Chapter One: Introduction to the ACGC School District's Safe Routes to School (SRTS) Plan

Chapter One provides a description of Safe Routes to School (SRTS) plans, including an overview of what SRTS plans include and descriptions of state and national SRTS programs; a description of the 6 E's of SRTS planning (Education, Encouragement, Engineering, Equity, Enforcement and Evaluation); and a description of the ACGC School District SRTS planning process. A brief introduction to the District's key SRTS stakeholders is also included.

A. An Overview of Safe Routes to School Plans

Safe Routes to School (SRTS) plans are developed to encourage students to walk and/or bike to school by addressing the numerous obstacles that can discourage youth from this activity. They involve several steps, including educating students and parents on the benefits of walking and biking to school and ensuring roads and sidewalks are designed to safely accommodate these activities. SRTS plans can also include an examination of school policies to ensure they don't inadvertently discourage students from walking and biking.

A Brief History of SRTS Plans

The concept of 'Safe Routes to Schools' planning has been growing in the United States since the Federal Highway Administration released a study on the safety of children walking and biking to school in 1975. The purpose of that report, "***School Trip Safety and Urban Play Areas***," was to develop guidelines to protect young pedestrians (ages 5-14) while walking to and from school, entering and leaving buses, and at play in their neighborhoods. Many interesting findings from the study include:

1. Young students (ages 5-9) are overinvolved in pedestrian accidents and are unaware of, or do not discriminate between various traffic control devices when compared to older students (ages 10-14);

2. Drivers in school areas are generally unaware of school signs with the exception of flashing school speed limit signs; and

3. School trip safety programs incorporating walking trip maps can help schools and parents to focus on a feasible way to improve student safety.

Numerous school and community efforts could be credited to SRTS planning over the next twenty years. However, the first modern SRTS program began in 1997 in New York City's Bronx borough. Shortly after that project, two pilot SRTS programs received congressional funding – one in California's Marin County and the other in Arlington, Massachusetts. By the early 2000s, several states had started developing their own SRTS programs.

In 2005 congress passed federal legislation that established a National Safe Routes to School program, managed by the Federal Highway Administration. Its goal was to encourage children and families to travel between home and school by improving safety along walking and bicycling routes. In July 2012, Congress included SRTS activities in the passage of the transportation bill, "***Moving Ahead for Progress in the 21st Century (MAP-21)***." This made it possible for local entities to compete for SRTS funding as part of the Transportation Alternatives Program (TAP).

Minnesota's SRTS Program

Minnesota's SRTS is administered by the Minnesota Department of Transportation (MnDOT). The state's initial involvement with the federally funded SRTS program began with the 2005 passage of the federal transportation bill, SAFETEA-LU. This bill provided funding to all 50 states to increase safety and increase opportunities for children in grades K-8 to walk and bike to school. All projects were wholly funded with federal dollars and no local match was required.

In 2012, Minnesota established its own SRTS program with the passage of Minnesota State Statute 174.40, "*to provide assistance in capital investments for safe and appealing non-motorized transportation to and from a school*." This law established a dedicated SRTS account in the State's bond proceeds fund, as well as an additional SRTS account in the general fund (although no State funds were allocated for the program at that time). Minnesota's program follows many federally established guidelines. It also incorporates specific program administration requirements and evaluation criteria, which MnDOT staff has implemented.

According to the ***Fiscal Year 2016-17 Report on Safe Routes to School (September 2017)***, since 2005, MnDOT has awarded over $30 million to SRTS planning and implementation projects.. To date, these projects have impacted students attending more than 700 schools. 70 percent of funds awarded were allocated for infrastructure projects with 30 percent used for non-infrastructure projects between the years 2006 and 2017.

Minnesota SRTS Five-Year Strategic Plan (June 2015)

In 2011, MnDOT established an SRTS steering committee to provide guidance and oversight for the program. This steering committee includes 27 members representing cities, counties, regional planning organizations, non-profit organizations, educators, and health professionals. Steering committee members are actively engaged in setting goals for the program and also serve on selection committees and provide input on statewide initiatives. In late 2014, the steering committee, along with more than 70 individuals from partnering organizations, began work on a five-year strategic plan for SRTS in Minnesota.

The following Minnesota SRTS vision and value statements were developed during the strategic planning process. They resulted from a collaborative discussion among SRTS partners. The vision statement articulates an aspirational future for Minnesota and is accompanied by value statements that further describe important ideals and values that are linked to the vision.

Minnesota SRTS Vision Statement: ***Minnesota is a state where all students can walk and bicycle on routes that are safe, comfortable, and convenient. Minnesotans value…***

- ✓ *That all students have the opportunity to walk and bicycle no matter their race, ethnicity, income level, age, ability, or geographic location.*
- ✓ *The health, academic, community, environmental, and independence-building benefits of walking and bicycling.*
- ✓ *Safe walking and bicycling routes that are maintained for use in all four seasons.*
- ✓ *Working together to make walking and bicycling an easy choice for students.*
- ✓ *Transportation and land use policies, programs, and plans that encourage close proximity of schools, residences, and other youth-friendly destinations.*

Minnesota Online SRTS Resource Center

Minnesota's online SRTS Resource Center is a valuable website for all SRTS partners. Its purpose is to provide SRTS tools, technical resources, and information needed to all SRTS partners (parents, teachers, students, schools, school districts, municipalities, etc.). The Resource Center contains information about the Minnesota SRTS Program, resources and tools for planning an SRTS program, SRTS success stories, information about the "6 E's of SRTS", current Minnesota-based SRTS programs, and other news and events related to Safe Routes to School. The Resource Center can be found online at:

www.dot.state.mn.us/mnsaferoutes

Tools and highlights from the Resource Center include:

- Tip sheets and resources to launch SRTS programs;
- Contact information and regional resources;
- Success stories and how to get started on SRTS; and
- Templates, branded materials and free resources for schools or local coordinators to use for events, programs, and more.

Minnesota Safe Routes to School encourages schools to participate in the annual Winter Walk to School Day. The above picture was used to promote the event in 2018.

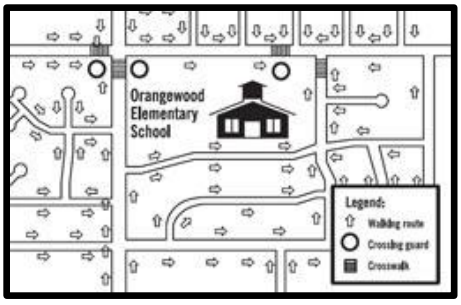
B. The Six E's of SRTS Planning

Safe Routes to School Plans have evolved over the past four decades to include implementation activities that go beyond simply addressing the typical pedestrian concerns, such as encouraging communities to maintain sidewalks and proper crosswalks. Implementation programs incorporate education, encouragement, engineering, enforcement, equity and evaluation into SRTS plans. Collectively these are referred to as the 6 E's of SRTS programs.

Education – The first of the 6 E's, *Education*, includes outreach to students, parents, school staff and communities on the importance of walking and biking to school. It is widely believed to be the foundation of all SRTS plans, since wanting to walk or bike to school is the first step in achieving results. Many SRTS programs offer bicycle and pedestrian safety training in the classroom as well as a hands-on experience for students. For example, younger children may simply be taught basic skills such as how to safely cross streets, while the older students are provided a larger overview of pedestrian and bicycle traffic laws. These educational activities can be a great opportunity for police officers to become proactively involved with community safety issues while developing important relationships with youth and parents.

Driver safety campaigns can also shed light on the importance of paying special attention to pedestrians and bicyclists. For example, the education of high school drivers on the importance of avoiding text messaging while driving can be incorporated into the SRTS education by sharing case studies on fatal, pedestrian-involved accidents. education focused SRTS activities have included:

- **Safe Routes to School Map –** SRTS route maps show the school's location, surrounding streets, and the location of sidewalks and traffic control devices. They can also show crosswalks, crossing guard locations, posted speed limits, and designated walking or bicycling routes. Designated student walk zones (i.e., streets where buses don't pick up students) can also be highlighted.



- ***Classroom Curriculum* –** Walk and bike safety lessons can be customized for all grade levels to highlight key pedestrian and bicycle safety issues within the students' own community. Lessons can contextualized within other class subjects or can be taught during special walk or bike events. As part of Minnesota's SRTS program a WALK! BIKE! FUN! curriculum has

been developed by the Bicycle Alliance of Minnesota to assist with classroom lesson planning (refer to text box on page 1-6).

WALK! BIKE! FUN! is a comprehensive curriculum that teaches safe traffic behavior life skills through classroom activities and on-the-bike practice. The curriculum was developed by the Bicycle Alliance of Minnesota with a federal SRTS grant provided administered by MnDOT and in collaboration with the Center for Prevention at Blue Cross and Blue Shield of Minnesota.

WALK! BIKE! FUN! identifies the following six benefits to walking or biking to school:

1. ***To increase academic achievement*** – research shows that students who exercise before school concentrate better in class.
2. ***To increase happiness*** – children that engage in physical activity are more likely to be happy.
3. ***To lower your carbon footprint*** – a whole school committed to walking and biking can make an enormous impact on reducing carbon dioxide emissions and harmful pollutants.
4. ***To help reduce traffic accidents*** – schools that teach walking and bicycling skills can realize up to a forty-nine percent decrease in child pedestrian and bicycle collision rates.
5. ***To foster independence*** – children who walk or bike to school are more likely to walk to other destinations in the neighborhood.
6. ***To increase physical activity*** – the Center for Disease Control recommends that children get sixty minutes of physical activity every day.

For more information on WALK! BIKE! FUN!, visit the following MnDOT website:

www.dot.state.mn.us/saferoutes/pdf/toolkit/walk-bike-fun-curriculum.pdf

- ***Family Biking Class*** – School districts and community education programs have been increasingly offering bike safety classes for families. This is a great way to help ensure that parents are familiar with bicycle safety issues and hazards in their community.

- ***Idling Reduction Campaign*** – car exhaust doesn't just pollute; it also disproportionately affects the health of exposed children. –An anti-idling campaign educates people about this hazard and encourages drivers to turn off their vehicles while waiting for students. These types of campaigns can include signs, educational handouts and active enforcement in school zones.

Note: *the listed implementation ideas are just a few of education-based examples commonly used in SRTS plans. Appendix A contains a more comprehensive list of SRTS implementation ideas.*

Encouragement – *Encouragement*, is often closely tied to SRTS educational activities. Encouragement-focused initiatives include using events and activities to promote walking and bicycling. This helps to generate enthusiasm for the SRTS program as students, parents, staff, and citizens participate in walking and biking-focused functions. Encouragement-based SRTS initiatives have also included the following (also refer to Appendix A for more implementation ideas):

- ***Earn-a-Bike Program*** – School districts and stakeholders have offered a variety of ways for students to earn a bike through a merit-based system. Often these programs use refurbished, abandoned or donated bicycles to lower costs. Some Earn-a-Bike programs provide bicycles specifically to low-income families.

- ***Bike Helmet Give-a-Way –*** A variety of stakeholders, including civic organizations, police departments, and fire and rescue groups, have donated bike helmets to students. This is a great opportunity for children to interact with safety and law enforcement personnel and to be properly fitted by a professional. Often these helmets are given away as part of a larger event, such as community bike rides or sporting events. Other SRTS programs offer bike helmets at greatly reduced costs.

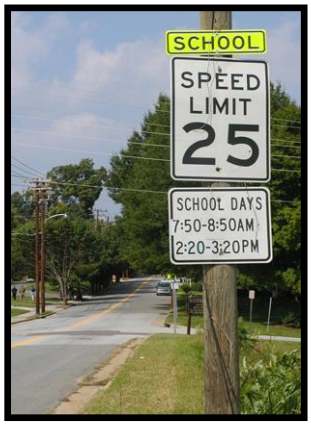
- ***Walk and Bike to School Day*** – The National Center for Safe Routes to School (www.saferoutesinfo.org) promotes walking and biking to school by holding a *National Bike to School Day* in the spring and a *National Walk to School Day* in the fall of each year. Many school districts use these days to implement related walking and biking activities, such as holding an after-school community bike safety event. National Walk to School Days take place

the first Wednesday of October each year. National Bike to School Day is typically held in May. In 2020, due to the COVID-19 Pandemic, a *Bike Anywhere Day* was instead promoted.

The History of National Walk to School Days

Organized by the Partnership for a Walkable America, Walk to School Day in the USA began in 1997 as a one-day event aimed at building awareness for the need for walkable communities. In 2000, the event became international when the UK and Canada (both of which had already been promoting walking to school) and the USA joined together for the first International Walk to School Day. Growing interest in participation all over the world led the International Walk to School Committee to shift its promotion to International Walk to School Month each year during October (Source: www.walkbiketoschool.org).

Engineering – *Engineering*, refers to making needed operational and physical improvements to infrastructure This may include roadway improvements and the addition of official traffic controls (stop lights, reduced speed zones, etc.). Adding traffic-calming improvements, enhanced crosswalks, quality sidewalks and bicycle lanes are all examples of SRTS initiatives that require engineering. Additional engineering based SRTS initiatives have included (also refer to Appendix A for more implementation ideas):



- ***School Speed Limit Signs*** - school speed limit signs alert drivers when they are entering a school zone and communicate the need to slow down for the safety of child pedestrians during school hours. They can be extremely effective. However, their enforcement also requires cooperation with local law enforcement. t (www.saferoutesinfo.org).

  Flashing speed limit signs have also become an increasingly popular option to increase safety near schools. According to the Pedestrian and Bicycle Information Center (PBIC), school flasher speed limit signs that are activated only during school hours are more effective at capturing a driver's attention than school flasher speed limit signs that flash continuously throughout the day.

Solar Power Changeable Sign

Portable Speed Radar Sign

- ***Parking Restrictions*** **–** restricting parking near schools to provide clearer sight lines for drivers helps to prevent pedestrian and bicycle accidents. In residential neighborhoods, parking restrictions can often become controversial, so limiting parking only during school hours can be a feasible compromise. Once again, enforcement is often the key element to properly implementing parking restrictions.

- ***Crosswalk Signs*** **–** installing or upgrading school crosswalks signs is one relatively low-cost engineering solution that cities and/or school districts can more easily incorporate. It is especially important to install 'crosswalk ahead' signs notifying drivers they are approaching a designated crosswalk.

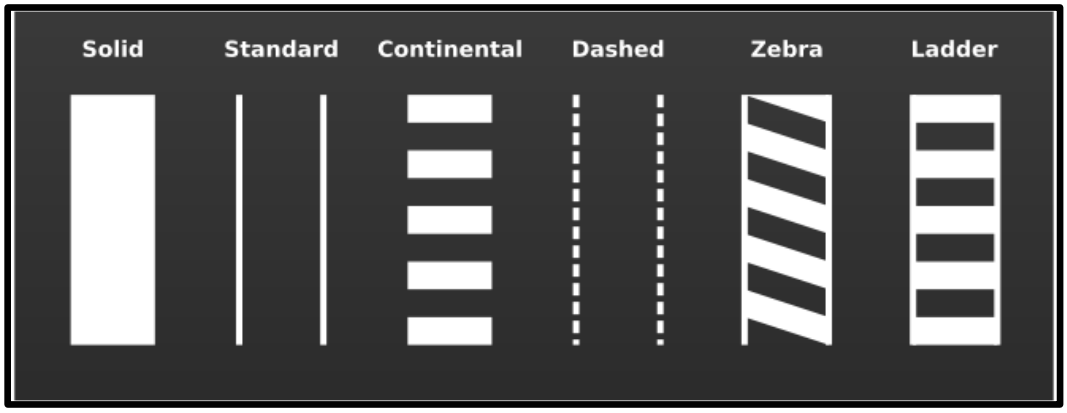
- **High-Visibility Crosswalks –** ensuring that pedestrians are more easily seen while using crosswalks is a good idea wherever they are located, but especially in high-traffic areas. In 2001, the U.S. Department of Transportation authored, '*Pedestrian Crosswalk Case Studies: Richmond, Virginia; Buffalo, New York; Stillwater, Minnesota*.' This report helped to highlight evidence that designated crosswalks are safer for pedestrians. Part of the study's findings are summarized below:

Sleepy Kids are more Likely to be Struck by Cars when Crossing Streets
Source: Sleep Magazine April 23, 2014

"In general, crosswalk markings at unsignalized intersections appear to have several positive effects and no observed negative effects. –Specifically, drivers appear to be aware that pedestrians are in a marked crosswalk and drive slightly slower. Crosswalks also have the positive benefit of channeling pedestrians to the intersection. –Also, there appears to be no evidence to support the contention that pedestrians feel protected in marked crosswalks and act more carelessly.– In conclusion, it appears that marking pedestrian crossw—alks at relatively narrow, low speed, unsignalized intersections is a desirable practice."

Figure 1A shows six types of crosswalk treatments. The standard design is most commonly used by communities. However, studies have shown that using solid, continental, zebra, or ladder-style crosswalk treatments increases the distance at which drivers notice pedestrians (*Crosswalk Marking Field Visibility Study*, FHWA, 2010; *An Empirical Bayesian Evaluation of the Safety Effects of High- Visibility School Yellow Crosswalks in San Francisco*, Feldman, Manzi, Mitman, 2010).

Figure 1A: Crosswalk Treatments



Equity – *Equity*, is a needs-based approach to allocating resources. Equity action steps aim to achieve fairness in the distribution of benefits and costs. In transportation planning, discussion of equity acknowledges that some neighborhoods and populations may require additional resources to enjoy the same opportunities as others. In smaller, rural communities, this can be accomplished by ensuring the entire community's needs are addressed in the SRTS implementation plan. For example, if a major highway dissects a community, the SRTS plan should make sure that residential neighborhoods on both sides of the roadway have safe routes to school - not just those neighborhoods that are located on the same side of the highway as the school.

Equity is often confused with equality, when in fact they have two very different meanings. Equality assumes that all needs are the same. The result is that every community gets the exact same resources without regard to individual differences. Equality works only in circumstances where everyone starts from the same place and needs the same things. Equity allows resources to be provided on the basis of need. Communities disproportionally impacted by safety, health or transportation access inequities are provided appropriate resources to address their individual needs. Therefore, resource allocation may differ between communities. While often used interchangeably with equality, equity involves a variety of strategies aimed at the fair – but not necessarily equal - provision of resources.

Enforcement – The fifth of the 6 E's, *Enforcement*, involves partnering with law enforcement to ensure traffic laws are obeyed near schools. This includes enforcing speed limits, ensuring drivers yield to pedestrians in crosswalks, and ticketing illegally parked vehicles. It also involves making sure pedestrians and bicyclists are properly obeying traffic laws. Engaging law enforcement officials in SRTS planning gives them the opportunity to better understand specific issues and gives them the opportunity to contribute to solutions.

Enforcement strategies often vary widely based upon local priorities. They may also vary by the time of year. For example, it is common for law enforcement officials to step up their enforcement efforts shortly after school starts in the fall. Another variable that affects enforcement is the community's overall availability of law enforcement personnel as some smaller communities can't afford to maintain their own police department. t. Enforcement strategies, however, can also incorporate parents, students, crossing guards and other staff or volunteers.

The goal of SRTS enforcement is to deter the unsafe behavior of drivers, walkers, and bicyclists. Speeding is typically one of the main issues addressed by law enforcement, due to the direct correlation between vehicle speed and pedestrian fatalities (refer to Figure 1B). Table 1A lists

some of the unsafe behaviors commonly addressed by SRTS enforcement strategies. In addition, Appendix A contains a list of some of the more common SRTS enforcement strategies.

Figure 1B:
Bicycle and Pedestrian Fatalities Based on Speed of Vehicle

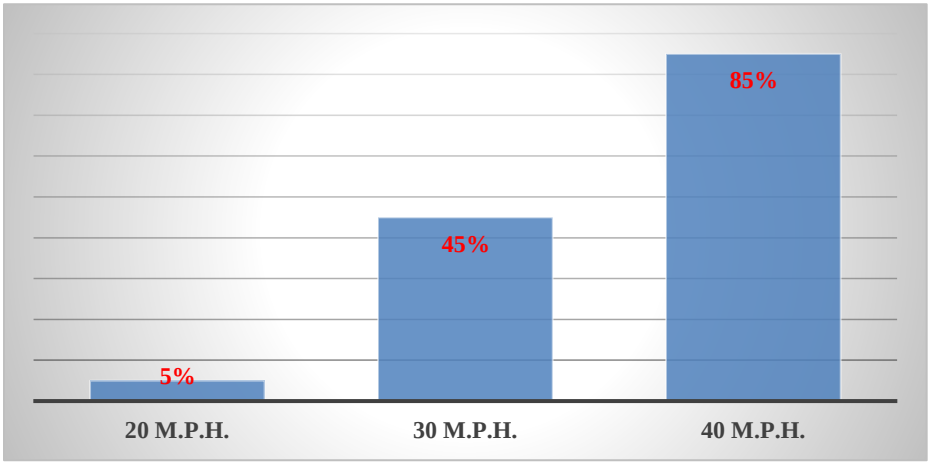


Table 1A: Unsafe Behaviors
Addressed by SRTS Enforcement Strategies

Unsafe Driver Behaviors

- Speeding (*refer to Figure 1B*).
- Failing to yield to pedestrians and bicyclists.
- Failure to obey traffic controls (i.e., stop lights, stop signs, etc.).
- Passing stopped school buses.
- Parking or stopping in crosswalks or bus zones.
- Violating school drop-off and pick-up procedures.

Unsafe Pedestrian Behaviors

- Not looking before crossing the street.
- Not crossing the street at a designated crosswalk.
- Darting out between parked vehicles.

Unsafe Bicyclist Behaviors

- Bicycles not obeying traffic laws.
- Not being visible at night when riding on the road.
- Riding against traffic instead of with the traffic flow.

Source: SRTS Guide: Enforcement (Pedestrian & Bicycle Information Center, 2007)

Evaluation – *Evaluation*, involves monitoring and documenting the outcomes of SRTS initiatives. This allows for adjustments based upon how much impact SRTS efforts are having on the desired outcomes. If it is determined the initiatives are not resulting in the desired effect, SRTS planners can decide if additional measures can or should be taken, or if the initiative should be abandoned and replaced with a different strategy. Some of the benefits of evaluation strategies are outlined below:

- Making sure the underlying problem is identified so that appropriate solutions can be implemented.
- Setting reasonable expectations about what the SRTS program can do. By knowing the starting point, SRTS programs can set specific and reasonable goals.
- Identifying changes or adjustments that will improve the program. Effective evaluation includes continuous monitoring throughout the life of a project so that mid-course corrections can be made.
- Determining if the program is having the desired effect. This is the primary goal of any evaluation plan and the information gained can be used to inform funding sources, the media, and the general public to build additional support for SRTS.

Source: SRTS Guide Evaluation* (*Pedestrian & Bicycle Information Center, 2007).

An SRTS evaluation plan should be outlined during the plan development stage Many SRTS plans incorporate the following five evaluation steps:

1. ***Understand*** – Begin with a thorough understanding of the school district's walking and biking data and issues, including potential hazards.
2. ***Desired Outcomes*** – Outline a description of what will be done and what change is expected.
3. ***Monitor*** – Describe the anticipated methodology that will be used to observe and measure results.
4. ***Interpret*** – Describe how the monitoring information will be evaluated and explained.
5. ***Modify*** – Outline a process that will be used to make necessary modifications to the SRTS plan.

C. ACGC School District SRTS Planning Process

With assistance from the Mid-Minnesota Development Commission (MMDC), the Atwater-Cosmos-Grove City (ACGC) School District successfully applied for and received SRTS planning funds from MnDOT. The MMDC then assisted the district by writing the SRTS plan and facilitating the planning process. An ACGC School District Safe Routes to School Task Force was created to help guide this work (*refer to Table 1B*).

Table 1B:
ACGC School District SRTS Task Force Members

NAME	TITLE/REPRESENTING
KODI GORACKE	ACGC DISTRICT ELEM. PRINCIPLE/TEAM LEAD
ROBIN WALL	ACGC DISTRICT MIDDLE/HIGH SCHOOL PRINCIPLE
MIKE AND DEB PETERSON	DAYTON'S BUS COMPANY
MEL ODENS	KANDIYOHI COUNTY ENGINEER
PHIL SCHMALZ	MEEKER COUNTY ENGINEER
PAUL RASNUSSEN	MNDOT
STEVE BOMSTAD	ATWATER PUBLIC WORKS
DUSTIN GAARDER	GROVE CITY PUBLIC WORKS
SHANE HAGSTROM	ATWATER CITY COUNCIL
GOLDIE SMITH	ATWATER CITY CLERK/TREASURER
LACEY CLARK	GROVE CITY CITY CLERK
LEAH SCHUELER	KANDIYOHI COUNTY SHIP
BRETT NELSON	MEEKER COUNTY SHIP
NELS ONSTAD	ACGC SUPERINTENDENT
KATHRYN HAASE	BUSINESS MANAGER
LYNN PETERSON	PARENT
MR. FELLOWS	PHYSICAL EDUCATION TEACHER
GRACIE CARDENAS	BICYCLING OR WALKING GROUP
TREVOR BERGER	ATWATER POLICE CHIEF
SAM SWISHER	MEEKER COUNTY DEPUTY
KYLE TEN NAPEL	MID-MINNESOTA DEVELOPMENT COMMISSION
MATTHEW JOHNSON	MID-MINNESOTA DEVELOPMENT COMMISSION

ACGC School District SRTS Vision Statement

The ACGC School District Safe Routes to School Task Force created the following Vision Statement to guide the development of the SRTS Plan:

ACGC School District SRTS Vision Statement:

The ACGC School District, in partnership with the cities of Atwater and Bird Island, are committed to enabling school children to walk or bike to school in a safe and enjoyable manner. The SRTS Plan aims to address the issues that impede active transportation by strategically solving identified problems and by providing education and encouragement to achieve a healthy lifestyle of our students.

Goals for the ACGC School District Safe Routes to School Program

To help achieve the ACGC School District's vision, task force outlined the following six categorized goals for the development of the Safe Routes to School Plan:

Education Goal:

To provide students and parents with the information they need to better understand the connection between active living and health.

Encouragement Goal:

To have more students, parents and residents walk and bike throughout the community.

Engineering Goal:

To *implement infrastructure changes that maximize safety for walking and biking throughout the ACGC School District.*

Equity Goal:

To ensure students with physical, social, and/or financial disadvantages are included in and benefit from the ACGC Safe Routes to School Program.

Enforcement Goal:

To ensure safe bicycle, pedestrian, and vehicle behaviors.

Evaluation Goal:

To provide an ongoing process to evaluate and update the ACGC School District SRTS Plan.

D. ACGC School District SRTS Key Stakeholders

To ensure a successful ACGC School District SRTS Plan, numerous stakeholders need to be involved with its development and implementation. This section provides a brief description of the key stakeholders involved. (Note: The ACGC School District and the Cities of Atwater and Grove City are also profiled in more detail in Chapters Two and Three)

ACGC School Board

The ACGC School Board is the governing body of the district. It consists of seven elected members, each of whom serve four-year terms. Board Chair, Vice Chair and Clerk/Treasurer positions are selected annually. The district's superintendent is an ex officio member. The school board provides oversees and guides the district's operations, delegating policy implementation to school administration. More information on the ACGC School Board can be found at the district's official website:

http://www.acgc.k12.mn.us/District/Schoolboard.aspx

Atwater and Grove City Government

The City of Atwater is governed by a mayor and city council, each elected by the city's residents. Each serves a four-year term. Together, this governing body adopts all ordinances and resolutions, determining the city's general goals and policies in the process. Atwater city council meetings are held the first Wednesday of each month, at 7:00 p.m., in the council chambers of Atwater's City Hall, located at 322 Atlantic Avenue West. The city of Grove City council meetings are held on the 2nd Monday of the month at 7:00 p.m. at the Grove City community center. For more information on the City of Atwater or Grove City, visit the community's official website:

www.atwaterminnesota.com
www.grovecitymn.com

Meeker County Highway Department – The Meeker County Public Works Department has a large role in the success of the ACGC School District SRTS Plan. Ultimately the County Board will need to support any of the proposed infrastructure changes along the county's roads. For more information on the Meeker County Highway Department, visit the following website:

www.co.meeker.mn.us/181/Highway

Kandiyohi County Highway Department- The Kandiyohi County Highway Department shares the same role as the Meeker County Public Works Department. This department will oversee any infrastructure improvements on Kandiyohi County roads. For more information on the Kandiyohi County Highway Department, please visit:

www.kcmn.us/publicworks

Atwater Police Department- The Atwater Police Department serves the community by protecting its citizens and property, enforcing laws, preventing crime, and maintaining order. The department works to maintain a high quality of life for the city's residents. The department is also a key stakeholder as they have the ability to identify walking and biking hazards. Their enforcement of traffic laws in and around school zones is an important aspect in the Safe Routes to School Plan. For more information on the Atwater Police Department, visit:

www.atwaterminnesota.com/city%20government

Kandiyohi and Meeker County Sheriff's Offices – The Kandiyohi and Meeker County Sheriffs' Offices provide a full range of law enforcement services for all unincorporated areas of Kandiyohi and Meeker Counties, respectively. They also serve cities too small to support their own police force. Each office operates with a strong community-oriented policing philosophy. They strive to form and maintain alliances with other emergency services agencies as well as with the citizens of the counties they serve.. For more information, visit the following websites:

www.co.meeker.mn.us/217/Sheriff
www.kcmn.uc/departments/sheriff

The Mid-Minnesota Development Commission (MMDC) is a Regional Development Commission. It serves the four counties of Kandiyohi, McLeod, Meeker, and Renville The MMDC leads the development of SRTS plans. MMDC staff also work with MnDOT on regional transportation planning and provide technical and grant-writing assistance to local governmental units. For more information on the MMDC or the ACGC School District's SRTS Plan, visit:

MMDC
MID-MINNESOTA DEVELOPMENT COMMISSION

www.mmrdc.org

Statewide Health Improvement Program (SHIP) – The Minnesota Department of Health oversees the Statewide Health Improvement Program. One of the many objectives of SHIP is to help create active communities by increasing opportunities for walking and biking. SHIP is also promoting education on several other health-related topics, (e.g. healthy eating, drug and alcohol prevention, reducing screen time). Meeker-McLeod-Sibley and Kandiyohi-Renville are the local SHIP programs. For more information, visit the following websites:

Statewide SHIP website: **www.health.state.mn.us/ship**

Local SHIP Website:
www.health.state.mn.us/divs/oshii/ship/communities/meeker-mcLeod-sibley.html

***Minnesota Department of Transportation (MnDOT)* –** MnDOT is the primary stakeholder for statewide SRTS planning. They oversee the development of SRTS plans and administering SRTS grants. Their grant opportunities address a wide variety of SRTS-related needs including SRTS plan development, mini-grants to support SRTS plan initiatives, and larger infrastructure grants to improve sidewalks, crosswalks, and traffic controls. MnDOT's Eighth District office, located in Willmar, is a great supporter and implementor of SRTS plans. MnDOT planners and engineers assist SRTS planning by identifying feasible infrastructure improvements along MnDOT owned roads. For more information on MnDOT and their role in SRTS planning, visit

www.dot.state.mn.us/saferoutes

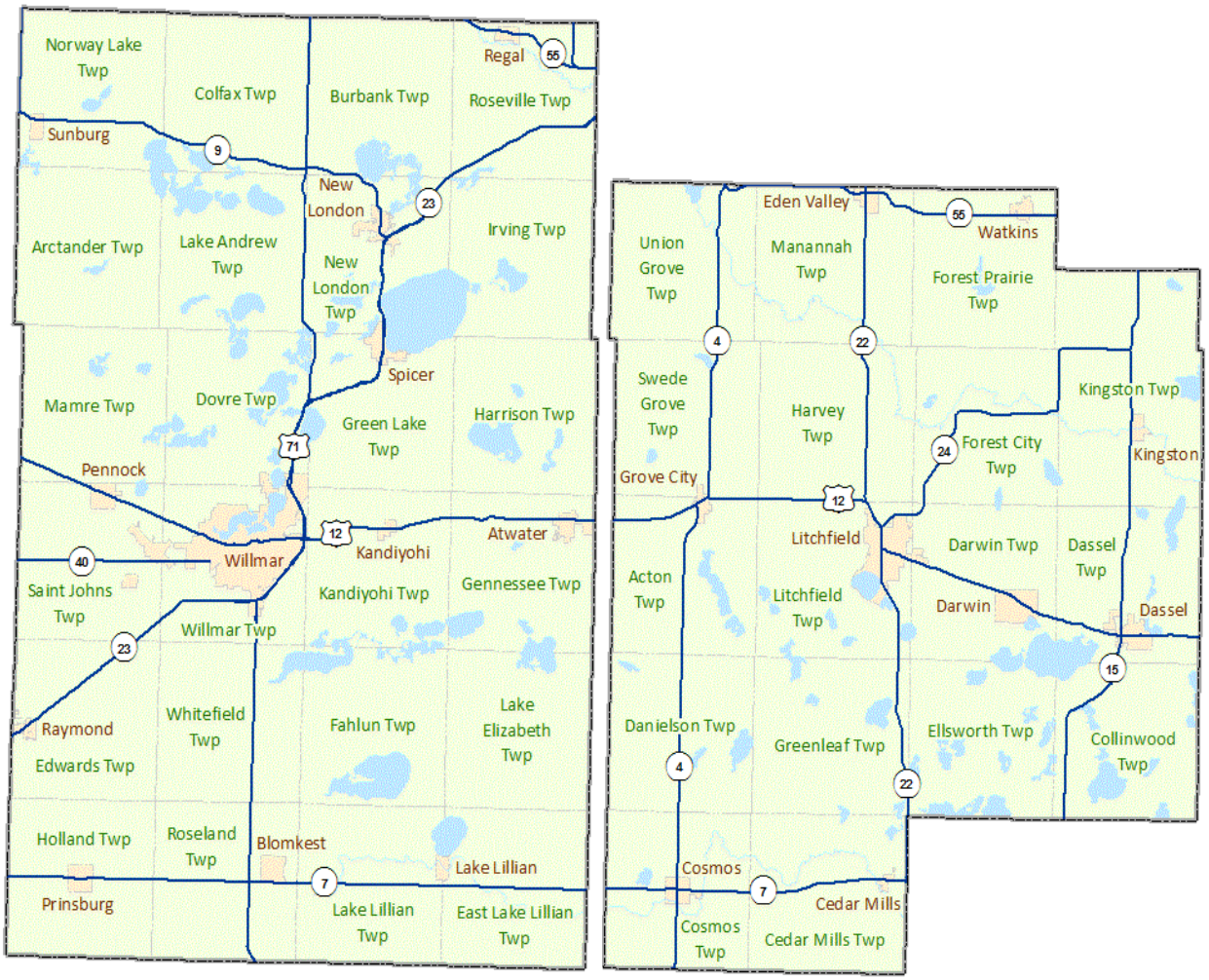
Chapter Two:

ACGC School District and Community Profiles

Chapter Two profiles the ACGC School District and the two communities where the district's schools are located, Atwater and Grove City (*refer to Map 2A*). The chapter includes demographic and land use information, including future population and household projections.

Atwater is located on the eastern boarder of Kandiyohi County, while Grove City is located on the western boarder of Meeker County. Atwater and Grove City are approximately 5 miles apart and both communities are along Highway 12. Please refer to Map 2A below.

Map 2A:
Kandiyohi County and Meeker County



E. ACGC School District Profile

The ACGC School District encompasses 350 square miles in West-Central Minnesota (refer to Map 2B). It is located approximately 50 miles southwest of St. Cloud and 80 miles west-northwest of the Minneapolis – St. Paul Metropolitan Area. In 2010, the U.S. Census Bureau determined the district was home to 5,881 residents.

The district is governed by an elected board and employs a staff of 133 (65 of whom are teachers), making the ACGC School District the one of the area's largest employers. Figure 2A below shows the ACGC School District's enrollment numbers from Fiscal Year 2017 to Fiscal Year 2020. In this time, the district has seen an increase in students from 810 to 850 from January of FY2017 to January of FY2020.

Figure 2A: ACGC District Enrollment Comparison

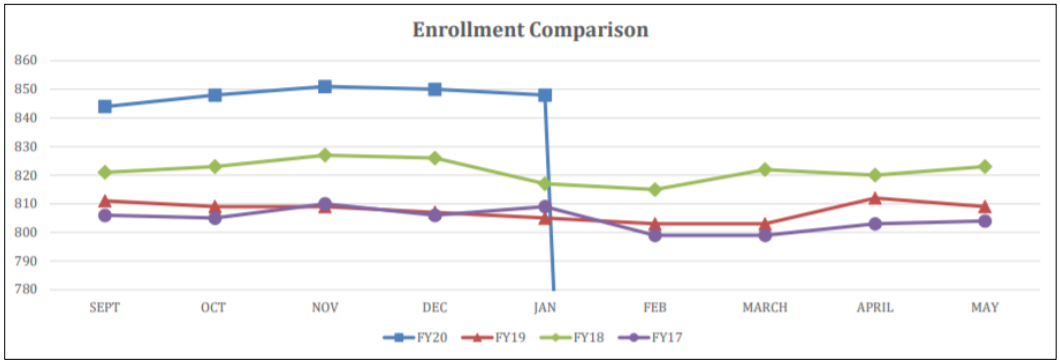
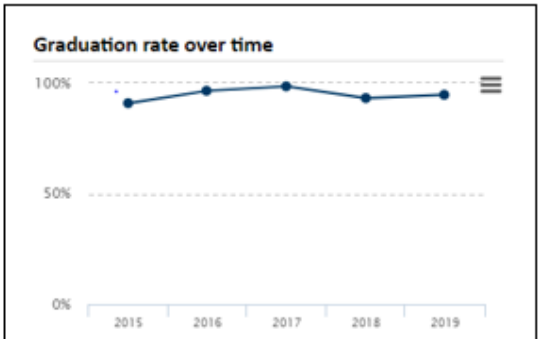


Figure 2B looks a the ACGC School District graduation rates from the years 2015 to 2019. Over the past 5 years, ACGC has seen an average graduation rate of 94.7%, which is higher than the state average of 82.8 %. As of reading and math proficiency rates, ACGC sits around the state average at 48.3% and 56.5%. ACGC's science proficiency rates sits well over the state average at 57%

Figure 2B: ACGC District Graduation Rates

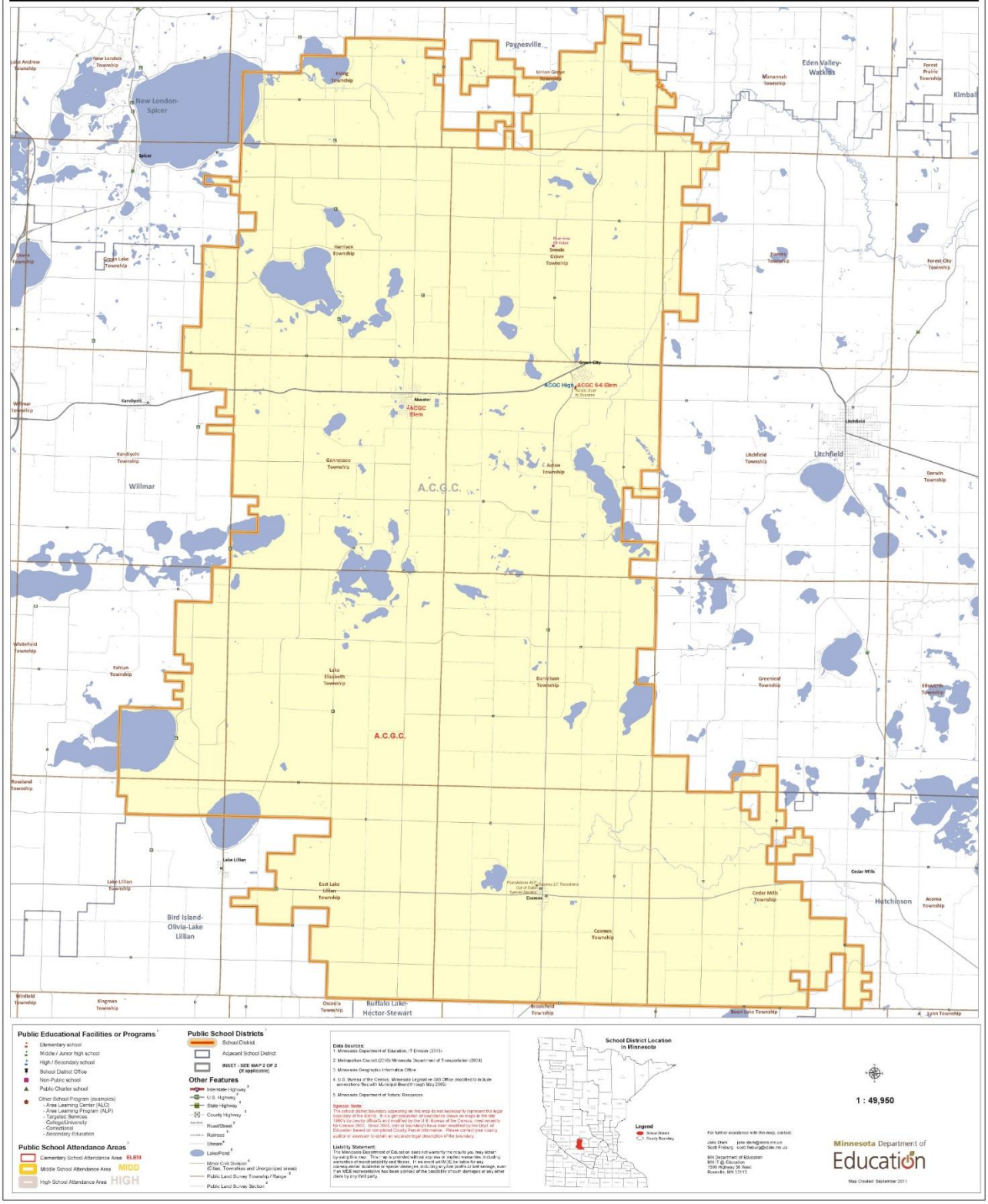


Demographic	Year	Graduated count	Graduated %
All students	2015	50	90.9%
All students	2016	55	96.5%
All students	2017	65	98.5%
All students	2018	55	93.2%
All students	2019	54	94.7%

Figure 2C: ACGC District Proficiency Rates

Subject	2017	2018	2019
Math	**63.0%** (261)	**56.4%** (251)	**48.3%** (207)
Reading	**61.3%** (255)	**60.6%** (274)	**56.5%** (240)
Science	**59.0%** (98)	**59.4%** (120)	**57.0%** (106)

Map 2B:
ACGC School District Attendance Area



School Facilities

ACGC's school buildings consist of an elementary school, located in Atwater, and a "5-12" school, located in Grove City (*refer to Maps 2C and 2D*). Each school is briefly highlighted, below, and in more detail within Chapter Three.

ACGC Elementary is located at 302 South Second Street, in Atwater. The school was proud to be named a 2014 National Blue-Ribbon School for providing a rich and innovating education for all students. ACGC Elementary strives to create a learning environment where students feel safe and have fun learning. They also work to ensure parents feel connected to their child's education. The school is currently undergoing renovations that will be completed in 2021. These renovations will include adding new secure entrances, mechanical upgrades and classroom expansions. A proposed drawing of the new entrance can be seen on the right and was provided by LHB INC.

ACGC's 5-12 School is located at 27250 MN-4 in Grove City. This school's educational programming is rooted in the community's respect for the dignity and integrity of all it's students and families. Their staff share a desire to "prepare every student to be productive citizens in a global society". They work together to encourage the social, emotional, and academic growth of all children. The 5-12 school will receive structural upgrades, with anticipated completion in 2021.

F. City of Atwater's Community Profile

In 2010, according to census data Atwater was home to 1,133 people, living in 468 households. The population density was 1,100 inhabitants per square mile. The racial makeup of the city was 97.2% White, 0.1% African American, 0.1% Native American, 0.3% Asian, 2.0% from other races, and 0.4% from two or more races. Hispanic or Latino, of any race, made up 4.0% of the population.

Of Atwater's 468 households, 32.9% were home to children under the age of 18, 51.7% included married couples living together, 10.3%included a female head of household with no husband present, 4.7% had a male head of household with no wife present, and the remaining 33.3% were considered non-families. 29.1% of all households were made up of individuals and 13.7% included someone 65 or older who was living alone. The average household size was 2.37 and the average family size was 2.91.

The median age among Atwater residents was 37.7 years. 25.1% of residents were under the age of 18; 8.2% were between the ages of 18 and 24; 23.4% were from 25 to 44; 28.8% were from 45 to 64; and 14.7% were 65 years of age or older. The gender makeup of the city was 49.2% male and 50.8% female.

Demographics

Table 2C shows how the City of Atwater has increased in population, from 1,128 people in 1980 to approximately 1,137 people in 2018 (State Demographer estimate). If the city continues to gain residents at the current rate, it can expect to have approximately 1,149 people living in 484 homes by the year 2030 – an increase of 12 people and 5 homes.

Table 2C: City of Atwater
Population & Household Projections

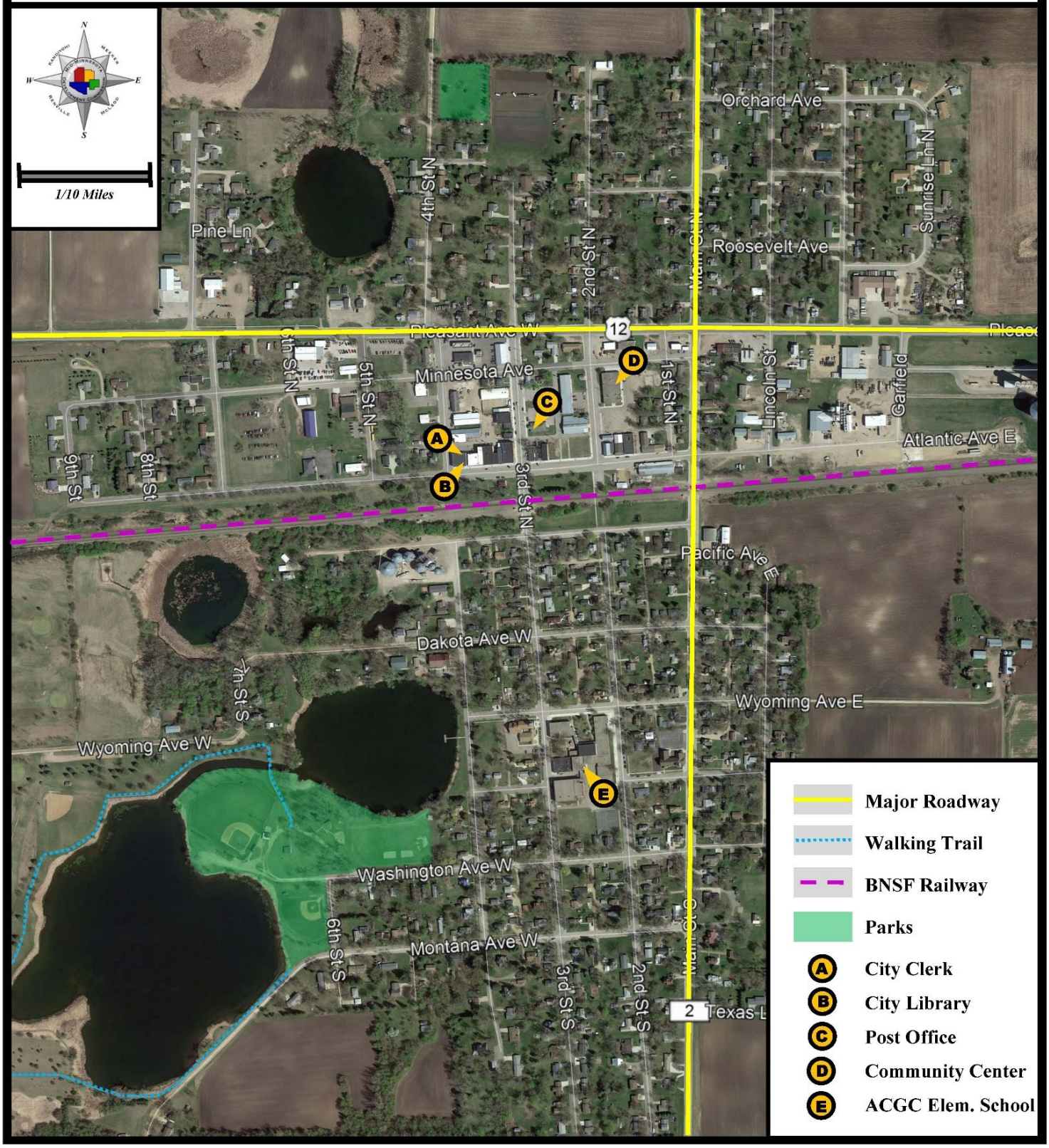
YEAR	1980	1990	2000	2010	2018*	2020*	2030*	2018-30 CHANGE
POPULATION	1,128	1,053	1,079	1,133	1,137	1,141	1,149	12
HOUSEHOLDS	462	460	467	477	479	482	484	5

The 2018 population and household estimates are provided by the Minnesota State Demographer's Office (average household size is 2.37).

For more information on Atwater, visit the City's official website at:

www.atwaterminnesota.com

Map 2C: The City of Atwater, Minnesota



G. City of Grove City Community Profile

In 2010, according to census data, 635 people resided within the city limits of Grove City, in 268 households. The city's population density was 920.3 inhabitants per square mile. The racial makeup of the city was 97.0% White, 0.9% African American, 0.2% Native American, 0.3% Asian, 0.2% from other races, and 1.4% from two or more races. People identifying as Hispanic or Latino, regardless of race, made up 2.8% of the city's population.

Of Grove City's 268 households, 31.7% included children under the age of 18. 44.0% included married couples living together. 11.6% had a female householder with no husband present, while 7.5% had a male householder with no wife present. The remaining 36.9% of households included non-families. 31.3% of all households were made up of individuals and 11.5% of homes were occupied by someone over the age of 65 living alone. The city's average household size was 2.37, with an average family size of 2.92.

The median age of Grove City residents was 35.6 years. 26.8% of residents were under the age of 18; 7% were between the ages of 18 and 24; 26% were from 25 to 44; 24.2% were from 45 to 64; and 16.2% were 65 years of age or older. Grove City's gender makeup was 47.6% male and 52.4% female.

Demographics

Table 2D shows how the City of Grove City has grown in population, from 596 people in 1980 to approximately 640 people in 2018 (State Demographer estimate). If the City continues to grow at this rate, it can expect to be home to 658 people living in 277 homes by the year 2030 – an increase of 18 people and 7 households.

Table 2D: City of Grove City
Population & Household Projections

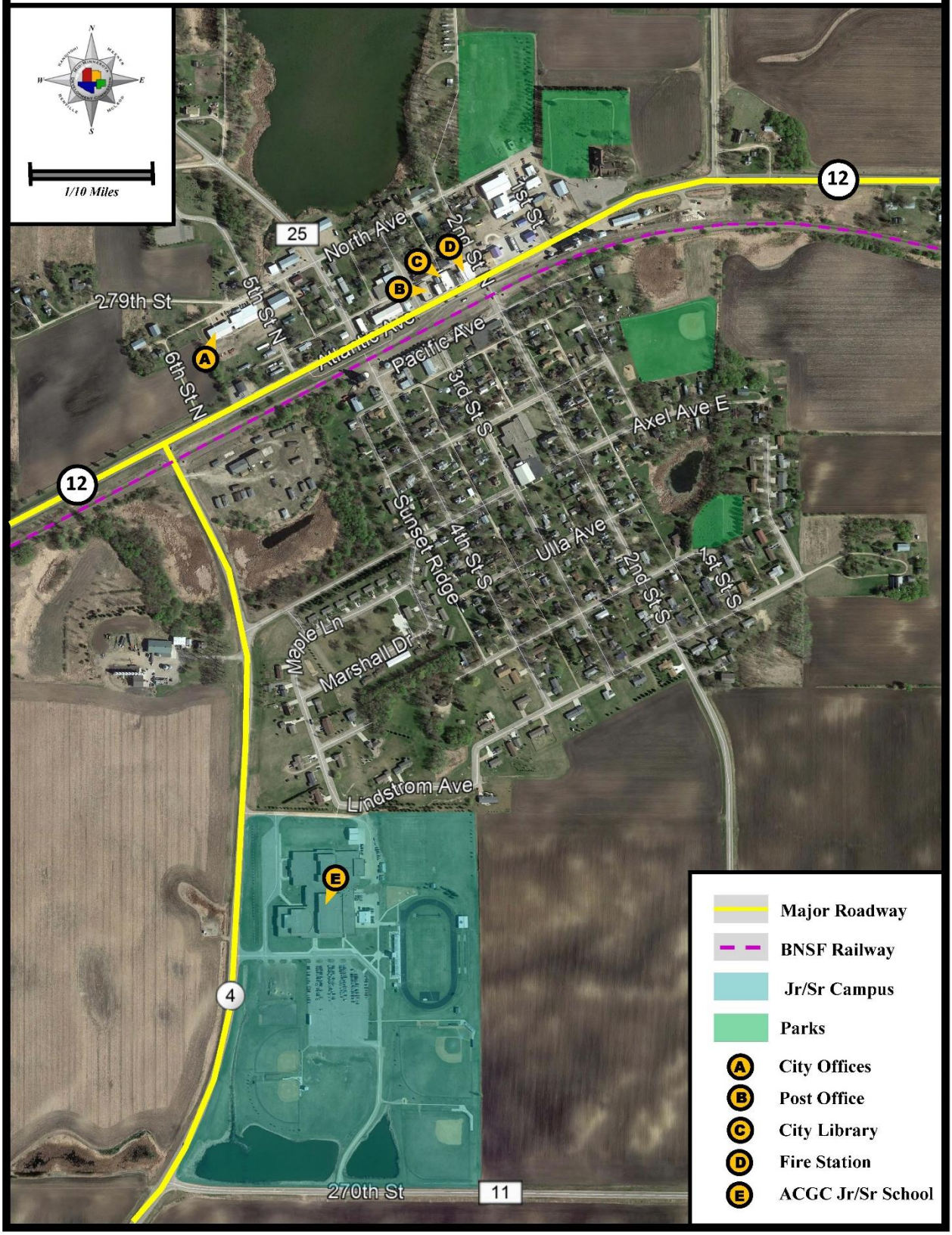
YEAR	1980	1990	2000	2010	2018*	2020*	2030*	2016-30 CHANGE
POPULATION	596	547	608	635	640	644	658	18
HOUSEHOLDS	N/A	N/A	N/A	N/A	270	271	277	7

The 2018 population and household estimates are provided by the Minnesota State Demographer's Office (average household size is 2.37).

For more information on Grove City, visit the City's official website at:

www.grovecitymn.com

Map 2D: The City of Grove City, Minnesota



Chapter Three:
ACGC Safe Routes to School
Existing Conditions & Issues

This Chapter explains existing walking and bicycling conditions and issues in the cities of Atwater and Grove City. Information from parent surveys, classroom tallies, and walk audits is included. The main purpose of this chapter is to provide a thorough understanding of the issues and opportunities faced by the ACGC School District with regard to increasing the number of students walking and/or biking to school.

A. SRTS Surveys

To help districts establish baseline data that can be used to better understand how many students normally walk or bicycle to school, two types of surveys have been developed by SRTS planners. The first is simply a 'Safe Routes to School Students Arrival and Departure Tally Sheet.' The second is a 'Parent Survey About Walking and Biking to School.' These surveys were administered as part of the ACGC SRTS planning process and results have been summarized in this section (refer to Appendix B for copy of the surveys used).

Student In-Class Travel Tally

The National Center for Safe Routes to School (www.saferoutesinfo.org) has developed a survey for teachers to administer in their classrooms. The purpose of the survey, referred to as the 'classroom tally,' is to help determine how many students get to school by walking or bicycling. The classroom tally can also be used to help measure whether SRTS initiatives increase walking/biking by comparing before and after results.

The classroom tally comes with a set of instructions that schools and teachers are to follow to help standardize the results among school districts. School staff are directed to administer the survey over a two-day period during the midweek (Tuesday, Wednesday, or Thursday). Teachers are asked to read through all possible answers, so they become familiar with the options provided. They then direct the students to provide one answer to the following question, "***How did you arrive at school today?***" The options provided are walking, biking, school bus, family vehicle, carpool, transit, and other.

The same travel options are provided with the second question on the classroom tally, "***How do you plan to leave for home after school?***" Teachers ask the students to raise their hand and then write on the tally sheet the number of students counted for each option provided. There is also a place on the tally to describe the weather (e.g., sunny, rainy, overcast, snow) and to list any disruptions to the counts or any unusual travel conditions to/from school on the days of the tally.

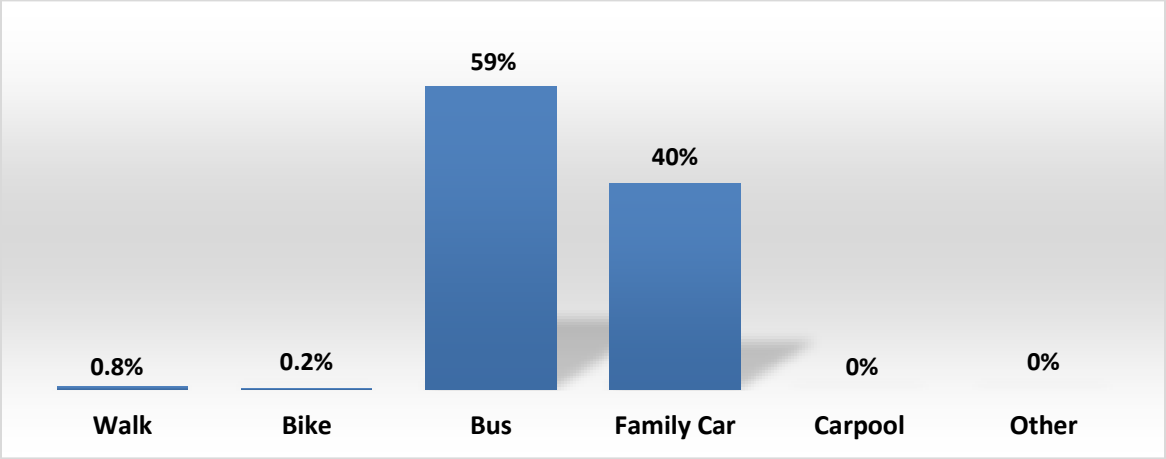
ACGC Elementary School Classroom Tally Results

The ACGC School District administered the SRTS student arrival and departure tallies in the elementary classrooms on (the teachers were instructed to administer the tally on two consecutive days). Table 3A and Figure 3A provide a summary of the results from the school's 19 elementary classrooms. Results indicated that few ACGC Elementary students walk or bike to school.

Table 3A: ACGC Elementary
Arrival & Departure Tally Sheet Percentages

DAY/TIME	*STUDENTS*	*WALK*	*BIKE*	*BUS*	*FAMILY*	*CARPOOL*	*OTHER*
TUESDAY A.M.	327	**0.6%**	**0.1%**	55%	44%	0%	0%
TUESDAY P.M.	327	**1.0%**	**0.2%**	62%	37%	0%	0%
WEDNESDAY A.M.	348	**0.4%**	**0.1%**	55%	44%	0%	0%
WEDNESDAY P.M.	348	**0.8%**	**0.2%**	63%	36%	0%	0%
THURSDAY A.M.	302	**0.4%**	**0.1%**	57%	42%	0%	0%
THURSDAY P.M.	299	**0.8%**	**0.1%**	62%	37%	0%	0%

Figure 3A: 3-Day Arrival & Departure Averages



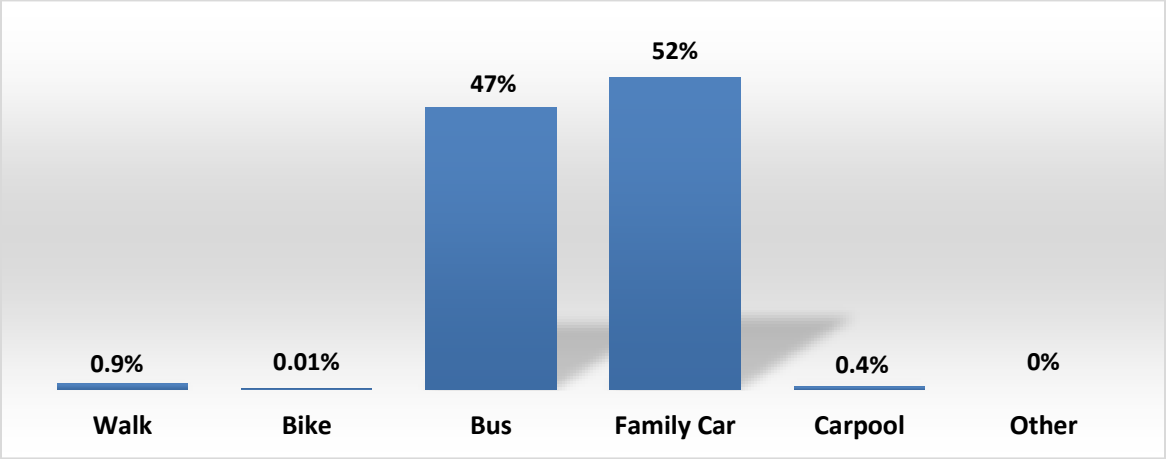
ACGC 5-12 School Classroom Tally Results

The ACGC School District administered the SRTS student arrival and departure tallies in the 5-12 School classrooms on Tuesday, Wednesday and Thursday (the teachers were instructed to administer the tally on two consecutive days). Table 3B and Figure 3B provide a summary of the results from the school's 19 elementary classrooms. The results overwhelming show that most students either take the bus or drive themselves.

Table 3B: ACGC 5-12
Arrival & Departure Tally Sheet Percentages

DAY/TIME	*STUDENTS*	*WALK*	*BIKE*	*BUS*	*FAMILY*	*CARPOOL*	*OTHER*
TUESDAY A.M.	382	**0.7%**	**0.0%**	49%	49%	0.5%	0%
TUESDAY P.M.	390	**0.9%**	**0.0%**	45%	53%	0.6%	0%
WEDNESDAY A.M.	383	**0.7%**	**0.0%**	48%	50%	0.4%	0%
WEDNESDAY P.M.	374	**1.3%**	**0.0%**	47%	51%	0.3%	0%
THURSDAY A.M.	360	**0.7%**	**0.03%**	48%	51%	0.3%	0%
THURSDAY P.M.	362	**1.2%**	**0.03%**	42%	56%	0.4%	0%

Figure 3B: 3-Day Arrival & Departure Averages



SRTS Parent Survey

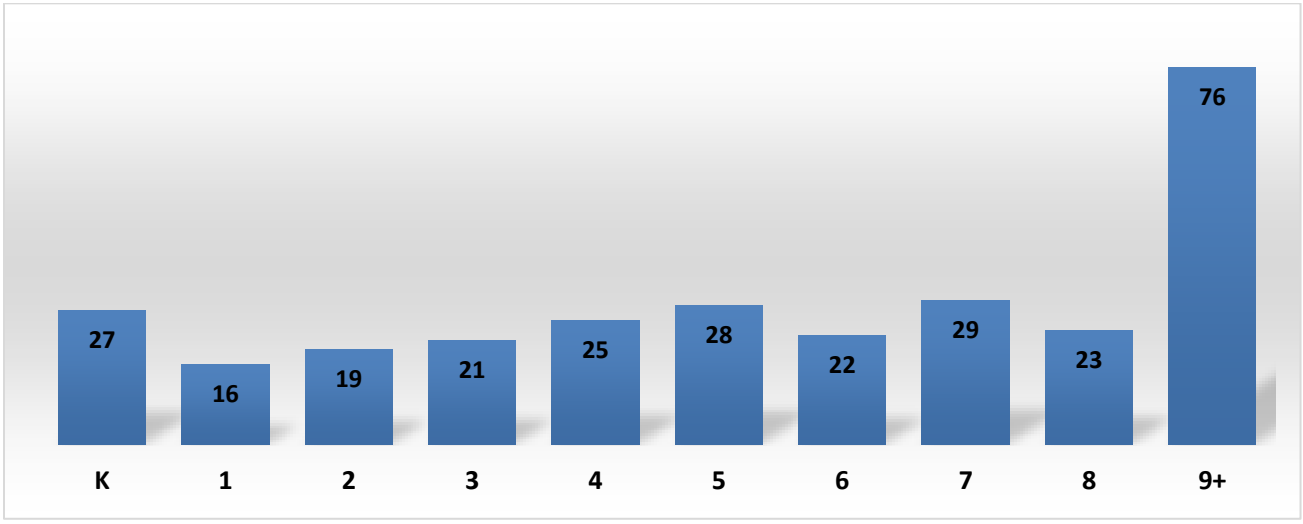
The second survey used to collect SRTS information is referred to as the 'parent survey.' This survey asks parents to provide information on factors contributing to whether or not they allow their children to walk or bike to school. This includes the presence, or lack, of key safety-related conditions along routes to school. The parent survey includes the following introduction for parents:

> *"Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 10 - 15 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.*
>
> *After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results. Thank you for participating in this survey!"*

ACGC Parent Survey Results

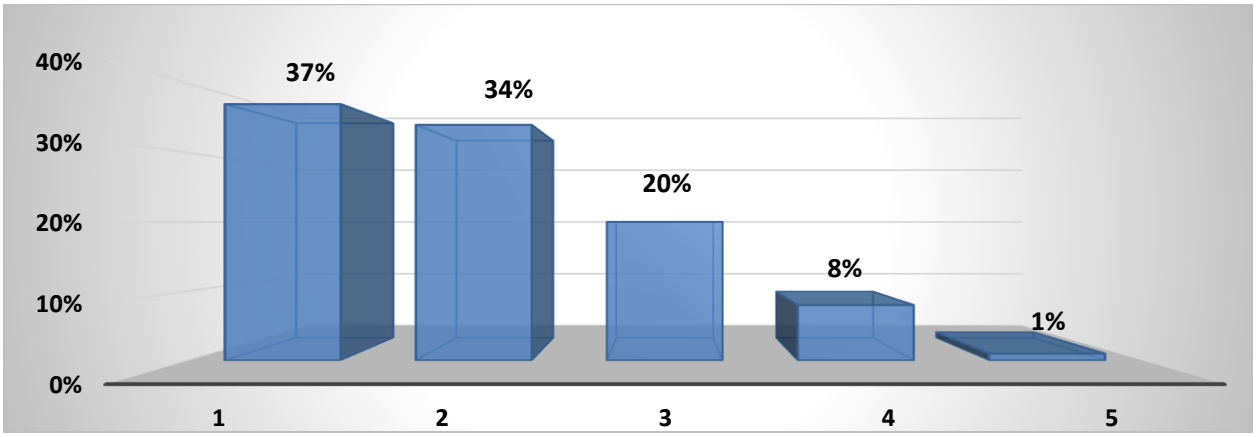
The first question in the survey asks parents what grade their considered child was attending. Figure 3C shows the breakdown of the **165 surveys that were returned**. The results show that all grades were well represented (note that 9-12 grades are combined).

Figure 3C: What classroom grades are your children?



The second question on the Parent Survey asked families to report the number of children they had attending in the ACGC School District?' Figure 3D shows the results (37% indicated they have one child, followed by 34% with two, and 20% with three children).

Figure 3D: How many children do you have in the ACGC School District?



The survey's third question asked respondents how far they lived from their child's school. Figure 3E shows that 22% of the respondents lived within ½ mile of the school. This is considered the normal walking or biking zone for most school-aged children. (up to 1/2 mile for elementary students and up to 1 mile for high school students). The survey found that approximately 64% of respondents reported that their family resides over two miles away from their child's school, indicating that distance would be a significant SRTS planning issue to consider.

Figure 3E:
How far do you live away from school?

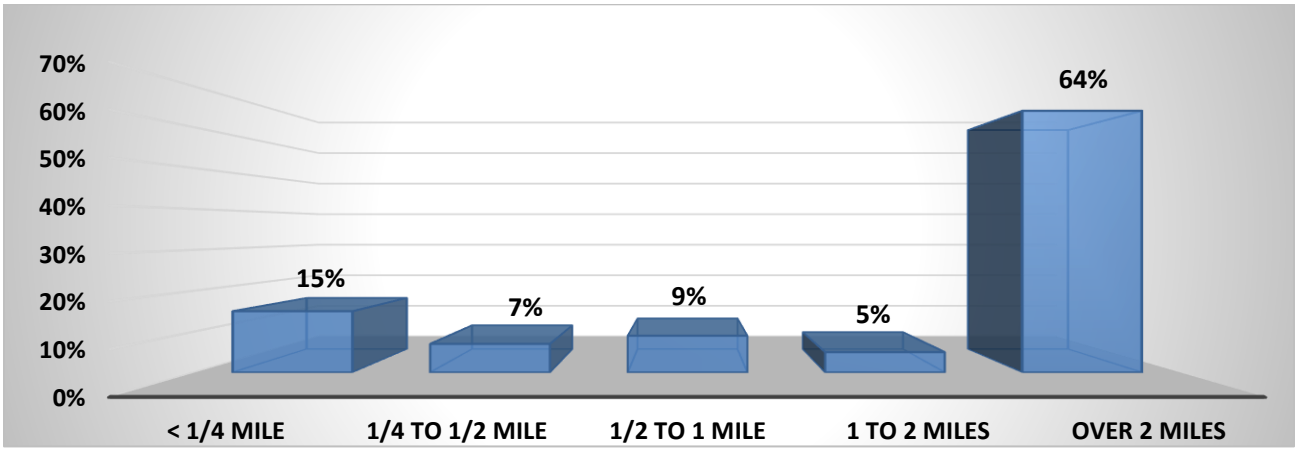


Figure 3F indicates the means by which students typically arrive to school (walk, bike, bus, family car or *other). Figure 3G shows the same information for students leaving school. Notice that according to this survey between 15-25% of students walk or bike to and/or from school (*more than one option was allowed on the survey*).

Figure 3F: How do your children normally get to school?

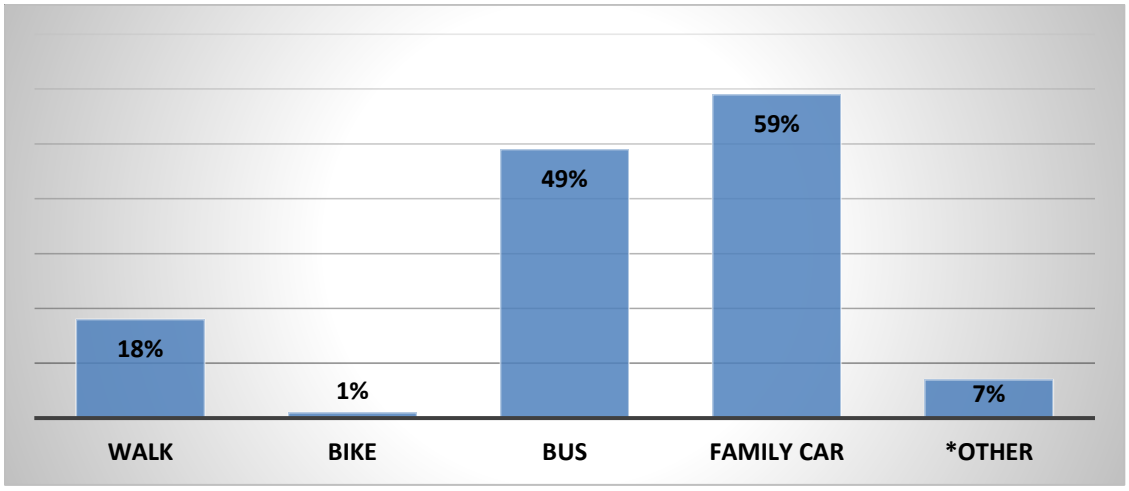
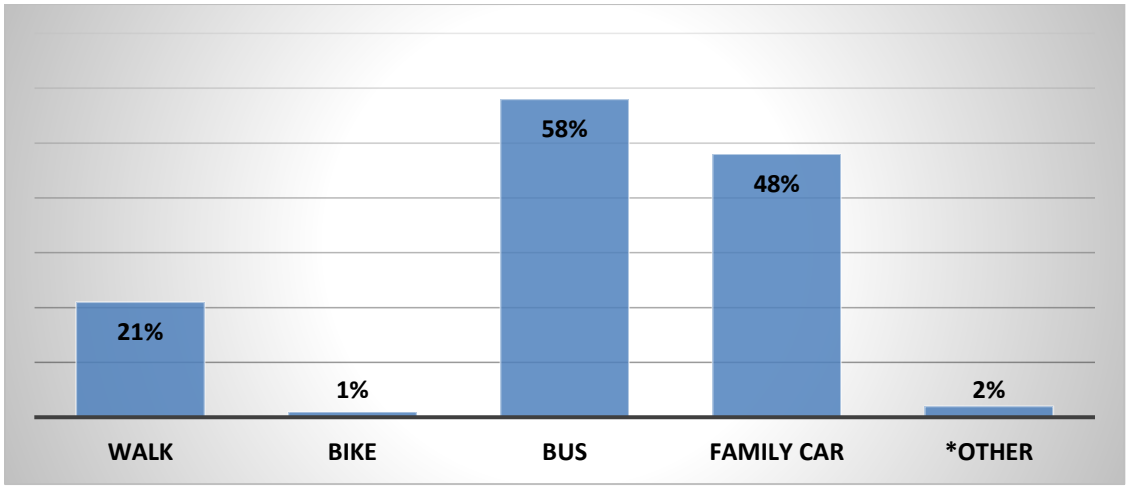


Figure 3G: How do your children normally get home from school?



****Other includes carpool (multi-family), transit, or by another means not listed.***

The next series of questions in the Parent Survey asked parents about how low long it normally takes their children to travel to/from school? Figure 3H shows results for travel to school, while Figure 3I shows the results for time spent returning home from school. Notice that overall, it takes students longer to get home from school. This is partially explained by examining the results from Figures 3F and 3G, which shows that more students take the bus after school.

Figure 3H: How long does it normally take for your children to get to school?

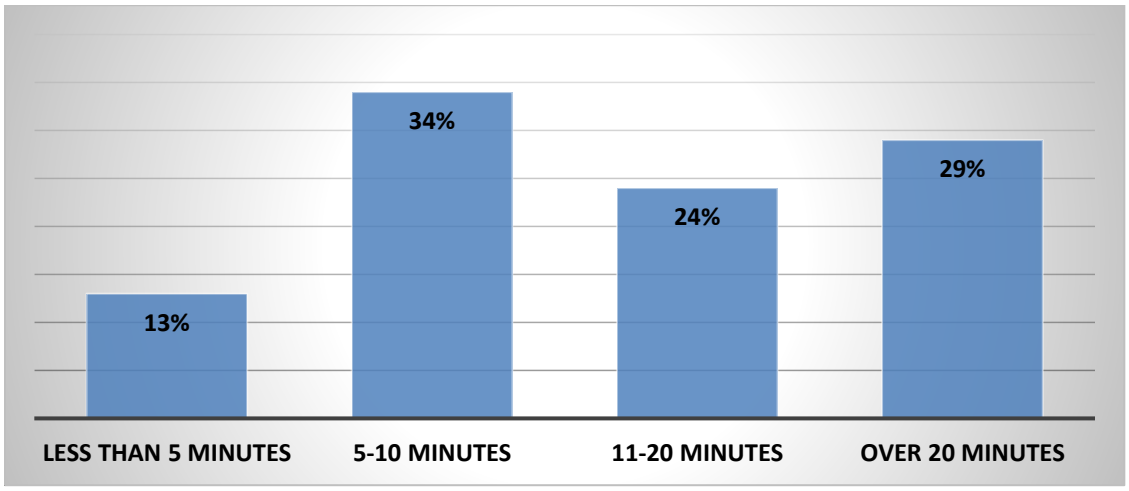


Figure 3I: How long does it normally take for your children to get home from school?

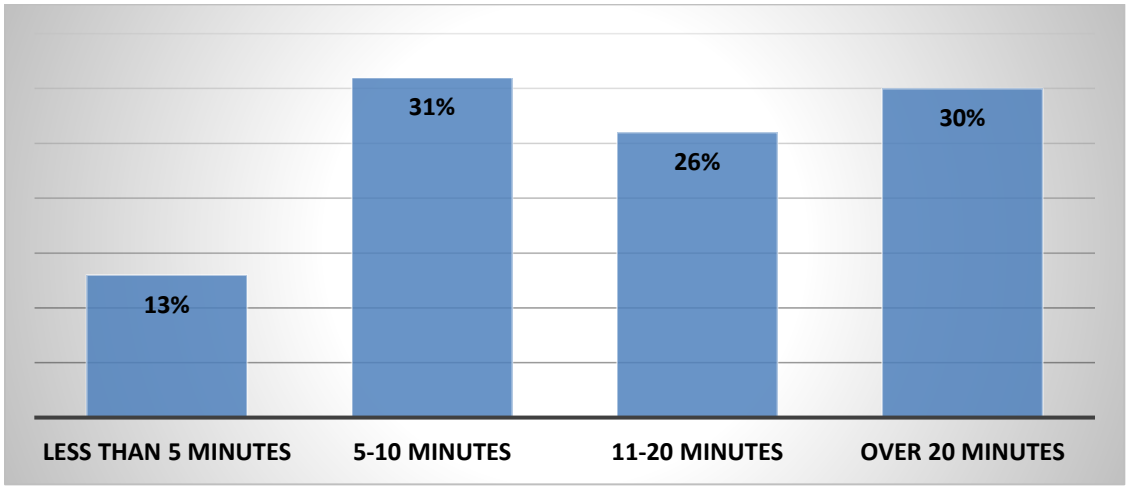


Figure 3J shows that 26% of the parents indicated their children had asked for permission to walk or bike to school at some point. Table 3C shows the percentage of children who have asked permission to walk or bike to or from school, broken into distance from school categories. Not surprisingly, the majority of students who live more than ½ mile from school had not asked their parents to walk or bike to or from school at the time of the survey.

Figure 3J: Has your child asked permission to walk or bike to or from school?

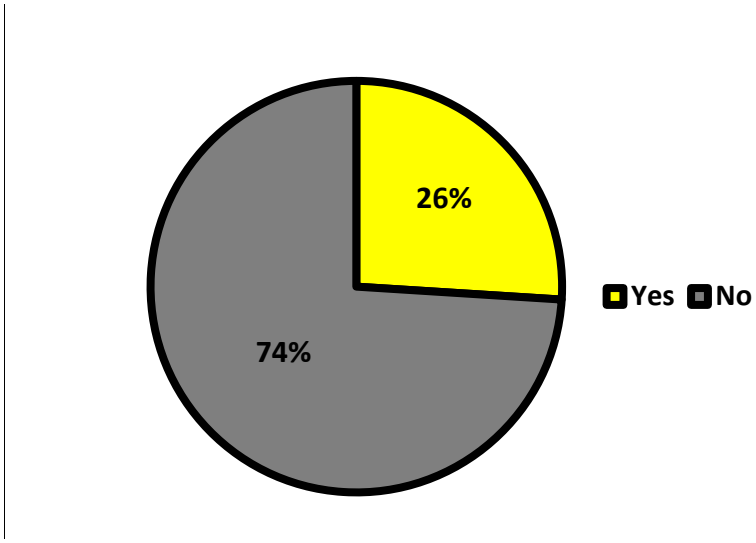


Table 3C: Percentage of children who have asked permission to walk or bike to or from school broken down by distance from school categories.

ASKED PERMISSION?	*STUDENT SURVEYS*	*LESS THAN ¼ MILE*	*¼ MILE UP TO ½ MILE*	*½ MILE UP TO 1 MILE*	*1 MILE UP TO 2 MILES*	*MORE THAN 2 MILES*
YES	43	18%	22%	26%	25%	9%
NO	122	8%	8%	**15%**	**23%**	**46%**

Parents were also asked to indicate the grade at which they would allow their child/children to walk or bike to/from school without an adult. Fifth grade received the largest response (21% of parents), followed by 4th, 6th, and 7th grades each receiving 13%. This suggests that most parents are not comfortable having their children walk or bike to school until at least grade 4.

Parents were also asked to indicate which issues affected their decisions to allow their children to walk or bike to/from school, or not. Table 3D shows the results. Distance, weather, speed of traffic, and the safety of intersections where the four largest concerns. It should be noted there is little the ACGC Safe Routes to School Task Force can do to address distance or weather-related concerns. However, they do have the ability to address many of the other issues listed in Table 3D.

Table 3D: Issues reported to affect the decision to allow a child to walk or bike to school

ISSUE	CHILD DOES NOT WALK/BIKE TO SCHOOL	CHILD WALKS/BIKES TO SCHOOL
DISTANCE	**50%**	**31%**
WEATHER OR CLIMATE	**25%**	**76%**
SPEED OF TRAFFIC ALONG ROUTE	**37%**	**41%**
SAFETY OF INTERSECTIONS AND CROSSINGS	**50%**	**66%**
TIME	14%	24%
AMOUNT OF TRAFFIC ALONG ROUTE	37%	41%
SIDEWALKS OR PATHWAYS	34%	38%
VIOLENCE OR CRIME	25%	34%
CHILD'S PARTICIPATION IN AFTER SCHOOL PROGRAMS	11%	41%
CROSSING GUARDS	22%	34%
ADULTS TO WALK/BIKE WITH	16%	17%
CONVENIENCE OF DRIVING	4%	7%
NUMBER OF RESPONDENTS PER CATEGORY	**138**	**29**

As a follow-up parents were also asked if they would allow their child/children to walk or bike to/from school if a variety of concerns were improved? The results are displayed in Table 3E. Results showed that the top three most persuasive improvements would be those related to the safety of intersections/crossings (50%), the speed of traffic along pedestrian/bicycle routes (38%), and the improvement of sidewalks or pathways (35%).

Table 3E: Would you allow your child/children to walk or bike to/from school if the following issues were improved?

ISSUE	CHILD WALKS/BIKES TO SCHOOL
SAFETY OF INTERSECTIONS AND CROSSINGS	**50%**
SPEED OF TRAFFIC ALONG ROUTE	**38%**
SIDEWALKS OR PATHWAYS	**35%**
WEATHER OR CLIMATE	26%
DISTANCE	49%
VIOLENCE OR CRIME	25%
CROSSING GUARDS	23%
ADULTS TO WALK OR BIKE WITH	16%
TIME	14%
CHILD'S ACTIVITIES BEFORE/AFTER SCHOOL	11%
CONVENIENCE OF DRIVING	3%

The final three questions on the survey asked parents to share their opinions on several supporting SRTS issues. The results are shown in Figures 3J, 3K and 3L. Table 3J indicates that only 3% of parents felt their child's school discourages walking or biking to/from school. Figure 3K shows that only 26% parents feel that walking or biking to/from school is fun for their child/children. Finally, the results shown in Figure 3L indicate the vast majority of parents consider walking or biking to/from school to be a healthy activity.

Figure 3K: How much does their child's school encourage or discourage walking or biking to/from school?

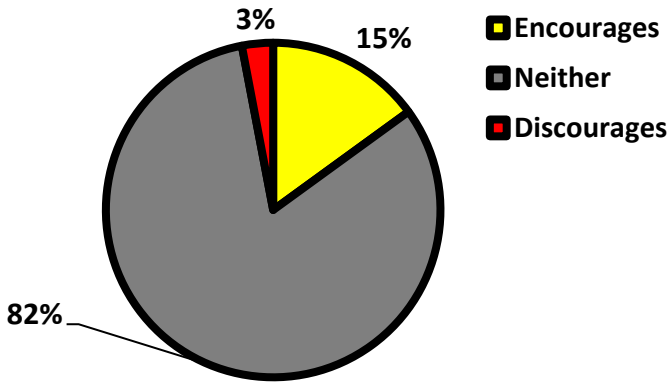


Figure 3L: How much fun is walking or biking to/from school?

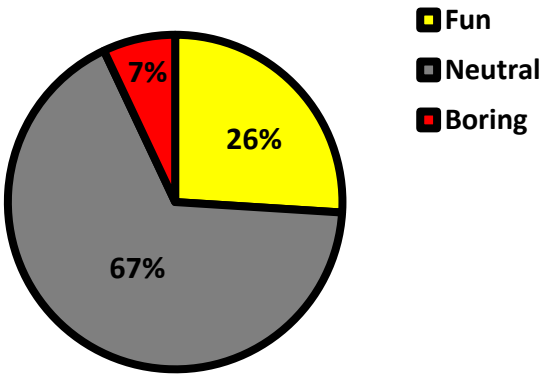
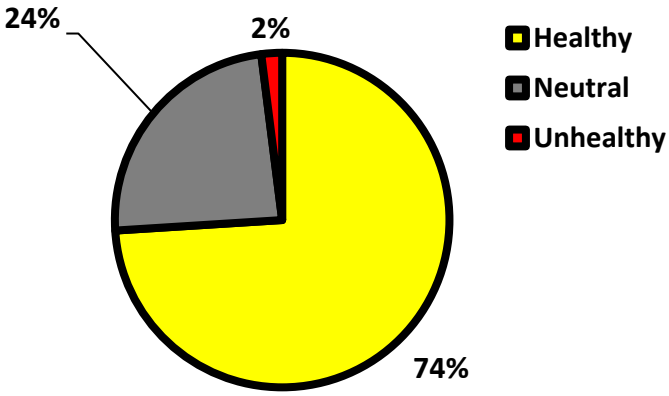


Figure 3M: How healthy is walking or biking to/from school?



B. Walk/Bike Audit

To gain a better understanding of the existing pedestrian and bicycle issues in Atwater and Grove City, the Safe Routes to School Task Force conducted walk audits for each existing school. Walk audits give participants a first-hand look at the community's existing conditions and the opportunity to note any safety concerns related to walking or biking students. The findings of the walk audits were analyzed to help develop specific recommendations to improve walking or biking to/from school and throughout the communities.

ACGC Elementary School Walk Audit

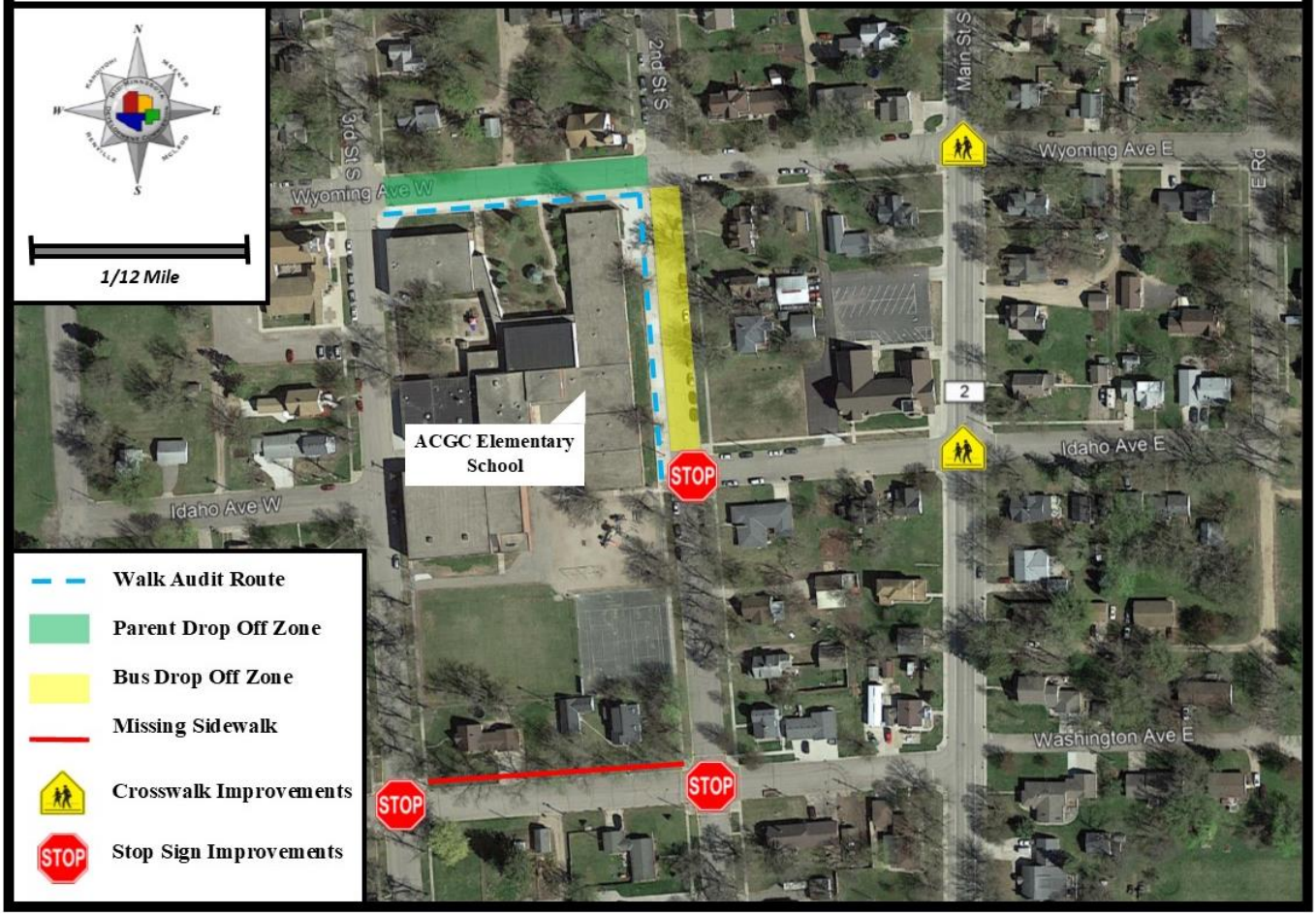
The ACGC Elementary School SRTS walk audit was performed on October 9, 2019, beginning at 7:15a.m. from the corner of Wyoming Avenue West and 2nd Street South (the weather was 58° F with mostly sunny skies). Map 3B displays a summary of the key findings collected during the walk audit. Map 3A corresponds with the following descriptions:

Elementary School Walk Audit Summary

Date: October 9th, 2019
Time: 7:15 A.M.
Weather: 58° F, Mostly Sunny, Calm Winds
Participants: Kodi Goracke, Mikayla Holm, Officer Berger, Paul Rasmussen, Kyle Ten Napel
Summary of Results

- The parent drop off zone should be moved to north side of building with individual drop off slots.
- The bus drop off zone should be moved to the east side of building.
- Bike storage should be located inside of the east recess fence.
- The 5-12 bus shuttle pick-up should be located on the northeast corner of the school. (Wyoming and 2nd)
- The sidewalk located on the east side of the school should be remodeled to fit ADA standards.
- Suggested infrastructure improvements include:
    - 4-way stops at the intersections of:
        - 3rd Street South and Washington Avenue East
        - 2nd Street South and Washington Avenue East
    - Westbound stop sign at the intersection of Idaho Avenue East and 2nd Street South
    - Crosswalk improvements at the intersections of:
        - Wyoming Avenue East and Main Street South
        - Idaho Avenue East and Main Street South
    - Constructing a sidewalk on the south end of campus.
    - Properly aligning curb cuts at intersections.

Map 3A: ACGC Elementary School Walk Audit Map



Preliminary Sketches of New Elementary School Remodel
Prepared by LHB INC.

Atwater Noted Problem Areas (Corresponds with Map 3B):

Inadequate Street Signage – The ACGC Elementary School lacks proper signage on the streets and intersections surrounding the perimeter of the school. This signage includes school zone speed limit signs, school crosswalk signs, and stop signs. Adding these signs will give drivers a better understanding of the speed limit and pedestrian routes within the school zone. The city can also place a digital speed sign (pictured to the right) at locations where speeding is a regular issue. In addition to these signage needs, the city's flashing crosswalk sign, located on U.S. Highway 12, could be moved to a crosswalk more frequently used by students. Currently the sign is placed at the intersection of 4th Street North and U.S. Highway 12, which is not a street that leads directly to the school. A more suitable location would be at the 2nd Street North or 3rd Street North intersections of the highway.

Traffic entering Atwater along State Highway 12 and County Road 2– Another problem identified in the study area was the excessive number of speeding vehicles entering Atwater along both U.S. Highway 12 and County Road 2. The City of Atwater can ask law enforcement to target speeding, but additional traffic calming measures have been identified as a need. It is noteworthy that many parents have expressed concern over the busy highway and have cited it as a specific reason why they are unlikely to allow their child to walk or bike to school. Therefore, SRTS implementation steps will include working with MnDOT to determine options for reducing speeding along these roadways. Ensuring crossing safety will be an important aspect to the SRTS plan.

Safely crossing the BNSF Rail – A few community members expressed a need for safe crossing across the BNSF Railway that runs through the center of Atwater. Primary crossing points are located along 3rd Street North, 2nd Street North, and Main Street North (County Road 2). Safety concerns include the lack of sidewalk infrastructure and signage for safe railroad crossing. While 2nd Street North does have acceptable sidewalks, it has no warning system in place to warn a pedestrian of an approaching train. Adding safe crosswalks across the railway will positively impact the walkers and bikers that live in Atwater's northern neighborhoods.

Map 3B: Atwater Noted Problem Areas Map

Corresponds with text on page 3-14

5-12 School Walk Audit

The 5-12 School SRTS walk audit was performed on October 9, 201, beginning at 7:15 a.m. from the front side of the school (the weather was 58° F with mostly sunny skies). Map 3B displays a summary of the key findings of information collected during the walk audit.

Map 3C: ACGC Middle/High School Walk Audit Map

Corresponds with text on page 3-17

Missing Sidewalk/Trail – During the walk audit, students were observed walking in the grass field to get to the north entrance of the 5-12 school. This area would benefit from a sidewalk or trail that extends from the parent/bus drop off area to the north entrance of the school. Another segment could extend up to Lindstrom Avenue to accommodate students that use that route. It is also important to note that these sidewalks or trails could also accommodate students in the winter months, as they would provide an opportunity for a designated plowed walkway.

Unofficial parent/student drop off area – Participants in the walk audit observed several parents dropping off children in this area, so as to avoid traveling the extra distance to the designated Parent & Bus Drop Off zone. It was suggested that this area could be designated as a School Safety Zone with signage and an enhanced crosswalk. Lindstrom Avenue would also benefit from bike lane sharrows as well as" share the road" signs to increase biker safety. An additional option would be to extend a sidewalk or trail from U.S. Highway 12 to the west side of the school, along County Road 4.

Unsafe vehicle and pedestrian patterns – Both pedestrians and vehicles share the east side parking lot that leads to the school's sports facilities. A sidewalk/trail would improve safety in this area by increasing separation between pedestrians and vehicles. A potential location for this sidewalk/trail could be extended from Lindstrom Avenue to the existing sidewalk network north of the 5-12 school track. This sidewalk/trail would also give pedestrians improved access to sports facilities, making bike/foot travel to sporting events a more attractive option.

Unsafe crossing along Highway 12 and the BNSF Railway (Not shown on map) – Similar to Atwater, Gove City has unsafe crossings along both U.S. Highway 12 and the BNSF Railway. A possible option would be for the city to work with MnDOT to find ways to calm traffic along the highway. Law enforcement could also have a positive impact by patrolling the area for unlawful/unsafe activity (e.g. speeding). Additional signage and warning systems could be added along the BNSF railway to warn walkers and bikers of approaching trains.

C. Additional SRTS Issues

The Cities of Atwater and Grove City also have the following pedestrian and bicycle issues in common:

- ***Crosswalks and Bike Lanes*** – The City of Atwater has an excellent network of sidewalks and designated crosswalks throughout the community. However, there are a number of gaps in this network that could be addressed with a pedestrian and trails plan. This would ensure the optimal placement of sidewalks, bike lanes, bike sharrows, and, with community support future biking and walking trails This type of plan would allow the city to budget for the needed improvements over a five to ten-year timeframe.

- ***Winter Wonderland*** – The early onslaught of snow and cold temperatures in the upper Midwest forces even die-hard pedestrians to second-guess walking and biking. School children are rarely seen walking significant distances when temperatures drop below freezing. Ensuring that families with low-to-moderate incomes have proper winter attire (e.g. coats, hats, gloves) could be an SRTS-related initiative opportunity for all cold-weather communities.

- ***Distance to School –*** recalling the SRTS Parent Survey results, 54% of respondents reported that they live one or more miles away from their child's school. This means that, even if necessary, infrastructure improvements are made, it is unlikely that many students would lobby their parents to walk or bike to school. However, it is possible that this large barrier to walking/biking could be mitigated over time if people gained a better understanding of the importance of active living and its impact to their health. Having safe routes, such as sidewalks, trails, and paved shoulders, to schools and other key destinations is essential to this long-term goal.

- ***Perceived Safety*** – Unfortunately, one of the largest obstacles to SRTS planning is overcoming the perception that walking or biking to school isn't safe. When compared with perceived threats related to numerous social problems (e.g. media/social media-stoked fears of child abduction), traffic concerns can be relatively easy to mitigate.

Is it Safe to Walk to School?

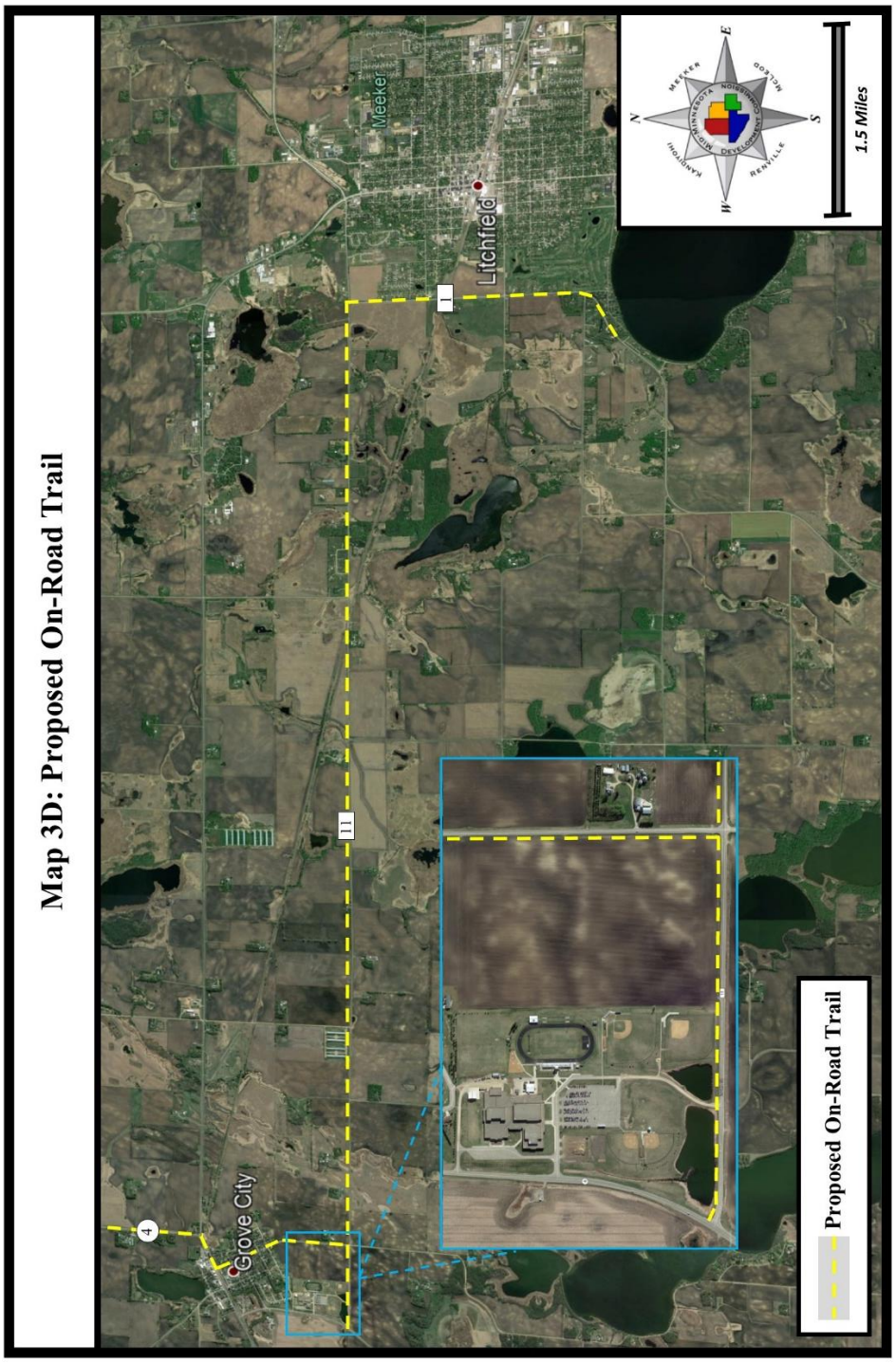
In her article, "Parents Investigated by CPS for Letting Their Kids Walk Home Alone (January 15, 2014 www.sfgate.com), Amy Graff reports that two Maryland parents were investigated by Child Protection Services (CPS) for allowing their 10-year-old daughter and 6-year-old son to walk from a local park to their home through a suburban community. The kids made it halfway home when the police picked them up based upon a phone call from a concerned neighbor.

After the parents were warned by police about the dangers unaccompanied children face in the neighborhood, CPS visited their home and told the parents they would be investigated for neglect. Fortunately, the community's response was overwhelmingly supportive of the parents. This case fueled a nation-wide debate over the notion that kids are unable to safely do things on their own.

Safe Routes to School Plans can only go as far as addressing the 6 E's: Education, Encouragement, Engineering, Equity, Enforcement and Evaluation. It is up to local communities to address the other social issues faced by children each day. Fortunately, the numerous stakeholders involved with SRTS planning could also help to address these additional social concerns.

Meeker County Trails Plan

In 2019, Mid-Minnesota Development Commission collaborated with Meeker County to create a Meeker County Trails plan. In this plan, there is proposed on-road trail that connects Grove City to Litchfield on County Road 11. This trail would extend next to the ACGC 5-12 School and provide extra infrastructure for walking and biking.



Chapter Four:
SRTS Goals and Action Plan

Chapter Four of the ACGC's Safe Routes to School Plan outlines the District's goals and action steps. Collectively, they will be used to help guide future Safe Routes to School implementation activities. For the purposes of this Plan, goals and action steps are defined in the following ways:

Goal: An idealistic statement that describes desired results to be attained at some undetermined future date. Goals are purposely general in nature.

Action Step: A specific activity that will be carried out to achieve a goal. For the purposes of this plan, the action steps include an indication of whether they pertain to the ACGC Elementary School, the ACGC 5-12 School, or the entire ACGC School District.

Goals for the Safe Routes to School Programs:

To help achieve the ACGC Safe Routes to School vision, described in Chapter 1 of this document, the ACGC SRTS Task Force identified the following six goal areas (corresponding to the "6 E's" of the National Safe Routes to School Program):

1. ***Engineering Goal*** – To identify and correct physical design deficiencies in streets, sidewalks, trails and other forms of infrastructure where children walk and bike to and from school.

2. ***Education Goal*** – To raise the level of awareness among parents, educators, transportation providers, policy makers, and others regarding the benefits of walking or bicycling to and from school.

3. ***Encouragement Goal*** – To provide opportunities to promote safe walking or biking to and from school.

4. ***Enforcement Goal*** – To ensure existing regulations, which both directly and indirectly improve safety for those walking and biking to school, are enforced.

5. ***Equity Goal*** – To ensure ACGC SRTS actives include implementation strategies for disadvantaged populations.

6. ***Evaluation Goal*** – To conduct regular reviews of the goals and action steps outlined in this SRTS Plan, to document benchmark achievement over time and identify any adjustments that might be needed.

Goal 1: Safe Routes to School <u>Engineering</u>

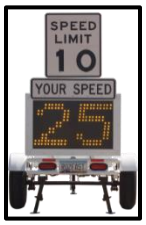
To identify and correct physical design deficiencies in streets, sidewalks, trails and other forms of infrastructure where children walk and bike to and from school.

1.A. Create a Safe Routes to School corridor along Highway 12 in both Atwater and Grove City.

1.A.1. Consider adding a pedestrian island in both communities to provide pedestrians relief when crossing the busy 3-lane highway (U.S. Highway 12).

1.A.2. Improve the intersection of Main Street and Pleasant Avenue in Atwater to improve crossing safety. (Paint, Signage, etc.)

1.A.3. Continue using the portable radar speed sign at key hot spots along the Safe Routes to School Corridor and throughout the community to discourage speeding (refer to Figure below).



1.A.4. Ensure that all street paint and street signs are highly visible to drivers along U.S. Highway 12.

1.A.5. Ensure that sidewalks and handicap assessable ramps are in good condition and that they are properly maintained throughout the school year. Prioritize installing missing ADA curb ramps.

1.A.6. Consider relocating the flashing cross beacon to a location with higher walking and biking traffic.

1.A.7. Continue to offer bus pick-up for students living north of U.S. Highway 12.

1.A.8. Promote the use of the designated Safe Routes to School corridor via handouts and corridor identification signage.

- ***Who:*** City of Atwater, City of Grove City, and ACGC School District
- ***When:*** Ongoing
- ***Funding:*** $150,000 from a variety of stakeholder resources
- ***Schools:*** ACGC Elementary and 5-12 Schools

Specific Infrastructure Goals for Atwater

1.B. Improve curb cuts around the school's walk zone to ensure compliance with the American Disabilities Act. Currently, the city's curb cuts face the intersection, which cause sidewalk misalignment.

- ***Who:*** City of Atwater
- ***When:*** Annually, as budget allows
- ***Funding:*** Engineering estimate required
- ***Schools:*** ACGC Elementary School

1.C. Install 4-way stops at intersections with a high volume of pedestrian and vehicle traffic. These intersections include the crossings of 3rd Street South/Washington Avenue West and 2nd Street South/Washington Avenue West.

- ***Who:*** City of Atwater
- ***When:*** Annually, as budget allows
- ***Funding:*** Engineering estimate required
- ***Schools:*** ACGC Elementary School

1.D. Install a stop sign for westbound traffic at the intersection of Idaho Avenue West and Second Street South.

- ***Who:*** City of Atwater
- ***When:*** As budget allows
- ***Funding:*** Engineering estimate required
- ***Schools:*** ACGC Elementary School

1.E. Improve the crossing infrastructure at the intersections of Wyoming Avenue/Main Street South and Idaho Avenue/Main Street South. (Paint, Signage, Curb Cuts, etc.)

- ***Who:*** City of Atwater
- ***When:*** Annually as budget allows
- ***Funding:*** Engineering estimate required
- ***Schools:*** ACGC Elementary School

1.F. Improve the crossing infrastructure across the BNSF Railway in Atwater. (Pavement, Paint, Signage, etc.)

- ***Who:*** City of Atwater
- ***When:*** As budget allows
- ***Funding:*** Engineering estimate required
- ***Schools:*** ACGC Elementary School

1.G. Install walking and biking infrastructure with future road construction along County Road 2.

- ***Who:*** City of Atwater, Kandiyohi County
- ***When:*** As budget allows
- ***Funding:*** Engineering estimate required
- ***Schools:*** ACGC Elementary School

1.H. Install a sidewalk on the north side of Washington Avenue West, from 2nd Street South to 3rd Street South.

- ***Who:*** City of Atwater
- ***When:*** As budget allows
- ***Funding:*** Engineering estimate required
- ***Schools:*** ACGC Elementary School

Grove City Specific Infrastructure Goals

1.I. Create a designated drop off zone on Lindstrom Avenue West, located north of the 5-12 School. A designated drop off zone would allow adequate traffic flow and include proper signage, paint, and a pathway.

- ***Who:*** City of Grove City
- ***When:*** As budget allows
- ***Funding:*** Engineering estimate required
- ***Schools:*** ACGC 5-12 School

1.I. Install a sidewalk/trail that connects Lindstrom Avenue West to the north entrance of the ACGC 5-12 School and continues to the west end parking lot.

- ***Who:*** City of Grove City, ACGC School District
- ***When:*** As budget allows
- ***Funding:*** Engineering estimate required
- ***Schools:*** ACGC 5-12 School

1.J. Install a sidewalk/trail that connects Lindstrom Avenue West to the sports facilities located on the east side of campus.

- ***Who:*** City of Grove City, ACGC School District
- ***When:*** As budget allows
- ***Funding:*** Engineering estimate required
- ***Schools:*** ACGC 5-12 School

1.J. Install walking and biking infrastructure with future road construction along County Road 4.

- ***Who:*** City of Grove City, Meeker County
- ***When:*** As budget allows
- ***Funding:*** Engineering estimate required
- ***Schools:*** ACGC 5-12 School

1.K. Install an on- or off-road sidewalk/trail that extends from U.S. Highway 12 to the 5-12 School on County Road 4.

- ***Who:*** City of Grove City
- ***When:*** As budget allows
- ***Funding:*** Engineering estimate required
- ***Schools:*** ACGC 5-12 School

1.L. Install a bike sharrow or bike lane on Lindstrom Avenue, that extends from Sunrise Lane to the north end of the 5-12 School.

- ***Who:*** City of Grove City
- ***When:*** As budget allows
- ***Funding:*** Engineering estimate required
- ***Schools:*** ACGC 5-12 School

1.M. Improve the crossing infrastructure across the BNSF Railway in Grove City (Pavement, Paint, Signage, etc.).

- ***Who:*** City of Grove City
- ***When:*** As budget allows
- ***Funding:*** Engineering estimate required
- ***Schools:*** ACGC 5-12 School

Goal 2: Safe Routes to School <u>Education</u>

To raise the level of awareness among parents, educators, transportation providers, policy makers, and others regarding the benefits of walking or bicycling to and from school.

2.A. Teach pedestrian and bicycle safety skills to students in grades K-8, in a way that is clear, hands-on, and consistent. Review available pedestrian and bicycle curriculum, such was *Walk! Bike! Fun!*, during physical education classes.

- ***Who:*** ACGC administration and teachers
- ***When:*** Annually, at the start of the school year. Revisit in the spring, if needed
- ***Funding:*** None needed, as staff time will be sufficient
- ***Schools:*** ACGC Elementary and 5-12 Schools

2.B. Plan annual walking trips to appropriate community destinations (e.g. public library, post office, police station, fire station, parks) for students in grades K-8 and use these opportunities to teach pedestrian safety skills.

- ***Who:*** ACGC administration and teachers
- ***When:*** Annually, in the spring and/or fall
- ***Funding:*** None needed, as staff time will be sufficient
- ***Schools:*** ACGC Elementary and 5-12 Schools

2.C. Provide Safe Routes to School educational materials to parents at the parent open house, held at the beginning of each school year. These materials shall include safety rules and school procedures for accommodating students arriving to and departing from school by all modes of travel as well as a summary of driver-pedestrian related concerns near the schools, parking information, busing policies, etc.

- ***Who:*** ACGC administration and teachers
- ***When:*** Annually at the start of the school year during the parent open house
- ***Funding:*** ACGC School District printing expenses
- ***Schools:*** ACGC Elementary and 5-12 Schools

2.D. Provide elementary students with hands-on bicycle safety training and host a “bike rodeo”. Use stakeholder’s bicycle fleets to ensure all students have the opportunity to participate.

- ***Who:*** ACGC staff, the Atwater Police Department, Bicycle Alliance of Minnesota
- ***When:*** Annually
- ***Funding:*** None needed, as staff and police department time will be sufficient
- ***Schools:*** ACGC Elementary School

2.E. Develop a Safe Routes to School webpage and include a link on the ACGC School District's website.

- ***Who:*** ACGC staff
- ***When:*** Ongoing
- ***Funding:*** None needed, as staff time will be sufficient
- ***Schools:*** ACGC Elementary and 5-12 Schools

2.F. Promote safe driving around the school and community via newspaper articles and/or the school district's text messaging system.

- ***Who:*** Safe Routes to School Plan Task Force
- ***When:*** Ongoing
- ***Funding:*** Available stakeholder resources
- ***Schools:*** ACGC Elementary and 5-12 Schools

2.G. Participate in mock crash events. Focus on the impacts of distracted driving. Use available campaign materials to discourage texting and driving.

- ***Who:*** AGCG School District, Atwater Police Department and Meeker County Emergency Management
- ***When:*** Annually, during Atwater Days festival and Grove City Windmill Days, if resources are available
- ***Funding:*** Available stakeholder resources
- ***Schools:*** ACGC Elementary and 5-12 School

Goal 3: Safe Routes to School <u>Encouragement</u>

To provide opportunities to promote safe walking or biking to and from school.

3.A. Develop Safe Routes to School maps specific to ACGC's Elementary and 5-12 Schools.

- ***Who:*** ACGC staff and the Safe Routes to School Task Force
- ***When:*** Ongoing
- ***Funding:*** School district resources
- ***Schools:*** ACGC Elementary and 5-12 Schools

3.B. Identify a stakeholder who can supply free bike helmets and host a bike fleet safety event.

- ***Who:*** School District, Atwater Police Department, and county public health agencies
- ***When:*** Annually, during the after-school program
- ***Funding:*** Stakeholder resources
- ***Schools:*** ACGC Elementary and 5-12 Schools

3.C. Promote organized "Walk and Bike to School" days, including the "International Walk and Bike to School Day." These events can be promoted through the ACGC School District's website or the school's text messaging system.

- ***Who:*** School Administration and Teachers
- ***When:*** Annually
- ***Funding:*** School district resources
- ***Schools:*** ACGC Elementary and 5-12 Schools

3.D. Apply to use existing bicycle fleets and incorporate biking into the school's physical education classes each school year.

- ***Who:*** ACGC School District, County Public Health and the Bicycle Alliance of Minnesota
- ***When:*** Annually
- ***Funding:*** School and stakeholder resources
- ***Schools:*** ACGC Elementary and 5-12 Schools

3.E. Create an "Earn-a-Bike" program, using the cities' rolling supply of abandoned bikes. Prioritize bike distribution to families who can't afford to purchase them.

- ***Who:*** ACGC School District, Cities of Atwater and Grove City
- ***When:*** Annually
- ***Funding:*** $500 annually (shared by city and school district to organize and maintain the program).
- ***Schools:*** ACGC Elementary and 5-12 Schools

3.F. Invite the Bicycle Alliance of Minnesota to host a *Traffic Skills 101* workshop.

- ***Who:*** ACGC School District
- ***When:*** Annually or Biannually
- ***Funding:*** Bicycle Alliance of Minnesota
- ***Schools:*** ACGC Elementary and 5-12 Schools

3.G. Find a volunteer to lead a "walking school bus" group before and after school. This will give students an opportunity to walk to school under the supervision of a vetted adult.

- ***Who:*** ACGC School District
- ***When:*** As needed
- ***Funding:*** School district resources
- ***Schools:*** ACGC Elementary School

Goal 4: Safe Routes to School <u>Enforcement</u>

To ensure existing regulations, which both directly and indirectly improve safety for those walking and biking to school, are enforced.

4.A. Work with the Atwater Police Department and the Meeker County Sheriff's Department to mitigate safety concerns by ensuring traffic laws are obeyed by drivers.

- ***Who:*** Atwater Police Department and Meeker County Sheriff's Department
- ***When:*** Ongoing
- ***Funding:*** Law enforcement resources
- ***Schools:*** ACGC Elementary and 5-12 Schools

4.B. Continue to place county's portable radar speed sign trailers near schools to remind drivers to keep within the posted speed limit.

- ***Who:*** City of Atwater Police Department and the Meeker County Sheriff's Department
- ***When:*** Ongoing
- ***Funding:*** Kandiyohi and Meeker County resources
- ***Schools:*** ACGC Elementary and 5-12 Schools

4.C. Continue to work with the local bus company, city officials, and school district staff to identify common or periodic driver-related problems throughout the community and especially within the district's walk/bike zones.

- ***Who:*** ACGC School District, City of Atwater Police Department and Meeker County Sheriff's Department
- ***When:*** Ongoing
- ***Funding:*** School district and law enforcement resources
- ***Schools:*** ACGC Elementary and 5-12 Schools

Goal 5: Safe Routes to School <u>Equity</u>

To ensure ACGC SRTS actives include implementation strategies for disadvantaged populations.

5.A. Ensure that all engineering projects meet American Disability Act (ADA) standards.

- ***Who:*** ACGC School District, Cities of Atwater and Grove City, all SRTS stakeholders
- ***When:*** Ongoing
- ***Funding:*** Variable, based on project costs
- ***Schools:*** ACGC Elementary and 5-12 Schools

5.B. Create SRTS handouts for parents in languages other than English, as necessary.

- ***Who:*** ACGC School District
- ***When:*** Ongoing
- ***Funding:*** In-kind expenses (printing and staff time)
- ***Schools:*** ACGC Elementary and 5-12 Schools

5.C. Work with law enforcement and city officials to create an "Earn a Bike" program using abandoned bikes. Prioritize the provision of bikes to low-income families.

- ***Who:*** ACGC School District, law enforcement, Cities of Atwater and Grove City
- ***When:*** Ongoing
- ***Funding:*** In-kind expenses (printing and staff time)
- ***Schools:*** ACGC Elementary and 5-12 Schools

Goal 6: Safe Routes to School <u>Evaluation</u>

To conduct regular reviews of the goals and action steps outlined in this SRTS Plan, to document benchmark achievement over time and identify any adjustments that might be needed.

6.A. Determine a process, which includes quarterly meetings, to evaluate and update the SRTS Plan as progress is made towards achieving the ACGC SRTS Vision.

- ***Who:*** Safe Routes to School Plan Task Force
- ***When:*** Ongoing
- ***Funding:*** Stakeholder resources
- ***Schools:*** ACGC Elementary and 5-12 Schools

6.B. Continue to tally/track the number of students regularly walking and biking to and from school.

- ***Who:*** School administration, teachers, and county public health agencies
- ***When:*** Annually
- ***Funding:*** School district resources
- ***Schools:*** ACGC Elementary and 5-12 Schools

6.C. Continue to administer the Parent SRTS Survey to ensure an understanding of their thoughts on walking and biking to and from school.

- ***Who:*** School Administration, Teachers, and County Public Health
- ***When:*** Biannually
- ***Funding:*** School district resources
- ***Schools:*** ACGC Elementary and 5-12 Schools

Appendix A: SRTS Implementation Matrix

Education Programs Safe Routes to School Matrix

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

Education Programs Safe Routes to School Matrix

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

Encouragement Programs Safe Routes to School Matrix

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

Encouragement Programs Safe Routes to School Matrix

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

Enforcement Programs Safe Routes to School Matrix

Program Name	Description	Topics	Format	Target Audience	Primary Outcomes	Secondary Outcomes	Resource Notes
Automated Enforcement	Some types of enforcement do not require the presence of a law enforcement officer and are automated. Photo detection, radar trailers, or speed feedback signs are examples of automated enforcement.	Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Family	Campaign; Information for Parents	Elementary; Middle School; High School; Parents; Neighbors	Improved Driving Safety Behavior	Increased Walking and Bicycling	**Potential Lead/Champion:** Local law enforcement **Potential Partners:** School district; teachers/administrators/staff; public health/local gov't.; PTA/parents; local groups/advocates/volunteers **Resources Needed:** Funding for police overtime (not always required, but can be helpful); equipment; promotional/educational materials (if desired)
Crossing Guards	Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students with crossing the street.	Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety	Skills Training/ Hands On Training; School Journey/ Pick-up and Drop-off	Elementary; Middle School; Parents; Neighbors	Improved Walking/Bicycling Safety Behavior; Improved Driving Safety Behavior	Increased Walking and Bicycling	**Potential Lead/Champion:** School district, school administration, local law enforcement, or PTA **Potential Partners:** School district; teachers/administrators/staff; PTA/parents; public health/local gov't.; local law enforcement; local groups/advocates/volunteers **Resources Needed:** Training materials; funding to pay crossing guards; safety vests and stop signs
Drop-off Student Valet Program	In a valet program, students, teachers, or volunteers are trained to assist with drop-off and pick-up procedures to expedite and standardize the process. This allows students to get in and out of cars safely and quickly, discouraging parents from unsafe behaviors and reducing hazards for students arriving or leaving school.	Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Family	Skills Training/ Hands On Training; School Journey/ Pick-up and Drop-off	Elementary; Middle School; Parents	Improved Driving Safety Behavior; Youth Empowerment	Improved Walking/Bicycling Safety Behavior; Environmental Connections	**Potential Lead/Champion:** School district, school administration, or PTA **Potential Partners:** School district; teachers/administrators/staff; PTA/parents; public health/local gov't.; local law enforcement; local groups/advocates/volunteers; older students **Resources Needed:** Training materials; supervision/oversight; safety vests
Law Enforcement	Enforcement tools are aimed at ensuring compliance with traffic and parking laws in school zones. Enforcement activities help to reduce common poor driving behavior, such as speeding, failing to yield to pedestrians, turning illegally, parking illegally, and other violations. Law enforcement actions include School Zone Speeding Enforcement and Crosswalk Stings. Other enforcement actions can be led by the school administration, such as parking lot citations.	Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Family	Campaign; Information for Parents	Elementary; Middle School; High School; Parents; Neighbors	Improved Driving Safety Behavior	Increased Walking and Bicycling	**Potential Lead/Champion:** Local law enforcement, school district, or administration **Potential Partners:** School district; teachers/administrators/staff; public health/local gov't.; local law enforcement; PTA/parents; local groups/advocates/volunteers; local businesses **Resources Needed:** Funding for police overtime (not always required, but can be helpful); equipment; promotional/educational materials (if desired)
School Safety Campaign	A safety campaign is an effective way to build awareness around students walking and biking to school and to encourage safe driving behavior among parents and passersby. A School Traffic Safety Campaign can use media at or near schools - such as posters, business window stickers, yard signs, and/or street banners - to remind drivers to slow down and use caution in school zones. This type of campaign can also address other specific hazards or behaviors, such as walking or bicycling to school, school bus safety, and/or parent drop-off and pick-up behavior.	Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Skills; Environment; Health; Family	Campaign; Information for Parents	Elementary; Middle School; High School; Parents; Neighbors	Improved Walking/Bicycling and Driving Safety Behavior; Youth Empowerment	Increased Walking, Bicycling, Transit Use and Carpooling; Health and Environmental Connections	**Potential Lead/Champion:** School administration or PTA **Potential Partners:** School district; teachers/administrators/staff; PTA/parents; public health/local gov't.; local law enforcement; local groups/advocates/volunteers; students; local businesses **Resources Needed:** Promotional materials and collateral; advertising (if desired); time to supervise/oversee student efforts
School Safety Patrols	School safety patrols are trained student volunteers responsible for enforcing drop-off and pick-up procedures and assisting with street crossing. They do not stop vehicular traffic, but rather look for openings and then direct students to cross. Student safety patrols increase safety for students and traffic flow efficiency for parents.	Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety	Skills Training/ Hands On Training; School Journey/ Pick-up and Drop-off	Elementary; Middle School	Improved Walking/Bicycling Safety Behavior; Improved Driving Safety Behavior; Youth Empowerment	Increased Walking and Bicycling; Environmental Connections	**Potential Lead/Champion:** School district, school administration, or PTA **Potential Partners:** School district; teachers/administrators/staff; PTA/parents; public health/local gov't.; local law enforcement; local groups/advocates/volunteers; older students **Resources Needed:** Training materials; supervision/oversight; safety vests

Appendix B: SRTS Surveys

Parent Survey About Walking and Biking to School

Dear Parent or Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results.

Thank you for participating in this survey!

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name:

1. What is the grade of the child who brought home this survey? ☐☐ Grade (PK,K,1,2,3…)

2. Is the child who brought home this survey male or female? ☐ Male ☐ Female

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

4. What is the street intersection nearest your home? (Provide the names of two intersecting streets)

and

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box.

5. How far does your child live from school?

☐ Less than ¼ mile ☐ ½ mile up to 1 mile ☐ More than 2 miles

☐ ¼ mile up to ½ mile ☐ 1 mile up to 2 miles ☐ Don't know

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box. +

6. On most days, how does your child arrive and leave for school? (Select one choice per column, mark box with X)

Arrive at school	**Leave from school**
☐ Walk	☐ Walk
☐ Bike	☐ Bike
☐ School Bus	☐ School Bus
☐ Family vehicle (only children in your family)	☐ Family vehicle (only children in your family)
☐ Carpool (Children from other families)	☐ Carpool (Children from other families)
☐ Transit (city bus, subway, etc.)	☐ Transit (city bus, subway, etc.)
☐ Other (skateboard, scooter, inline skates, etc.)	☐ Other (skateboard, scooter, inline skates, etc.)

+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box +

7. How long does it normally take your child to get to/from school? (Select one choice per column, mark box with X)

Travel time to school	**Travel time from school**
☐ Less than 5 minutes	☐ Less than 5 minutes
☐ 5 – 10 minutes	☐ 5 – 10 minutes
☐ 11 – 20 minutes	☐ 11 – 20 minutes
☐ More than 20 minutes	☐ More than 20 minutes
☐ Don't know / Not sure	☐ Don't know / Not sure

+ +

8. Has your child asked you for permission to walk or bike to/from school in the last year? ☐ Yes ☐ No

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

(Select a grade between PK,K,1,2,3…) ☐☐ grade **(or)** ☐ I would not feel comfortable at any grade

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

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

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)

	My child already walks or bikes to/from school		
☐ Distance	☐ Yes	☐ No	☐ Not Sure
☐ Convenience of driving	☐ Yes	☐ No	☐ Not Sure
☐ Time	☐ Yes	☐ No	☐ Not Sure
☐ Child's before or after-school activities	☐ Yes	☐ No	☐ Not Sure
☐ Speed of traffic along route	☐ Yes	☐ No	☐ Not Sure
☐ Amount of traffic along route	☐ Yes	☐ No	☐ Not Sure
☐ Adults to walk or bike with	☐ Yes	☐ No	☐ Not Sure
☐ Sidewalks or pathways	☐ Yes	☐ No	☐ Not Sure
☐ Safety of intersections and crossings	☐ Yes	☐ No	☐ Not Sure
☐ Crossing guards	☐ Yes	☐ No	☐ Not Sure
☐ Violence or crime	☐ Yes	☐ No	☐ Not Sure
☐ Weather or climate	☐ Yes	☐ No	☐ Not Sure

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

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

☐ Strongly Encourages ☐ Encourages ☐ Neither ☐ Discourages ☐ Strongly Discourages

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

☐ Very Fun ☐ Fun ☐ Neutral ☐ Boring ☐ Very Boring

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

☐ Very Healthy ☐ Healthy ☐ Neutral ☐ Unhealthy ☐ Very Unhealthy

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

15. What is the highest grade or year of school you completed?

☐ Grades 1 through 8 (Elementary)
☐ Grades 9 through 11 (Some high school)
☐ Grade 12 or GED (High school graduate)
☐ College 1 to 3 years (Some college or technical school)
☐ College 4 years or more (College graduate)
☐ Prefer not to answer

16. Please provide any additional comments below.

Safe Routes to School Students Arrival and Departure Tally Sheet

CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY

School Name:

Teacher's First Name:

Teacher's Last Name:

Grade: (PK,K,1,2,3...) 0 2

Monday's Date (Week count was conducted) M M D D Y Y Y Y

Number of Students Enrolled in Class: 1 5

- Please conduct these counts **on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted)**
- **Please do not conduct these counts on Mondays or Fridays.**
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.
- Ask your students as a group the question "**How did you arrive at school today?**"
- Then, reread each answer choice and record the number of students that raised their hands for each. **Place just one character or number in each box.**
- Follow the same procedure for the question **"How do you plan to leave for home after school?"**
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in each class

Step 2.
AM – "**How did you arrive at school today?**" Record the number of hands for each answer.
PM – "**How do you plan to leave for home after school?**" Record the number of hands for each answer.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
Wed. AM									
Wed. PM									
Thurs. AM									
Thurs. PM									

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.