

# SAFE ROUTES TO SCHOOL

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

LAMBERTON, MINNESOTA

Red Rock Central Public Schools



MAY 2025



## Acknowledgments

We gratefully acknowledge the participation of the following individuals and organizations in the development of this Safe Routes to School Plan.

### SRTS PLANNING TEAM

**Todd Lee**

Red Rock Central School - Superintendent

**Colby Pack**

Red Rock Central School - Dean of Students

**Bee Chomprasob**

Southwest Health and Human Services - SHIP

**Valerie Halter**

City - Clerk

**Justin Thram**

City - Public Works

**Kris Vollmer**

City - Deputy Clerk

**Susan Jeckell**

Community Member

**Leah Bittner**

City Council

**Megan Benedict**

Community Member

**Emily Evans**

Community Member

**Dave Wille**

Community Member

**Barb Wille**

Community Member

**Nautica Weis**

Red Rock Central School - Teacher

**Nadya Bucklin**

SRDC - Development Planner

**Chris Webb**

SRDC - Transportation Planner

**Sheila Crowley**

SRDC - Communications Specialist

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### ORGANIZATION OF THIS REPORT

This report is designed to support and be accessible to multiple groups of people involved with Safe Routes to School in Red Rock Central School in Lamberton, including students, caregivers, teachers, school administrators, public works staff, elected officials, and county and state employees. This plan focuses on key information and recommendations, while the appendices document additional participation, analysis, resources, and deliberation that shaped the development of the plan.

## EXECUTIVE SUMMARY

The Red Rock Central (RRC) Safe Routes to School (SRTS) Committee has completed a planning process culminating in the Lamberton's 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 Red Rock Central Public School District, school administration, the City of Lamberton, and Statewide Health Improvement Partnership (SHIP). The Southwest Regional Development Commission (SRDC) provided planning assistance to the planning team in the development of the SRTS Plan, including team coordination and meeting facilitation. The RRC SRTS Plan established eight main strategies to increase walking and biking to school as safely as possible in Lamberton with associated recommended action items under each strategy. These action steps are meant to be tangible action steps to improve the safety of students walking and biking to the school and throughout the City of Lamberton.

Red Rock Central Schools and the City of Lamberton took part in the SRTS planning process during a 10-month period of the academic year 2024-2025.

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, Engagement, 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.

### 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.

## PARTICIPANTS & PUBLIC INVOLVEMENT

The SRTS planning process takes a very structured approach to engaging the school and community. Each member plays a very specific role and they are meant to be a diverse group so that there are as many avenues for implementation success as possible. A list of participants can be found on the Acknowledgment page of this plan (page 2).





## SMART GOALS

**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.

# THE VISION

The Red Rock Central School District, alongside the city of Lamberton and community partners, will work to create safe and accessible walk, bike, and roll routes to school, to encourage a healthy, active, and cohesive community.

## THE 6 Es

Safe Routes to School (SRTS) programs rely on six core strategies, called the “Six Es”, to work towards their vision.



### EQUITY – THE OVERARCHING E

Prioritizing positive outcomes for students from lower-income households; Black, Indigenous, and other students of color; students with disabilities; and other students who face disproportionate barriers to walking, biking, and rolling to school.



### ENGAGEMENT

Working with students, families, school staff, and community members and organizations, especially those from priority Equity groups, to create and implement Safe Routes to School initiatives.



### EVALUATION

Measuring how Safe Routes to School initiatives are implemented (process evaluation) and what their impacts are (outcome evaluation), especially how initiatives Engage with and support priority Equity groups.



### EDUCATION

Providing students and other community members, especially those from priority Equity groups, with skills and knowledge about walking, biking, and rolling.



### ENCOURAGEMENT

Normalizing a culture of walking, biking, and rolling through incentive programs, events, and activities that center priority Equity groups.



### ENGINEERING

Developing Equity-focused changes to the built environment, designed and prioritized through community Engagement.

## PLANNING PROCESS

The Red Rock Central (RRC) Safe Routes to School planning process took place over a 9-month timeframe of the 2024-2025 academic year (September 2024 through May 2025). The individual planning steps with dates are detailed in the side bar.

The SRTS kick-off meeting was held in person at the old RRC school building, as the new building was not yet ready for use. The meeting involved a round of introductions and sharing about how the members used to get to school when they were younger. This was followed by a staff presentation about the Safe Routes to School program; its purpose, benefits, and the process of creating a comprehensive SRTS Plan. The group then had a discussion of local transportation issues and concerns, as well as the benefits of having more students walking and biking to school. The meeting finished with work on a vision statement, found on the previous page.

The Red Rock Central SRTS team collected information on school enrollment, bus routes and policy, drop off and pick-up policy, street profiles, traffic flow and signage, and a variety of other topics. Along with analyzing existing policy and current infrastructure, the team conducted a walk audit, a community outreach event at the new school open house, and administered a caretaker survey and student tallies. The surveys, tallies, walk audit, and open house, were all done after the move to the new school was completed, in the fall of 2024.

## PLANNING STEPS

### Kickoff meeting

September 18, 2024

### Caretaker Surveys

Sept. 30 - Oct. 9, 2024

### Student Tallies

October 1-3, 2024

### Walk Audit/Hazard Observation

October 30, 2024

### Community Outreach Event

November 22, 2024

### Assessment of Issues & Barriers

September - December 2024

### Meeting #2, Data & Smart Goals

February 12, 2025

### Draft Strategies

February - March 2025

### Meeting #3: Strategies Review

March 24, 2025

### Draft Plan

February - March 2025

### Meeting #4: Draft Plan Review

May 5, 2025

### Plan Finalization

May - June 2025



## 01. WHY SAFE ROUTES TO SCHOOL?



## INTRODUCTION TO SAFE ROUTES TO SCHOOL

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### 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 2024-2025. Red Rock Central Public Schools and the City of Lamberton 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.

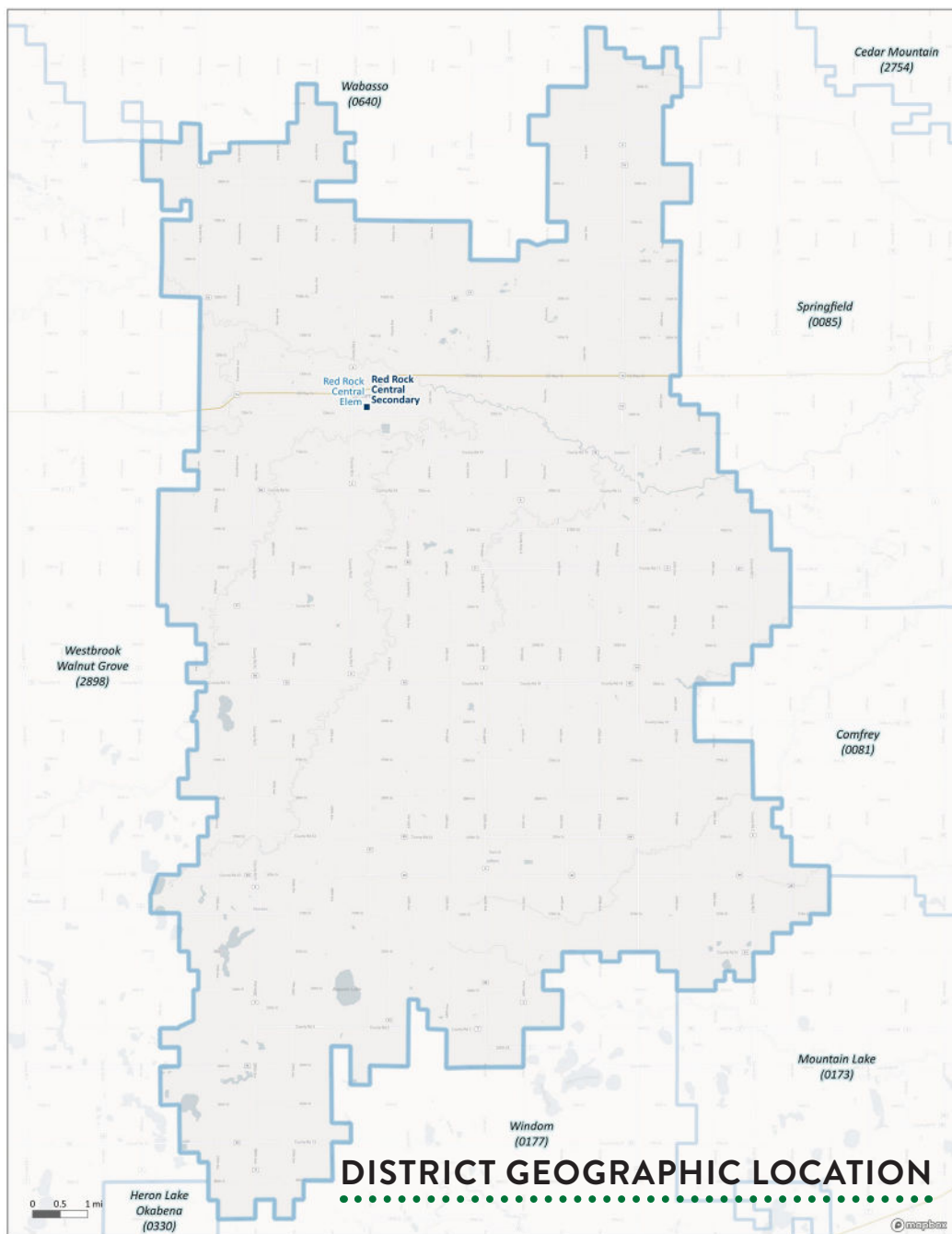
### BENEFITS

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



### Red Rock Central School District (2884-01)

#### District Boundaries and Program Locations

For a listing of public school programs within this school district, go to page 2.

This map is intended to display a single public school district and the pertinent public school locations. School locations are labeled if they are classified as elementary, middle, or high schools. The school district boundary appearing on the map does not necessarily represent the legal boundary of the district. It is a generalization of the boundary maintained by the Department of Education, based on land parcel information from Minnesota counties. Please contact your county auditor or assessor to obtain an accurate legal description of the boundary.

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For assistance with this map, contact:  
Mike Dolbow : [mike.dolbow@state.mn.us](mailto:mike.dolbow@state.mn.us)  
Jake Stark : [jake.stark@state.mn.us](mailto:jake.stark@state.mn.us)

MN Department of Education  
400 NE Stinson Blvd.  
Minneapolis, MN, 55413  
Last updated: 2024-12-04

#### Map Information Public School Programs

- Elementary
- ▲ Middle and Junior High
- Secondary
- Other

## EQUITY IN SAFE ROUTES

Disparities in access to resources such as high-quality jobs, schools, parks, healthcare, food, and a full range of transportation choices impact the health and well-being of communities. These differences are not random—they are the results of government policy and funding in the past and present, which has worked to the benefit of some and to the disadvantage of others.

Equity in Safe Routes to School is impacted by transportation system inequities—such as limited access to high-quality walking and biking infrastructure or the presence of highways or busy roads in lower-income communities, rural communities, and neighborhoods with more BIPOC (Black, Indigenous, and People of Color) individuals—as well as inequities in related systems. For example, students in a rural community live in an environment where many of them are commuting long distances to school. Others may live in a community with a school nearby, but the small community does not have the funds to prioritize sidewalks or walking/biking paths along busy roads.

Safe Routes to School works to improve walking and biking opportunities for all students, while addressing these inequities through programs, infrastructure, and policy improvements that specifically help priority populations. Priority populations include individuals, groups, and communities who are more likely to rely on walking, biking, or transit for transportation; are more vulnerable to unsafe traffic conditions; or have suffered historic disinvestment in safe, comfortable, walking and biking infrastructure. By looking at demographic data, examining existing transportation services and policies, and speaking with members of the community, the Lamberton Safe Routes to School team worked to develop recommendations that support equity in walking and biking to school.



## Red Rock Central Community in Context



**Pedestrians:** Most of the students who were observed walking to school, approached the school from 5th, 6th, and 7th avenues. Some of them came down Birch Street from an apartment complex on 9th Ave, and some came down Birch Street from the direction of 4th Ave. There are both elementary and high school students who walked to school. There is a gap along Birch Avenue by the school where students were walking on the grass or on the street.

**Bicyclists:** There were no students observed riding their bicycles to school.

**School Buses:** Buses approach the school from the south and north on Birch Street. They enter into their designated parking lot directly south of the student/car parking lot in front of the school.

**Public Transit:** There is no public transit system available in or around Lambertton at this time.

**Vehicles:** Vehicles dropping off students enter the parking lot and drop-off/pick-up area from the 6th St. And Birch St. Intersection and follow the two lanes to the front door. The right lane is for short stops for drop-off and pick-up and the left lane is for passing vehicles. The lanes keep moving with no parking allowed. Some parents park in the parking lot to drop off their children or walk them into the building.

## SCHOOL CONTEXT:

## Red Rock Central Public Schools

**ENROLLMENT: 406****TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT\*\***

English

406

**GRADES SERVED: K-12****SOCIO-ECONOMIC**

385 - Total Students

109 - Free Lunch

64 - Reduce Priced Lunch

**DEMOGRAPHICS\***

● 372 - White

● 12 - Hispanic or Latino

● 3 - Black or African American

● \*Source: School district records

● \*\*Source: School district records

● \*\*\*Source: MN Dept. of Education

(2017-2018 school year)

The Red Rock Central School District does not provide regular school bus transportation within the city limits of Lamberton. The only exceptions to this policy are for students who are picked up or dropped off at a licensed daycare facility. As a result, the majority of students who reside in Lamberton either walk, bike, or are transported by private vehicle to and from school. This policy underscores the importance of ensuring safe and accessible routes for students traveling by foot or bicycle, and highlights the critical role of the Safe Routes to School program in supporting student safety and active transportation within the community.

The Red Rock Central School District is a rural district encompassing portions of Redwood and Cottonwood Counties. The school district serves 406 students in grades k-12, from the communities of Lamberton, Sanborn, Storden, Jeffers and the surrounding area. The new school building opened in October of 2024 and is located at 509 South Birch St. in Lamberton. The school building houses the Red Rock Central Elementary School and the Red Rock Central Secondary School.

The contact information for Red Rock Central Public Schools is:

509 S. Birch. St.  
Lamberton, MN 56152  
Phone: (507) 752-7361  
Fax: (507) 752-7017



## 02. INFRASTRUCTURE



## Introduction to Infrastructure

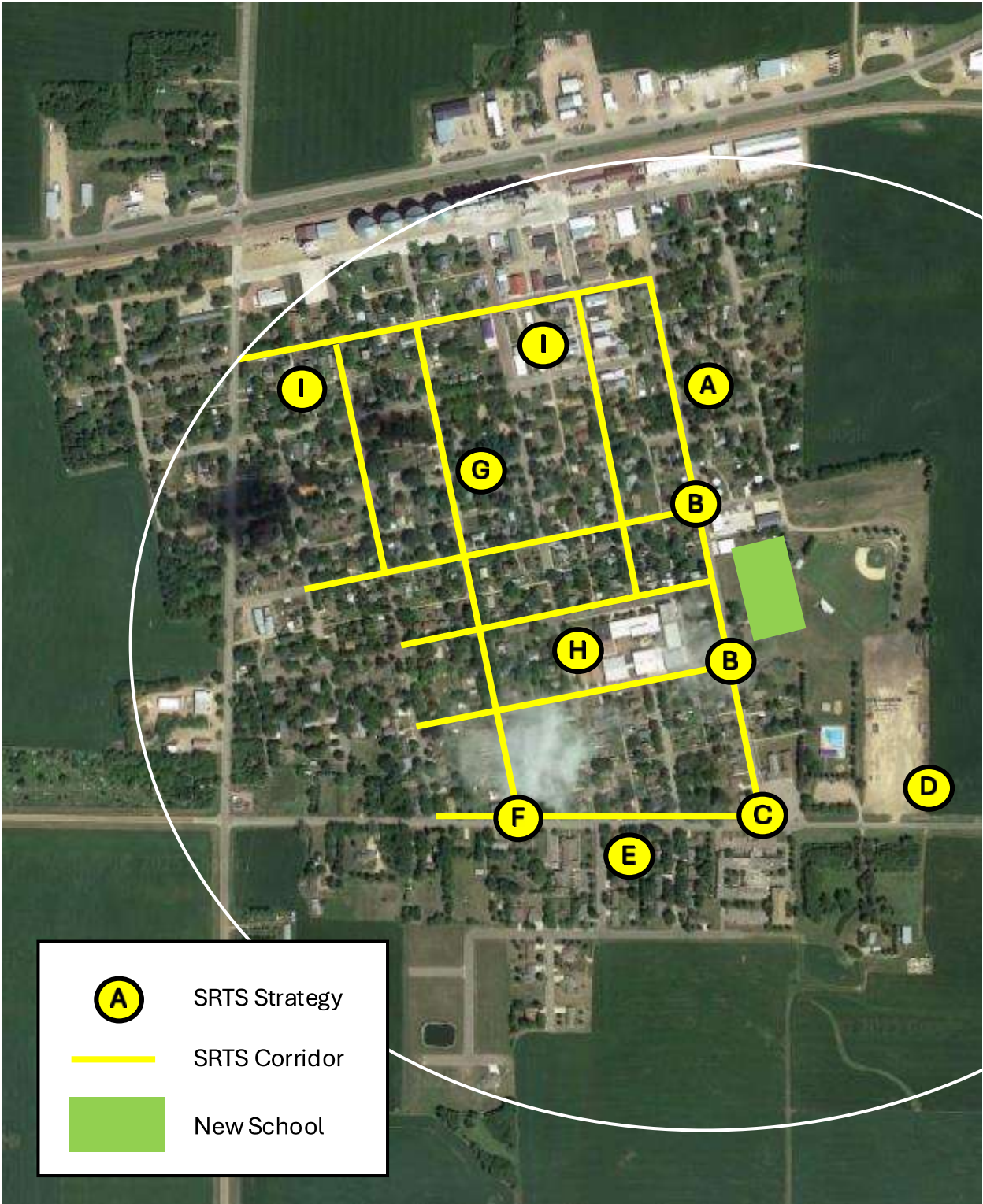
*Physical changes to the streetscape are essential to making walking, biking, and rolling to school safer and more comfortable.*

An in-person walking and biking audit helped to inform specific recommendations to address the key identified barriers to walking and bicycling in Lambertton. Discussion with the Safe Routes to School Team and conversations with school and district staff, caregivers, students, community members, and city and county staff led to additional recommendations.

Recommendations were prioritized on the basis of community and stakeholder input, traffic and roadway conditions, proximity to schools, and proximity to and use by equity priority populations. Project priorities reflect both the likely impacts that the recommendation will have, as well as the estimated timeline for when a project will be implemented. High-priority projects are planned for 0-2 years, medium-priority projects for 3-4 years, and low priority projects for 5+ years.

This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. Instead, it calls attention to key conflict points and potential improvements. Recommendations range from simple striping changes and signing to more significant changes to the streets, intersections, and school infrastructure.

Engineering recommendations are described on the following pages. Recommendations are planning-level concepts and will require additional study to confirm feasibility and to finalize project prioritization.





**PRIORITY** High ●●●

#### Birch Street from 3rd to 9th Ave

##### **RECOMMENDATION**

Fill-in sidewalk gaps and install ADA compliant ramps along this corridor.

##### **WHY IS THIS RELEVANT?**

Students currently cross 5th St from the elementary school, walk on the north side, cross Main St., and then must cross 5th St again as the sidewalk ends on the north side. This strategy reduces two crossings along a busy road during school arrival and dismissal.

##### **WHO WILL MAKE THIS HAPPEN?**

The city will take the lead with support from the county and school district.

##### **HOW WILL THIS ADDRESS EQUITY?**

This route is highly traveled by students of all backgrounds to get to/from school and to attend events and activities between the schools. Improving sidewalk conditions also makes walking and rolling easier and safer for people with disabilities.



**PRIORITY** High ●●●

#### Birch Street & 5th Ave

##### **RECOMMENDATION**

Install traffic calming devices, RRFB systems, fill-in sidewalk gaps and ADA compliant ramps at these intersections. We also recommend that the city implement a school speed zone in this corridor during school drop off and pick up times.

##### **WHY IS THIS RELEVANT?**

These intersections contain buses, vehicles, and walking students all at the same time in tight spaces. It is important to increase safety and develop strategies for students to safely navigate through a congested area.

##### **WHO WILL MAKE THIS HAPPEN?**

The city will take the lead with support from the county and school district.

##### **HOW WILL THIS ADDRESS EQUITY?**

This route is highly traveled by students of all backgrounds to get to/from school and to attend events and activities after school. Improving safety for all modes of transit will make walking and rolling easier and safer for all city residents.



**PRIORITY** High ●●●

#### Birch Street & 7th Ave

##### **RECOMMENDATION**

Install traffic calming devices, RRFB systems, fill-in sidewalk gaps and ADA compliant ramps at these intersections. We also recommend that the city implement a school zone in this corridor during school drop off and pick up times.

##### **WHY IS THIS RELEVANT?**

These intersections contain buses, vehicles, and walking students all at the same time in tight spaces. It is important to increase safety and develop strategies for students to safely navigate through a congested area.

##### **WHO WILL MAKE THIS HAPPEN?**

The city will take the lead with support from the county and school district.

##### **HOW WILL THIS ADDRESS EQUITY?**

This route is highly traveled by students of all backgrounds to get to/from school and to attend events and activities after school. Improving safety for all modes of transit will make walking and rolling easier and safer for all city residents.



**PRIORITY** High ●●●

#### Birch Street & 9th Ave

##### **RECOMMENDATION**

Install an RRFB system, fill-in sidewalk gaps and ADA compliant ramps at this intersection to make it easier and safer for all city residents..

##### **WHY IS THIS RELEVANT?**

This intersection is located on a busy county highway and is the essential route for students walking and biking to school from the Valley View Apartments.

##### **WHO WILL MAKE THIS HAPPEN?**

The city will take the lead with support from the county and school district.

##### **HOW WILL THIS ADDRESS EQUITY?**

This route is highly traveled by students from the Valley View Apartments and residents at the Valley View Manor Senior Center. The city's outdoor pool is also located near this intersection and would benefit all residents that walk this intersection/corridor.



**PRIORITY** High ●●●●

County Hwy. 15

#### **RECOMMENDATION**

Install a traffic calming device at this location.

#### **WHY IS THIS RELEVANT?**

Vehicle traffic from Sanborn and Jeffers enters Lamberton from this road and has heavy traffic volumes during school drop off and pick up time.

#### **WHO WILL MAKE THIS HAPPEN?**

The city will take the lead with support from the county and school district.

#### **HOW WILL THIS ADDRESS EQUITY?**

Calming vehicle traffic as it enters Lamberton will benefit all students walking and biking to school. This will increase safety and reassure residents that drivers are aware of slowing down while coming into town.



**PRIORITY** High ●●●●

9th Ave. from Birch Street to Fir Street

#### **RECOMMENDATION**

Fill-in sidewalk gaps and install ADA compliant ramps along this corridor.

#### **WHY IS THIS RELEVANT?**

This corridor is a busy county highway with commercial and agricultural traffic. It is important to increase safety and develop routes that students can safely navigate away from traffic.

#### **WHO WILL MAKE THIS HAPPEN?**

The city will take the lead with support from the county and school district.

#### **HOW WILL THIS ADDRESS EQUITY?**

This route is highly traveled by students of all backgrounds to get to/from school and to attend events and activities after school. Improving sidewalk conditions also makes walking and rolling easier and safer for people with disabilities.



**PRIORITY** High ●●●

### 9th Ave. & Douglas Street

#### **RECOMMENDATION**

Install an RRFB system, fill-in sidewalk gaps and ADA compliant ramps at this intersection.

#### **WHY IS THIS RELEVANT?**

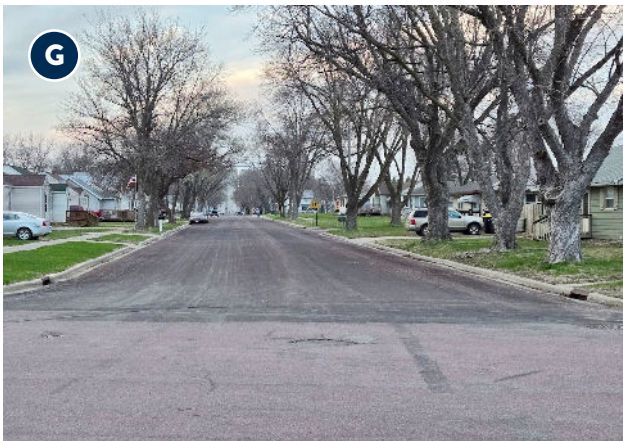
This intersection is located on a busy county highway and is the essential route for students walking and biking to school from the Douglas Manor Apartments.

#### **WHO WILL MAKE THIS HAPPEN?**

The city will take the lead with support from the county and school district.

#### **HOW WILL THIS ADDRESS EQUITY?**

This route is highly traveled by students from the Douglas Manor Apartments as well as any student living north of County Hwy. 15 in Lambertton walking, or biking to school.



**PRIORITY** Medium ○●○

### Douglas Street from 9th Ave. to 2nd Ave.

#### **RECOMMENDATION**

Fill-in sidewalk gaps and install ADA compliant ramps along this corridor

#### **WHY IS THIS RELEVANT?**

This corridor is the main corridor that bisects the community of Lambertton. Strengthening this route would establish connections throughout the city and allow for safer travel for students to walk and bike to school from the western side of Lambertton.

#### **WHO WILL MAKE THIS HAPPEN?**

The city will take the lead with support from the county and school district.

#### **HOW WILL THIS ADDRESS EQUITY?**

This route is highly traveled by students of all backgrounds to get to/from school and to attend events and activities after school. Improving sidewalk conditions also makes walking and rolling easier and safer for people with disabilities.



**PRIORITY** Medium ○●○

#### 5th Ave. from Birch to Grove Street

##### **RECOMMENDATION**

Fill-in sidewalk gaps and install ADA compliant ramps along this corridor.

##### **WHY IS THIS RELEVANT?**

Students from throughout Lambertton funnel onto these “side streets” to travel to the new school building located on the East side of the city. Safer travel for students on these streets will allow for safer travel for students to walk and bike to school from the western side of Lambertton.

##### **WHO WILL MAKE THIS HAPPEN?**

The city will take the lead with support from the county and school district.

##### **HOW WILL THIS ADDRESS EQUITY?**

This route is highly traveled by students of all backgrounds to get to/from school and to attend events and activities after school. Improving sidewalk conditions also makes walking and rolling easier and safer for people with disabilities.



**PRIORITY** Medium ○●○

#### 6th Ave. from Birch Street to Fir Street

##### **RECOMMENDATION**

Fill-in sidewalk gaps and install ADA compliant ramps along this corridor.

##### **WHY IS THIS RELEVANT?**

Students from throughout Lambertton funnel onto these “side streets” to travel to the new school building located on the East side of the city. Safer travel for students on these streets will allow for safer travel for students to walk and bike to school from the western side of Lambertton.

##### **WHO WILL MAKE THIS HAPPEN?**

The city will take the lead with support from the county and school district.

##### **HOW WILL THIS ADDRESS EQUITY?**

This route is highly traveled by students of all backgrounds to get to/from school and to attend events and activities after school. Improving sidewalk conditions also makes walking and rolling easier and safer for people with disabilities.



**PRIORITY** Medium ○●○

7th Ave. from Birch Street to Fir Street

#### RECOMMENDATION

Fill-in sidewalk gaps and install ADA compliant ramps along this corridor.

#### WHY IS THIS RELEVANT?

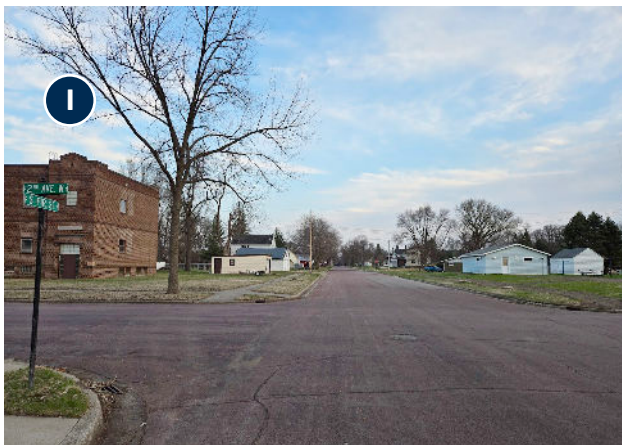
Students from throughout Lambertton funnel onto these “side streets” to travel to the new school building located on the East side of the city. Safer travel for students on these streets will allow for safer travel for students to walk and bike to school from the western side of Lambertton.

#### WHO WILL MAKE THIS HAPPEN?

The city will take the lead with support from the county and school district.

#### HOW WILL THIS ADDRESS EQUITY?

This route is highly traveled by students of all backgrounds to get to/from school and to attend events and activities after school. Improving sidewalk conditions also makes walking and rolling easier and safer for people with disabilities.



**PRIORITY** Low ○○●

Fir Street from 2nd Ave. 5th Ave

#### RECOMMENDATION

Fill-in sidewalk gaps and install ADA compliant ramps along this corridor.

#### WHY IS THIS RELEVANT?

This corridor makes vital connections between the north and west side of Lambertton over to the new school building on the southeast side of the city. Strengthening this route would establish connections throughout the city and allow for safer travel for students to walk and bike to school from the opposite side of Lambertton.

#### WHO WILL MAKE THIS HAPPEN?

The city will take the lead with support from the county and school district.

#### HOW WILL THIS ADDRESS EQUITY?

This route is highly traveled by students of all backgrounds to get to/from school and to attend events and activities after school. Improving sidewalk conditions also makes walking and rolling easier and safer for people with disabilities.



**PRIORITY** Low ○○●

2nd Ave. from Co. Hwy. 6 to Birch Street

#### **RECOMMENDATION**

Fill-in sidewalk gaps and install ADA compliant ramps along this corridor.

#### **WHY IS THIS RELEVANT?**

This corridor makes vital connections between the north and west side of Lambertton over to the new school building on the southeast side of the city. Strengthening this route would establish connections throughout the city and allow for safer travel for students to walk and bike to school from the opposite side of Lambertton.

#### **WHO WILL MAKE THIS HAPPEN?**

The city will take the lead with support from the county and school district.

#### **HOW WILL THIS ADDRESS EQUITY?**

This route is highly traveled by students of all backgrounds to get to/from school and to attend events and activities after school. Improving sidewalk conditions also makes walking and rolling easier and safer for people with disabilities.



**PRIORITY** Low ○○●

Main Street from 3rd Ave. to 6th Ave.

#### **RECOMMENDATION**

Fill-in sidewalk gaps and install ADA compliant ramps along this corridor.

#### **WHY IS THIS RELEVANT?**

This corridor makes vital connections between the north and west side of Lambertton over to the new school building on the southeast side of the city. Strengthening this route would establish connections throughout the city and allow for safer travel for students to walk and bike to school from the opposite side of Lambertton.

#### **WHO WILL MAKE THIS HAPPEN?**

The city will take the lead with support from the county and school district.

#### **HOW WILL THIS ADDRESS EQUITY?**

This route is highly traveled by students of all backgrounds to get to/from school and to attend events and activities after school. Improving sidewalk conditions also makes walking and rolling easier and safer for people with disabilities.



## 03. STRATEGIES

## STRATEGIES

The SRTS team developed a series of strategies and action steps after the research and observations that were compiled in the previous sections. The strategies and action steps below are meant to encompass all 6 Es: Education, Encouragement, Engagement, Engineering, Evaluation, and Equity.

The Safe Routes to School document should be a living document, meaning that the team can update it as needed – whether through amendments or the addition of new strategies and action steps. The flexibility of this document will allow it to reflect the changing needs of the school and community over time, and as conditions change as the plan is being implemented. Since these are recommendations, the team might see the need to modify an action step during implementation.



Education



Encouragement



Engagement



Engineering



Evaluation



Equity

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

**Action 1:** Implement a coordinated effort to expand the use of the Walk! Bike! Fun! curriculum.

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

1. Walking and biking education can be easily incorporated into classrooms through existing curricula. One example of a curriculum is the Walk! Bike! Fun! Curriculum from the Bicycle Alliance of Minnesota. This free and pre-written curriculum makes it easy for teachers to weave walking and bicycling safety into their lesson plans. The Walk! Bike! Fun! Curriculum is separated into two sections: “Walk, Fun!” for younger elementary students who cannot bike safely alone, and “Bike, Fun!” for older elementary students. In the walking curriculum students learn about traffic, street crossing, intersections, visual barriers, and other information. In the bicycling section students learn about helmet use, flat tires, how to start and stop on a bicycle, riding on the road, and other topics. Both sections of the curriculum have a hands-on learning component, where students are taken outside to practice the walking and bicycling skills they have learned.
2. Using different media forms, the SRTS team will reach out to the community with different initiatives.



Education



Encouragement



Engagement



Engineering



Evaluation



Equity

## STRATEGY 2: Ensure safety through infrastructure improvements.

**Action 1:** Maintain key pedestrian infrastructure and construct new sidewalks when feasible.

**Action 2:** Add crosswalks and lights where needed at intersections where safety needs are identified.

**Action 3:** Educate parents on proper drop-off and pick-up procedures via handouts, newsletters, emails, text messages, etc.

1. A high priority is maintaining sidewalk infrastructure where it is already built and building new sidewalk where there are gaps. The current gaps are along Birch Street, Douglas Ave, and 9th Ave. The city will adopt a sidewalk ordinance to regulate sidewalk placement and maintenance.
2. More crosswalks and flashing lights would be useful at particular intersections near the school. The corner of 9th Ave and Douglas Street by the nursing home, as well as the corner of 9th Ave and Birch Street by the Valley View Apartments are problem areas which would benefit from painted crosswalks or flashing lights. Additionally, flashing lights and/or a crosswalk across highway 14 is needed, as many students cross the highway to get to Dollar General.
3. As the school is relatively new, it is important to educate parents and students, as well as transportation and school staff on proper drop-off and pick-up procedures. It would be helpful to distribute handouts with the policies and maps of drop-off and pick-up zones, as well as popular safe walking and biking routes. These can be sent home with students and also put in the student handbook.





Education



Encouragement



Engagement



Engineering



Evaluation



Equity

### STRATEGY 3: Utilize partnerships with community stakeholders for education and programming

**Action 1:** Host bike rodeos every year, to follow-up on walking and biking to school

**Action 2:** Host a fix-it day once or twice a year.

1. A bike rodeo is an event that provides elementary and middle-school children with the opportunity to learn, practice, and demonstrate bike handling skills in a safe and encouraging environment. SHIP and the PTA could plan and facilitate the bike rodeo.
2. A fix-it day held once or twice a year can help students learn how to take care of their bikes, both with routine maintenance and fixing small problems. The Lions Club can help plan and host the fix-it stations on fix-it days.



Education



Encouragement



Engagement



Engineering



Evaluation



Equity

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

**Action 1:** Start hosting at least one walk/bike to school day per year.

**Action 2:** Hold classroom competitions for walking and biking to school.

1. Walk to School Days and Bike to School Days are events that are 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. Students that don't live in town can still participate by being dropped off by their bus a few blocks from the school, to walk the rest of the way to school in a supervised group.
2. Classroom competitions among students can be a great way to get students involved in thinking about walking and biking to school and following through with action. Students who don't live in Lamberton can still participate by walking to their local bus stop. Various incentives – small prizes or classroom activities – can be agreed upon by the teachers and students in the classroom.



WALK! BIKE! FUN! is a comprehensive curriculum that teaches safe traffic behavior through classroom activities and on-the-bike skills practice. The goals of the extensive lesson plans teach skills to children to walk and bicycle safely – building confidence and helping them stay safe, active, and healthy.

Walk! Bike! Fun! Curriculum





Education



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Equity

## STRATEGY 5: Increase safety through more effective community policies and signage.

**Action 1:** Create a school speed zone and place signs to alert drivers.

**Action 2:** Map out safe walking and biking routes and place signage to identify.

**Action 3:** Implement the crossing guard program.

1. Vehicles were noted driving very fast in the area around the school. The intersection of 6th Avenue and Birch Street is particularly busy with cars turning in and out of the parking lot, buses picking up and dropping off students, and pedestrians walking down the street and trying to cross. A speed zone should be enforced on Birch Street. Speed zones should also be implemented on HWY 15 and HWY 6.
2. There is interest on the SRTS committee to map out safe walking and biking routes from the school to other parts of town that students regularly frequent – such as the park, library, dance studio, and the bowling alley. These routes can be distributed as map handouts at back-to-school night, and staff would be trained on where the routes are until signage is placed.
3. The school sent some students to a crossing guard training in 2024. The plan is to have crossing guards posted at the corners of 5th and 6th Avenues on Birch Street.



Education



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Equity

## STRATEGY 6: Leverage policies to Lamberton's benefit.

**Action 1:** Ensure awareness of the snow removal policy in Lamberton

1. Ensuring that snow is removed from sidewalks in a timely manner is essential to providing a safe space for walkers and bikers. The city will work on updating their snow removal policy in the next year.



Education



Encouragement



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Engineering



Evaluation



Equity

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

**Action 1:** Ensure awareness of the snow removal policy and the sidewalk ordinance in Lambertton.

**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 the outreach messaging to students who don't live in Lambertton, emphasize that even though they do not live there, they will still be walking in Lambertton for various reasons: walking downtown, to a community event, to a convenience store, or to a friend's house.

1. Compliance with the Americans for Disabilities Act is essential to ensuring that Lambertton is a place where all students can walk, bike, or roll to school. Some areas of Lambertton do not have ADA compliant infrastructure and these areas should be a priority when reconstructing streets and sidewalks. All walking/biking areas should be clear of snow and debris as much as possible to allow for easier movement. The RRC student council and the age friendly group can review the existing policies and suggest changes.
2. Safe Routes to School should ensure that all students have access to safe walking and biking opportunities. Therefore, it's necessary to take into consideration students that face additional barriers. In Lambertton these groups include:
  - Low-income students who often have less access to bicycles.
  - Neighborhoods in Lambertton that have no pedestrian infrastructure, or the infrastructure is in poor condition.





Education



Encouragement



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Engineering



Evaluation



Equity

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

**Action 1:** Conduct student tallies biennially to measure effect of strategies and action steps. Specifically taking into account students that live in Lamberton.

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

1. It's important to continue to conduct tallies on a regular basis to see if the strategies and action steps are having a positive effect over time.
2. After each action has been implemented, the team should assess how much of an impact the action had, and if changes should be made so the action will be more effective in the future. The team can use both qualitative and quantitative data to assess the effectiveness of the actions.





## 04. PROGRAMS



## Existing Programs

*Lamberton and Red Rock Central Public Schools have been actively working towards providing safe and inviting spaces around school campuses for students. This foundation of encouraging student travel safety provides a valuable baseline for expanding programs to encourage more students to walk and bike.*

### PROGRAMS ALREADY ACTIVE AT RED ROCK CENTRAL PUBLIC SCHOOLS:

- Walk to School Day
- Walking School Buses
- Student Involvement in Community Events - Hot Iron Days



## SUGGESTED PROGRAMS

- Bike Fix-it Day
- Bike Rodeo
- In-school Curriculum and Activities
- Student Crossing Guards
- Suggested Routes Map
- Walk! Bike! Fun! Curriculum
- Walking School Bus
- Walk to School Day



## EQUITABLE IMPLEMENTATION CONSIDERATIONS

Each of the recommended programs can be implemented to benefit priority populations. In some cases, programs are inherently beneficial, but other times they require intentional thought to make sure they are implemented equitably and reach students who could benefit the most from them.

When working to start a new or update an old program, school staff and partners should ask themselves:

- Who could benefit the most from this program?
- Are there any barriers to participating in this program, including cultural, social, or financial?
- Are there any school resources that can help reduce barriers to participation?
- Are there community partners who could help us spread the word about this program, or help make it more effective?

After an event, it is also important to think about what went well and what could be improved in the future. Helpful questions to consider include:

- Is there a one-off program, or is there a way to provide ongoing support for it?
- Were any student or family groups absent? Is there something that could help them participate in the future?
- What did students think of the event? Families? Staff?



## BIKE RODEO

Bicycle safety education should involve comprehensive skills-based session(s) designed to encourage students to bike more, by giving them the knowledge and skills they need to be able to ride a bike safely and confidently. Bike Rodeos give students skills training and the opportunity to practice what they learned in a safe and controlled environment.

### **When, where, and how will this be implemented?**

The Bike Rodeo will happen once a year, in fall or spring, and will be organized and carried out by the school PTA with help from SHIP. It will happen in an area of the parking lot near the school and will take place during the school day.

### **Why is this relevant and recommended?**

Caregivers feel uncomfortable with their children biking alone given safety concerns.

### **How will this address transportation inequities?**

Lamberton is a small community where fewer children are able to bike and walk to school safely owing to unsafe crossings, gaps in the sidewalk network, and many children living outside of town.

### **How will this be evaluated?**

A teacher and parent survey, feedback from PTA leaders, and tallies of participating students.

### **Who needs to be involved to make this happen?**

PTA, students, school staff, SHIP coordinators.

### **What is the timeline for implementation?**

Fall of 2025 or spring of 2026.



## IN-SCHOOL CURRICULUM AND ACTIVITIES

School curriculums, in addition to Walk! Bike! Fun!, can be used in schools to integrate information about walking and biking into school learning. Schools can also encourage more students to walk and bike to school through organized classroom activities led by teachers, such as intra-class walk to school competitions.

### **When, where, and how will this be implemented?**

Teachers alongside other school staff would implement additional curriculum and activities around walking and biking into their teaching schedules. They can also choose to implement intra-class competitions to encourage students to walk and/or bike to school. This would occur by the next school year, in fall of 2025.

### **Why is this relevant and recommended?**

Getting more consistent exposure to walking and biking would help more students learn about the benefits of these activities and to participate on a more regular basis.

### **How will this address transportation inequities?**

All students will get to participate in the activities, including the competitions – by including students who are out of town but can walk to their bus stop or get dropped off a few blocks away from the school.

### **How will this be evaluated?**

Student, parent, and teacher surveys. Tallies of competition results.

### **Who needs to be involved to make this happen?**

Teachers and school staff, students, parents, bus drivers.

### **What is the timeline for implementation?**

By fall of 2025.



## STUDENT CROSSING GUARDS/SAFETY PATROL

School safety patrols are trained student volunteers responsible for enforcing drop-off and pick-up procedures and assisting with street crossing.

### **When, where, and how will this be implemented?**

The student safety patrol will be established in fall of 2025, with students who attended a student crossing guard training course in 2024. Safety patrol students will be placed at 5th and 6th Ave/Birch Street intersections.

### **Why is this relevant and recommended?**

Caregivers feel uncomfortable with their children walking alone given safety concerns. Both 5th and 6th Avenues intersecting Birch Street have the highest pedestrian traffic as well as vehicle and bus traffic.

### **How will this address transportation inequities?**

It will help the students that rely on walking to school get across the street safely.

### **How will this be evaluated?**

Student, parent, and teacher surveys.

### **Who needs to be involved to make this happen?**

Students, school staff, parents.

### **What is the timeline for implementation?**

Fall of 2025.

## SUGGESTED ROUTE MAPS

School, staff, and city officials can collaborate on making a suggested routes map to distribute to students and families. Suggested routes can be routes that are heavily used by students who walk to/from school and routes from the school to other popular destinations in town, such as the park.

### **When, where, and how will this be implemented?**

School staff and city officials will work together on creating a map of popular routes around the school and other destinations in Lamberton. The map will be ready for use in Fall of 2025 and will be distributed to students and families at back-to-school night in August. Teachers will reinforce these routes throughout the year by taking students to the locations on the map and making sure they know the routes.

### **Why is this relevant and recommended?**

It is important that students know the safest and most efficient routes of getting to/from popular destinations in town. Reinforcing safe routes through a routes map helps reduce unsafe walking/biking practices and potential accidents.

### **How will this address transportation inequities?**

The map will have various destinations in town, and not just routes to school. Therefore, it'll include all students, even those who may live out of town but still use the various amenities when they are in Lamberton.

### **How will this be evaluated?**

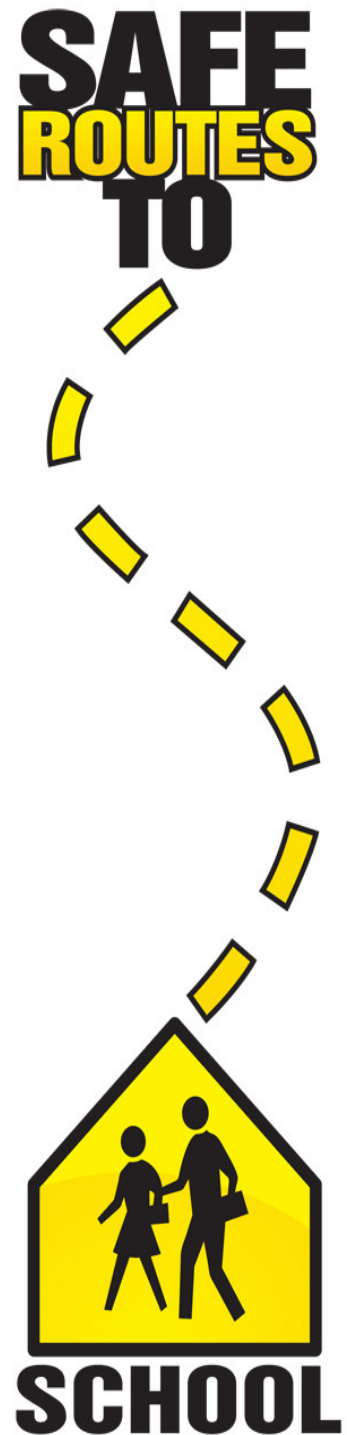
Parent and student surveys. Teacher feedback.

### **Who needs to be involved to make this happen?**

School staff and city officials.

### **What is the timeline for implementation?**

As soon as possible, ideally by Fall of 2025.



MINNESOTA

# WALK! BIKE! FUN!



## WALK! BIKE! FUN! CURRICULUM

Walk! Bike! Fun! is a two-part curriculum designed specifically to meet Minnesota education standards. The program helps students, ages five to thirteen, learn traffic rules and regulations, the potential hazards to traveling, and handling skills needed to bike and walk effectively, appropriately, and safely through their community.

### When, where, and how will this be implemented?

The k-6 teachers will implement the curriculum into the next school year of 2025-2026.

### Why is this relevant and recommended?

A safe routes plan needs engagement and education of the targeted audience to support the planning and implementation of infrastructure projects. Incorporating this curriculum will help students learn about safety measures when walking and biking to school.

### How will this address transportation inequities?

All students will get a chance to learn about safe ways to walk and bike to school and around Lamberton, regardless of whether they live in town or not.

### How will this be evaluated?

Teacher, student, and parent surveys. Student tallies of students walking and biking to school.

### Who needs to be involved to make this happen?

Students, school staff.

### What is the timeline for implementation?

Fall of 2025.



## WALKING SCHOOL BUS

A Walking School Bus is a group of students walking to school, often with one or more adults. Caregivers can take turns leading the bus, which follows the same route each time and picks up students from their homes or designated bus stops at specified times. Ideally, buses run every day or on a regular schedule so families can count on it, but

they often begin as a one-time pilot event. Older students or “walking buddies” could also be used once a safe route has been established with the help of a trusted adult.

### **When, where, and how will this be implemented?**

School staff and/or the PTA will be involved with implementing a walking school bus, 1-2 times a month – weather permitting.

### **Why is this relevant and recommended?**

This will give students a chance to safely walk to school from their homes or bus stops, with a trusted adult. This will help students learn safe and efficient routes and give them an opportunity for physical exercise.

### **How will this address transportation inequities?**

This can be an opportunity for all students to participate by including designated bus stops where students coming from out of town can be dropped off so they can join the walking school bus group.

### **How will this be evaluated?**

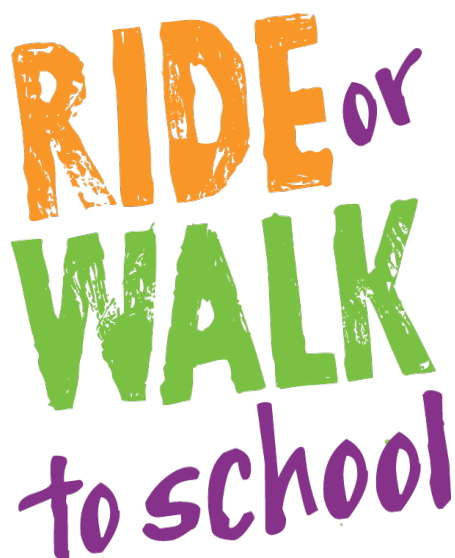
School staff and parent surveys and feedback, and tallies of participating students.

### **Who needs to be involved to make this happen?**

Students, school staff, parents, PTA.

### **What is the timeline for implementation?**

Fall of 2025.



## WALK/BIKE TO SCHOOL DAYS

National Walk to School Day and Bike to School Day attract millions of students and families to try walking, biking, and rolling to school every October and May. In addition, Minnesota celebrates Winter Walk to School Day in February. Additional education, encouragement, and engagement programming can be used to promote the event, increase awareness, and expand participation. Walk/bike to school days can also take place more frequently (e.g., Walking Wednesdays) if there's interest and capacity.

### When, where, and how will this be implemented?

School staff, the PTA, and parents will coordinate efforts to lead Walk/Bike to school days, at least once a year, on designated walk/bike routes.

### Why is this relevant and recommended?

Activities like these encourage students to walk/bike and roll to school. It provides an opportunity for all students to participate in a safe and monitored environment.

### How will this address transportation inequities?

This will give all students an opportunity to walk/bike to school, even those who may be coming into Lamberton on school buses – with designated bus stops to drop students off a few blocks from the school. It will help students learn potential routes and safety mechanisms.

### How will this be evaluated?

A parent survey, feedback from PTA leaders, and tallies of participating students.

### Who needs to be involved to make this happen?

PTA, students, school staff, parents.

### What is the timeline for implementation?

Fall of 2025 or spring of 2026.



## 05. WORKING FOR CHANGE



## Action Steps

This plan and planning process provide two critical ingredients for creating a more equitable transportation system in Lamberton: a prioritized set of infrastructure and program recommendations, and a network of caregivers, school staff, local government employees, and community members committed to improving walking and biking.

## TAKING COMMUNITY ACTION

A more equitable transportation system that prioritizes safe, comfortable, and fun opportunities to walk, bike, and roll benefits everyone. While this plan is focused on addressing connections to schools, many improvements will benefit people with no relationship to the schools because we all share the same streets, sidewalks, and trails. Likewise, many needed changes, such as reducing speed limits and normalizing walking and biking, extend far beyond the school system.

Your number one role as a community member is to advocate for changes that make walking, biking, and rolling safer, more comfortable, and more fun. Speak to elected officials, show up to community meetings, talk about walking and biking at school events and with school administrators, and organize and vote for candidates who support walking, biking, and public transit.

### I AM A STUDENT, CAREGIVER, OR COMMUNITY MEMBER

Students, families, neighborhood associations, advocacy groups, and local businesses can have incredible influence when advocating for change in their school and broader community. This is true both as individuals, as well as when community members come together into groups, such as a Parent Teacher Organization or disability advocacy groups. For example, students, caregivers, and community members can support and lead SRTS initiatives including:

- Advocating for policy change and funding at City Hall
- Developing campaigns to generate enthusiasm and improve social conditions for SRTS
- Volunteering time to lead a Walking School Bus or organize a bike drive
- Fundraising for SRTS programs and small infrastructure projects

### I AM A SCHOOL DISTRICT EMPLOYEE

School district staff bring an important perspective and voice to advocating for a more equitable transportation system. By describing challenges and opportunities they see confronting their students and petitioning local elected officials for improvements, school district employees can support policy and infrastructure improvements that benefit their students and the broader community. Staff are also ideally positioned to implement the recommendations in this plan, whether it be a classroom-level curriculum or school district-wide policy around walking and biking.

### I WORK FOR THE CITY OR COUNTY

As members of the governments that own, regulate, and maintain the roads, city and county staff can be instrumental in re-orienting transportation policies and infrastructure around walking and biking to schools and other destinations. City and county staff can leverage their expertise to identify, advocate for, and implement changes that contribute toward a more equitable transportation system. Key policies that staff can support include:

- Reducing vehicular speed limits , especially near the school.
- Prioritizing municipal maintenance and snow clearing of all sidewalk infrastructure.
- Requiring complete streets infrastructure as part of all road resurfacing and reconstruction projects

City staff can also use this report to support Safe Routes to School funding applications to programs such as MnDOT SRTS grants, Federal SRTS grants, and the Statewide Health Improvement Program (SHIP)



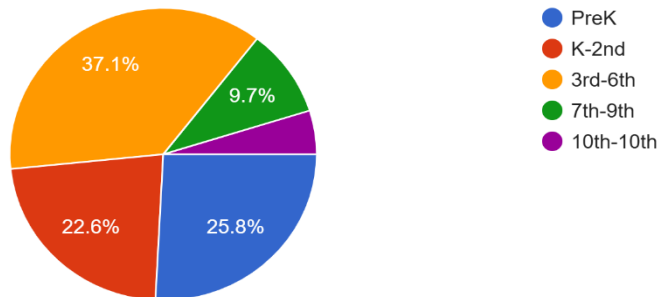


## 06. APPENDICES

## Appendix A

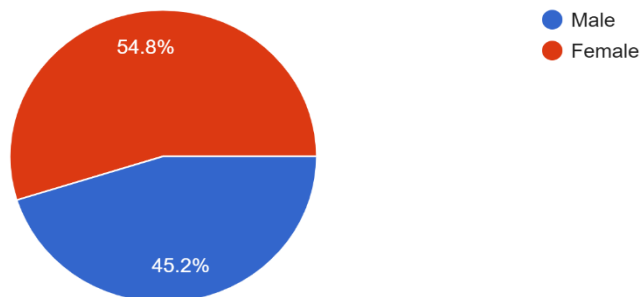
What is the grade of the youngest child in school?

62 responses



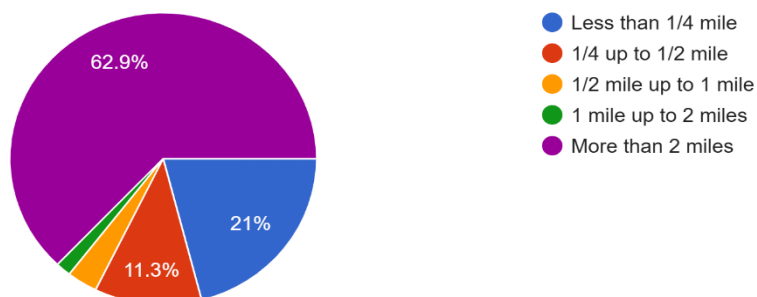
Is that child male or female?

62 responses



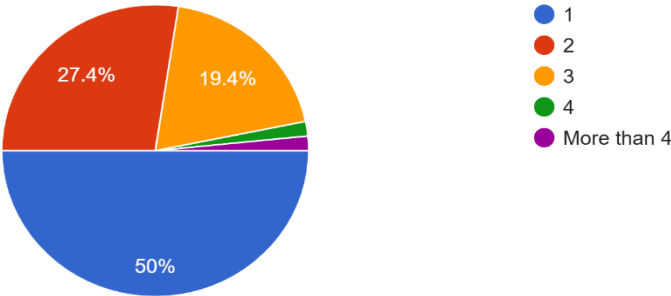
How far does your child (children) live from school?

62 responses



How many children do you have in Kindergarten through 8th grade?

62 responses



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

62 responses



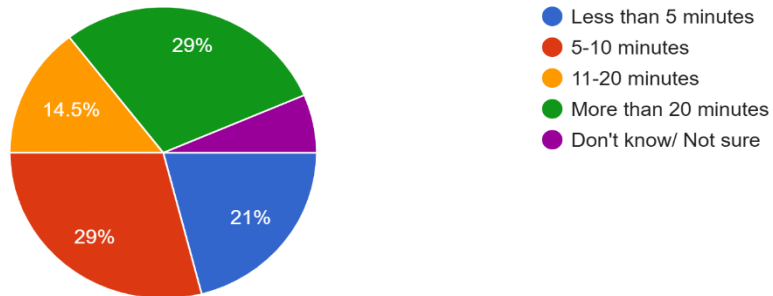
On most days, how does your child leave school?

62 responses



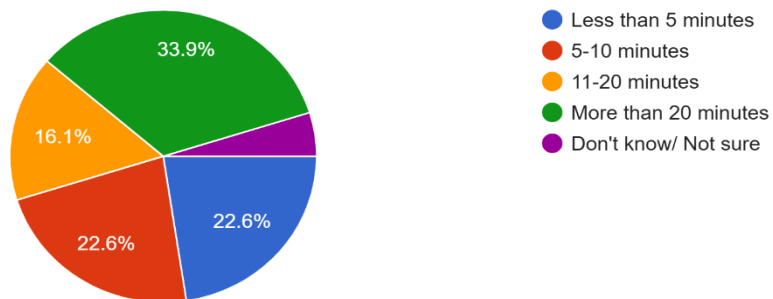
How long does it normally take your child to get to/from school?

62 responses



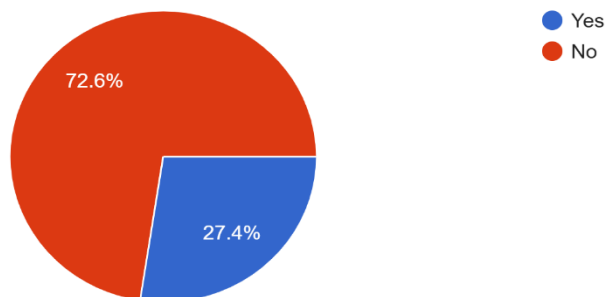
How long does it normally take your child to get home from school?

62 responses



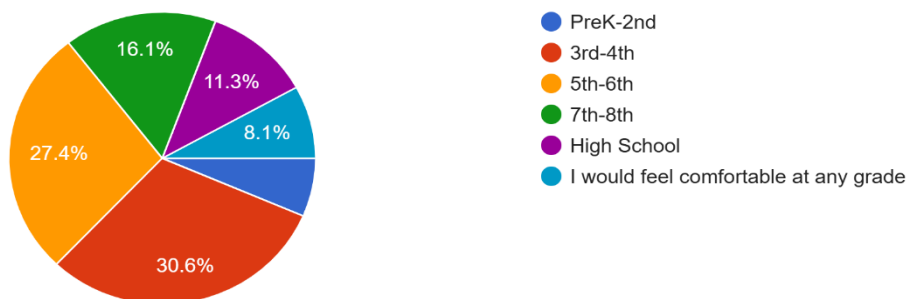
Has your child asked you for permission to walk or bike to/from school in the last year?

62 responses



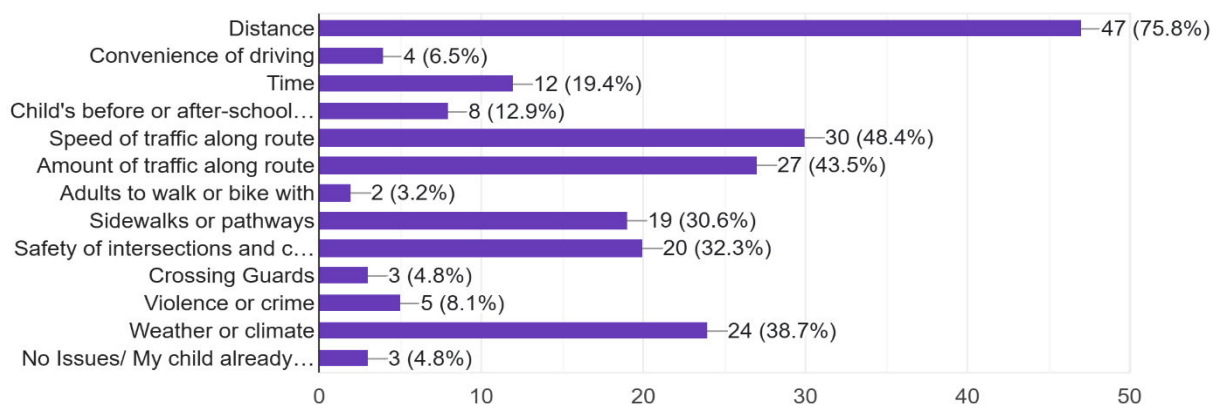
At what grade would you allow your child to walk or bike to/from school without an adult?

62 responses



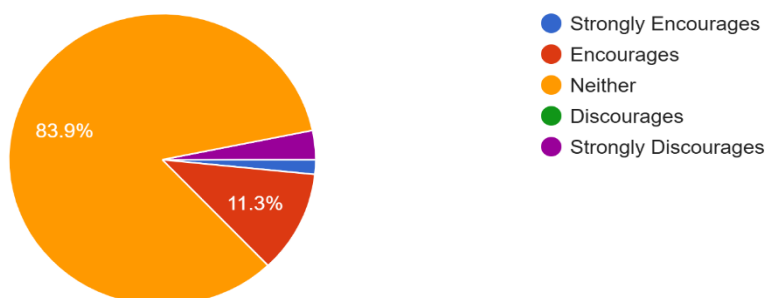
What of the following issues affect your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)

62 responses

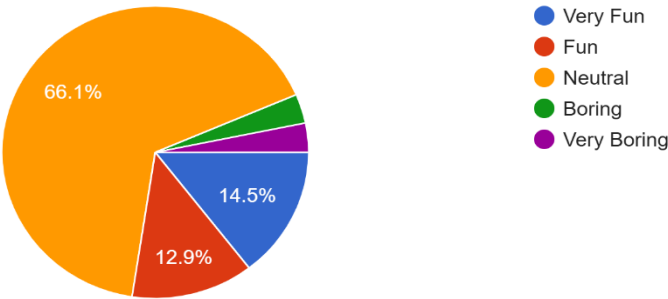


In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?

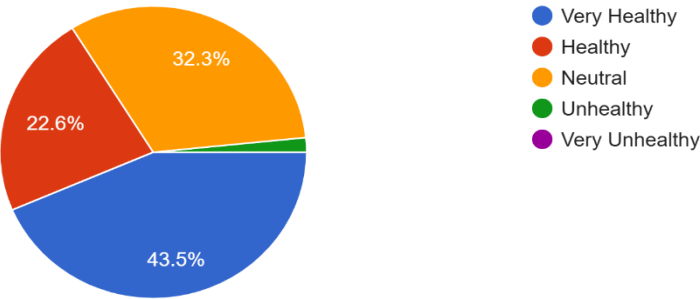
62 responses



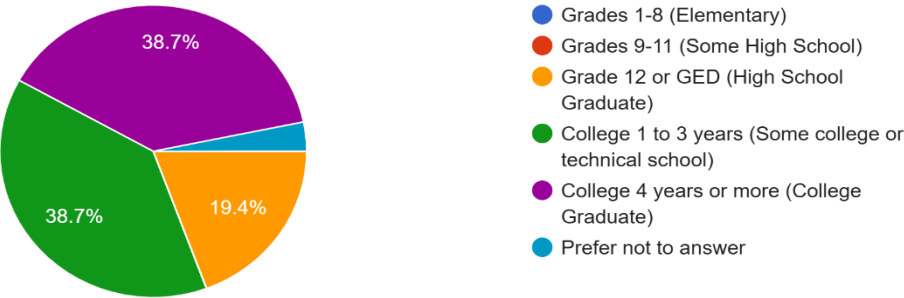
How much fun is walking or biking to/from school for your child?  
62 responses



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

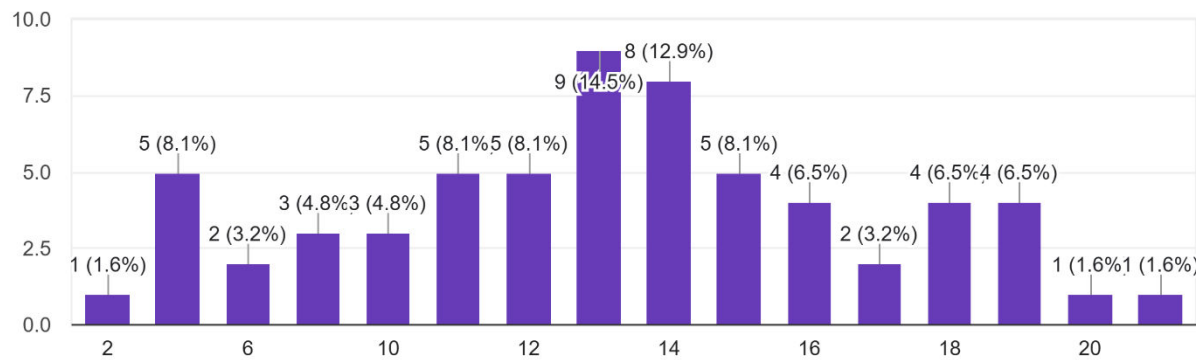


What is the highest grade of school you completed?  
62 responses



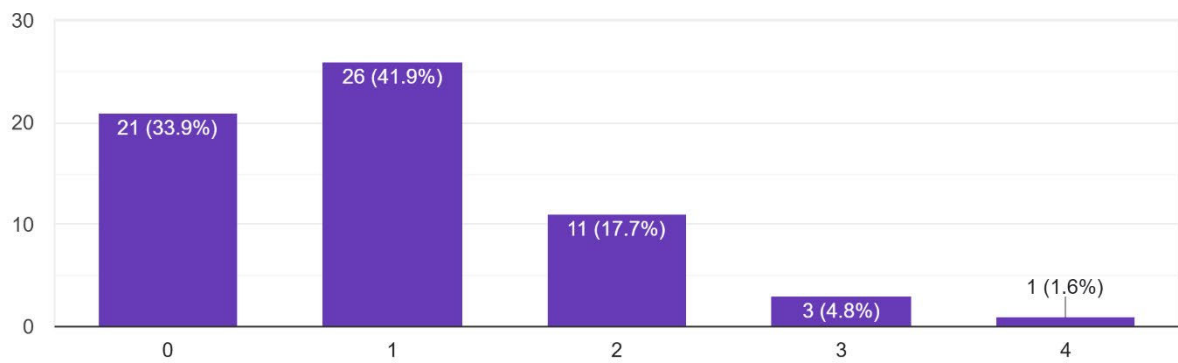
## Total # of students in class that day

62 responses



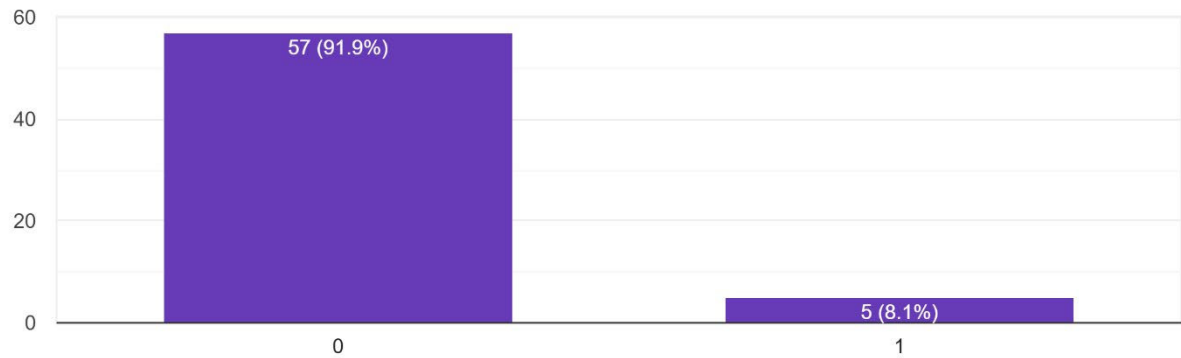
## How many walked to school?

62 responses



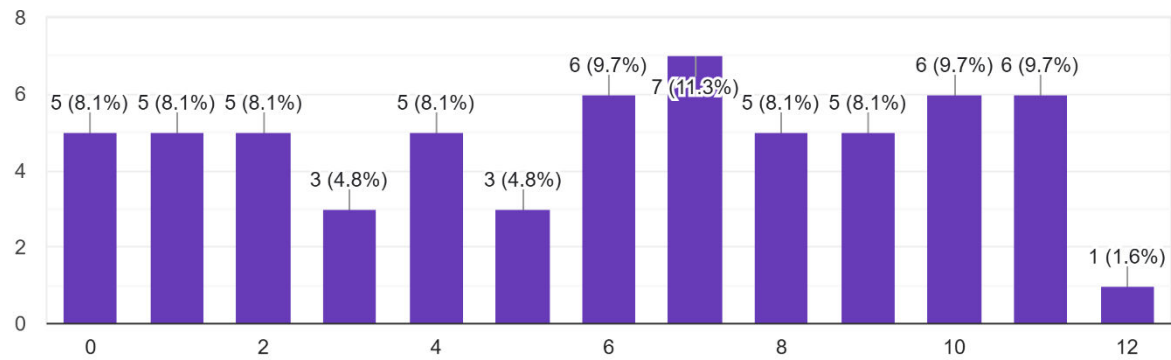
How many biked to school?

62 responses



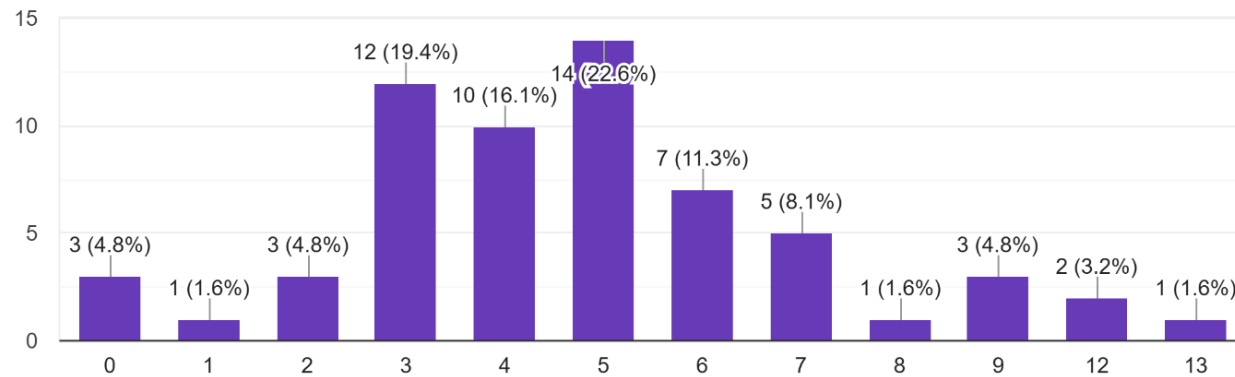
How many rode school bus to school?

62 responses



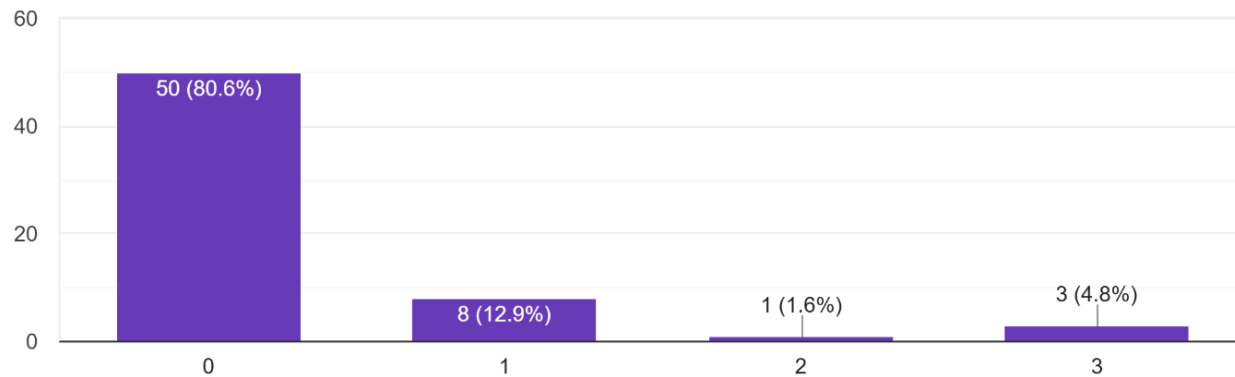
How many rode in a family vehicle to school?

62 responses



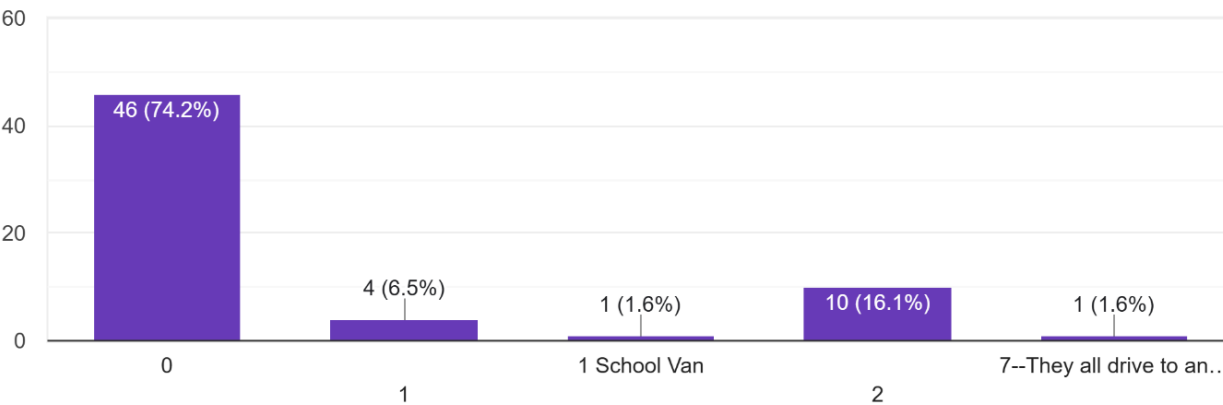
How many carpooled to school with another student or family?

62 responses



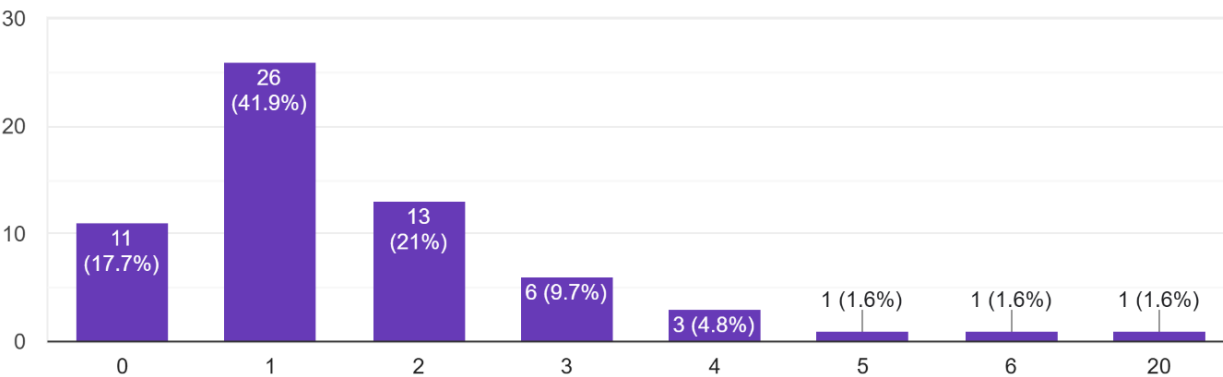
How many came to school in something other than above?

62 responses



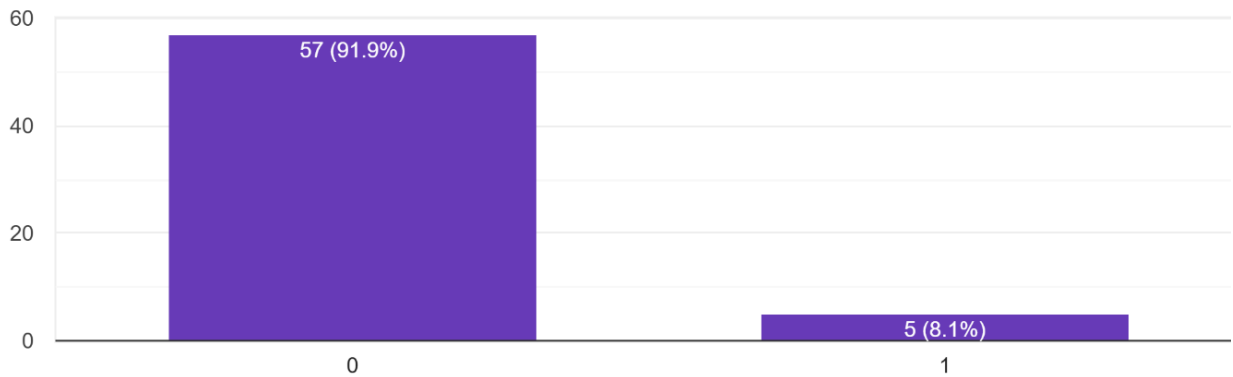
How many went home from school walking?

62 responses



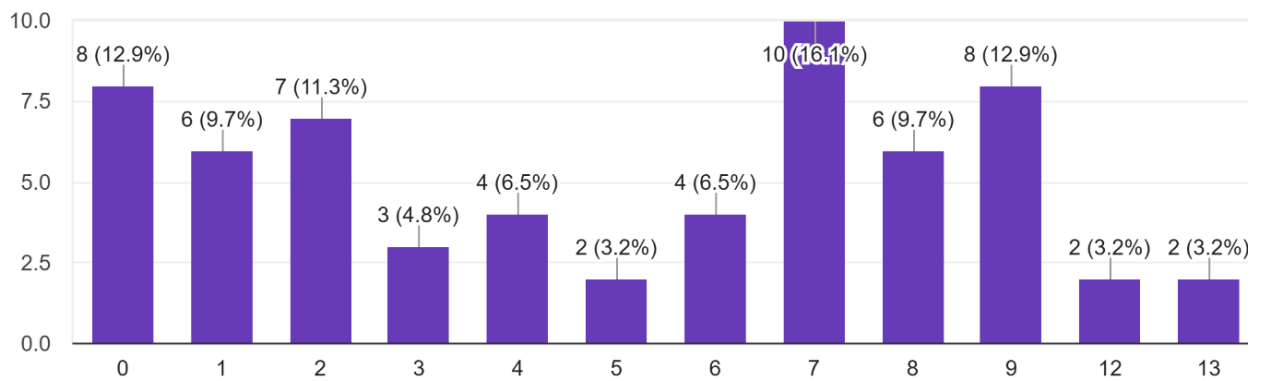
### How many went home from school on bike?

62 responses



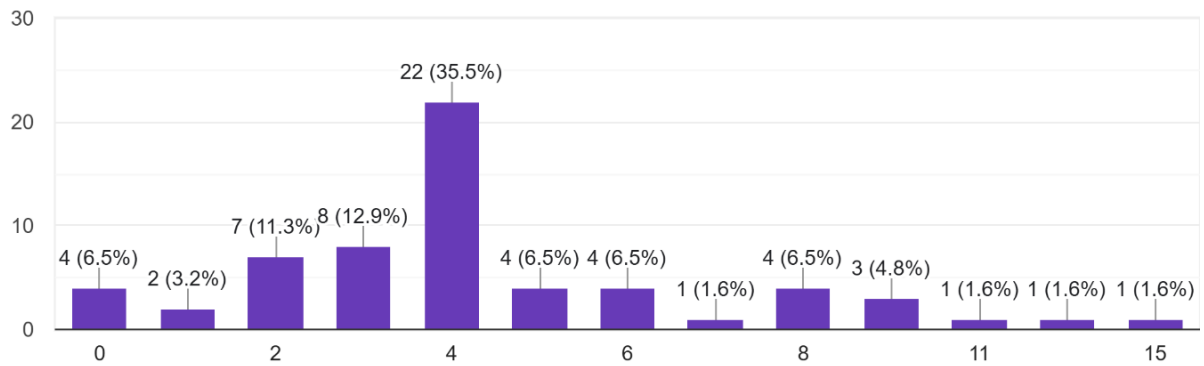
### How many went home from school on school bus?

62 responses



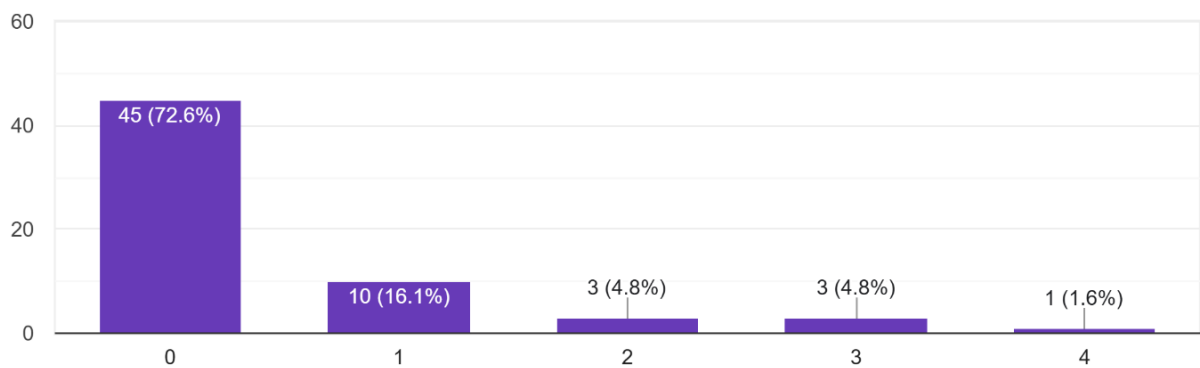
### How many went home from school in family vehicle?

62 responses



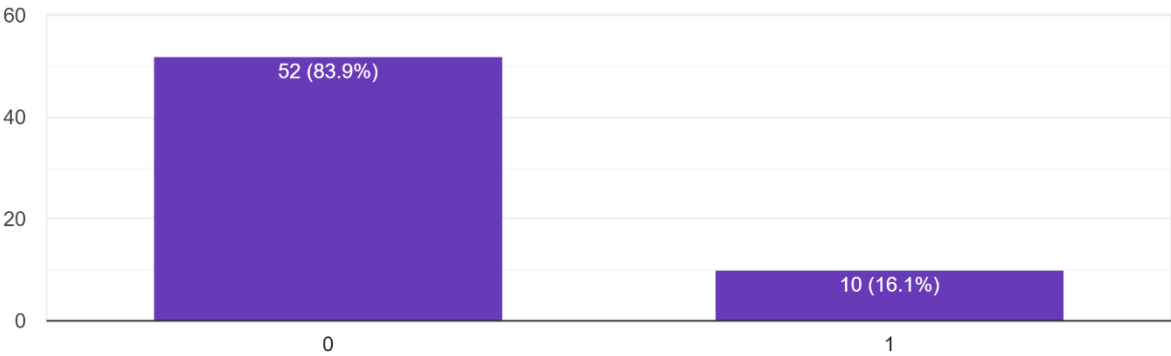
### How many went home from school in carpool vehicle with another family?

62 responses



How many went home from school on Late Bus

62 responses





## Multimodal Transportation Projects Grant Fact Sheet

### Safe Routes To School Grant (100%)

- The Selection Pool is based off population. 4<sup>th</sup> selection pool is cities under 5,000.
- \$1 million maximum award. **Does not cover engineering costs.**
- Projects to be constructed up to 24 months after being awarded funds.

<https://www.dot.state.mn.us/saferoutes/infrastructure-grants.html>

### Greater Minnesota Transportation Alternatives Grant (80% / 20% Split)

- MnDOT District Specific Grants - only available for applications in MnDOT District 8
- Minimum \$100,000, no maximum. **Does not cover engineering costs.**
- Projects are to be constructed 3-4 years out from applicant year.

<https://www.dot.state.mn.us/ta/>

