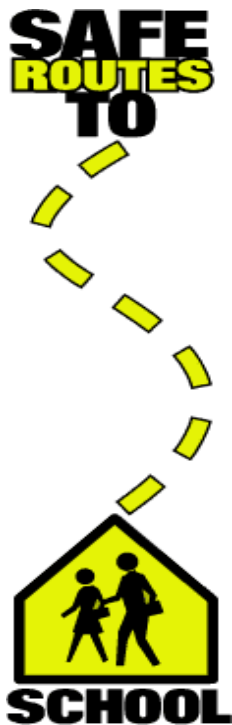




# Safe Routes to School Plan

## Hutchinson School District #423

Hutchinson, Minnesota



January 2016

*Prepared by the Mid-Minnesota Development Commission and the  
Hutchinson School District Safe Routes to School Task Force*



The Hutchinson Safe Routes to School Plan was prepared by Mid-Minnesota Development Commission in cooperation with the Hutchinson School District and the City of Hutchinson. West Elementary School, Park Elementary School, and the Middle School are the focus of this Plan.

West Elementary School



Park Elementary School



Middle School





**Hutchinson School District**  
**Safe Routes to School Plan**  
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## **Chapter One: Introduction to the Hutchinson Safe Routes to School Plan**

Chapter One provides a description of Safe Routes to School (SRTS) plans, including an overview of what they include, a description of the national and state's SRTS programs, and a description of the 5 E's of SRTS planning (Education, Encouragement, Engineering, Enforcement and Evaluation).

### **A. Introduction and Background**

In 2014, the Hutchinson School District successfully applied for funding to undertake Safe Routes to School (SRTS) Plans for West Elementary, Park Elementary and the Middle School, all three located in the City of Hutchinson (note: only school grades K-8 were eligible for funding). The purpose of this Safe Routes to School (SRTS) Plan, hereinafter referred to as the Plan, is to provide a long range plan for providing both improved safety for children who walk or bike to school, and to encourage more parents and students that walking and bicycling can be a beneficial alternative to being driven to school. The top priority of this Plan is working on improving safety through needed infrastructure improvements, educating students and adults, and through better enforcement measures. The Plan is designed under the National SRTS Program that utilizes "The Five E's" of SRTS planning: engineering, education, encouragement, enforcement, and evaluation. Recommendations from each of these five core areas are included.

The Plan is a working document that will be reviewed periodically and revised when needed. Both the Hutchinson School District and the City of Hutchinson will work together with the help of various community partners to make progress on implementing the Plan. A SRTS Task Force was formed during the Planning process to assist with developing the Plan. This group will need to stay active and take the lead role for the Plan's oversight to see that progress is being made on the Action Plan components found in Chapter Three.

### **B. The Purpose of Safe Routes to School Plans**

Safe Routes to School (SRTS) plans are developed to encourage walking and biking to school by mitigating the numerous obstacles that discourage students on a daily basis. They include items such as educating students and parents on why walking and biking to school is important, to ensuring that roads and sidewalks are designed to



[www.saferoutesinfo.org](http://www.saferoutesinfo.org)



facilitate walking and biking. They also include examining school policies to ensure they too don't indirectly discourage walking and biking, to creating SRTS maps showing the safest routes for students to get to and from school.

### ***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 the report, "***School Trip Safety and Urban Play Areas***," was to develop guidelines for the protection of young pedestrians (ages 5-14) walking to and from school, entering and leaving buses, and at neighborhood play. 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 do not generally perceive school signs other than the flashing school speed limit signs; and
3. School trip safety programs incorporating walking trip maps [which help] the school and parents to focus on a tangible means of improving student safety.

There were numerous school and community efforts over the next twenty years that could be accredited to SRTS planning, however, the first modern SRTS programs began in 1997 in Bronx, New York. Shortly after, two pilot Safe Routes to School programs were funded by Congress in 1998 in Marin County, California and Arlington, Massachusetts. By the early 2000s, a number of states started developing their own SRTS programs.



*Fiscal Year 2013 Report on Safe  
Routes to School (MnDOT)*

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





### ***Minnesota's SRTS Program***

Minnesota's initial federally funded SRTS program began with passage of the federal transportation bill SAFETEA-LU in 2005. SAFETEA-LU provided funding to all 50 states to increase safety and opportunities for children in grades K-8 to walk and bicycle to school. All projects were funded entirely with federal funds, as SAFETEA-LU did not require a local match. Minnesota's SRTS program is administered by the Minnesota Department of Transportation (MnDOT).

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." The law establishes a SRTS account in the bond proceeds fund, as well as an SRTS account in the general fund, although no state funds were allocated for the program at that time. The Minnesota program follows many of the guidelines established in the federal SRTS legislation. The law also provides specific program administration requirements and evaluation criteria, which MnDOT staff has implemented.

According to the *Fiscal Year 2013 Report on Safe Routes to School (November 2013)*, MnDOT has awarded over \$15 million to Minnesota Communities for SRTS planning and implementation projects. These projects impacted more than 313 schools, with an annual school population of over 190,000 students in grades K-8. Eighty percent of funds were allocated for infrastructure projects and 20 percent for non-infrastructure projects for the years 2006-13.

MnDOT established an SRTS steering committee to provide guidance and oversight for the program in 2011. The steering committee has 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, as well as serving on selection committees and providing feedback on statewide initiatives. In 2013, the committee began a strategic planning process to determine the future of Minnesota's SRTS program. The priorities and goals established during those planning exercises are being used to determine where the new non-infrastructure funds from the state will be spent over the biennium. Top priorities for the state funds include:

1. Implementing the new Walk! Bike! Fun! pedestrian and bicycle safety curriculum statewide (refer to the text box on page 6).
2. Providing access to bicycle fleets statewide to implement the curriculum.

3. A statewide resource center, technical assistance, and trainings.
4. Safety and encouragement campaigns targeted to children.

### C. The Five E's of SRTS Planning

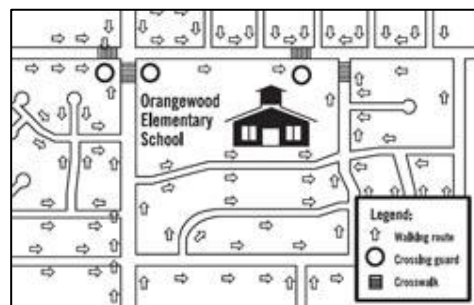
Safe Routes to School Plans have evolved over the past four decades to include implementation activities that go beyond simply addressing the typical pedestrian concerns, such as encouraging communities to maintain sidewalks and proper crosswalks. Implementation programs now incorporate education, encouragement, engineering, enforcement, and evaluation into SRTS plans. Collectively these are referred to as the 5 E's of SRTS programs. Each of these program areas is briefly described (also refer to appendix A):



**Education** – The first of the 5 E's, *Education*, includes outreach to students, parents, school staff, and the community 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 for students and throughout the community for citizens. Younger children are simply taught skills such as how to cross streets safely, while older residents are provided a review of pedestrian and bicycle traffic laws. This is a great opportunity for police officers to be proactively involved with community safety issues.

Driver safety campaigns can also shed light on the importance of paying special attention to pedestrians and bicyclists. For example, targeting high school drivers to not text and drive can be incorporated into the SRTS education by showing case studies of fatal accidents that have occurred involving pedestrians. Additional education focused SRTS initiatives include the following examples:

- **Safe Routes to School Map** – SRTS route maps show the school's location, surrounding streets, 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. They should also show the schools' designated student walk zone (i.e., where buses don't pick up students).



[www.saferoutespartnership.org](http://www.saferoutespartnership.org)

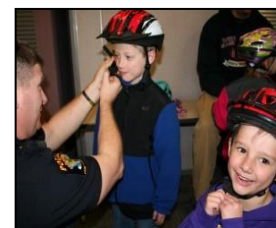
- **Classroom Curriculum** – Walk and bike safety lessons can be customized to all grade levels, highlighting key pedestrian and bicycle safety issues in the community. Lessons can be taught as part of many subjects or during special walk or bike events. As part of Minnesota’s SRTS program, the WALK! BIKE! FUN! curriculum was developed by the Bicycle Alliance of Minnesota to assist with classroom lessons (refer to text box on page 6).
- **Family Biking Class** – School districts and community education programs have been increasingly offering bike safety classes for entire families. This is a great way to help ensure that parents are familiar with bicycle safety issues throughout their community.
- **Idling Reduction Campaign** – car exhaust not only pollutes, it also disproportionately affects the health of exposed children. An anti-idling campaign helps to educate on myths about idling cars and encourages drivers to turn off their vehicles while waiting for students. These types of campaigns can include signs, handouts and enforcement in school zones.

*Note: the above 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** – The second of the 5 E’s, *Encouragement*, is often closely tied to SRTS educational activities since more SRTS education also encourages walking and biking to school. In addition, encouragement SRTS implementation initiatives include using events and activities to promote walking and bicycling. This helps to generate enthusiasm for the SRTS program with students, parents, staff, and citizens actively participating in walking and biking functions. Encouragement-based SRTS initiatives include the following examples (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 system. Often these programs use refurbished, abandoned, or donated bicycles to lower administrative costs. Earn-a-Bike programs can also target providing bicycles to low-income families.
- **Bike Helmet Give-a-Way** – Many stakeholders have donated bike helmets to students, including civic organizations, police departments, and fire and rescue groups. This is a great opportunity for children to interact with safety and law enforcement personnel and be properly fitted by a professional. Often these helmets are given away during a special



*Photo by Eric Hagen  
at ABC Newspapers*

MINNESOTA  
**WALK! BIKE! FUN!**



WALK! BIKE! FUN! is a comprehensive curriculum that teaches safe traffic behavior life skills through classroom activities and on-the-bike practice. The goals of the extensive lesson plans teach skills to children to walk and bicycle safely – building confidence and helping them. The curriculum was developed by the Bicycle Alliance of Minnesota through a federal Safe Routes to School grant provided by the Minnesota Department of Transportation 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*** – the benefits of schools that teach walking and bicycling skills result in up to a forty-nine percent decrease in childhood 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:

<http://www.dot.state.mn.us/saferoutes/pdf/toolkit/walk-bike-fun-curriculum.pdf>

event, such as community bike or sporting event. Other SRTS programs offer bike helmets at greatly reduced costs, such as \$5 apiece.

- **Walk and Bike to School Day** – The National Center for Safe Routes to School ([www.saferoutesinfo.org](http://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 each year. Many school districts use these days to implement related walking and biking activities, such as holding a community bike safety event after school. Upcoming National Bike to School Days includes May 6, 2015; May 4, 2016; and May 10, 2017. Upcoming National Walk to School Days includes October 5, 2016; and October 4, 2017.

### 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 for the entire month of October (Source: [www.walkbiketoschool.org](http://www.walkbiketoschool.org)).

**Engineering** – The third of the 5 E's, *Engineering*, refers to making needed operational and physical improvements to the infrastructure surrounding schools, including roadway improvements and official traffic controls (i.e., stop lights, speed zones, etc.). Adding traffic calming improvements, enhanced crosswalks, quality sidewalks, and multi-use trails are all examples of SRTS initiatives that require engineering. Additional engineering-based SRTS initiatives include the following examples (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 children during school hours. They can be extremely effective; however, they also require cooperation with local police to enforce the speed limit.

Flashing speed limit signs have also become increasingly used adjacent to school. According to the Pedestrian and Bicycle



Reduced Speed During School  
[www.saferoutesinfo.org](http://www.saferoutesinfo.org)



Information Center (PBIC), school flasher speed limit signs that are activated only during school hours are more effective at drawing a driver's attention compared to school flasher speed limit signs that flash throughout the day.



*Solar Power Changeable Sign*  
[www.saferoutesinfor.org](http://www.saferoutesinfor.org)



*Portable Speed Feedback Sign*  
[www.saferoutesinfor.org](http://www.saferoutesinfor.org)



- **Parking Restrictions** – removing parking adjacent to schools to provide clearer site lines for drivers helps to prevent pedestrian and bicycle accidents. In residential neighborhoods, parking restrictions can often become controversial, so limiting parking 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 of the relatively low-cost engineering solutions to SRTS planning. It is especially important to install 'crosswalk ahead' signs notifying drivers they are approaching a designated crosswalk.



*School Cross Walk Signs*



- **High-Visibility Crosswalks** – ensuring that pedestrians have a better chance of being seen while using crosswalks is a good idea wherever they are located, but especially in high traffic areas. The U.S. Department of Transportation authored ‘*Pedestrian Crosswalk Case Studies: Richmond, Virginia; Buffalo New York; Stillwater Minnesota*’ in August 2001. The report helps to highlight the growing evidence that designated crosswalks are overall safer for pedestrians to use than without marked crosswalks. Part of the study’s findings are summarized below:

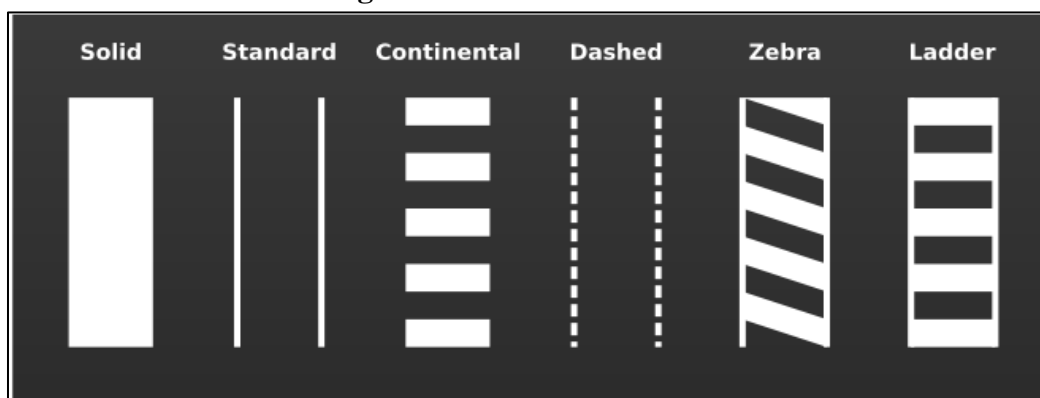
“In general, crosswalk markings at unsignalized intersections appear to have several positive effects and no observed negative effects. Specifically, drivers appear to be aware that pedestrians are in a marked crosswalk and drive slightly slower. Crosswalks also have the positive benefit of channeling 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 crosswalks at relatively narrow, low speed, unsignalized intersections is a desirable practice (report #FHWA-RD-00-103; page 35).”



*Sleepy Kids Are More Likely to be Struck by Cars When Crossing Streets*  
(Sleep Magazine; April 23, 2014)

Figure A shows six types of crosswalk treatments, with the standard design being used the most. Using one of the other types of crosswalk treatments has been shown in studies to increase the distance of drivers seeing 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 A: Crosswalk Treatments**





**Enforcement** – The fourth of the 5 E's, *Enforcement*, involves partnering with local law enforcement to ensure that traffic laws are obeyed in the vicinity of schools. This includes enforcing speed limits, ensuring that drivers yield to pedestrians in crosswalks, and ticketing vehicles that are parked illegally. It also involves making sure that pedestrians and bicyclists are properly obeying traffic laws. Engaging law enforcement officials in the SRTS planning process helps them to better understand exactly what the safety issues are near schools and throughout the community.

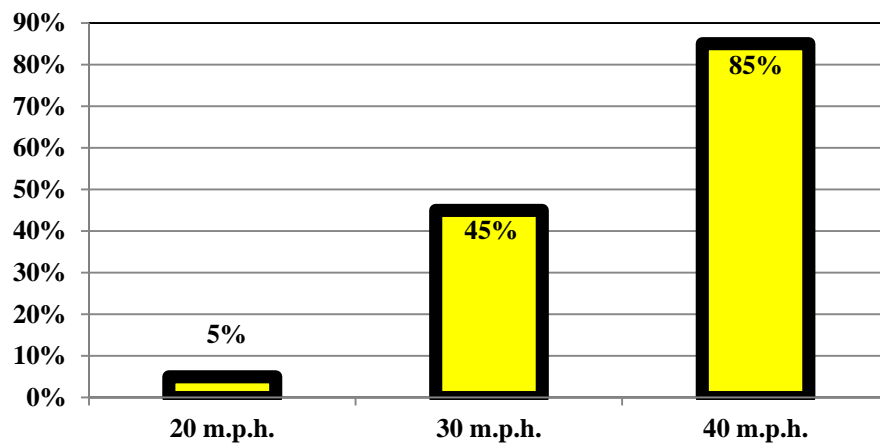
Enforcement strategies often range widely based upon local priorities, but they may also vary by the time of the year. For example, it is common for law enforcement officials to step up their enforcement efforts shortly after school starts in the fall. Another variable that effects enforcement is the community's overall availability of law enforcement personnel. Some of the smaller communities often don't have an extensive police department. Enforcement strategies, however, can also include parents, students, crossing guards, and residents.

The main goal of all SRTS enforcement strategies is to deter unsafe behavior of all motor vehicles, pedestrians, and bicyclists. One of the biggest issues addressed by enforcement is speeding due to the correlation between speeding and pedestrian fatalities (refer to Figure B). Table A lists some of the unsafe behaviors commonly addressed by SRTS enforcement strategies. Appendix A contains a list of some of the more common SRTS Enforcement strategies.

**Evaluation** – The fifth of the 5 E's, *Evaluation*, involves monitoring and documenting the outcomes of SRTS initiatives. This allows for adjustments to be made based upon how much impact they are having on the desired outcomes. If it is determined the initiatives are not making a difference, SRTS planners then decide if additional measures need to be taken or if the initiative should be abandoned and/or replaced with a different strategy. Some of the benefits of evaluation are outlined below:

- Making sure that the underlying problem is identified so that proper strategies to address the problem are implemented.
- Setting reasonable expectations about what the program can do. By knowing the starting point, SRTS programs can set specific and reasonable objectives.
- Identifying changes that will improve the program. Part of evaluation is monitoring what happens throughout the life of a project so that mid-course corrections can be made, if needed, to improve chances of success.

**Figure B: Fatalities Based On Speed of Vehicle**



**Table A: Unsafe Behaviors  
Addressed by SRTS Enforcement Strategies**

***Unsafe Driver Behaviors***

- Speeding (refer to Figure 1A).
- 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).*



- Determining if the program is having the desired results. This is a primary purpose of any evaluation and can be used to inform funding sources, the media, and the public to help build support for SRTS.

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

Deciding how a SRTS plan should be evaluated needs to be outlined during the plan development stage. This SRTS plan uses the following five evaluation stages:

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

#### **D. Hutchinson SRTS Planning Process**

Working with the Mid-Minnesota Development Commission (MMDC), the Hutchinson School District successfully applied to the Minnesota Department of Transportation (MnDOT) to create a Safe Routes to School Plan. MMDC then assisted Hutchinson School District and the City of Hutchinson with the development of SRTS plan. A Hutchinson SRTS Task Force was created to help guide the planning process (refer to Table B). The full Task Force met on a quarterly basis to work on the contents of the Plan.



***Table B:***  
***Hutchinson SRTS Task Force Members***

| <b><i>Name</i></b> | <b><i>Representing</i></b>                                |
|--------------------|---|
| Bonnie Hahn        | Park Elementary PE  |
| Lori VanderHeiden  | Park Elementary Assistant Principal                       |
| Dolf Moon          | Director of Parks, Recreation, & Community Education      |
| Kent Exner         | City Public Works Director / City Engineer                |
| Andrea Wollan      | Parent  |
| Jean Johnson       | Health Promotion Coordinator, McLeod County Public Health |
| Brian D Mohr       | Director of Buildings, Grounds, & Student Transportation  |

### ***Vision Statement***

The Hutchinson Safe Routes to School Task Force created a *Vision Statement* that guided the development of the SRTS Plans for West Elementary, Park Elementary, and the Middle School.

#### **Hutchinson School District SRTS Vision Statement:**

The Hutchinson School District and the City of Hutchinson are committed to ensuring that our students can utilize physically active transportation, such as walking or bicycling, for a safe and enjoyable trip to and from school. This shall be accomplished by improving infrastructure and enforcement measures, while enacting educational and encouragement activities to help our children to be independent and healthy.

### ***Goals for the Safe Routes to School Program***

To help achieve the Vision Statement, the Hutchinson SRTS Task Force used the following five goals for the development of the Safe Routes to School Plan (notice they purposely coincide with the 5 E's of SRTS planning):

**Education Goal:**

“To provide students and parents with the necessary information they need to fully understand how important walking and biking is to their student’s health.”

**Encouragement Goal:**

“To mitigate the issues that discourage students from walking and biking to school.”

**Engineering Goal:**

“Implement changes to the built environment to maximize the safety of walking and biking.”

**Enforcement Goal:**

“To provide the necessary monitoring and enforcement of SRTS routes to ensure safe and lawful practices and behaviors of all users.”

**Evaluation Goal:**

“To provide an ongoing process to evaluate, and update the SRTS Plan as progress is made towards achieving the Hutchinson SRTS Vision Statement.”

***Additional Goals for the Safe Routes to School Program***

To help achieve the Vision Statement the three SRTS teams also discuss various goals for the Safe Routes to School Program. The primary additional goals that were discussed are as follows:

- Help foster physical activity of the students and take steps to improve their health and wellness.
- Overcome the notion that walking and biking are not viable options for travel to and from school.
- Learn what corrective measures are needed to establish safe walking and bicycling accommodations within all three of the schools’ walk and bike zones, and work toward resolving these issues.
- Provide peace of mind to parents of students in the School District of Hutchinson by:





- developing a safe network of bike and pedestrian routes in the City of Hutchinson;
- educating and encouraging students to use these routes for their safety, health, and enjoyment, and
- provide the necessary monitoring and enforcement of these routes to ensure safe and lawful practices and behaviors of all users.
- Provide a continuing process to evaluate, adjust plans as needed, and move forward to make progress on meeting the SRTS Vision Statement.
- Unify the School District, City of Hutchinson, and all other stake holders to work together to make progress on meeting the SRTS Vision Statement.

## E. Hutchinson SRTS Plan Stakeholders

In order to have a successful Hutchinson SRTS Plan, there are numerous stakeholders who need to be involved with developing and/or implementing the Plan beyond the Task Force. This section provides a brief description of the key stakeholders who directly play a role.

### Key Local SRTS Stakeholders...

**Hutchinson School Board** – The Hutchinson School Board consist of six elected members. The Board meets on the second Monday of each month at the City Center located at 111 Hassan Street SE at 5:30 pm. Quarterly meetings are held in the months of January, April, July, and October at a site to be determined. For more information on the Hutchinson School Board, visit the following website:

[www.isd423.org/district-office/school-board](http://www.isd423.org/district-office/school-board)



**City of Hutchinson** – Due to the vast amount of potential infrastructure improvements need throughout the community, the Hutchinson City Council and city staff plays a large part in the successful implementation of the Hutchinson SRTS Plan. For more information on the City of Hutchinson, visit the City's official website at:

[www.ci.hutchinson.mn.us](http://www.ci.hutchinson.mn.us)



***Hutchinson City-School-Community Advisory Committee*** – The City of Hutchinson and the Hutchinson School District recognize that both entities contribute to the quality of life in Hutchinson and to the economic vitality of the community. Both entities also recognize that the same tax payers provide funds to help each entity offer their programs and services to the community. To that end, both entities desire to work cooperatively together to help maximize and achieve the best use of those tax dollars and maximize the benefit each entity provides to the community.

### **Key State & Regional SRTS Stakeholders...**

***Minnesota Department of Transportation (MnDOT)*** – MnDOT is the primary stakeholder involved with SRTS planning at the State level. This involves overseeing the development of SRTS plans and administering SRTS grants. Grant opportunities cover a wide variety of SRTS needs, including plan development, mini-grants to support SRTS initiatives, and larger infrastructure grants to improve sidewalks, crosswalks, and traffic controls. MnDOT District 8 staff play a large role in implementing SRTS plans, especially since MnDOT planners and engineers need to help identify which infrastructure improvements are feasible along MnDOT owned roads. For more information on MnDOT and their role in SRTS plans, please visit the following website:



*A walking school bus...*

[www.dot.state.mn.us/saferoutes/index.html](http://www.dot.state.mn.us/saferoutes/index.html)

***Statewide Health Improvement Program (SHIP)*** – The Minnesota Department of Health houses 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. They are also involved in promoting education on a number of other health-related topics, such as healthy eating, drugs and alcohol prevention, and reducing TV and other screen time. For more information, visit the following SHIP website:

[www.health.state.mn.us/ship](http://www.health.state.mn.us/ship)

***McLeod, Meeker, Sibley Counties Healthy Communities Collaborative (MMS HC)*** – The MMS HC is a collaborative between organizations and individuals partnering to promote health and well-being in communities in the three counties. The Collaborative serves as the Community



Leadership Team for MMS HC's SHIP grant. For more information, visit the following MMS HC's website:

[www.mmshealthycommunities.org](http://www.mmshealthycommunities.org)

***Mid-Minnesota Development Commission (MMDC)*** – The local Regional Development Commission, serving Kandiyohi, Meeker, McLeod, and Renville Counties, is involved with taking the lead in the development of SRTS plans. MMDC staff also works with MnDOT on transportation planning activities and helps local governmental units with technical and grant writing assistance. For more information on MMDC or the Hutchinson SRTS Plan, visit the following website:

[www.mmrhc.org](http://www.mmrhc.org)



## Chapter Two: Existing Conditions

### Hutchinson Public School District # 423



Hutchinson Public schools have four school locations, all in the City of Hutchinson, Minnesota. The Four schools are the High School (grades 9 – 12), the Middle School (grades 6 – 8), Park Elementary School (grades 2 – 5) and West Elementary School (pre k, k and 1<sup>st</sup>). The School District includes the City of Hutchinson and rural land surrounding the community. The small city of Cedar Mills (population under 50 persons) is also located within the school District. There are approximately 2,900 students that attend school in the District. This Safe Routes to School Plan is focusing on the Middle School, Park Elementary, and West Elementary Schools. The “Minnesota Report Card” shows the 2014 demographic makeup of these schools as follows:

**Table C:**  
***Hutchinson School District Student Ethnicity***

| Student Ethnicity             | Middle School | Park Elementary | West Elementary |
|-------------------------------|---------------|-----------------|-----------------|
| White, not Hispanic Origin    | 90.8%         | 91.4%           | 89.8%           |
| Asian/Pacific Islander        | 2.1%          | 1.2%            | 0.9%            |
| Hispanic                      | 5.7%          | 6.4%            | 7.8%            |
| Black, not of Hispanic Origin | 1.4%          | 0.9%            | 1.5%            |
| American Indian               | 0.0%          | 0.1%            | 0.0%            |

In 2014 there were 376 students enrolled in West Elementary, of which 376 attended Kindergarten and first grade. Park Elementary had an enrollment of 858 children in 2014. The Middle School had an enrollment of 677 students in 2014.

Hutchinson Public Schools have the following mission, core values and goals:

#### **Mission Statement**

Excellence in Academics, Activities, and Character



## Core Values

Hutchinson Public Schools believe that...

- Relationships are essential for student success
- All students learn
- A culture of high expectations is critical
- A meaningful and challenging curriculum is vital

## District Goals

It is the goal of the District to:

1. **Focus** on individual student growth to maximize college and career opportunities.
2. **Build** positive relationships within our schools and community.
3. **Manage** our resources efficiently and effectively.
4. **Provide** a safe and functional environment.

## Relevant School Policy Highlights

The following are excerpts from several of the Hutchinson School District Policies that are relevant to the Safe Routes to School Plan.

### From the Wellness Policy:

#### Physical Activity

- A. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;
- B. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
- C. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

#### Communications with Parents



The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

### **From the Student Transportation Safety Plan:**

#### **Plan for Student Transportation Safety Training**

- A. School Bus Safety Week. The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.
- B. Student Training.
  - 1 The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
    - a transportation by school bus is a privilege, not a right;
    - b school district policies for student conduct and school bus safety;
    - c appropriate conduct while on the bus;
    - d the danger zones surrounding a school bus;
    - e procedures for safely boarding and leaving a school bus;
    - f procedures for safe vehicle lane crossing; and
    - g school bus evacuation and other emergency procedures.
  - 2 All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts, shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
  - 3 The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.





- 4 The school district may provide kindergarten students with school bus safety training before the first day of school.
- 5 The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
- 6 The school district shall adopt and make available for public review a curriculum for transportation safety education.

#### Parent And Guardian Involvement

A. Parent and Guardian Notification. The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

#### B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

- 1 Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
- 2 Support safe riding and walking practices, and recognize that students are responsible for their actions;
- 3 Communicate safety concerns to their school administrators;
- 4 Monitor bus stops, if possible;
- 5 Have their children to the bus stop five minutes before the bus arrives;
- 6 Have their children properly dressed for the weather; and
- 7 Have a plan in case the bus is late.

#### **From the Student Transportation Procedure Policy:**

#### 707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

##### I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

##### II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare and safety.



### III. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian. (Minn. Stat. § 123B.88, Subd. 1)
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payer. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation. (Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or non-profit agency.

#### **From the 707-P Student Transportation Procedure Policy:**

##### I. PURPOSE

The purpose of this procedure is to provide a guideline for the scheduling of routes, location of bus stops, manner and method of transportation, and any other matter relating thereto to ensure that bus transportation is safe and efficient to all authorized passengers in accordance with all applicable state and federal law.

##### GENERAL STATEMENTS OF POLICY

- A. Eligibility.



Minnesota state law defines the transportation responsibilities of a school district as follows:

*“Upon written request of the parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian.”* Minn. Stat. § 123B.88, subd. 1.

This statute is applicable to parochial and Charter School students provided that those schools have formally requested transportation service.

Transportation funding is provided to Hutchinson Public Schools to transport students that reside outside of this two mile walk zone. It is, however, the practice of the school district to provide bus transportation for students that live closer than two miles from their school building and to some areas outside of the district at the expense of Hutchinson Public Schools.

#### B. Non-bussing areas.

Non-bussing areas are determined by measuring the shortest distance from the student’s residence or day care (where the front of the property meets the street), by reasonable safe walkway, street or highway that is accessible to the public, to the assigned entrance of the school that the student attends. It is the discretion of the Board of Education to define non-bussing areas.

#### C. Walk boundaries.

School sites will be identified as bus stops and students living within the following geographic areas will be required to walk to that school either for attendance at that site or to be bussed to another.

(See Maps Below)

#### D. Walk distances.

Students in grades K-5 will not be expected to walk greater than 3/10 mile, and grades 6-12 no greater than 1/2 mile to get to their assigned stop. This walk may include areas where there are curves, hills, without sidewalks, and not be visible from home. It is the parent’s or guardian’s responsibility for the student to get to and from the bus stop safely and to ensure order and discipline at the bus stop. Students may be required to walk a greater distance to get to their school because these students are not expected to wait outside in the elements.

### IV. REGISTRATION FOR TRANSPORTATION

#### A. Process



It is required that each new student to the district be registered for transportation and it will be assumed that transportation accommodations will remain the same for the next school year unless a new transportation registration form is submitted. This registration must be submitted to the district's transportation office (30 Glen St. N, Hutchinson) by June 1st of each year for the next school year.

On-line registration will also be accepted if and when that service becomes available.

#### B. Assigned Bus And Stop.

- 1 Students are assigned to specific busses and stops by the district. Parents or guardians will receive a postcard during the summer that contains pertinent transportation information such as pickup and drop off bus, location(s), and time(s).
- 2 Students are only allowed one pickup and one drop off address\*\*\*. These addresses may be different.
- 3 Students may only ride busses other than their assigned bus or be dropped off at a stop other than the one to which they are assigned only after approval of the school district. A written request must be submitted by the parent or guardian to the Principal of the school for official approval each time this occurs.

\*\*\* The district will only permit students to be assigned to multiple pickup or drop off addresses resulting from a court ordered custody arrangement (documentation required) or reimburses the district for the cost of the extra seat(s). The rate will be set each year.

#### V. BUS ROUTES

The district currently employs a two-tiered bussing system where elementary students are transported separately from secondary students. Secondary students are not permitted to ride elementary routes. Secondary students are transported first, both in the morning and the afternoon, followed by elementary students.

The district goal is to establish regular bus routes so that no resident student rides the bus for more than 50 minutes.

Bus routes are created during the months of June and July. Requested changes to routes will not be accepted between August 1st and September 15th of each year. This will allow time for routes to be finalized, bus drivers to review and practice, and for the district to notify parents or guardians of the student's assigned bus and bus stop.

#### VI. BUS STOPS



#### A. Establishment.

The establishment of bus stops is at the discretion of the Director of Transportation. School bus drivers do not have the authority to change or add a bus stop.

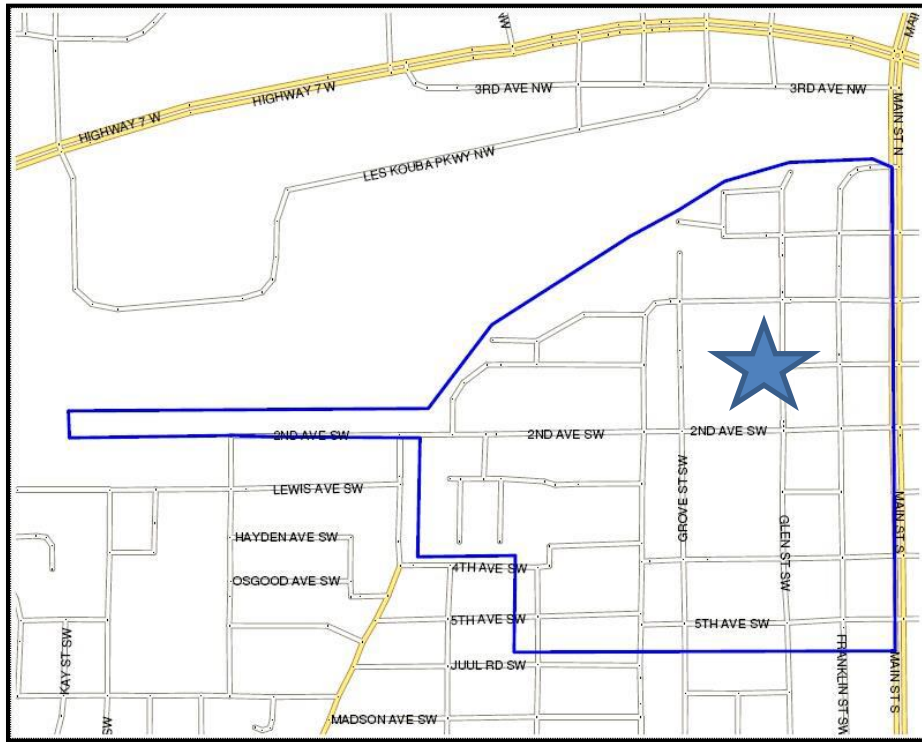
#### B. Locations.

- 1 In most cases stops are centrally located to the serviced population and at intersections to allow the bus driver to have a wide field of view of traffic and students and at least three blocks away from another. The exception is in high-density areas where it is beneficial to reduce the number of students at a stop.
- 2 Except to transport students with special needs, busses are not routed down cul-de-sacs unless it provides the most efficient location for the bus to change directions.
- 3 The district cannot assure that all children can board or exit the bus from the side of the street of the residence. The district recommends that the students wait on the side of the street that they reside. The bus will stop traffic in both directions to accommodate students that need to cross the street to board the bus.
- 4 Mid-block stops will be avoided if possible, even if this requires the student to walk along a road without sidewalks. The higher frequency of stops can make the motoring public impatient. This increases the possibility of motorists disobeying the bus safety devices and driving around the bus putting students at a greater risk. Frequent stops also increase overall ride times

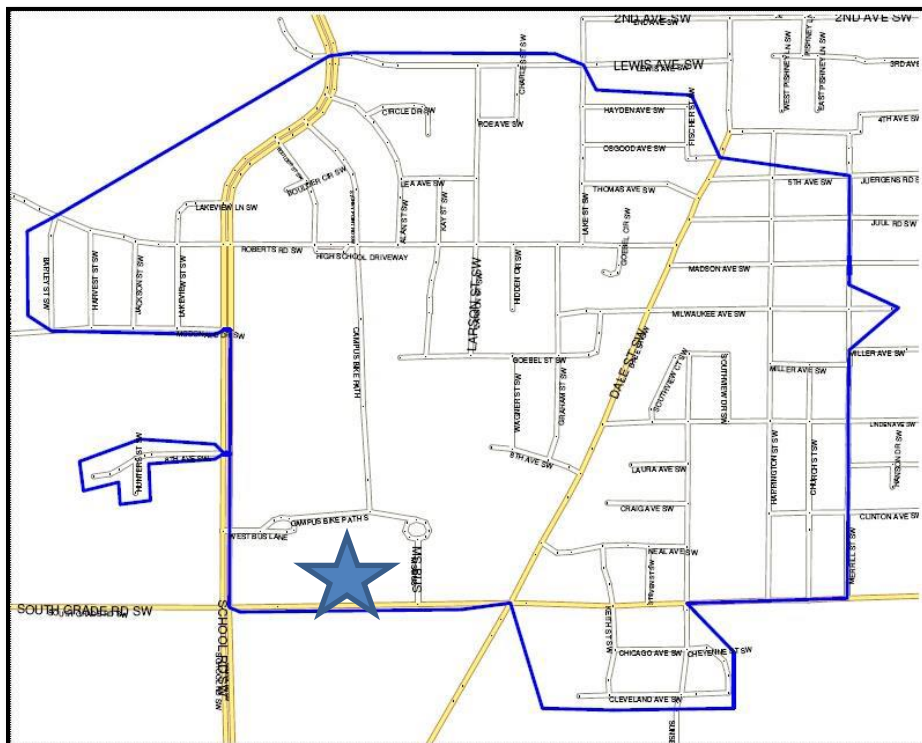
#### C. Changes.

- 1 Bus stops are reviewed annually and changed as necessary to meet the needs of the majority of the served students assigned to the stop.
- 2 Location preference is generally given to Kindergarten and 1st Grade students. With this in mind, locations will change from year-to-year.
- 3 Preference is not given to daycare providers. It is the daycare provider's responsibility to get the students to and from the bus stop.
- 4 Changes will only be considered for students that have a current registration form on file.
- 5 Change requests will not be processed between August 1st and September 15th. For the portion of the blackout period that is during the school year, it is the parent or guardian's responsibility to transport the student to an already established stop.

**Map A: Park Elementary School Current Walk Zone**



**Map B: Middle School Current Walk Zone**







## City of Hutchinson



The City of Hutchinson serves as a regional center for McLeod County and portions of surrounding counties. It is approximately forty miles west of the Twin Cities Metropolitan Area. State Highways 7 and 15 are the major roadways. The community is located in the northwestern part of the county and shares its borders with the following townships: Acoma, Hutchinson, Lynn, and Hassan Valley. The City's 2014 population estimate is 14,124 persons, and

has a land area of 8.6 square miles.

The City of Hutchinson has a long history of being proactive with designing a transportation system that takes into the account of the needs of pedestrians and bicyclists. The City has developed a network of off-road trails and bicycle friendly routes throughout the community. More than 30 miles of multi-use trails, bike lanes, and bicycle friendly routes and trails are designated for cyclists. The Luce Line State Trail offers a quick way to get across the community without having to stop for road traffic. In 2015 a community bicycle map was published.

In 2014 the City was designated a “Bicycle Friendly Community” at a Bronze-level by the League of American Bicyclists. Only a few communities in the state have been given this recognition as showing a strong commitment to outstanding bike friendliness. The City has plans to adapt a “Complete Streets” Policy in the near future. On the City web site, in celebration of May – National Bike Month, the City posted a variety of helpful bicycling information, including videos about helmet use, bike safety and respect.



The City has prepared a Light Traffic Plan that outlines routes and options for accessing different potential traffic generators within the City. This plan “was developed in conjunction with a Minnesota Department of Transportation grant that involved the Finnish Road Administration (FinnRA), SK Consulting of Finland, and SRF Consulting of Minneapolis. The focus of the initiative was on 1) Funding, 2) Technology Transfer, 3) Planning and Project Development, 4) Detail Design, and 5) Traffic Safety, Education and Enforcement.”

In 2012 the City adopted a Transportation Plan for the community. This plan stressed the need to provide multi-modal transportation choices. A couple of statements within the plan's goal section demonstrate this point and are shown below.



“The City shall strive to provide convenient access to natural features and opportunities to support active living and healthy lifestyle activities.”

“Where possible the City will utilize a Complete Streets methodology in the design of Streets.”

## **Hutchinson Schools Settings and Travel Environments**

### **West Elementary and Middle School**

West Elementary and the Middle School are located near each other on school grounds on the west side of Hutchinson. The school property also includes the High School and athletic facilities. West Elementary is located on the east side of School Road SW, and the Middle School is located on the north side of South Grade Road SW. Both of the schools only border one street.

West Elementary, with pre-k, kindergarten, and first grade is located near only one very small neighborhood that could be considered within walkable range for this age group. This neighborhood is located across on the other side of School Road, and under current conditions and traffic volumes too dangerous for these children to cross without be escorted by an adult. From South Grade Road north, there is a wide sidewalk in excellent condition on the east side of School Road. The School has a policy to bus all children to and from the facility that are not brought by parents. Parents who choose to allow their children to walk or ride their bicycles to school must send written permission to the building principal indicating their desire in this matter.

The Middle School has sixth through eighth grades and is within walkable range to numerous houses, primarily on the east and north of the facility. On school property there is a paved trail between the Middle School and High School (Roberts Road SW) that is utilized by children walking and bicycling to and from their homes to the north. This trail also has a spur that travels to West Elementary.

Besides the paved trail connecting the Middle School to the high school, the City of Hutchinson offers various walking and biking facilities on nearby city streets. All are in good condition. There is a paved trail/extra-wide sidewalk from Dale Street that extends west to the far edge of the city. A similar trail runs from South Grade Road north to Roberts Road. North of Roberts Road are bike lanes that connect on the north side of the Crow River to the Luce Line State Trail. In FY 2017, plans call to replace the bike lane with an off street trail up to the bridge over the

Crow River. This trail will also extend west of School Road along Roberts Street to the Roberts' Park. Currently Roberts Street SW from School Road to South Grade Road is a Bicycle Friendly Route. Roberts Road east of School Road has a bike lane to Dale Street. One block east of the school is Dale Street SW. This street runs in a northeast to southwest direction and travels through large neighborhoods located north of South Grade Road. Dale Street has a combination of a paved trail and sidewalks on its west side. There is also a bike lane that runs from Linden Avenue to Juul Road. Dale Street does have a couple of gaps for bicycle facilities. To the east of Dale Street there is a wide internal network of bicycle facilities.

Both West Elementary and the Middle School are on city streets designated as minor arterials. School Road has a minor arterial designation north of the intersection with South Grade Road and is a major collector on the south side of the intersection. South Grade Road is a Minor arterial east of the School Road intersection, and is a major collector on the west side of this intersection. Dale Street is classified as a major collector.

In front of the Middle School, the average annual daily traffic (AADT) on South Grade Road is 8,100 vehicles. It is projected to climb to an AADT of 12,200 vehicles by 2032. South Grade Road is a three-lane road, with the middle lane being the turning lane. The street is posted at 35 mph, with no school reduced speed zone.

South Grade



In front of the West Elementary School, School Road has a current AADT of 6,900 and is projected to climb to an AADT of 10,300 by 2032. This road is a wide two lane road with a posted 30 mph limit. There is not a posted reduced school zone speed limit. The small neighborhood located on 8<sup>th</sup> Avenue near West Elementary has a highly visible crosswalk with school crossing signs.

School Road



Both the Middle School and West Elementary have well laid out bus pick-up and drop-off sites that are off the street and separated from parent pick-up and drop-off locations. At both locations the drop-off and pick-up locations are at a sidewalk near a school door, without the need for children stepping into any traffic. High school students have the option to walk to the middle school to load the bus at this location. This affords them the opportunity to walk on an internal school trail for the equivalent of several blocks. Parents that drive their



children to and from school utilize the separate entrance visitor parking lots.

Most of the local neighborhood streets in the walk zone of the Middle School do not have sidewalks. Limited traffic on these streets make it less of a concern. A map in the Appendix shows sidewalk locations.



Map C: Hutchinson School Property



Map D: West Elementary



Map E: Middle School





## **Park Elementary School**

Park Elementary has grades second through fifth grade. The school is located just west of Hutchinson's central business district. To the school's north and south sides are large neighborhoods. To the north side of the school is also neighborhood homes, but the Crow River is located two blocks from the school. The school takes up two city blocks with a park on its south side that is also two city blocks in size. The school sits on City property with a long term lease arrangement.

The school property has city streets on all four sides. All four streets surrounding the school have a speed limit of 30 mph, and are of standard two lane width. On the school's south side is Second Avenue, which is designated as a major collector. There is an approximate AADT on the street of 4,000 vehicles. Second Avenue has school zone posted signs for 20 mph. There is a handicapped school bus drop-off turn in lane on the north side of Second Avenue in front of the school. Washington Avenue is on the school's north side and has a road classification as a minor collector. It has an AADT of 1,850 vehicles near the school.

Grove Street



On the school's west side is Grove Street. This is a one way street with traffic heading north. Traffic is one lane to accommodate angled school bus parking on the east side. This is the location of the majority of student bus pick-ups and drop-offs at the school site. From 8:00 a.m. to 8:45 a.m. and again from 3:00 p.m. to 3:30 p.m. Grove Street is closed to through traffic, other than buses. This street has minimal traffic.

Glen Street

On the east side of the school is Glen Street which faces the school's front side. The street is a one-way street with traffic heading south. Traffic has only one lane of travel, with diagonal parking on the east side of the street. The street does not generate a large amount of traffic. Parents are asked to use Glen Street for pick-up and drop-off location when transporting their children. While a majority of parents use this street for bringing and picking up their children, some do park at other nearby streets. Written school procedures given to parents ask that parents do not park cars on

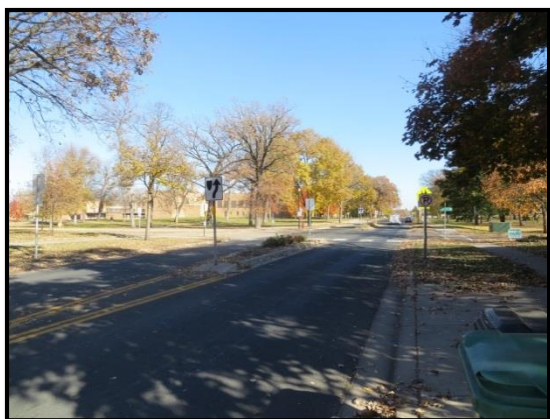




crosswalks, and to observe the parking restrictions that are in place to protect pedestrians. They are also asked to respect the crossing guards and their directions.

Glen Street has a T-intersection with First Avenue at the school property's mid-location. This street is also a low volume traffic road. At the Glen Street and First Avenue intersection there is a city parking lot on the southeast side. Lynn Road is located one-half block west of Grove Street, on the school property's west side. South of Second Avenue the street is designated as a major collector, and north to Washington Avenue the street is a minor collector.

Second Avenue



The City of Hutchinson has done a good job in designing traffic calming measures on busy Second Avenue. The street has islands between lanes at the intersection with Grove Street. There are curb extensions at the intersection with Glen Street. The two intersections on the school's south side utilize high visibility marked crossings. The intersection with Lynn Road also has high visibility marked crossings. The school property's north street intersections along with the crossing at First Avenue have marked crossings. The school has sidewalks located on all four of its surrounding streets. Sidewalks are located on both sides of these streets,

except for Washington Avenue, which is lacking a sidewalk on the school's property. Bicycle parking racks are located near the southwest side of the school building.

Park Elementary utilizes trained and adult supervised fourth & fifth grade students as crossing guards at four intersection locations. The crossing guard locations are at the intersections of Second Avenue and Grove Street (three crossing guards), Grove Street and Washington Avenue (two crossing guard), Washington Avenue and Glen Street (two crossing guards), and Glen Street and First Avenue (two crossing guards). There is also a fifth grade Captain who goes around daily to provide feedback to the students. Approximately 40 student volunteers are utilized on a rotational basis for the nine students utilized at one time.

Most of the local neighborhood streets in walking distance to Park Elementary do not have sidewalks. Low traffic volumes on these streets ease some of the concerns. A map in Appendix B shows where sidewalks are lacking in the vicinity of the school.

Washington Avenue





Map F: West Elementary School



### **Parent Survey and Student Tally**

The Hutchinson School District conducted both parent surveys and in classroom student tallies as part of this SRTS planning process. This survey information helps to provide an assessment of how children travel to and from school, and provides insight on attitudes of parents pertaining to transportation choices. Both surveys will provide a baseline data as a starting point for future deliberation, monitoring, and evaluation.

The student tally and the parent survey instruments were developed by the National Center for Safe Routes to School. Student tallies were administered by teachers during the school week. Parent Surveys were conducted through the School's web site. A complete analysis of the surveys can be found within the appendix of this plan.

### **Student Tally Results**

Student Tallies were conducted at Park and West Elementary Schools and the Middle School during the month of December, 2014. The tallies were conducted for all grade levels at these three schools. As the tallies were conducted in the winter, it is evident that fewer children walked

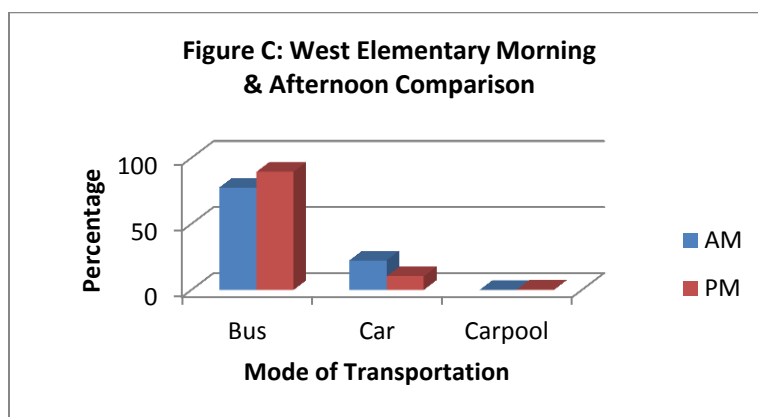


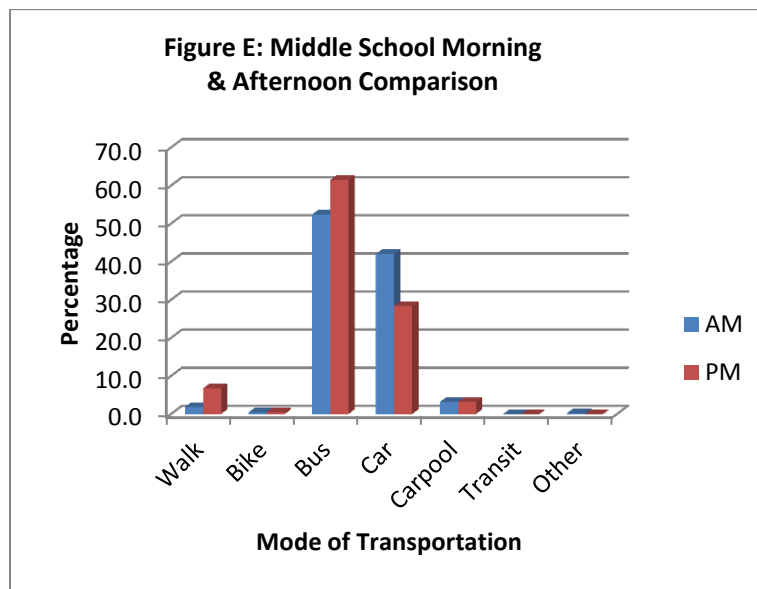
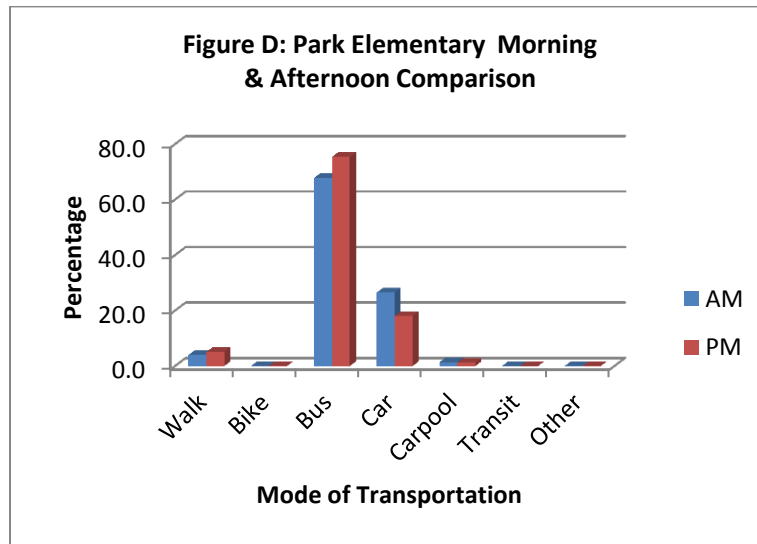
and especially biked than if it were the warmer spring and fall months. Teachers were asked to conduct the tallies on Tuesday, Wednesday, and Thursday in a given week. Some teachers only conducted the tallies for two of the three days.

The charts below show comparisons of the mode of travel the children utilized in arriving and departing the schools. West Elementary School, with attending Kindergarten and First Graders, discourages walking and bicycling because of the school's location. For that reason there were no students walking or bicycling to or from school when the tally was administered.

The percentage of children that walk to and from school are similar for Park Elementary and the Middle School. Slightly more children rode their bikes during the winter at the Middle School than at Park Elementary, but in both cases the number was very few. As can be seen the school bus is most heavily utilized by West Elementary students. Nearly eighty percent arrive by bus, and close to ninety percent depart by bus. Approximately sixty-eight percent of Park Elementary students ride the school bus in the morning, which increases to over seventy-five percent on departure. Middle School students utilize the school buses the least, with approximately fifty-two percent arriving by bus and nearly sixty-two percent departing by bus.

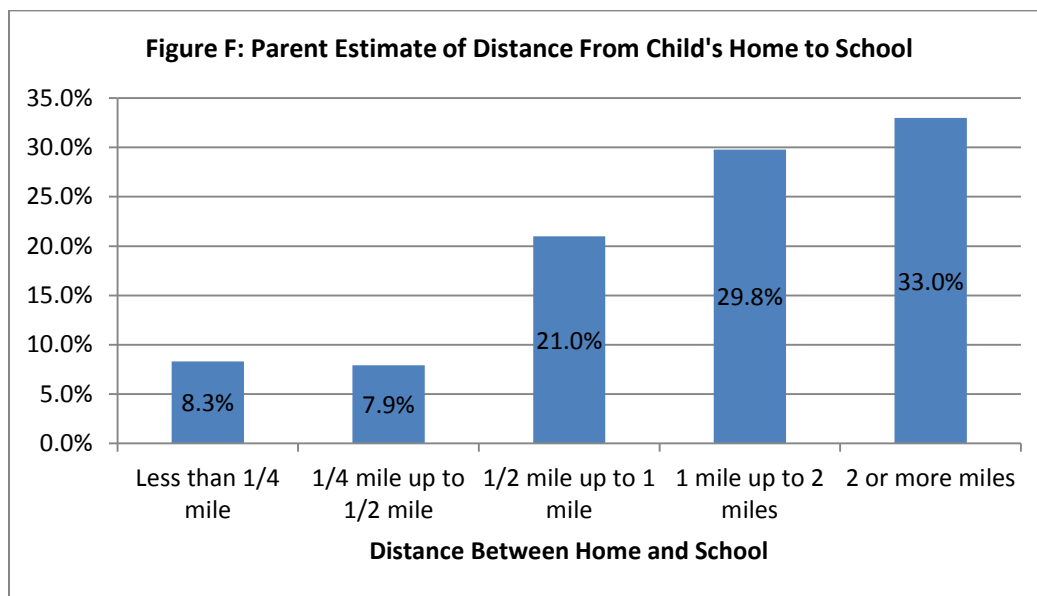
The use of the family vehicle is much greater for all three schools for student arrival than departure. The Middle School has the largest percentage of students arriving and departing school by family vehicle. Forty-two percent of Middle School students arrive by a family vehicle versus approximately twenty-seven percent of Park Elementary students and over twenty-two percent of West Elementary students. School departure for the Middle School and Park and West Elementary Schools are 28.3%, 18.1% and 10.3% respectively.





### Parent Survey Results

The SRTS parent survey was conducted in late November of 2014. A total of 337 surveys were returned between the three schools. There were 88 returns from West Elementary parents, 124 survey respondents from Park Elementary, and 125 responses from parents with children in the Middle School.



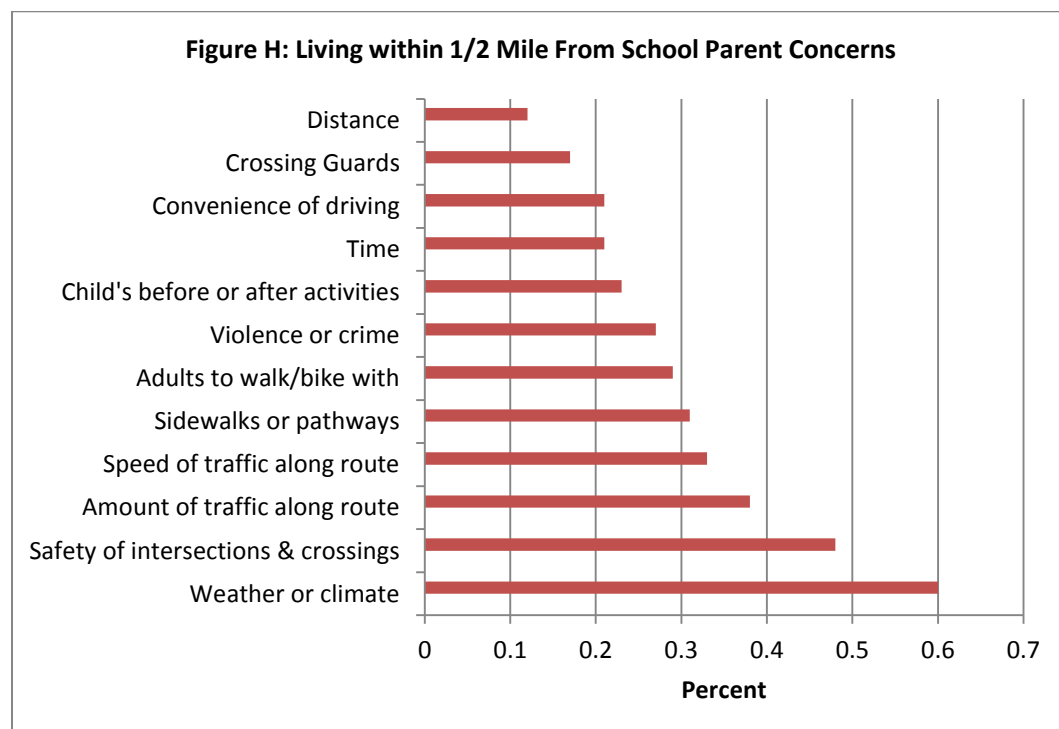
To reach the goal of increased student walking and bicycling, the students that live near the schools will be the primary concern. When considering walking distance, the parent survey shows that 35.3 percent of Park Elementary students live within one mile of the school, and 16.8 percent live within one-half mile. Extrapolated out for the entire school's enrollment would mean that approximately 303 of the school's students live within one mile of the school, and 144 students live within one-half mile. The parent survey shows that 37.6 percent of the Middle School's enrollment lives within one mile of the school site. Extrapolated to the school's total enrollment would show that approximately 255 students attending the middle school live within one mile of the school's location.

The Table below shows how parents answered question 10 on the survey about issues that affect decisions on allowing children to walk or bike to and from school. The table also shows how parents with children in each of the three schools answered the question. Poor weather or climate was the most cited concern. Amount of traffic, speed of traffic and safety concerns at intersections and crossings were all very strong concerns following weather. As many of the survey participants live a long distance from the school their child attends, distance was a common answer for those parents. The age of the child affects how the parent shows concerns on certain factors. Activities, before and after school, was a larger factor for parents of children attending the Middle School. Parents with younger children marked down that adults walking or bicycling with children is a more important factor.

Figure G:

| Concern of Parents for Walking and Biking | School  |      |      |        |
|---|---------|------|------|--------|
|   | OVERALL | West | Park | Middle |
| Weather or climate                        | 72%     | 66%  | 77%  | 71%    |
| Amount of traffic along route             | 61%     | 67%  | 61%  | 56%    |
| Safety of intersections                   | 60%     | 63%  | 61%  | 58%    |
| Speed of traffic along route              | 59%     | 65%  | 60%  | 53%    |
| Distance                                  | 54%     | 61%  | 61%  | 42%    |
| Sidewalks or pathways                     | 40%     | 43%  | 43%  | 33%    |
| Time                                      | 36%     | 33%  | 40%  | 35%    |
| Adults to walk/bike with                  | 32%     | 43%  | 34%  | 21%    |
| Violence or crime                         | 32%     | 31%  | 37%  | 26%    |
| Child's activities                        | 31%     | 23%  | 31%  | 37%    |
| Crossing Guards                           | 20%     | 35%  | 20%  | 80%    |
| Convenience of driving                    | 14%     | 9%   | 14%  | 8%     |

The Chart below shows the responses of parents that live within one-half mile to where their child attends school. Their concerns fairly well match concerns shown in the overall survey results, except for a key difference. Distance from school goes from the fifth highest concern to the lowest concern for these parents.





Question 14 on the survey asks the opinion of parents if the school encourages or discourages children walking or bicycling to and from school. Nearly eighty percent of the survey respondents gave the neutral answer that the school neither encourages nor discourages walking and biking. Eighteen percent of survey respondents from children attending West Elementary answered either discourages or strongly discourages walking and biking to school. While this is significantly higher than results from the other two schools, it is surprising in that the school openly discourages the kindergarten and first grade students from walking and biking to this school site.

Question 15 asked if walking and biking to and from school is a fun or boring activity for the children. Fifty-six percent of the survey respondents gave the neutral answer that it was neither fun nor boring. Nearly thirty-eight percent of the respondents answered either that it was fun or very fun for children to walk and bike to and from school. Less than two percent of the Park Elementary respondents answered that walking to school was boring, and no parent answered that it was very boring for their child walking or biking to Park Elementary School.

Question 16 asked how healthy the parent believes walking and biking to and from school is. Nearly eighty-four percent of the overall respondents to the question either answered healthy or very healthy. Only four respondents answered that it was unhealthy. These were from parents with children living greater than two miles from the schools. The strong attitude that walking and biking is a healthy activity is encouraging, as it is important factor to attract additional children to walk and bike to school.

## **Hutchinson Accident Information**

### **Bicycle and Pedestrian Accidents**

According to the crash data tabulated by MnDOT's MNCMAT Crash Mapping Program there have been twenty-eight pedestrian–motor vehicle accidents and thirty seven bicycle–motor vehicle accidents from 2004 to 2014 within the City of Hutchinson. This works out to 2.8 accidents involving pedestrians per year and 3.7 accidents involving bicyclists per year. The accidents are widespread throughout the community, with no particular location that stands out as a major concern. As one might expect, a larger proportion of the accidents happen on the busy Highway 15 (Main Street) and on the other arterials and collectors throughout the city.

The analysis shows that of the twenty-eight pedestrian accidents involving motor vehicles, eighteen (64.3%) happened at intersections. Twenty (71.4%) of the 28 accidents were either the drivers fault alone or partially the drivers fault. Seven of the accidents involved children, ages 5 to 16 years old. Three of these accidents were caused by children darting into traffic or playing on the road.





Motor vehicle accidents with bicyclists also occur mainly on the city's arterials and collectors that have higher levels of traffic. Eleven of the thirty-seven bicycle accidents occurred on Trunk Highway 15 or just off on a side road location. The one multi-accident location occurred at or near the intersection of Main Street and Fifth Avenue, with three accidents involving bicyclists in the ten year period. Greater than 78 percent of the accidents occurred at intersections. Fifteen of the accidents were the driver's fault, ten were the bicyclist's fault, seven were accidents where both were at fault, and five accidents did not give blame to the accident. Over thirty-five percent of the reported accidents with bicyclists mentioned that driver distraction played a role. Fourteen of the accidents involved bicyclists that were children, ages six to sixteen years old. One of the accidents involved a sixteen year old bicyclist at a school crossing near the High School. Fifty percent of the accidents involving children bicyclists were the fault, or partially the fault of the child for the accident.

### **Accidents Involving Just Motor Vehicles**

This Plan also reviewed the ten year accident history of just motorists alone. This analysis is useful in highlighting intersections and other areas where there have been considerable accidents, and thus could show a more dangerous location for pedestrians and bicyclists. Most accidents occur on busy arterials and collectors, particularly where these streets intersect. Local streets have few reported accidents throughout the community.

Near the Middle School and West Elementary there have been twenty-two accidents reported at the intersection of School Road and South Grade Road. Another eight accidents have occurred on South Grade Road between School Road and Dale Street (in front of the Middle School). An additional twenty-one accidents have occurred at the intersection of South Grade Road and Dale Street. A significant number of accidents have occurred near the High School on School Road from McDonald Drive north to the bridge over the Crow River. Fourteen accidents have occurred at the intersection of Roberts Road and School Road. Many other accidents have occurred on Roberts Road near the High School.

The largest number of motor vehicle accidents reported near the vicinity of Park Elementary School occur on Main Street (TH 15). Thirty five accidents alone have occurred at the intersection of Main Street and Second Avenue South. Another thirty one accidents have occurred at the intersection of Washington Avenue and Main Street. There have been nineteen motor vehicle accidents along Second Avenue between Main Street and Lynn Road near the school. Seven of these accidents took place at the intersection of Lynn road and Second Avenue. Eighteen accidents have occurred on Washington Avenue west of Main Street to the intersection with Lynn Road during the ten year timeframe. Ten of these accidents occurred at the intersection of Washington Avenue and Franklin Street. Glen Street and Grove Street have had only a marginal number of accidents near Park Elementary over the past ten years.



## Identified Engineering Needs

In review of the current facilities that are in place at and nearby the schools, there are already a number of well thought out engineered solutions that have been carried out in recent years to improve safety of pedestrians and bicyclists. In the preparation of this plan, a number of other infrastructure/engineering needs have been identified.

The infrastructure needs identified within this Plan have come from an audit where school dismissal was observed at all three school locations, SRTS Team meeting discussions, parent survey comments, review of current study and plans, and meetings with school officials and the Hutchinson Public Works Director/City Engineer. The solutions for some of the identified needs are readily apparent, while other needs will take detailed engineering analysis to find the best solution. It is not the purpose of this plan to prepare the more detailed engineering solutions to the more complex needs that have been identified, but to highlight that the needs for the City to give the proper engineering analysis in the near future.

### Engineering Needs on School Property

There are a few infrastructure improvements on school property, including the land at Park Elementary School where technically the school site is on City park property. At Park Elementary the sidewalk/bus loading zone along Grove Street should be wider to accommodate children waiting to load their bus. There is also a missing sidewalk on the north side of Park Elementary/City Park grounds off of Washington Avenue. While having a sidewalk at this location would be helpful, it is less of a priority than other needs because very few children are in need of this sidewalk segment on their trip to and from the school. There is a sidewalk on the north side of Washington Avenue. Lastly, signage at the High School parking lot may be helpful to remind persons exiting the grounds to be aware of pedestrians on the trail/sidewalk crossing.

Photos show location on Grove Street for bus loading and unloading at Park Elementary.  
A wider sidewalk at location would be helpful.



The Middle School would benefit from a couple of on-school property infrastructure projects. A top priority would be to create a spur trail from the trail that connects the High School and the Middle School. The spur would be located north of the baseball field and proceed east to 8th Avenue SW. A sidewalk/trail along 8th Avenue would also be advisable to the intersection of Dale Street. This Trail would bring a number of housing units closer to the school, and thus would expand the walk zone and would make it safer and more appealing for students to walk or bike to houses east of the school. A sidewalk in front of the school is needed to connect the front doors to the street's sidewalk. Currently pedestrians need to utilize the school's driveway to enter the school's south side.

No Sidewalk along south side of Washington Avenue



Missing Sidewalk location at the Middle School



### Engineering Needs of City Infrastructure for SRTS

The City of Hutchinson has an extensive trail system in the community, however there are several locations where trail improvements would be very beneficial for children walking and bicycling to school. One such trail expansion is scheduled to occur in fiscal year 2017. A new trail will be constructed along School Road from the Crow River Bridge to Roberts Road. The new trail will also travel along Roberts Road west to the Roberts Park entrance. The City obtained a federal Transportation Alternatives Program grant to help pay for these upcoming improvements.



It would be very beneficial to children attending the Middle School to complete the discontinued trail along Dale Street. A completed trail between South Grade Road and Roberts Road along Dale Street would aid in the safety of pedestrians and bicyclists on this collector street corridor. Another identified trail need is to construct a trail along Roberts Road from School Road to Dale Street. This is a route that is heavily used by children attending both the Middle School and the High School. The street is designated as a collector and thus carries considerable traffic. The last identified need for a trail is along Century Avenue from State Trunk Highway 15 to Jefferson Street. The construction of this trail segment would mostly aid in the safety of children riding their bikes from the surrounding neighborhoods. The Middle School is walkable from the Century Avenue area, but it is of a longer distance than other discussed needed improvements.

Four primary road intersection crossings have been identified in this planning process which have safety concerns for children traveling to and from school. City engineering staff will need to further investigate these intersections to determine the proper fix for the safety concerns. It may be possible in one or more of the identified intersections that only high visible pedestrian crossings are needed, but a couple of the intersections will take a much more sophisticated fix with dealing with high volumes of traffic and unique roadway geometrics. The four priority intersections identified are:

1. *The intersection at Kay Street and Roberts Road.* The observation of the Middle School dismissal has shown a number of students cross Roberts Road at this intersection. The intersection currently is unmarked.
2. *The Intersection at Dale Street and South Grade Road.* South Grade Road being a minor arterial and Dale Street being a city collector route means there is a large amount of traffic at this intersection traveling at all directions. The intersection has a four way stop, but the pedestrian crossings do not currently cover the full intersection. To complicate the crossing, Dale Street crosses South Grade Road on a diagonal alignment. Some Middle School children go to after-school activities at the church located on the southeast side of the intersection. See images below.
3. *Near Park Elementary School, the intersection of Second Avenue and Lynn Road has been identified as a safety concern from SRTS Team members.* The intersection currently has high visibility marked crossings. A ten-year history shows the intersection had only seven accidents involving motor vehicles, and none involving pedestrians and bicyclists. The City will consider what else can be done to improve the perceived safety issue. The School could also consider posting a crossing guard at the location.



4. *The City would like to create a safe crossing of State Trunk Highway 7 at the intersection with Montana Street.* There currently is no safe crossing of TH 7 between School Road and State Trunk Highway 15 intersections, a distance of well over a mile. Montana Street is located approximately mid-way between these two intersections. There will be no easy, inexpensive, solution for making this crossing safe. The City is considering the possibility of placing a High-Intensity Activated Crosswalk (HAWK) at this location. MnDOT will need to approve any pedestrian crossing project that the City wishes to pursue at this location.

FHWA Publication Number: FHWA-HRT-10-045 states that “The HAWK beacon is not illuminated until it is activated by a pedestrian, triggering the warning flashing yellow lens on the major street. After a set amount of time, the indication changes to a solid yellow light to inform drivers to prepare to stop. The beacon then displays a dual solid red light to drivers on the major street and a walking person symbol to pedestrians. At the conclusion of the walk phase, the beacon displays an alternating flashing red light, and pedestrians are shown an upraised hand symbol with a countdown display informing them of the time left to cross. During the alternating flashing red lights, drivers can proceed after coming to a full stop and checking that pedestrians have already crossed their lane of travel. Each successive driver is legally required to come to a full stop before proceeding during the alternating flashing red phase.”

Outside of the four intersections mentioned above. The intersection crossings of School Road at Eight Street and at McDonald Drive have been mentioned as safety concerns. Both intersections are T-intersections. On the north side of Eight Street there is a high visibility marked crossing of School Road. There are no current markings at McDonald Drive.

Vehicle speeding, particularly along School Road, was mentioned by a number of parents that answered the survey. The City will consider a variety of measures to calm traffic along School Road at and near the school property through roadway geometrics, greater enforcement measures, feedback signs, and other helpful steps. South Grade Road at the Middle School currently has a 35 mph, with no school reduced speed zone. Such a posted reduced speed zone should be considered at this location.

Main Street (TH 15) in downtown Hutchinson has been addressed in other city planning documents. Currently key intersections are lighted with crosswalk lighting. When the Minnesota Department of Transportation decides to reconstruct the highway in the downtown, a redesign will take place that will include improvements to the pedestrian travel environment. This could



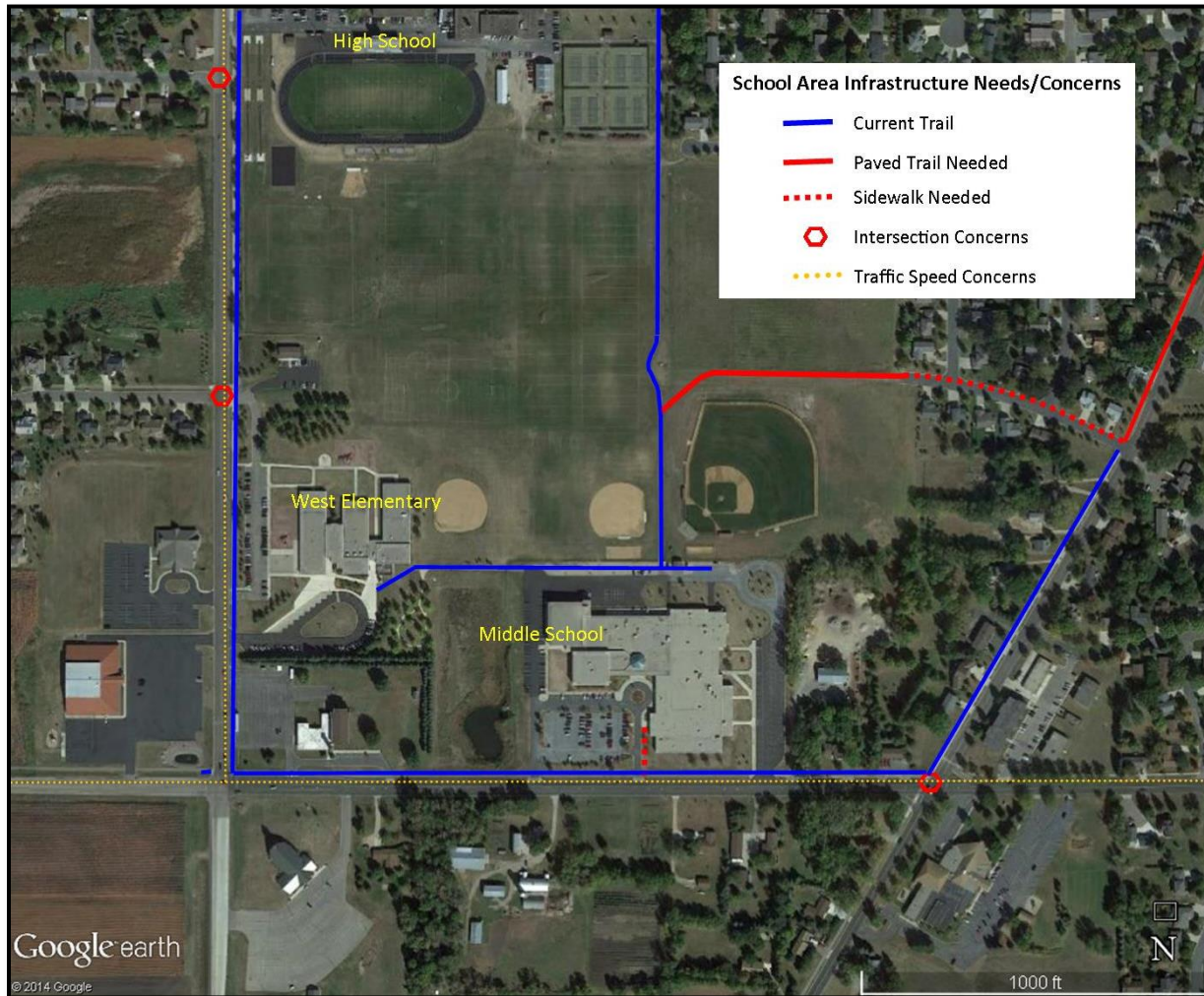
occur as soon as 2020, according to MnDOT's long range plans. When implemented in the long term future, TH 15 pedestrian crossings in downtown Hutchinson will see safety improvements.

Map G: Intersection of South Grade Road and Dale Street.  
There are safety concerns for pedestrians at this location.



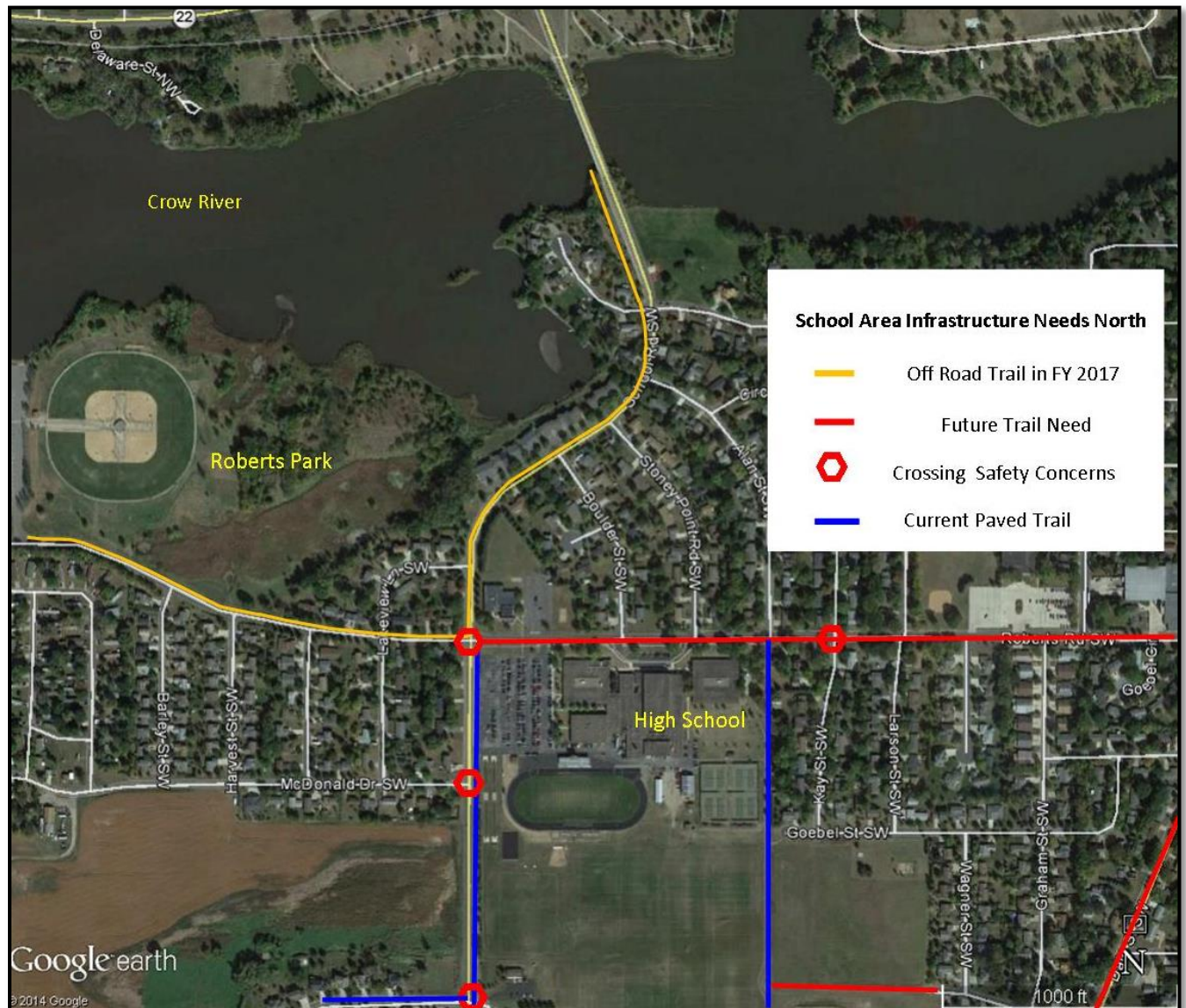
Below are two aerial photos highlighting some of the key infrastructure needs around the school campus on the west side of the City of Hutchinson.

Map H: School Area Infrastructure Needs/Concerns





### Map I: School Area Infrastructure Needs North







## **Enforcement, Education, and Encouragement Measures**

The needs and strategies for the SRTS Plan dealing with the categories of enforcement, education, and encouragement are all interrelated. There will be some planned measures that can easily fit and be discussed within more than one of these three categories. All three categories must be worked on together to reach the vision of this plan.

While the needs for engineering solutions are location specific, many of the enforcement, education, and encouragement goals are the same for each of the three schools this plan is addressing. Many of the needs in these areas can be discussed from the District level, where the schools can work together in developing action measures. Obviously, age of the child will play a large role in determining what measures will best be utilized in creating effective strategies for encouragement and education. Thus, some of the measures will be very different between the Middle School and the elementary schools.

When implementing the SRTS Plan, the three schools can work together on some shared action steps. This will save time, effort, and costs in a shared approach. For example, if an organization like the Minnesota Bicycle Alliance is brought in to help with educating Middle School students, Park Elementary School could also see that they utilize their talents by setting up another training opportunity for their students on the same day. SRTS media campaigns can be coordinated at the District Office level. Anytime the developed action steps are similar between the schools, coordination between the schools should be a priority.

### **Enforcement Needs and Measures**

The primary purpose of SRTS enforcement strategies is to deter unsafe behaviors of motorists, pedestrians, and bicyclists and to encourage all road users to obey traffic laws and share the road safely. Enforcement measures are not only the responsibility of the local police, but with the school and the community at large as well. Enforcement measures go hand in hand with education and safety awareness measures that are also discussed within this plan.

Through the various needs identification steps taken in preparing this plan there have been unsafe behaviors that have been identified for streets around the school and on the school campus. Speeding is a concern on the streets surrounding the school, particularly on School Road, and South Grade Road. Particular attention needs to be paid to the school's designated school speed zones. A speed zone should be studied along South Grade Road in front of the Middle School. Studies show that speed matters when it comes to determining if a pedestrian lives or dies in an accident. "At 20 mph, a pedestrian has a 5 percent chance of dying if he/she is



hit by a car. At 30 mph, the chance of dying increases to roughly 45 percent. If a pedestrian is hit by a motor vehicle traveling 40 mph, the risk of dying increases to 85 percent.”

Another enforcement concern is for motorists to follow the laws regarding yielding to pedestrians. All city street intersections are crosswalks, not just the marked crosswalks. The law is unfortunately often ignored. Concerns are also with motorists obeying crossing guards at the Park Elementary School crossing locations. An observed problem at Park Elementary School is that there are occasions when parents that pick up their children from school park in the crosswalk in front of where the student crossing guards are standing. This causes these patrollers needing to stand out in the road with their flags. In addition, motorists need to make full stops at the marked stop signs on the streets near the schools, and obey laws regarding passing stopped school buses. With the High School being on the same campus as West Elementary School and the Middle School special care is needed to be sure the inexperienced teenage drivers follow safe driving laws.

Pedestrian and bicyclist poor behaviors are also a concern when it comes to traveling to and from school. While steps to correct these problems will be mainly addressed under education, it is proper under enforcement measures to stop children when seen not obeying laws to point out their errors, and take the appropriate corrective measures.

The Hutchinson Police Department works with the School District in providing a safe environment for students arriving and leaving the schools after dismissal. During the first week of school, the Police Department takes a very active role in directing traffic at each of the school buildings. This sets a tone for the upcoming year and make sure things flow properly. The crossing patrol supervisor reports incidents to the Assistant Principal, and she determines if the Police Department needs to become involved. Bus drivers report non-serious incidents to their supervisor or directly to the Police Department if the incident is serious.

The Hutchinson Police Department encourages residents to register their bicycles with the city. This can be done for a one-time fee of five dollars. Such registration makes it easier to connect a bike to its owner in event of a theft. The City has a Police Bicycle Patrol that helps ensure the enforcement of laws regarding protecting bicyclists, and also providing a presence that helps educate the public on the laws and best practices for bicycling.

### **School and Community Enforcement Measures**

As described in the Travel Environment Section of this plan, Park Elementary School provides adult supervised student crossing guards at four locations surrounding the school. The crossing guards do not only make it safer for the students traveling to/from school, but also leads to more



parents feeling comfortable about their children walking or biking to school. Proper annual education of the crossing guards need to be continued.

School staff is also stationed outside observing and assisting with both student arrival and departure. The staff help ensure that students follow proper safety measures on the school's property.

The school needs to periodically purchase replacement patrol gear such as safety vests, flags, and rain ponchos. There is also the need to periodically purchase new pedestrian signs that are wheeled out every day. The Hutchinson Police Department has funded these signs in the past.

There are a couple of community enforcement programs that are available, and should be investigated to determine if volunteers are available and willing to participate. On the neighborhood level, surrounding the school, some homeowners may put up yard signs or stickers to encourage drivers to slow down. Signs could possibly be designed and made ready by art classes at the schools. Another possible program would have parent volunteers who drop off and/or pick up their children at school to agree to be part of a "pace car" program. A pace car program uses volunteers who take a pledge to follow speed limits, stop at stop signs, and obey other traffic control devices and school rules. The pace cars slow traffic down by modeling good behavior.

### **Education and Encouragement Needs and Measures**

Education and encouragement will be discussed together as they work hand in hand, and the activities involved often address both areas. Hutchinson Schools will play an important role with these activities, but other organizations in the community will also play important roles.

While, engineering solutions, discussed above, offer opportunities for greatly improving safety of children that walk and bike to and from school, safety education to both pedestrians and bicyclists has the greatest potential for children's safety. Education is not limited to specific locations as are engineering improvements. Children that are educated in safety procedures, provide improved safety at all locations. Studies have shown that the majority of school age pedestrian crashes occur not at the school site, but at locations on their journey to and from school.

Studies have also shown that the most predominant factors contributing to school age crashes are crashes that occur when children dash out from behind parked cars, and pedestrian crashes at



mid-block locations. These types of pedestrian crashes are best handled through education. Children are rarely involved in crashes when they are properly crossing a street.

Community-wide driver awareness and educational programs also are considered important in improving safety of students. Education reminds motorists that children are present and to slow down and follow traffic rules. Education of motorists is especially helpful when it comes to interaction with bicyclists, as many drivers are not currently aware of the laws pertaining to bicycle interaction.

The City of Hutchinson, as part of their Bicycle and Pedestrian Friendly City Initiative, provides bicycle safety training to the Hutchinson Public Schools, holds an annual “Bike and Blade Bonanza” which promotes safety through training and bike maintenance. The event, which is targeted for children, has given away thousands of helmets in the last 10 years. At the most recent Bike and Blade Bonanza \$40 helmets were sold for just \$5 at the annual event. The event, which has sponsorship help from the Hutchinson Jaycees, is given assistance from members of the Hutchinson High School Mountain Bike Team and members of the Hutchinson Mountain Bike Association.

The City’s web site provides educational material about bicycling safety, including videos about helmet use, bike safety, and respect. The web site also provides a map of the City’s Bicycle facilities. This bicycle map is also available as a brochure type handout.

At the School District’s Parent Open House event the Physical Education Department handed out Hutchinson Bike Route Maps. At the event there was drawing that gave out one bike helmet per grade.

Hutchinson’s Parks, Recreation, and Community Education Department offer a wide variety of fitness, recreation and sporting activities for Hutchinson youth of all age groups. They also provide classes for older driving residents with classes from AARP for defensive driving and refining existing driving skills. The Department could possibly be asked to look into providing some education for young bicyclists, and or take young children out on walking field trips where pedestrian education could be taught.

Meeker, McLeod, Sibley Healthy Communities operates the three county area’s State Health Improvement Program (SHIP) grant. Their staff has been part of the SRTS Team and can continue to help provide ongoing support for SRTS implementation. There will be possible opportunities for some small funding to help carry out some SRTS initiatives.



Heart of Hutch is an organization made up of a “group of people of all ages and backgrounds who want to inspire positive change in habits, behaviors and attitudes” across the community. This past year, with assistance from Hutchinson Health Wellness Coordinator and Park Elementary School, they helped organize children participating in International Walk to School Day.

The event also included children riding their bikes as an alternative. Over one hundred Park Elementary students participated in walking school buses that were led by adults including the Mayor, the Police Chief, and the Fire Chief. Participating children received an apple and a bottle of water after arriving at school. Heart of Hutch also sponsors a “Take a Kid Mountain Biking Day” as another of its many activities aimed at helping residents live well.

There are a variety of other organized biking events that various clubs and organizations sponsor. One of the most prominent events is the annual Water Carnival Bike Ride that is sponsored by the Hutchinson Rotary Club and the Outdoor Motion Bike Shop.



## Chapter Three: SRTS Goals, Objectives, and Action Plan

This Chapter establishes an SRTS Action Plan for the Hutchinson School District and City of Hutchinson. The Action Plan consists of five goals areas (based upon the 5 E's of SRTS planning) and corresponding objectives and action steps. This Chapter will help guide the School District in making decisions and implementing SRTS initiatives from 2015-2021.

For the purposes of this Plan, goals, objectives, and action steps are defined in the following way:

**Goal:** This is an idealistic statement intended to be attained at some undetermined future date. Goals are purposely general in nature.

**Objective:** Objectives are tangible actions that need to be completed in order to achieve a specific goal.

**Action Step:** An Action Step is a specific activity that will be taken in order to achieve a goal and objective. For the purposes of this Plan, the action steps identify if they pertain to West Elementary, Park Elementary, the Middle School, or the entire Hutchinson School District. Action steps may involve one of the schools, the entire school district, the City of Hutchinson, and/or various other entities in the community.

### Hutchinson School District Safe Routes to School Goals, Objectives, and Action Steps

#### I. **Education Goal:**

*"To provide students and parents with the necessary information they need to fully understand how important walking and biking is to their health."*

**Objective A: To teach bike and pedestrian safety laws and skills in a way that is clear, hands-on, and consistent.**

I.A.1. Consider using Minnesota's Walk! Bike! Fun! as a basis to customize appropriate grade level curriculum.



- Who: School District.
- When: Begin in the fall 2016.
- Funding: In-kind expenses (printing and staff time).

I.A.2. Investigate ways to provide students with bicycle and pedestrian educational opportunities. This may be accomplished through incorporating bicycle and pedestrian education within physical education classes. The School District will also consider looking for opportunities to incorporate classroom lessons where appropriate in such subjects as math, science, social studies, and health that meet state and District curriculum standards. Curriculum examples are available.

- Who: School District.
- When: Begin in the spring 2016. Update after the first year and biannually thereafter.
- Funding: In-kind expenses (staff time).

I.A.3. Continue the annual “Bike and Blade Bonanza” event, aimed at children, that promotes safety through bicycle training and maintenance and provides the opportunity for parents to purchase \$40 helmets for their children for just \$5.

- Who: Hutchinson Jaycees, City of Hutchinson, High School’s Mountain Bike Team, Hutchinson Mountain Bike Association.
- When: Ongoing. Held in May.
- Funding: Even expenses, In-kind expenses and cost to subsidize bike helmets.

**Objective B: To educate students, parents, and citizens on key pedestrian and bicycling issues in the community, and the benefits of SRTS and a more active lifestyle.**

I.B.1. Provide education and reminders to drivers of the community to obey traffic laws, and be vigilant, especially near schools. This will be done with school information to parents and city information to all residents through the city’s web site and various media opportunities. The City’s web site also includes educational videos pertaining to bicycle safety.

- Who: School District and City of Hutchinson.
- When: Ongoing, with emphasis made at the beginning of the school year.
- Funding: In-kind expenses (printing, staff and volunteer time).





I.B.2. Provide handouts and provide information on the school's web site at the beginning of the school year explaining busing, parking, walking, and bicycling issues, focusing on safety rules and school policies.

- Who: School District.
- When: Annually.
- Funding: In-kind expenses (printing, staff and volunteer time).

I.B.3. Create a school zone pedestrian and bicycle map (i.e. route map) to be distributed to students in the fall and spring. Encourage parents to go over walking and biking options with their children.

- Who: SRTS Task Force.
- When: 1st map ready for spring 2016. Update annually as needed.
- Funding: MMDC will create and update the maps.

I.B.4. Work with the media to highlight key SRTS information, events, and initiatives. Target drivers encouraging them to slow down and pay attention to bicycles and pedestrians.

- Who: School District, PTO, and Sheriff's Office.
- When: Ongoing.
- Funding: In-kind expenses (staff and volunteer time).

I.B.5. Because the High School is located near West Elementary and the Middle School, continue to implement teen driver campaigns, such as don't text and drive, for Hutchinson High School students. Look into applying for stakeholder funding to enhance the programs and/or to establish an incentive program.

- Who: School District and Sheriff's Office.
- When: Ongoing.
- Funding: In-kind expenses (printing, staff and volunteer time).

I.B.6. Consider Incorporating SRTS education into classroom art projects or after school activities (i.e., posters, paintings, etc.) by emphasizing various SRTS topics (i.e., International Walk to School Day, Don't Text and Drive, etc.). Display artwork in hallways and periodically hold an art contest to provide incentives.

- Who: School District.
- When: Ongoing.
- Funding: \$500; In-kind expenses (supplies, printing, staff time).



I.B.7. Educate students on the importance of using designated crosswalks, especially when walking or biking to and from school.

- Who: School District.
- When: Ongoing.
- Funding: In-kind expenses (supplies, printing, staff time).

## **II. Encouragement Goal:**

*"To mitigate the issues that discourage students from walking and biking to school."*

**Objective A: To build confidence in students and parents that walking and biking to school and throughout the community is both healthy and safe.**

II.A.1. Encourage that each classroom (K-5) organizes at least one walking field trip annually (i.e., playground, library, post office, Luce Line State Trail, etc.). Use the walk as an educational opportunity to teach/strengthen pedestrian skills.

- Who: School District.
- When: Begin in the spring 2015.
- Funding: None needed.

II.A.2. Continue to Participate annually in the International Walk to School Day.

- Who: School District, Heart of Hutch, City of Hutchinson.
- When: Continue in the fall 2015.
- Funding: In-kind expenses (printing, staff and volunteer time).

II.A.3. Continue to participate in the annual National Bike to School Day.

- Who: School District, Heart of Hutch, City of Hutchinson.
- When: Ongoing.
- Funding: In-kind expenses (printing, staff and volunteer time).

II.A.4. Conduct a bike rack assessment, ensuring that key locations (i.e., schools, library, etc.) have quality bike racks. Find a stakeholder who is willing to provide bike locks as an incentive to those using their bicycles.

- Who: School District, City of Hutchinson.
- When: Ongoing.
- Funding: \$500 for bike locks; \$500 for conducting the bike rack assessment.



II.A.5. Continue to provide map flyers that promote and show Hutchinson's bike trails and bicycle friendly facilities.

- Who: City of Hutchinson.
- When: Ongoing.
- Funding: \$1,500.

II.A.6. Continue to provide parents and students with safety rules and school procedures dealing with students arriving and departing to/from school by all modes of travel, through the handbook given to parents and using the school website. Continue to have parents sign that they have read and understood the handbook.

- Who: School District.
- When: Ongoing.
- Funding: In-kind expenses (printing and staff time).

II.A.7. Purchase additional bicycle racks. Place at Middle School, Park Elementary, and near the school's athletic facilities.

- Who: School District
- When: Look for first opportunity that SRTS Mini-grants are made available
- Funding: \$1,000

II.A.8. Continue to provide a variety of community organized walk, run, and bicycling family events such as the Heart of Hutch's "Take a Kid Mountain Biking Day," the annual Water Carnival Bike Ride sponsored by the Hutchinson Rotary Club and the Outdoor Motion Bike Shop, and the Open Streets Hutchinson event.

- Who: Various community clubs and organizations.
- When: Ongoing.
- Funding: Limited expenses per event funded through the sponsor organizations.

### **III. Engineering Goal:**

*"Implement changes to the built environment to maximize the safety of walking and biking."*

#### **Objective A: To proactively mitigate needs on or next to school property.**

III.A.1. Install a sidewalk at the Middle School from the public sidewalk to the front door entrance area. This will allow pedestrians to stay off the vehicle entrance and parking lot.



- Who: School District.
- When: 2016.
- Funding: Moderate cost to be determined.

III.A.2. Install a trail connecting the trail between the Middle School and the High School on the north side of the ballfield connecting to 8<sup>th</sup> Avenue SW. It is hoped that the City would consider extending this trail by a trail or sidewalk on 8<sup>th</sup> Avenue SW from school property to Dale Street SW.

- Who: School District and City of Hutchinson.
- When: 1 – 5 years.
- Funding: School District and/or City of Hutchinson.

III.A.3. Widen sidewalk at Park Elementary School Bus loading zone on the east side of Grove Street NW to offer a safer environment for those students entering and exiting the buses.

- Who: School District and City of Hutchinson.
- When: 1 – 5 years.
- Funding: School District and/or City of Hutchinson.

III.A.4. Install a sidewalk on the south side of Washington Avenue between Grove Street and Glen Street (Park Elementary block).

- Who: School District and City of Hutchinson.
- When: Within five to ten years.
- Funding: School District and/or City of Hutchinson.

**Objective B: To proactively identify and mitigate pedestrian and bicycle safety issues throughout the City of Hutchinson.**

III.B.1. The City of Hutchinson has plans to write and pass a Complete Streets Ordinance to help foster improved bicycle and pedestrian facilities throughout the community including streets utilized by children walking and biking to and from school.

- Who: City of Hutchinson.
- When: 2015 or 2016.
- Funding: In-kind staff time.

III.B.2. Create improved pedestrian crossings at the following intersections: (a) South Grade Road and Dale Street (b) Kay Street and Roberts Road (c) McDonald Drive and School Road (d) Second Avenue SW and Lynn Road SW.



- Who: City of Hutchinson.
  - When: 2016 to 2020.
  - Funding: Each project will need to be separately evaluated to determine best fix and cost.
- III.B.3. Improve Pedestrian crossings along TH 15 (Main Street) in the downtown business district when MnDOT schedules the road to be reconstructed.
- Who: MnDOT and City of Hutchinson.
  - When: 2020 at the earliest.
  - Funding: To be determined, but a significant cost.
- III.B.4. Improve the safety of Crossing State Highway 7 at Montana Street. This project shall require engineering analysis to determine the best solution. MnDOT will need to give their approval of any project across their highway. One possible solution is the construction of a High-Intensity Activated Crosswalk (HAWK) at this location.
- Who: City of Hutchinson, MnDOT.
  - When: 2017 or beyond.
  - Funding: Cost will depend upon engineering solution, but will likely be a significant amount, likely greater than \$100,000. Seek grant funding.
- III.B.5. Produce an engineering and enforcement plan for traffic calming measures along School Road. Measures will likely be a combination of roadway geometrics, driver feedback signs, and stepped up enforcement measures.
- Who: City of Hutchinson.
  - When: Within one to three years.
  - Funding: In-Kind staff time and \$10,000 if special study.
- III.B.6. Create an off road paved trail along School Road from the bridge to Roberts Road. The trail will turn west on Roberts Road and proceed to the entrance at Roberts Park.
- Who: City of Hutchinson.
  - When: FY 2017.
  - Funding: Project is programed. TAP grant and City matching funds.
- III.B.7. Complete the disconnected trail along Dale Street between South Grade Road and Roberts Road.
- Who: City of Hutchinson.
  - When: To be determined.



- Funding: Cost to be determined.

III.B.8. Expand city trail system along Roberts Road from School Road to Dale Street and along Century Avenue between State Highway 15 and Jefferson Street.

- Who: City of Hutchinson.
- When: To be determined.
- Funding: Cost to be determined.

#### IV. **Enforcement Goal:**

*“To provide the necessary monitoring and enforcement of SRTS routes to ensure safe and lawful practices and behaviors of all users.”*

**Objective A: To ensure that students, parents, and citizens understand and follow existing vehicle, pedestrian, and bicycle laws.**

IV.A.1. Encourage the City of Hutchinson Police Department to adopt a “Zero Tolerance” policy towards vehicles not obeying the law near the schools and student utilized walk and bike routes. Also, encourage officers and school staff to proactively address unsafe pedestrian and bicycle activities.

- Who: City of Hutchinson Police.
- When: Ongoing.
- Funding: In-kind expenses (staff time).

IV.A.2. Encourage bus drivers, school staff, students, parents, and citizens to report to authorities all unsafe vehicle, pedestrian, and bicycle behaviors when someone’s life is at risk.

- Who: City of Hutchinson Police and School District staff.
- When: Ongoing.
- Funding: In-kind expenses (staff time).

IV.A.3. Continue the adult supervised student crossing guard program at Park Elementary School at the current four locations. Continue to supply crossing guards with appropriate equipment, vests, and training.

- Who: School District.
- When: Ongoing.
- Funding: \$1,000 for supplies and training; In-kind expenses (staff and volunteer time).





IV.A.4. Examine acquiring driver feedback electronic signs and utilizing them, especially after school begins in the fall, to remind drivers to keep within the posted speed limits within the School Safety Zone. Provide for extra enforcement when trailers are present.

- Who: City of Hutchinson.
- When: If move forward with purchase, ongoing activity.
- Funding: Cost of driver feedback sign equipment. In-kind expenses (staff time and stakeholder's equipment).

## **V. Evaluation Goal:**

*"To provide an ongoing process to evaluate, and update the SRTS Plan as progress is made towards achieving the Hutchinson SRTS Vision Statement."*

### **Recommended Evaluation Strategies:**

Evaluation is an important component of any SRTS program. There needs to be an impartial review of what strategies have been implemented to determine if adjustments or changes are necessary to meet the goals and objectives laid out in the Plan. In addition, new strategies may need to be developed to better meet the Plan's objectives. The parent survey and student tally results may be utilized as a baseline to help measure student travel behavior and measure effectiveness of SRTS efforts over time.

### **Evaluation Strategy Action Steps:**

- Keep the SRTS Task Force in place to meet periodically to work on encouragement, education, and enforcement goals and to evaluate and push for activities related to engineering action steps. There should be no cost for this strategy step.
- On an annual basis, conduct classroom student tallies to determine if progress is being made on the number of students walking and biking to school with the SRTS efforts being conducted. There should be no cost for this strategy step.
- After it is determine that an appropriate number of action steps have been taken under education, encouragement, enforcement, and engineering, conduct another parent survey to determine if attitudes are improving over children walking and biking to school. Resurvey every few years. This would involve a modest cost for making copies of the survey and for tabulating the results.



- After engineering action steps have been taken, the SRTS Task Force shall conduct a walking and/or biking audit of the improvement to see firsthand if the results of the new improvements have corrected the safety problems identified. There should be no cost for this strategy step.
- On an ongoing, periodic basis, ask the City of Hutchinson for both traffic count data and accident data to determine what changes are occurring over time. There should be no cost for this strategy step.
- Review and revise SRTS Plan. The SRTS Task Force should review how progress is being made on the action steps, and adjust efforts accordingly. Understanding that this Plan is created at a specific moment in time, the SRTS Task Force should review the Plan in detail periodically. Times, conditions, attitudes, and desires all will change over time. For this reason, the Plan should be revisited at least every 5 years to determine what changes are needed and what new action steps should be added to keep the Plan relevant in the future. There should be no cost for conducting this strategy step, however new activities will likely be added that will cost money when implemented.



## **Chapter Four:**

### **SRTS Implementation Resources**

A successful implementation of a SRTS plan will need the continued effort of the School's SRTS Team, along with the support from the School District, the City of Hutchinson, and various other organizations mentioned as part of this plan. The engagement of the parents and the general public will also be very important to successfully implementing the SRTS plan. There are both federal and state resources that can be utilized to assist with the plan. This section provides web addresses for some of the better-known websites. The SRTS Team may also utilize web search engines to look for issues specific in a particular activity that likely will result in finding additional resources.

MnDOT with collaboration with the Minnesota Department of Health, Blue Cross Blue Shield of Minnesota Center for Prevention and the Bicycle Alliance of Minnesota has developed an on-line resource center for Safe Routes to School. "The resource center is a valuable way for SRTS Programs and partners across the state to share information about SRTS in Minnesota. It also provides education, outreach, and training resources for Minnesota communities."

"Things you can expect to find on the Minnesota SRTS Resource Center:

- Information about what SRTS is and how to get started
- Resources to implement the 5 E's (education, engineering, enforcement, evaluation and encouragement)
- Tool kits and other resources for events, school programs, and more
- Success stories and information from Minnesota programs
- New tip sheets on SRTS policies, starting SRTS programs (walking school buses, bike trains, events) and starting a SRTS team."

[www.mnsaferoutestoschool.org](http://www.mnsaferoutestoschool.org)

The National Center for Safe Routes to School provides a very complete website with information and resources on all aspects of a Safe Routes to School.

<http://www.saferoutesinfo.org/index.cfm>



International Walk to School maintains a website that shares SRTS information along with their efforts in organizing the annual International Walk to School Day.

<http://www.iwalktoschool.org/index.htm>

The Minnesota Department of Transportation's SRTS website has general information and resources, grant information, success stories, online webinars, and many other topics to assist with SRTS.

<http://www.dot.state.mn.us/saferoutes/>

The Federal Highway Administration (FHWA) maintains a useful SRTS website containing information about the program.

<http://safety.fhwa.dot.gov/saferoutes/>

The Safe Routes to School Partnership provides links and contacts to businesses and organizations in each state that support SRTS, along with other useful information.

<http://www.saferoutespartnership.org/>

## **Funding Sources**

A variety of resources can be utilized in funding SRTS activities. This includes both public grants as well as private sector funding.

### Transportation Alternatives Program (TAP)

The new federal transportation act, MAP-21, combined the Safe Routes to School grant program in with several other grant programs into a new program called the Transportation Alternatives Program (TAP). The Minnesota Department of Transportation will administer the program. With this being a brand new program, details about how the program will be funded were still being worked on at the time this plan was written. A new application process will be developed. An important change over the past SRTS Program application is that there will now be a match requirement of likely 20 percent on projects that are funded. The Minnesota Department of Transportation should be contacted to learn more about this competitive grant.

### Other Transportation Funding



It may be possible to include a SRTS safety project as part of a planned road major repair or reconstruction project. The engineer for the government entity that jurisdictionally operates the road should be contacted to discuss SRTS safety needs early on when a road project is being designed. There may be sources of funding these engineers could also possibly apply for that would help pay for SRTS safety projects that involve the streets near the school.

#### School District and City Funding and Other Local Government Funding

The School District and the City have been mentioned in the Action Plan for helping to carry out various inexpensive activities. The School and the City may also be needed as a source for match dollars for grant dollars that are obtained. The County's Department of Health may have programs or resources available to assist with educating and encouraging more physical activity.

#### Private Sector Funding

Often, local SRTS programs can solicit funding from non-governmental resources within their own communities. The multiple benefits of SRTS programs, including the safety, health, environment, and community impacts, often align with the interests of the local community. Civic Organizations such as the local Lions Club, Kiwanis Club, Rotary Club, Jaycees, and others may be willing to help pay for a particular project.

Foundations and corporations/businesses may be willing to assist with a SRTS project. One example of this is Minnesota Blue Cross/Blue Shield that has helped fund SRTS activities in various communities in the past.

Individuals could be possibly approached for funding through beginning a local fund drive. Many programs have raised funds by holding special events. Use the SRTS theme to attract funding. Hold a walkathon or a bicycle event. You can also choose more traditional funding efforts such as bake sales, concerts, talent shows, etc.

**Appendix A:**  
Safe Routes To School  
Program 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 | <b>Potential Lead/Champion:</b> Parent, teacher, or administrator<br><b>Potential Partners:</b> 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<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> PTA/parents, local law enforcement, or bicycling group/enthusiast<br><b>Potential Partners:</b> 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<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> PTA or local group/volunteer/business<br><b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business<br><b>Resources Needed:</b> 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             | <b>Potential Lead/Champion:</b> Teacher/administrator<br><b>Potential Partners:</b> School district; PTA/parents; public health/ local gov't.; local groups/advocates/volunteers<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> PTA or local group/volunteer<br><b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business<br><b>Resources Needed:</b> 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   | <b>Potential Lead/Champion:</b> Parents/PTA or bicycling group/ enthusiast<br><b>Potential Partners:</b> 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<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> Parents/PTA or local groups/gov't.<br><b>Potential Partners:</b> 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<br><b>Resources Needed:</b> 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   | <b>Potential Lead/Champion:</b> Parents/PTA, local groups/ government, or student group<br><b>Potential Partners:</b> School district; teachers/administrators/staff; PTA/parents; public health/local gov't.; students<br><b>Resources Needed:</b> 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   | <b>Potential Lead/Champion:</b> Teacher/administrator<br><b>Potential Partners:</b> PTA/parents; school district; public health/ local gov't.; local law enforcement; local groups/advocates/ volunteers; League of American Bicyclists instructors<br><b>Resources Needed:</b> 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   | <b>Potential Lead/Champion:</b> Teacher/administrator<br><b>Potential Partners:</b> PTA/parents; school district; public health/ local gov't.; local law enforcement; local groups/advocates/ volunteers; older students<br><b>Resources Needed:</b> 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   | <b>Potential Lead/Champion:</b> Local law enforcement<br><b>Potential Partners:</b> School district; teachers/administrators/staff; PTA/parents; public health/local gov't.; local groups/advocates/ volunteers; older students<br><b>Resources Needed:</b> 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 | <b>Potential Lead/Champion:</b> Parents/PTA or local groups/gov't.<br><b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't.; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors<br><b>Resources Needed:</b> 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   | <b>Potential Lead/Champion:</b> Public health/local government<br><b>Potential Partners:</b> School district; teachers/administrators/ staff; PTA/parents; local groups/advocates/volunteers; local law enforcement<br><b>Resources Needed:</b> 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 | <b>Potential Lead/Champion:</b> Teacher/parent, local groups/ advocates/volunteers<br><b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; local groups/advocates/volunteers<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> PTA/parents<br><b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov’t.; local law enforcement; local groups/advocates/volunteers; local businesses/celebrities<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> Faculty/staff or PTA<br><b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; local groups/advocates/volunteers; older students; local business<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> Parent or local group/volunteer<br><b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; public health/local gov’t.; local groups/advocates/volunteers<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> PTA/parents or local groups/ volunteers<br><b>Potential Partners:</b> 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<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> PTA/parents or local groups/ volunteers<br><b>Potential Partners:</b> 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<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> PTA/parents<br><b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; local law enforcement; local groups/advocates/ volunteers; local businesses/celebrities<br><b>Resources Needed:</b> 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 | <b>Potential Lead/Champion:</b> Teacher/parent<br><b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't.; local law enforcement; local business; students<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> Faculty/staff or PTA<br><b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; local groups/advocates/volunteers; older students; local business<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> Teacher/parent<br><b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't.; local groups/advocates/ volunteers<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> PTA/parents<br><b>Potential Partners:</b> Teachers/administrators/staff; PTA/parents; school district; public health/local gov't.; local law enforcement; local groups/advocates/volunteers; local businesses/celebrities<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> Local law enforcement<br><b>Potential Partners:</b> School district; teachers/administrators/staff; public health/local gov't.; PTA/parents; local groups/advocates/volunteers<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> School district, school administration, local law enforcement, or PTA<br><b>Potential Partners:</b> School district; teachers/administrators/staff; PTA/parents; public health/local gov't.; local law enforcement; local groups/advocates/volunteers<br><b>Resources Needed:</b> 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                          | <b>Potential Lead/Champion:</b> School district, school administration, or PTA<br><b>Potential Partners:</b> School district; teachers/administrators/staff; PTA/parents; public health/local gov't.; local law enforcement; local groups/advocates/volunteers; older students<br><b>Resources Needed:</b> 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  | <b>Potential Lead/Champion:</b> Local law enforcement, school district, or administration<br><b>Potential Partners:</b> School district; teachers/administrators/staff; public health/local gov't.; local law enforcement; PTA/parents; local groups/advocates/volunteers; local businesses<br><b>Resources Needed:</b> 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 | <b>Potential Lead/Champion:</b> School administration or PTA<br><b>Potential Partners:</b> School district; teachers/administrators/staff; PTA/parents; public health/local gov't.; local law enforcement; local groups/advocates/volunteers; students; local businesses<br><b>Resources Needed:</b> 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                                     | <b>Potential Lead/Champion:</b> School district, school administration, or PTA<br><b>Potential Partners:</b> School district; teachers/administrators/staff; PTA/parents; public health/local gov't.; local law enforcement; local groups/advocates/volunteers; older students<br><b>Resources Needed:</b> Training materials; supervision/oversight; safety vests   |

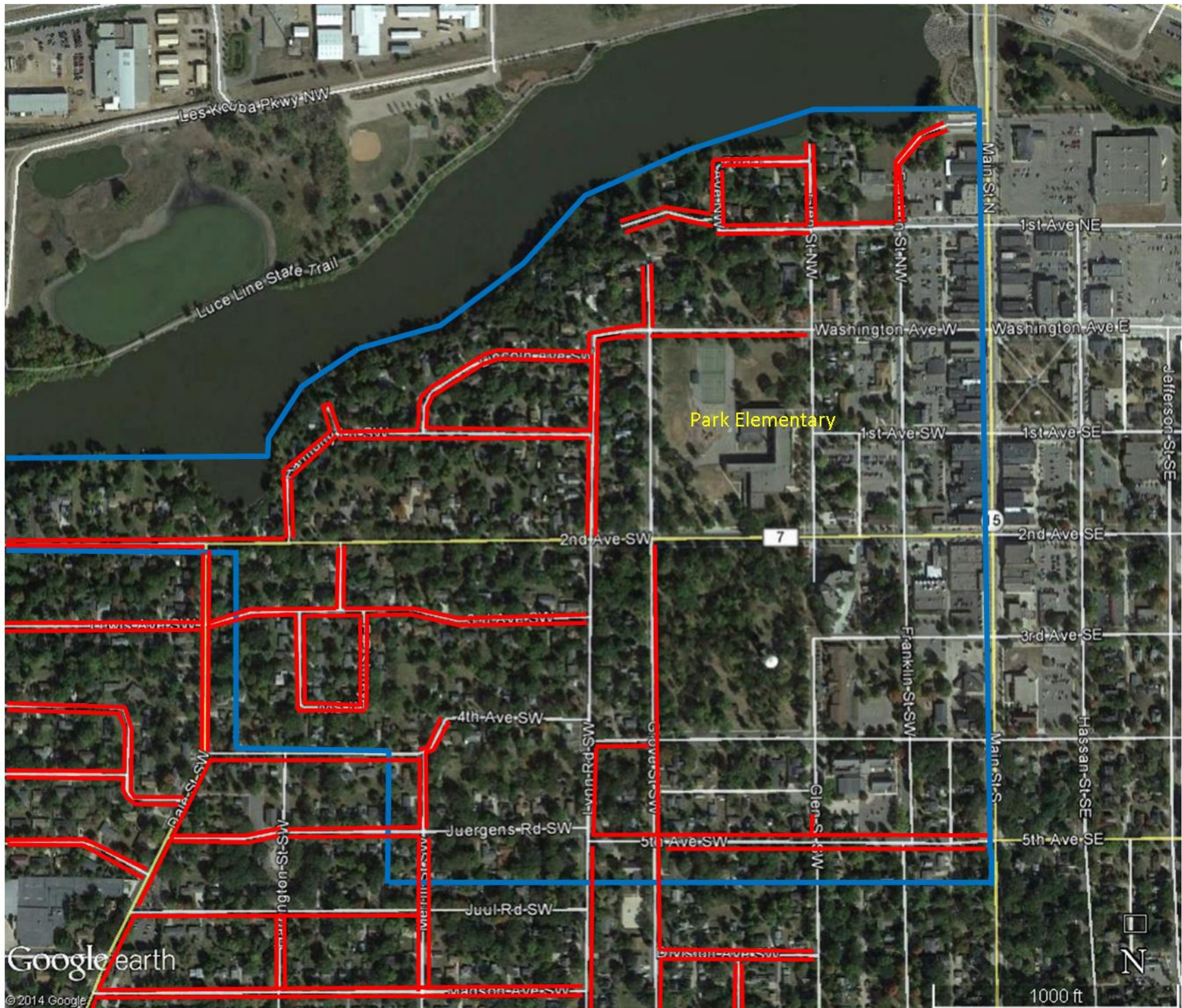
# **Appendix B:**

## **Additional Maps**

1. Park Elementary Walk Zone and Sidewalks
2. Park Elementary Current Information
3. Middle School Facilities Map



## No Sidewalk Locations



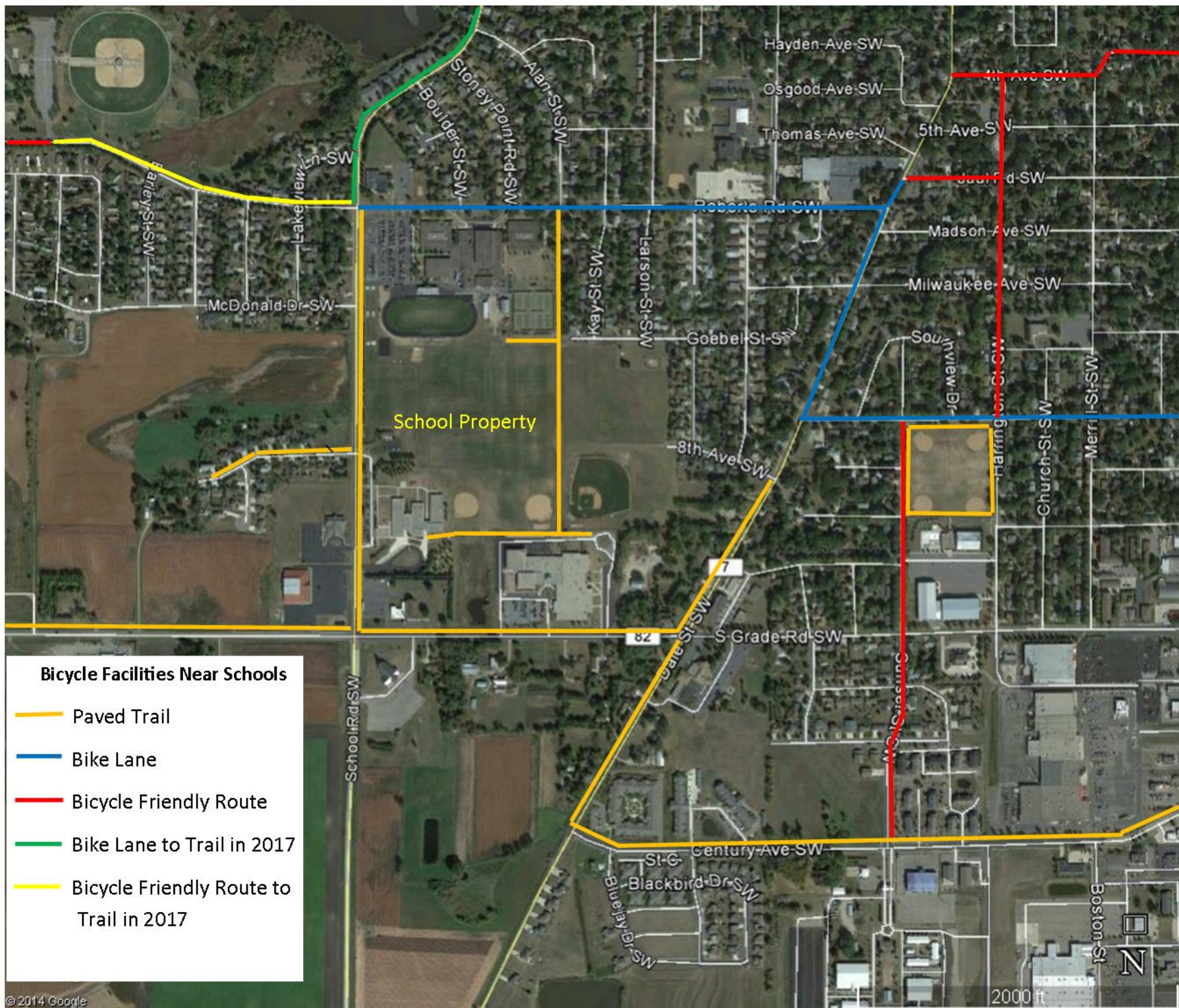
— School Walk Zone

— No Sidewalk









# **Appendix C:**

## **Parent Survey Form**

## 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!**

|   |  |   |
|---|--|---|
| + | <b>CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY</b> | + |
|---|--|---|

**School Name:**[illegible]

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 8<sup>th</sup> grade?

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

[illegible]

**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

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

### Leave from school

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

|          |  |
|----------|--|
| <b>+</b> | <b>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</b> |
|----------|--|

- 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

- ☐ Less than 5 minutes
- ☐ 5 – 10 minutes
- ☐ 11 – 20 minutes
- ☐ More than 20 minutes
- ☐ Don't know / Not sure

### Travel time from school

- ☐ Less than 5 minutes
- ☐ 5 – 10 minutes
- ☐ 11 – 20 minutes
- ☐ More than 20 minutes
- ☐ 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)

- |   |                              |                             |                                   |
|---|------------------------------|-----------------------------|-----------------------------------|
| <input type="checkbox"/> Distance.....                                  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Convenience of driving.....                    | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Time.....                                      | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Child's before or after-school activities..... | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Speed of traffic along route.....              | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Amount of traffic along route.....             | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Adults to walk or bike with.....               | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Sidewalks or pathways.....                     | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Safety of intersections and crossings.....     | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Crossing guards.....                           | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Violence or crime.....                         | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> Weather or climate.....                        | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> 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?

- |   |  |
|---|--|
| <input type="checkbox"/> Grades 1 through 8 (Elementary)        | <input type="checkbox"/> College 1 to 3 years (Some college or technical school) |
| <input type="checkbox"/> Grades 9 through 11 (Some high school) | <input type="checkbox"/> College 4 years or more (College graduate)              |
| <input type="checkbox"/> Grade 12 or GED (High school graduate) | <input type="checkbox"/> Prefer not to answer                                    |

16. Please provide any additional comments below.

|  |
|--|
|  |
|  |
|  |

# **Appendix D:**

## **Detailed Parent Survey Results**

## Hutchinson School District Parent Survey Results

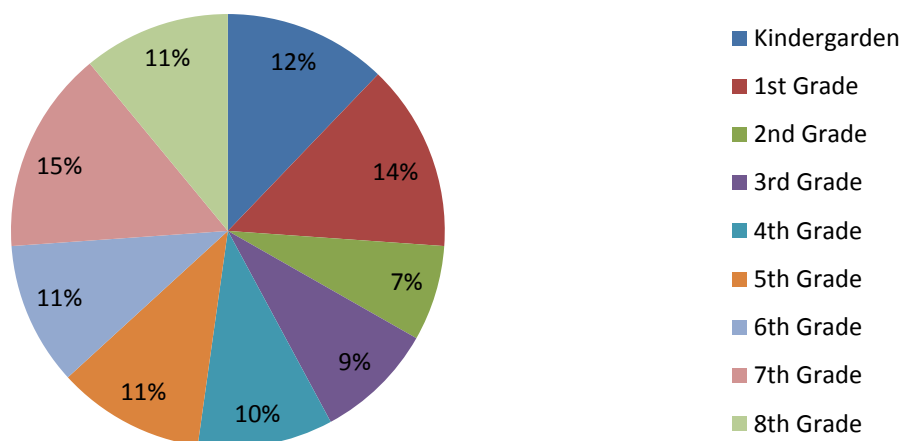
337 surveys returned in December, 2014

### Grade Levels of Children Represented in the Survey

| Grade In School | Responses Per Grade |         |
|-----------------|---------------------|---------|
|                 | Number              | Percent |
| Kindergarden    | 41                  | 12.2%   |
| 1st Grade       | 47                  | 13.9%   |
| 2nd Grade       | 24                  | 7.1%    |
| 3rd Grade       | 30                  | 8.9%    |
| 4th Grade       | 34                  | 10.0%   |
| 5th Grade       | 37                  | 11.0%   |
| 6th Grade       | 36                  | 10.7%   |
| 7th Grade       | 51                  | 15.1%   |
| 8th Grade       | 37                  | 11.0%   |

No response: 0

### Grade of Child That Brought Home Survey

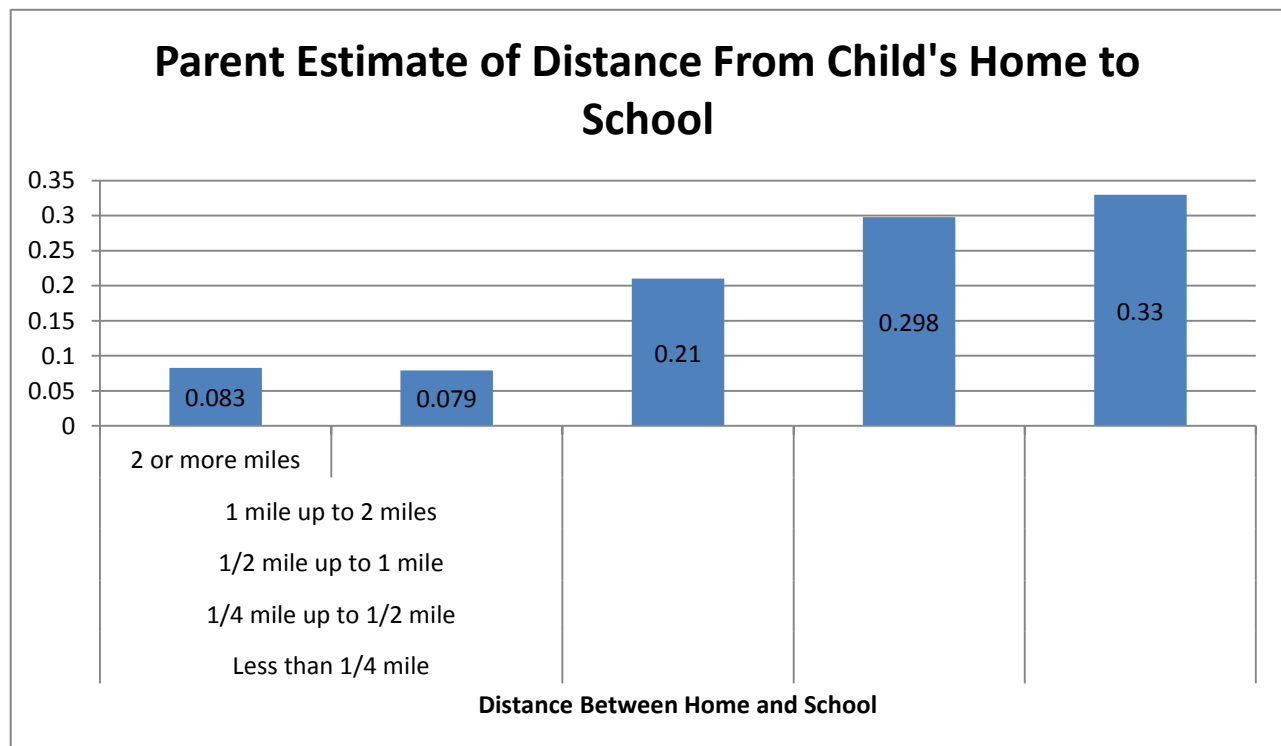


### The Child that Brought Home Survey is Male or Female

|        |     |
|--------|-----|
| Male   | 187 |
| Female | 149 |

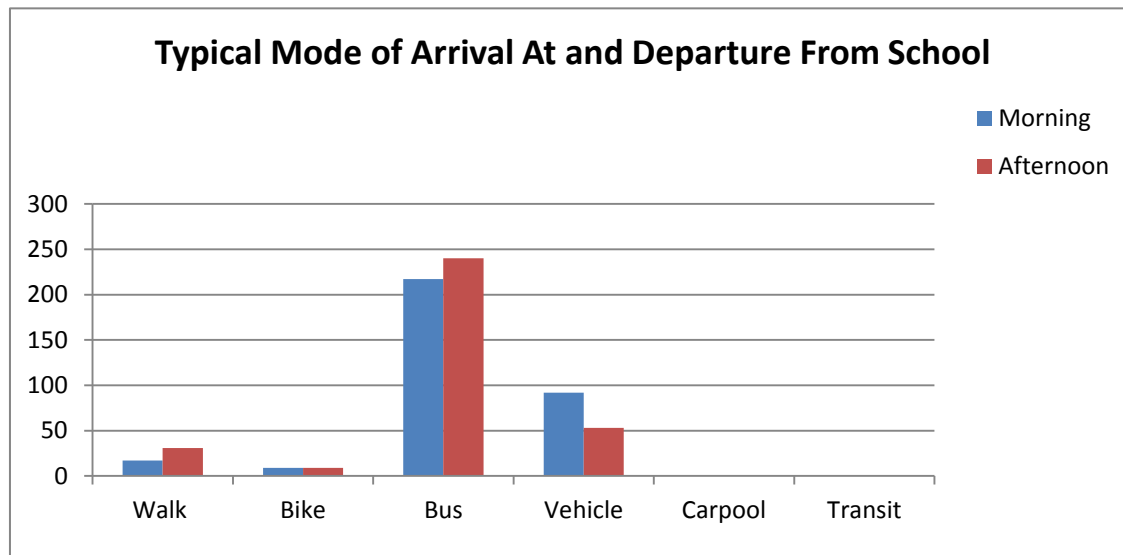
### Parent Estimate of Distance From Child's Home to School

| Distance between home & school | Number of Children | Percent |
|--------------------------------|--------------------|---------|
| Less than 1/4 mile             | 26                 | 8.3%    |
| 1/4 mile up to 1/2 mile        | 25                 | 7.9%    |
| 1/2 mile up to 1 mile          | 66                 | 21.0%   |
| 1 mile up to 2 miles           | 94                 | 29.8%   |
| 2 or more miles                | 104                | 33.0%   |
| Total                          | 315                | 100.0%  |
| Don't know or no response      | 18                 |         |



### Typical Mode of Arrival and Departure From School

| Time of Trip | Number of |      | Bike | School Bus | Family Vehicle | Carpool | Transit |
|--------------|-----------|------|------|------------|----------------|---------|---------|
|              | Trips     | Walk |      |            |                |         |         |
| Morning      | 336       | 17   | 9    | 217        | 92             | 0       | 1       |
| Afternoon    | 334       | 31   | 9    | 240        | 53             | 0       | 1       |



### Typical Mode of School Arrival and Departure by Distance Child Lives From School

#### SCHOOL ARRIVAL

| Distance                | Walk | Bike | School Bus | Family Vehicle | Carpool |
|-------------------------|------|------|------------|----------------|---------|
| Less than 1/4 mile      | 9    | 0    | 5          | 11             | 0       |
| 1/4 mile up to 1/2 mile | 4    | 2    | 14         | 5              | 0       |
| 1/2 mile up to 1 mile   | 3    | 7    | 44         | 12             | 0       |
| 1 mile up to 2 miles    | 0    | 0    | 66         | 27             | 0       |
| 2 or more miles         | 1    | 0    | 71         | 32             | 0       |
| Total                   | 17   | 9    | 200        | 87             | 0       |
| Don't Know              | 0    | 0    | 15         | 4              | 0       |
| Total with Don't Knows  | 17   | 9    | 215        | 91             | 0       |

No Answers: 4

One of the no answers says the child rides the transit bus.

#### SCHOOL DEPARTURE

| Distance                | Walk | Bike | School Bus | Family Vehicle | Carpool |
|-------------------------|------|------|------------|----------------|---------|
| Less than 1/4 mile      | 13   | 0    | 9          | 3              | 0       |
| 1/4 mile up to 1/2 mile | 7    | 2    | 15         | 0              | 0       |
| 1/2 mile up to 1 mile   | 6    | 7    | 44         | 9              | 0       |
| 1 mile up to 2 miles    | 3    | 0    | 77         | 13             | 0       |
| 2 or more miles         | 1    | 0    | 77         | 25             | 0       |
| Total                   | 30   | 9    | 222        | 50             | 0       |
| Don't Know              | 1    | 1    | 16         | 1              | 0       |
| Total with Don't Knows  | 31   | 10   | 238        | 51             | 0       |

No Answers: 4

One of the no answers says the child rides the transit bus.

**Children who have asked permission to walk or bike to or from school  
by distance from school**

| Distance                | Asked Permission |     | Total | Percent | Percent |
|-------------------------|------------------|-----|-------|---------|---------|
|                         | Yes              | No  |       | Yes     | No      |
| Less than 1/4 mile      | 8                | 18  | 26    | 31%     | 69%     |
| 1/4 mile up to 1/2 mile | 13               | 12  | 25    | 52%     | 48%     |
| 1/2 mile up to 1 mile   | 21               | 45  | 66    | 32%     | 68%     |
| 1 mile up to 2 miles    | 34               | 59  | 93    | 37%     | 63%     |
| 2 or more miles         | 44               | 60  | 104   | 42%     | 58%     |
| Total                   | 120              | 194 | 314   | 38%     | 62%     |
| Don't Know              | 6                | 13  | 19    | 32%     | 68%     |
| Total with Don't Knows  | 126              | 207 | 333   | 38%     | 62%     |

No Answers: 4

**Distance from School by factors concerned with question 10's factors**

Percentages are of the total from each distance category

| Possible Answers                    | 26        |        | 25              |        | 66            |        |
|-------------------------------------|-----------|--------|-----------------|--------|---------------|--------|
|                                     | <1/4 mile |        | 1/4 to 1/2 mile |        | 1/2 to 1 mile |        |
| Factor                              | Percent   | Number | Percent         | Number | Percent       | Number |
| Distance                            | 12%       | 3      | 12%             | 3      | 38%           | 25     |
| Weather or climate                  | 50%       | 13     | 68%             | 17     | 68%           | 45     |
| Speed of traffic along route        | 35%       | 9      | 32%             | 8      | 55%           | 36     |
| Amount of traffic along route       | 27%       | 7      | 52%             | 13     | 58%           | 38     |
| Safety of intersections & crossings | 42%       | 11     | 56%             | 14     | 59%           | 39     |
| Violence or crime                   | 19%       | 5      | 36%             | 9      | 24%           | 16     |
| Time                                | 19%       | 5      | 24%             | 6      | 27%           | 18     |
| Sidewalks or pathways               | 27%       | 7      | 36%             | 9      | 38%           | 25     |
| Child's before or after activities  | 12%       | 3      | 36%             | 9      | 27%           | 18     |
| Adults to walk/bike with            | 31%       | 8      | 28%             | 7      | 24%           | 16     |
| Convenience of driving              | 19%       | 5      | 24%             | 6      | 14%           | 9      |
| Crossing Guards                     | 12%       | 3      | 24%             | 6      | 21%           | 14     |



## Distance from School by factors concerned with question 10's factors continued

Percentages are of the total from each distance category

Possible Answers

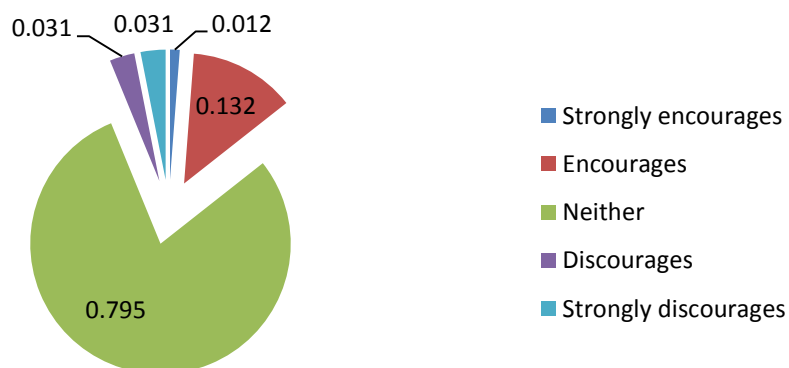
| Factor                              | 93           |        | 104          |        | 19         |        |
|-------------------------------------|--------------|--------|--------------|--------|------------|--------|
|                                     | 1 to 2 miles |        | Over 2 miles |        | Don't know |        |
|                                     | Percent      | Number | Percent      | Number | Percent    | Number |
| Distance                            | 59%          | 55     | 77%          | 80     | 74%        | 14     |
| Weather or climate                  | 86%          | 80     | 65%          | 68     | 84%        | 16     |
| Speed of traffic along route        | 73%          | 68     | 58%          | 60     | 79%        | 15     |
| Amount of traffic along route       | 73%          | 68     | 59%          | 61     | 79%        | 15     |
| Safety of intersections & crossings | 70%          | 65     | 57%          | 59     | 68%        | 13     |
| Violence or crime                   | 31%          | 29     | 38%          | 39     | 42%        | 8      |
| Time                                | 39%          | 36     | 33%          | 34     | 21%        | 4      |
| Sidewalks or pathways               | 44%          | 41     | 37%          | 38     | 58%        | 11     |
| Child's before or after activities  | 34%          | 32     | 31%          | 32     | 47%        | 9      |
| Adults to walk/bike with            | 34%          | 32     | 34%          | 35     | 47%        | 9      |
| Convenience of driving              | 14%          | 13     | 12%          | 12     | 11%        | 2      |
| Crossing Guards                     | 26%          | 24     | 14%          | 15     | 21%        | 4      |

## Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school

|                      | Percent | Number |
|----------------------|---------|--------|
| Strongly encourages  | 1.2%    | 4      |
| Encourages           | 13.2%   | 43     |
| Neither              | 79.5%   | 260    |
| Discourages          | 3.1%    | 10     |
| Strongly discourages | 3.1%    | 10     |
| TOTAL                | 100%    | 337    |
| No Answer:           |         | 10     |

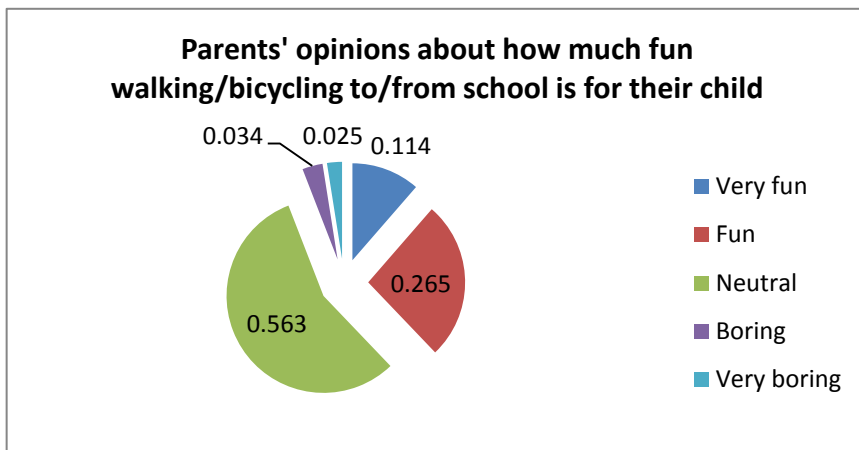
Note: Higher percentage of West Elementary say discourage and strongly discourage.

### Opinion on if school encourages or discourages walking/biking to school



### Parents' opinions about how much fun walking/bicycling to/from school is for their child

|             | Percent | Number |
|-------------|---------|--------|
| Very fun    | 11.4%   | 37     |
| Fun         | 26.5%   | 86     |
| Neutral     | 56.3%   | 183    |
| Boring      | 3.4%    | 11     |
| Very boring | 2.5%    | 8      |
| TOTAL       | 100.1%  | 325    |
| No Answers: | 12      |        |



### Parents' opinion on how healthy walking or biking to/from School is

|                | Percent | Number |
|----------------|---------|--------|
| Very healthy   | 41%     | 134    |
| Healthy        | 43%     | 139    |
| Neutral        | 15%     | 49     |
| Unhealthy      | 0%      | 0      |
| Very Unhealthy | 1%      | 4      |
| TOTAL          | 100%    | 326    |
| No Responses:  | 11      |        |

