

Hawley

SAFE ROUTES TO SCHOOL PLAN



MINNESOTA
**SAFE
ROUTES**
TO SCHOOL



**West Central
Initiative**

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for regional success



July 2018

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SAFE ROUTES TO SCHOOL PLAN

THE CITY OF HAWLEY MINNESOTA

HAWLEY INDEPENDENT SCHOOL DISTRICT #150

JULY 2018

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EXECUTIVE SUMMARY, SIGNIFICANT FINDINGS AND ACTION PLAN

The purpose of this Safe Routes to School (SRTS) plan is to guide school and city staff, local and state officials, parents, and educators in their efforts to make it easier, safer and more comfortable for students to walk and bicycle to and from school. It is the product of direct observation, expert analysis of the existing conditions around the school and in the community, input from members of the community, Minnesota Department of Transportation (MnDOT) assembled crash and traffic data, and results from standardized parent surveys and student travel tallies. A successful SRTS program will require community involvement if it is to have a meaningful impact on that of students attending school. However, as a bonus, SRTS programs and infrastructure usually prove beneficial to the whole community.

SRTS plans and programming are just a few of the tools being used to combat physical inactivity and increased levels of obesity in the United States. Both are considered public health crises that are greatly impacting the health of Americans contributing to the rising costs of medical care today and much more so in the future if current trends continue. Walking or biking to and from school is an easy way for children to get the regular physical activity they need to combat these problems and to build healthy habits into adulthood. Physically-active kids have fewer chronic health problems. They also have improved mood and concentration, a stronger self-image and more self-confidence which are all critical for succeeding in school and in life. SRTS programs can also instill safe travel habits to children at an early age which they can then take with them into adulthood.



Figure 1: Three high-school-aged students are crowded as they try to walk shoulder-to-shoulder on one of the sidewalks in Hawley.

In the spring of 2017, the City of Hawley (City) with the Hawley Independent School District #150 (School District) were awarded a SRTS Planning Grant from MnDOT to conduct a SRTS plan for the city and the Hawley school. The SRTS planning process began in September of 2017 with a kick-off meeting and the formation of a SRTS planning team. The SRTS team envisions a community where it is safe and convenient for all its children to walk and bicycle to, from and between schools; where children can travel, explore and play in their community safely under their own power.

Working together, the SRTS team, consisting of members of the City, School District, MnDOT and PartnerSHIP 4 Health were uniquely suited to identify and implement the suggested recommendations in this plan for the city and schools.

This plan addresses the five “Es” of education, encouragement, enforcement, engineering and evaluation, which is the standard strategy in SRTS planning. Also addressed are possible issues of equity. Equity needs to be considered as some communities and/or members of the community may have been historically-underserved, have greater needs and/or have been more negatively affected by transportation planning decisions of the past. After the SRTS planning document is approved by both the City and School District, the city and/or school may seek out funding and resources to implement the identified recommendations.

SIGNIFICANT FINDINGS

OBSERVATIONS AND WALKING AUDIT

- Hawley has a dense, contiguous urban/suburban form with an active downtown and industrial centers well-positioned on the southern the edge of the city. The campus that includes Hawley Elementary School and Hawley High School is well-situated within the community. The school campus location was clearly intended to be the focus of the community as a source of civic pride but also to maximize efficiency for the students walking and biking to school. It is also contiguous with several residential neighborhoods. The Walk/Bike Analysis found that all residences within urbanized Hawley are within a mile of the Hawley school campus, with most residences located within a half-mile of the campus.
- It is estimated that over 60 percent of Hawley school students live within the city of Hawley. Due to the city’s walkable size, all students residing in town are prime candidates to walk and/or bike to and from school.
- Circulation at the elementary school seems to work well, especially with the restricted vehicle access directly in front of the school. There are potential conflicts between vehicles and kids walking and biking within the parking lot between the elementary and high schools, considering the proximity of the walking lane through the parking lot. Potential conflicts exist where vehicles cross the walking lane to enter and exit the pickup lane.
- Circulation near the high school was more problematic for kids walking and biking. In the afternoon, higher vehicle speeds, and the large volume of vehicles, along with the numbers of kids walking and biking, made for a less-than-ideal situation.

- The intersection of 7th and Joseph Streets was observed to have instances of unsafe driving, including the perception of speeding vehicles and vehicles not stopping completely at stop signs.
- The Hawley SRTS path provides an excellent link to the neighborhoods to the west of the school and was well-used on the day the SRTS team conducted observations. The walking path at the corner of Reno and 9th Streets is currently being used as a pick-up and drop-off zone, thus alleviating some vehicle congestion in the parking lot and in front of the high school.
- The city is to be commended for implementation of the walking lane along Reno and 1st Streets. Temporary installations like this can provide valuable information and inform future infrastructure investments. The city is encouraged to try similar temporary installations as recommendations from this plan are discussed. This specific installation of the walking lane has some challenges, and the Reno / 1st Street corridor would ideally be better served by a permanent sidewalk.
- The sidewalk network in the area near the school is incomplete, with some key connections missing, especially in areas to the west and southwest of the school. Two corridors that have continuous sidewalks include 6th Street (both sides) and Joseph Street, east of the school (north side only).
- Concern was expressed during observations about the high volume and speed of train traffic in Hawley. While no kids were observed crossing the railroad tracks on observation day, adults were observed crossing the railroad tracks between 5th and Hobart Streets. It should also be noted that there is a mobile home community located east of the railroad tracks, which is currently served by school bus, as this would qualify as a hazard busing area.

COMMUNITY OUTREACH

- Feedback from the community outreach session focused primarily on intersections near the school that were perceived to have safety issues, including Joseph and 8th Streets, as well as Reno and 7th Streets. Another cited concern was the dangerous situation for people walking and biking when trying to cross the railroad tracks and Highway 10 to reach the recreation areas in the southeast part of the city.
- Some reasons why parents don't let students walk or bike to school include weather, distance, speed of traffic, lack of sidewalks, and the perception of crime. Reasons cited that would help students walk or bike to school include implementing a remote bus drop, safer intersections, better sidewalks, more crossing guards, and slower vehicle speeds.

PARENT SURVEY AND STUDENT TRAVEL TALLY RESULTS

- 136 parent surveys were returned from parents of elementary students. Of those returning surveys, nearly half (48%) of students live within one mile of school, which is a distance that is within a typical walking and biking zone. Survey results indicate that 75% of students within ¼ mile of the school do walk to school. Results also indicated that no kids biked to school, which is inconsistent with observations, and likely due to the time of year that the survey was distributed in early November. Most students within one mile of school (ranging between 65-100%) have asked their parents to walk or bike to school.
- Some of the top reasons parents don't let students walk and bike to school include distance, weather, the amount of traffic, speed of traffic, safety of intersections, and lack of sidewalks. This is consistent with what was heard at the community outreach event.
- According to the parent survey results, 31% of parents feel that the school encourages walking and biking, while 69% were neutral. Of those who expressed a preference, 89% feel that walking and biking is fun or very fun for their children, and 79% of all parents feel that walking and biking is healthy or very healthy for their children.
- Student travel tally results indicate that the combined walking and biking mode share for elementary students walking and biking is on track with the national average. In the morning, 15% of elementary students walk or bike to school; the national average is 15.2%. In the afternoon, 19% of elementary students walk or bike home, with the national average at 18.4%
- For Hawley high school students, the numbers are slightly lower than the national average. In the morning, 12% of students walk or bike to school, compared to the national average of 15.2%. In the afternoon, 17% of students walk or bike home, compared to the national average of 18.4%.

ACTION PLAN RECOMMENDATIONS

EQUITY

Goal: Incorporate equity principles into all areas of Safe Routes to School implementation.

- 1. City council, school board, city administration, and school administration review of equity resources available on the MnDOT Safe Routes to School web site.**

From the MnDOT SRTS web site: “Safe Routes to School programs can make it safer to walk and bike to school by funding new and improved pedestrian and bicycle infrastructure, as well as activities to support and encourage active transportation. Equity in safe routes to school aims to ensure that funding and programs prioritize underserved areas that may suffer from disproportionate health problems and traffic safety issues, or have limited transportation options. In addition to improving access to school, Safe Routes to School efforts in disadvantaged communities provide opportunities for physical activity and can improve student attendance, both of which are linked with increased academic achievement.”

<https://www.dot.state.mn.us/mnsaferoutes/resources/equity.html>

- 2. Provide equity resources and/or training to city and school staff.**

Sharing these resources with staff will allow the community to strive toward incorporating equity principles into their everyday work, to prioritize transportation funding and investments for underserved neighborhoods and neighborhoods with dangerous street conditions.

EDUCATION

Goal: Establish educational programs within the community to teach and foster good bicycle and pedestrian safety habits.

- 1. Implement an annual bicycle rodeo event to teach bicycle skills and safety to students.**

Bicycle Rodeos are bicycle safety training events typically held after school or on weekends and open to the greater community. They are usually run for two to three hours and teach bicycle safety lessons and on-bike skills, usually in a station format (e.g., bicycle safety check, helmet fitting, instruction about the rules of the road, on-bike obstacle course, on-bike skills drills, etc.). While geared towards children, many of the lessons can be appropriate for adults as well.

Bicycle 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 department. Key partners in implementing a bicycle rodeo event may (should) include teachers, League of American Bicyclists Cycling Instructors, and PartnerSHIP 4 Health.

2. **Educate students about proper walking and bicycling etiquette through in-school and after-school bicycle and pedestrian safety education.**
 - a. **Apply to host a Walk! Bike! Fun! training in Hawley, or send teachers from Hawley to Walk! Bike! Fun! training in another community.**
 - b. **Utilize the Walk! Bike! Fun! curriculum to help students understand the rules of the road.**
 - c. **Identify the need for a bicycle fleet.**

Observation results indicate that a portion of students did not exhibit proper walking techniques. Students were not using crosswalks and some were seen not watching for traffic when they were crossing the street. Some of the bicyclists also displayed improper techniques by riding through stop signs and even not looking before entering streets and intersection.

The *Walk! Bike! Fun!* curriculum is an in-classroom and real-world, on foot and on bike, educational resource and can help address improper walking and biking behaviors like that observed during the SRTS planning process. Taught by specially-trained school teachers, government staff and/or volunteers, this curriculum is intended for children ages five through thirteen. It teaches life-long skills related to traffic rules like identifying potential hazards and general biking and walking skills that enable students to walk and bike safely and comfortably to and around their communities. The curriculum addresses a variety of walking and bicycling topics and is endorsed by MnDOT. Finally, to engage students in the *Walk! Bike! Fun!* curriculum, the Hawley School District should identify the need for a bicycle fleet, or identify a nearby fleet they may be able to borrow (Figures 2 & 3).



Figure 2: The Fergus Falls bike fleet is kept inside this towable trailer.



Figure 3: Some of the inspirational graphics painted onto the sides of the Fergus Falls bike fleet trailer.

- 3. Develop a school district safety campaign to build awareness of students walking and bicycling to and from school, and to encourage safe driving behavior among parents, high school students and passersby.**

Observations by the SRTS team, comments from the public, and comments in the Parent Surveys indicate concerns about driver behavior around the schools. Their concerns are mostly on the major roadways in Hawley, such as 5th Street (County Road 33) and 7th Street near the school campus. A school safety campaign should be developed that builds awareness around students walking and bicycling to and from school. An effective safety campaign might utilize multiple forms of media to get the attention of parents, students and passersby. Primary outcomes are improved walking, bicycling and driver safety behaviors (particularly near the school), and youth empowerment.

- 4. Design a parent workshop to provide tools, resources and support needed to encourage parents and other community members to begin walking and bicycling for transportation.**

A parent workshop for those living in and around Hawley can provide the tools, resources and support needed for parents to overcome some of the common barriers they noted to not allow their children to walk or bicycle to and from school. While distance was the most frequently cited barrier in the Parent Survey, traffic and weather were also commonly noted. While traffic is a real threat to student safety for those walking to school, it is something that can be mitigated to some degree through education and parent involvement. Topics such as how to be a responsible driver, starting a walking school bus, and launching a safety campaign can help mitigate the amount and speed of traffic near the school route.

- 5. If there is ever a desire to construct a blacktop playground at the Hawley Elementary School, consider building and painting it with “play” road markings in a manner sometimes referred to as a “Bicycle Playground” or “Traffic Garden.”**

Traffic gardens are common in Europe and are often painted onto elementary school playground surfaces. They include “play” traffic lanes, intersections with stop signs, painted sidewalks, marked crosswalks, solid and dashed yellow centerlines, turn lanes and even a traffic circle, all with the purpose of teaching children proper traffic and safety behaviors associated with walking and biking, as well as driving. While often not much more than paint on asphalt, they can be elaborate and complex with completely functioning traffic lights, railroad gates, etc. It is not required that this be located on school grounds and could be built in another part of town (Figure 4).



Figure 4: An example of a bicycle playground or traffic garden (photo via King County Parks)

For more Education ideas, see Minnesota SRTS Model Policies Tip Sheet (Appendix E) and the Minnesota SRTS Resource Center – Education:

<http://www.dot.state.mn.us/mnsaferoutes/resources/education.html>

ENCOURAGEMENT

Goal: Explore strategies to promote walking and bicycling through the identification of safe routes, organizing events, rewarding participation, and educating adults.

1. **Explore the development of a remote school bus drop site; at less than ½ mile (~10-minute walk), the intersection of the SRTS path and Westgate Drive would be an ideal location for this.**

In a rural school district where students can live five to ten (or more) miles away from the school, it is not practical to have these students walk or bike to school. Others may live close by but are confronted with traffic barriers like highways and/or railroad tracks. These students can still get the exercise benefits of walking to school if the school bus system gives them the option of walking a few blocks to school from a safe remote drop-off site. This would also allow these students to participate in walking and biking to school competitions (see below). A teacher or parent volunteer could assist the elementary school children who decide to participate.

- 2. Develop informational messages to be included in the monthly school newsletter or email blast, encouraging students to walk or bike to school and highlighting associated health benefits.**

Monthly informational messages can raise awareness about the positive health and academic benefits associated with increased physical activity, such as walking and bicycling. To get information to parents, a short message could be included in the monthly school newsletter.

- 3. If not already policy, where safe to do so, explore the consolidation of bus stops so bused students are required to walk to a bus stop.**

Front door pick-ups and drop-offs are common in many school districts but they minimize the amount of walking bused students can get on their trip to and from school. Requiring students to walk to and from a bus stop is one strategy for bused students to get more physical activity before and after school. It also can speed up travel times so students spend less time on the bus and more time either sleeping in the morning, studying and/or being physically active. Bus stops spaced 2-3 blocks apart would require no more than a 1.5 block walk to the stop.

- 4. Explore / develop a competition or challenge to reward students by tracking the number of times they walk or bike to school, including those that take the bus and opt to be dropped off remotely or participate in some sort of physical fitness activity like walking on school grounds, etc.**

Competitions or challenges provide students with immediate, positive reinforcement. Beyond a walk and bike to /from school challenge, possible competitions or challenges are endless and could target individuals, classrooms or the entire school.

- 5. Explore / continue participation in the International Walk and Bike to School Day and the new Minnesota SRTS Winter Walk to School Day to encourage students and their families to try walking or biking to school.**

International Walk and Bike to School Day attracts millions of participants all over the world. The intent is to encourage students and their families to try walking or bicycling to school for one day. In some districts with high busing numbers, events on this day might include a walk around school grounds and throughout the town for all students, or a remote bus drop-off which would allow all students to walk to school from that location. Depending on the response rate, these events could be extended into the future and turn into ongoing designated walking and bicycling days.

Winter Walk to School day started in Canada in 2007. February 2017 marked the first year that the Minnesota SRTS program officially participated. Key partners might include law enforcement officials, high school students, teachers, parent advocates and PartnerSHIP 4 Health. A desired result is that youth become empowered and more connected to the health benefits of walking and biking and their environment as well.

6. Review relevant Hawley School District policies to ensure compatibility with SRTS goals and objectives, including transportation and wellness policies.

The *School Wellness Policies: Safe Routes to School* document, produced by the Public Health Law Center at the William Mitchell College of Law, provides detailed SRTS guidance specific to Minnesota. It can be found in Appendix D. It is suggested that the School District adopt these policies in whole or in part. An additional policy resource specific to Minnesota is the Minnesota SRTS Model Policies Tip Sheet which can be found in Appendix E. Furthermore, the SRTS National Partnership, in cooperation with ChangeLab Solutions (a multi-disciplinary, multi-government agency policy partnership), has developed an on-line SRTS District Policy Workbook. This resource is a comprehensive SRTS policy guide covering everything from general policies supporting SRTS to more advanced policies like “No Idling Policies” and “School Siting Policies.” This resource is best accessed on-line and can be found at:

<http://www.changelabsolutions.org/safe-routes/welcome>

7. Investigate the feasibility of walking school buses for students from various neighborhoods within the Hawley city limits.

A walking school bus is a group of students walking to and from school with chaperones, usually parent and/or other adult volunteers. This can be a fun, secure, healthy and easy opportunity for students to be physically active. A walking school bus can provide front door pick-up and drop-off of students along the way, which can allay most parents’ fears. It can be done daily or just on certain days of the week and/or depending on weather conditions. Explore the demand for a walking school bus and if parents or other citizen volunteers are interested in taking turns walking students as “drivers”. Outreach to parents could be done via the parent newsletter. The hardest part to operating a walking school bus is finding enough dedicated volunteers to act as “drivers.” But active elderly members of the community have been recruited to perform this task in other towns and cities with very successful results. Routes along the Marshall Avenue, 2nd Street, and Hipple / School Avenue corridors are most likely to be feasible and provide the most utility.

For more Encouragement ideas, see Minnesota SRTS Model Policies Tip Sheet (Appendix E) and the Minnesota SRTS Resource Center – Encouragement:

<http://www.dot.state.mn.us/mnsaferoutes/resources/encouragement.html>

ENFORCEMENT

Goal: Address traffic and safety concerns by identifying and implementing enforcement measures within the school walk and bike zone.

1. **Continue Hawley Police Department presence and vehicle access closure at the intersection of 7th and Reno Streets.**

The presence of law enforcement officers near the school helps to reduce vehicle speeds, improves compliance with speed limits around the school and increases the likelihood of vehicles yielding to pedestrians (Figure 5). In addition, the closure of the driveway north of Reno Street improves safety and convenience not only for school bus traffic, but for students walking and biking as well.



Figure 5: Hawley Police near the intersection of 7th and Reno Streets.

2. Educate and enforce parking restrictions in the walking lane along Reno and 1st Streets.

A mixture of compliance and non-compliance relating to parking along the Reno Street and 1st Street walking lane was observed on multiple visits to Hawley (Figure 6). This pattern indicates that confusion exists about parking regulations along the walking lane. A progressive system of education (perhaps via city newsletter), then police-issued warnings, followed ultimately by tickets, should improve compliance.

Figure 6: Vehicles parked along and in the Reno Street walking lane.



3. Explore options to add adult crossing guards at the following locations:

- 7th and Joseph Streets
- 8th and Joseph Streets
- 7th and Reno Streets (Hawley PD may be able to assist at this location)

Note that some of the proposed engineering improvements around the school may negate the need for crossing guards stationed at the school.

The presence of a trained adult crossing guard can be of invaluable importance to student safety at locations with busy and/or fast-moving traffic. They often also act as a second pair of more experienced eyes that can see hazards of which young children may not be aware. Also, crossing guards can help with the traffic flow of parents picking up and dropping off students. Adult crossing guards have the added benefit of acting as a source of encouragement to students and reassurance to parents. This person could be a school employee, a new hire, or an adult volunteer.

4. Remind residents (and enforce by citation if necessary) of Minnesota State parking laws per Statute 169.34 PROHIBITIONS; STOPPING, PARKING.

Cars parked in driveways across sidewalks were not regularly observed within Hawley (Figure 7). However, while this causes no more than a minor nuisance for able-bodied persons walking by during warm weather months, cars parked across the sidewalk can become a significant obstacle during times of heavy snowfall and will always block the safe passing of pedestrians with disabilities.

Parked cars blocking sidewalks are very likely a violation of the Americans with Disabilities Act.



Figure 7: Parked vehicles and other objects blocking a sidewalk in Hawley.

And while not observed as a systemic problem in Hawley, it is also illegal per Statute 169.34 to park: within an intersection, on a crosswalk, within 20 feet of a crosswalk at an intersection, within 30 feet upon the approach to any flashing beacon, stop sign, or traffic-control signal located at the side of a roadway, etc., (please see complete statute for all parking restrictions).

- 5. Identify the most effective form of automated speed feedback sign and investigate the possible installation (permanent or temporary) at strategic locations within Hawley. A possible location might be 5th Street (County Road 33) north of Reno Street, near the Hawley Senior Living, facing southbound traffic.**

Complaints of speeding came from members of the SRTS team and the greater community and are a frequently-noted problem in many Minnesota communities. Vehicles driving at speeds that were perceived to be unsafe were observed during the SRTS planning process. Speed feedback signs are an uncontroversial and effective means of slowing traffic and have been used in communities across Greater Minnesota. Using radar to detect a vehicle's speed, the signs will display the speed of the oncoming vehicle to show the driver if they are driving above the posted limit. If vehicles are detected driving over the limit, the sign can be programmed to flash the detected speed, sometimes with a flashing strobe light to ensure the driver's attention. It is recommended that Hawley, with the help of county and MnDOT officials, identify the most effective form of automated speed feedback and exact locations for deployment.

- 6. Keep trees and other vegetation trimmed to allow for safe passage along sidewalks.**

The City of Hawley has the option of trimming vegetation on its own or could enlist the assistance of residents via letters or reminders in the city newsletter. Current city code requires 8' clearance of any branches overhanging a public sidewalk.

- 7. If not in practice already, rescind parking privileges to high school students observed driving in an irresponsible manner while arriving and leaving the school grounds. Investigate the possibility of extending such restrictions to any student who receives two or more traffic citations and is found guilty of those moving violations.**

Being able to drive a private automobile to school and park it on school property is a privilege. Irresponsible driving behaviors by students near the school and around Hawley should not be tolerated as the consequences can easily be fatal. Several parents of younger students noted the driving behaviors of high school students as a deterrent to allowing their children to walk and/or bike to and from school.

For more Encouragement ideas, see Minnesota SRTS Model Policies Tip Sheet (Appendix E) and the Minnesota SRTS Resource Center – Enforcement:

<http://www.dot.state.mn.us/mnsaferoutes/resources/enforcement.html>

ENGINEERING

Goal: Improve the existing infrastructure within the community to ensure active transportation is encouraged and made safe.

Note – All the following recommended proposals are made via a planning-level analysis. They may need further vetting and refinement, including that of a licensed engineer, to determine specific implementation strategies. In addition, some recommendations may need further refinement via an additional, in-depth planning process. The recommendations below are listed in a general order of priority, although some lower-priority items may be implemented sooner due to a variety of factors including cost and ease of implementation.

1. Investigate installation of temporary – followed by permanent – curb extensions (also known as “bump-outs”) at these key intersections near the school, in order of priority:

- 7th and Joseph Streets
- 8th and Joseph Streets
- 7th and Reno Streets
- 7th and Elizabeth Streets

Bump-outs have a traffic calming effect, reduce the distance that pedestrians need to spend in the street with automobiles, can prevent illegal parking of vehicles too close to a crosswalk and/or stop sign (which can block a driver’s view of these traffic control devices) and can aid in making pedestrians and stop signs more visible to drivers by placing them in a more conspicuous, easily-seen locations without being in the roadway. Sidewalk bump-outs can be engineered to be mountable when large heavy trucks need to turn at bump-out intersections. Temporary, low-cost installation can be employed on a trial basis to test these traffic calming measures before more permanent and expensive installations are employed. Use best local judgment when prioritizing installations, and when possible, coordinate installations with other road and infrastructure projects to take advantage of potential cost savings.

2. Continue with planned implementation of the Heartland Trail in Hawley, as well as these previously planned SRTS sidewalk routes:

- Reno Street between 5th and 7th Streets
- Joseph Street between 8th Street and Westgate Circle
- 10th Street between Joseph and Main Streets

3. Install sidewalks, crosswalks and curb ramps throughout Hawley as per the recommendations seen in Figure 8.

Ensure that all improvements meet the latest Americans with Disabilities Act Accessibility Guidelines (ADAAG) and the Public Right-of-Way Accessibility Guidelines (PROWAG). All sidewalks should be a minimum of 5-6 feet in width; sidewalks adjacent to the school should be a minimum of 8-10 feet wide. Sidewalks within ¼ mile of the school campus and along other key routes may need to be wider than the standard 5-6 feet, due to higher pedestrian volumes.



Figure 8: Sidewalk recommendations. Purple lines illustrate sidewalks recommended by WCI. Blue lines illustrate sidewalks / multi-use paths (dark blue) and on-street pedestrian routes (light blue) recommended by MetroCOG as included in the 2016 Hawley Comprehensive Plan.

4. Install other new sidewalks in accordance with recommendations in the 2016 Hawley Comprehensive Plan and this Safe Routes to School Plan.

Use best local judgment when prioritizing installations, and when possible, coordinate installations with other road and infrastructure projects to take advantage of potential cost savings.

5. General sidewalk / crosswalk recommendations:

- a. Ideally, all streets in the community would provide sidewalks on both sides; it will take time to build out such a system, and priority should be given to the specific routes identified above.
- b. Repair / replace existing sidewalks as appropriate. Build new sidewalks in areas that have obvious network gaps.
- c. Continue to paint and properly maintain crosswalks at all intersections adjacent to the school.
- d. Maintain all existing painted crosswalks at all other pedestrian crossings throughout Hawley.
- e. Sidewalk, crosswalk and curb ramps should be improved in the following priority order:
 - I. Locations adjacent to the school campus
 - II. Locations within ¼ mile of the school campus
 - III. Locations within ½ mile of the school campus
 - IV. All other proposed improvements should be made as opportunity and funding allow.

6. In conjunction with sidewalk improvements, investigate the installation of pedestrian-activated crosswalk beacons like a Rectangular Rapid Flashing Beacon (RRFB) in conjunction with high visibility, “Continental” style crosswalks to increase driver yielding rates at the intersection of Joseph Street and 5th Street / CSAH 33.

“Rectangular rapid flashing beacons (RRFBs) are active warning devices used to alert motorists of crossing pedestrians at uncontrolled crossings. They remain dark until activated by pedestrians, at which point they emit a bright, rapidly-flashing yellow light, which signals drivers to stop. Studies suggest that RRFBs can significantly increase yielding rates over standard pedestrian warning signs.

Results have shown that motorist yielding can be increased from baselines averaging 5% to 20% with the standard pedestrian warning sign to sustainable yielding rates of 80% with this device.

RRFBs should be installed on both the right and left sides of the crosswalk, or in a median if available.”

- Pedestrian and Bicycle Information Center *Safe Routes to School Engineering Guide* (http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Engineering.pdf)

7. Explore options for a trail connection from future residential developments north of the school campus (Figure 10).

The school property north of the main campus presents an opportunity for trail connections into the school campus from future residential developments. In the platted areas of the Prairie Hills development, an easement could be secured from the developer between two currently unimproved lots, allowing for construction of a sidewalk or trail between properties before homes are built (Figure 9).

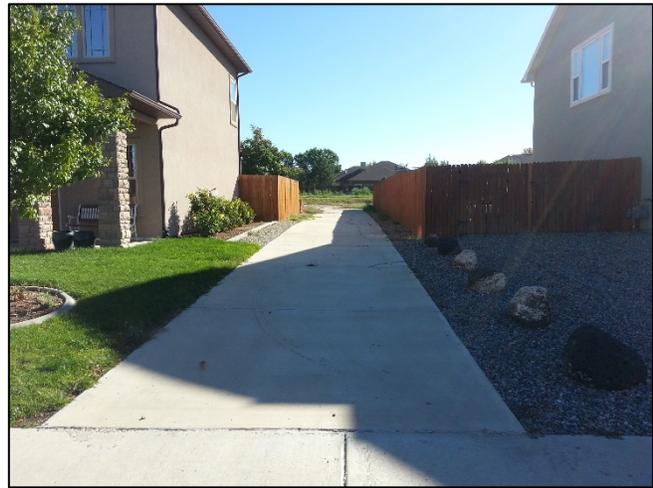


Figure 9: Example of a sidewalk route between two houses.

Additionally, if future residential development occurs to the northeast of the school campus in accordance with the 2016 Hawley Comprehensive Plan, explore options for a trail connection from those areas into and through the same school property. Considerations should be made for routing around the existing athletic fields in this area.

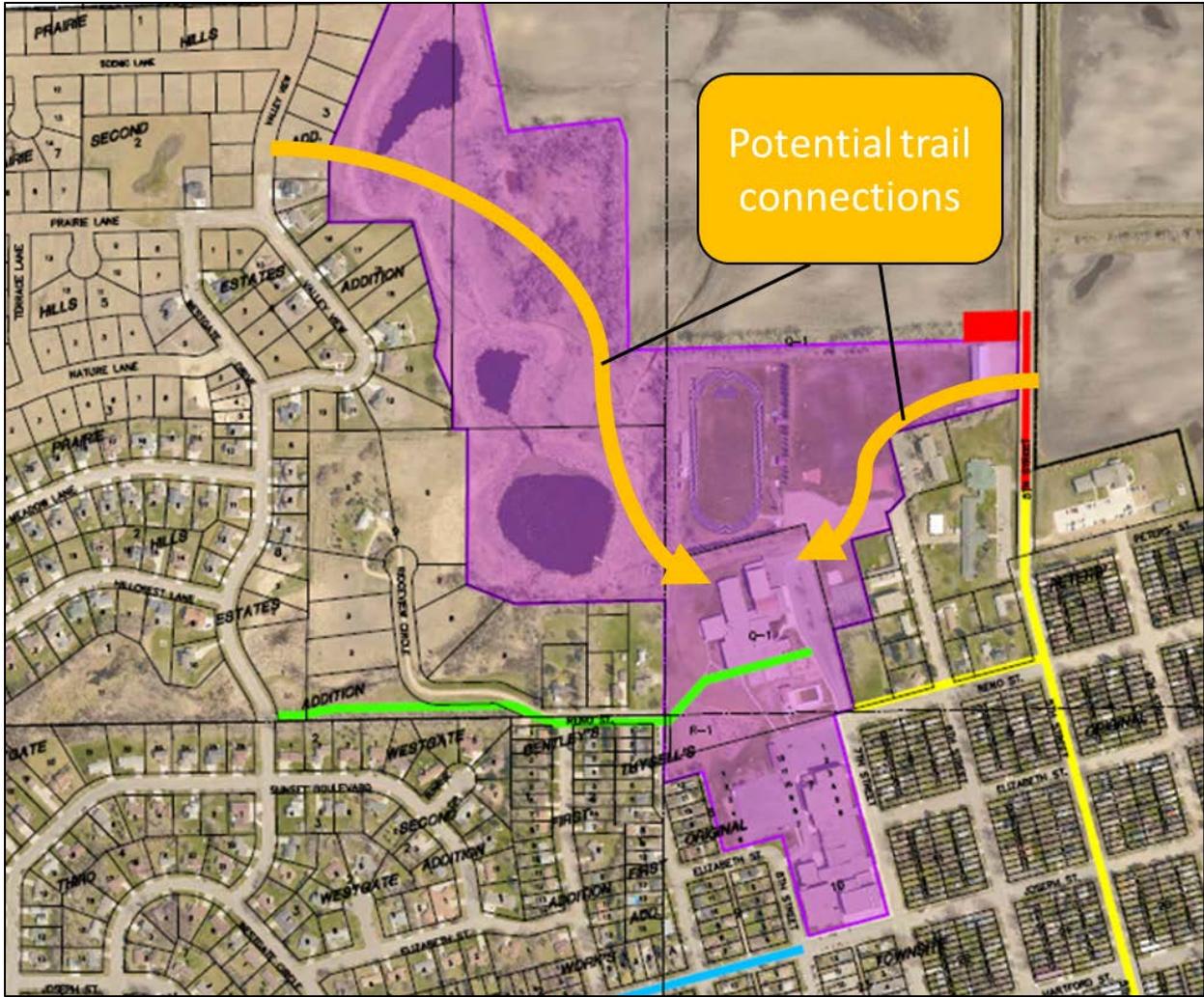


Figure 10: Potential trail connections illustrated in orange; school property is shown in purple.
Base image from Hawley TAP application / Moore Engineering.

8. Explore options for grade-separated bicycle / pedestrian crossings of the BNSF railroad and Highway 10.

- a. The BNSF railroad and Highway 10 corridors are the most dangerous crossings for people walking and biking in Hawley.
- b. There is a significant equity issue with mobile home communities that are separated from the school, athletic facilities, pool, and other destinations in the community.
- c. Ideally, a grade-separated trail (either over or under) would be the safest option. While expensive, projects like this would qualify for federal Transportation Alternatives Program (TAP) funding, reducing the local cost burden.
- d. Examine separated-grade crossings in Detroit Lakes and Moorhead for nearby examples of similar implementations.

9. As an interim solution (or if a grade-separated railroad crossing is not deemed feasible), explore options to relocate and improve the existing at-grade pedestrian crossing of the BNSF railroad to assure crossings meet the latest ADA PROWAG standards (Figure 11).

The existing crossing that aligns roughly with Front Street does not meet current accessibility guidelines. It is not in an optimal location, based on observations of where people are currently crossing closer to Hobart Street. An alignment with the bridge over the Buffalo River and Hobart Street should be explored as an option.



Figure 11: Tactile strips, lights, bells and gates to block pedestrian and bicycle traffic, along with smooth and robust precast concrete panels filling the gaps between and around the railroad tracks, make this crossing in Fergus Falls about as safe and ADA compliant as one can be for pedestrians and bicyclists.

10. Improve the pedestrian bridges across the Buffalo River, north and south of Highway 10.

Recommendations to improve these bridges are identified in the 2016 Hawley Comprehensive Plan. For the purposes of Safe Routes to School, the bridge north of Highway 10 that connects the mobile home community to the rest of Hawley should be the priority, as it serves as a more direct safe route to school. In addition, improvements should be made to the connections leading to the bridge from each end of Hobart Street (east and west of the bridge).

11. Explore relocation of the bike racks at the elementary school to be closer to the main school entrance (Figure 12).

Moving the bike racks closer to the school provides an incentive and encourages kids to bike to school. As this recommendation is considered, keep in mind pedestrian and vehicle flows (particularly school buses) near the school entrance. Additional infrastructure beyond the racks may be deemed necessary.



Figure 12: Bikes parked along the south side of the pool, near the elementary school.

12. Improve and expand availability of bike racks at the high school.

One great way to determine the need for a bike rack is to observe where bikes are currently being parked. At the high school, there is a clear desire for bike parking in the grassy area to the west of the stairs leading to the main entrance (Figure 13). Another consideration for this area is to locate a bike repair station in this general area (see Engineering recommendation #24).

The existing bike rack to the east of the main entrance is also well-utilized and should remain in place. One option to consider would be to improve the style of rack to one that is more user-friendly and better complies with current bike parking standards, as published by the Association of Pedestrian and Bicycle Professionals (APBP).

13. Consolidate school bus stops to the existing location near the elementary school.

Consolidating to one bus stop will reduce traffic congestion since the buses won't have to drive the short distance between schools. Also, some buses may turn on Reno or Elizabeth Streets, relieving some congestion at the intersection of 7th and Joseph Streets. This will make it safer for students who are walking and biking to and from school to cross 7th Street.



Figure 13: Bikes parked in the grassy area west of the main high school entrance.



Figure 14: While crossing 7th Street, a student's visibility is blocked by the school bus parked close to the crosswalk.

The recommended location would not impact younger students, and students at the high school would benefit from slightly more physical activity at the beginning and end of the school day. In addition, a parked bus was observed blocking visibility near the crosswalk at 7th and Elizabeth Streets; consolidating the bus stops would eliminate that hazard as well (see Figure 14).

14. Explore options to relocate and/or provide alternative parent drop-off / pick-up zones to areas west of the school:

- a. For the high school, along 8th Street between Joseph and Elizabeth Streets
- b. For the elementary school, along 9th Street, south of Reno Street

Some parents are already using these areas as alternatives, so formalizing them may provide safety benefits for students being dropped off, as well as students walking to and from school in these areas, as they have limited sidewalks. Other benefits could include reduced congestion in areas closer to the schools, as well as giving students being dropped off or picked up an opportunity for slightly more physical activity at the beginning and end of the school day. One consideration for this recommendation would be for the additional traffic in the residential areas, that may not see much school-related traffic at present. Also, to accommodate this, sidewalks may need to be installed/expanded.

15. Reconfigure /enhance the current parent pick-up / drop-off zone so that vehicles do not cross the striped walking lane.

The current parent pick-up / drop-off zone is located on the north side of the parking lot located between the elementary school and high school, adjacent to a striped walking lane in the parking lot. The primary issue with these lanes, as they are configured today, is that there is a significant conflict between students walking and parent vehicles, as the vehicles are required to cross the walking lane to enter and exit the pick-up / drop-off zone.

A long-term solution would be to build a sidewalk adjacent to the parking lot on the north side, which would serve as a safe area for students to be picked up and dropped off, as well as a safer area for students to walk than the parking lot.

An interim solution could be to simply swap the walking lane and pick-up / drop-off lane, which would only involve restriping the lanes. An enhanced interim solution would involve the placement of flexible plastic bollards to provide some physical separation between the walking lane and the pick-up / drop-off lane (Figures 15 & 16).



Figure 15: (left) Existing drop-off / pick-up lane configuration.



Figure 16: (below) Proposed interim drop-off / pick-up lane configuration.

16. Until a sidewalk can be added to Reno and 1st Streets, regularly maintain the striping and pedestrian symbols in the existing walking lane.

As mentioned in the Observations and Walking Audit section of this plan, the City is to be commended for implementation of the walking lane along Reno and 1st Streets. Temporary installations like this can provide valuable information and inform future infrastructure investments. The City is encouraged to try similar temporary installations as recommendations from this plan are discussed. This specific installation of the walking lane has some challenges, and the Reno / 1st Street corridor would ideally be better-served by a permanent sidewalk.

In the Enforcement Recommendations section, it is noted that there are issues with vehicles being parked in the walking lane. In addition, the walking lane is not ADA accessible; the cross-slope of the roadway in that location likely does not meet ADA guidelines. While the walking lane is similar in width to a standard sidewalk, the fact that the walking lane straddles the bituminous roadway surface and the concrete gutter pan make it challenging for people with limited mobility to navigate.

Until a sidewalk is installed along the Reno and 1st Street corridors, it is recommended that the city continue to regularly maintain both the striping and pedestrian symbols in the walking lane. In conjunction with recommendations in the Enforcement section, drivers should be educated and parking restrictions enforced along Reno and 1st Streets.

17. Upon completion of – or in conjunction with – an improved pedestrian crossing of the railroad, coordinate with BNSF Railroad and MnDOT to investigate the installation of fencing along the railroad tracks in Hawley.

This can help to prevent pedestrian trespass on the railroad right-of-way and focus pedestrians to legal crossing locations with proper pedestrian accommodations. Decorative fencing could be used in residential areas along Main Street, while a more utilitarian option might be used in the industrial areas near the Hawley Co-op Elevator.

18. Work with MnDOT and the State Legislature on the posting of 20-mph speed limits on all city streets that are not part of the state or county networks.

It is suggested that all streets within Hawley that are not a part of the state and county networks be posted at 20 mph. Lowering traffic speeds is a solidly-proven traffic safety countermeasure and lowering the speed limits can be done very inexpensively.

Nearly all the roads that fall under this recommendation are residential in nature and have limited potential to serve regular through-traffic.

- 19. Investigate composing a city ordinance requiring that all new residential and commercial development be required to install sidewalks where the property in question faces the street.**

In 2015, the state legislature passed a law requiring communities to adopt “subdivision regulations that require safe routes to school infrastructure in developments authorized on or after June 1, 2016” in order to be eligible for state SRTS infrastructure funding. This statute does not apply to state non-infrastructure funding, nor does it apply to federal SRTS (TAP) funding.

However, it is recommended that the City of Hawley review their city code and adopt a city ordinance that would meet this requirement – both to qualify for state SRTS funding, and more importantly, to ensure that sidewalks are installed as part of the development of new residential areas.

- 20. Where practicable, set sidewalks as far back as possible from the roadway curb to create a buffer between pedestrians and motor vehicle traffic.**

Such buffers can reduce traffic stress on pedestrians and make walking safer and more enjoyable, while providing a place for street-trees to grow. These buffers are even more important on busier roadways with higher traffic volumes, faster vehicle speeds, and/or significant heavy truck traffic (Figure 17).



Figure 17: Boulevard trees and wide boulevard along 6th Street in Hawley.

- 21. Where not already present, plant trees within the public ROW, preferably between the sidewalk and the curb if there is adequate space in the boulevard (≥ 4 feet for small tree species, ≥ 6 for medium to large trees). Be mindful to keep sightlines open and free of obstructions at intersections and driveways.**

Not only do trees provide a physical barrier between an errant car and a pedestrian, but a colonnade of large overarching trees can provide a traffic calming effect by closing in the perceived

width of the roadway and increasing the sense of speed. Trees also provide a break from the persistent prairie winds around Hawley that can make winter temperatures that much more formidable. During hot summer months, they provide a shaded oasis making walking and biking more attractive to students and residents alike. (Figure 17)

22. **Encourage infill residential development and/or development within close proximity to the school to enable the possibility of more students walking and/or biking to and from school, and to minimize busing costs.** The 2016 Hawley Comprehensive Plan identifies both single-family residential and multi-family residential growth areas northwest of the school campus, and within ½ mile of the campus (Figure 18).

As these areas are developed, assure good walking and biking connections, as suggested in engineering recommendation #7 above.

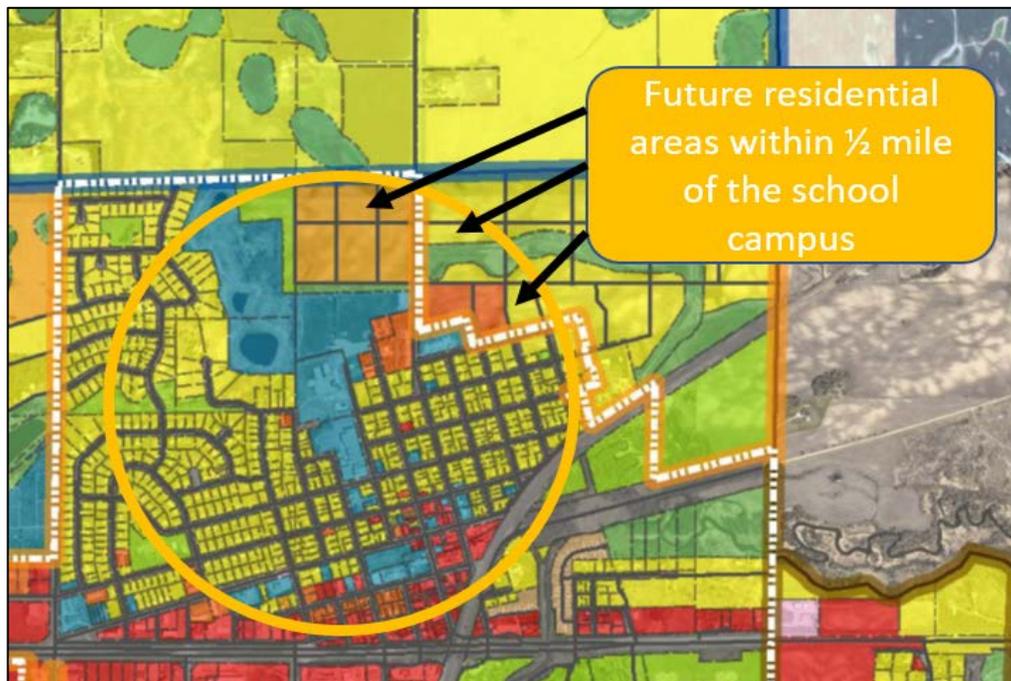


Figure 18: Future residential areas located within ½ mile of the Hawley school campus. Base image from 2016 Hawley Comprehensive Plan.

23. On a case-by-case basis, if and when the need arises, encourage / require developers to construct multi-use shortcut pathways to make it quicker, easier and timelier for people to walk and bike to school as well as other destinations in Hawley.
24. Consider installing a bicycle repair station near the high school entrance where the bicycle racks are already located in accordance with the Association of Pedestrian and Bicycle Professional (APBP) guidelines.

Outdoor bicycle repair stations (Figure 19) are a great way to encourage bicycling. They provide a way to make sure that bicycles are in good working order before students leave school for the day. This enables the student to make minor repairs that may otherwise leave them stranded, while teaching students basic mechanics and self-reliance. A typical station is equipped with a repair stand that holds the bike from the saddle, a heavy-duty, all-weather bicycle pump and basic tools attached to the stand with theft resistant cables that allow a person to make most basic repairs.

They can also be of use to members of the public when not needed by students and/or faculty.



Figure 19: A bicycle repair station with a heavy-duty, all-weather pump, installed in the summer of 2015 at the Fergus Falls Public Library.

For more Engineering ideas, see Minnesota SRTS Model Policies Tip Sheet (Appendix E) and the Minnesota SRTS Resource Center – Engineering:

<http://www.dot.state.mn.us/mnsaferoutes/resources/engineering.html>

EVALUATION

Goal: Evaluate the effectiveness of programming by tracking baseline data and, in addition, actively work on improvement, based on results.

- 1. Administer the student travel tallies at least once per year to track the number of students walking and bicycling in comparison to the 2017-18 baseline results.**

To track the results of implemented programming, it is recommended that the Hawley School District administer the student travel tallies at least annually. The results will indicate the number of students walking and bicycling, which in turn will identify the effectiveness of programs. If possible, try to conduct the student travel tallies more than once per year so it is possible to capture travel data during periods of inclement weather, particularly rain and snow, to see how that affects student travel mode choice. This data will also be useful when applying for non-infrastructure or infrastructure funding.

- 2. Administer a parent survey questionnaire once every two to three years to track and analyze school travel behaviors and parents' perceptions.**

The parent survey tool tracks and analyzes student travel behaviors and parents' perceptions of walking and bicycling. This survey should be conducted no more than biannually as attitudes are not likely to change that quickly. If done too frequently, parents may not be as inclined to complete the survey. Results can then be compared to the baseline analysis completed in the fall of 2017.

- 3. Consider utilization of MnDOT District 4 bicycle and pedestrian counting equipment. Explore options for permanent bicycle and pedestrian counting equipment.**

To track the number of people walking and biking, it is recommended that the City of Hawley work with partners at MnDOT and West Central Initiative to utilize the portable bicycle and pedestrian counting equipment that is available for use by communities in MnDOT District 4. If it is determined that a specific location may benefit from the installation of permanent counting equipment, that option could be explored as well.

For more Evaluation ideas, see Minnesota SRTS Model Policies Tip Sheet (Appendix E) and the Minnesota SRTS Resource Center – Evaluation:

<http://www.dot.state.mn.us/mnsaferoutes/resources/evaluation.html>

OTHER

Goal: Create partnerships with local businesses and organizations to increase support and encouragement of active transportation.

- 1. Identify opportunities or partners to fund bicycle helmets for educational events like bike rodeos and/or *Walk! Bike! Fun!* training events.**

Goal: Work to ensure all City policies and ordinances are supportive of active transportation.

- 2. If elderly and/or disabled residents are not physically and financially able to remove the snow from the public sidewalk in front of their residence, look to city staff to remove snow and/or establish a volunteer snow removal program where neighbors, possibly even students help to remove the snow from these sidewalks.**

For example, the City of Battle Lake has identified priority Safe Routes to School sidewalk corridors, which the City maintains in the winter.

- 3. To maintain the political popularity of SRTS and sidewalks, it is suggested that the City refrain from assessing adjacent property owners when installing and replacing sidewalks unless there is undeniable evidence that the adjoining property owner has removed or damaged the sidewalk within the recent past.**

Sidewalks should be viewed as a public good that are more often of greater benefit to people that live away from the property in question. As such, the cost of regular repair and replacement of the sidewalk should be borne by the community as a whole as is often the case with city streets.

- 4. The City should investigate the addition of a Complete Streets and Sidewalk ordinance that requires the needs of all street users are considered during projects in the public right-of-way. Sidewalks should be required for all new construction and only excused if good reason can be made for their exclusion.**

For more ideas, see Minnesota SRTS Model Policies Tip Sheet and the Minnesota SRTS Resource Center: <http://www.dot.state.mn.us/mnsaferoutes/>

CHAPTER 1: INTRODUCTION

In the spring of 2017, the City of Hawley and the Hawley School District were awarded a Safe Routes to School (SRTS) Planning Grant from the Minnesota Department of Transportation (MnDOT) to conduct a SRTS plan for the city and the Hawley Elementary and High Schools. This plan is a product of that grant and was developed to encourage students who live within an appropriate distance of the school to walk and bike to and from school, and to do so safely. In a collaborative effort with the city, the school district, and members of the community, West Central Initiative staff developed this plan which is focused on developing strategies and identifying the infrastructure needs to help attain these goals.

PURPOSE OF THE PLAN

An SRTS plan is a multi-faceted guide for school officials, city staff, parents and educators to improve the conditions for students walking and biking to and from school. Walking or biking to and from school is an easy way for children to get the regular physical activity they need for good health (Figure 20). Physical inactivity and increased levels of obesity are considered public health crises and, as such, the Minnesota Department of Health has allocated funds and personnel through the Statewide Health Improvement Program (SHIP) to assist with SRTS programs such as Walk to School Day. Physically-active kids have fewer chronic health problems, have improved mood and concentration, a stronger self-image, and increased self-confidence and independence—all of which are critical for succeeding in school and in life. In some communities, SRTS programs have had the added benefit of reducing and, in select cases, eliminating expensive student transportation costs.



Figure 20: New sidewalks and street lights next to the Barnesville, MN football field were installed after the need was identified in an SRTS plan. While the sidewalk and lights were paid for with an SRTS infrastructure grant, these amenities will benefit all who wish or need to use them.

The recommendations in this plan are intended to improve safety, encourage walking and bicycling, empower students and reduce traffic congestion during the morning and afternoon school rush. Parents will only allow their children to walk to and from school if the parents are comfortable that it is safe for their children to do so. This plan was commissioned with these goals in mind.

While the primary goal of the plan is to make walking and bicycling to school a safe and desirable transportation choice, the safety improvements proposed have the potential to benefit the community. Sidewalk, trail and/or intersection improvements built for students as a result of this plan will always be there for any and all who wish to walk or bike for transportation and/or recreation, whether that be a couple going for an evening stroll after dinner or an elderly widow who has no other means but to walk to her local church, convenience store, pharmacy, etc. Sidewalks and trails should also be looked upon by the community as long-term investments that have the potential to remain in use 100 years from when they are installed (Figure 21).

This plan was developed for the city, school district and its students, and is based specifically on the school's location, the city's and the surrounding school district's geography, pre-existing conditions, the school's Walk and Bicycle Zones, strengths, barriers, opportunities and student population throughout the district. This SRTS plan uses the standard "6 Es" approach (see Chapter 2) and greatly improves a school's and community's chances to be awarded state and federal SRTS infrastructure grant funds.

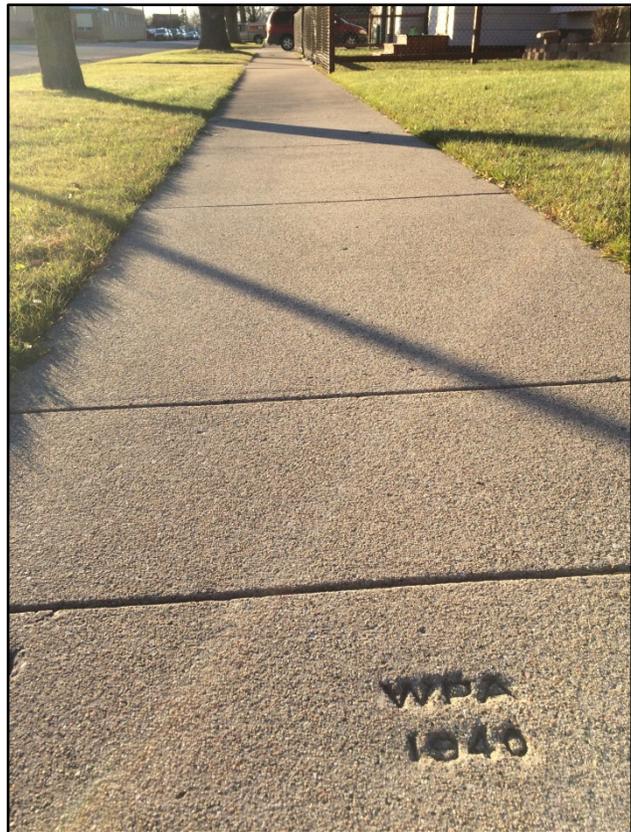


Figure 21: Sidewalks need to be viewed as long-term, multi-generational investments similar to how street trees are treated. This sidewalk in Breckenridge, Minnesota was built by the Works Progress Administration nearly 80 years ago and remains in near perfect condition despite many harsh Minnesota winters.

CHAPTER 2: ABOUT SAFE ROUTES TO SCHOOL (SRTS)

OVERVIEW

Today more than ever, there is a need to provide options that allow all children—including those with disabilities—to walk and bicycle to school safely. Many communities struggle with traffic congestion around schools and motor vehicle emissions polluting the environment. At the same time, children in general engage in less physical activity, which contributes to the prevalence of childhood obesity. At first glance, these problems may seem to be separate issues, but SRTS programs can address all these challenges through a coordinated action plan.

SRTS programs use a variety of education, engineering and enforcement strategies that help make routes safer for children to walk and bicycle to school and encouragement strategies to entice more children to walk and bike. They have grown popular in recent years in response to problems created by a growing reliance on motor vehicles for student transportation, an expanding built environment, as well as the development and availability of federal and state funding for SRTS programs.

- National Center for Safe Routes to School. (2015) *SRTS Guide - Introduction*¹

HISTORY

The SRTS concept began in the 1970s in Odense, Denmark, rooted in concern for the safety of children walking and bicycling to school.

The SRTS concept spread internationally, with programs developing in other parts of Europe, Australia, New Zealand, Canada and the United States. The Bronx, a borough of New York City, started the first SRTS program in the United States in 1997. In the same year, the State of Florida implemented a pilot program. In August of 2000, the U.S. Congress funded two SRTS pilot projects through the National Highway Traffic Safety Administration. Within a year of the launch of the pilot projects, many other grassroots SRTS efforts began throughout the United States.

Success with the pilot projects generated interest in a federally-funded national program. In 2003, advocates convened meetings with experts in pedestrian and bicycle issues to talk about SRTS issues

¹ National Center for Safe Routes to School. *SRTS Guide – Introduction*. 2015. Available at <http://guide.saferoutesinfo.org/introduction/index.cfm>. Accessed on December 22, 2015.

and ideas for developing a national program. Momentum for a national SRTS program in the United States continued to build as several states developed their own programs.

Congress created the Federal-Aid Safe Routes to School Program in 2005 through comprehensive transportation legislation, ultimately resulting in nearly \$1 billion in funding. Subsequent transportation legislation, Moving Ahead for Progress in the 21st Century (MAP-21) passed in 2012 making Safe Routes to School (SRTS) activities eligible to compete for funding alongside other programs, including the Transportation Enhancements program and Recreational Trails program, as part of a new program called Transportation Alternatives.

- National Center for Safe Routes to School. (2015) *SRTS Guide - History*²

THE DECLINE OF WALKING AND BICYCLING

Not long ago, children routinely moved around their neighborhoods by foot or by bicycle, and that was often how they traveled to and from school. That is no longer the case. Whether looking at the total proportion of children walking and bicycling to school, the proportion of children who live within a mile of school or the proportion of children living within one mile of school who walk or bike, the decline is apparent.

- *In 1969, 48 percent of children 5 to 14 years of age usually walked or bicycled to school.*
- *In 2009, 13 percent of children 5 to 14 years of age usually walked or bicycled to school.*
- *In 1969, 41 percent of children in grades K–8 lived within one mile of school.*
 - *89 percent of these children usually walked or bicycled to school.*
- *In 2009, 31 percent of children in grades K–8 lived within one mile of school;*
 - *35 percent of these children usually walked or bicycled to school.*

The circumstances that have led to a decline in walking and bicycling to school did not happen overnight and have created a self-perpetuating cycle. As motor vehicle traffic increases, parents become more convinced that it is unsafe for their children to walk or bicycle to school. They begin driving them to school, thereby adding even more traffic to the road and sustaining the cycle. Understanding the many reasons why so many children do not walk or bicycle to school is the first step in interrupting the cycle. Many factors contribute to the reduction in children walking and bicycling to school.

² National Center for Safe Routes to School. *SRTS Guide – History*. 2015 Available at http://guide.saferoutesinfo.org/introduction/history_of_srts.cfm. Accessed on December 22, 2015.

The U.S. Centers for Disease Control and Prevention (CDC) conducted a nationwide survey of parents to find out the most common barriers that prevented them from allowing their children to walk to school. Parents of children aged 5 to 18 years cited one or more of the following six barrier reasons:

<u>Barrier Reason</u>	<u>Percentage of parents identifying with the barrier</u>
• Distance to school:	61.5
• Traffic-related danger:	30.4
• Weather:	18.6
• Crime danger:	11.7
• Opposing school policy:	6.0
• Other reasons (not identified):	15.0

While this CDC report is from 2005, a report from the National Center for Safe Routes to School in 2010 found that these barriers remain the same.

- National Center for Safe Routes to School. (2015) *SRTS Guide – The Decline in Walking and Bicycling*³

HEALTH RISKS

The U.S. Department of Health and Human Services recommends that children do 60 minutes (1 hour) or more of physical activity each day and that the bulk of this physical activity comes through aerobic exercise, such as walking and bicycling. For children and adolescents, regular physical activity helps build and maintain healthy bones and muscles, reduces the risk of developing obesity and chronic diseases, reduces feelings of depression and anxiety and promotes psychological well-being.

Despite these benefits, many children are not getting adequate physical activity. In the 2014 United States Report Card on Physical Activity for Children and Youth, the National Physical Activity Plan Alliance reports that only 24.8 percent of youth ages 12-15 years obtain 60 minutes of moderate to vigorous physical activity every day.

³ National Center for Safe Routes to School. *SRTS Guide – The Decline in Walking and Bicycling*. 2015. Available at http://guide.saferoutesinfo.org/introduction/the_decline_of_walking_and_bicycling.cfm. Accessed on December 22, 2015.

A 2014 CDC study reports that during the school day, only 4 percent of elementary schools and 8 percent of middle/junior high schools provide daily physical education classes, and in 2012 only 58.9 percent of all school districts required that elementary schools provide students with regularly scheduled physical activity. Unfortunately, less active children are more likely to be overweight, according to the American Academy of Pediatrics.

When it comes to children's health, the costs of inadequate physical activity and poor eating habits are alarming. Inadequate physical activity and poor eating habits are major contributors to the increased rates of childhood obesity and overweight in the United States. Obese children are at least twice as likely to become obese adults. According to both a 2003 report by the American Academy of Pediatrics and a 2015 CDC, this puts obese children at greater risk for premature death and chronic diseases than their healthy-weight counterparts.

- National Center for Safe Routes to School. (2015) SRTS Guide – Health Risks⁴

THE 6 Es OF SRTS PLANNING

Safe Routes to School (SRTS) programs are intended to improve the health and well-being of children by enabling and encouraging them to walk and bicycle to school. The recommendations outlined in this plan are based on the “6 Es” of the National SRTS program, which include Education, Encouragement, Enforcement, Engineering, Evaluation, and Equity. An integrated approach, each one of the “6 Es” is intended to complement the others. Below is a detailed description of the “6 Es”.

EDUCATION

Programs focused on education can have long-lasting effects on students that continue into adulthood. Education programs that teach students safety skills for walking and bicycling also form the basis of good driving skills they may need in the future. Programs should also target parents and other drivers to inform them how to drive more safely around pedestrians and bicyclists. A few examples of possible education strategies are bicycle rodeos that teach safe bicycling skills, classroom lessons focused on traffic safety, take-home flyers informing parents of the rules and regulations regarding student pick-up and drop-off at the school, the Minnesota *Walk! Bike! Fun!* Program (Figure 22), and thoughtfully-placed billboards with safety messages targeting drivers.

⁴ National Center for Safe Routes to School. *SRTS Guide – Health Risks*. 2015. Available at http://guide.saferoutesinfo.org/introduction/health_risks.cfm. Accessed on December 22, 2015.



Figure 22: Bike MN instructors demonstrate to teachers how to do on-bike skill drills in a parking lot at the Rothsay, Minnesota school.

ENCOURAGEMENT

Encouragement strategies are focused on getting students to try walking and bicycling to school and in turn, to celebrate and reward students for their efforts. These strategies can be low-cost, easy to implement and fun for students. Examples of encouragement activities include walking school buses and organizing events such as “Walk to School Day” (in October) and “Bike to School Day” (in May) to encourage students to try walking and biking to school (Figure 23).

ENFORCEMENT

The primary goals of enforcement strategies are to help reduce unsafe behaviors by drivers, pedestrians and bicyclists; and to increase awareness of laws protecting children who are walking and bicycling.

Enforcement strategies involve students, parents and school personnel working in conjunction with law enforcement officers. Examples of enforcement activities include the installation of digital speed feedback signs, adult or student safety patrol, crossing guards and educational “stings” that inform motorists of the dangers of seemingly minor traffic infractions without issuing tickets.



Figure 23: Hundreds of Frazee, Minnesota students along with teachers, parents, local officials – including police – participate in International Walk to School day by using the new multi-use trail. The trail was built after it was identified in an SRTS plan as a possible valuable connector between a new neighborhood and the school (as well as downtown).

ENGINEERING

Engineering involves the planning and implementation of physical improvements to the built environment that make it safer and more attractive for students to walk and bicycle to and from school. For example, providing a designated space for pedestrians, such as sidewalks, has been proven to reduce pedestrian crash risks. Up to an 88 percent reduction in ‘walking along the roadway’ pedestrian crashes has been seen with the installation of sidewalks on both sides of the road.⁵ However, engineering projects are most successful when used in conjunction with education, encouragement and enforcement strategies. Partnering with engineers and planners is crucial to the successful implementation of projects. Examples of engineering strategies include adding bicycle racks, installing fully-accessible crosswalks, sidewalks and multi-use trails, traffic calming, bicycle lanes, signs and signals, as well as other infrastructure (Figure 24).



Figure 24: This crosswalk is equipped with a pedestrian (push button) activated, solar-powered Rectangular Rapid Flashing Beacon (RRFB). It is in Frazee, Minnesota and crosses County Road 12 near the north entrance into town. It is a prime example of an engineering SRTS solution. It was installed as part of a new trail that allows students to get to school in a more direct and safer manner. Once a pedestrian presses the button located on the sign posts, super- bright yellow LED lights flash in an eye-catching “wiggle” pattern under both signs and in both directions. Otherwise, the LED lights remain turned off as seen in this photo. Driver compliance rates for crosswalks with RRFBs are significantly higher than at crosswalks without them and can be relatively inexpensive to install.

⁵ US Department of Transportation – FHWA. *An Analysis of Factors Contributing to “Walking Along Roadway” Crashes: Research Study and Guidelines for Sidewalks and Walkways.* 2002. Report No. FHWA-RD-01-101, FHWA, Washington D.C.

EVALUATION

To measure the progress of the program activities over time, consistent evaluation is necessary. Evaluation techniques include a combination of quantitative and qualitative information. Schools are very strongly encouraged to continue conducting the National Centers for SRTS parent surveys (every two to three years) and student travel tally (once or twice a year) which were already done as part of this plan to provide baseline data. You can find the National Centers for SRTS survey forms in the Appendix C of this report. Other examples of evaluation strategies include – but are not limited to – school walking audits and observations of student travel behaviors arriving at and leaving school (Figure 25).

A 6TH E - EQUITY

Recently, the principle of Equity has been added to what used to be known as the “5 Es” of SRTS planning (Figure 26). According to the MnDOT SRTS webpage:

Equity is a needs-based approach to allocating resources that aims to achieve fairness in the distribution of benefits and costs. In transportation planning, discussion of equity acknowledges that some communities and populations may require additional resources in order to have the same opportunities as other communities.

Equity is often confused with equality, when in fact they have different meanings. Equality assumes that all needs are the same. The result is that every community gets the exact same resources without regard to individual differences. Equality works only in circumstances where everyone starts from the same place and needs the same things.



Figure 25: The cover page of the Pedestrian and Bicycle Information Center, Walkability Checklist. A walk audit is one of the ways a community can perform an SRTS evaluation.

Equity allows resources to be provided on the basis of need. Communities disproportionately impacted by safety, health or transportation access inequities are provided appropriate resources to address their individual needs. Therefore, resource allocation may differ between communities⁶.

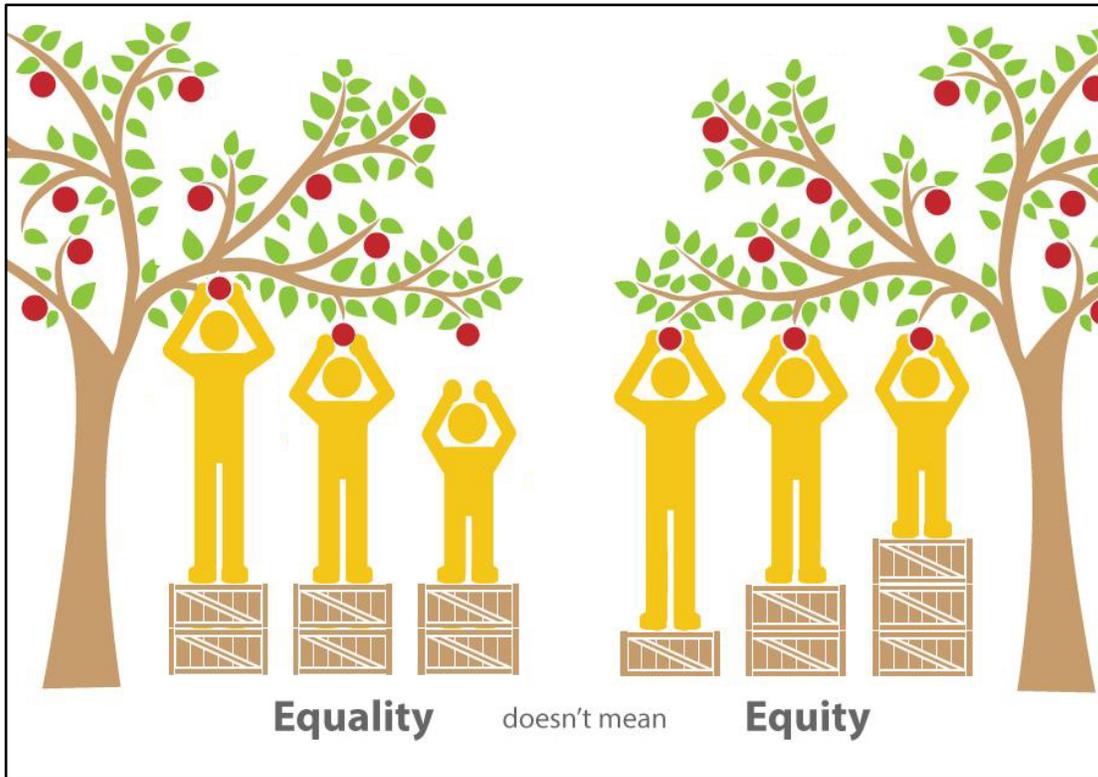


Figure 26: This is a common diagram used to illustrate the concept of Equity versus Equality.

Equality is demonstrated on the left, where six boxes (units of aid) are given equally to three people despite their differences in height (need). The two boxes are more than enough for the tall person to reach the fruit high in the tree (goal). Two boxes, however, are just enough for the person of medium height but still not enough for the short person (the one with the most need) to reach the high hanging fruit. When resources are distributed equally, some people may be given more assistance than they need, while others are still not given enough.

Equity is demonstrated on the right where the same six boxes (units of aid) are distributed to three people based on their differences in height (need). The tall person is given just one box as that is all (the aid) that person needs. The person of medium height is again given two boxes as that remains the number of boxes (aid) this person needs to reach the high hanging fruit (goal). Finally, the short person is given three boxes (units of aid) as this is the additional level of assistance that person needed to be able to reach the fruit in the tree (goal).

Source: Modified version of an image obtained from the Maine Office of Health Equity website.

The introduction of equity to the SRTS planning formula is an effort to better focus limited SRTS resources to communities and groups that have been often underserved, have greater needs and/or have been more negatively affected by transportation planning decisions of the past and the transportation infrastructure now found in their local community.

⁶ Minnesota DOT. SRTS webpage. Available at <http://www.dot.state.mn.us/mnsaferoutes/>. Accessed on November 23, 2015.

NATIONAL PHYSICAL ACTIVITY TRENDS IN CHILDREN

Children today are not attaining the recommended amounts of physical activity, contributing to the increasing rates of obesity and a variety of chronic diseases. Lack of physical activity along with poor nutrition is the second leading cause of preventable death, according to the Minnesota Department of Health (MDH).⁷ Physical activity not only prevents chronic diseases but also improves moods and helps with weight control.⁸ There is also increasing evidence that physical activity improves academic performance, attentiveness and concentration in the classroom.^{9, 10, 11}

There are many ways to promote physical activity among youth and improving walking and biking to school is one of them. SRTS programs can increase students' daily amount of physical activity and has the potential to decrease the prevalence of students becoming overweight or obese. It is recommended that children get sixty minutes of physical activity a day. Nationally, only 50 percent of high school students participated in any kind of physical activity that increased their heart rate for a total of 60 minutes on five or more days a week.¹² A 15-minute walking or biking route to and from school can help students meet much of their recommended 60 minutes of physical activity per day. Walking and bicycling to school at a young age also has the potential to instill habits of an active lifestyle that children may take with them into adulthood.

⁷ Minnesota Department of Health. *The Minnesota Statewide Health Improvement Program SHIP Progress Brief- Year 2*. Available at http://mn.gov/health-reform/images/WG-PPH-2012-03-16-SHIP-Progress_Brief-Yr2.pdf. Accessed on November 23, 2015.

⁸ Centers for Disease Control and Prevention (CDC). Physical Activity and Health webpage. Last updated June 4, 2015. Available at <http://www.cdc.gov/physicalactivity/basics/pa-health/>. Accessed on November 23, 2015.

⁹ Minnesota Department of Health. Physical Activity: Active School Day. Last updated November 04, 2014. Available at <http://www.health.state.mn.us/physicalactivity/activeschool.html>. Accessed on February 18, 2016.

¹⁰ Active Living Research. "Active Education: Growing Evidence on Physical Activity and Academic Performance". January 2015. Available at http://activelivingresearch.org/sites/default/files/ALR_Brief_ActiveEducation_Jan2015.pdf.

¹¹ Centers for Disease Control and Prevention (CDC). *The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance*. July 2010. Available at http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf.

¹² Centers for Disease Control and Prevention (CDC). *1991-2013 High School Youth Risk Behavior Survey Data*. Available at <http://nccd.cdc.gov/youthonline/>. Accessed on January 10, 2015.

SRTS TEAM

Successful SRTS programs recognize each community as being unique and emphasize the importance of including a diverse range of community representation on the team. The Hawley SRTS team was made up primarily of faculty, staff, PTO members, and school board members from the Hawley School District; the City of Hawley including the city clerk and police chief, city council members, park board members, and planning commission members; Minnesota Department of Transportation – District 4; and PartnerSHIP 4 Health (PS4H). The team members were directly involved in the planning process, with many having the knowledge and skills needed to implement the plan recommendations. After delivering the plan, West Central Initiative (WCI) will continue to provide ongoing technical assistance to aid in plan implementation.

SRTS PLANNING PROCESS

The SRTS planning process got its start in the spring of 2017, when the City of Hawley (City) and the Hawley School District (School District) were awarded a SRTS Planning Grant from MnDOT to conduct a SRTS plan for the city and the Hawley school campus. With the assistance of staff at WCI, the SRTS team came together to review the school and community profiles, provide input on the barriers, outline the vision and goals, assist in data collection, and to develop and review the recommendations. As part of the planning and outreach process, parents provided feedback on the community's strengths, barriers and opportunities during parent-teacher conferences at the high school.

In addition to gathering community input, the team assessed the community's current conditions and policies to identify opportunities to advance walking and bicycling to school or programs that support active transportation. The team conducted observations to understand how many students walk and bike to and from school, what routes are the most traveled, their behaviors as pedestrians and bicyclists and the interactions between pedestrians and motorists. In addition, WCI and PS4H staff conducted a walk-audit of the entire community to survey its geography and infrastructure. During the walk-audit, staff recorded sidewalk conditions, child-friendly opportunities to cross streets, along with vehicle speeds, and potential trail and sidewalk connections.

Furthermore, the team helped administer the National Centers for Safe Routes to School (National Centers) student travel tally survey and a separate parent survey. The student travel tally form is used to count the number of students arriving to and departing from school by various travel modes. The parent survey

collects information from parents of K-8th graders about how their children travel to and from school, their attitudes towards active transportation, and finally barriers that prevent their children from participating in active transportation modes of travel. The results were then entered into the National Centers' database. These assessment tools illustrate the range of current barriers and opportunities, which is the foundation of the identified recommendations. It is recommended that these surveys be done annually with continuing WCI assistance so that trends in student travel behavior and parent perceptions can be identified and recorded with the National Centers for Safe Routes to School database. Understanding the possible changes in student travel trends will give the school, school district and WCI staff the information they need to determine if the goal of getting more children to walk and bike to and from school is being met.

All this information was then reviewed by the SRTS team and analyzed by the staff at WCI to provide a list of recommendations to improve walking and biking to and from school structured around the active transportation planning principles of the "6 Es".

MNDOT WALK / BICYCLE ZONE CONCEPT

Children are more likely to walk or bicycle to school if they live within the school "Walk / Bicycle Zone." MnDOT defines this as "the area within the school's enrollment boundary from which students can realistically walk or bike to school." MnDOT guidelines generally assume a distance of up to 0.5 mile for children in grades PreK-5, one mile for grades 6-8, and 1.5 miles for grades 9-12 is within the Walk / Bicycle Zone.¹³

While not stated in any MnDOT documents, the Walk / Bicycle Zone distances are likely based on the following accepted standards:

- The average adult can walk a distance of 0.5 mile in 10 to 12 minutes. For a child in grades PreK-5, the same distance would likely require twice as much time (20 to 24 minutes) which is a reasonable amount of time to travel to school.
- For students in grades 6-8, 1 mile can likely be walked within 20 to 30 minutes, similar to an adult. However, children in these grades have the maturity to bicycle that distance if there are no significant traffic hazard barriers. At the relaxed speeds of 8 to 10 mph (the bicycle equivalent to a modest walking pace), 1 mile can be bicycled in 6 to 8 minutes.

¹³ Minnesota DOT. *Safe Routes to School: Neighborhood Assessment Guide*. September, 2012. Available at <http://www.dot.state.mn.us/saferoutes/pdf/srtschecklist.pdf>. Accessed on November 16, 2015.

- For high school students in grades 9-12, a distance of 1.5 miles could be walked in 30 to 40 minutes. However, these students can bike that distance in 9 to 11 minutes and have the maturity to navigate even more complex traffic situations.

STATUS OF STATE AND FEDERAL SUPPORT FOR SAFE ROUTES TO SCHOOL

An SRTS plan is not required for a community to receive Minnesota state and/or federal SRTS infrastructure grants but is highly recommended. A school and/or community with an SRTS plan will be in a better position to compete for limited funding and resources to implement the identified recommendations. Please be aware with anticipated future changes in federal and state transportation laws, the following funding sources below are likely to change. Please contact WCI or MnDOT for updated funding information at any point in the future.

FEDERAL

In previous federal transportation laws, the SRTS program was a separately-funded category, independent of the Transportation Enhancements program (TE - bikeways, trails, sidewalks, streetscapes reconstruction, etc.) and Scenic Byways program. In 2012, Congress passed a Federal transportation bill entitled Moving Ahead for Progress in the 21st Century (MAP-21). This law combined the SRTS, TE and Scenic Byways programs into one funding source called Transportation Alternatives program (TA). TA is funded from the Highway Account of the Highway Trust Fund at an amount equal to 2 percent of the total amount of federal-aid highways each fiscal year. Each state was charged with developing their own program for soliciting projects to be funded by the TA funds allocated to them. Since MAP-21, states also have the option of redirecting 50 percent of TA to other transportation projects.

Late in 2015, Congress passed a five-year transportation spending bill called the Fixing America's Surface Transportation Act (FAST Act), which was then signed into law by the President on December 4th. It is the first law enacted in over 10 years that provides long-term funding certainty for surface transportation. Overall, the FAST Act largely maintains current program structures and funding for SRTS. The FAST Act does include two modest funding increases (4 percent over the life of the Act) for TA/SRTS programs¹⁴. WCI can assist communities and school districts applying for federal TA and SRTS infrastructure funds.

¹⁴ US Department of Transportation. "The Fixing America's Surface Transportation Act or "FAST Act"", webpage. <https://www.transportation.gov/fastact#sthash.aDqlyslT.dpuf>. Last updated January 12, 2016. Accessed on January 14, 2016.

STATE

In 2014, the Minnesota Legislature allocated \$1 million from the general fund from that fiscal year's budget to the SRTS program as proclaimed by Minnesota Statute 174.40. MnDOT was tasked with administering the program and allocating the funding to communities. Under the 2014 state program, requested funds could be used only for construction costs, which must be clearly identified in the SRTS budget proposal. Applications could have been submitted for projects with a total cost as low as \$50,000, which made them useful for spot improvements. Regardless, it was still recommended that the minimum project cost at least \$100,000 to make efficient use of the funds and limited amount of administrative time at the local level. It is uncertain if this program will receive funding again in the future.

In 2015, the state legislature passed a law (MN Statute 174.40) requiring communities to adopt "subdivision regulations that require safe routes to school infrastructure in developments authorized on or after June 1, 2016" in order to be eligible for state SRTS infrastructure funding. This statute does not apply to state non-infrastructure funding, nor does it apply to federal SRTS (TA) funding¹⁵.

MINNESOTA SCHOOLS STATEWIDE ENROLLMENT OPTIONS AND THE IMPACTS ON SRTS

Minnesota law allows parents, whose children are Minnesota residents, the choice to enroll their children in a regular public school district other than the one in which they reside.¹⁶ While not required to provide transportation, school districts will often send buses into the immediate neighboring districts with the practical and alluring promise of front-door pickups. To compete, local school districts have then felt compelled to offer equivalent transportation services, even for students living within immediate proximity of the local school. This has had the unintended consequence of undermining many SRTS efforts. In communities in which WCI has previously completed SRTS plans, the SRTS team had observed students being picked up by the local district bus only to be transported to the school a block away, a distance walked in no more than a minute. However, some school districts have eliminated busing within the Walk / Bike Zone for students without hazardous traffic barriers after SRTS plans written at WCI made the policy recommendations to do just that.

¹⁵ Safe Routes to School Eligibility Changes for State Funds; July 26, 2017 <http://www.dot.state.mn.us/saferoutes/documents/grant-eligibility-changes.pdf>

¹⁶ Minnesota Department of Education. Enrollment Choices Statewide Enrollment Options (Open Enrollment) Key Topics, webpage. <http://education.state.mn.us/MDE/StuSuc/EnrollChoice/003871>.

CHAPTER 3: VISION AND GOALS

The SRTS team created a unique vision for the City of Hawley (City) with the Hawley School District (School District). This vision is what the team imagines their community will look like in five to ten years after the successful and complete implementation of the Hawley SRTS Plan. To make the vision a reality, the team set goals to attain and barriers to overcome in pursuit of opportunities to increase walking and bicycling to and from school. The goals outlined below are that of the SRTS team. These goals are attainable through the Action Plan Recommendations section which can be found in the beginning of this document. Those recommendations were not developed to address these goals as an itemized list.

VISION

The City of Hawley seeks to become a community where it is safe and convenient for all its children to walk and bicycle to, from and between schools, where our children can travel, explore and play in their community safely under their own power, and where they learn life-long habits of incorporating physical activity into their daily lives. We will seek to achieve this vision through safety awareness, education, encouragement and self-evaluation, all while building the infrastructure needed to make walking and bicycling safer and more convenient for all.

GOALS

1. Create designated safe routes to and from the Hawley school campus.
2. Expand the sidewalk and pathway system within the city to create a comprehensive network that makes it possible for more children to walk and bike to and from the Hawley school campus.
3. Incorporate the Walk! Bike! Fun! curriculum into the school day to teach children safe walking and bicycling practices.
4. Consider additional walking and bicycling safety awareness and education events such as a bike rodeo.
5. Educate drivers in and those passing through the community of the need to drive at safe and prudent speeds and how to properly interact with bicyclists and pedestrians through a variety of outreach methods.
6. Enforce safe behaviors of drivers, walkers and bicyclists by working together with law enforcement, parents, crossing guards, etc.
7. Continue ongoing assessments of walking behaviors and routes.
8. Evaluate the progress of getting more children to walk and bike to school by using the standardized National Partnership for SRTS “Student Travel Tally” and “Parent Survey.”
9. Create an environment within the public right-of-way that is more conducive to safe walking, bicycling and driving, including those with mobility disadvantages.

NOTE: The recommendations in this plan address all 9 goals identified by the Hawley SRTS team.

CHAPTER 4: COMMUNITY AND SCHOOL PROFILES

COMMUNITY PROFILE AND CITY ORDINANCES

The city of Hawley is an agricultural-based community located in east-central Clay County, twenty-seven miles west of the Fargo-Moorhead metro area along U.S. Highway 10 (Figure 27). It is 232 miles northwest of the state capitol in Saint Paul, MN. It sits at the intersection of the Buffalo River, U.S. Highway 10, and the Burlington Northern Santa Fe Railroad, and has several pastures and farmlands nearby.

The community of Hawley has a significant number of commuters, both inflow and outflow. According to 2015 US Census estimates, 27% of Hawley residents stay in Hawley to work. Most (45%) travel to the Fargo-Moorhead metro area. Others travel to communities in the surrounding area, such as Detroit Lakes (4%), Ulen (4%), Lake Park (1%), and Grand Forks, ND (1%). Additionally, only 19.7% of the jobs in Hawley are taken by Hawley residents. Many other workers come from the surrounding rural area, as well as towns like Moorhead (6%), Barnesville (5%), Ulen (5%), Hitterdal (2%), Detroit Lakes (2%), Lake Park, MN (1%), and others.¹⁷

As of 2017, the top five industries in Clay County are “Educational Services,” “Health Care and Social Assistance,” “Retail Trade,” “Accommodation and Food Services,” and “Public Administration.”¹⁸

Due to its location, agriculture still plays a large role in Hawley. Trucks hauling agricultural commodities, as well as large agricultural equipment, traverse the city at all times of the year with some cargo going to and from the grain elevator in town.

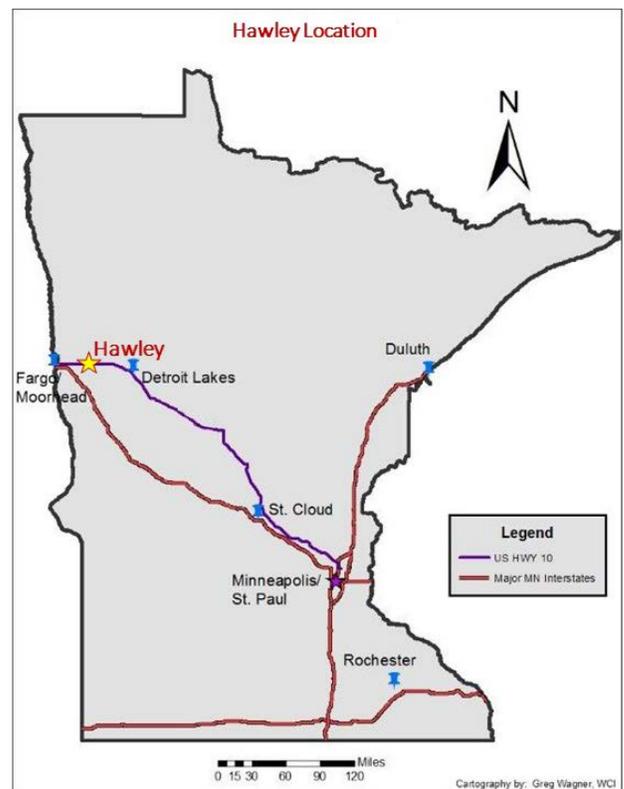


Figure 27: The location Hawley within the borders of the state of Minnesota.

¹⁷ United States Census Bureau, Center for Economic Studies. OnTheMap, accessed June 12, 2018.

¹⁸ Minnesota Department of Employment and Economic Development. Quarterly Census of Employment and Wages. Accessed June 12, 2018.



Figure 28: Hawley city hall and water tower. Photograph courtesy of the City of Hawley.

The Burlington Northern Santa Fe railroad connects Hawley to Moorhead to the west and Detroit Lakes to the east. While the ancestral lands of the Dakota Sioux and Anishinaabe, the area that would become Hawley began to develop with the coming of the railroad in 1882. Named by Northern Pacific Railroad employee, Thomas Hawley Canfield, the city of Hawley was first incorporated in 1874.

At the time of the 2010 U.S. Census, Hawley had a population of 2,067 people, 854 households of which 300 of those households were families with children under the age of 18. The racial make-up of the city was 96.3% White, 0.3% Black or African-American, 1% American Indian or Alaskan Native, .7% Asian, and 1.6% of two or more races. Less than one percent identify as of Hispanic or Latino ethnicity.¹⁹

The City of Hawley has several ordinances that affect walking and biking within the city. An abridged list of these ordinances can be found in Appendix F.

¹⁹ United States Census Bureau, Center for Economic Studies. American Fact Finder, accessed June 12, 2018.

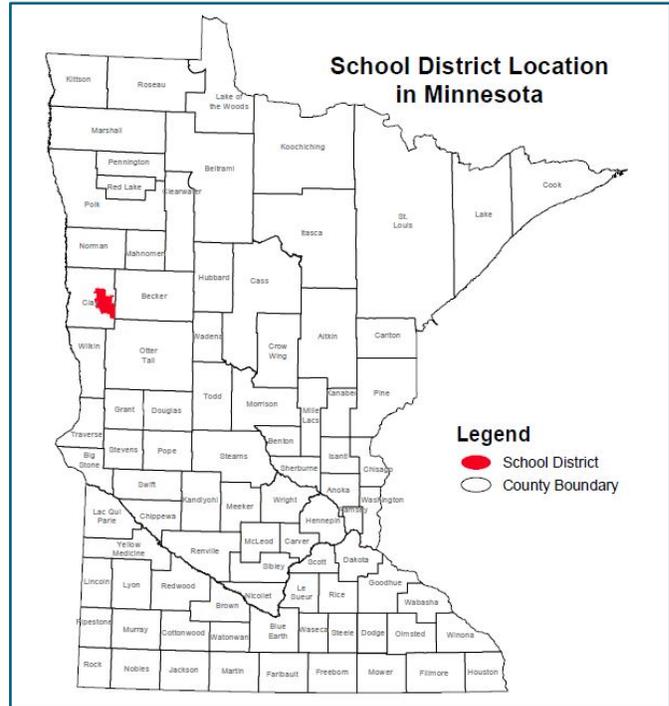
HAWLEY SCHOOL DISTRICT AND SCHOOL PROFILES

HAWLEY INDEPENDENT SCHOOL DISTRICT #150

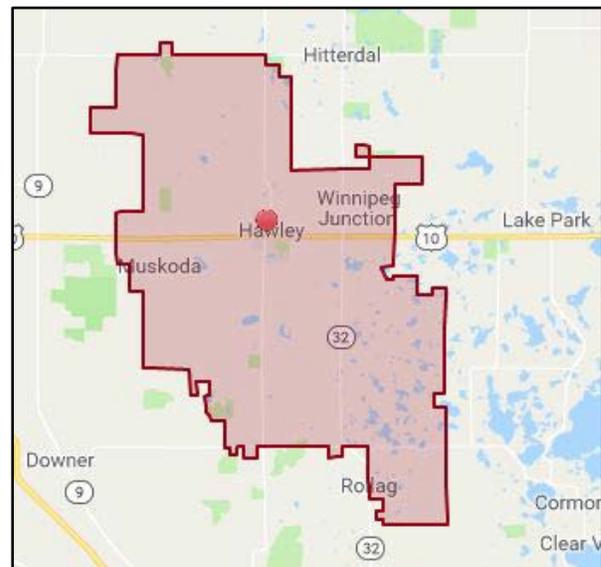
The Hawley Independent School District #150 is the home of the Nuggets and is located at 714 Joseph Street in Hawley. Due to its rural nature, the district encompasses a large percentage of east-central Clay County, including the townships surrounding the city of Hawley as seen in Figures 29 and 30. In total, the district serves under 1,000 students annually (981 students reported in 2018), utilizing 61.5 FTE of faculty, 3.2 FTE administration, and 50.8 FTE other staffing.²⁰ This includes an elementary and high school, both located on the same campus.

Demographics of the student body are slightly different than the city of Hawley. Twenty-six students were identified as English-learners, 116 were receiving special education services, and 144 students were enrolled in the Free and Reduced School Lunch program as of 2018.²¹

The school district has an approved transportation policy, which is reviewed and kept up-to-date by the school board. An abridged version has been included in Appendix G.



Figures 29 & 30: Hawley School District (ISD 150) within Minnesota. Map courtesy of Minnesota Department of Education.



²⁰ Minnesota Department of Education. Minnesota Report Card. Accessed June 18, 2018.

²¹ Minnesota Department of Education. Minnesota Report Card. Accessed June 18, 2018.

Additionally, the Hawley School District webpage states the following:

At the July 23, 2012 School Board meeting, it was passed to eliminate some in-town bus stops. A six-block boundary was implemented. Those students who live within these six blocks are not eligible for transportation.

Transportation is offered to and from school for those students who reside outside the school's six-block boundary or to students who must cross an area identified as a traffic hazard to and from school.²²

This map, aligned with that of a half-mile radius, is pictured in Figure 31.

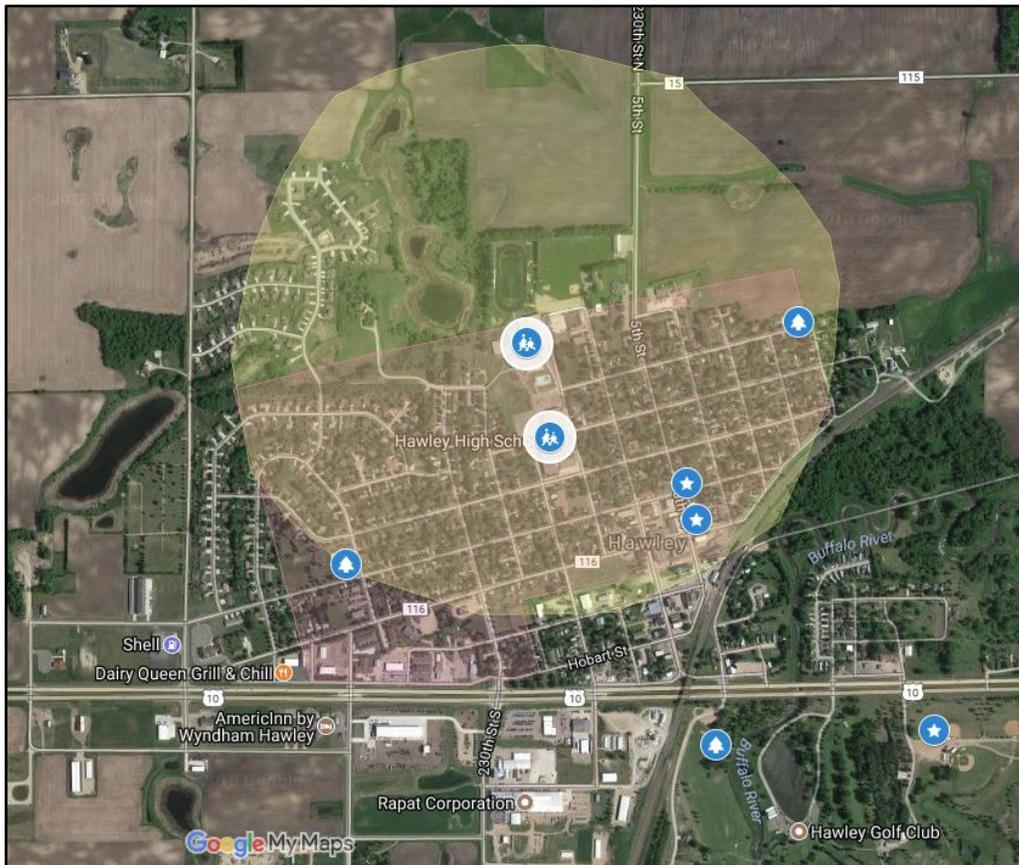


Figure 31: City of Hawley. Pink boundary outlines the 6-block radius where bus transportation would not be available, as established at the July 23, 2012, meeting of the Hawley School Board.¹ The yellow boundary demonstrates a half-mile radius from the school bus loading/unloading area on school grounds.

²² Hawley Public School, Transportation, <http://www.hawley.k12.mn.us/page/2845>. Accessed June 26, 2018.

CHAPTER 5: STRENGTHS – BARRIERS – OPPORTUNITIES ANALYSIS

A strengths, barriers and opportunities analysis of existing policies and programs related to walking and bicycling to school was also performed. This is similar to a SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats) but tailored for use in SRTS planning. The comments in the following tables are not listed in any priority order. Recommendations to improve SRTS found in the sub-chapter titled “Action Plan Recommendations” at the beginning of this document have taken into consideration Hawley’s unique strengths, barriers and opportunities.

STRENGTHS

The City of Hawley and the Hawley school campus have many strengths to work with like many other communities in west central Minnesota. Identifying and understanding those strengths are key with regards to any SRTS plan. The strengths listed in detail (see Table 1) below were gathered by the Hawley SRTS team in coordination with WCI staff.

Table 1: Community and School District Strengths

Community Strengths	
1	Hawley, while small, has a dense, contiguous suburban form and an active downtown with industrial centers well-positioned at the edges of the city.
2	The school is well-positioned in the center of Hawley and is well-connected to residential neighborhoods for those who walk and/or bike.
3	Hawley is compact, with the clear majority of residences in the urbanized area of the city no more than three-fourths of a mile from the school.
4	Traffic volumes on most roads is very light making it relatively easy for most people to walk and/or bike in existing conditions.
5	Many students already walk and bike to both schools as seen during the walk audit.

BARRIERS

To successfully develop and implement SRTS activities and programs, it was important for the SRTS team to identify and understand the existing barriers within the community that are preventing children from walking and bicycling to school. These barriers, listed in detail in Table 2 below, are an accumulation of information received from the SRTS team.

Table 2: Community and School District Barriers

Community Barriers	
1	U.S. Highway 10 creates a significant barrier within Hawley.
2	Likewise, the BNSF Railroad creates a barrier for those living on the east side of the tracks from walking / biking downtown and to the school. There are only two crossings: a non-ADA / PROWAG compliant pedestrian crossing near Front & 5 th Streets, and a vehicle underpass at Valley Street that lacks a sidewalk.
3	Many streets in neighborhoods close to the school do not have sidewalks or have sidewalks that are disconnected from the rest of the sidewalk network.
4	The occasional car and overgrown tree was seen blocking the sidewalk.

OPPORTUNITIES

The SRTS team identified opportunities to improve walking and bicycling to school that are not currently being acted upon. The list of opportunities in Table 3 is not exhaustive but is an accumulation of ideas and action steps to help achieve the overall vision.

Table 3: Community and School District Opportunities

Community Opportunities	
1	Wide street rights-of-way provide opportunities for sidewalks and bike lanes.
2	Over 60 percent of students live within city limits, many of which are prime candidates for SRTS programs to get them walking and biking to and from school.
3	There appears to be political momentum in Hawley to improve the conditions for residents, including its children, to be able to safely walk and bike around town.
4	There may be a way to rearrange the buses during after-school departure which could free up much of the space on School Avenue directly in front of the school.

CHAPTER 6: EXISTING CONDITIONS AND FINDINGS

The SRTS team conducted school observations, a community walking audit and a neighborhood assessment. This was done to identify the existing conditions within the city of Hawley and near the Hawley school campus. Traffic volume and crash data were also retrieved from MnDOT's databases for the roads in and around Hawley. And while the SRTS team is a core group of individuals who are very familiar with Hawley, its schools, SRTS and active transportation planning, broader community input is always helpful to create a comprehensive list of existing conditions and concerns. To gather additional community input, a table was set up at the Hawley High School parent-teacher conferences in February 2018 (see Chapter 7). Having information on existing conditions is critical in making strategic decisions that support wise and fiscally-sound future SRTS programming and activities.

HAWLEY WALK / BICYCLE ZONES

As discussed in Chapter 2, MnDOT guidelines generally assume that students can realistically walk and / or bike to and from school up to a distance of 0.5 mile for children in grades PreK-5, 1 mile for grades 6-8, and 1.5 miles for grades 9-12. The Walk / Bike Zones are typically measured using bee-line radii from the main entrances of the school. For the Hawley school campus, a central point between the elementary school and high school near the community pool was chosen. Due to the compact size of Hawley, most residences fall within a one-half mile radius of the school campus (Figure 32). If the radius is extended to one mile, virtually every residence in the community is included. A half-mile is considered an appropriate distance for children in grades PreK through Five (and older) to walk and/or bike to and from school. Therefore, the clear majority of students living within urbanized Hawley should be able to do so (with assistance for the younger ones).



Figure 32: Hawley Existing Conditions – ¼ and ½ mile distances from the school campus.
Basemap Aerial Imagery via Google Maps.

WALK AUDIT

A walk-audit of the city of Hawley was conducted in October of 2017, with a follow-up visit in May 2018. This is done to gather data related to major streets, intersections and sidewalk conditions impeding or facilitating pedestrian and bicyclist safety. Factors that were documented include sidewalk width and condition, possible ADA / PROWAG (Americans with Disabilities Act / Public Rights-of-Way Accessibility Guidelines) concerns, traffic volume, terrain, threatening features (dogs, perception of criminal activity, highways and busy intersections), trash, speed limits and general safety. The audit provided an opportunity for the team to identify where the community is walkable and where there are opportunities for improvement. The results of the sidewalk survey are discussed throughout the narrative of this section of the report.

HAWLEY SCHOOL CAMPUS

As noted in Chapter 4, Hawley Elementary School houses grades PreK-6, while students in grades 7-12 attend Hawley High School. Both schools are located on a shared campus, which is positioned in a location highly-conducive to walking and biking to school and is surrounded on three sides by residential neighborhoods. However, there are some conditions at the school itself that could be improved. It is regularly noted among SRTS experts that the area closest to schools can be the most dangerous part of the journey for children who walk and bike to school due to the multitude of traffic modes converging on the front door of the school. Exacerbating this, the design of school grounds is often primarily focused on the circulation of motor vehicle traffic flow with an emphasis on front door drop-off at the unintended safety expense of those arriving on bike or foot. This is truer at the high school than the elementary school, where vehicle traffic is restricted from entering the loop driveway directly in front of the school.

Sidewalks on the south and east sides of the school campus are in good shape, and generally wide enough to accommodate the number of people using them – both to walk and bike to school, and for parent/bus pick-up and drop-off. There are no sidewalks adjacent to the west side of the school campus, along 8th, Elizabeth, and 9th Streets, which could limit the ability of kids to walk to or from neighborhoods immediately to the west of the campus.

The south side of the high school was identified as an area of concern by members of the SRTS team. Morning and afternoon vehicle congestion, coupled with school bus traffic and kids walking and biking to school, create a very busy area. Specifically, the intersections of Joseph & 7th Streets, and Joseph & 8th Streets were cited as concerns. Both intersections have a 4-way stop but concerns about vehicle speeds and stop sign compliance have been expressed. Parents picking up and dropping off students at the high school generally use Joseph Street between 7th and 8th Streets.

The lack of a continuous sidewalk along the south side of Joseph Street between 7th and 8th Streets is problematic. The sidewalk extends approximately one-half block, east from 8th Street. Both in the morning and afternoon, students being dropped-off and picked up from vehicles parked on the south side of Joseph Street adjacent to the area with no sidewalk, were observed crossing mid-block.

This could be due to the lack of easy access to the crosswalk at 7th and Joseph, as this is the closer crosswalk to where the mid-block crossings occurred. Joseph Street is wider than other city streets in the immediate area and has angled vehicle parking on both sides of the street. The excessive width of Joseph Street makes for longer crossing distances at the above-referenced intersections. Also, a lack of ADA-compliant curb ramps was observed at intersections immediately adjacent to the school. One other specific issue noted was the placement of a stop sign at the corner of Joseph and 8th, in the middle of the crosswalk. Stop signs should be placed in a location so that vehicles stop prior to the crosswalk. Moving this stop sign a few feet to the east would alleviate the issue (Figure 33).



Figure 33: This stop sign at Joseph and 8th Streets is placed in a less than ideal location. Moving it a few feet to the east would remove it from being an obstacle in the middle of the crosswalk.

Another issue at this intersection is the proximity of a striped diagonal parking stall on the south side of Joseph Street, adjacent to Hawley Lutheran Church. Vehicles parked in this space create limited visibility for pedestrians – especially children – crossing the street. In addition, a large vehicle may even overhang into the crosswalk itself, creating an additional hazard.

The other primary area of concern that was shared by the SRTS team is the parking lot located between the high school and the elementary school, adjacent to the community pool. The north side of the parking lot is where the designated drop-off / pick-up lane for the elementary school is located. There is significant bicycle and pedestrian traffic in the immediate area near this lane, which causes some conflicts between vehicles and kids walking or biking to and from school. Specifically, there is a striped walking lane adjacent to the drop-off / pick-up lane. Vehicles accessing this lane are crossing the walking lane to enter and exit the lane, creating multiple conflict points.

Bike racks on the campus are in two areas: just east of the main entrance to the high school, and south of the elementary school adjacent to the community pool.

While the racks don't strictly comply with the bike parking standards established by the Association of Pedestrian and Bicycle Professionals (APBP), the style racks that are in place work well for organizing bikes, which is the primary need in a community like Hawley, where bike theft isn't a significant issue.

The bike rack at the high school is in an excellent location but was not used by all students who biked to school, despite there being adequate room at the rack (Figure 34). In addition, several bikes were left in the grassy area to the west of the main high school entrance, indicating a desire for additional bike parking in this area (Figure 35).

There are two bike racks adjacent to the community pool, which are intended for use by students at the elementary school. While many students are parking their bikes in the general area where the racks are located, the racks are not being utilized for the most part (Figure 36). Bikes scattered in this area could pose a tripping hazard for students as they walk or bike to and from school.



Figure 34: Bikes parked at the bike rack, located east of the main high school entrance. Note the additional space at the rack, yet bikes left in the paved area next to the rack.

Figure 35: Bikes parked in the grassy area to the west of the main high school entrance indicate a desire for additional bike parking in this area.





Figure 36: Bikes parked at and near one of the bike racks south of the community pool, near the elementary school. Note that one bike is parked properly at the rack, while others are parked improperly at the rack, and even more are parked near the rack. The two racks at this location have the capacity to hold all the bicycles seen on observation day.

THE CITY OF HAWLEY

The school campus in Hawley is very well-situated in a nearly ideal location, being surrounded by residential neighborhoods on three sides. Regarding distance to the school campus, this location gives the vast majority of students who live in Hawley the opportunity to walk and bike to school.

Two major transportation corridors transect Hawley: U.S. Highway 10, which runs east-west through the community, and the Burlington Northern Santa Fe (BNSF) railroad line (Figure 37), which runs roughly perpendicular to Highway 10. The community is fortunate that most of the residential neighborhoods are located north of Highway 10 and west of the railroad. There is however a serious equity issue in the location of the mobile home community that is cut-off from the rest of Hawley by the railroad tracks. Students living in this area are bussed due to the hazardous crossing of the railroad tracks, despite living within easy biking distance and walking distance (for older students) of the school campus.



Figure 37: This pedestrian crossing of the BNSF railroad tracks does not meet current standards for accessibility and safety.

Clay County Road 33 enters the community of Hawley from the north, while Clay County Road 31 enters from the south, meeting at Highway 10. While neither county road carries the volume that Highway 10 does, traffic volumes are significant compared to other streets in Hawley. County Road 33 is located two blocks east of the school campus and may be perceived as a barrier for kids walking and biking to school by parents who live to the east.

In the neighborhoods east, west, and south of the school campus, sidewalks are located sporadically. Two corridors stand out as having continuous sidewalks that are in relatively good shape – 6th Street, running the entire length of the street north-to-south; and Joseph Street (Figure 38) between the school campus and 1st Street, which is effectively the eastern end of the portion of the city northwest of the railroad tracks.

Other streets have sidewalks in fair to poor condition, and few that make good connections to the rest of the network. With the notable exception of the Safe Routes to School path (Figure 39) connecting the school campus to Westgate Drive, sidewalks west of the school campus are virtually non-existent.

Where sidewalks do exist, they are generally in good condition and well-maintained. There were a few locations that had issues with encroachment of vehicles and other objects, while other areas had issues with vegetation or landscaping that was encroaching on the sidewalk (Figures 40-43) While these encroachments may not be an issue for an able-bodied adult, they can prove challenging – or in some cases impossible – for children, the elderly, and/or people with disabilities. This is even more true in the winter when snow cover can make it difficult even for able-bodied adults to venture off the sidewalk. Maps of existing sidewalks and their condition can be found in Appendix H.



Figure 38: This sidewalk along Joseph Street is in excellent condition, and provides a safe, attractive route for kids walking to and from school.



Figure 39: The Hawley Safe Routes to School path provides a very safe, attractive, and convenient route for kids biking or walking to and from school from the Westgate neighborhood.



Figures 40 & 41: Vegetation has grown over these sidewalks in Hawley, which are otherwise in good shape.



Figures 42 & 43: Vehicles, a boat, and other objects block sidewalks in Hawley.

The city recently striped a walking lane along Reno Street between 1st and 7th Streets, and along 1st Street between Reno and Joseph Streets (Figure 44). The walking lane is an example of a temporary or trial infrastructure installation – sometimes referred to as “tactical urbanism” – and is a great way to test something out before making an expensive infrastructure investment. In the case of the walking lane in Hawley, some issues were observed that make for a less-than-ideal experience for people walking in this corridor. On multiple visits to Hawley, WCI staff observed vehicles parking in the walking lane. One of the visits coincided with “Grandparents Day” at the elementary school. While the walking lane could have served as a convenient walking route to the school for both students and visitors, it was rendered unusable



Figure 44: The striped walking lane along Reno Street in Hawley.

by parked vehicles (Figures 45 and 46).

In addition, the walking lane is not compliant with current ADA / PROWAG (Americans with Disabilities Act / Public Rights-of-Way Accessibility Guidelines) accessibility standards.

The lane is partially located in the concrete gutter pan, and partially on the bituminous road surface, making for an uneven cross-section. As noted above, this may not pose any issues for able-bodied children and adults; the same cannot be said for people with disabilities.



Figures 45 and 46: Vehicles encroaching on the striped walking lane along Reno Street in Hawley.

Despite its limitations, the walking lane is a great example of city officials recognizing the need for better pedestrian infrastructure and trying a non-traditional installation that was relatively inexpensive and serves to provide valuable information that will help guide future infrastructure investments.



Crosswalks in Hawley are found primarily along the Reno / 1st Street walking lane, the SRTS path, and at intersections near the school. Most crosswalks are the preferred “Continental” style, which are more visible to approaching vehicles and have been shown to improve yielding behavior (Figure 47). One intersection near the school, the corner of 8th and Joseph Streets, has two older “zebra” style crosswalks.

Figure 47: This “Continental” style crosswalk is located at the intersection of 7th and Elizabeth Streets, directly adjacent to the east side of the high school. Vehicle tires will generally straddle the crosswalk markings, saving on maintenance and improving safety by maintaining crosswalk visibility.

Curb ramps in Hawley are mostly non-compliant with current ADA and PROWAG guidance (Figures 48 & 49). The two notable exceptions where the curb ramps are fully-ADA / PROWAG compliant are along the SRTS path (which was built using federal funds and requires ADA standards to be met) and the new sidewalk along 10th Street / County Road 33 near Highway 10. This sidewalk was built since current ADA / PROWAG standards have been in place.



Figure 49: An example of a curb ramp that does meet current accessibility guidelines.



Figure 48: (Above) An example of curb ramps that do not meet current accessibility guidelines.

In many parts of town, there are no curb ramps at all, despite the existence of adjacent sidewalks. These areas were likely all constructed prior to ADA standards being fully implemented, and before PROWAG became the current standard. Maps of existing curb ramps and their condition can be found in Appendix H.

STREET, LANE, AND (IF PRESENT) SHOULDER WIDTHS

Street design and lane width can provide subtle clues to drivers as to the safe operating speed on a particular roadway. Current best practices dictate that bigger is not always safer and that wide road and lane widths can encourage drivers to speed, even unintentionally. They also require pedestrians to spend more time in the roadways when crossing, extending the time that they are exposed to potentially hazardous motor traffic. Wide streets and lanes, however, can provide the space needed within the right-of-way to retrofit bike lanes, sidewalks, wider sidewalks, tree boulevards, etc.

At typical widths of 40-48 feet (Figure 50), many of the residential streets in Hawley are wider than recommended based on current standards from the National Association of City and Transportation



Figure 50: Joseph Street is an example of the typical width of the residential streets in Hawley.

Officials (NACTO). Current NACTO standards²³ for residential streets with parking on both sides and two-way traffic, call for widths between 24-30 feet. These low-volume streets with low on-street parking utilization, function as “yield streets” and would work well for most residential streets found throughout Hawley. One opportunity with wide streets is that bike lanes could easily be striped without impacting on-street parking. This would also visually narrow the street, helping to keep vehicle speeds down.

²³ NACTO *Urban Street Design Guide* <https://nacto.org/publication/urban-street-design-guide/streets/yield-street/>

SPEED AND SPEED LIMITS

High vehicle speeds have long been known to be a significant safety hazard to pedestrians and bicyclists. According to the AAA in the U.S., if a pedestrian gets hit by a car traveling at 20 mph, there is an approximate seven percent chance of death. The fatality rate climbs to 90 percent for a pedestrian struck at 60 mph. According to AAA, the greatest rate of fatality risk increase happens between the speeds of 25 and 45 mph, increasing from 12 percent to 60 percent.²⁴ Other studies have the 45-mph pedestrian fatality rate as high as 85 percent. High-speed traffic also creates noise and induces stress on pedestrians, making even wide, well-designed sidewalks unappealing places to walk.

Except for Highway 10, all roadways in the urbanized portions of Hawley are either marked at 30 mph, or default to 30 mph as designated by state statute.

BURLINGTON NORTHERN SANTA FE RAILROAD

The Burlington Northern Santa Fe (BNSF) Railroad operates a Class 1 “mainline” route through Hawley, with a significant volume of high speed trains. According to the MnDOT Freight Railroad Map²⁵ from June 2015, 49 trains pass through Hawley daily, with a maximum authorized speed of 79 mph.

The railroad presents a significant barrier for students and other people living east of the tracks. Most of the residences in this part of the community are located in two mobile home communities. There are a significant number of students living in this area, as evidenced by observations of students being dropped off by school bus. While many students in this area live close enough to walk or bike to school, because of the hazard the railroad presents, they are eligible for busing to and from school.



Figure 51: Valley Street underpass in Hawley.

²⁴ AAA Foundation for Traffic Safety. *Impact Speed and a Pedestrian's Risk of Severe Injury or Death*. September, 2011. Available at <http://aaafoundation.org/wp-content/uploads/2018/02/2011PedestrianRiskVsSpeedReport.pdf>

²⁵ <http://www.dot.state.mn.us/ofrw/maps/MNFreightRailroadMapLarge.pdf>

In addition to U.S. Highway 10, there are two crossings of the railroad in Hawley, both north of Highway 10. One is the narrow underpass at Valley Street (Figure 51) that was observed to have relatively high-speed vehicle traffic. The other is the pedestrian / bike crossing that is non-ADA / PROWAG compliant. Neither option presents a particularly safe, comfortable place for students walking and biking to school to cross the tracks.

In addition to the BNSF mainline, there is a short spur line that runs east-west between the BNSF mainline, to just west of 8th Street. This spur crosses 5th, 6th, and 8th Streets. All public street crossings of the spur are currently exempt, as there are no longer any businesses utilizing rail service west of 5th Street.

OBSERVATION DAY RESULTS

To gain a better understanding of how students, parents, bus drivers, teachers and staff operate and interact during morning arrival and afternoon dismissal at the Hawley school campus, an observation day was held on Tuesday, October 10, 2017. Members of the SRTS team, along with assistance from Hawley High School National Honor Society (NHS) students, conducted field observations of students' travel behaviors, patterns and mode choices during morning arrival and afternoon departure (Figure 52). Team members and NHS students were strategically-positioned around the school and at select locations in Hawley. They were tasked with counting the number of student pedestrians and bicyclists traveling to and from school, and which routes the students took. They also observed whether students were using good techniques when crossing the street and how motorists behaved in relation to pedestrians and bicyclists on the streets and on school grounds.



Figure 52: SRTS team members and National Honor Society students gathered before sunrise to conduct morning observations.

Some highlights of observation day that were mentioned by the SRTS team and NHS students during observations include:

- Biking safety (in some capacity) was mentioned by several observers. Some students riding bikes to and from school were observed riding in ways that were not safe or predictable.
- The corner of Reno & 9th Streets is being used as a pick-up and drop-off zone.
- There are some ADA compliance and general safety concerns, and it was noted that there is a student that has need of accessible sidewalks.
- Some concerns were logged about unsafe driving, including increased speeds and rolling through stop signs, on Joseph Street and 7th Street.
- Railroad activity is somewhat disturbing and adults were seen crossing the RR from 5th to Hobart.

TRAFFIC VOLUME DATA

While speed limits/traffic speed, street form (street width, number of lanes, lane width, presence of street trees, etc.) and the presence of sidewalks can have a great deal of impact on the safety of a street for pedestrians and bicyclists, traffic volume is also a very important factor. Obviously, streets with heavy traffic are often more dangerous for bicyclists and pedestrians due to increased exposure to potential conflicts. Traffic volume is also an ultimate factor regarding the stress experienced due to passing motor traffic while walking or biking. (No traffic. No stress.) Level of Traffic Stress (LTS) is a relatively-new term in the active transportation field, which looks to replace or supplement the Level of Service (LOS) measure of facilitation for bicycles and pedestrians. High traffic stress environments can dissuade people from walking and biking despite the presence of facilities that have a high LOS. This report, however, does not attempt to measure LTS but provides traffic volumes to help understand current conditions to justify and prioritize future investments.

A common measure of traffic volume is “Annual Average Daily Traffic”, abbreviated AADT. According to MnDOT, AADT “is the theoretical estimate of the total number of vehicles using a specific segment of roadway (in both directions) on any given day of the year. This estimate represents the total number of cars per year divided by 365 and is developed using factors to adjust for season, day of the week, and vehicle type.”

Figure 54 is a map of the AADT from data collected by MnDOT of state and county highways in the immediate vicinity of the city of Hawley. Tables 5 is a breakdown again of AADT, (where available) respectively, on roads directly leading into and within urbanized Hawley. MnDOT traffic volume data comes from the MnDOT Basemap (available at: <http://mndotgis.dot.state.mn.us/basemap/>).

Highway Name and Location	Annual Average Daily Traffic (AADT)
CSAH 33, south of County Road 115	1,050
CSAH 33 / 5 th Street, between Hartford and Joseph Streets	1,350
CSAH 33 / Main Street, between 7 th and 8 th Streets	1,450
CSAH 33 / 10 th Street, between Main and Front Streets	1,550
CSAH 31, south of U.S. Highway 10	1,350
CSAH 31, at south city limits	970
Highway 10, west of CSAH 31	11,500
Highway 10, west of 3 rd Street	12,400

Table 4: Annual Average Daily Traffic (AADT) for state and county highways in and around Hawley.

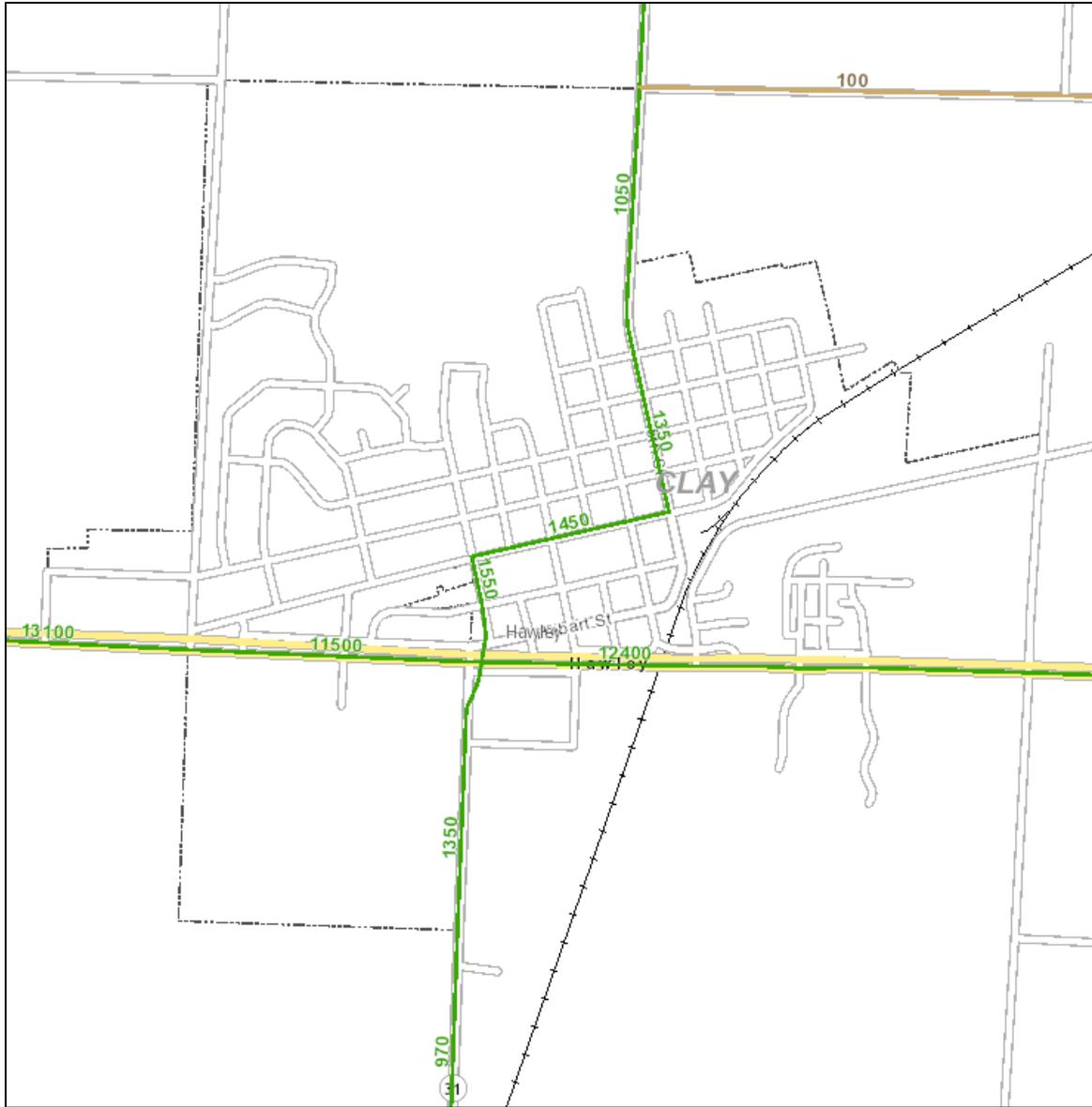


Figure 53: Hawley Annual Average Daily Traffic (AADT) for state and county highways.

Image courtesy MnDOT Traffic Data Basemap

CHAPTER 7: COMMUNITY SRTS OPEN HOUSE EVENT

To maximize participation from community members, it was decided by the team that it may be more fruitful to go to the people instead of trying to get the people to come to us. As such, it was decided to have a table strategically-placed to intercept parents at parent-teacher conferences. Parent-teacher conferences were scheduled February 26th at the high school, and March 5th at the elementary school. While valuable public input was received at the high school,

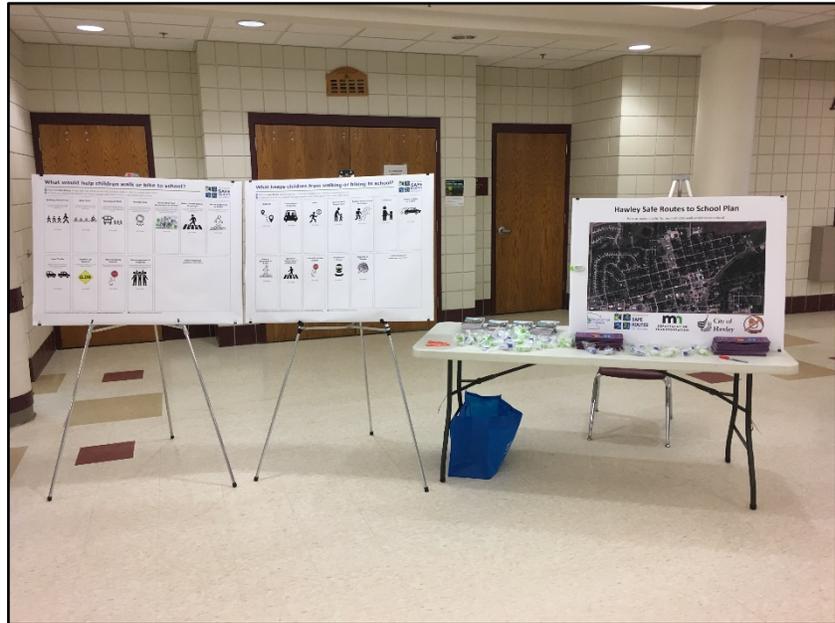


Figure 54: The outreach table setup during the Hawley High School parent-teacher conferences.

Unfortunately a snowstorm forced the elementary parent-teacher conferences to be rescheduled, and we were unable to conduct the public input session on the rescheduled date. The SRTS team determined that the input received at the high school was adequate, since many parents who visited the table either had elementary-age children with them or indicated that they had children in both the elementary school and the high school.

Holding the public input session during parent-teacher conferences proved to be a winning strategy as many feedback comments were received. WCI staff was able to talk directly with parents and inform them about the SRTS planning process, the upcoming Parent Survey and the importance of SRTS programs. Conversely, members of the community were able to learn how SRTS works, and help envision what a more walkable, bikeable community could look like.

At the outreach event, WCI staff had a map of the city, as well as two boards illustrating a variety of reasons why parents may not allow their children to walk or bike to and from school, as well as reasons that might help children safely walk and bike to and from school. Stickers were placed by participants in their “top three” categories on each board (Figures 54-56).

Parents also recorded issues on the map, indicating specific areas of concern.

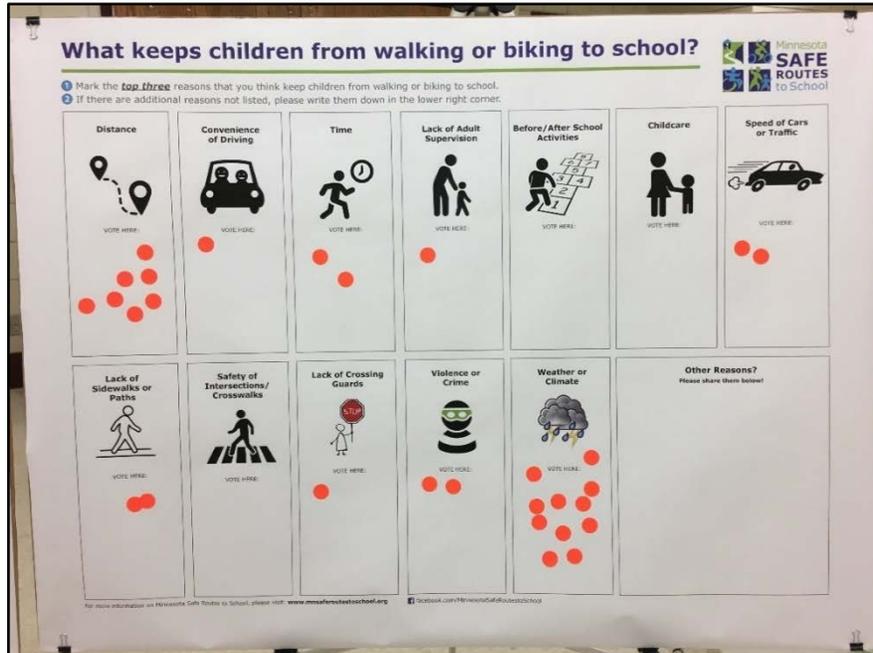


Figure 55: Top areas of concern in preventing kids from safely walking and biking to school as cited by parents of Hawley school children.

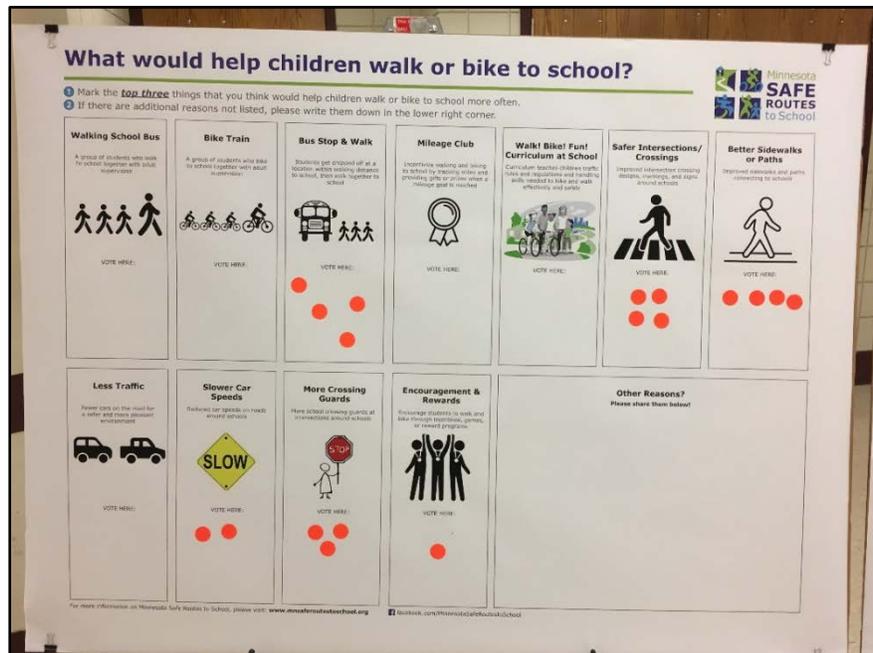


Figure 56: What parents of Hawley school children cited as the best strategies to help kids safely walk and bike to school.

CHAPTER 8: STANDARDIZED SRTS SURVEY ANALYSIS

A take-home, self-report parent survey and a teacher-administered, in-class student travel tally were conducted in the fall and winter of 2017 - 2018. These surveys and survey documents have been designed by the National Centers for Safe Routes to School (National Centers) (<http://www.saferoutesinfo.org/>). These surveys and survey forms are the national standard for reporting SRTS data in the United States and help the National Centers keep track of walking and biking rates. The parent survey was distributed to parents of elementary students (grades K - 6), and the student travel tallies were conducted with students at both the elementary school and high school (grades K - 12).

The parent survey questionnaire is a two-page form that was taken home by students for parents to complete. The survey asked about their child's school travel behaviors and the parents' perceptions regarding whether walking and biking to school is appropriate and fitting for their child. The results provide valuable information about parental attitudes and opinions relevant to SRTS and create a benchmarking baseline against which future analysis can be compared.

The student travel tally is administered by teachers and conducted over three days (Tuesday, Wednesday and Thursday) in one single school week throughout the entire school. Teachers record weather conditions for each day, in the morning and afternoon. Then the teachers ask about students' travel modes to school that particular day and how they plan on going home. These too provide a benchmarking baseline by which future analysis can be compared.

Once the paper forms were completed and collected for both surveys, the data is entered online into the National Centers' database by staff at WCI. This is done to maintain data entry continuity and as a service to the school. After the survey data is entered, those with access to the National Centers' database can produce automated individual reports from each school for both the parent survey and the student travel tally. These reports provide a breakdown of the basic statistics that first establish a baseline for future measurement. The reports generated by the National Centers are the origin of most of graphs and tables in this chapter. The 2017 / 2018 surveys will be used to establish baseline data for students at Hawley Public Schools. Moving forward, it is recommended that the parent survey be done once every two to three years and the teacher-administered student travel tally will be done at least once, but preferably twice per school year (fall and spring). Follow-up surveys should be conducted so that over time local, state, and national officials can monitor trends in the travel habits of students traveling to and from school.

This chapter only reproduces the most important survey results and provides some analysis.

PARENT SURVEY – KEY FINDINGS

For complete Parent Survey results, see Appendix A.

A total of 136 parent surveys were returned from parents of elementary students. Of those returning surveys, nearly half (48%) of students live within one mile of school, which is a distance that is within the typical walking and biking zone, as described in Chapter 2. Survey results indicate that 75% of students within ¼ mile of school do walk to school. Results also indicated that no kids biked to school, which is inconsistent with observations, and likely due to the time of year that the survey was distributed in early November. Many bikes were seen at the elementary school on observation day in October 2017. Most students within one mile of school (ranging between 65-100%) have asked their parents to walk or bike to school.

Some of the primary reasons parents don't let students walk and bike to school include distance, weather, the amount of traffic, speed of traffic, safety of intersections, and a lack of sidewalks. This is consistent with what was heard at the community outreach event.

According to the parent survey results, 31% of parents feel that the school encourages walking and biking, while 69% were neutral. Of those who expressed a preference, 89% feel that walking and biking is fun or very fun for their children, and 79% of all parents feel that walking and biking is healthy or very healthy for their children.

STUDENT TRAVEL TALLY – SELECT QUESTIONS / KEY FINDINGS

For complete Student Travel Tally results, see Appendix B.

The student travel tally survey is used to quantify students' travel both to and from school by travel mode. The tally form is administered in school, by teachers. The count is administered school-wide in one single school week. Doing the tally on all three mid-week days (Tuesday, Wednesday and Thursday) is greatly preferred but two of three midweek days is acceptable. Monday and Friday are avoided as possible weekend plans and/or holidays are more likely to affect students' regular travel behaviors on those two days. Students are asked, by a show of hands, how they arrived at school that day and then how they plan to leave for home after school. This survey also records weather conditions on each day, morning and afternoon separately, as inclement weather can have an obvious effect on children walking or biking to and from school.

Individual student travel tally counts for the elementary students and another for the high school students were performed. These tallies will serve as baseline tallies with follow-up tallies conducted for each school group at least every year, if not two times per year.

Student travel tally results indicate that the combined walking and biking mode share for elementary students walking and biking is on track with the national average. In the morning, 15% of elementary students walk or bike to school; the national average is 15.2%. In the afternoon, 19% of elementary students walk or bike home, with the national average at 18.4%

For Hawley High School, the numbers are slightly lower than the national average. In the morning, 12% of students walk or bike to school, compared to the national average of 15.2%. In the afternoon, 17% of students walk or bike home, compared to the national average of 18.4%

DISCUSSION

While the results from the parent surveys and student travel tallies provide valuable baseline data, several limitations exist. The parent survey was self-reported information, which may self-select and bias the results to a socially-desirable response. Furthermore, the three-day time frame for student travel tallies, taken only during one school week out of the entire year, limits the likelihood of collecting data in all weather conditions. Additional analysis, particularly a second student travel tally at a different time of the year, would be helpful to better understand student travel behaviors and how the weather influences travel mode decisions.

CHAPTER 9: RECOMMENDATIONS

For a comprehensive set of recommendations, please see the “Action Plan” in the “Executive Summary, Significant Findings and Action Plan” at the beginning of this document.

CHAPTER 10: CONCLUSION

This Safe Routes to School (SRTS) plan is intended to guide the City of Hawley and the Hawley School District, towards their collective goal of making it safer, more convenient and more fun for students to walk and bicycle to and from school. Where it is already safe, encourage students to walk and bicycle to school. Where safety is less than ideal, improve the existing conditions to make it as safe as practically possible with an eye towards walking and bicycling comfort. When children get exercise on their way to and from school they:

- Arrive more alert and able to focus,
- Get a significant amount of their recommended daily physical activity,
- Are more likely to be a healthy weight,
- Demonstrate improved test scores,
- Are less likely to suffer from anxiety, and
- Build healthy habits and practices they can bring with them into adulthood.

The SRTS recommendations in the Action Plan at the beginning of this document address the “6 Es” and were created to improve safety, reduce traffic congestion, encourage students to consider walking or bicycling, and instill an active lifestyle. The recommendations in this plan were formed based on analysis of the existing conditions around the school and in the community, direct observations, input from members of the community, MnDOT traffic data, and results from standardized parent surveys and student travel tallies. SRTS plans are the most successful when programs involve the entire community and when they are integrated into current and future policies. If at any time, the City of Hawley and the Hawley School District have any questions of how to best enact the recommendations in this report, whether that be funding sources, best policies and practices, etc., they are encouraged to contact the staff at West Central Initiative and/or PartnerSHIP 4 Health.

APPENDICES

APPENDIX A: PARENT SURVEY RESULTS

HAWLEY ELEMENTARY

Parent Survey Report: One School in One Data Collection Period

School Name: Hawley Elementary School

Set ID: 17108

School Group: West Central Minnesota / MnDOT D4

Month and Year Collected: Nov 2017

School Enrollment: 450

Date Report Generated: 05/25/2018

% Range of Students Involved in SRTS: Don't Know

Tags:

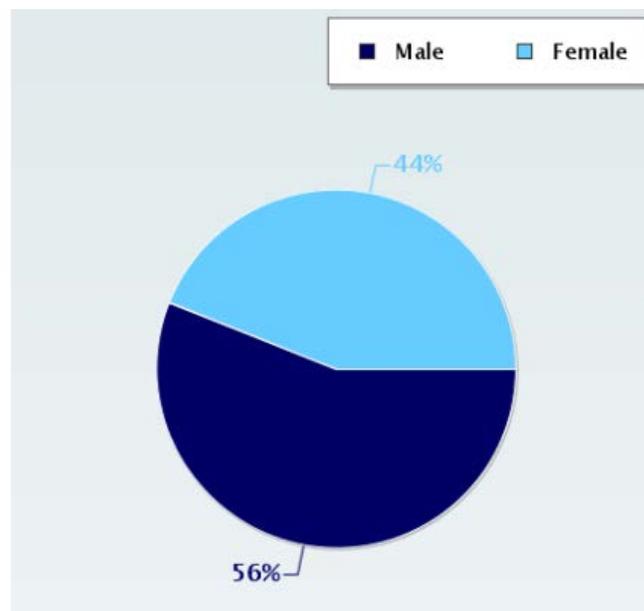
Number of Questionnaires Distributed: 500

Number of Questionnaires Analyzed for

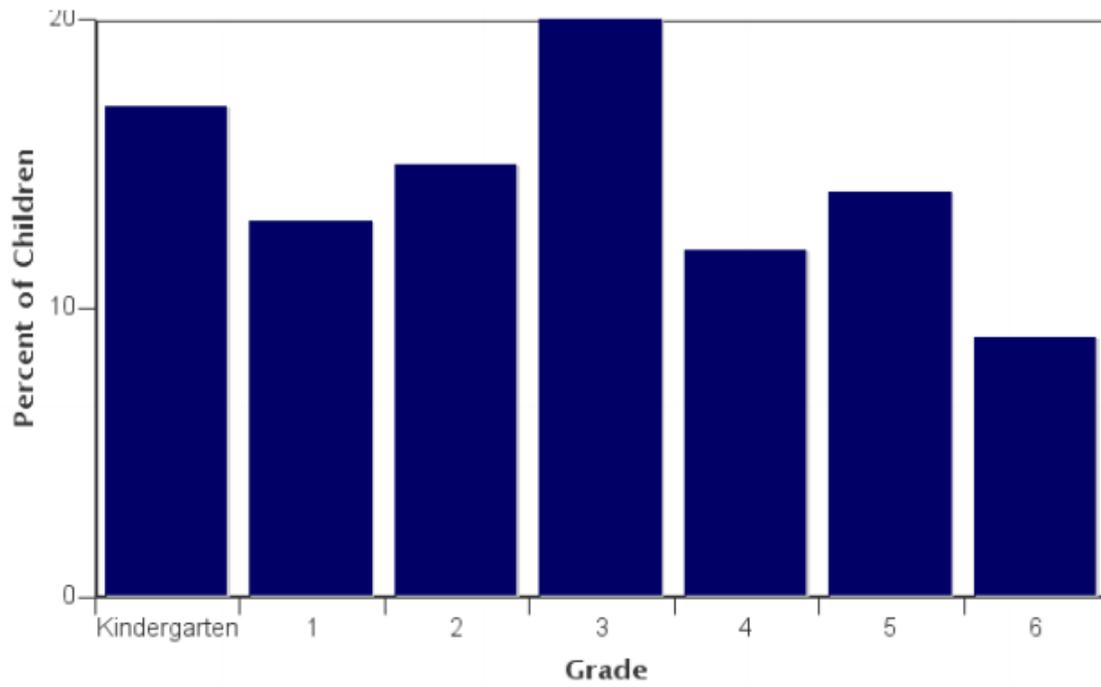
Report: 136

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Gender of children for parents who provided information



Grade levels of children represented in survey

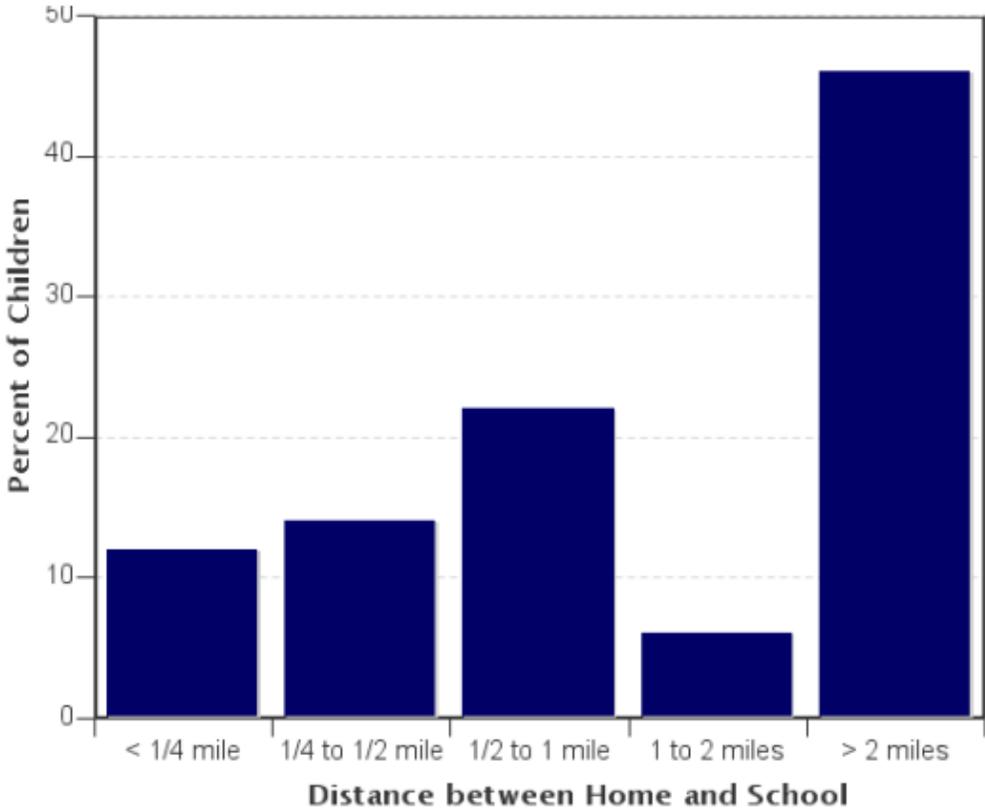


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	23	17%
1	17	13%
2	20	15%
3	26	20%
4	16	12%
5	19	14%
6	12	9%

Percentages may not total 100% due to rounding

Parent estimate of distance from child's home to school

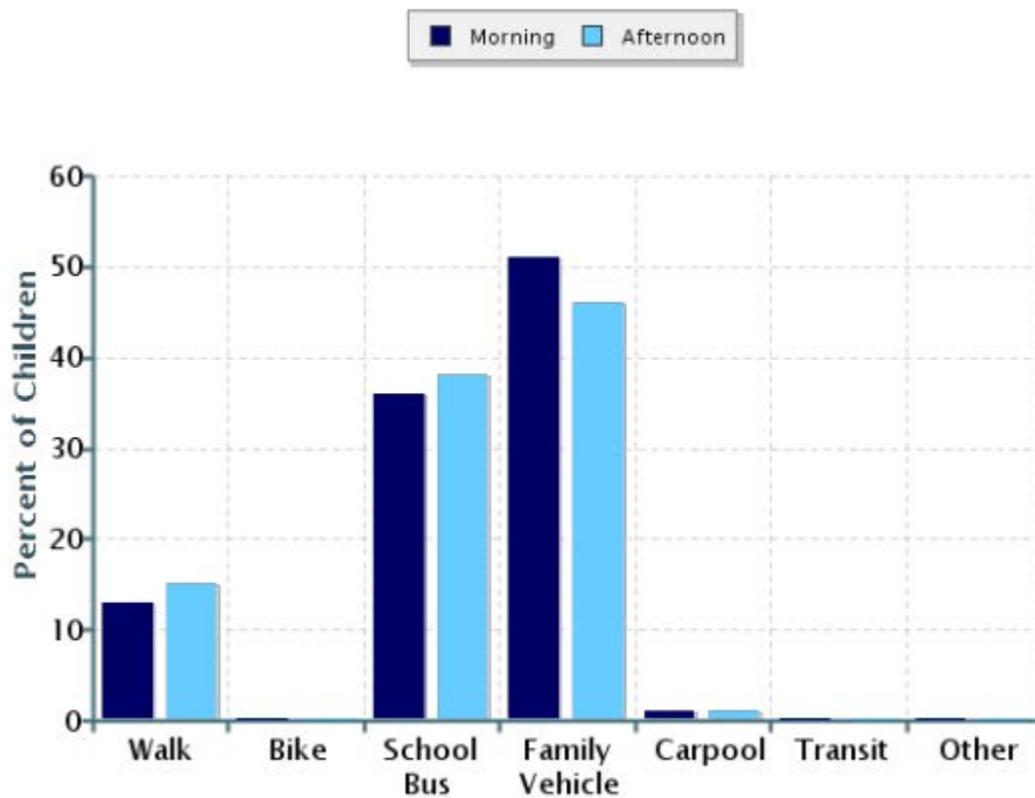


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	16	12%
1/4 mile up to 1/2 mile	18	14%
1/2 mile up to 1 mile	29	22%
1 mile up to 2 miles	8	6%
More than 2 miles	60	46%

Don't know or No response: 5
 Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

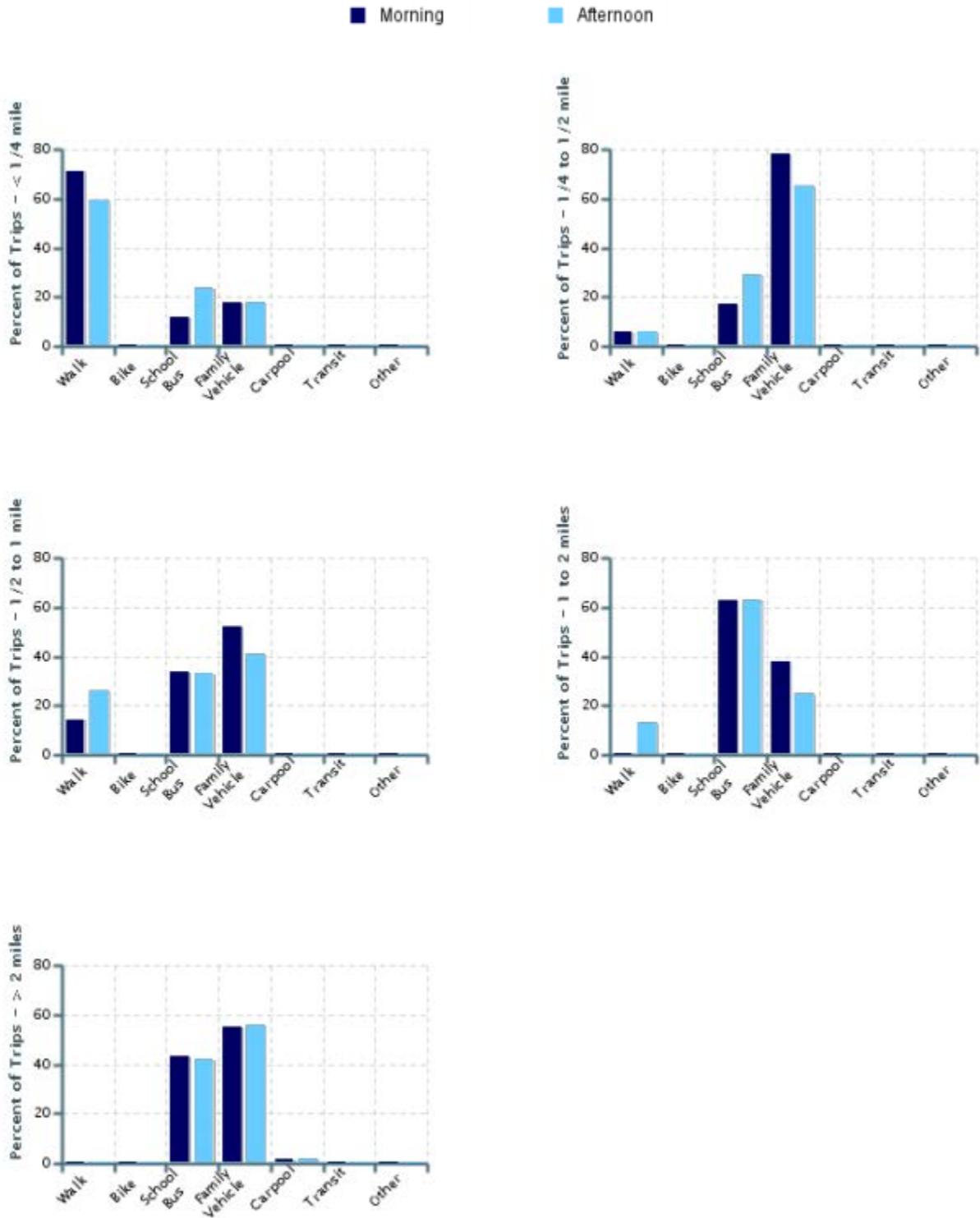
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	134	13%	0%	36%	51%	0.7%	0%	0%
Afternoon	128	15%	0%	38%	46%	0.8%	0%	0%

No Response Morning: 2

No Response Afternoon: 8

Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	16	75%	0%	13%	13%	0%	0%	0%
1/4 mile up to 1/2 mile	18	6%	0%	17%	78%	0%	0%	0%
1/2 mile up to 1 mile	29	14%	0%	34%	52%	0%	0%	0%
1 mile up to 2 miles	8	0%	0%	63%	38%	0%	0%	0%
More than 2 miles	60	0%	0%	43%	55%	2%	0%	0%

Don't know or No response: 5
 Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	16	63%	0%	25%	13%	0%	0%	0%
1/4 mile up to 1/2 mile	17	6%	0%	29%	65%	0%	0%	0%
1/2 mile up to 1 mile	27	26%	0%	33%	41%	0%	0%	0%
1 mile up to 2 miles	8	13%	0%	63%	25%	0%	0%	0%
More than 2 miles	57	0%	0%	42%	56%	2%	0%	0%

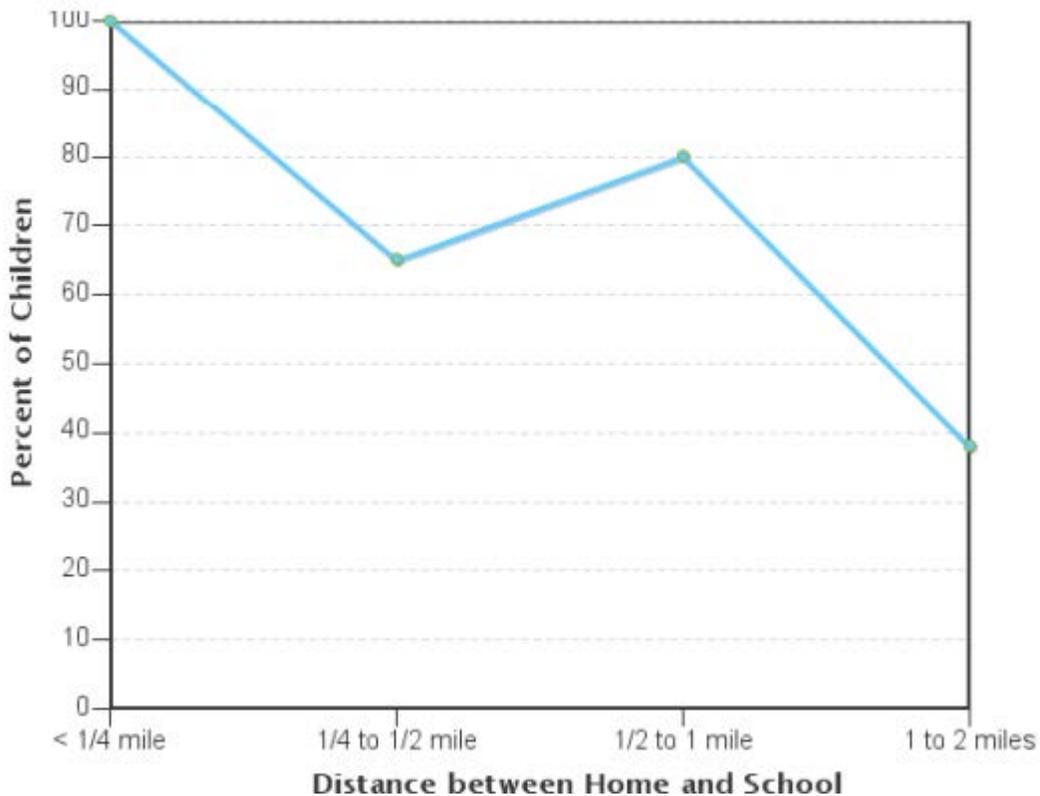
Don't know or No response: 11
 Percentages may not total 100% due to rounding.

Number of children who have asked for permission to walk or bike to/from school by distance they live from school

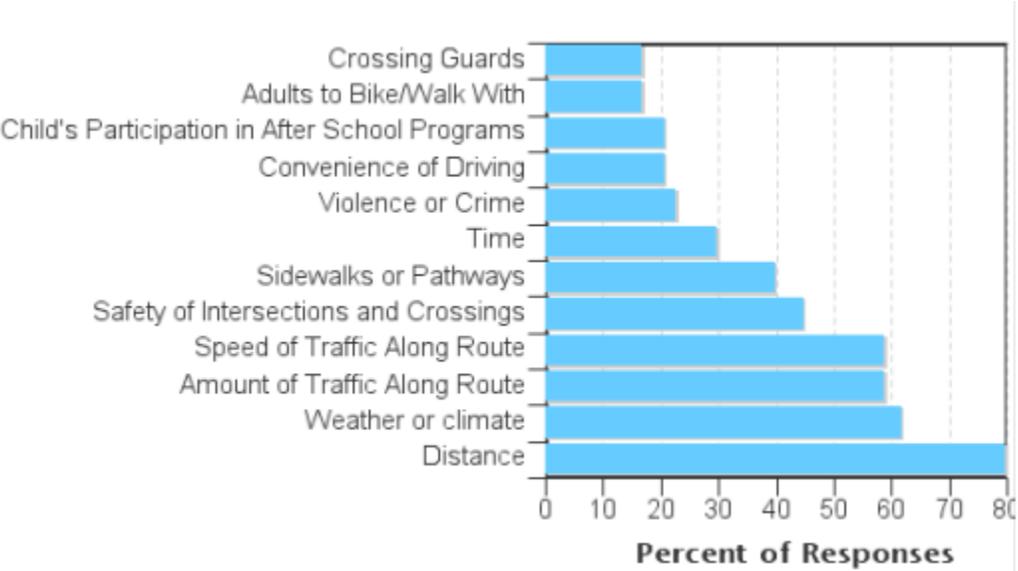
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	50	100%	65%	80%	38%	0%
No	73	0%	35%	20%	63%	100%

Don't know or No response: 13
 Percentages may not total 100% due to rounding.

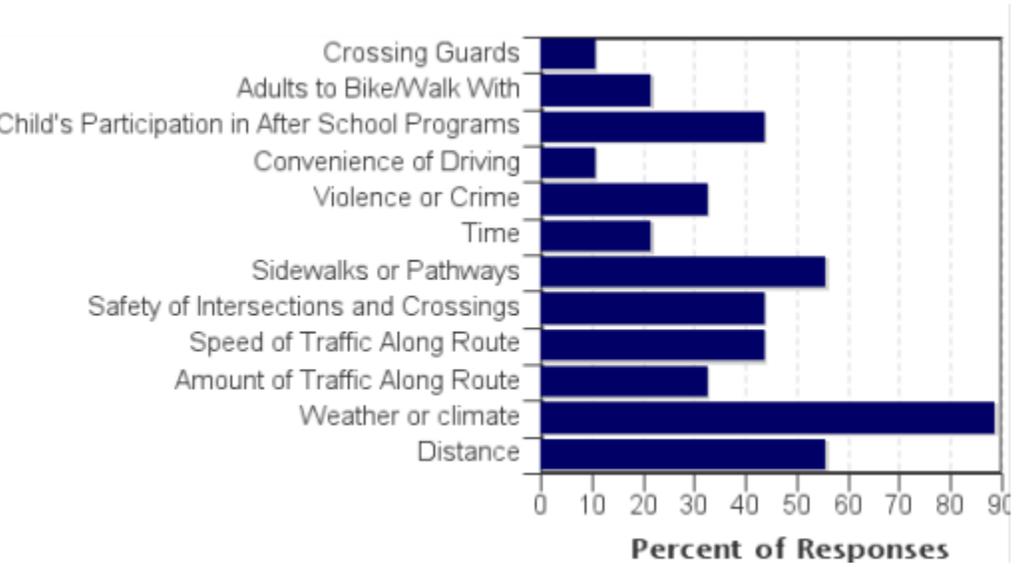
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school



Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



**Issues reported to affect the decision to allow a child to walk or bike to/from school
by parents of children who already walk or bike to/from school**

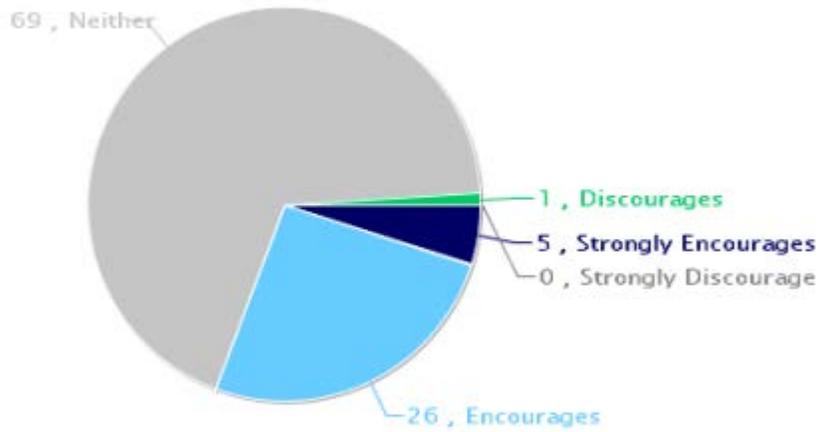
Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	80%	56%
Weather or climate	62%	89%
Amount of Traffic Along Route	59%	33%
Speed of Traffic Along Route	59%	44%
Safety of Intersections and Crossings	45%	44%
Sidewalks or Pathways	40%	56%
Time	30%	22%
Violence or Crime	23%	33%
Convenience of Driving	21%	11%
Child's Participation in After School Programs	21%	44%
Adults to Bike/Walk With	17%	22%
Crossing Guards	17%	11%
Number of Respondents per Category	87	9

No response: 40

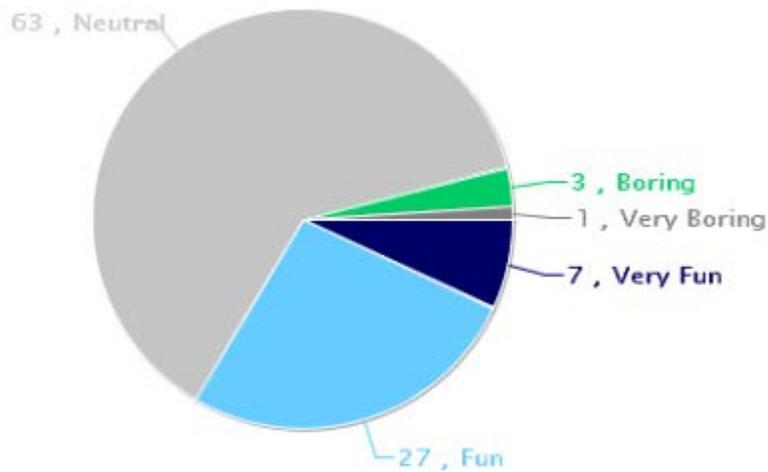
Note:

- Factors are listed from most to least influential for the “Child does not walk/bike to school” group.
- Each column may sum to >100% because respondents could select more than one issue.
- The calculation used to determine the percentage for each issue is based on the “Number of Respondents per Category” within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column’s number of respondents because the two numbers can differ dramatically.

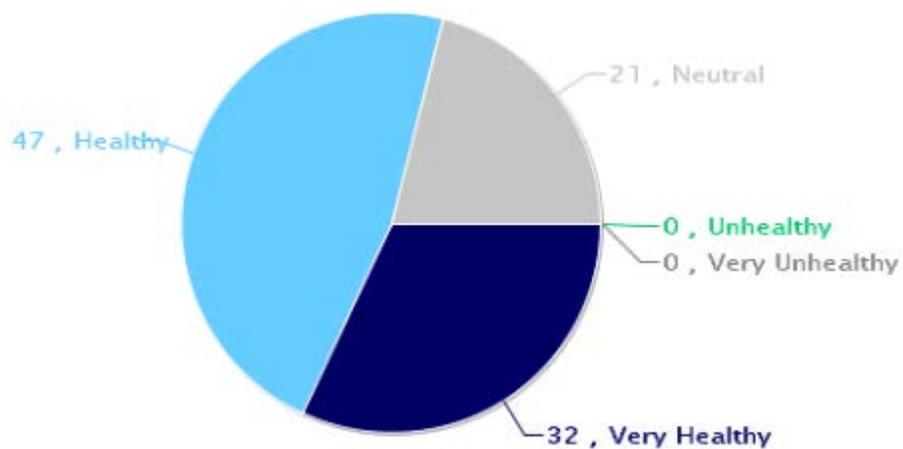
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



Parents' opinions about how healthy walking and biking to/from school is for their child



APPENDIX B: STUDENT TRAVEL TALLY RESULTS

HAWLEY SCHOOL – ELEMENTARY GRADES

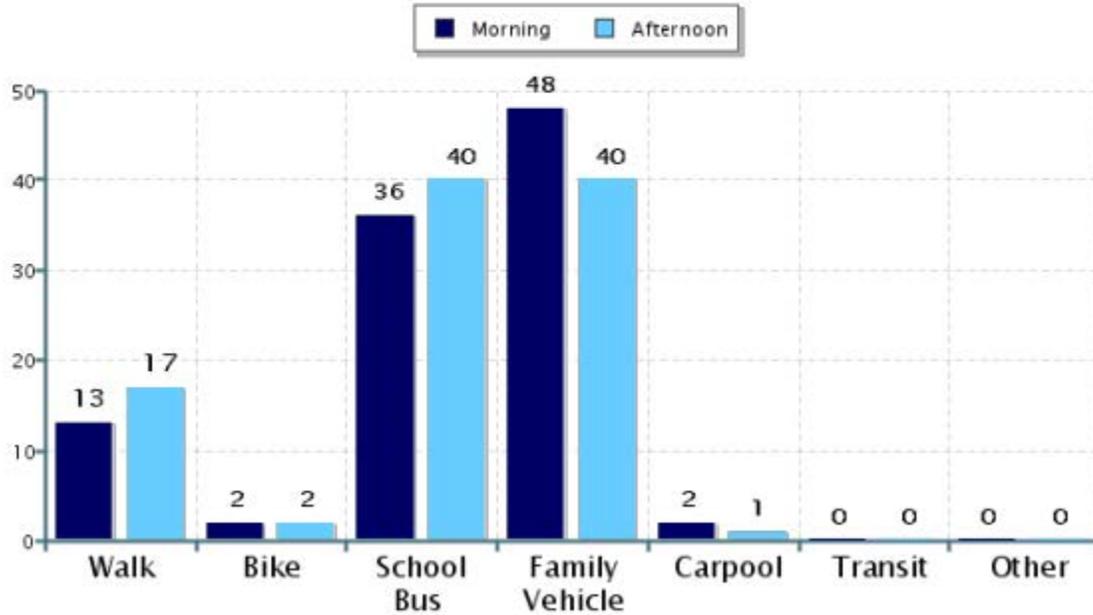
Student Travel Tally Report: One School in One Data Collection Period

School Name: Hawley Elementary School **Set ID:** 24949
School Group: West Central Minnesota / MnDOT D4 **Month and Year Collected:** Nov 2017
School Enrollment: 450 **Date Report Generated:** 05/25/2018
% of Students reached by SRTS activities: Don't Know **Tags:** SRTS Planning Team
**Number of Classrooms
Included in Report:** 16

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

Morning and Afternoon Travel Mode Comparison



Morning and Afternoon Travel Mode Comparison

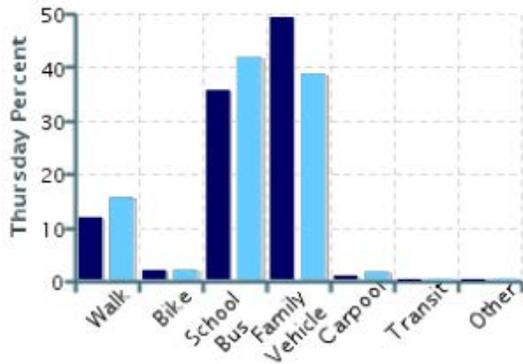
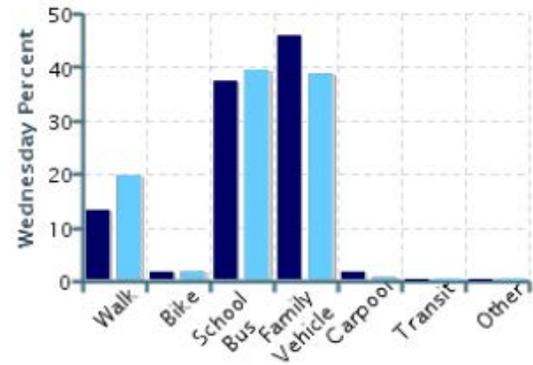
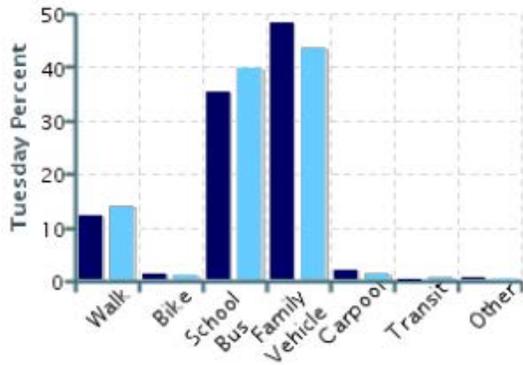
Out of 848 trips in the morning, 13% walked, 2% rode their bikes, 36% rode the school bus, 48% arrived in the family vehicle and 2% carpoled. No one used transit or “other” mode of transportation.

In the afternoon, out of 793 trips, 17% walked, 2% rode their bikes, 40% rode the school bus, 40% left in the school bus, 1% carpoled, 0.1% used transit and no one used “other” mode of transportation.

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	848	13%	2%	36%	48%	2%	0%	0.2%
Afternoon	793	17%	2%	40%	40%	1%	0.1%	0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

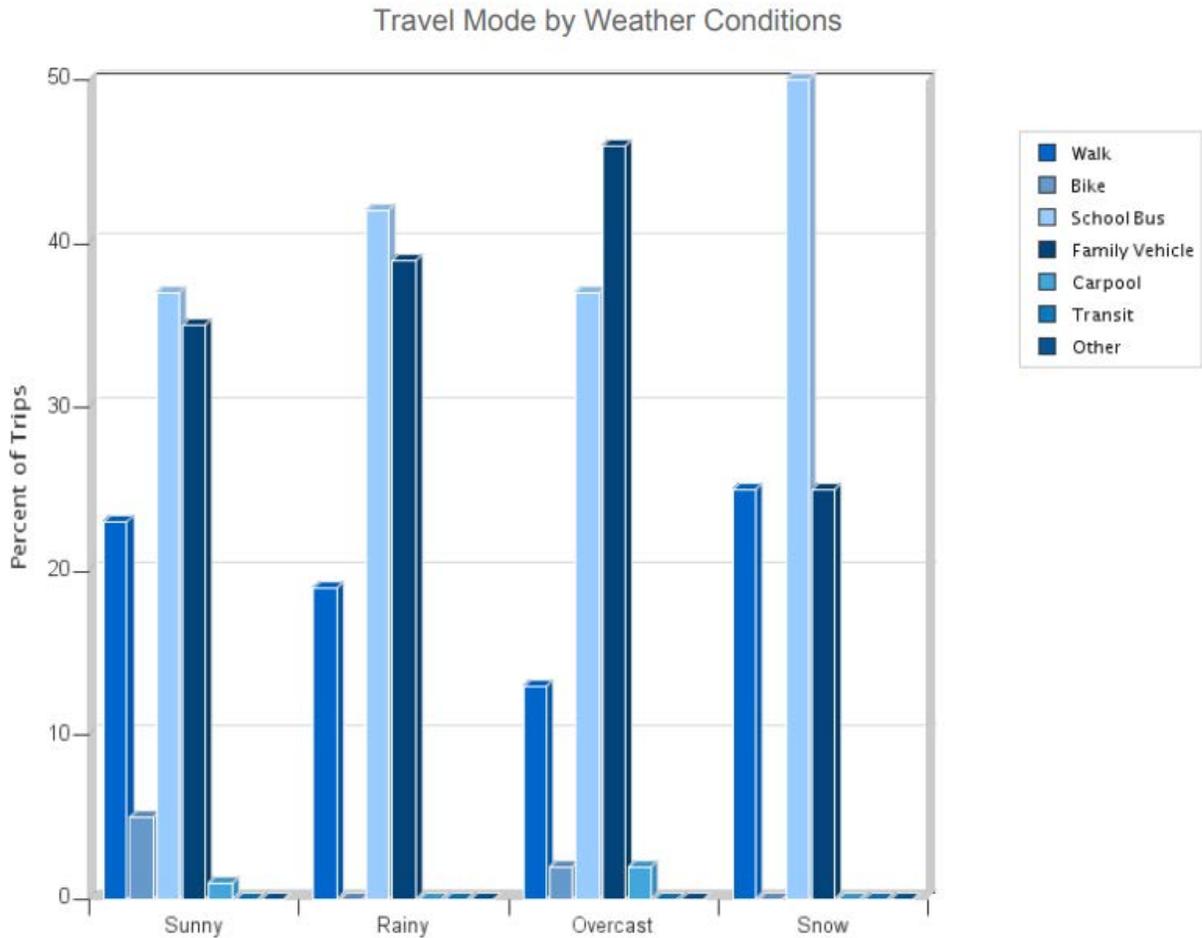


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	280	12%	1%	35%	48%	2%	0%	0.7%
Tuesday PM	272	14%	1%	40%	43%	1%	0.4%	0%
Wednesday AM	307	13%	2%	37%	46%	2%	0%	0%
Wednesday PM	284	20%	2%	39%	39%	0.4%	0%	0%
Thursday AM	261	12%	2%	36%	49%	1%	0%	0%
Thursday PM	237	16%	2%	42%	39%	2%	0%	0%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	120	23%	5%	37%	35%	0.8%	0%	0%
Rainy	36	19%	0%	42%	39%	0%	0%	0%
Overcast	1363	13%	2%	37%	46%	2%	0.1%	0.1%
Snow	16	25%	0%	50%	25%	0%	0%	0%

Percentages may not total 100% due to rounding.

Student Travel Tally Report: One School in One Data Collection Period

School Name: Hawley High School

Set ID: 25027

School Group: West Central Minnesota / MnDOT D4

Month and Year Collected: Oct 2017

School Enrollment: 475

Date Report Generated: 05/25/2018

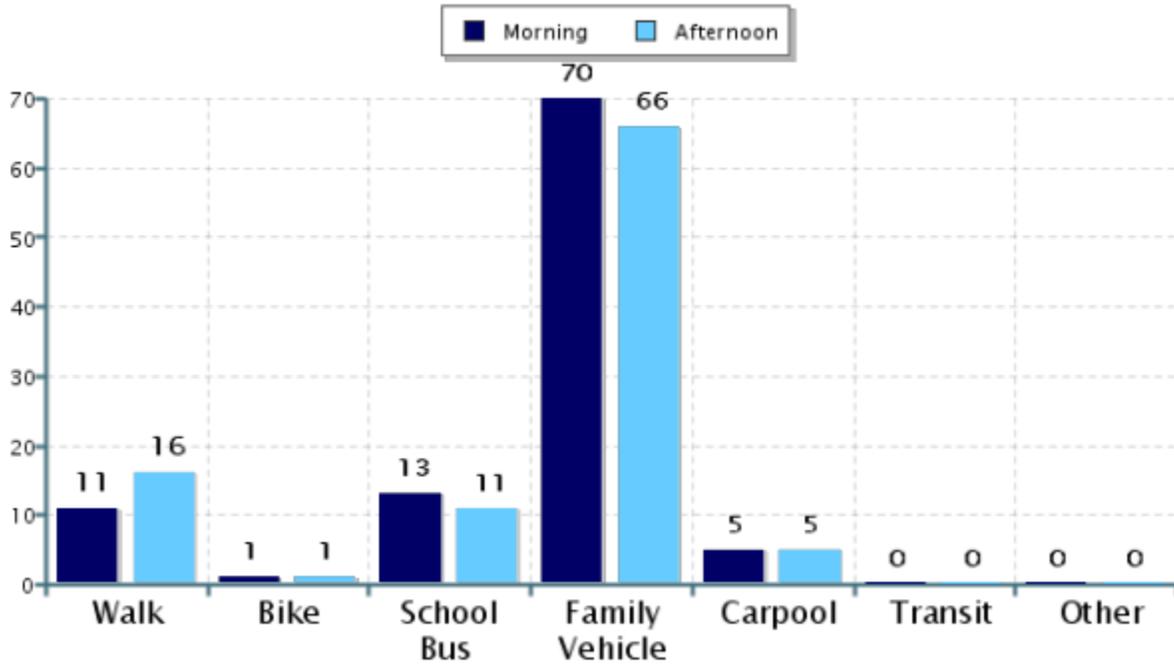
% of Students reached by SRTS activities: Don't Know

Tags: SRTS Planning Team

**Number of Classrooms
Included in Report:** 9

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

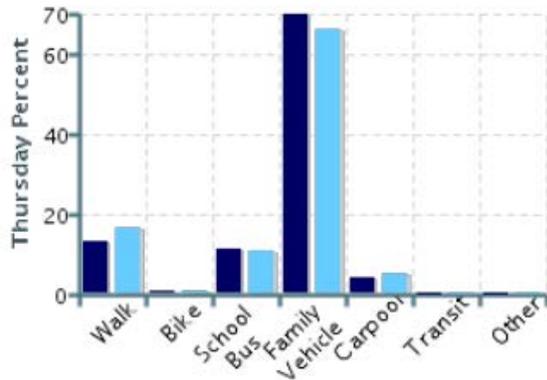
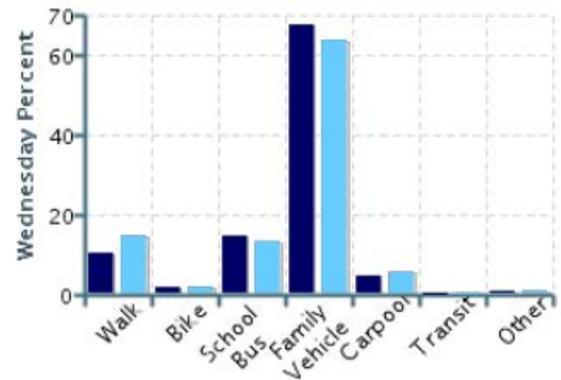
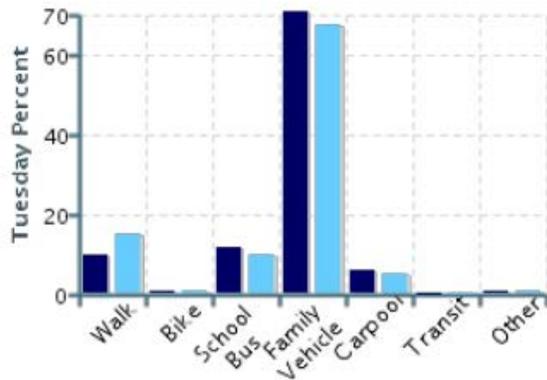


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1010	11%	1%	13%	70%	5%	0%	0.2%
Afternoon	1021	16%	1%	11%	66%	5%	0%	0.3%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

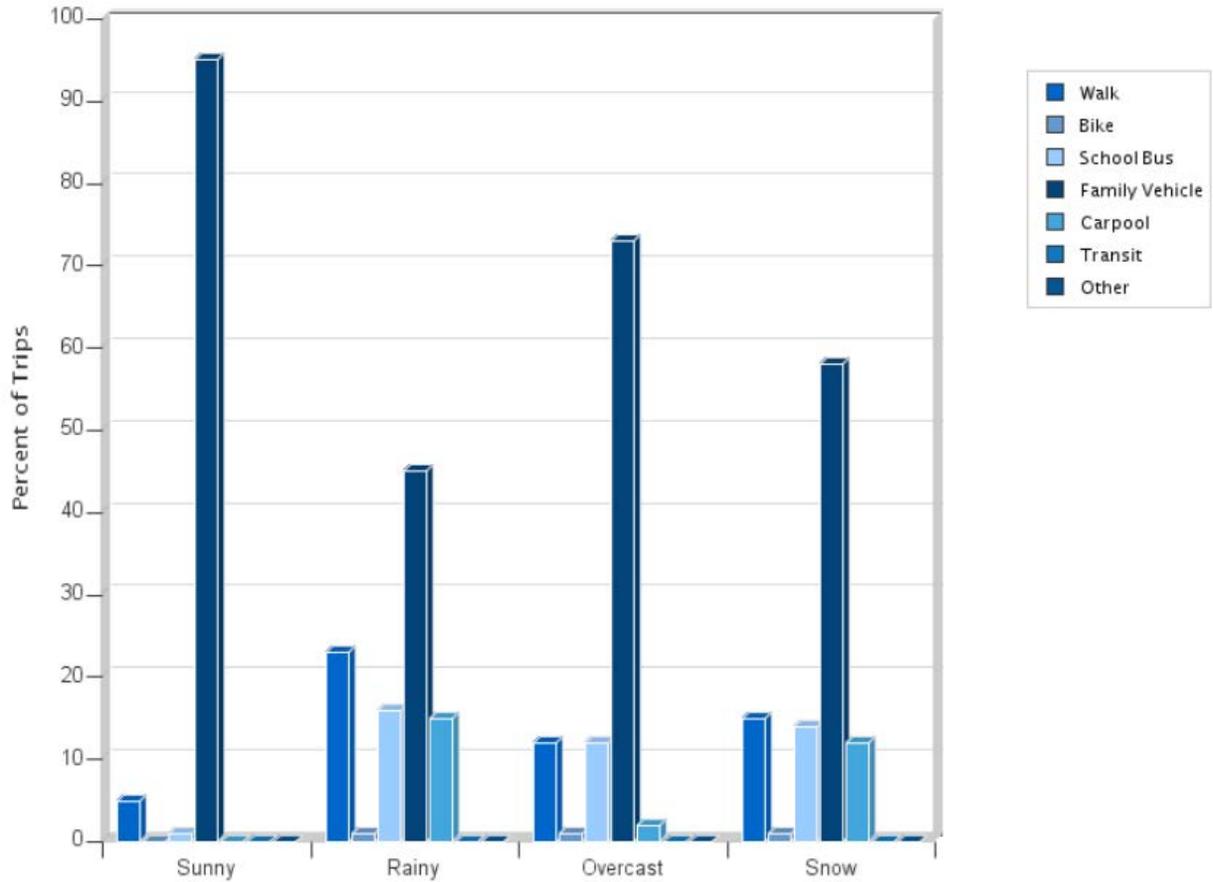


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	368	10%	1%	12%	71%	6%	0%	0.3%
Tuesday PM	369	15%	1%	10%	68%	5%	0%	0.5%
Wednesday AM	289	10%	2%	15%	68%	5%	0%	0.3%
Wednesday PM	294	15%	2%	13%	64%	6%	0%	0.3%
Thursday AM	353	13%	0.8%	12%	70%	4%	0%	0%
Thursday PM	358	16%	1%	11%	66%	5%	0%	0%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	131	5%	0%	0.8%	95%	0%	0%	0%
Rainy	184	23%	1%	16%	45%	15%	0%	0%
Overcast	1193	12%	1%	12%	73%	2%	0%	0.3%
Snow	523	15%	1%	14%	58%	12%	0%	0.4%

Percentages may not total 100% due to rounding.

+		+
<p>8. Has your child asked you for permission to walk or bike to/from school in the last year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>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...) <input type="text"/> <input type="text"/> grade (or) <input type="checkbox"/> I would not feel comfortable at any grade</p>		
<p>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>		
<p>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)</p> <p><input type="checkbox"/> Distance.....</p> <p><input type="checkbox"/> Convenience of driving.....</p> <p><input type="checkbox"/> Time.....</p> <p><input type="checkbox"/> Child's before or after-school activities.....</p> <p><input type="checkbox"/> Speed of traffic along route.....</p> <p><input type="checkbox"/> Amount of traffic along route.....</p> <p><input type="checkbox"/> Adults to walk or bike with.....</p> <p><input type="checkbox"/> Sidewalks or pathways.....</p> <p><input type="checkbox"/> Safety of intersections and crossings.....</p> <p><input type="checkbox"/> Crossing guards.....</p> <p><input type="checkbox"/> Violence or crime.....</p> <p><input type="checkbox"/> Weather or climate.....</p>	<p>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)</p> <p><input type="checkbox"/> My child already walks or bikes to/from school</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p>	
<p>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>		
<p>12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?</p> <p><input type="checkbox"/> Strongly Encourages <input type="checkbox"/> Encourages <input type="checkbox"/> Neither <input type="checkbox"/> Discourages <input type="checkbox"/> Strongly Discourages</p>		
<p>13. How much fun is walking or biking to/from school for your child?</p> <p><input type="checkbox"/> Very Fun <input type="checkbox"/> Fun <input type="checkbox"/> Neutral <input type="checkbox"/> Boring <input type="checkbox"/> Very Boring</p>		
<p>14. How healthy is walking or biking to/from school for your child?</p> <p><input type="checkbox"/> Very Healthy <input type="checkbox"/> Healthy <input type="checkbox"/> Neutral <input type="checkbox"/> Unhealthy <input type="checkbox"/> Very Unhealthy</p>		
<p>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>		
<p>15. What is the highest grade or year of school you completed?</p> <p><input type="checkbox"/> Grades 1 through 8 (Elementary) <input type="checkbox"/> College 1 to 3 years (Some college or technical school)</p> <p><input type="checkbox"/> Grades 9 through 11 (Some high school) <input type="checkbox"/> College 4 years or more (College graduate)</p> <p><input type="checkbox"/> Grade 12 or GED (High school graduate) <input type="checkbox"/> Prefer not to answer</p>		
<p>16. Please provide any additional comments below.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		

A high-quality and text readable original version of this document can be found at:
http://www.saferoutesinfo.org/sites/default/files/resources/Parent_Survey_English.pdf

Encuesta sobre ir caminando o andando en bicicleta a la escuela - PARA PADRES -	
<p>Estimado Padre o Encargado, La escuela donde su hijo/hija asiste desea saber sus opiniones sobre niños caminando y andando en bicicleta a la escuela. Esta encuesta tomará entre 5 y 10 minutos para completar. Le pedimos a las familias que completen sólo una encuesta por escuela a la que asisten sus niños. Si recibe más de un formulario de la misma escuela, por favor complete solo una encuesta, la del niño que cumpla años en la fecha más próxima al día de hoy.</p> <p>Después de completar esta encuesta, devuélvala a la escuela a través de su hijo o entréguesela a la maestra. Sus respuestas se mantendrán confidencial y no se asociará su nombre ni el de su hijo a ningún resultado.</p> <p>¡Gracias por participar en esta encuesta!</p>	
+ LETRA MAYUSCULA SOLAMENTE USE TINTA AZUL O NEGRA +	
Nombre de la Escuela: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
1. ¿En qué grado esta el niño que trajo esta encuesta al hogar?	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Grado (PK,K,1,2,3...)
2. ¿El niño que trajo a casa la encuesta es niño o niña?	<input type="checkbox"/> Niño <input type="checkbox"/> Niña
3. ¿Cuántos niños tiene usted entre Kindergarten y el 8vo grado?	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
4. ¿Cuál es la intersección más cerca de su casa? (el cruce de las dos calles) <div style="border: 1px solid black; padding: 2px; text-align: center;"> Y </div>	
+ ¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X" +	
5. ¿A qué distancia vive su niño de la escuela? <input type="checkbox"/> Menos de 1/4 milla <input type="checkbox"/> media milla hasta 1 milla <input type="checkbox"/> Más de 2 millas <input type="checkbox"/> Entre 1/4 y 1/2 milla <input type="checkbox"/> Entre 1 y 2 millas <input type="checkbox"/> No lo sé	
6. La mayoría de los días, ¿cómo va su niño a la escuela y cómo regresa a la casa después de la escuela?	
<u>Llega a la escuela</u> <input type="checkbox"/> Caminando <input type="checkbox"/> Bicicleta <input type="checkbox"/> Autobús escolar <input type="checkbox"/> Vehículo de la familia (solo con niños de la familia) <input type="checkbox"/> Compartiendo el viaje en auto con niños de otras familias <input type="checkbox"/> Tránsito (autobús de la ciudad, subterráneo, etc.) <input type="checkbox"/> Otro (patineta, monopatín, patines, etc.)	<u>Regresa a casa</u> <input type="checkbox"/> Caminando <input type="checkbox"/> Bicicleta <input type="checkbox"/> Autobús escolar <input type="checkbox"/> Vehículo de la familia (solo con niños de la familia) <input type="checkbox"/> Compartiendo el viaje en auto con niños de otras familias <input type="checkbox"/> Tránsito (autobús de la ciudad, subterráneo, etc.) <input type="checkbox"/> Otro (patineta, monopatín, patines, etc.)
+ ¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X" +	
7. ¿Cuánto tiempo le toma a su niño para ir y regresar de la escuela? (una respuesta por columna con una "X" en la caja)	
<u>Tiempo del recorrido a la escuela</u> <input type="checkbox"/> Menos de 5 minutos <input type="checkbox"/> 5 a 10 minutos <input type="checkbox"/> 11 a 20 minutos <input type="checkbox"/> Más de 20 minutos <input type="checkbox"/> No lo sé / No estoy seguro/a	<u>Tiempo del recorrido para llegar a casa</u> <input type="checkbox"/> Menos de 5 minutos <input type="checkbox"/> 5 a 10 minutos <input type="checkbox"/> 11 a 20 minutos <input type="checkbox"/> Más de 20 minutos <input type="checkbox"/> No lo sé / No estoy seguro/a
+ +	

+	+
<p>8. ¿En el último año, le ha pedido permiso su hijo para caminar o andar en bicicleta hacia o desde la escuela? <input type="checkbox"/> Sí <input type="checkbox"/> No</p>	
<p>9. ¿En qué grado permitiría que su hijo camine o ande en bicicleta solo a/o de la escuela? (seleccione un grado entre PK,K,1,2,3...) <input type="checkbox"/> grado o <input type="checkbox"/> No me sentiría cómodo/a en ningún grado</p>	
<p>¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"</p>	
<p>10. ¿Cuáles de las siguientes situaciones afectaron su decisión de permitir, o no permitir, que su niño camine o ande en bicicleta hacia o desde la escuela? (marque todas las que correspondan)</p> <p><input type="checkbox"/> Distancia.....</p> <p><input type="checkbox"/> Conveniencia de manejar.....</p> <p><input type="checkbox"/> Tiempo.....</p> <p><input type="checkbox"/> Actividades antes o después de la escuela.....</p> <p><input type="checkbox"/> Velocidad del tránsito en la ruta.....</p> <p><input type="checkbox"/> Cantidad de tránsito en la ruta.....</p> <p><input type="checkbox"/> Adultos que acompañen a su niño.....</p> <p><input type="checkbox"/> Aceras o caminos.....</p> <p><input type="checkbox"/> Seguridad de las intersecciones y cruces.....</p> <p><input type="checkbox"/> Guardias de cruce peatonal.....</p> <p><input type="checkbox"/> Violencia o crimen.....</p> <p><input type="checkbox"/> Tiempo o clima.....</p>	<p>11. ¿Probablemente dejaría que su hijo caminara o usara la bicicleta para ir a /regresar de la escuela si este problema cambiara o mejorara? (elija una respuesta por línea)</p> <p><input type="checkbox"/> Mi hijo(a) ya viaja a pié o en bicicleta a/desde la escuela</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p>
<p>¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"</p>	
<p>12. En su opinión, ¿cuánto apoyo provee la escuela de su hijo a caminar y usar la bicicleta para ir o regresar de la escuela?</p> <p><input type="checkbox"/> Anima Fuertemente <input type="checkbox"/> Anima <input type="checkbox"/> Ni uno ni otro <input type="checkbox"/> Desalienta <input type="checkbox"/> Desalienta Fuertemente</p>	
<p>13. ¿Qué tan DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?</p> <p><input type="checkbox"/> Muy Divertido <input type="checkbox"/> Divertido <input type="checkbox"/> Neutral <input type="checkbox"/> Aburrido <input type="checkbox"/> Muy Aburrido</p>	
<p>14. ¿Qué tan SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?</p> <p><input type="checkbox"/> Muy Sano <input type="checkbox"/> Sano <input type="checkbox"/> Neutral <input type="checkbox"/> Malsano <input type="checkbox"/> Muy Malsano</p>	
<p>¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"</p>	
<p>15. ¿Cuál es el grado o el año más alto de educación que usted terminó?</p> <p><input type="checkbox"/> Grados 1 a 8 (Escuela primaria) <input type="checkbox"/> Universidad 1 a 3 años (alguna universidad o escuela técnica)</p> <p><input type="checkbox"/> Grados 9 a 11 (alguna High School/secundaria) <input type="checkbox"/> Universidad 4 años o más (graduado de la universidad)</p> <p><input type="checkbox"/> Grado 12 o GED (graduado High School/secundaria) <input type="checkbox"/> Prefiero no contestar</p>	
<p>16. Por favor proporcione comentarios adicionales:</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	

A high-quality and text readable original version of this document can be found at:
http://www.saferoutesinfo.org/sites/default/files/resources/Parent_Survey_Spanish.pdf



Minnesota School Wellness

Promoting Health in Minnesota Schools:

SAFE ROUTES TO SCHOOL

As society becomes more aware of and concerned with children’s health issues, communities are turning to their schools to provide an environment that promotes both healthy eating and physical activity.¹ School policies supporting healthy eating and physical activity are an important component of school efforts to promote the health and wellbeing of school children. Good nutrition and physical activity help “contribute to improved academic performance, attendance rates, behavior, and lifelong health and well-being.”² Policies supporting Safe Routes to School can encourage children to be more physically active by encouraging active transportation to and from school through biking and walking.

What is Safe Routes to School?

Safe Routes to School (SRTS) is a movement focused on increasing the number of children who walk or bike to school.³ Safe Routes to School initiatives can include both policies and programs that support safe, efficient, and enjoyable opportunities for children to walk or bike to and from school.⁴

Local policies supporting SRTS may include:

- School wellness policies.
- Speed zone limits around schools.
- Local land use planning and zoning requirements that address school siting, crosswalks, and street design.
- Active School Day policies.
- Safe Routes to School plan.

A school’s SRTS programs may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Walking and/or biking maps. • Consolidated bus pick-up points. • Remote pick-up and drop-off locations. • Bike and pedestrian curriculum. • Walking school bus. • Safe Routes to School Day. | <ul style="list-style-type: none"> • Designated team of stakeholders. • Bicycle parking. • Hand tallies to assess usage of various modes of student transportation. • Hazard or zero-mile busing to transport children past areas unsafe for walking or biking. |
|---|---|

Safe Routes to School policies and programs are often designed to remove barriers that may prevent children from walking or biking to and from school, including:

- A lack of safe infrastructure (such as sidewalks, cross-walks, or crossing guards) and other safety issues.
- A lack of programs that promote walking and biking through education and encouragement programs aimed at children, parents, and the community.
- A lack of cooperation between local stakeholders (school districts, cities, counties, or townships).
- A general fear of “liability” for injuries or other unwanted incidents.

Why is Safe Routes to School important?

Safe Routes to School can play a critical role in reversing the nationwide trend of childhood inactivity.⁵ In addition, SRTS efforts can help relieve traffic congestion around school zones, improve air quality, reduce accidents, and help improve a community’s quality of life.⁶ Safe Routes to School initiatives benefit local neighborhoods by supporting the health and well-being of children, parents, neighbors, plants, animals, and the environment.⁷

Do any federal or Minnesota laws require a Safe Routes to School initiative?

No. However, while neither federal nor Minnesota law require SRTS, both provide support for SRTS initiatives. Federal support for SRTS initiatives includes funding for state departments of transportation to develop SRTS programs.⁸ Financial assistance is then awarded to schools by a state department of transportation through a competitive grant program.⁹

A separate Minnesota SRTS program was created to provide additional “assistance in capital investments for safe and appealing non-motorized transportation to and from a school.”¹⁰ Financial assistance from Minnesota’s SRTS Program is intended to supplement or replace aid for infrastructure projects funded through the federal program.¹¹ This program is in development; it first received funding from the Minnesota bonding bill that was passed in May 2013.¹² The Minnesota Department of Health also supports SRTS by providing funding through its Statewide Health Improvement Program (SHIP) Active Living Strategy. In the first three years of SHIP, 215 schools that serve 143,000 students created SRTS programs.¹³

Does the Minnesota School Boards Association (MSBA)¹⁴ Model Wellness Policy¹⁵ address Safe Routes to School?

No, not specifically.

Could existing MSBA policies be used to support the creation and management of Safe Routes to School?

Yes. The MSBA has several model policies that could be used to support the creation and management of a Safe Routes to School program, such as:

- 707 (Transportation of Public School Students)
- 708 (Transportation of Nonpublic School Students)
- 709 (Student Transportation Safety Policy & Notification Forms)
- 710 (Extracurricular Transportation)

How can Minnesota schools incorporate Safe Routes to School into a school wellness policy?

The following language can be incorporated into a school board policy that follows the MSBA’s model. This language can also be individually tailored to fit into a school board policy that does not follow the MSBA model policy.

Addition to the MSBA School Wellness Policy

533._ SAFE ROUTES TO SCHOOL POLICY

I. PURPOSE

The purpose of this policy is to provide the criteria that students, parents/guardians, and employees need to follow when biking, walking, or using other forms of active transportation to and from school. Biking, walking, and other forms of active transportation promote student and adult well-being by integrating more physical activity into a daily routine and provide active living skills and healthy habits that will last a lifetime.

In supporting active transportation to and from school:

- The district supports biking and walking as transportation as long as students and employees can do so safely.
- Students, parents/guardians, and employees have a responsibility to follow the laws and rules for safe walking, biking, and driving to ensure the safety of all road users - pedestrians, bikers, and motorists.
- The school district assumes no liability for injury or damage resulting from individuals biking or walking to school.

II. GUIDELINES

A. General

1. The school district will facilitate all schools developing a Safe Routes to School (SRTS) plan that incorporates action items from all “5 E’s” (evaluation, engineering, education, encouragement, and enforcement).¹⁶
2. The school district will integrate SRTS strategies into district-wide and individual school wellness policies.
3. The school district will assess and, to the extent possible, make any necessary improvements to make it safer and easier for students to walk and bike to and from school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal and state funds to finance such improvements.
4. The school district will form a school-community planning team that includes students, parent-teacher organizations, local public health representatives, school administrators, law enforcement representatives, city and/or county transportation engineers, city and/or county planners, city and/or county elected officials, fire/EMS representatives, neighborhood association representatives, and parents or other community volunteers.
5. The school district will encourage health and wellness councils at the school district and school level to advance SRTS goals and support successful, ongoing implementation.
6. The school district will encourage walking and biking to and from school based on age-appropriate standards for students living within certain distances of the school.
7. The school district will provide parents with information on the health benefits of walking and biking to and from school.

8. The school district will work with the appropriate local government authorities to ensure that sidewalks and/or bike paths exist to provide connectivity among neighborhoods and to allow safe access to recreation centers, libraries, and other after-school destinations.
9. The school district assumes no responsibility to ensure that students are trained in pedestrian or bike safety. Parents and guardians are expected to teach students the traffic safety laws and school district rules outlined in this policy.

B. Biking

1. The school district supports students, parents/guardians, and employees using biking as transportation as long as the bikers live within a comfortable biking distance for their level of skill, follow traffic safety laws, and use appropriate safety equipment, including a properly fitted helmet.
2. Children in 3rd grade and below are unlikely to have the developmental and judgment skills for unsupervised biking. These children should be accompanied by an adult when biking to or from school.
3. While on school grounds with a bike, students must comply with traffic safety laws and the following rules:
 - a. Bikers must exercise caution around motor vehicles and pedestrian students. Bikers must walk bikes on school sidewalks when others are present.
 - b. Bikes must be parked in the racks provided.
 - c. Students are encouraged to bring and use bike locks.
 - d. Helmets must be stored in a locker or backpack, or locked to a bike.
 - e. Students must respect the personal property of others and not interfere with other bikes. This includes stealing bikes or equipment, unlocking quick releases, touching helmets locked to bikes, or any other action that would damage property.

C. Walking

1. The school district supports students, parents/guardians, and employees walking to and from school, as long as the individuals live within a comfortable walking distance.
2. The school district recommends that students in 3rd grade and below walk with adult supervision.
3. Walkers must obey traffic safety laws and always use their common sense and good judgment.
 - a. If available, students, parents/guardians, and employees should use cross walks where painted.
 - b. Before crossing, look left, right, and left again to make sure the road is clear. Continue looking while you cross and listen for traffic.
 - c. Walkers should not cross the street from between parked cars.

What other ways can schools support Safe Routes to School initiatives?

In Minnesota, the superintendent is responsible for implementing and enforcing school board policy. Superintendents issue protocols, procedures, and guidelines to help implement the school board's policies. The following language can be incorporated into existing guidelines. However, as school boards and superintendents may adopt more specific or general guidelines based on their needs and goals, policy language can be interchangeable with the guidelines listed below.

Safe Routes to School Guidelines

- Students, faculty, and staff are encouraged and supported to safely walk or bike to and from school as often as possible.¹⁷
- Elementary schools will provide crossing guards near the school.¹⁸
- Schools will work with the community, including school board members, parents, and local public works, community planning, and public safety agencies, to create ways for students to walk, bike, rollerblade, or skateboard safely to and from school.¹⁹
- All schools will provide biking and walking safety education to students, parents, and faculty.²⁰
- Basic biking and walking safety will be taught when bus safety is taught.
- The school district will participate in national activity campaigns, like Kids Walk to School, Screen-Free Week, Bike to School Day, and International Walk to School Day.
- All schools will provide bike racks on the school campus.²¹ Bikes must be locked to school-provided racks when left unattended.²²
- The school district will develop a walking school bus and remote drop-off program at the elementary level.
- All schools will provide maps showing safe routes for students to walk and bike to and from school.²³
- Elementary school students living less than ___ mile(s) away from the closest school in their district, and middle and high school students living less than ___ mile(s) from the closest school in their district, will be encouraged to walk or bike to and from school.²⁴
- Transportation or an adult escort will be provided to students whose route to school has been surveyed and determined not to be reasonably safe for walking or biking.²⁵
- All persons on school grounds riding a bike, other pedal-powered vehicle, scooter, or any other device associated with a significant risk of causing a head injury will wear a safety helmet that meets the standards of the federal Consumer Product Safety Commission.²⁶
- Health education and physical education curricula will include topics of pedestrian and biker safety and traffic rules at appropriate grade levels.²⁷
- Schools will conduct hand tallies to measure the number of students biking, walking, and arriving in motor vehicle transit for assessment purposes.

Are there any other resources that may be helpful in implementing **Safe Routes to School**?

Yes. Several resources are available that can assist with implementing an SRTS program. These include:

- Public Health Law Center
 - *School Zone Speed Limits in Minnesota*, <http://publichealthlawcenter.org/sites/default/files/resources/ship-fs-ww-schoolzonespeedlimit-2010.pdf>
 - *Waivers and Releases*, <http://publichealthlawcenter.org/sites/default/files/resources/ship-fs-WaiversReleases-2011.pdf>
 - *Liability for Volunteers in the Walking School Bus Program*, http://publichealthlawcenter.org/sites/default/files/resources/ship-fs-wschoolbus-2010_0.pdf
 - *Liability Concerns in Minnesota: Recreational Maps*, http://publichealthlawcenter.org/sites/default/files/resources/ship-fs-communitymappingliability-2010_0.pdf

Public Health Law Center 875 Summit Avenue St. Paul, Minnesota 55105 www.publichealthlawcenter.org 651.290.7506

- Minnesota Department of Transportation, *Safe Routes to School Program*, <http://www.dot.state.mn.us/saferoutes/>
- Minnesota Department of Health, *Safe Routes to School Program*, <http://www.health.state.mn.us/divs/oshii/srts/>
- National Center for Safe Routes to School
 - *Walkability Checklist*, <http://www.saferoutesinfo.org/sites/default/files/walkabilitychecklist.pdf>
 - *Personal Security and Safe Routes to School*, http://www.saferoutesinfo.org/sites/default/files/Personal_Security_and_SRTS.pdf
 - *Plan the Event*, <http://www.walkbiketoschool.org/get-set/plan-the-event>
- Centers for Disease Control and Prevention, *Walk-to-School Programs*, http://www.cdc.gov/nccdphp/dnpa/kidswalk/pdf/kidswalk_programs_3_31_06.pdf
- Michigan Department of Transportation, *Effectively Planning and Implementing Safe Routes to School for Students with Disabilities*, http://saferoutesmichigan.org/userfiles/file/Resources/papers_and_presentations/sr2s_papers/EX_SUMMARY_SRTS_for_Students_with_Disabilities_FINAL.pdf

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For related publications, visit www.publichealthlawcenter.org

Endnotes

¹ See, e.g., *Local Wellness Policy: A Guide for Development*, MINN. DEP'T OF EDUC. 5 (Sept. 2005), available at <http://www.health.state.mn.us/cdrr/nutrition/docsandpdf/localwellnesspolicy.pdf>.

² *School Wellness Policies*, IDAHO DEP'T OF EDUC., <http://www.sde.idaho.gov/site/cnp/wellness/> (last visited May 6, 2013).

³ See, e.g., *Safe Routes to School Program*, MINN. DEP'T OF TRANS., <http://www.dot.state.mn.us/saferoutes/index.html> (last visited Apr. 29, 2013) [hereinafter *MNDOT SRTS Program*].

⁴ See Nike, Inc. et al., *Designed to Move: A Physical Activity Action Agenda*, 78-79 (2012), available at http://designedtomove.org/downloads/Designed_To_Move_Full_Report.pdf.

⁵ *What is Safe Routes to School?*, SAFE ROUTES TO SCHOOL NAT'L PARTNERSHIP, <http://www.saferoutespartnership.org/about/history/what-is-safe-routes-to-school> (last visited Apr. 29, 2013). See also David Bassett

et al., *Estimated Energy Expenditures for School-Based Policies and Active Living*, 44 AM. J. PREV. MED. 108, 112 (2013) (reviewing scientific literature to conclude that walking or biking to school has “the potential to meaningfully increase children’s physical activity”).

⁶ *Build & Sustain a Program*, SAFE ROUTES NAT’L CENTER FOR SAFE ROUTES TO SCHOOL, <http://www.saferoutesinfo.org/program-tools/build-and-sustain-program> (last visited Apr. 29, 2013).

⁷ *Safe Routes to School Program: Talking Points*, MINN. DEP’T OF EDUC., <http://www.dot.state.mn.us/saferoutes/educators.html#classroom> (last visited Apr. 24, 2013).

⁸ See *MNDOT SRTS Program*, *supra* note 3. See also *MAP-21: Moving Ahead for Progress in the 21st Century*, MINN. DEP’T OF TRANS., <http://www.dot.state.mn.us/map-21/index.html> (referring to the Moving Ahead for Progress in the 21st Century Act, Pub. L. No. 112-141, 126 Stat. 405 (2012)) (last visited Apr. 29, 2013).

⁹ *Safe Routes to School Program: Safe Routes to School Funding and Special Requirements*, MINN. DEP’T OF TRANS. (last modified 2012), <http://www.dot.state.mn.us/saferoutes/funding.html>.

¹⁰ MINN. STAT. §174.40, Subd. 2 (2012).

¹¹ MINN. STAT. §174.40, Subd. 2 (2012).

¹² *Permanent Transportation Funding Increase Eludes 2013 Legislature*, LEAGUE OF MINNESOTA CITIES (May 28, 2013), <http://www.lmc.org/page/1/omnitranspo2013.jsp>.

¹³ *SHIP Stories*, Minn. Dep’t of Health (last updated May 2013), available at <http://www.health.state.mn.us/divs/oshii/ship/stories/pdf/saferoutesfairmont.pdf>.

¹⁴ LEAGUE OF MINNESOTA CITIES, HANDBOOK FOR MINNESOTA CITIES 17:14 (2012), available at <http://www.lmc.org/media/document/1/chapter17.pdf> (“The Minnesota School Boards Association (MSBA) supports, promotes and enhances the work of public school boards. MSBA is a private nonprofit organization that provides technical assistance; cost-saving programs; and advocacy, training, research, and referral services for all of Minnesota’s public [school members]. Membership in MSBA is voluntary.”).

¹⁵ *MSBA/MASA Model Policy 533: Wellness*, MINN. SCHOOL BOARD ASS’N & MINN. ASS’N OF SCHOOL ADMIN. (2010).

¹⁶ *The “Five E’s” of Safe Routes to School*, SAFE ROUTES TO SCH. NAT’L P’SHP, <http://www.saferoutespartnership.org/local/getting-started-locally/5es> (last visited Jun. 7, 2013).

¹⁷ *Fit, Healthy, and Ready to Learn: Chapter D: Policies to Promote Physical Activity and Physical Education*, NAT’L ASS’N OF STATE BOARDS OF EDUC. 39 (last updated 2012), available at http://www.nasbe.org/wp-content/uploads/FHRTL-D_Physical-Activity-NASBE-November-2012.pdf [hereinafter *Fit, Healthy, and Ready to Learn*].

¹⁸ *South Carolina Department of Education Recommendations for Improving Student Nutrition and Physical Activity*, TASK FORCE ON STUDENT NUTRITION AND PHYSICAL ACTIVITY, SOUTH CAROLINA DEP’T OF EDUC. 21 (2004), available at http://www.fns.usda.gov/tn/healthy/SC_report.pdf [hereinafter *S.C. Recommendations*].

¹⁹ *Wellness Policies: School Wellness Policies*, SAFE ROUTES TO SCHOOL NAT’L PARTNERSHIP, <http://www.saferoutespartnership.org/state/bestpractices/wellnesspolicies> (last visited Apr. 29, 2013).

²⁰ See *S.C. Recommendations*, *supra* note 18, at 21.

²¹ *Id.* at 20.

²² *Fit, Healthy, and Ready to Learn*, *supra* note 17, at 39.

²³ *Id.*

²⁴ *Id.*

²⁵ *Id.*

²⁶ *Id.*

²⁷ *Id.*

A text readable version of this document can be found at:

<http://publichealthlawcenter.org/sites/default/files/resources/SRTS%20Wellness%20Policy%20Final.pdf>



TIPSHEET MODEL POLICIES



WHY WRITE POLICIES? - *Written policies help SRTS programs evolve into more permanent change. Policies may also lead to more support for programs and more funding opportunities. Strong policies build the foundations for sustainable SRTS programs to exist throughout the future.*

INSTRUCTIONS - *See the model policies below and customize them for your school, school district, agency, municipality, or department.*



EDUCATION

BEGINNER	INTERMEDIATE
<p><i>Safety Education</i></p> <p>Our school requires a comprehensive education curriculum with a focus on traffic safety education and active transportation skills. The curriculum shall include:</p> <ul style="list-style-type: none"> ● Implementing the Minnesota Walk! Bike! Fun! Pedestrian and Bicycle Curriculum for all students age 5-13 ● Conducting pedestrian safety workshops for all students in grades K-2nd ● Hosting bicycle skills and safety workshops for all students in 5th grade ● Holding 'How to use public transit' classes in 6th grade ● Promoting safe-driving skills to 10th graders, with an emphasis on avoiding injuries to pedestrian and bicyclists 	<p><i>Safety Education</i></p> <p>In addition to the policy above, our school shall host a traffic safety education and active transportation skills workshop with the Bicycle Alliance of Minnesota at the beginning of each school year to train and educate teachers and school personnel on using the Minnesota Walk! Bike! Fun! Pedestrian and Bicycle Curriculum.</p>

LOCAL EDUCATION SUCCESS: The Arrowhead Regional Development Commission (ARDC) implemented the **Helmet Hero** program in 2007. 3rd grade students throughout northeast Minnesota receive 30-45 minutes of in-class instruction on bicycle safety, as well as receive a helmet at no charge. Rewards are then given to students seen using their helmets.

EVALUATION

Beginner

Establishing a School Team

Our school shall establish a Safe Routes to School Task Force to develop and implement strategies grounded in the “Five E’s” that address Safe Routes to School planning, funding, and policies. Specifically, the Task Force shall:

- Evaluate current SRTS policies to determine 1) whether they are being fully implemented, 2) how to improve implementation, and 3) what is needed to improve the policies’ success
- Ensure that Safe Routes to School resources are distributed equitably in the school
- Identify and pursue funding opportunities.

In the first year of its formation, the Task Force shall meet every two months. Thereafter, it shall meet quarterly.

Data Collection

The Task Force shall coordinate annual SRTS data collection. This collection process may include:

- SRTS Student Travel Mode Tallies
- SRTS Parent Surveys on Transportation Preferences and Concerns
- Walk Audits and Maps of Active Transportation Routes
- Plotting student addresses with assistance from local GIS departments



ENCOURAGEMENT

BEGINNER	INTERMEDIATE	ADVANCED
<p>Minimize Driving</p> <p>Because automobile collisions are a leading cause of death among school-aged children, we support efforts to increase traffic safety by minimizing driving to and from school. Decreasing the number of automobile trips, whether by engaging active transportation, taking public transportation, or carpooling, will reduce automobile congestion and create a safer environment for active transportation.</p> <p>Safe Routes to School Events</p> <p>We shall promote at least two active transportation events per school year. Events will promote active, healthy lifestyles for the community and may include Walk to School Days, Bike to School Days, and School Walk-a-Thons.</p>	<p>Walking School Bus and Bike Trains</p> <p>Our school will establish and promote regular Walking School Bus or Bicycle Train programs. Such programs shall occur on a regular basis, at least once per week.</p> <p>Arrival and Dismissal</p> <p>Our school recognizes that promoting student safety is especially critical during arrival and dismissal times due to 1) increased automobile and bus traffic volume, and 2) the potential for conflicts between different modes of transportation. Accordingly, our school will separate active transportation from the other forms of transportation, to the extent possible. To achieve this end, one or more of the following strategies must be adopted:</p> <ul style="list-style-type: none"> ● Remote drop-off locations ● Car-free zones ● Carpool lanes for drop-offs and pick-ups ● Early dismissal for active transporters 	<p>Busing</p> <p>Our school acknowledges that busing may play a significant role in supporting student learning and meeting educational and equity objectives. However, we also support integrating active transportation into our existing busing policies. Options may include:</p> <ul style="list-style-type: none"> ● Voluntary or mandatory remote drop-offs for buses ● Safe Routes to Bus Stops programs ● Training for bus drivers on how to drive safely on routes frequented by users of active transportation (e.g., biking, walking)

LOCAL ENCOURAGEMENT SUCCESS: Minneapolis Public Schools are encouraged to implement **Bus Stop & Walk programs**. With Bus Stop & Walk, school buses unload away from the school campus and walk along a designated route to school together to complete their trip. Learn about **Loring Community School's** Bus Stop & Walk program [here](#).



MN SRTS **MODEL POLICIES** | PHONE: 651-366-4180 | www.mnsaferoutestoschool.org

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http://www.dot.state.mn.us/mnsaferoutes/assets/downloads/MN_SRTS_Tip%20Sheet_MODEL%20POLICIES.pdf

ENFORCEMENT

BEGINNER	INTERMEDIATE	INTERMEDIATE
<p>Law Enforcement Partnership</p> <p>On an annual basis, our school provide our SRTS Plan and policies to our local public safety and police departments. Our school shall partner with these agencies to ensure that they 1) understand the details of this policy, 2) provide rigorous traffic safety enforcement in the vicinity of schools, and 3) understand the rights and responsibilities of those engaging in active transportation.</p>	<p>Crossing Guards</p> <p>Our school, in partnership with the administrator of the crossing guard program, shall work together to implement an effective process for hiring, funding, training, locating, supervising, and properly equipping crossing guards. If the number of crossing guards at our school is insufficient, we shall, in partnership with the crossing guard agency, seek additional funding or resources to increase the number of crossing guards.</p>	<p>No Idling</p> <p>Our school acknowledges that motor vehicles idling on or near campus increase air pollution, negatively affecting the health of everyone in the vicinity of the school. Accordingly, our school prohibits all motor vehicles from idling on campus. "No Idling" signs shall be posted on campus to alert drivers of this policy. In extreme weather, bus drivers will be allowed to wait in a temperature-controlled room until students are dismissed.</p>

LOCAL ENFORCEMENT SUCCESS: The Minneapolis City Council adopted an Anti-Idling Vehicle Ordinance for the city in June 2008. The ordinance is enforced with educational warning tickets and flyers disseminated to families through the local schools. The local Metro Transit agency stated that the new ordinance will save the public transit buses nearly 66,000 gallons of gasoline each year.

LOCAL ENFORCEMENT SUCCESS: In 2008, The Duluth-Superior Metropolitan Interstate Council (MIC) worked with the Duluth Police Department to conduct a training session for Duluth school staff on how to properly issue parking tickets to motor vehicles parked illegally in bus zones.



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ENGINEERING

BEGINNER	INTERMEDIATE	ADVANCED
<p><i>Assessing Routes</i></p> <p>Our school will perform an annual walk audit to 1) assess traffic and safety conditions in the vicinity of the school, 2) identify safety conditions needing mitigation, and, based on those assessments, 3) begin to identify recommended active transportation routes to school. Findings will be shared with the appropriate entities to mitigate concerns and hazards. Maps will be produced that 1) identify the hazards or travel conditions needing mitigation, and 2) show recommended routes from surrounding neighborhoods.</p>	<p><i>Bike Parking</i></p> <p>Our school shall provide sufficient storage facilities for bicycles, scooters, skateboards, or similar devices to encourage active transportation. The quantity of storage facilities will increase in proportion to demand, and we will seek input from active transportation advocates to ensure that the quality and quantity of facilities is satisfactory.</p> <p>To ensure convenience and protection from theft or vandalism, storage facilities shall be located in visible areas, near school entrances, and when deemed appropriate, in locked facilities. All storage facilities shall provide protection from the elements. Our school will also provide repair tools such as air pumps and other common tools to help students repair minor equipment failures.</p>	<p><i>School Travel Plans</i></p> <p>Our school will adopt a School Travel Plan that addresses all modes of active transportation and related safety, access, and parking issues. The plans shall also include goals, strategies, and objectives for increasing active transportation among students and staff, including those with disabilities. At a minimum, the School Travel Plan shall contain a map identifying the school, streets surrounding the school, existing traffic controls, established pedestrian and bicycle routes, pedestrian crossings, school and municipal bus routes and bus stops, with the goal of minimizing risk of injury and maximizing safety and convenience for active transportation.</p> <p>School travel plans shall be updated regularly with input from various stakeholders and should seek opportunities to incorporate the Travel Plan into local municipalities' comprehensive plans.</p>

LOCAL ENGINEERING SUCCESS: In 2009, the Arrowhead Regional Development Commission (ARDC) worked with the Fond du Lac Reservation and the Ojibwe School to develop a SRTS Travel Plan. In 2010, The Fond du Lac Reservation incorporated the Travel Plan into their comprehensive plan, and secured funding for a multi-use path in 2013. According to Jason Hollinday, the Director of Planning at ARDC, the SRTS planning process was an important factor in being awarded the Transportation Enhancement (TE) funds to implement the trail project.

LOCAL ENGINEERING SUCCESS: In 2012, the City of Brooklyn Center received a grant to create a SRTS Plan. The Plan established prioritized routes and engineering recommendations. The City of Brooklyn Center incorporated some of the upgrades and improvements into plans for reconstruction projects. The City's Public Works Director and City Engineer, Steve Lillehaug, has since successfully used the Plan to receive Transportation Alternatives Program (TAP) funding from the Metropolitan Council.

Resources:

- <http://changelabsolutions.org/safe-routes/welcome>
- <http://saferoutespartnership.org/sites/default/files/pdf/Primer-to-Understanding-the-Role-of-School-Boards-and-Principals.pdf>
- <http://www.saferoutespartnership.org/sites/default/files/pdf/EducatorsGuide.pdf>
- http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf
- <http://www.portlandoregon.gov/transportation/article/373691>
- <http://saferoutesinfo.org/program-tools/find-state-contacts/minnesota>
- <http://saferoutespartnership.org/sites/default/files/pdf/Fond-du-Lac-SRTS-Minnesota-Active-Living.pdf>

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APPENDIX F: HAWLEY CITY ORDINANCES

HAWLEY CITY SIDEWALK ORDINANCE / REGULATIONS

The following is a list of city ordinances affecting walking and biking within the City of Hawley. This list has been abridged. A complete and updated version can be viewed at http://www.sterlingcodifiers.com/codebook/index.php?book_id=586 For questions or interpretation, please contact the City of Hawley.

3-5-7: CONSTRUCTION STANDARDS; PUBLIC IMPROVEMENTS:

A. Construction Standards:

1. The franchisee shall not open or disturb the surface of any street, sidewalk, driveway or public place without first obtaining a permit from the proper authority...

4-3-1: PUBLIC NUISANCE DEFINED:

"Public nuisance" means any fence, wall, shed, deck, house, garage, building, structure, or any part of the aforesaid; or any tree, pole, smokestack; or any excavation, hole, pit, basement, cellar, sidewalk, subspace, dock, wharf, or landing dock; or any lot, land, yard, premises or location which in its entirety, or in part thereof, by reason of the condition in which the same is found or permitted to be or remain, shall or may endanger the health, safety, life, limb or property, or cause any hurt, harm, inconvenience, discomfort, damage or injury to any one or more individuals in the city, in any one or more of the following particulars:

A. By reason of being a menace, threat and/or hazard to the general health and safety of the community; ...

C. By reason of being unsafe for occupancy, or use on, in, upon, about or around the aforesaid property; or

D. By reason of lack of sufficient or adequate maintenance of the property, and/or being vacant, any of which depreciates the enjoyment and use of the property in the immediate vicinity to such an extent that it is harmful to the community in which such property is situated, or such condition exists. (Ord. 243A, 11-6-2006)

4-3-4: NUISANCES AFFECTING PEACE AND SAFETY:

The following are declared to be nuisances affecting public peace and safety:

A. Snow And Ice Removal: All snow and ice not removed from public sidewalks twelve (12) hours after the snow or other precipitation causing the condition has ceased to fall.

B. Obstructed View; Trees: All trees, hedges, billboards or other obstructions which prevent persons from having a clear view of all traffic approaching an intersection.

C. Dangerous Trees: All wires and limbs of trees which are so close to the surface of a sidewalk or street as to constitute a danger to pedestrians or vehicles.

E. Excavations: Obstructions and excavations affecting the ordinary use by the public of streets, alleys, sidewalks or public grounds except under such conditions as are permitted by this code or other applicable law.

H. Signs: All hanging signs, awnings and other similar structures over streets and sidewalks, or so situated so as to endanger public safety, or not constructed and maintained as provided by ordinance.

I. Water On Sidewalk: The allowing of rainwater, ice or snow to fall from any building or to flow across any sidewalk.

4-3-5: DUTIES OF CITY OFFICERS:

A. City Administrator: The city administrator shall enforce the provisions of this chapter with reference to nuisances affecting public health and public safety.

6-2-1: NO PARKING PLACES:

No person shall park a vehicle in any of the following places anywhere in the city:

A. Sidewalks: On a sidewalk. ...

6-3-2: RESTRICTIONS; CITY USE:

Except as herein specifically permitted and authorized, it is unlawful for any person to operate a snowmobile, motorized golf cart or ATV not licensed as a motor vehicle within the limits of the city:

B. Sidewalks: On a public sidewalk provided for pedestrian travel....

7-1-2: STREET AND SIDEWALK IMPROVEMENTS OR CLOSURES:

B. Sidewalks; Construction, Repair:

1. All sidewalks shall be ordered and constructed in the manner provided by law ...
2. Whenever any sidewalk shall be hereafter constructed in the City, it shall be built in the manner and of the material to be approved by the City Council; and any sidewalk constructed otherwise shall not

constitute a legal or lawful sidewalk and may be removed when a regulation sidewalk shall have been ordered in accordance with law.

7-1-3: PROHIBITED ACTS AND CONDITIONS ON PUBLIC WAYS:

A. Materials On sidewalks, Public Grounds:

1. Obstructing Public Ways: No person shall deposit or cause to be deposited, cast or place upon any street, alley, sidewalk or public ground within the City any timber, wood, lumber, ashes, rubbish, offal, vegetables, paper, shavings, carcass, earth or any substance whatsoever which may obstruct any such street, alley, sidewalk or public ground or impede, or endanger travel thereon...

7-1-5: SIDEWALK MAINTENANCE; REMOVAL OF SNOW AND ICE:

The occupant or owner of every building, or lot in the commercial district, tenement or premises fronting upon any street within the City and the owner of any unoccupied building or premises shall keep the sidewalk in front of their respective premises reasonably free and clear of snow and ice and shall, after each snowfall, cause the same to be removed within twenty four (24) hours after such snowfall; and upon failure to do so the Street Superintendent shall cause such snow or ice to be removed at the expense of such occupant or owner, to be recovered in a civil action in the name of the City. (Ord. 40, 6-3-1907; 1996 Code)

7-4-4: TREE PLANTING REQUIREMENTS:

B. Distance From Curb And Sidewalk: The distance trees may be planted from curbs and sidewalks will be in accordance with the three (3) species size classes of the official list, and no trees may be planted closer to any curb or sidewalk than the following:

1. Small trees: two feet (2')

2. Medium trees: three feet (3')

3. Tall trees: four feet (4').

C. Distance From Street Corners And Fireplugs: No street tree shall be planted within thirty five feet (35') of any street corner, measured from the point of the nearest intersecting curbs or curb lines. No street tree shall be planted closer than ten feet (10') of any fireplug.

7-4-5: PUBLIC TREE CARE:

A. Public Grounds: The City shall have the right to plant, prune or maintain and remove trees, plants and shrubs within the lines of all streets, alleys, avenues, lanes, squares and public grounds as may be necessary to ensure public safety or to preserve or enhance symmetry and beauty of such public grounds....

7-5-2: UNLAWFUL USE:

It shall be unlawful for any person to operate a skateboard, roller skates or roller blades under the circumstances set forth below:

C. Public Sidewalks: On any public sidewalk in the commercial or downtown area or on any sidewalk adjacent to the Hawley school grounds.

D. Sidewalks: The operator of a skateboard, roller skates or roller blades emerging from an alley, driveway or building upon approaching a sidewalk or the sidewalk area extending across an alleyway shall yield the right of way to all pedestrians approaching the sidewalk or sidewalk area and upon entering any roadway shall yield the right of way to all vehicles approaching on the roadway.

12-5-9: SIDEWALKS:

Sidewalks are not required by this section; however proposed sidewalks should follow the guidelines set forth in the city of Hawley sidewalk ordinance, title 7, chapters 1 and 6 of this code. (Ord. 232, 12-2-2002)

APPENDIX G: HAWLEY SCHOOL DISTRICT #150 TRANSPORTATION POLICY

The following is the district's transportation policy, which has been abridged. A complete and updated version can be viewed at <https://www.hawley.k12.mn.us/page/2679>:

Transportation of Public School Students, Revised: January 30, 2017

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.

B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

IV. 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 payor. 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 nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students.

(Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)

B. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))

C. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest-grade level offered by the program. (Minn. Stat. § 123B.92, Subd. 3(b))

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program.

A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)

B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate Policy 707 Page 3 of 7 room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/STUDENTS WITH TEMPORARY DISABILITIES

A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minn. Stat. § 123B.92, Subd. 1(b)(4) for a resident child with a disability not yet enrolled in kindergarten, for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs. (Minn. Stat. §123B.88, Subd. 1)

B. Resident students with a disability whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)

C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (Minn. Stat. § 125A.65)

D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)

E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise.

Transportation shall only be provided by the school district during regular operating hours of the school district. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))

F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))

G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their case, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)

H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

VIII. HOMELESS STUDENTS

A. Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 1432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))

B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student...

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (Minn. Stat. § 123B.88, Subd. 21)

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (Minn. Stat.§ 123B.88, Subd. 1)

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)

XII. FEES

A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional. (Minn. Stat.§ 123B.36, Subd. 1(10))

B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minn. Stat.§ 190.05. (Minn. Stat.§ 123B.36, Subd. 1(11) and (6))

C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (Minn. Stat.§ 123B.36, Subd. 1(13))

D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational

program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (Mim. Stat. § 123B.36, Subd. 3)

II. 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 4 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.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
9. The school district shall adopt and make available for public review a curriculum for transportation safety education.
10. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

IV. 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 5 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.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school

district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a Type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

APPENDIX H: MAPS

West Central Initiative has created an online map via Google Maps® for the use of the Hawley Safe Routes to School committee, which is viewable at <https://goo.gl/Ap2vxa>.

The map contains multiple layers for ease of viewing, some of which have been manipulated to produce Figures B-M . This map was created in May of 2018, based on visual assessments and community member input made at that time.

Figure A: The map below, courtesy of Clay County, shows the outline of all city lots as of 2017.



SIDEWALK INVENTORY

Figure B: Evaluations of all sidewalks took place in May of 2018, and were rated based on the following criteria:

Sidewalk Conditions

- Failed** Sidewalk in complete deterioration; impassable
- Poor** Sidewalk mostly deteriorated or heaved; not ADA compliant; possibly passable
- Good** Sidewalk not heaved; slight cracking at most; ADA compliant
- Excellent** Sidewalk has no cracks; in as-poured condition



Failed



Poor



Good



Excellent

Figure C: The following sidewalks highlighted in red were in poor condition at the time of the inventory. The route in brown designates the on-street walking path.

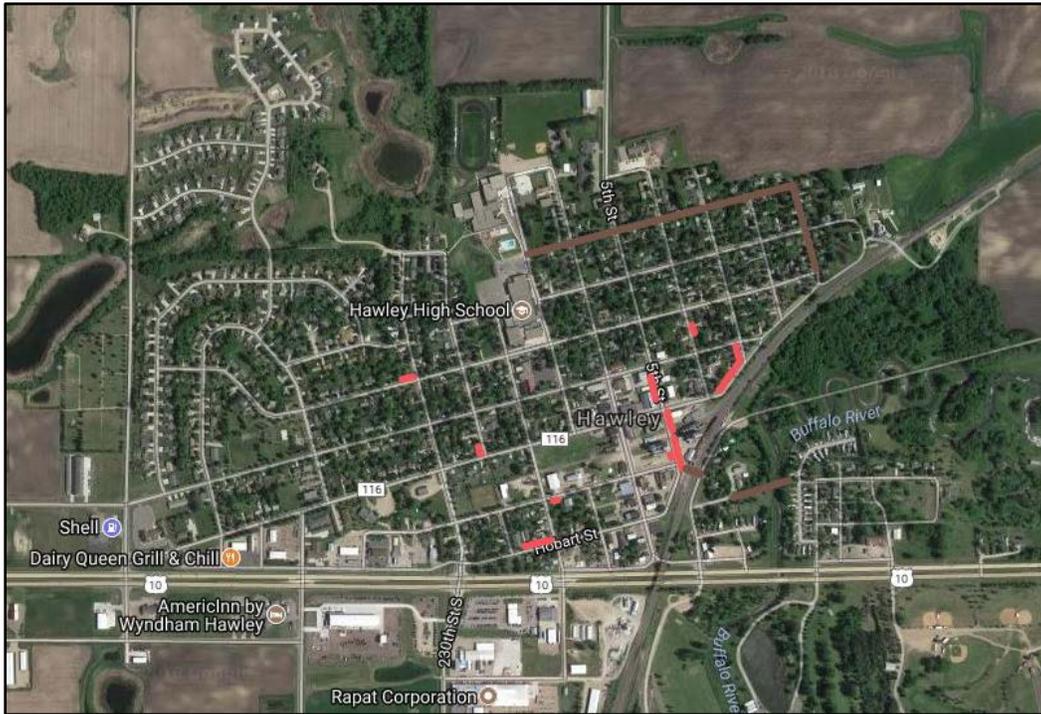


Figure D: The following sidewalks highlighted in yellow were in fair condition at the time of the inventory.

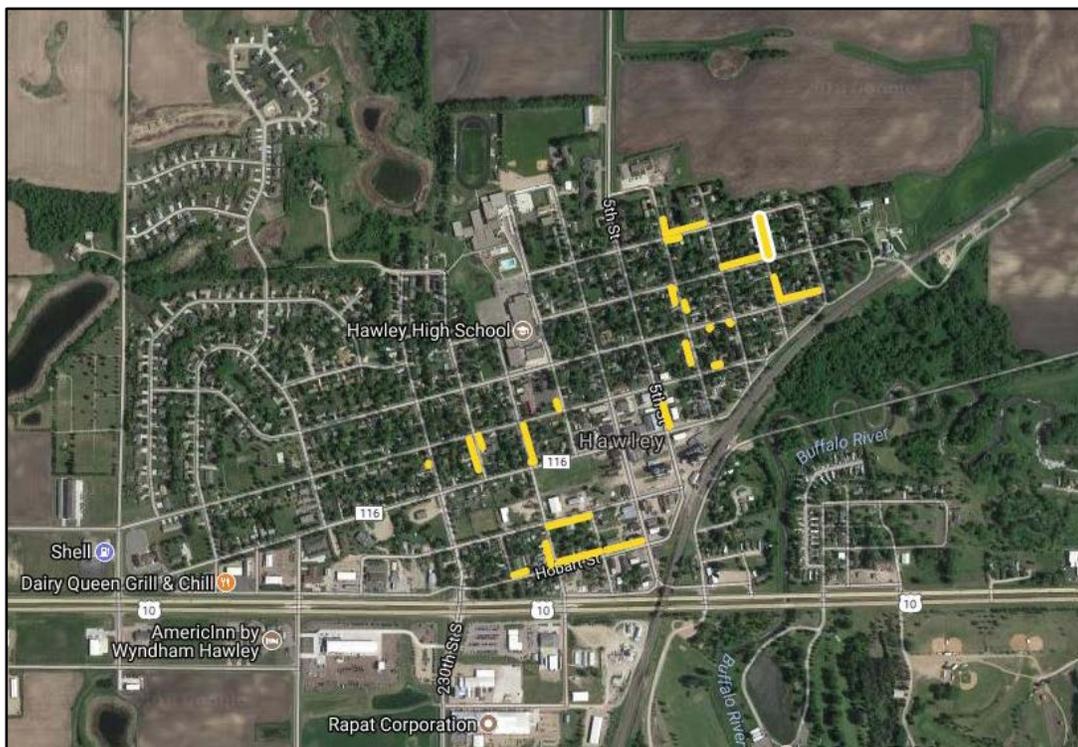
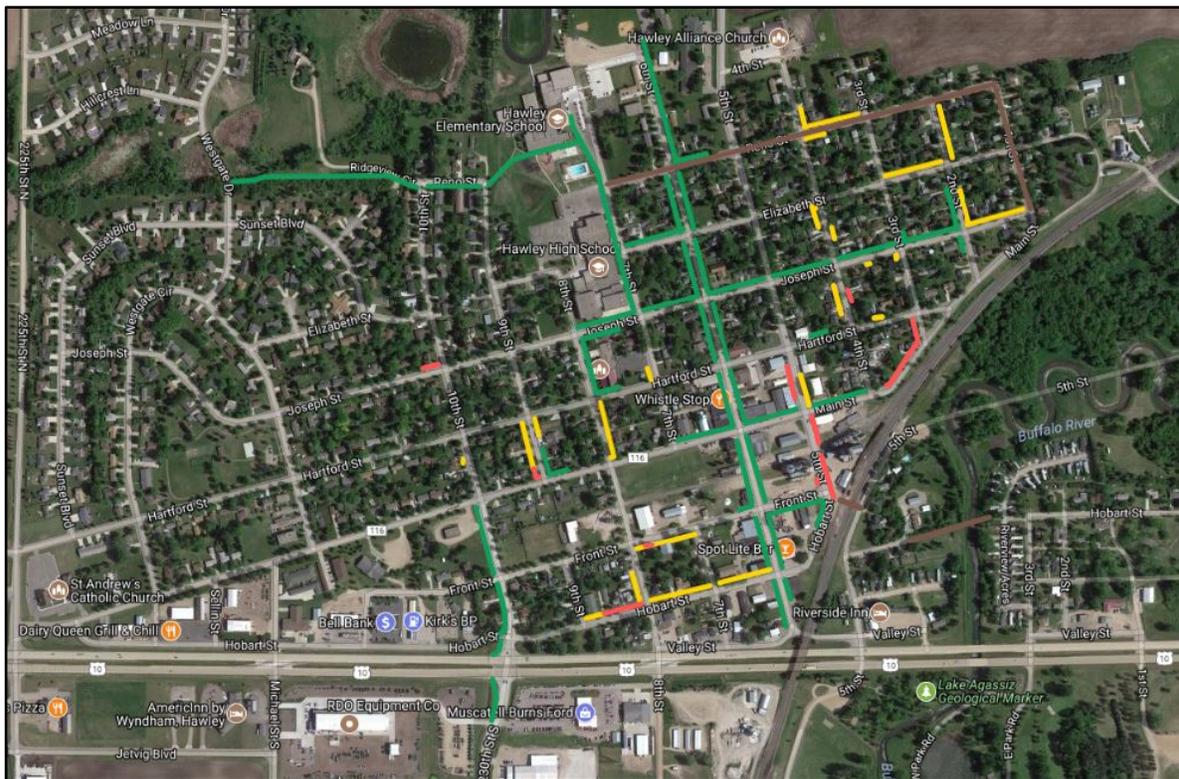
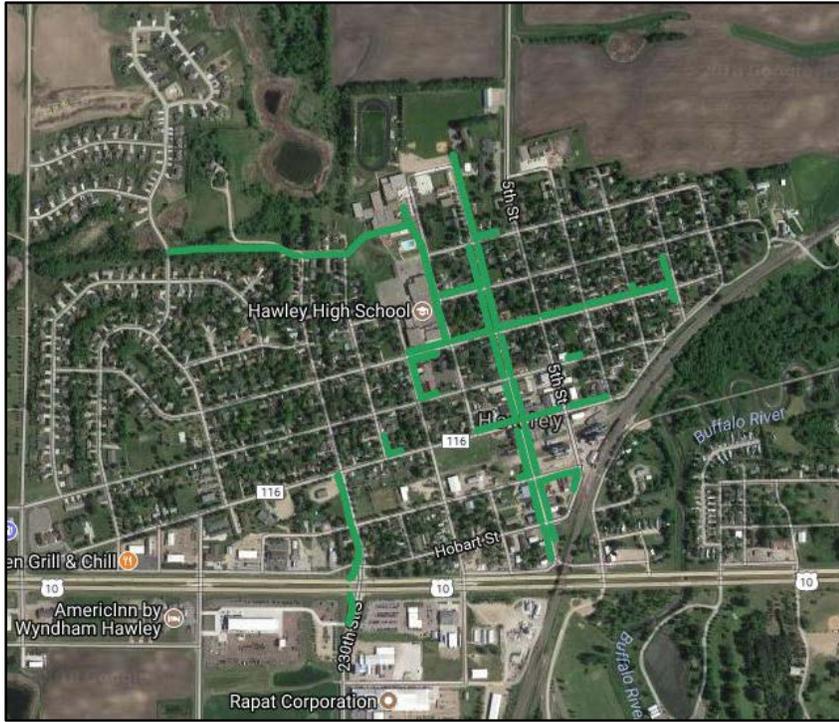


Figure E: The following sidewalks highlighted in green were in good or excellent condition at the time of the inventory.



CURB CUT INVENTORY

Figure G: Evaluations of all curb cuts took place in May of 2018, and were rated based on the following criteria.

Curb conditions

Poor	Curb cut present: no truncated domes, misaligned, no/inadequate landing
Fair	Curb cut present with some ADA compliance attempted
Good	Curb cut aligned with cross walk in each direction of the street, 4 ft x 4 ft landings with truncated domes



Poor



Fair



Good

Figure H: The following curb cuts highlighted in red were in poor condition at the time of the inventory. Corners that were without curb cuts but were on sidewalks considered primary routes to school are highlighted in purple.

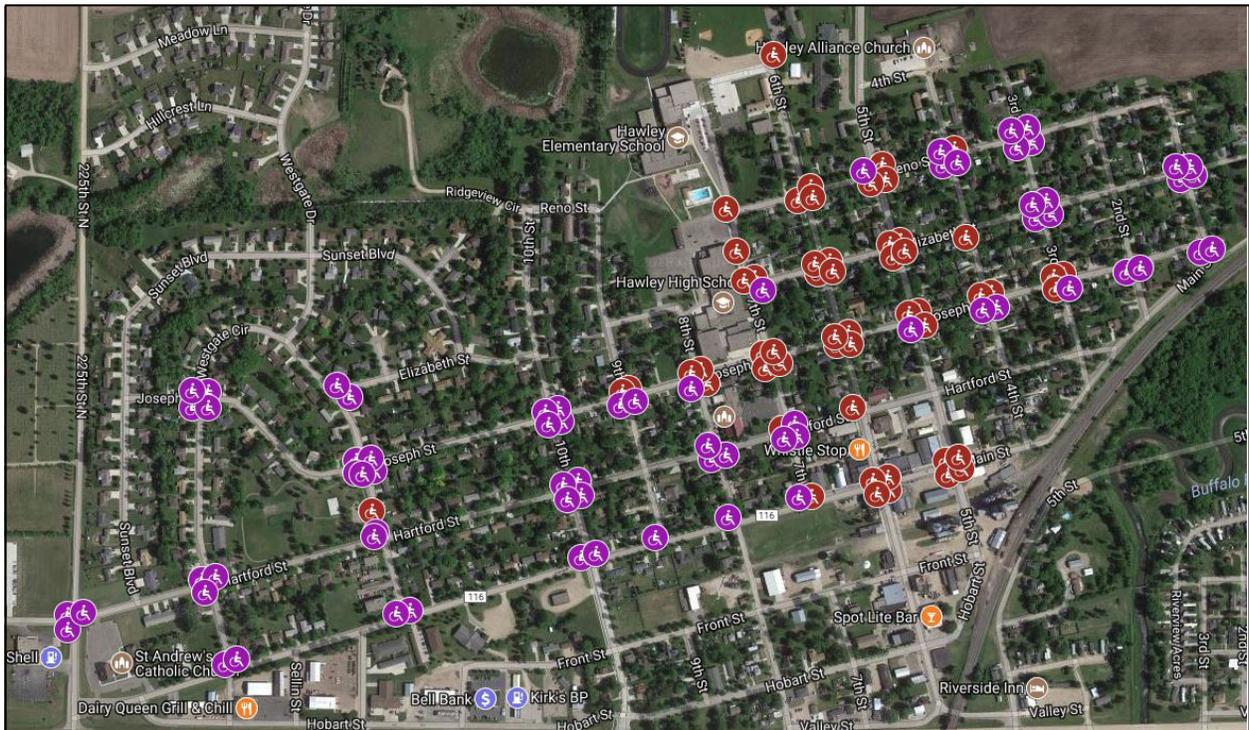


Figure I: The following curb cuts highlighted in yellow were in fair condition at the time of the inventory.

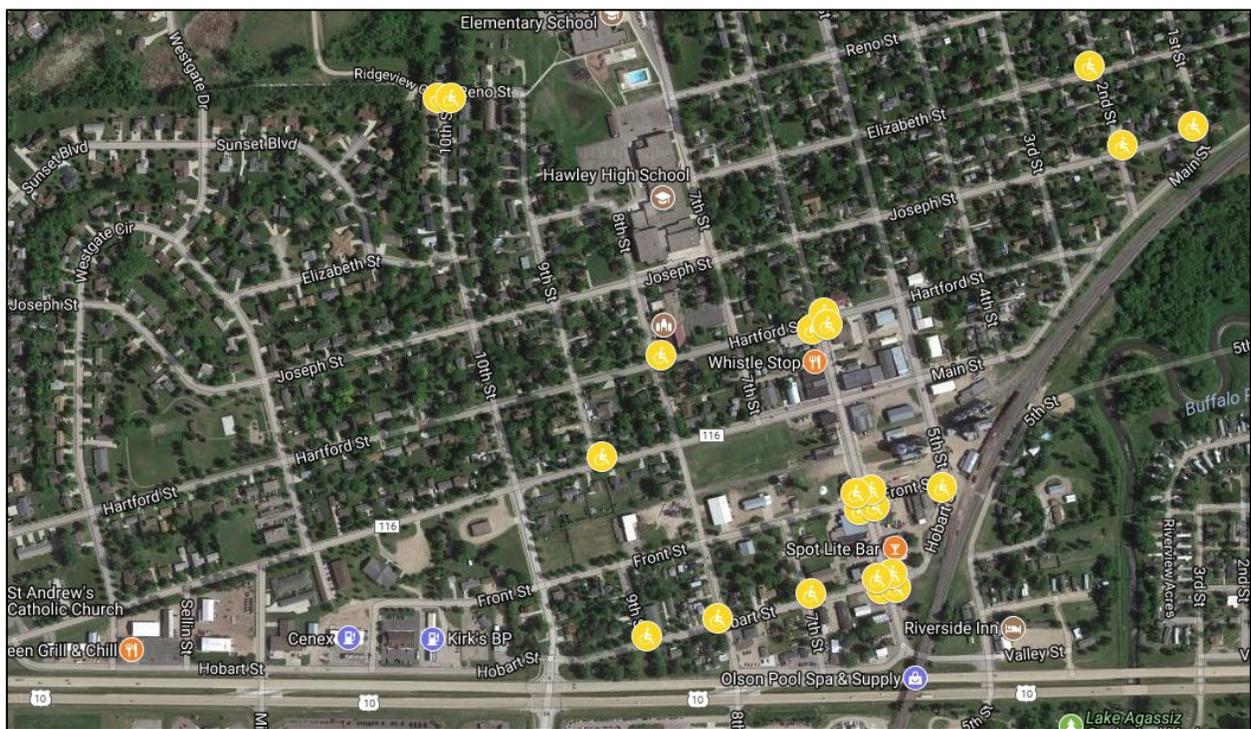


Figure J: The following curb cuts highlighted in green were in good condition at the time of the inventory.

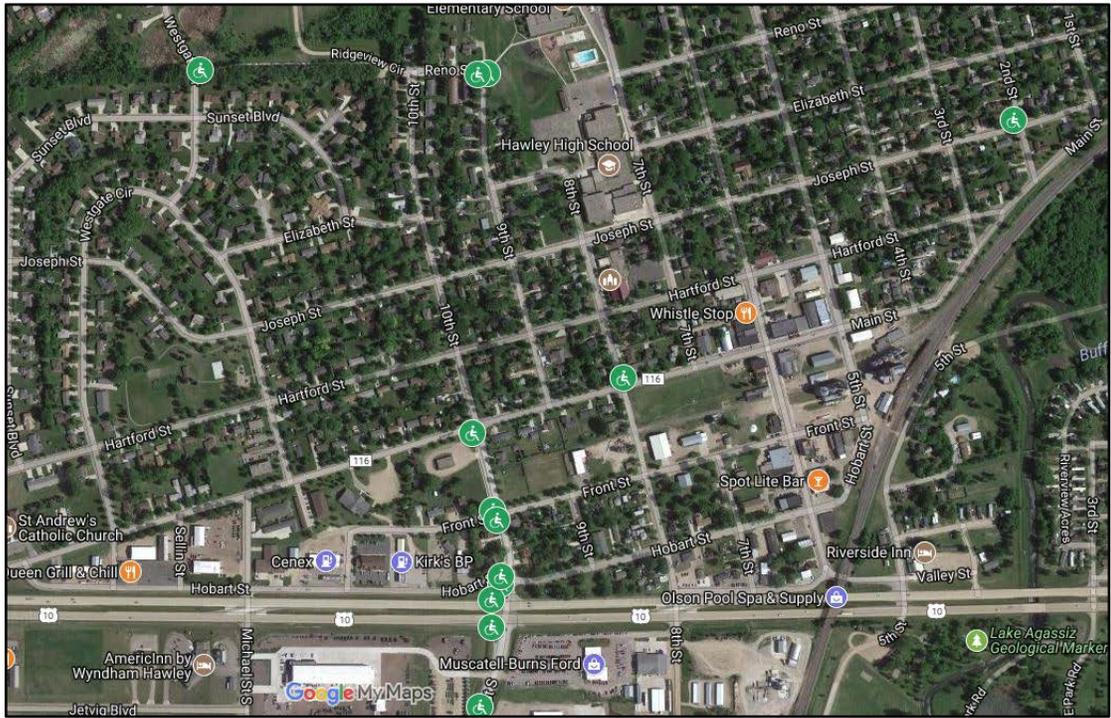
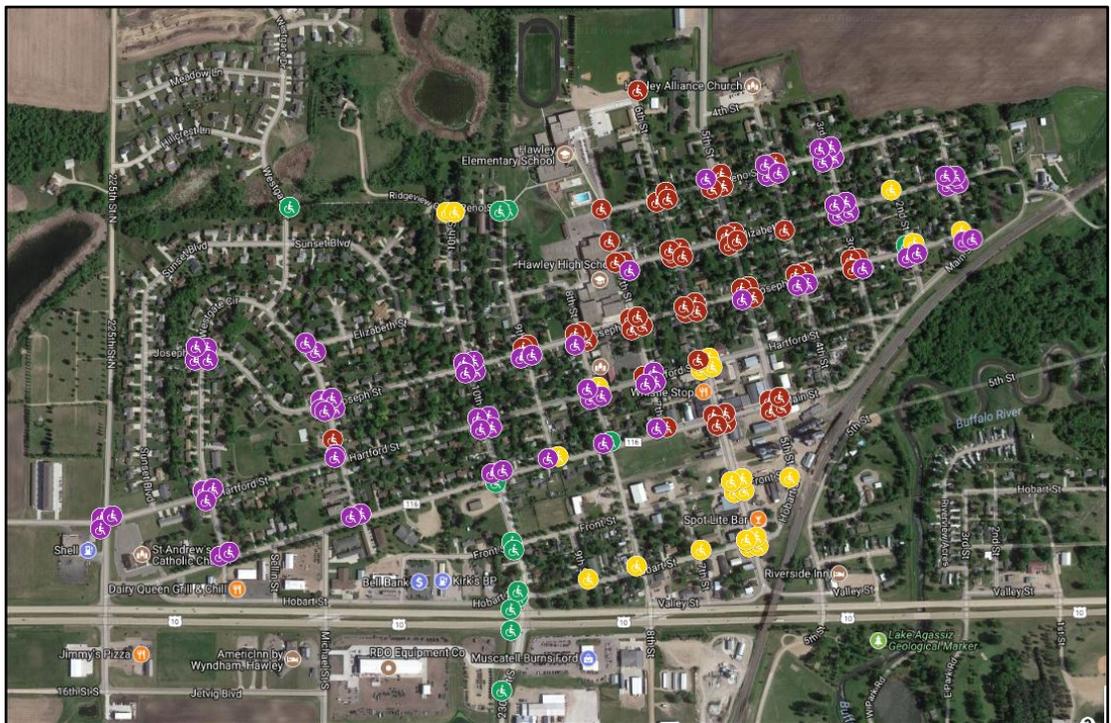


Figure K: The complete curb cut inventory.



RECOMMENDATIONS

Figure L: The following elements highlighted represent recommendations put forward by Metro Cog via the Hawley Comprehensive Plan. These elements are also recommended by West Central Initiative. The darker blue lines indicate streets where it is recommended to put in sidewalks on both sides of the street. The lighter blue lines indicated the recommendation for an on-street walking route.

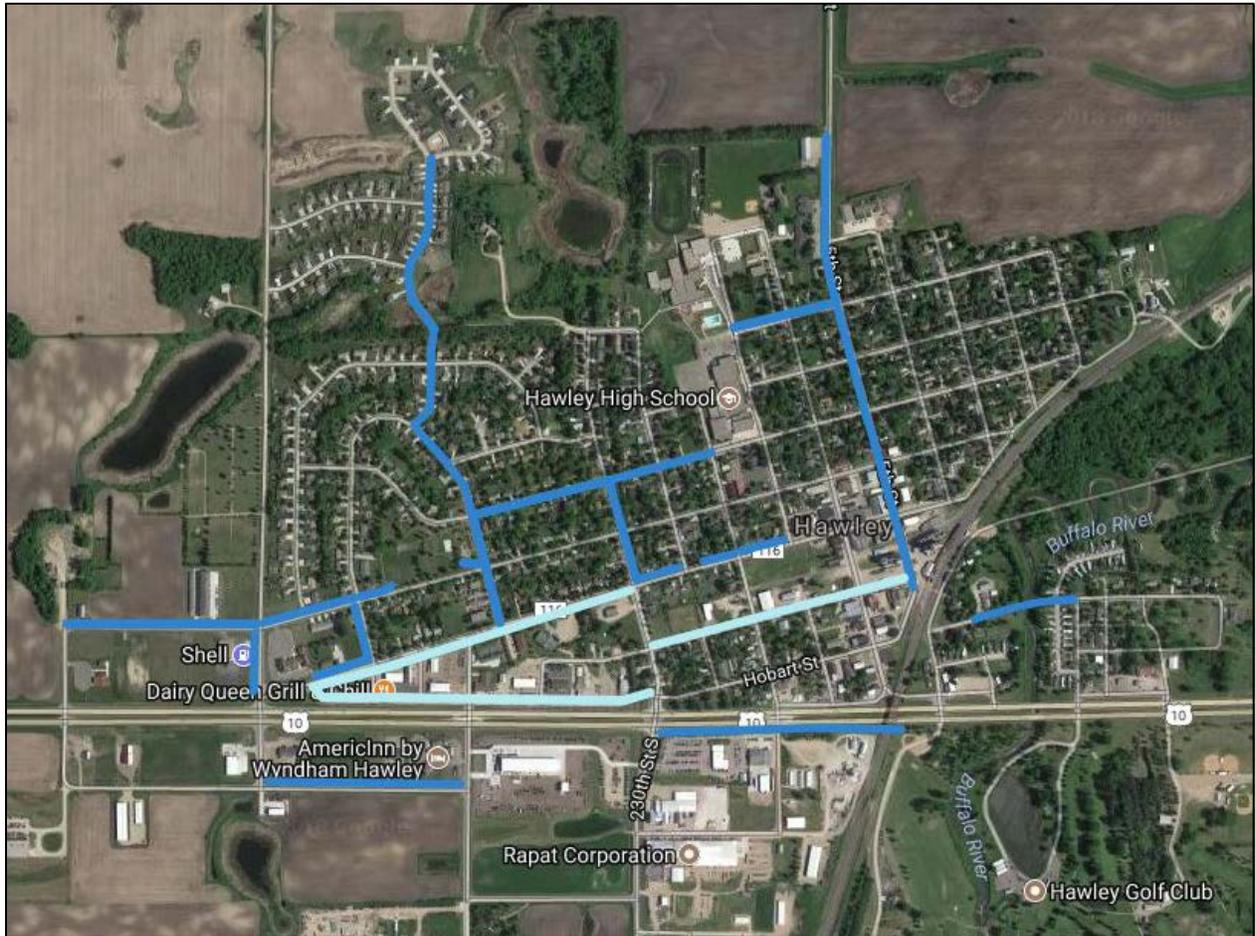
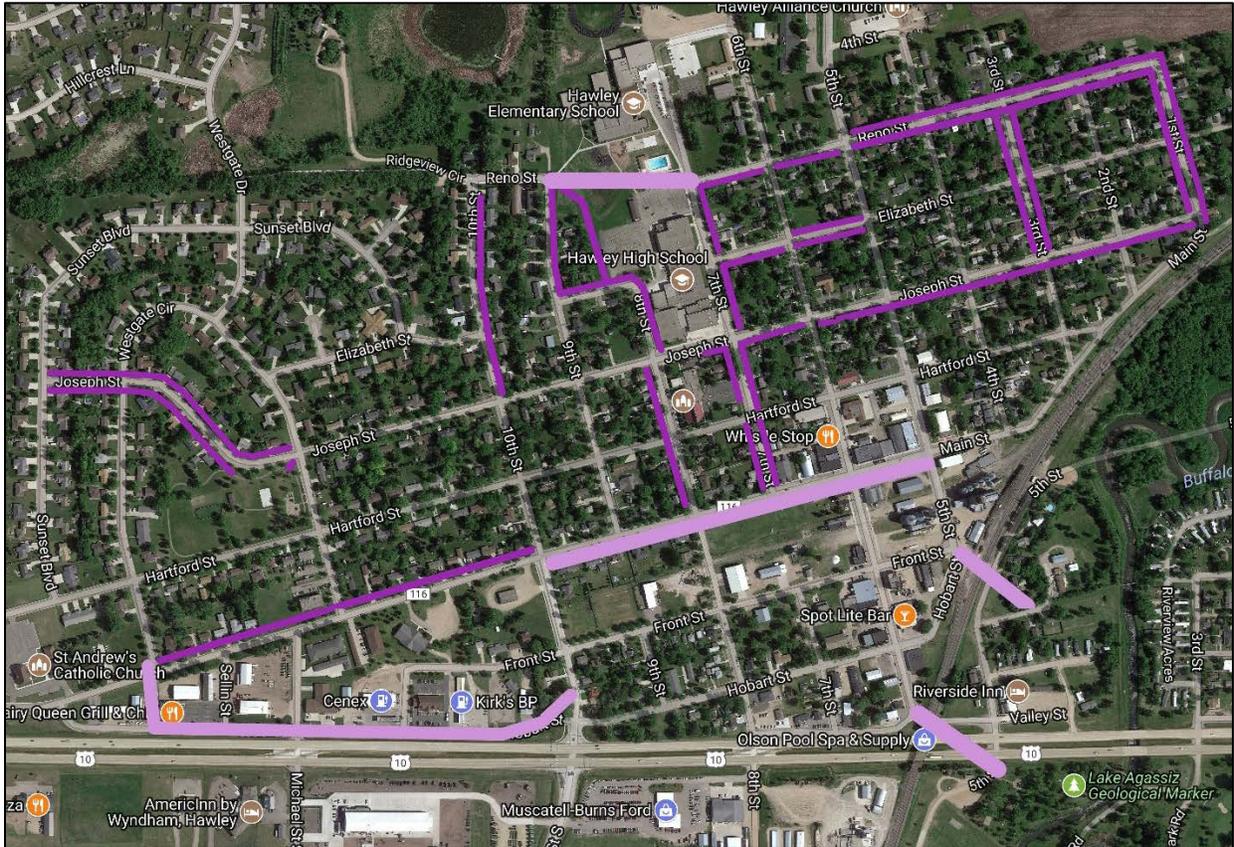


Figure M: The following highlights are additional recommendations from West Central Initiative planners. The dark purple indicates sidewalks that should be added. The light purple marks indicate areas of geography where no specific route is recommended, but it is suggested that there continue to be efforts to create safer routes for students who are walking and biking via paths that are poor, unsafe or not intended for foot traffic.



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