Host at least two walk/bike to school days per year that can include a remote drop-off for students who are bussed.	Encouragement	RTR Schools	3.5	Mid-Term		
4	A2: Work with student and parent groups to implement a walking school bus/bike train.	Encouragement	RTR Schools	3.4	Mid-Term		
4	A3: Use intra- or inter-classroom competitions and/or recognition for distances students have walked/biked to school.	Education Encouragement	RTR Schools	3.6	Ongoing		
4	A4: At least once per year students will participate in a walking field trip.	Encouragement	RTR Schools	3.4	Ongoing		
4	A5: At least once per year the school will host some type of assembly or game show promoting walking/biking/active living.	Encouragement	RTR Schools	3.3	Ongoing		
5	A1: Encourage school traffic to enter from the north through various communications channels.	Encouragement Education	RTR Schools, SRTS Team, Community	4.0	Short-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: Place crossing guards or crossing flags at busy crossings such as those along CSAH 8.	Enforcement	RTR Schools	4.9	Short-Term		
5	A3: Create a school zone on CSAH 8 near the new school – adding new signage and reducing the speed limit to 20 mph.	Enforcement	City of Tyler, Lincoln County, MnDOT	4.5	Mid-Term		
5	A4: Increase police patrols near the school during arrival and dismissal times, especially in the first few weeks of the school year.	Enforcement	Law Enforcement	4.3	Short-Term		
6	A1: Update city subdivision regulations to ensure eligibility for state Safe Routes to School infrastructure funding.	Engineering	City of Tyler	4.5	Short-Term		
6	A2: Update and/or enforce city ordinances regarding snow removal and sidewalk maintenance.	Enforcement Equity	City of Tyler	4.3	Mid-Term		
7	A1: Ensure ADA compliance for all pedestrian and bicycle infrastructure across the City of Tyler.	Engineering Equity	City of Tyler, Lincoln County	4.2	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.	Encouragement Equity	RTR Schools, Community Organizations (Lions Club, Tyler Walkable Comm. Task Force)	4.1	Ongoing		
7	A3: In messaging to students that live far from the school, clarify that many of them will still walk in Tyler 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	Community Organizations, RTR Schools	3.6	Ongoing		
8	A1: Conduct tallies in both the fall and spring during year one to establish a baseline and then conduct them biennially afterward.	Evaluation	RTR Schools	4.0	Short-Term & Ongoing		
8	A2: Assess the success of each action after it has been completed and make appropriate alterations for future implementation.	Evaluation	Tyler Walkable Comm. Task Force	4.1	Ongoing		
8	A3: Request new traffic counts on CSAH 8 and HWY 14 once school begins at the new building.	Evaluation	City of Tyler, Lincoln County	4.6	Short-Term		
8	A4: Conduct hazard observations at the new school during the first two weeks of the 2021-22 school year, then annually afterward.	Evaluation	SRTS Team, SRDC	4.3	Short-Term & Ongoing		
8	A5: Conduct a student focused survey in the fall to assess their views on the safety, ease and comfort of walking/biking to school.	Evaluation	RTR Schools, Tyler Walkable Comm. Task Force	4.2	Short-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





CONCLUSION

The RTR 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 school in Tyler as well as increasing safety in the City of Tyler. When making land use decisions and investments for the future, it is imperative that the SRTS Team, RTR Public Schools, and the City of Tyler 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:

- How will my decision affect health?
- How will my decision impact connectivity for pedestrians and bicyclists?
- 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?

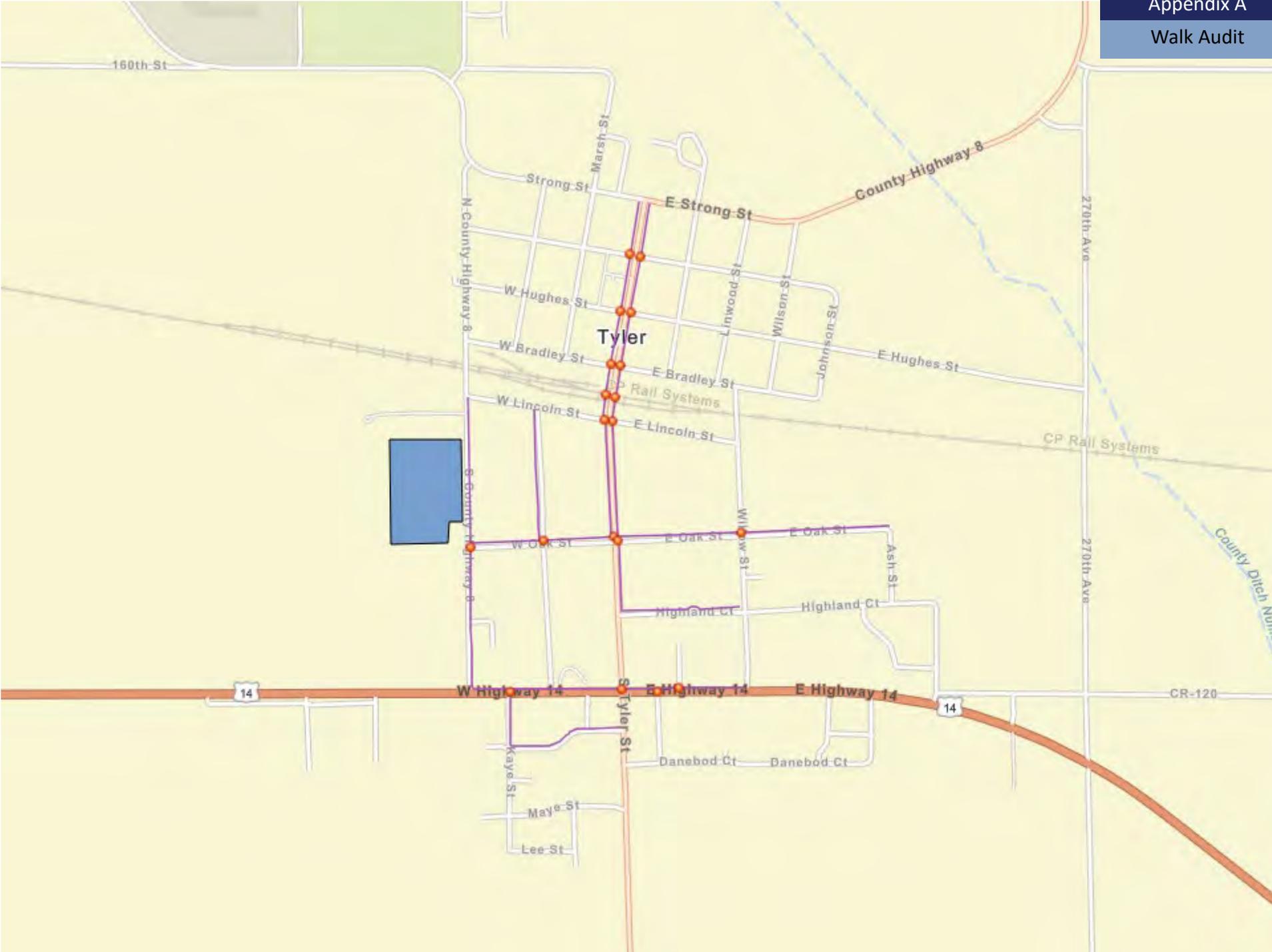
In order to make implementation easier, a funding resources section to this plan has been added in Appendix F. Though not exhaustive, this section can be used as a starting point for exploring various funding sources for SRTS infrastructure and programming.

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. Community Outreach Map Comments
- C. Caregiver Survey Results
- D. State SRTS Funds Subdivision Regulation & Sample Resolution
- E. Funding Resources for Active Transportation Infrastructure



Comments on Suggested SRTS Route Map – 2/25/21

1. The Oak Street/County Road #8 intersection will be the most traveled intersection in Tyler once the new school is open. As I look at the map, I do not see any safety Pedestrian Crossing Signal at that intersection? I do see some Marked Crosswalk signage, but no Pedestrian Crossing Signal. This will be a critical and dangerous location without something to slow down the cars and trucks.
2. I see that a sidewalk is going to be placed on the West side of County Road #8 from Highway #14 up to the new Oak Street Road. Shouldn't that sidewalk extend up and cross the frontage of our School Property ending up at the entrance into the farm? The way it is designed now, where do the kids walk once they reach Oak Street? We sure don't want them walking down Oak Street to the new school as that would be very dangerous with all the traffic that will be entering that road.
3. There should be a sidewalk in front of the new school from Oak Street to Bradley Street for kids on the North side of town to take. Not very many kids will want to walk East to Tyler Street and then back West to the School.
4. There should be a Marked Crosswalk at the intersection of Oak Street and Tyler Street
5. There should be a Marked Crosswalk at the intersection of HWY 14 and CSAH 8
6. Consider a walk/bike lane on Willow street between Oak Street and Bradley Street
7. Consider a sidewalk or walk/bike lane on Willow Street between HWY 14 and Highland Court
8. Possibly add a walk/bike lane on Maye Street
9. Extend the sidewalk or add a walk/bike lane on the most Southerly end of Tyler Street
10. Possibly add sidewalk or walk/bike lane on CSAH 8 and Strong Street to make better connectivity



*School traffic recommended to approach the school from the north side of CSAH 8 or from Oak St.

LEGEND

-  Suggested Walking & Biking Route
-  To Suggested Route
-  Marked Crosswalk
-  Suggested vehicle route
-  Railroad Crossing
-  Pedestrian Crossing Signal
-  Sidewalk Gap

This map is intended for informational purposes only. The City of Tyler or RTR School District cannot and does not guarantee the safety of these routes or the persons utilizing them, and assumes no liability therefore. The City of Tyler encourages parents and students to use this map to explore options for commuting, but parents and students are responsible for their own safety and for choosing the most appropriate route based on their knowledge of route conditions and the specific needs and/or experience level of their child.

RTR Public School District

CITY OF TYLER SUGGESTED WALKING & BIKING ROUTES TO SCHOOL

BEGINNING FALL 2021





LEGEND

- Current Suggested Walking & Biking Route
- To Suggested Route
- Marked Crosswalk
- School Access Point
- Railroad Crossing
- Needed Pedestrian Crossing Signal/Signage
- Sidewalk Gap
- Identified SRTS Infrastructure Need
- Identified Marked Crosswalk Need

This map is intended for informational purposes only. The routes, gaps & signage noted on this map were identified by the Tyler SRTS Team during the 2020-2021 SRTS planning and set as goals in the final SRTS Plan.

RTR Public School District

CITY OF TYLER SUGGESTED WALKING & BIKING ROUTES TO SCHOOL

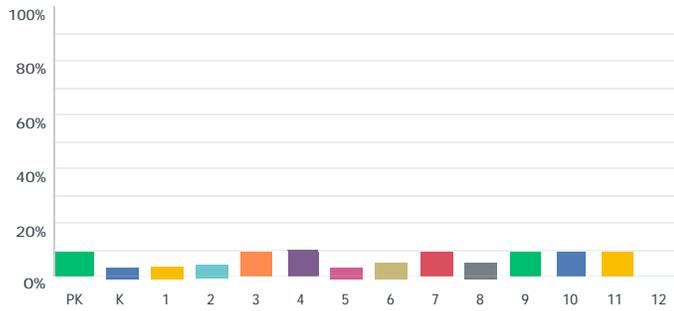
GAP MAP



Caregiver Survey About Walking and Biking to School

Q20 What is the grade of your child?

Answered: 175 Skipped: 26

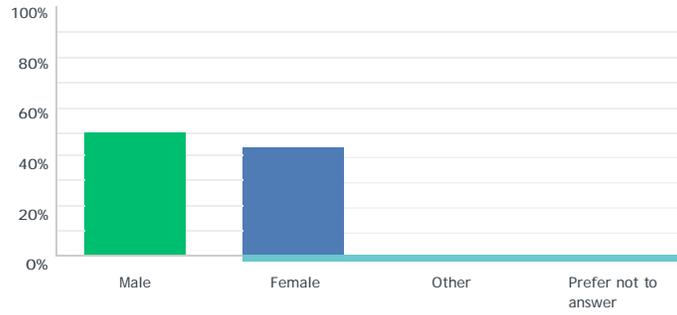


ANSWER CHOICES	RESPONSES	
PK	7.43%	13
K	4.57%	8
1	5.14%	9
2	5.71%	10
3	9.14%	16
4	12.57%	22
5	4.57%	8
6	6.29%	11
7	9.14%	16
8	6.29%	11
9	8.00%	14
10	8.57%	15
11	8.00%	14
12	4.57%	8
TOTAL		175

Caregiver Survey About Walking and Biking to School

Q21 What is the gender of your child?

Answered: 176 Skipped: 25

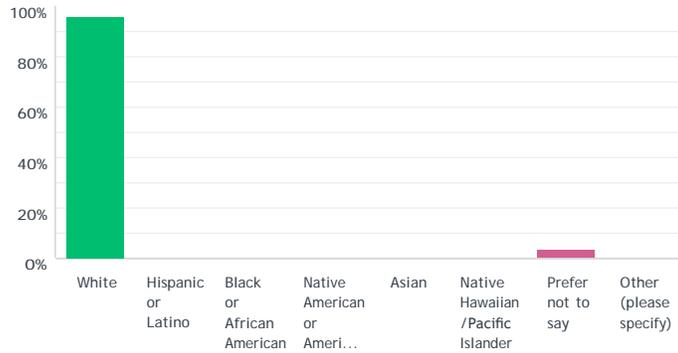


ANSWER CHOICES	RESPONSES	
Male	52.84%	93
Female	44.32%	78
Other	0.00%	0
Prefer not to answer	2.84%	5
TOTAL		176

Caregiver Survey About Walking and Biking to School

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

Answered: 176 Skipped: 25



ANSWER CHOICES	RESPONSES	
White	96.02%	169
Hispanic or Latino	0.57%	1
Black or African American	0.00%	0
Native American or American Indian	0.57%	1
Asian	0.00%	0
Native Hawaiian/Pacific Islander	0.00%	0
Prefer not to say	3.41%	6
Other (please specify)	0.00%	0
Total Respondents: 176		

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

Caregiver Survey About Walking and Biking to School

Q23 What is your annual household income?

Answered: 172 Skipped: 29



ANSWER CHOICES	RESPONSES	
Less than \$25,000	2.91%	5
\$25,000 to \$50,000	8.14%	14
\$50,000 to \$75,000	12.79%	22
\$75,000 to \$125,000	30.81%	53
\$125,000 to \$200,000	19.77%	34
More than \$200,000	3.49%	6
Prefer not to say	22.09%	38
TOTAL		172

Caregiver Survey About Walking and Biking to School

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

Answered: 176 Skipped: 25



ANSWER CHOICES	RESPONSES	
English	100.00%	176
Spanish	1.70%	3
Hmong	0.00%	0
Cushman (includes Romo, Somali, Sidamo, and other East African languages)	0.00%	0
German	1.70%	3
Vietnamese	0.00%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0.00%	0
French (includes Patois and Cajun)	1.70%	3
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: 176		
#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Caregiver Survey About Walking and Biking to School

Q25 What is the street intersection nearest your home?

Answered: 143 Skipped: 58

ANSWER CHOICES	RESPONSES	
Street 1	100.00%	143
Street 2	65.03%	93

Caregiver Survey About Walking and Biking to School

#	STREET 1	DATE
1	norway	11/3/2020 7:49 AM
2	Northridge	11/2/2020 12:43 PM
3	Country Rd	11/2/2020 12:41 PM
4	Northridge	11/2/2020 12:36 PM
5	Jesse Street	11/2/2020 9:38 AM
6	Kaye	10/26/2020 8:20 PM
7	Kaye Street	10/26/2020 8:16 PM
8	150th Ave	10/26/2020 10:52 AM
9	Main & Oak St	10/26/2020 8:34 AM
10	Main & Oak St	10/26/2020 8:32 AM
11	1st St	10/26/2020 8:23 AM
12	Maple St.	10/26/2020 8:17 AM
13	Johnson St	10/26/2020 7:08 AM
14	Duluth Avenue	10/25/2020 9:37 PM
15	Main Street/ Hwy 14	10/25/2020 6:46 PM
16	260th Ave	10/25/2020 6:21 PM
17	260th Ave	10/25/2020 6:17 PM
18	County highway 7	10/24/2020 5:08 AM
19	County highway 7	10/24/2020 5:06 AM
20	County Highway 7	10/24/2020 5:02 AM
21	Highway 14	10/23/2020 11:28 PM
22	Oak	10/23/2020 6:38 PM
23	Hwy 11	10/23/2020 3:09 PM
24	County Road 5	10/23/2020 2:43 PM
25	Fremont street	10/23/2020 1:47 PM
26	130th St	10/23/2020 1:10 PM
27	Strong street	10/23/2020 11:26 AM
28	Jean Street	10/23/2020 9:40 AM
29	Jean Street	10/23/2020 9:37 AM
30	Redwood Street	10/23/2020 9:24 AM
31	151st St	10/23/2020 8:16 AM
32	County Road 16	10/23/2020 7:47 AM
33	Maye	10/23/2020 7:43 AM
34	200th Street	10/23/2020 6:50 AM
35	Maple	10/23/2020 3:20 AM
36	Co Rd 16	10/22/2020 11:07 PM
37	280th Ave	10/22/2020 9:41 PM
38	240TH ave	10/22/2020 8:41 PM
39	Hill	10/22/2020 8:12 PM
40	Hill	10/22/2020 8:08 PM
41	150th ave	10/22/2020 7:45 PM
42	Ash st	10/22/2020 7:36 PM
43	county highway 6 and 9	10/22/2020 7:35 PM
44	Maple Street	10/22/2020 7:34 PM
45	Hughes	10/22/2020 7:33 PM
46	Ash st	10/22/2020 7:32 PM
47	County rd 13	10/22/2020 6:20 PM
48	Hill	10/22/2020 6:20 PM
49	Count rd 13 and 215h st	10/22/2020 6:14 PM
50	190th Ave	10/22/2020 5:50 PM
51	190th Ave	10/22/2020 5:46 PM
52	Hwy 23	10/22/2020 5:41 PM
53	220th ave	10/22/2020 5:39 PM
54	Willow st	10/22/2020 5:35 PM

Caregiver Survey About Walking and Biking to School

55	Main Street and county hwy 8	10/22/2020 4:56 PM
56	Tyler Street	10/22/2020 4:56 PM
57	hwy 23	10/22/2020 4:40 PM
58	hwy 23	10/22/2020 4:36 PM
59	Tyler St	10/22/2020 4:35 PM
60	Shady shore dr	10/22/2020 4:32 PM
61	Tyler St	10/22/2020 4:31 PM
62	Hill	10/22/2020 4:05 PM
63	Highway 91	10/22/2020 4:05 PM
64	30th ave	10/22/2020 3:50 PM
65	Lynd MN	10/22/2020 3:48 PM
66	County Road 2	10/22/2020 3:44 PM
67	County Road 13 and 66	10/22/2020 3:43 PM
68	Faye St.	10/22/2020 3:21 PM
69	HWY 23	10/22/2020 3:20 PM
70	Leo	10/22/2020 3:13 PM
71	Highway 14	10/22/2020 3:12 PM
72	Jean Street	10/22/2020 2:53 PM
73	Central Ave	10/22/2020 2:51 PM
74	170th Street	10/22/2020 2:50 PM
75	Central Ave	10/22/2020 2:46 PM
76	West oak	10/22/2020 2:46 PM
77	Highway 23	10/22/2020 2:45 PM
78	COUNTY ROAD 110	10/22/2020 2:42 PM
79	191st Street	10/22/2020 2:41 PM
80	150th Ave	10/22/2020 2:41 PM
81	Co hwy 15	10/22/2020 2:38 PM
82	County Highway 13	10/22/2020 2:38 PM
83	Ash St	10/22/2020 2:35 PM
84	County Hwy 8	10/22/2020 2:28 PM
85	High street	10/22/2020 2:27 PM
86	Hwy 91	10/22/2020 2:24 PM
87	Tyler Street	10/22/2020 2:24 PM
88	Hill Street	10/22/2020 2:24 PM
89	Willow Street	10/22/2020 2:23 PM
90	Hwy 91 and 150th St.	10/22/2020 2:20 PM
91	Hwy 91	10/22/2020 2:20 PM
92	I live in the country	10/22/2020 2:20 PM
93	Kaye Street	10/22/2020 2:19 PM
94	2377 140th Ave	10/22/2020 2:13 PM
95	1460 MN-91	10/22/2020 2:10 PM
96	255th avenue	10/22/2020 2:08 PM
97	Lee/Jean	10/22/2020 2:07 PM
98	150th street	10/22/2020 2:07 PM
99	Cty Hwy 13	10/22/2020 2:06 PM
100	County Highway 8	10/22/2020 2:06 PM
101	County Hwy 8	10/22/2020 2:05 PM
102	250th street	10/22/2020 2:04 PM
103	Maye Street	10/22/2020 2:04 PM
104	150th street	10/22/2020 2:03 PM
105	1460 MN-91	10/22/2020 2:02 PM
106	Hughes	10/22/2020 2:02 PM
107	Circle Drive	10/22/2020 2:02 PM
108	Lake Ave	10/22/2020 2:02 PM
109	Highway 14	10/22/2020 2:02 PM

Caregiver Survey About Walking and Biking to School

110	Tyler St	10/22/2020 2:01 PM
111	Oak	10/22/2020 2:00 PM
112	County road 66	10/22/2020 1:58 PM
113	Hwy 23	10/22/2020 1:58 PM
114	N/A	10/22/2020 1:57 PM
115	County road 66	10/22/2020 1:57 PM
116	West Laurel	10/22/2020 1:57 PM
117	Olaf	10/22/2020 1:56 PM
118	Linwood	10/22/2020 1:56 PM
119	Rural location	10/22/2020 1:56 PM
120	250th Ave	10/22/2020 1:55 PM
121	140th street	10/22/2020 1:55 PM
122	365 221st.	10/22/2020 1:55 PM
123	220 E Oak St	10/22/2020 1:54 PM
124	200th Street, Russell, MN 56169	10/22/2020 1:54 PM
125	120th Street Balaton MN	10/22/2020 1:54 PM
126	Linwood	10/22/2020 1:53 PM
127	Miller Ave	10/22/2020 1:53 PM
128	County road 66	10/22/2020 1:53 PM
129	Central Ave	10/22/2020 1:52 PM
130	County road 123	10/22/2020 1:52 PM
131	US HWY 14	10/22/2020 1:52 PM
132	Tyler Street	10/22/2020 1:52 PM
133	2697 140th Street	10/22/2020 1:52 PM
134	oak st	10/22/2020 1:51 PM
135	800 smith ave	10/22/2020 1:51 PM
136	County Rd 111	10/22/2020 1:50 PM
137	Linwood	10/22/2020 1:50 PM
138	200th Street, Russell, MN 56169	10/22/2020 1:50 PM
139	Aetna St	10/22/2020 1:50 PM
140	220 E Oak St	10/22/2020 1:50 PM
141	303 Garfield st s	10/22/2020 1:49 PM
142	Cambridge Way	10/13/2020 11:15 PM
143	Bridge Crossing	10/8/2020 9:18 AM

Caregiver Survey About Walking and Biking to School

#	STREET 2	DATE
1	leo	11/3/2020 7:49 AM
2	Douglas	11/2/2020 12:43 PM
3	W62nd	11/2/2020 12:41 PM
4	Douglas	11/2/2020 12:36 PM
5	Highway 14	11/2/2020 9:38 AM
6	Maye	10/26/2020 8:20 PM
7	Maye street	10/26/2020 8:16 PM
8	High St	10/26/2020 8:23 AM
9	US Highway 14	10/26/2020 8:17 AM
10	Hughs St	10/26/2020 7:08 AM
11	Harrison Street	10/25/2020 9:37 PM
12	Country Road 123	10/25/2020 6:21 PM
13	Country Road 123	10/25/2020 6:17 PM
14	Maple	10/23/2020 11:28 PM
15	Maple	10/23/2020 6:38 PM
16	250th St	10/23/2020 1:10 PM
17	Tyler street	10/23/2020 11:26 AM
18	Lee Street	10/23/2020 9:40 AM
19	Lee Street	10/23/2020 9:37 AM
20	Railroad Street	10/23/2020 9:24 AM
21	90th Ave	10/23/2020 8:16 AM
22	Kaye	10/23/2020 7:43 AM
23	Oak	10/23/2020 3:20 AM
24	Co Rd 13	10/22/2020 11:07 PM
25	County rd 125	10/22/2020 9:41 PM
26	County road 7	10/22/2020 8:41 PM
27	High	10/22/2020 8:12 PM
28	High	10/22/2020 8:08 PM
29	Murray. Lyon County road	10/22/2020 7:45 PM
30	Oak st	10/22/2020 7:36 PM
31	Oak Street	10/22/2020 7:34 PM
32	Wilson	10/22/2020 7:33 PM
33	Oak st	10/22/2020 7:32 PM
34	215th st	10/22/2020 6:20 PM
35	Old hwy 23	10/22/2020 6:20 PM
36	140th Street	10/22/2020 5:50 PM
37	140th Street	10/22/2020 5:46 PM
38	Highway 14	10/22/2020 5:39 PM
39	Hey 14	10/22/2020 5:35 PM
40	County Highway 8	10/22/2020 4:56 PM
41	Highway 14	10/22/2020 4:35 PM
42	Lemon lane road	10/22/2020 4:32 PM
43	Highway 14	10/22/2020 4:31 PM
44	Murray county road	10/22/2020 4:05 PM
45	Hwy 10	10/22/2020 3:50 PM
46	609 Railroad St	10/22/2020 3:48 PM
47	County Road 5	10/22/2020 3:44 PM
48	Hwy 14	10/22/2020 3:21 PM
49	Duluth	10/22/2020 3:13 PM
50	Maye Street	10/22/2020 2:53 PM
51	Hill St	10/22/2020 2:51 PM
52	County Road 13	10/22/2020 2:50 PM
53	Hill Street	10/22/2020 2:46 PM
54	Tyler street	10/22/2020 2:46 PM

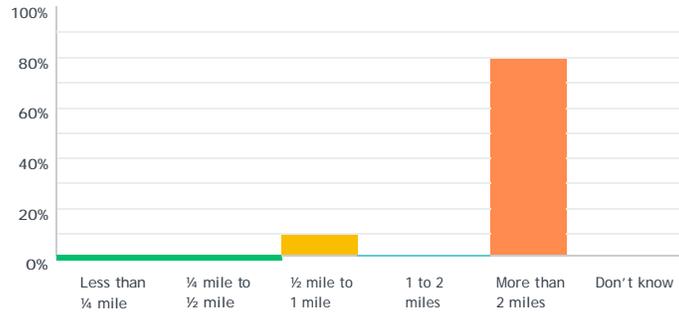
Caregiver Survey About Walking and Biking to School

55	County road 16	10/22/2020 2:45 PM
56	COUNTY HWY 13	10/22/2020 2:42 PM
57	221st strret	10/22/2020 2:41 PM
58	Oak st	10/22/2020 2:35 PM
59	Lincoln County Road 123	10/22/2020 2:28 PM
60	Maye	10/22/2020 2:24 PM
61	High Streeet	10/22/2020 2:24 PM
62	Highway 14	10/22/2020 2:23 PM
63	Maye Street	10/22/2020 2:19 PM
64	220th street	10/22/2020 2:08 PM
65	Hwy 91	10/22/2020 2:07 PM
66	Willmac Lane	10/22/2020 2:06 PM
67	County Highway 11 (I think)	10/22/2020 2:06 PM
68	Lincoln County Road 123	10/22/2020 2:05 PM
69	180th ave	10/22/2020 2:04 PM
70	Hwy 91	10/22/2020 2:03 PM
71	McGoudy	10/22/2020 2:02 PM
72	High Street	10/22/2020 2:02 PM
73	1st St	10/22/2020 2:02 PM
74	Maple St.	10/22/2020 2:02 PM
75	Maple	10/22/2020 2:00 PM
76	County rd 16	10/22/2020 1:58 PM
77	oak	10/22/2020 1:57 PM
78	Second	10/22/2020 1:56 PM
79	Bradley	10/22/2020 1:56 PM
80	140th St	10/22/2020 1:55 PM
81	south Tyler street	10/22/2020 1:55 PM
82	Willow St	10/22/2020 1:54 PM
83	160th Ave, Russell, MN 56169	10/22/2020 1:54 PM
84	150th Avenue Balaton MN	10/22/2020 1:54 PM
85	Lake St	10/22/2020 1:53 PM
86	High street	10/22/2020 1:52 PM
87	County road 110	10/22/2020 1:52 PM
88	US HWY 75	10/22/2020 1:52 PM
89	Tyler st	10/22/2020 1:51 PM
90	160th Ave, Russell, MN 56169	10/22/2020 1:50 PM
91	Willow St	10/22/2020 1:50 PM
92	Fairhaven Drive	10/13/2020 11:15 PM
93	Eaglewood Drive	10/8/2020 9:18 AM

Caregiver Survey About Walking and Biking to School

Q26 How far does your child live from school?

Answered: 176 Skipped: 25

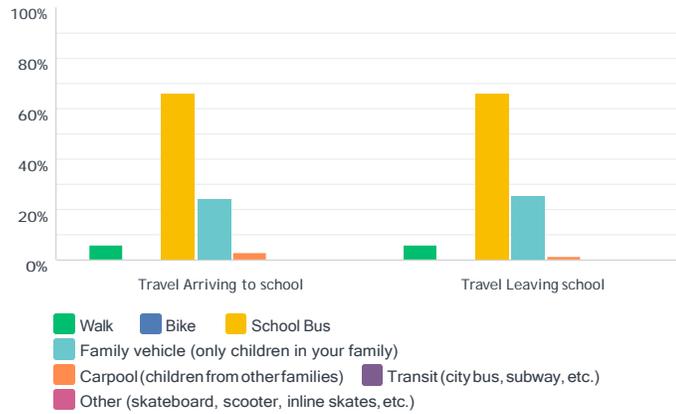


ANSWER CHOICES	RESPONSES	
Less than 1/4 mile	5.68%	10
1/4 mile to 1/2 mile	2.27%	4
1/2 mile to 1 mile	7.95%	14
1 to 2 miles	5.11%	9
More than 2 miles	78.41%	138
Don't know	0.57%	1
TOTAL		176

Caregiver Survey About Walking and Biking to School

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

Answered: 157 Skipped: 44

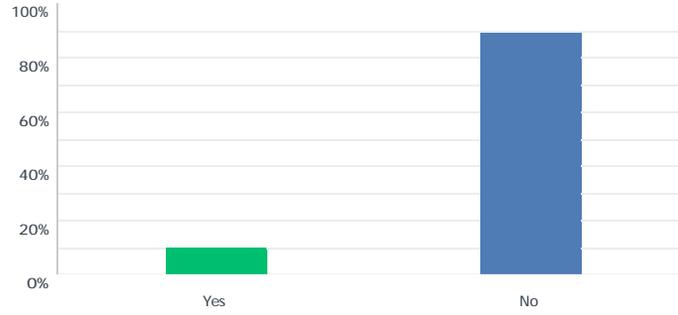


	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	5.81% 9	0.65% 1	65.81% 102	24.52% 38	3.23% 5	0.00% 0	0.00% 0	155
Travel Leaving school	5.88% 9	0.65% 1	66.01% 101	25.49% 39	1.31% 2	0.65% 1	0.00% 0	153

Caregiver Survey About Walking and Biking to School

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

Answered: 157 Skipped: 44

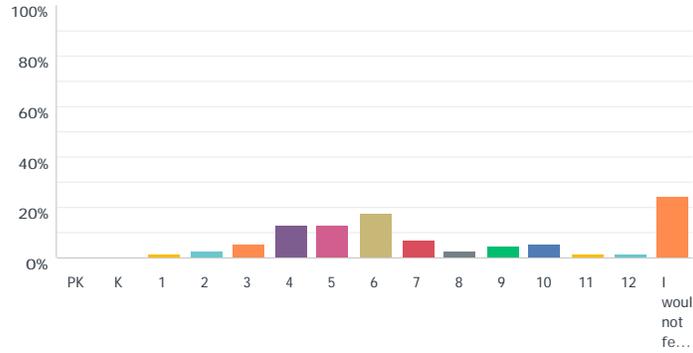


ANSWER CHOICES	RESPONSES	
Yes	10.83%	17
No	89.17%	140
TOTAL		157

Caregiver Survey About Walking and Biking to School

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

Answered: 148 Skipped: 53

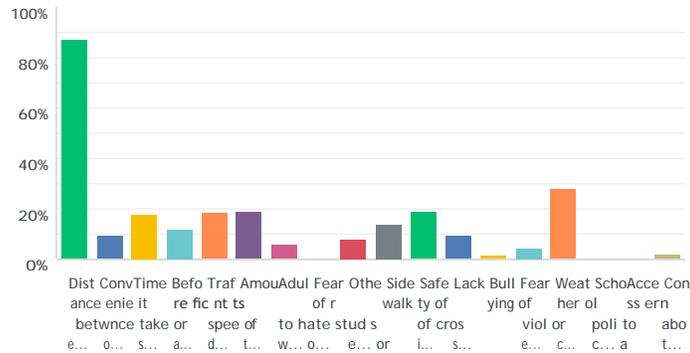


ANSWER CHOICES	RESPONSES	
PK	0.00%	0
K	0.68%	1
1	1.35%	2
2	2.70%	4
3	5.41%	8
4	12.84%	19
5	12.84%	19
6	17.57%	26
7	6.76%	10
8	2.70%	4
9	4.73%	7
10	5.41%	8
11	1.35%	2
12	1.35%	2
I would not feel comfortable at any grade	24.32%	36
TOTAL		148

Caregiver Survey About Walking and Biking to School

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

Answered: 151 Skipped: 50

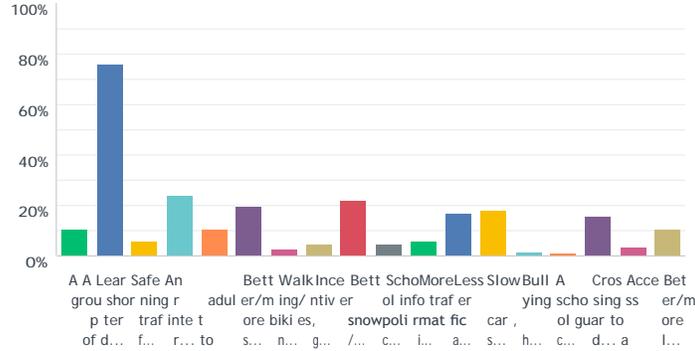


ANSWER CHOICES	RESPONSES	
Distance between home and school	86.75%	131
Convenience of driving	9.27%	14
Time it takes to walk/bike	17.88%	27
Before or after-school activities	11.92%	18
Traffic speeds along route	18.54%	28
Amount of traffic along route	19.21%	29
Adults to walk or bike with	5.96%	9
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0.00%	0
Other students to walk or bike with	7.95%	12
Sidewalks or pathways	13.91%	21
Safety of intersections and crossings	19.21%	29
Lack of crossing guards/student patrols	9.27%	14
Bullying	1.32%	2
Fear of violence or crime	4.64%	7
Weather or climate	27.81%	42
School policy discourages/prohibits walking/biking	0.00%	0
Access to a bike or bike lock	0.00%	0
Concerns about COVID-19 transmission	1.99%	3
Total Respondents: 151		

Caregiver Survey About Walking and Biking to School

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

Answered: 117 Skipped: 84

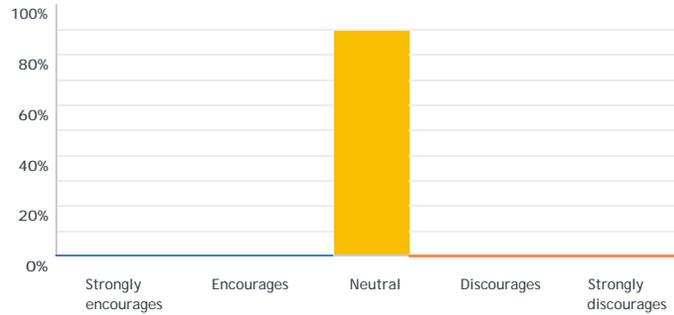


ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	10.26%	12
A shorter distance to walk or bike	76.07%	89
Learning traffic rules and regulations and how to walk/bike safely	5.98%	7
Safer intersections/crossings	23.93%	28
An adult to walk or bike with	10.26%	12
Better/more sidewalks or pathways	19.66%	23
Walking/biking field trips	2.56%	3
Incentives, games, or rewards for walking/biking	4.27%	5
Better snow/ice removal in winter	22.22%	26
School policy that encourages walking/biking	4.27%	5
More information about walking and biking routes	5.98%	7
Less traffic along route	17.09%	20
Slower car speeds along route	17.95%	21
Bullying, hate, and harassment prevention and bystander intervention training	1.71%	2
A school club or after-school program	0.85%	1
Crossing guards/student patrols/corner captains	15.38%	18
Access to a bike, bike lock, or secure bike parking	3.42%	4
Better/more lighting along route	10.26%	12
Total Respondents: 117		

Caregiver Survey About Walking and Biking to School

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

Answered: 142 Skipped: 59

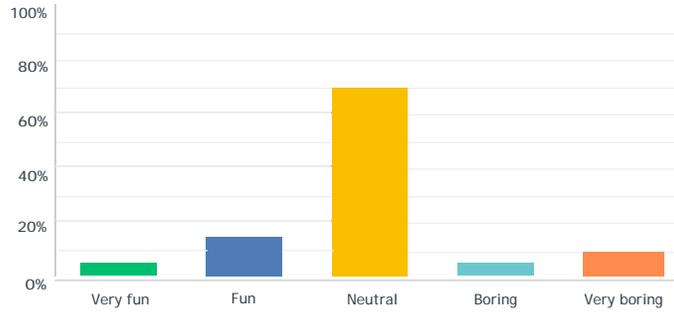


ANSWER CHOICES	RESPONSES	
Strongly encourages	0.00%	0
Encourages	5.63%	8
Neutral	87.32%	124
Discourages	1.41%	2
Strongly discourages	5.63%	8
TOTAL		142

Caregiver Survey About Walking and Biking to School

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

Answered: 136 Skipped: 65

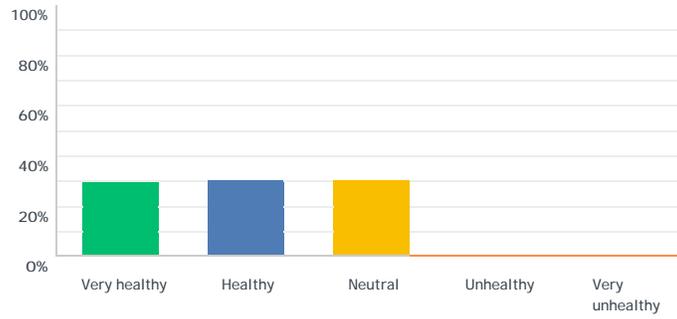


ANSWER CHOICES	RESPONSES	
Very fun	5.15%	7
Fun	14.71%	20
Neutral	67.65%	92
Boring	5.15%	7
Very boring	7.35%	10
TOTAL		136

Caregiver Survey About Walking and Biking to School

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

Answered: 141 Skipped: 60

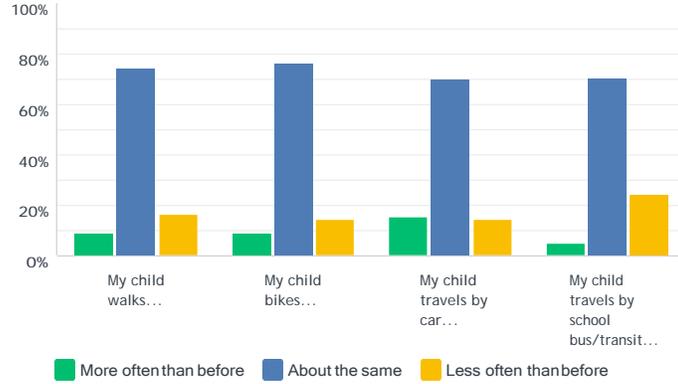


ANSWER CHOICES	RESPONSES	
Very healthy	29.79%	42
Healthy	31.21%	44
Neutral	32.62%	46
Unhealthy	1.42%	2
Very unhealthy	4.96%	7
TOTAL		141

Caregiver Survey About Walking and Biking to School

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

Answered: 142 Skipped: 59

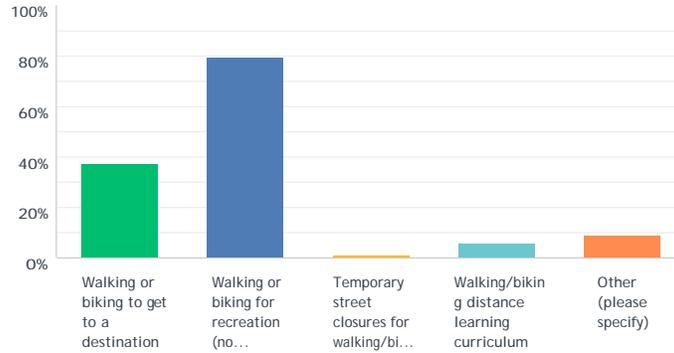


	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	8.96% 12	74.63% 100	16.42% 22	134
My child bikes...	9.16% 12	76.34% 100	14.50% 19	131
My child travels by car...	15.33% 21	70.07% 96	14.60% 20	137
My child travels by school bus/transit...	5.07% 7	70.29% 97	24.64% 34	138

Caregiver Survey About Walking and Biking to School

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

Answered: 102 Skipped: 99



ANSWER CHOICES	RESPONSES
Walking or biking to get to a destination	37.25% 38
Walking or biking for recreation (no destination)	79.41% 81
Temporary street closures for walking/biking	0.98% 1
Walking/biking distance learning curriculum	5.88% 6
Other (please specify)	8.82% 9
Total Respondents: 102	

#	OTHER (PLEASE SPECIFY)	DATE
1	N/A	11/3/2020 7:51 AM
2	Volleyball	10/23/2020 1:49 PM
3	Nothing. Covid is a joke. It is less serious than the flu. We are shut down and being forced to do stupid shit over some liberal snowflakes irrational fears.	10/23/2020 9:29 AM
4	we live on a farm and are doing the same activities we normally would. Our lifestyle is socially distanced by nature.	10/23/2020 8:20 AM
5	out of town residents. this doesn't apply	10/22/2020 4:41 PM
6	out of town residents. this doesn't apply	10/22/2020 4:39 PM
7	NONE APPLY TO US	10/22/2020 2:44 PM
8	Sports	10/22/2020 1:56 PM
9	School bus	10/22/2020 1:51 PM

Caregiver Survey About Walking and Biking to School

Q37 Please provide any additional comments below:

Answered: 29 Skipped: 172

#	RESPONSES	DATE
1	I dont think walking or biking to school is going to be safe enough for all kids. The new school is clear on the other side of town from where my house is. The winters get too cold and way too windy to make kids walk to school. I really dont see a reason to take bus service away from kids that live in town. Maybe the kids that are with in 3 blocks from the school could walk but to force kids to walk that would have to cross hwy 14 or streets downtown is not ok. Stop tryin to be cheap and allow all the bbus drivers to keep their jobs.	10/26/2020 7:16 AM
2	Our school is in Ruthton right now and we live in Tyler so My daughter does not ever ask to walk or ride bike to school. Next year the new school will be very close so she will be able to walk or ride bike WAY more.	10/25/2020 6:51 PM
3	Many questions in this survey are not applicable to greater MN/ Farming communities where transit to schools can be up to over 30 miles.	10/25/2020 1:41 PM
4	I wrote wrong answer for distance from school is 8 miles. Not 1/4 of a mile. Once our new school is built it will be less than a 1/4 mile.	10/23/2020 6:41 PM
5	Weather, darkness in the morning, time it takes to go 3 miles, bags/books they have to carry.	10/23/2020 1:20 PM
6	Too far in MN weather and too many bags/books to take with. Darkness in the morning. Takes too much time to bike 3 miles one way.	10/23/2020 1:16 PM
7	This really doesn't apply to us as we live out in the country	10/23/2020 1:14 PM
8	Most comments about safe walking are in regards to the new school being built not the current school	10/23/2020 11:28 AM
9	This survey should start by asking if you live in the country then skip to a later question. I felt like most questions did not apply to me. I would love for my children to ride bikes to school but since we live 14mi and some of it is gravel roads it's not possible.	10/23/2020 8:23 AM
10	Bleeding Disorder stops from being able to walk/bike distance	10/23/2020 3:23 AM
11	We live to far for our children to walk or bike to school. There school is about 13 miles from where we live	10/22/2020 6:24 PM
12	This was dumb . Do u not know how many kids getting stolen when there by them self . Why would anyone want there kids walk or ride bike . There are to many people that steal kids around here .	10/22/2020 6:06 PM
13	We live 5 miles or more from the closest school.	10/22/2020 5:43 PM
14	We live in a rural area in southwest MN. This survey doesn't really apply to us.	10/22/2020 5:00 PM
15	this doesn't apply to out of town residents	10/22/2020 4:42 PM
16	this isn't necessarily for out of town residents	10/22/2020 4:40 PM
17	We live in the country 18 miles from school so biking is not an option.	10/22/2020 4:34 PM
18	It would make more sense to complete this survey next year when the new school is open.	10/22/2020 2:56 PM
19	Student drives!	10/22/2020 2:33 PM
20	Most questions didnt' make sense for us because we don't live in town.	10/22/2020 2:28 PM
21	Live in Country - walking or riding a bike to school will never be an option	10/22/2020 2:25 PM
22	Live in country - walking or riding a bike will never be an option	10/22/2020 2:24 PM
23	This survey was very slanted toward people who live in town. We are on a farm in a rural area, so many of the questions weren't really applicable.	10/22/2020 2:24 PM
24	We live 8.5 miles from school. He will never bike or walk.	10/22/2020 2:18 PM
25	Doesn't walk or bike to school because school is in different town then we live once the new school opens next school year he can bike to school	10/22/2020 2:05 PM
26	we live 6 miles from school so biking and walking is never an option	10/22/2020 2:03 PM
27	My child does not ride their bike or walk to and from school as school is 10-15 miles from our home. I do not think rural areas would even qualify for this survey considering not everyone lives in the town they go to school in. Also what does gender, race and language have to do with walking or riding bike?	10/22/2020 1:58 PM
28	We live 30 miles away from the school!	10/22/2020 1:55 PM
29	We live in the country so walking and biking isn't ever an option.	10/22/2020 1:53 PM

We all have a stake in **A+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 [Minnesota 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

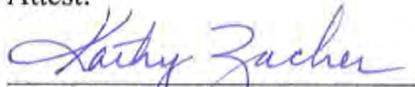
This ordinance amendment becomes effective upon its passage and publication according to law.

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

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				
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 Government	\$75,000	25-50% Required		X		X	X	X													
	Greater MN Regional Legacy Grants	gmprtcommission.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

					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 Con-servation/Rec	
Ped/Bike/Trail-Specific Funds	International Mountain Biking Association	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

					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 Con- servation/ 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 Foundation)																	
Railroads	BNSF	www.bnsffoundation.org	Organizations and communities in close proximity to a BNSF line or with high BNSF employee participation 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 Walgreens 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

					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 Con-servation/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
Other	Recreational Equipment, Inc. (REI)	www.rei.com/stewardship/creating-access	Non-profits	\$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.