Safe Routes to School Plan

BOLD Public Schools

ISD # 2534

Olivia & Bird Island, Minnesota

October 2015

Prepared by the Mid-Minnesota Development Commission and the
BOLD School District Safe Routes to School Task Force
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Chapter One: Introduction to the BOLD Safe Routes to School Plan

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

A. Introduction and Background

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

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

B. The Purpose of Safe Routes to School Plans

Safe Routes to School (SRTS) plans are developed to encourage walking and biking to school by mitigating the numerous obstacles that discourage students on a daily basis. They include items such as educating students and parents on why walking and biking to
school is important, to ensuring that roads and sidewalks are designed to facilitate walking and biking. They also include examining school policies to ensure they too don’t indirectly discourage walking and biking, to creating SRTS maps showing the safest routes for students to get to and from school.

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

**Brief History of SRTS Plans**

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

1. Young students (ages 5-9) are overinvolved in pedestrian accidents and are unaware of, or do not discriminate between various traffic control devices when compared to older students (ages 10-14);
2. Drivers in school areas do not generally perceive school signs other than the flashing school speed limit signs; and
3. School trip safety programs incorporating walking trip maps that help the school and parents to focus on a tangible means of improving student safety.

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

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

**Minnesota’s SRTS Program**

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

In 2012, Minnesota established its own SRTS program with the passage of Minnesota State Statute 174.40 “to provide assistance in capital investments for safe and appealing non-motorized transportation to and from a school.” The law establishes a SRTS account in the bond proceeds fund, as well as an SRTS account in the general fund, although no state funds were allocated for the program at that time. The Minnesota program follows many of the guidelines established in the federal SRTS legislation. The law also provides specific program administration requirements and evaluation criteria, which MnDOT staff has implemented.

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

MnDOT established an SRTS steering committee to provide guidance and oversight for the program in 2011. The steering committee has 27 members, representing cities, counties, regional planning organizations, non-profit organizations, educators, and health professionals. Steering committee members are actively engaged in setting goals for the program, as well as serving on selection committees and providing feedback on statewide initiatives. In 2013, the committee began a strategic planning process to determine the future of Minnesota’s SRTS program. The priorities and goals established during those planning exercises are being used to determine where the new non-infrastructure funds from the state will be spent over the biennium. Top priorities for the state funds include:

1. Implementing the new Walk! Bike! Fun! pedestrian and bicycle safety curriculum statewide (refer to the text box on page 6).
2. Providing access to bicycle fleets statewide to implement the curriculum.
3. A statewide resource center, technical assistance and trainings.
4. Safety and encouragement campaigns targeted to children.

C. The Five E’s of SRTS Planning

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

**Education** – The first of the 5 E’s, *Education*, includes outreach to students, parents, school staff and the community on the importance of walking and biking to school. It is widely believed to be the foundation of all SRTS plans since wanting to walk or bike to school is the first step in achieving results. Many SRTS programs offer bicycle and pedestrian safety training in the classroom for students and throughout the community for citizens. Younger children are simply taught skills such as how to cross streets safely, while older residents are provided a review of pedestrian and bicycle traffic laws. This is a great opportunity for police officers to be proactively involved with community safety issues.

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

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

[www.saferoutespartnership.org](http://www.saferoutespartnership.org)
➢ **Classroom Curriculum** – Walk and bike safety lessons can be customized to all grade levels, highlighting key pedestrian and bicycle safety issues in the community. Lessons can be taught as part of many subjects or during special walk or bike events. As part of Minnesota’s SRTS program, the WALK! BIKE! FUN! curriculum was developed by the Bicycle Alliance of Minnesota to assist with classroom lessons (refer to text box on page 6).

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

➢ **Idling Reduction Campaign** – Car exhaust not only pollutes, it also disproportionately affects the health of exposed children. An anti-idling campaign helps to educate myths about idling cars and encourages drivers to turn off their vehicles while waiting for students. These types of campaigns can include signs, handouts and enforcement in school zones.

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

**Encouragement** – The second of the 5 E’s, *Encouragement*, is often closely tied to SRTS educational activities since more SRTS education also encourages walking and biking to school. In addition, encouragement SRTS implementation initiatives include using events and activities to promote walking and bicycling. This helps to generate enthusiasm for the SRTS program with students, parents, staff, and citizens actively participating in walking and biking functions. Encouragement-based SRTS initiatives include the following examples (also refer to Appendix A for more implementation ideas).

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

➢ **Bike Helmet Give-a-Way** – Many stakeholders have donated bike helmets to students, including civic organizations, police departments, and fire and rescue groups. This is a great opportunity for children to interact with safety and law enforcement personal and be properly fitted by a professional. Often these helmets are given away during a community bike or sporting event. Other SRTS programs offer bike helmets at greatly reduced costs (i.e., $5, $10, etc.).
WALK! BIKE! FUN! is a comprehensive curriculum that teaches safe traffic behavior life skills through classroom activities and on-the-bike practice. The goals of the extensive lesson plans teach skills to children to walk and bicycle safely – building confidence and helping them The curriculum was developed by the Bicycle Alliance of Minnesota through a federal Safe Routes to School grant provided by the Minnesota Department of Transportation and in collaboration with the Center for Prevention at Blue Cross and Blue Shield of Minnesota.

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

1. *To increase academic achievement* – research shows that students who exercise before school concentrate better in class.

2. *To increase happiness* – children that engage in physical activity are more likely to be happy.

3. *To lower your carbon footprint* – a whole school committed to walking and biking can make an enormous impact on reducing carbon dioxide emissions and harmful pollutants.

4. *To help reduce traffic accidents* – the benefits of schools that teach walking and bicycling skills result in up to a forty-nine percent decrease in childhood pedestrian and bicycle collision rates.

5. *To foster independence* – children who walk or bike to school are more likely to walk to other destinations in the neighborhood.

6. *To increase physical activity* – the Center for Disease Control recommends that children get sixty minutes of physical activity every day.

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

http://www.dot.state.mn.us/saferoutes/pdf/toolkit/walk-bike-fun-curriculum.pdf
- **Walk and Bike to School Day** – The National Center for Safe Routes to School (www.saferoutesinfo.org) promotes walking and biking to school by holding a National Bike to School Day in the spring and a National Walk to School Day in the fall each year. Many school districts use these days to implement related walking and biking activities, such as holding a community bike safety event after school. Upcoming National Bike to School Days include May 4, 2016, and May 10, 2017. Upcoming National Walk to School Days include October 5, 2016, and October 4, 2017.

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**The History of National Walk to School Days**

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

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**Engineering** – The third of the 5 E’s, *Engineering*, refers to making needed operational and physical improvements to the infrastructure surrounding schools, including roadway improvements and official traffic controls (i.e., stop lights, speed zones, etc.). Adding traffic calming improvements, enhanced crosswalks, quality sidewalks, and bicycle lanes are all examples of SRTS initiatives that require engineering. Additional engineering-based SRTS initiatives include the following examples (also refer to Appendix A for more implementation ideas).
School Speed Limit Signs - School speed limit signs alert drivers when they are entering a school zone and communicate the need to slow down for children during school hours. They can be extremely effective; however, they also require cooperation with local police to enforce the speed limit.

Flashing speed limit signs have also become increasingly used adjacent to schools. According to the Pedestrian and Bicycle Information Center (PBIC), school flasher speed limit signs that are activated only during school hours are more effective at drawing a driver's attention compared to school flasher speed limit signs that flash throughout the day.

Parking Restrictions – removing parking adjacent to schools to provide clearer site lines for drivers helps to prevent pedestrian and bicycle accidents. In residential neighborhood, parking restrictions can often become controversial, so limiting parking during school hours can be a feasible compromise. Once again, enforcement is often the key element to properly implementing parking restrictions.
- **Crosswalk Signs** – Installing or upgrading school crosswalks signs is one of the relatively low-cost engineering solutions to SRTS planning. It is especially important to install ‘crosswalk ahead’ signs notifying drivers they are approaching a designated crosswalk.

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

  “In general, crosswalk markings at unsignalized intersections appear to have several positive effects and no observed negative effects. Specifically, drivers appear to be aware that pedestrians are in a marked crosswalk and drive slightly slower. Crosswalks also have the positive benefit of channeling pedestrians to the intersection. Also, there appears to be no evidence to support the contention that pedestrians feel protected in marked crosswalks and act more carelessly. In conclusion, it appears that marking pedestrian crosswalks at relatively narrow, low speed, unsignalized intersections is a desirable practice (report #FHWA-RD-00-103; page 35).”

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### School Cross Walk Signs

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**Sleepy Kids Are More Likely to be Struck by Cars When Crossing Streets**
(Sleep Magazine; April 23, 2014)
Figure A shows six types of crosswalk treatments, with the standard design being used the most. Using one of the other types of crosswalk treatments has been shown in studies to increase the distance of drivers seeing pedestrians (Crosswalk Marking Field Visibility Study, FHWA, 2010; An Empirical Bayesian Evaluation of the Safety Effects of High-Visibility School (Yellow) Crosswalks in San Francisco, Feldman, Manzi, Mitman, 2010).

![Crosswalk Treatments](image)

**Figure A: Crosswalk Treatments**

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

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

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

Figure B: Fatalities Based On Speed of Vehicle

Table A: Unsafe Behaviors
Addressed by SRTS Enforcement Strategies

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

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

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

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

- Making sure that the underlying problem is identified so that proper strategies to address the problem are implemented.
- Setting reasonable expectations about what the program can do. By knowing the starting point, SRTS programs can set specific and reasonable objectives.
- Identifying changes that will improve the program. Part of evaluation is monitoring what happens throughout the life of a project so that mid-course corrections can be made, if needed, to improve chances of success.
- Determining if the program is having the desired results. This is a primary purpose of any evaluation and can be used to inform funding sources, the media, and the public to help build support for SRTS.

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

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

1. **Understand** – Begin with a thorough understanding of the School District’s walking and biking data and issues.

2. **Desired Outcomes** – A description of what will be done and what change is expected.

3. **Monitor** – Describe the anticipated methodology used to observe and measure the results.

4. **Interpret** – Describe how the monitoring information will be evaluated.

5. **Modify** – Outline a process that will be used to make the necessary modifications to the SRTS plan.
D. BOLD SRTS Planning Process

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

Table B:

**BOLD SRTS Task Force Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Representing</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Dotson</td>
<td>Superintendent BOLD School District</td>
</tr>
<tr>
<td>Brian Gauer</td>
<td>Principal of Junior High/ High School</td>
</tr>
<tr>
<td>Paul Van der Hagen</td>
<td>Principal of Elementary School</td>
</tr>
<tr>
<td>Kory Eiler</td>
<td>Elementary Teacher and community member</td>
</tr>
<tr>
<td>Heidi Gross</td>
<td>Social Studies Teacher and community member</td>
</tr>
<tr>
<td>Tanya Carlson</td>
<td>High School Counselor</td>
</tr>
<tr>
<td>Steve Altmann</td>
<td>Chair of Olivia Park Board</td>
</tr>
<tr>
<td>Dan Coughlin</td>
<td>Olivia City Administrator</td>
</tr>
<tr>
<td>Deb Lingl</td>
<td>Bird Island City Administrator</td>
</tr>
<tr>
<td>Hannah Abraham</td>
<td>Kandiyohi and Renville County SHIP</td>
</tr>
<tr>
<td>Leah Schueler</td>
<td>Kandiyohi and Renville County SHIP</td>
</tr>
<tr>
<td>Derek Lee</td>
<td>Chief of Police, City of Olivia</td>
</tr>
<tr>
<td>Deputy Dennis Fiebelkorn</td>
<td>Renville County Sherriff’s Department</td>
</tr>
<tr>
<td>Mayor Sue Hilgert</td>
<td>City of Olivia</td>
</tr>
<tr>
<td>Bernard Johnson</td>
<td>Olivia City Council</td>
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<tr>
<td>Mayor Doug Erickson</td>
<td>City of Bird Island</td>
</tr>
<tr>
<td>Julie Sander</td>
<td>Bird Island City Councilperson</td>
</tr>
<tr>
<td>Dave Woelfel</td>
<td>Bird Island Public Works Supervisor</td>
</tr>
</tbody>
</table>

**Vision Statement**

The BOLD Safe Routes to School Task Force created a *Vision Statement* that guided the development of the SRTS Plans for the Elementary School located in the City of Bird Island and the High School/Middle School located in the City of Olivia.
**BOLD School District SRTS Vision Statement:**

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

**Goals for BOLD’s Safe Routes to School Program**

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

**Education Goal:**

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

**Encouragement Goal:**

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

**Engineering Goal:**

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

**Enforcement Goal:**

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

**Evaluation Goal:**

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

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

**Key Local SRTS Stakeholders…**

**BOLD School Board** – The BOLD School Board consist of seven elected members. The Board meets on the fourth Monday of each month in the Bird Island Campus Media Center. website:

http://bold.k12.mn.us

**St. Mary’s Catholic School** – Due to the proximity of St. Mary’s School to the BOLD Elementary School in Bird Island, and the cooperative transportation agreements, St. Mary’s Catholic School should be considered an important stakeholder. St. Mary’s website:

www.stmarysschoolbirdisland.com

**City of Olivia and City of Bird Island** – Due to the vast amount of potential infrastructure improvements needed throughout the two communities, the City Councils and city staff play a large part in the successful implementation of the BOLD SRTS Plan. For more information on the City of Olivia and City of Bird Island, visit their official websites at:

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

www.dot.state.mn.us/saferoutes/index.html

Statewide Health Improvement Program (SHIP) – The Minnesota Department of Health houses the Statewide Health Improvement Program. One of the many objectives of SHIP is to help create active communities by increasing opportunities for walking and biking. They are also involved in promoting education on a number of other health-related topics, such as healthy eating, and tobacco use reduction/control. For more information, visit the following SHIP website:

www.health.state.mn.us/ship

Kandiyohi – Renville County SHIP - The local Statewide Health Improvement Program (SHIP) is a shared partnership between Kandiyohi and Renville Counties. For more information contact Leah Schueler, SHIP Coordinator:

Leah_S@co.renville.mn.us

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

www.mmrdc.org/index.html
Chapter Two:
Existing Conditions

BOLD Public School District ISD #2534

The Bird Island, Olivia, Lake Lillian School District (BOLD) is located in northcentral Renville County, with also a small portion of southeast Kandiyohi County. The District includes the Cities of Bird Island, Olivia and Lake Lillian and the surrounding townships. The High School and Middle School are located together in a shared building in the City of Olivia. The school also houses a pre-school. The address is 701 South Ninth Street. The District Office is located at the High School. The Elementary School, with grades kindergarten through sixth grade is located in the City of Bird Island. The school’s address is 110 South Tenth Street.

In 2014 BOLD had a total enrollment of 680 students, which included 346 students in seventh thru twelfth grades, and 334 students attending the elementary school. An additional 7 children attended the Early Childhood class located at the High School. The demographics for the two schools in the 2014 school year were as follows:

<table>
<thead>
<tr>
<th>Student Ethnicity</th>
<th>High School</th>
<th>Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Not Hispanic Origin</td>
<td>84.7%</td>
<td>81.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13.2%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Black, Not Hispanic</td>
<td>1.5%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

BOLD Mission Statement

The BOLD School District has developed the following mission statement:

“The mission of BOLD Schools, in partnership and consistent with the community’s commitment to quality education, is to help individuals of all ages strengthen their talents, creativity, character, and the personal confidence necessary to grow in and shape our changing society. Our life-long learners will be caring, productive, participating citizens of their local, state, national, and global community.”
BOLD Wellness Policy

The Bold School District has a Wellness policy that includes both nutrition and physical activity. The following is an excerpt from the plan on physical activity:

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

The Wellness policy includes this statement in regards to communication to parents regarding physical activity: “The school district will provide information about physical education and other school-based physical activity opportunities and will support parents’ efforts to provide their children with opportunities to be physically active outside of school.”

BOLD Transportation Policy

The BOLD Transportation Policy focuses on busing students and staff use of school vehicles. The Student Transportation Policy provides rules for student bus riding conduct. The policy calls for students that ride the bus receive school bus safety training in the beginning of the school year. The District contracts bus service through Palmer Bus Services.

With the District boundary having three communities, more than students living in rural areas ride the bus. Bus routes are prepared annually. Students are dropped off and picked up at designated sites within the communities. Typically such sites are within a one to three block walk to a student’s residence. With concern about students crossing busy U.S. State Highway 212, students living on the north side of the highway are offered bus rides within the community. A more complete description of school transportation is discussed later in this section.
BOLD High School

The High School has seventh through twelfth grades, as well as a pre-school. The District Office is also located within the building. Located in the City of Olivia, the address is 701 South Ninth Street.

The school grounds are located in a residential area on the far south side of the City of Olivia. The school property has city streets bordering on the west (9th Street), north (Pine Avenue) and on the east side (7th Street). To the north and west of the school property are residential neighborhoods. On the east side of the school is the Olivia Golf Club. To the south of the school building are the school’s athletic facilities, and south of the property are farm fields.

The 2014/2015 student grade break down at the high school was as follows:

Table D:
BOLD High School Students by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>55</td>
</tr>
<tr>
<td>8th</td>
<td>47</td>
</tr>
<tr>
<td>9th</td>
<td>57</td>
</tr>
<tr>
<td>10th</td>
<td>65</td>
</tr>
<tr>
<td>11th</td>
<td>64</td>
</tr>
<tr>
<td>12th</td>
<td>58</td>
</tr>
</tbody>
</table>

346

In addition to the students listed in Table D, the school also has 7 pre-school students. There is a slight increase in the number of children attending grades nine through twelve as St. Mary’s School in Bird Island has students through eighth grade. BOLD Community Education utilizes the school facility for their Summer Program.
The BOLD Elementary School is located in the City of Bird Island. The physical address is 110 South Ninth Street.

The school is located in the northwest side of the community, four blocks to the west of Main Street. On the school’s north side is U.S. Highway 212. On the west side of the school property is South 10th Street. On the south side of the property is Ash Avenue. On the school’s east side is a vacated street making room for a play area. The school is in a residential neighborhood, but near the city’s central business district to the east. Directly across South 10th Street is St. Mary’s Catholic Church and School. With the two schools being in close proximity, this SRTS Plan will be a benefit to St Mary’s School as well.

The Bold Elementary School had the following breakdown of grade size during the 2014/2015 school year:

Table E:  
**BOLD Elementary Students by Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>46</td>
</tr>
<tr>
<td>1st</td>
<td>52</td>
</tr>
<tr>
<td>2nd</td>
<td>56</td>
</tr>
<tr>
<td>3rd</td>
<td>45</td>
</tr>
<tr>
<td>4th</td>
<td>40</td>
</tr>
<tr>
<td>5th</td>
<td>47</td>
</tr>
<tr>
<td>6th</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>332</td>
</tr>
</tbody>
</table>
The 2010 Census shows the community with a population of 2,484 persons. Population trends have shown a gradual decline in residents; however, new State Demographer population projections show a small increase in population in the upcoming twenty years. The City serves as the Renville County Seat. State Trunk Highways 212 and 71 are the city’s major roadways.

The U.S. Census shows that there were 285 family households with related children under the age of 18 living in the community in 2010. The population of children ages five to fourteen in 2010 was 330. Median age of persons in the community is 40.8. Median family income is $53,224, and 15.7 percent of the population fall below the poverty level.

Through the efforts of Kandiyohi and Renville County SHIP, the City has become active in the past year with efforts to plan for approaches for more “active living.” A Healthy Olivia Design Team has been formed. In March 2015 the City prepared a Parks & Trails Plan. The City also adopted a “Complete Streets” policy. The City has been an active participant with the SRTS Planning process.
The 2010 Census shows the community with a population of 1,042 persons. The City has seen a gradual decline in population in the recent past. U.S. Highway 212, and CSAH 5 are the city’s major roadways.

The U.S. Census shows that there were 100 family households with related children under the age of 18 living in the community in 2010. The population of children ages five to fourteen in 2010 was 124. Median age of persons in the community is 48.4. Median family income is $57,054, and 19.9 percent of the population fall below the poverty level.

Through the efforts of Kandiyohi and Renville County SHIP, the City has become active in the past year with efforts to plan for approaches for more “active living.” A Healthy Bird Island Design Team has been formed. The City recently passed a “Complete Streets” Policy. The City has been an active participant with the SRTS Planning process.
SRTS Surveys

The BOLD School District conducted two different surveys for the SRTS Plan. A classroom student tally was conducted by teachers to determine how their classroom students arrived and departed the school over a two or three-day period. The second survey was a parent survey. The summary results of the two surveys are shown below. For a more complete look at the survey results, see the survey information found in Appendix D.

Student Tally Results

Student Tallies were conducted at the Elementary School and the Junior High/High School during the month of January, 2015. The tallies were conducted for all grade levels at these two schools. As the tallies were conducted in the winter, it is evident that fewer children walked and especially biked than if it were the warmer spring and fall months. Teachers were asked to conduct the tallies on Tuesday, Wednesday, and Thursday in a given week. Some teachers only conducted the tallies for two of the three days.

The Elementary School only conducted the student tally over a Wednesday and a Thursday. Figures C and D show percentage comparisons of the mode of travel the students used in arriving to (morning) and departing from (afternoon) the schools. Due to children attending school from two communities, the number of children who do not have the choice to walk or bike to the school they attend is high.
The results of the student tallies were very different between the two school buildings. At the Elementary School (Figure C), it was much more prevalent that the children ride the school bus (approximately 80%). This compares to approximately 40% of Junior High and High School students (Figure D) who ride the school bus. At the Junior High/High School, the majority of children arrive and depart through the use of a family vehicle. This is because the High School was also included in the survey, and many of these students drive themselves to school.

The children that attend Junior High were much more likely to walk to and from school than other grades. For Junior High students, 11.2 percent walk to school in the morning and 31.5 percent walk home after school. The Elementary School had 4.6 percent walk to school and 6.4 percent walk home. It needs to be remembered that the tally was conducted during the winter where you would expect less walking and biking to occur.
Parent Survey Results

The SRTS parent survey was conducted in January of 2015. A total of 186 surveys were returned between the three schools. There were 117 returns from Elementary School parents, and only 69 responses from parents with children in the Middle School/High School. To reach the goal of increased student walking and bicycling, the students that live close to the schools will be the primary concern. When considering walking distance, the parent survey shows that 39 percent of Elementary School students live within one mile of the school, and 27 percent live within one-half mile. Extrapolated out for the entire school’s enrollment would mean that approximately 130 of the school’s students live within one mile of the school, and 90 students live within one-half mile. The parent survey shows that 40.6 percent of the Middle School/High School’s enrollment lives within one mile of the school site. Extrapolated to the school’s total enrollment would show that approximately 140 students attending the middle school or high school live within one mile of the school’s location. Please note that the totals shown may be off do to the sample size of the survey returns.

![Figure E: Parent Estimate of Distance From Child's Home to School](image)

The time it takes students to arrive at school or arrive at home at school departure is fairly well split between the four categories to choose from. There are fewer students with less than a five minute journey back home than coming to school. The reason for this is likely because more children walk home from school than walk to school.
The parent survey results were consistent with the student tally results, with a few minor differences. The parent survey reflects that more children walk to school during the spring and fall than in the wintertime. The student tally was conducted during the winter. It also shows that a few children do ride their bikes to school when the weather is nice. The parent survey was consistent with the student tally in showing that elementary children are much more likely to take the school bus than are students that attend the junior high/ high school facility. This again is largely explained that many high school students drive themselves and others to and from school.

The parent survey shows that nearly 55 percent of elementary students that live within one-half mile of the school either walk or ride a bike. The vast majority of these students live less than a quarter of a mile from the school. Junior high students were not well represented on the survey, compared to other classes. The student tally and observations show that there are many more students that walk to and from school than the parent survey indicated. The chart below shows the overall survey results to the question on how students arrive and depart school.

![Figure F: How Long of Time To/From School](chart.png)
The chart below shows how parents answered the question about at what age they would let their child walk or bike to school without an adult. The survey results did show that if a child lives close to school the parent is much more likely to allow them to walk or bike at a younger age. Just over 23 percent of parents indicated they would not be comfortable in having their child walk or bike to school at any grade. The vast majority of these answers were from households that live over 2 miles from the school.
The parent survey asked parents about which factors influence their decision to have their children walk or bike to school. Figure I shows the overall survey results, while Figure J focuses on the elementary school. Distance was the largest concern in both datasets. Weather was the second largest major concern, followed by traffic and the safety of intersection crossings. For those who live less than one mile from their child’s school, intersection safety was more important than traffic concerns. This is especially true for those who live in Bird Island near the Elementary School.

The school’s location next to Highway 212 is certainly a factor with these answers. The parents with students attending the junior high or high school showed that school activities was a greater factor than those who had children attending the elementary school.

![Figure I: Parent's Concerns About Having Their Children Walk or Bike To School](image-url)

**Figure I: Parent's Concerns About Having Their Children Walk or Bike To School**

- Adults to walk or bike with:
- Crossing guards:
- Convenience of driving:
- Sidewalks or pathways:
- Violence or crime:
- Time:
- Child’s before or after school activities:
- Safety of intersections and crossings:
- Amount of traffic along route:
- Speed of traffic along route:
- Weather or climate:
- Distance:

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*BOLD Safe Routes to School Plan*
Figure J: Elementary School Parent’s Concerns About Having Their Children Walk or Bike To School

Question 12 on the survey asks the opinion of parents if they felt the school encourages or discourages children walking or bicycling to and from school? Nearly eighty-seven percent of the survey respondents gave the neutral answer that the school neither encourages nor discourages walking and biking. Only 3.4 percent of the parents believe that the School District discourages or strongly discourages students from walking and biking. The results show that 8.4 percent of the parents think the school encourages walking and biking and another 1.7 percent of respondents think the school administration strongly encourages walking and biking. The results were very close between the two schools.

Question 13 asked if walking and biking to and from school is a fun or boring activity for the children. Sixty-two percent of the survey respondents gave the neutral answer that it was neither fun nor boring. Over thirty-one percent of the respondents answered either that it was fun or very fun for children to walk and bike to and from school. Parents with children attending the elementary school were somewhat more likely to have answered that walking and biking to
school is a fun activity for their child. Less than one percent of parents with children attending the elementary school said that walking and biking was boring.

Question 14 asked how healthy parents believe walking and biking to and from school is for their children? Seventy-three percent of the overall respondents answered either ‘healthy’ or ‘very healthy’ (refer to Figure K). Less than two percent respondents answered that it was ‘unhealthy’ or ‘very unhealthy.’ The majority of these responses were from parents with children living greater than two miles from the schools. The strong attitude that walking and biking is a healthy activity is encouraging, as it is important factor to attract additional children to walk and bike to school.
BOLD Junior High/High School Travel Environment

The location of the Junior High/High School is on the far southcentral side of Olivia. The school is within a residential neighborhood. The three city streets the school property borders have low traffic volumes. The possible walk/bike zone covers most of the community. The streets north and west of the school site are residential streets and thus pose no major concerns for students walking and bicycling to and from school. The central business district is located four blocks to the north of the school.

State Trunk Highways 212 and 71 are safety barriers of concern. Highway 212 is located six blocks to the north of the school, and Highway 71 is located four blocks to the west of the school. Both Highways are classified as major arterials. Highway 212 has an average daily traffic (ADT) count of 6,300 vehicles around the Seventh Street intersection. At the intersection with Highway 71 the ADT is 8,600. On Highway 71 the ADTs range from 4,050 just south of the intersection with Highway 212, and an ADT of 3,300 near the southern city limits.

Another barrier for students living directly east of the school is the Olivia Golf Club. This barrier can be overcome with the construction of a trail on the south side of the golf course. This trail project will be discussed more thoroughly later in this Plan.

Accident Data

Accident data from the past ten years shows no major concerns. Only two pedestrian/vehicle accidents have occurred during this ten year period, and only one bicycle/vehicle accident. One of the pedestrian accidents involved a six year old, and the bicycle accident also involved a six years old. In both cases the accident was caused by the child darting into traffic. The other pedestrian accident involved a vehicle not yielding the right-of-way to a 62-year-old pedestrian when making a left turn. Vision obstruction caused by the sun’s low angle played a part in this accident.

Vehicle on vehicle accidents also were reviewed to see which intersections may be of concern. Intersection accidents during this ten-year period range between no accidents to seven accidents. Only two intersections have had seven accidents over this period. The intersection of where TH 71 turns south at TH 212 is one location. This intersection is of little or no concern for students. The other intersection with seven accidents over the past ten years is Fairview Avenue and Eighth Street. Five accidents have occurred at the intersection of TH 212 and Ninth Street. Over a ten-year period, five to seven accidents should not be considered much of a concern.
Student’s Travel To/From School

Many students attending High School drive vehicles to the school. The student and teacher parking lot is located on the east side of the building in a location a distance away from the bus zone on the west side of the building. Buses utilize their own drop-off and pick-up location in a semi-circle drive and parking area off of Ninth Street. See picture below.

Students that walk or bike to and from school mostly use school doors on the north and west side of the school building. The vast majority of students that either walk or bike to school live either north or west of the school’s location. There are several north/south streets that have sidewalks, but there is a lack of sidewalks on avenues in an east/west alignment. The Streets around the school are residential in nature, however, students driving and parent drop-off and pick-up do add some traffic during arrival and dismissal. This plan includes a map showing the sidewalk network near the school. Parents utilize both Ninth Street (west side) and Pine Avenue (north side) when dropping off and picking up their children. Ninth Street at the school property has a speed zone sign posted for 20 mph.
BOLD Elementary School Travel Environment

BOLD Elementary School is located on the west side of the City of Bird Island. The school is located in a mixed-use area of mostly residential, but also a nearby central business district to the east. The school’s north side borders U.S. Highway 212, which currently poses a barrier for students walking and bicycling from homes to the north of the school. The highway is a major arterial with an average daily traffic of approximately 5,000 vehicles near the school. Main Street is located just two blocks east of the school. Main Street is also County State Aid Highway 5. The road is a major collector with an ADT of 2,500 vehicles south of the intersection with Highway 212. Ash Avenue is on the school’s south side, and Tenth Street is on the school’s west side. Both of these streets are residential in nature, but have a fair amount of traffic. Ninth Street is vacated on the school’s east side, with a T-intersection with Ash Avenue. The school property is small with no parking lot available for staff.

Accident Data

Traffic accident data for the past ten years show that there are no roads or intersections in the community that have significant number of accidents. There have been no reported accidents in the last ten years involving a vehicle and a pedestrian or a bicyclist within the city limits. The Main Street intersection with Highway 212 has seen the most traffic accident occurrences with 8 accidents at or near the intersection in the ten year period. Two intersections have had three accidents in the past ten years. They are Maple Avenue and Main Street, and next to the school at Ash Avenue and Tenth Street.

Student’s Travel To/From School

As expected, elementary students utilize the buses at a much higher rate than do High School students. Students are bused from not only the rural areas, but from the cities of Olivia and Lake Lillian. With the dangers of crossing Highway 212 in Bird Island, students living north of the highway also utilize the buses. The school’s bus zone is on the south side of the building on Ash Avenue. There is a bus only parking zone on the north side of the avenue at the south doors of the school. An extra wide sidewalk/paved area lets the children safely wait to load the buses.

Aerial map shows location of the school’s bus zone.
Students that attend St. Mary’s Catholic School located, across South Tenth Street, also utilize the school bus service at this location. St. Mary’s provides student crossing guards for their students to cross the street.

Children that walk and bicycle to and from the elementary school mainly live to the south and southeast of the Elementary School’s location. Adult supervised student crossing guards are utilized to assist students cross Ash Avenue at the crossing at the Ninth Street intersection. The City of Bird Island has a good network of sidewalks near the school; however, there are gaps where sidewalks do not exist. This plan includes a map showing sidewalk locations near the school. Most of the streets in the community have fairly low traffic volumes. The exceptions are U.S. Highway 212 and Main Street with traffic numbers discussed above. Parents that drop-off and pick-up their children mostly utilize Ash Avenue, just east of where the bus zone is located.

**Educational, Encouragement, and Enforcement Needs**

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

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

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

Education and encouragement will be discussed together as they work hand in hand, and the activities involved often address both areas. BOLD Schools will play an important role with these activities, but other organizations in the communities will also play important roles. While, engineering solutions, discussed below, offer opportunities for greatly improving safety of children that walk and bike to and from school, safety education to both pedestrians and bicyclists has the greatest potential for safety improvements. Education is not limited to specific locations as are engineering improvements. Children that are educated in safety procedures, provide improved safety at all locations. Studies have shown that the majority of school age pedestrian crashes occur not at the school site, but at locations on their journey to and from school.

Studies have also shown that the most predominant factors contributing to school age crashes are crashes that occur when children dash out from behind parked cars, and pedestrian crashes at mid-block locations. These types of pedestrian crashes are best handled through education. Children are rarely involved in crashes when they are properly crossing a street. Community-wide driver awareness and educational programs also are considerably important in improving safety of students. Education reminds motorists that children are present and to slow down and follow traffic rules. Education of motorists is especially helpful when it comes to interaction with bicyclists, as many drivers are not currently aware of the laws pertaining to bicycle interaction.

There are several activities currently happening in Olivia and Bird Island that aide with education and encouragement of children walking and bicycling. In addition to new proposed activities shown within the Action Plan chapter, these current activities will hopefully be continued in the upcoming years.

The Olivia Kiwanis Club has a program that gives bicycle helmets to second graders in both BOLD Elementary School and St. Mary’s School. This activity was last done in May. During the summer the School District runs the BOLD Community Education Summer Program. This program provides many opportunities for student physical activity. There is the opportunity to utilize the program for providing hands on education of both pedestrian safety and bicycle safety. Both Olivia and Bird Island have community events that help to encourage children to walk and bike for fun. Adults are present to help educate the children safety measures through these events. At the Olivia Corn Capital Days celebration there is a Kids Triathlon event and the Health Choice Run. The Hospital organizes a “Reindeer Run” event. In Bird Island the community puts on a “WeGotta Be Active” 5K walk and run in June. There is also a Police 5K Run event in July that uses its proceeds to help the Special Olympics Program. Both communities participate together with a joint bike rodeo event.
Enforcement Needs and Measures

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

The City of Olivia has a Police Department made up of six staff. The Chief of Police staff includes an Assistant Chief of Police, three police officers, and an Administrative Assistant. The Chief has been a member of the SRTS Steering Committee.

The City of Bird Island has a contract with the Renville County Sheriff’s Department for law enforcement services. As stated on the County’s web site, Renville County has “an award-winning traffic safety and enforcement program that strives to keep Renville County a safe place to travel. That program includes both public education as well as firm, fair, and consistent traffic law enforcement.”

Through the SRTS Steering Committee meetings, concerns have been raised about a couple of streets where speeding drivers are a concern. Engineering improvements to help calm traffic can help, but active enforcement measures are also very important to help ensure safety near the schools. Speed zones should be investigated for Tenth Street in the City of Bird Island and Pine Avenue in the City of Olivia. Studies show that speed matters when it comes to determining if a pedestrian lives or dies in an accident. “At 20 mph, a pedestrian has a 5 percent chance of dying if he/she is hit by a car. At 30 mph, the chance of dying increases to roughly 45 percent. If a pedestrian is hit by a motor vehicle traveling 40 mph, the risk of dying increases to 85 percent.”

Another enforcement concern is for motorists to follow the laws regarding yielding to pedestrians. All city street intersections are crosswalks, not just the marked crosswalks. The law is unfortunately often ignored. Concerns are also with motorists obeying crossing guards at the Elementary School crossing locations. In addition, motorists need to make full stops at the marked stop signs on the streets near the schools, and obey laws regarding passing stopped school buses. With the Junior High School located in the same building as the High School special care is needed to be sure the inexperienced teenage drivers follow safe driving laws.

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

Engineering needs for infrastructure improvements for both schools located in Olivia and Bird Island have been determined in multifaceted ways. Safety issues were discussed at the SRTS Taskforce meetings. Parent surveys and other data collected were used to show concerns. In addition, both communities held a public workshop, which included walking audits in both communities. The public workshop and walking audits were sponsored by SHIP; and featured the talents of Mark Fenton, a national public health, planning and transportation consultant. Some of the engineering solutions discussed below will include suggestions for high visibility crosswalks, curb extensions, warning flashers and other traffic calming measures. The following is a short description of some of the key concepts that will be suggested at various locations in the two communities to improve safety. If a city does not control the road authority where a potential project will be placed, they will need to seek approval by the jurisdiction that owns the roadway. Both communities should work with their City Engineering firm when designing and implementing any of the suggested safety measures.

The development of a School Route Plan for elementary and middle school students will allow the school, enforcement and engineer officials to best map out existing conditions and routes utilized by students, to be able to determine where to establish the safest routes for students to use and focus safety improvements on these routes. Such a plan will help minimize the number of streets crossed and maximize the safety of crossings and routes used by children. The plan should utilize existing traffic controls and protected school crossings as much as possible. The number of crossings is minimized by concentrating students into larger groups as they approach the school. Students should be directed to use common routes that merge with other common routes, so that near the school, few routes are needed. MnDOT has reported, “studies have shown that drivers respond favorably with increased care in driving when child pedestrians are visibly present; and if the school route plan is properly devised, children will be increasingly concentrated as they approach the school.”

Because one of the greatest causes of child pedestrian crashes is children crossing between parked cars, special care is needed where parents pick up and drop off their children on city streets. While not always available, the best solution is to have loading zones located off the streets. To improve both driver and pedestrian visibility, parking should be banned for at least one hundred feet on the street where a hazardous situation has been noted. Marked crossings or crosswalks are used to indicate a preferred pedestrian crossing location, to alert drivers to an often-used pedestrian crossing, and to indicate school walking routes. They are intended to be used somewhat sparingly in a community so that drivers do not become desensitized by their use. High visibility crosswalks
are crosswalks that are much more visible than normal two lined crosswalks. Typically, the use of thick latter pattern on the pavement is painted to make these crossings highly visible.

Portable in-street crosswalk signs are an inexpensive safety measure that can be used at uncontrolled pedestrian crossings at low-speed two lane streets. The signs make the crosswalk more visible and increase driver yielding. Portable in-street pedestrian crossing signs should be placed at the crosswalk in the street or on a median, but should not obstruct the pedestrian path of travel. These portable signs need to be monitored by the school. The signs can be easily damaged and need to be reset or replaced when knocked over or damaged.

Curb extensions, also known as bump-outs are used at intersections as a very effective way to improve safety for pedestrians. They shorten the space for pedestrians to be in the street. They are beneficial in several ways. They narrow the width of the road at the intersection, thereby lowering the speed of traffic through the intersection. They allow drivers to more easily see pedestrians at the intersection, and make it easier for pedestrians to see on coming vehicles. Temporary curb extensions can be put in at the intersection to be tried out and easily adjusted. The community should work with the fire department to determine how large trucks can turn at intersections were they are used before constructing permanent extensions. Curb extensions may also be placed at mid-block crossing locations. One negative consequence of curb extensions is often the loss of on-street parking places.

The SRTS Guide at saferoutesinfo.org provides the following information about Rectangular rapid flashing beacons (RRFBs). “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.” “Studies suggest that RRFBs can significantly increase yielding rates compared to standard pedestrian warning signs alone.”
Results have shown that motorist yielding can be increased from baselines averaging 5% to 20% with the standard pedestrian warning sign treatment only to sustainable yielding rates of 80% or higher with this device.” Studies have also shown that RRFBs work better than standard round yellow flashing lights in achieving drivers to slow down or yield further in advance of the crosswalk.

“RRFBs shall be installed on both the right and left sides of the roadway. They are not currently included in the Manual on Uniform Traffic Control Devices (MUTCD), but jurisdictions can use them if they obtain approval from the Federal Highway Administration, under the terms and conditions of Interim Approval II (see section IA.10 of the MUTCD).” RRFBs can be extended above the roadway as a more expensive option. In-pavement flashers are also an option that can be considered, but are also much more expensive to install and maintain.

Another more expensive option to the RRFBs is putting in a pedestrian hybrid beacon system, also known as a high-intensity activated crosswalk (HAWK). These systems are used at busy mid-block crossing locations.

Motorists driving at too fast of speed near the schools is a concern. There is a variety of traffic calming measures that can be utilized to help bring about lower speeds. In addition to choosing different engineering options to improve slowing traffic speeds, education needs to play a role with lowering traffic speeds as well. By simply raising awareness of a speeding issue on a particular street, drivers may reduce their speeds. Some of the “road diet” measures that can be utilized are as follows:

- Narrowing lanes (Paint is a simple, low cost way to narrow the street or travel lanes)
- Chockers and chicanes
- Pedestrian refuges or small islands in the middle of the street
- Reduced corner radii
- Curb extensions
- Vertical deflection raised pedestrian crossings such as Speed bumps, speed humps, speed cushions, and speed tables
- Mini-roundabouts at low speed and traffic intersections

These measures are designed to make it slightly less comfortable to drive, but still keeping safe driving conditions. These road diet solutions are all proven methods that slow traffic down.

Stop signs are not an effective measure to control or reducing mid-block speeds. In some situations stops signs can make it more dangerous for pedestrians. Careful engineering analysis is needed when determining if a stop sign is warranted. If a stop sign is seen by motorists as
unneeded at a location, many will come to a rolling stop, or not stop at all. Stop signs can give pedestrians a false sense of safety if they assume that drivers will come to a complete stop at the proper location. Some drivers increase their speed after a stop sign to regain the time spent at the stop sign, with the effect of making the street more dangerous.

Another measure used to control motor vehicle speeds adjacent to schools are posted school zone speed limits. Minnesota law requires a traffic investigation as prescribed by MnDOT before establishing a school zone speed limit. The road authority that has jurisdiction over the road is responsible in determining to proceed with the traffic investigation. MnDOT has developed the booklet “A Guide to Establishing Speed Limits in School Zones.” The booklet “gives a comprehensive safety outlook and is the prescribed method as required by MS 169.14.

There are other engineering options available for improving safety for pedestrians and bicyclists. MnDOT’s 2013 publication “Minnesota’s Best Practices for Pedestrian/Bicycle Safety” is a good source for a quick overview and guide to the major engineering solutions for improved safety.

**BOLD High School/Junior High SRTS Engineering Needs Discussion**

There are several key infrastructure improvements that if undertaken would improve safety of students walking and bicycling to/from school, or shorten the length of trip and thus encouraging additional students to walk or bike in the City of Olivia. One of the top safety concerns is students that go across U.S. Highway 212 or U.S. Highway 71. Students currently are allowed to utilize the school bus if they live north of Highway 212 or west of Highway 71. Some students that walk or bike do cross these highways already, while others may be encouraged to do so if conditions were made safer.

U.S. Highway 71 is located on the western side of Olivia and cuts off a large neighborhood on the west side of the highway from the majority of the city, including the school. The neighborhood is easily within the school’s walking zone if it were not for this safety concern. Currently the highway has three pedestrian crossing signs at Fairview, Pine, and Chestnut Avenues. The speed limit on TH 71 is 30 mph at Fairview Avenue and 40 mph further to the south at both Pine and Chestnut Avenues. Many vehicles unfortunately travel at higher than the posted speeds on this section of the highway. Pedestrians would be much safer if highly visible crossings were utilized at one of the locations as well as a warning flasher. The best location for student use would be the crossing at Pine Avenue. The City should work with MnDOT to improve the crossing at Pine Avenue, knowing the Department would likely not allow safety upgrades at all three locations. The pictures below show the connecting path that leads to the crossing of TH 71. The second photograph show TH 71 and the pedestrian crossing sign at the Pine Avenue location. The school should also consider seeking adult volunteers to be trained as crossing guards to be utilized at this crossing for added safety.
The City of Olivia and the School District are interested in improving U.S. Highway 212 pedestrian crossing at Seventh, Ninth, and Eleventh Streets intersections. All three streets have railroad crossings and are most utilized by pedestrians for crossing Highway 212. The Ninth Street intersection has traffic lights, thus is the safest crossing location. As much as possible children should be encouraged to utilize this intersection for crossing. The intersection needs to have high visibility cross walks and an evaluation of the crossing light timing to be sure that students are given an appropriate amount of time to safely cross the highway. Both Seventh Street and Eleventh Street are in need of high visibility crosswalks. Both intersections can be made safer by constructing curb extensions. This will help calm traffic, reduce crossing distance, and make pedestrians more visible to drivers. The City will need to work with MnDOT to determine what safety measures the Department ultimately will approve of at these intersections. Providing sidewalks north of Highway 212 on these streets should also be developed to provide pedestrians with safe passage to the neighborhoods and parks on the north side of the community.
The School District in cooperation with the City of Olivia should designate Seventh, Ninth and Eleventh Streets as student walk corridors. Further study is needed to determine which streets are best utilized for bicyclists. This will be done as part of the City’s Healthy Transportation Planning process that will begin in 2016. Streets that are designated as walk routes will have marked cross walks at intersections. Sidewalks are currently available on these three streets up to Highway 212. Ninth Street has a sidewalk on both sides, while Seventh and Eleventh Streets have sidewalks throughout on the west side of the streets. Ninth Street has street crossings in place at all intersections. Seventh Street currently has marked crossings on the west side of intersections. Eleventh Street does not have marked crossings currently. Vehicles will need to be made to keep a safe speed when traveling on school walking routes. Options will need to be explored to ensure of safe speeds. The need to slow traffic on Seventh Street has been discussed at a SRTS Taskforce meeting.

It would be desirable to designate Pine Avenue, located on the north side of the school property, as a walk route. Many children utilize this street in their school walking commute. West of Ninth Street, Pine Avenue does not have sidewalks. For safety considerations, a sidewalk should be added to at least one side of the avenue. In addition, Pine Avenue in front of the school’s property should have a speed zone posted at 20 mph. The picture below shows Pine Avenue looking west at the school’s location.
The walk zone to the school would increase for many residences of Olivia’s east side if a trail were constructed on the south side of the golf course. The City has interest in such a trail and has an agreement in place for right-of-way for the trail segment directly south of the golf course. Map A shows the approximate location of the proposed trail, along with two alternative routes on school property.

Another concern is for students living in the Viking Drive neighborhood do not currently have a safe access to the community, including the school, for walkers or bicyclists. The neighborhood is located on the south side off Highway 71. Highway 71 is the only access point for this small neighborhood of eleven housing units, and there is no sidewalk along the highway. See the aerial photo below. There are two possible long-term solutions to provide pedestrian access to Viking Drive. First, a sidewalk or trail could be constructed on the east side of Highway 71 from Viking Drive to at least Chestnut Avenue. The other option is to plan to extend the planned trail discussed above to the housing units on Viking Drive. This option would need the current land...
owner, a farmer, to allow right-of-way in his current crop field. This might not be a practical solution until either the City or a private developer purchases the land to north and east of Viking Drive. This land is a likely area the City would look to expand to in the future.

The summary of engineering needs is highlighted on the next page.
**BOLD High School/Junior High School Identified Needs Summary**

(1) Speed zone posted in front of school on Pine Avenue. (2) Additional bike racks at school. (3) East/west sidewalk along Pine Avenue. (4) South side City Trail on south side of golf course. (5) Need to slow traffic on 7th Street. (6) Establish SRTS street routes along Pine Avenue, 7th Street, 9th Street and 11th Street. Routes will include bicycling safety measures. (7) Safe crossing of Highway 71 for neighborhood on west side of highway. (8) No pedestrian access for Viking Drive residences. (9) High visibility crosswalks across Highway 212 at 7th, 9th, and 11th Streets. (10) Check timing of street light to see if proper time given for children crossing. (11) Safe crossing measures, such as flashers at 7th and 11th Streets. (12) Replace crosswalks with high visibility crosswalks in community.

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**BOLD Safe Routes to School Plan**
BOLD Elementary School SRTS Engineering Needs Discussion

There are several key infrastructure improvements that if undertaken would improve safety of students walking and bicycling to/from school, or shorten the length of trip and thus encouraging additional students to walk or bike in the City of Bird Island. Additional care is needed in providing a safe walking and biking environment in this community with the age of the children attending the elementary school.

The BOLD Elementary School’s property borders U.S. Highway 212 on its north side and Tenth Street on the property’s west side. The intersection of Highway 212 and Tenth Street is a major safety concern. Currently the school does not recommend that students walk or bicycle to school from the north side of the highway, even though it is a short distance to travel. Busing is available to all children living on the north side of Highway 212. To allow children to utilize the intersection safely, pedestrian improvements are needed. The intersection is in need of high visibility crosswalks, including a missing crosswalk across Tenth Street on the south side of Highway 212. The intersection should have good overhead lighting. Adult crossing guards, or police, would also add an additional level of safety for students crossing the intersection. Another option is to organize a walking school bus with adult volunteers. The photo below shows an aerial of the intersection.
High visibility crosswalks are also needed at the intersection of Highway 212 and County State Aid Highway Five (Main Street). This intersection is a lighted intersection, and thus provides the safest crossing of the highway, however high visibility crosswalks would allow motorists to be more vigilant of the potential of pedestrians. As the elementary school is only a few blocks to the west of this intersection it is the other primary crossing of the highway that students would utilize. The timing of the crossing lights should be examined to determine if enough time is given for young children to cross. A positive aspect of the intersection is the corner extensions for crossing Main Street.

Safety improvements to the Main Street intersection with Ash Avenue would also benefit students living on the east side of the community. There is also a daycare that is located on the northeast corner of this intersection. After Highway 212, Main Street, which is also County State Aid Highway 5, has the most traffic in the community. This is especially true of this intersection, which is in the heart of the central business district. The safety of the intersection would benefit from adding high visibility crosswalks along with curb extensions on all four corners.
There are several safety improvement recommendations on Ash Avenue at the school location. In a compact area on Ash Avenue, there is a mixture of the school bus zone, walkers and bikers arriving and departing, and parents dropping off and picking up their children. With all the activity during school arrival and departure happening in only a block and one-half block area conflicts are taking place.

Parking is a major sight distance limitation at crosswalks and intersections. No parking zones are an important feature of student safety as they provide both children and drivers to be more readily seen. Parking should be banned for at least 100 feet on the street where a hazardous situation has been identified.

At the T-intersection of Ash Avenue and Ninth Street, student crossing guards assist students cross Ash Avenue. The north side of Ash Avenue at the intersection is properly marked as a no parking zone; however, parents regularly drop off and wait to pick up their children at the location. This causes a significant safety hazard for the crossing guards who have no clear line of sight looking for traffic coming from the east on Ash Avenue. They need to enter the street and look around the cars that are parked too close to the intersection.

Safety cones or bollards should be utilized at this location so that vehicles cannot be parked by the intersection, allowing a clear view of oncoming traffic. A more permanent solution at the intersection would be to construct curb extensions on the north side of the intersection. This will keep vehicles from parking near the intersection at all times, allow pedestrians to better see oncoming traffic, and be seen. The fix would also narrow the street at the location, and thus act to slow traffic at the school location. The intersection is also in need of high visibility crosswalks. The pictures below demonstrate the safety problems for the crossing guard at this location due to parents parking too close to the intersection.
Besides the crossing improvements at Ash Avenue and Ninth Street, there is the need for additional safety improvements on Ash Avenue at the school’s location. Solutions are needed to minimize the conflicts that currently exist between school buses, parent vehicles, and student pedestrians and bicyclists who all utilize the same space on Ash Avenue between Ninth and Tenth Streets. The best solution would be to work on solutions to minimize the amount of parent traffic traveling at this location during times of school arrival and dismissal. One possible idea to reduce the amount of parent traffic on Ash Avenue is to create a remote drop off sight behind St. Mary’s School, possibly at the ballfield’s parking lot. This partial solution would also allow children to walk for a short ways in a safe environment. Another option to consider is to have a staggered dismissal time where students riding the bus, walking, and bicycling are cleared prior to allowing children being picked up by parents leaving the school building. Closing traffic on the block to vehicles other than buses during arrival and dismissal can also be considered as a possibility.

The corner of Ash Avenue and Tenth Street T-intersection is a safety concern with St. Mary’s school children crossing Tenth Street to the bus location. Currently, St. Mary’s provides student crossing guards at the intersection during times of arrival and dismissal. Curb extensions should be considered at the location to aid in student pedestrian safety. Such curb extensions may be one element that is helpful with slowing traffic down on Tenth Street. A variety of other methods for calming traffic along Tenth Street near the schools also needs to be analyzed to choose the best options. Some of the possible road diet measures have been discussed above under this Chapter.

There is currently a fairly well laid out network of sidewalks to the south and east of the school’s location. There are several gaps, however, in this sidewalk network. One block south of the school along the north side of Birch Avenue there are a couple of one-half block segments that are missing sidewalks that should be considered as a top priority in improving the sidewalk infrastructure. If and when the safety is improved with pedestrians crossing to the north side of Highway 212, there are many streets on this north side of the community that lack sidewalks.

Another option is to organize a walking school bus with adult volunteers.
Map C: City of Bird Island

BOLD Elementary School’s Identified Needs Summary

(1) U.S. Hwy 212 and Tenth Street Intersection pedestrian improvements including high visibility crosswalk, and adult crossing assistance.
(2) High visibility crosswalks and streetlight crossing timing check.
(3) High visibility crosswalks and corner extensions.
(4) No parking zone improvements to enhance safe crossings with the possibility of a corner extension at the location, and high visibility crosswalks.
(5) Improvements to conflicts between school bus, parent vehicles and student pedestrians.
(6) High visibility crosswalks.
(7) Traffic calming solutions along Tenth Street.
(8) Possible location to utilize periodically as a remote drop-off pick-up and walk location.
(9) Missing sidewalk segments.
Chapter Three:  
SRTS Goals and Action Plan

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

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

**Action Step:** An Action Step is a specific activity that will be taken in order to achieve a goal. For the purposes of this Plan, the action steps identify if they pertain to the Elementary School, Junior High School, or the entire BOLD School District.

**Goals for the Safe Routes to School Programs:**

To help achieve the BOLD Safe Routes to School Vision Statement, the BOLD SRTS Task Force identified the following five goal areas (corresponding to the “5 E’s” of the National Safe Routes to School Program):

1. **Education Goal** – to raise awareness of parents, educators, transportation providers, policy makers, and others regarding the benefits of students walking or bicycling to and from school in a safe manner.

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

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

4. **Enforcement Goal** – to ensure that existing regulations are enforced that directly and indirectly help make walking and biking to and from school more safe.

5. **Evaluation Goal** – to regularly review the goals and action steps of this SRTS Plan to benchmark progress over time and to make adjustments as necessary.
Goal 1: Safe Routes to School Education

To raise awareness of parents, educators, transportation providers, policy makers, and others regarding the benefits of students walking or bicycling to and from school in a safe manner.

1.A. Teach K-8 grade students pedestrian and bicycle safety skills in a way that is clear, hands-on, and consistent. Incorporate such education into physical education classes, and look for opportunities to incorporate classroom lessons in such subjects as math, science, social studies, and health that meet state and District curriculum standards. Review available pedestrian and bicycle curriculum, such was Walk! Bike! Fun!, and customize to each grade level.
   - **Who:** BOLD Administration and Teachers
   - **When:** Annually at the start of the school year and in the spring if needed
   - **Funding:** None needed, staff time will be sufficient
   - **Schools:** Elementary & Junior High

1.B. Invite Operation Lifesaver to provide education to the community on the importance of railroad safety. Operation Lifesaver’s mission is to end collisions, deaths, and injuries at highway-rail grade crossings and on railroad property through a nationwide network of volunteers who work to educate people about rail safety.
   - **Who:** Cities of Olivia and Bird Island Administration
   - **When:** In 2016 and every 2-3 years thereafter
   - **Funding:** None needed, staff time will be sufficient
   - **Schools:** Elementary & Junior High

1.C. Annually plan K-8 grade-level appropriate walking trips to various places throughout the community, such as the library, post office, police station, fire station, and parks. The school will take these opportunities to teach pedestrian safety skills to the students.
   - **Who:** BOLD Administration and Teachers
   - **When:** Annually in the spring and fall
   - **Funding:** None needed, staff time will be sufficient
   - **Schools:** Elementary School
1.D. Provide Safe Routes to School educational materials to parents at the beginning of each school year and in the spring as a reminder. These materials shall include safety rules and school procedures dealing with students arriving and departing to/from school by all modes of travel, a summary of driver-pedestrian related concerns near the schools, parking information, busing policies, etc.

- **Who:** BOLD Administration and Teachers
- **When:** Annually at the start of the school year and in the spring if needed
- **Funding:** BOLD School District printing expenses
- **Schools:** Elementary, Junior High & High School

1.E. Provide elementary classes with hands-on bicycle safety training and host a bike rodeo. Use stakeholder’s bicycle fleets to ensure that all students get the chance to participate.

- **Who:** School staff, the Bird Island and Olivia Police Departments, and the MN Bike Alliance
- **When:** Annually
- **Funding:** None needed, staff and Police Department time will be sufficient
- **Schools:** Elementary School

1.F. Develop a Safe Routes to School webpage and link off the School’s website.

- **Who:** School staff
- **When:** Ongoing
- **Funding:** None needed, staff and Police Department time will be sufficient
- **Schools:** Elementary and Junior High

1.G. Provide education and reminders to drivers of the community to obey traffic laws, and be vigilant, especially near schools. Utilize newspaper articles, radio public service announcements, both cities’ web sites, and the school’s web site. Work with the media to highlight key SRTS information, events, and initiatives. Target encouraging drivers to slow down and pay attention to bicycles and pedestrians.

- **Who:** Safe Routes to School Plan Task Force
- **When:** Ongoing
- **Funding:** Available stakeholder resources
- **Schools:** Elementary and Junior High
1.H. Continue to participate in mock crash events. Focus outcomes on the impacts of distracted driving. Use available campaign materials to promote no texting and driving.

- **Who:** School District, Olivia Police Department, Renville County Emergency Management, and the Renville County Towards Zero Deaths Road Coalition
- **When:** Every other year
- **Funding:** Available stakeholder resources
- **Schools:** Junior High and High School

1.I. Implement existing teen driver campaigns (i.e., teenSMART, Don’t Text and Drive, or the various programs offered by the insurance agencies), and target information and programs to BOLD High School students. Apply for stakeholder funding to enhance the programs and/or to establish an incentive program.

- **Who:** School District and Olivia Police Department
- **When:** Ongoing
- **Funding:** In-kind expenses (printing, staff and volunteer time)
- **Schools:** BOLD High School

1.J. Participate in such events as the International Walk Bike to School Day held in October, the National Bike to School Day held in May, and both communities’ Active Living Days held in May.

- **Who:** School District with support from Cities of Olivia and Bird Island
- **When:** Annually
- **Funding:** In-kind expenses (printing, staff and volunteer time)
- **Schools:** Elementary School, Junior High and High School

1.K. Incorporate SRTS education into classroom art projects (i.e., posters, paintings, etc.) by emphasizing various SRTS topics (i.e., International Walk to School Day, Don’t Text and Drive, etc.). Display artwork in hallways and periodically hold an art contest to provide incentives.

- **Who:** School District
- **When:** Ongoing
- **Funding:** $500; In-kind expenses (supplies, printing, staff time)
- **Schools:** Elementary School, Junior High
Goal 2: Safe Routes to School Encouragement

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

2.A. Work with the Cities of Olivia and Bird Island to prepare a Walking Corridors Plan. Develop a Safe Routes to School map customized to both the Elementary and Junior High School.
   ➢ Who: School staff and the Safe Routes to School Task Force working with the Cities of Olivia and Bird Island. May also utilize the two communities’ Healthy Living Committees
   ➢ When: Ongoing
   ➢ Funding: School resources
   ➢ Schools: Elementary, Junior High and High School

2.B. Encourage that the Olivia Kiwanis Club continue their generous program to provide bike helmets to second grade children annually.
   ➢ Who: School District and Olivia Kiwanis Club
   ➢ When: Annually
   ➢ Funding: Stakeholder resources
   ➢ Schools: Elementary School

2.C. Promote organized walk and bike to school days, including the “International Walk and Bike to School Day.”
   ➢ Who: School Administration and Teachers
   ➢ When: Annually
   ➢ Funding: School resources
   ➢ Schools: Elementary, Junior High and High School

2.D. Annually apply to use existing bicycle fleets and incorporate biking into the school’s physical education classes.
   ➢ Who: School District, Renville County Public Health, and the MN Bike Alliance
   ➢ When: Annually
   ➢ Funding: School and stakeholder resources
   ➢ Schools: Elementary and Junior High
2.E. Annually promote the various city or club sponsored activities that involve walking, running and biking. Such events include the “Kids Triathlon” during Olivia Corn Capital Days, the Bird Island “WeGotta Be Active” 5K walk and run, the Hospital’s “Reindeer Run,” and recreational programs through the BOLD Community Educational Program.

- **Who:** Cities of Olivia and Bird Island, Various clubs and organizations in the communities and the School District
- **When:** Annually
- **Funding:** Through the various sponsors of the events
- **Schools:** Elementary School, Junior High and High School

2.F. Work with Community Education and other stakeholders to establish a bike mechanic’s training course after school.

- **Who:** BOLD Community Education, City of Olivia
- **When:** Annually
- **Funding:** $500 annually (City and school expenses to organize and host the course)
- **Schools:** Junior High School

2.G. Create an Earn-a-Bike Program through the two Cities’ ongoing supply of abandoned bikes. Prioritize giving bikes away to families who can’t afford to purchase them.

- **Who:** School District and Cities of Olivia and Bird Island
- **When:** Annually
- **Funding:** $500 annually (City and school expenses to organize and maintain the program)
- **Schools:** Elementary School and Junior High

2.H. Invite the Bike Alliance of Minnesota to host a Traffic Skills 101 workshop.

- **Who:** School District and Cities of Olivia and Bird Island
- **When:** Biannually (Cities take turns)
- **Funding:** Bike Alliance of Minnesota
- **Schools:** Elementary and Junior High
2.I. Purchase additional bicycle racks to be placed at the Junior High/High School where there is currently a shortage of bicycle racks.

- **Who:** BOLD School District
- **When:** 2016
- **Funding:** Approximately $1,000. Such a cost is eligible for SRTS mini-grants that are held periodically
- **Schools:** Junior High and High School

2.J. Purchase a bicycle repair station. Place at Junior High/High School, near the bike racks.

- **Who:** BOLD School District
- **When:** 2016
- **Funding:** Approximately $1,000. Such a cost is eligible for SRTS mini-grants that are held periodically
- **Schools:** Junior High and High School

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

- **Who:** School District and Cities of Olivia and Bird Island
- **When:** Fall/Winter 2016
- **Funding:** $500 for bike locks; $500 for conducting the bike rack assessment.
  - Assessment could possibly be done by the Healthy Living Committees in both communities
- **Schools:** Elementary School, Junior High and High School

2.L. Work to establish a volunteer parent-led walking school bus program for the Elementary School. This would be especially helpful for students that live north of Highway 212 to have adults supervising children crossing the highway. The program would be best established after safety improvements are made to the Tenth Street and Highway 212 intersection. Some parents may be more willing to allow their young children walk to/from school if part of a walking school bus program in neighborhoods south of Highway 212 as well.

- **Who:** Elementary School working with parent volunteers
- **When:** Spring 2016, and after Tenth Street/Highway 212 Intersection safety improvements for north side of Bird Island
- **Funding:** Minimum amount of funds to promote activity and to have adult supervision training
- **Schools:** Elementary School
Goal 3: Safe Routes to School Engineering

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

City of Olivia:

3.A. The School District, working with the City of Olivia shall establish a school walking corridors plan to determine which street routes will be the primary focus for safety improvements for pedestrian and bicycle travel to and from the school. This could possibly be part of the City’s Healthy Transportation Plan process. It is anticipated that 7th, 9th, and 11th Streets along with Pine Avenue will be walking corridor routes.
   ➢ **Who:** City of Olivia and BOLD School District
   ➢ **When:** 2016
   ➢ **Funding:** Minor City and School resources, possibly aided by a SHIP grant for a Healthy Transportation Plan
   ➢ **Schools:** Junior High/High School

3.B. The City of Olivia and the BOLD School District will work with MnDOT to find an acceptable solution for students to cross Highway 212 and Highway 71 on designated school routes. High visibility crosswalks in combination of possible flashing warning systems are a possibility at locations without traffic control signals. Crosswalks should be connected to sidewalk networks. Curb extensions should be considered for Seventh Street and Eleventh Street intersections with Highway 212. Where there is a traffic control signal at the intersection of Highway 212 and Ninth Street the lights should be reviewed to determine if the timing is optimized to ensure safe crossing of children.
   ➢ **Who:** City of Olivia working with MnDOT
   ➢ **When:** Plan solutions as soon as possible, funding as can be budgeted
   ➢ **Funding:** City of Olivia, costs will depend on solutions
   ➢ **Schools:** Junior High/High School

3.C. Utilize City Engineer to have Pine Avenue and Ninth Street posted as a school speed zone at the school site.
3.D. Complete sidewalk gaps on the selected school walking corridors. A sidewalk on at least one side of Pine Street west of Ninth Street is a known need. Sidewalk needs on the north side of Highway 212 along school walking corridors should also be constructed. Where sidewalks exist along school walking corridors, make any necessary repairs and make sure sidewalks meet ADA requirements.

- **Who:** City of Olivia
- **When:** To be determined
- **Funding:** City of Olivia and possibly property owners where sidewalks will be constructed
- **Schools:** Junior High/High School

3.E. Construct a trail on far south side of community that will allow the neighborhoods east of the golf course a much shorter access route for walking and biking to and from school. This is a high priority project.

- **Who:** City of Olivia
- **When:** Within the next few years
- **Funding:** City of Olivia with the hopes of applying and receiving grant dollars from SRTS or TAP Program for the majority of the cost
- **Schools:** Junior High/High School

3.F. Explore a solution to connect the Viking Drive neighborhood to the community for walking and bicycling. Currently students wanting to walk or bike to school need to travel on the shoulder of Highway 71. A solution could either be to use the highway’s right-of-way to construct a sidewalk or trail, or look to expand the planned trail on the south side of the community to connect to this neighborhood. Expanding the trail would mean needing to secure private owner easements or land purchase.

- **Who:** City of Olivia
- **When:** Long term
- **Funding:** City of Olivia
- **Schools:** Junior High/High School
City of Bird Island:

3.G. Work with MnDOT to find a safe acceptable solution to cross the intersection of Highway 212 and Tenth Street. This would allow students living as close as across the highway from the school the ability to walk or bike to school. It is highly recommended that any safe solution also involve adult crossing guards at this location as this is for elementary aged children. A high visibility crosswalk with a Rectangular Rapid Flashing Beacon system has been discussed as a possibility for the intersection.

- **Who:** City of Bird Island with approval from MnDOT
- **When:** Spring 2016 if possible
- **Funding:** City of Bird Island, with possible hopes to find grant dollars to help cover costs
- **Schools:** Elementary School and St. Mary’s School

3.H. At the intersection of Main Street and Ash Avenue, construct curb extensions at each of the four corner locations. To help determine the needed turning radius of emergency vehicles and snowplows, temporary curb extensions can be utilized. After a trial period a permanent curb extensions should be constructed. The benefits of curb extensions are discussed in the previous chapter of this plan.

- **Who:** City of Bird Island working with Renville County that owns Main Street as CSAH 5
- **When:** Spring 2016 for temporary curb extensions, with permanent curb extensions in 2017
- **Funding:** City of Bird Island, with possible hopes to find grant dollars to help cover costs
- **Schools:** Elementary School and St. Mary’s School

3.I. Measures are needed to help enforce the no parking zones at the school location at the crossing guard location at the T-Intersection of Ash Avenue and Ninth Street. In the short term, place bollards in the street within the no parking zone. Add a high-visibility crosswalk and purchase a portable in-street crossing sign. For the long-term consider a curb extension on the north side of Ash Avenue at the location of the school crossing. This will optimize the safety of children crossing the street at this location.

- **Who:** City of Bird Island and BOLD Elementary School
- **When:** Spring 2016 for temporary curb extensions, with permanent extensions in 2017
- **Funding:** Low cost for immediate fixes. City of Bird Island, with possible hopes to find grant dollars to help cover costs if curb extension option is built
- **Schools:** Elementary School
3.J. With the concern that some motorists do not use appropriate slow speeds traveling on Tenth Street during school hours, various road diet measures should be considered. The City could determine if a school zone speed limit could be posted on Tenth Street. Curb extensions at Ash Avenue and Tenth Street at the location of the crossing guard location would make it much safer for children to cross the street and have the tendency of slowing traffic at these locations. A mini-roundabout was brought up at the Active Living event as a possibility at the intersection of Tenth Street and Birch Avenue. Any measure that narrows traffic lanes also aides in naturally slowing traffic down. The City should consult their engineer firm to investigate the best solutions for slowing traffic on Tenth Street.

- **Who:** City of Bird Island with School consultation
- **When:** Spring 2016 have engineer firm investigate possible solutions and cost estimates
- **Funding:** City cost for engineers work. Cost for infrastructure work to be determined
- **Schools:** Elementary School and St. Mary’s School

3.K. The School District, working with the City of Bird Island shall establish a school walking corridors plan to determine which street routes will be the primary focus for safety improvements for pedestrian and bicycle travel to and from the school. This could possibly be part of the City’s Healthy Transportation Plan process. Complete sidewalk gaps on the selected school walking corridors. There are some short gaps near the school, such as the half block segment on the north side of Birch Avenue (between Eighth Street and Ninth Street) that could have a big impact at a relatively low cost.

- **Who:** City of Bird Island with School consultation
- **When:** Spring 2017 after school walking corridor plan is completed
- **Funding:** City and possibly property owners
- **Schools:** Elementary School and St. Mary’s School

3.L. Consider closing Ash Avenue between Ninth and Tenth Streets to vehicle traffic other than buses during times when students arrive and depart by bus. This can be done through signage and barricades placed so that buses could still travel through.

- **Who:** City of Bird Island with School consultation
- **When:** Sometime during 2015/2016 school year (Note: Has been started)
- **Funding:** Minimal cost for movable barricades and signage. School staff time to move barricades into place and remove twice each school day
- **Schools:** Elementary School
**Goal 4: Safe Routes to School Enforcement**

*To ensure that existing regulations are enforced that directly and indirectly help make walking and biking to and from school more safe.*

4.A. Work with the Olivia City Police Department and the Renville County Sheriff’s Department to mitigate safety concerns by ensuring traffic laws are obeyed by drivers. Target efforts especially at the beginning of the school year and throughout the school year within the walk/bike zones (i.e., ½ mile from the Elementary School).

- **Who:** Cities of Olivia and Bird Island Police Departments
- **When:** Ongoing
- **Funding:** Police resources
- **Schools:** Elementary School and Junior High

4.B. Investigate the potential for the two communities to jointly purchase and share the use of a portable speed trailer near schools to remind drivers to keep within the posted speed limit. A student art project could also be utilized to have signs that encourage safe and slow driving around the schools.

- **Who:** City of Olivia and Bird Island Police Departments
- **When:** Ongoing
- **Funding:** $12,500 (estimate) paid by a combination of stakeholder funds
- **Schools:** Elementary School, Junior High/High School

4.C. Continue student crossing guard program at both BOLD Elementary crossing at Ash Avenue and Ninth Street and St. Mary’s student crossing guards at Ash Avenue and Tenth Street.

- **Who:** BOLD School District and St. Mary’s School
- **When:** Ongoing
- **Funding:** $1,500 for supplies and training, paid for by school and possible future grant funding
- **Schools:** BOLD Elementary School and St. Mary’s School
4.D. Investigate possibility of placing adult crossing guards for the Elementary School at the crossing of Highway 212 and Tenth Street. This project would be dependent on engineering safety improvements at this intersection. Can adult volunteers be found or will this require paid part-time staff.

- **Who:** BOLD School District and St. Mary’s School
- **When:** Ongoing
- **Funding:** $1,500 for supplies and training, paid for by school and possible future grant funding. Additional on-going funding if paid part-time staff
- **Schools:** BOLD Elementary School and St. Mary’s School

4.E. Continue to work with the bus company and school crossing guard supervisors and other school and city staff in both communities to identify common or periodic driver-related problems throughout the community. Target both schools’ walk/bike zones for enforcement.

- **Who:** City of Olivia Police Department and Renville County Sheriff’s Department
- **When:** Ongoing
- **Funding:** School and Police resources
- **Schools:** Elementary School, Junior High/High School

4.F. Encourage the Olivia City Police Department and the Renville County Sheriff’s Department to adopt a “Zero Tolerance” policy towards vehicles not obeying the law near the schools and student-utilized walk and bike routes. Also encourage officers and school staff to proactively address unsafe pedestrian and bicycle activities.

- **Who:** City of Olivia and Renville County Sheriff’s Department
- **When:** Ongoing
- **Funding:** Police resources
- **Schools:** Elementary School, Junior High/High School
Recommended Evaluation Strategies:

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

Evaluation Strategy Action Steps:

- Keep the BOLD SRTS Task Force in place to meet periodically to work on encouragement, education, and enforcement goals and to evaluate and push for activities related to engineering action steps. There should be no cost for this strategy step.

- On an annual basis, conduct classroom student tallies to determine if progress is being made on the number of students walking and biking to school with the SRTS efforts being conducted. There should be no cost for this strategy step.

- After it is determined that an appropriate number of action steps have been taken under education, encouragement, enforcement, and engineering, conduct another parent survey to determine if attitudes are improving over children walking and biking to school. Resurvey every few years. This would involve a modest cost for making copies of the survey and for tabulating the results.

- After engineering action steps have been taken, the SRTS Task Force shall conduct a walking and/or biking audit of the improvement to see firsthand if the results of the new improvements have corrected the safety problems identified. There should be no cost for this strategy step.
➢ On an ongoing, periodic basis, ask the Cities of Olivia and Bird Island, Renville County and MnDOT for both traffic count data and accident data to determine what changes are occurring over time. There should be no cost for this strategy step.

➢ Review and revise SRTS Plan. The SRTS Task Force should review how progress is being made on the action steps, and adjust efforts accordingly. Understanding that this Plan is created at a specific moment in time, the SRTS Task Force should review the Plan in detail periodically. Times, conditions, attitudes, and desires all will change over time. For this reason, the Plan should be revisited at least every 5 years to determine what changes are needed and what new action steps should be added to keep the Plan relevant in the future. There should be no cost for conducting this strategy step, however new activities will likely be added that will cost money when implemented.
Chapter Four:

SRTS Implementation Resources

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

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

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

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

Website: www.mnsaferoutestoschool.org

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

Website: http://www.saferoutesinfo.org/index.cfm

International Walk to School maintains a website that shares SRTS information along with their efforts in organizing the annual International Walk to School Day.
The Minnesota Department of Transportation’s SRTS Resource Center website has general information and resources, grant information, success stories, online webinars and many other topics to assist with SRTS.

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

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

Website: [http://safety fhwa dot gov/ saferoutes/](http://safety fhwa dot gov/ saferoutes/)

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

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

### Funding Sources

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

**Transportation Alternatives Program (TAP)**

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

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

School District and City Funding and Other Local Government Funding

The School District and the City have been mentioned in the Action Plan for helping to carry out various inexpensive activities. The School and the City may also be needed as a source for match dollars for grant dollars that are obtained. The County’s Department of Health, through their SHIP program, has funds available to assist with educating and encouraging more physical activity.

Private Sector Funding

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

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Description</th>
<th>Topics</th>
<th>Format</th>
<th>Target Audience</th>
<th>Primary Outcomes</th>
<th>Secondary Outcomes</th>
<th>Resource Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assemblies/ Game Shows</strong></td>
<td>Assemblies grab students' attention through fun, interactive activities, such as games, skits, or demonstrations. Safe Routes to School assemblies often cover pedestrian and/or bicycle safety but can also address bicycling skills, the environment, health, and other topics. A game show covering safety questions makes a good format for a smaller group such as a single classroom.</td>
<td>Bicycling; Walking; Bus/ Transit; Driving/ Carpool; Safety; Skills; Incentives; Environment; Health</td>
<td>Assembly; Event; Contest/ Competition; Curriculum/ Classroom Activity</td>
<td>Elementary; Middle School; High School; Teachers/ Faculty/Staff; Parents; District; Neighbors</td>
<td>Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Potential Lead/Champion: Parent, teacher, or administrator</td>
</tr>
<tr>
<td><strong>Bicycle Rodeos</strong></td>
<td>Bicycle rodeos are events that offer bicycle skills and safety stations for children - and sometimes parents - to visit (e.g., obstacle course, bicycle safety check, helmet fitting, instruction about the rules of the road, etc.). Bicycles can be held as part of a larger event or on their own, and either during the school day or outside of school. Adult volunteers can administer rodeos, or they may be offered through the local police or fire department.</td>
<td>Bicycling; Safety; Skills; Incentives; Family</td>
<td>Assembly; Event; Skills Training/ Hands On Training; Information for Parents</td>
<td>Elementary; Middle School; Parents</td>
<td>Improved Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Increased Bicycling; Health and Environmental Connections</td>
<td>Potential Lead/Champion: PTA/parents, local law enforcement, or bicycling group/enthusiast</td>
</tr>
<tr>
<td><strong>Bike Mechanic Training</strong></td>
<td>Learning bike repair skills encourages students and families to bicycle to school and empowers students to take charge of their own transportation. A bike mechanic training can be made available to students as a one-time basics lesson or as a multi-session course. This training can be offered after school or on weekends, and can be combined with an earn-a-bike program, bike rodeo, or bicycle safety/skills trainings.</td>
<td>Bicycling; Safety; Skills</td>
<td>Skills Training/ Hands On Training</td>
<td>Middle School; High School</td>
<td>Increased Bicycling; Youth Empowerment</td>
<td>Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections; Vocational Skills</td>
<td>Potential Lead/Champion: PTA or local group/volunteer/business</td>
</tr>
<tr>
<td><strong>Classroom Lessons</strong></td>
<td>Safe Routes to School classroom lessons address walking and/ or bicycling and other related topics while also meeting state or district curriculum standards. Lessons can be taught as part of many subject, including math, science, social studies, health, and physical education.</td>
<td>Bicycling; Walking; Bus/ Transit; Driving/ Carpool; Safety; Skills; Incentives; Environment; Health</td>
<td>Curriculum/ Classroom Activity</td>
<td>Elementary; Middle School; High School; Teachers/ Faculty/Staff</td>
<td>Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Potential Lead/Champion: Teacher/administrator</td>
</tr>
<tr>
<td><strong>Earn-A-Bike Program</strong></td>
<td>Over a number of sessions, students learn the basics of bike repair and maintenance, bicycle safety, and related topics while refurbishing an abandoned or donated bike. At the end of the program, students earn the bikes they learned to repair.</td>
<td>Bicycling; Safety; Skills; Incentives; Environment; Health</td>
<td>Incentive Program; Skills Training/ Hands On Training</td>
<td>Middle School; High School</td>
<td>Increased Bicycling; Improved Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Health and Environmental Connections; Vocational Skills</td>
<td>Potential Lead/Champion: PTA or local group/volunteer</td>
</tr>
<tr>
<td><strong>Family Biking Class</strong></td>
<td>Family Biking Classes are great tools for educating and encouraging families to ride bicycles. Education trainings can cover safety checks; skills instruction, basic bike maintenance, how to carry kids by bicycle, cargo bike demonstrations, bike rodeo, and/or guided bike rides.</td>
<td>Bicycling; Safety; Skills; Environment; Health; Family</td>
<td>Event; Skills Training/ Hands On Training; Information for Parents</td>
<td>Elementary; Parents</td>
<td>Increased Bicycling; Improved Walking/Bicycling Safety Behavior</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Parents/PTA or bicycling group/enthusiast</td>
</tr>
</tbody>
</table>

**Resources Needed:**
- **Information for Parents:** Forms, brochures, materials for distributing information and resources.
- **Assembly:** Speakers, props, visual aids, materials for distribution.
- **Walking/Bicycling and Driving Safety Behavior:** Brochures, videos, posters, materials for distribution.
- **Health and Environmental Connections:** Brochures, videos, posters, materials for distribution.
- **Youth Empowerment:** Programs, workshops, materials for distribution.

**Potential Partners:**
- Teachers/administrators/staff; PTAs/parents; school district; public health/local govern.; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; older students
- Volunteer organizations, community groups, local businesses

**Potential Lead/Champion:**
- Parent, teacher, or administrator
- PTA/parents, local law enforcement, or bicycling group/enthusiast
- School district; school district; PTA/parents, local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; older students

**Resources Needed:**
- Time for preparation/rehearsal; script/presentation; props; A/V equipment; class time; assembly venue
# Education Programs Safe Routes to School Matrix

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<tr>
<td><strong>Family Biking Guide</strong></td>
<td>This guide is a how-to manual on family biking, including cargo bikes and gear, safety considerations, tips for picking a route, ideas for rides, etc. The guide can be distributed as part of an event or training for interested parents at school.</td>
<td>Bicycling; Safety; Skills; Environment; Health; Family</td>
<td>Information for Parents</td>
<td>Elementary; Parents</td>
<td>Increased Bicycling; Improved Walking/Bicycling Safety Behavior</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Parents/PTA or local groups/gov't. Potential Partners: Teachers/administrators/staff; PTA/parents; school district; public health/local gov't.; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; local business Resources Needed: Time to prepare guide and distribution strategy; platform for posting online or funds for printing copies</td>
</tr>
<tr>
<td><strong>Idling Reduction Campaign</strong></td>
<td>Car exhaust not only pollutes it also disproportionately affects the health of exposed children. An anti-idling campaign debunks myths about idling your car and encourages drivers to spare the air by turning off their engines when waiting for student dismissal. The campaign can include street signs, a marketing campaign led by students, and informational materials for parents. Materials may be produced in school, but the campaign will likely take place during pick-up/drop-off or outside of school.</td>
<td>Bus/Transit; Driving; Carpool; Safety; Environment; Health; Family</td>
<td>Campaign; Information for Parents</td>
<td>Elementary; Middle School; High School; Parents; District</td>
<td>Improved Driving Safety Behavior; Health Connections; Environmental Connections</td>
<td>Youth Empowerment</td>
<td>Potential Lead/Champion: Parents/PTA, local groups/ government, or student group Potential Partners: School district; teachers/administrators/staff; PTA/parents; public health/local gov't.; students Resources Needed: Preparation time; informational materials/ signs</td>
</tr>
<tr>
<td><strong>In-School Bicycle Safety Education</strong></td>
<td>Bicycle safety training is most appropriate beginning in or after the third grade. It helps children understand that they have the same responsibility as motorists to obey traffic laws. In-school curriculum often includes three parts: in-class lessons, mock street scenarios or skills practice, and on-street riding. Various existing curricula are available online from a number of sources at no cost, or schools may choose to develop one on their own.</td>
<td>Bicycling; Safety; Skills</td>
<td>Assembly; Skills Training/ Hands On Training; Curriculum/ Classroom Activity</td>
<td>Elementary; Middle School</td>
<td>Improved Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Increased Bicycling; Health and Environmental Connections</td>
<td>Potential Lead/Champion: Teacher/administrator Potential Partners: PTA/parents; school district; public health/local gov't.; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors Resources Needed: Curriculum; class time; time for instructor training/preparation; if needed; bicycles, helmets, and safety gear; cones, street signs, and chalk; basic supplies; chaperones</td>
</tr>
<tr>
<td><strong>In-School Pedestrian Safety Education</strong></td>
<td>Pedestrian safety education aims to ensure that every child understands basic traffic laws and safety rules. It teaches students basic traffic safety, sign identification, and decision-making tools. Training is typically recommended for first- and second-graders and teaches lessons such as &quot;look left, right, and left again&quot;. Curriculum often includes three parts: in-class lessons, mock street scenarios, and on-street practice. Various existing curricula are available online at no cost, or schools may choose to develop one on their own.</td>
<td>Walking; Safety; Skills</td>
<td>Assembly; Skills Training/ Hands On Training; Curriculum/ Classroom Activity</td>
<td>Elementary</td>
<td>Improved Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Increased Walking; Health and Environmental Connections</td>
<td>Potential Lead/Champion: Teacher/administrator Potential Partners: PTA/parents; school district; public health/local gov't.; local law enforcement; local groups/advocates/volunteers; older students Resources Needed: Curriculum; class time; time for instructor training/preparation; if needed; mock street and street signs; basic supplies; one or more adult chaperones</td>
</tr>
<tr>
<td><strong>Mock City</strong></td>
<td>A mock city provides a safe environment in which students can learn pedestrian, bicycle, or general traffic safety. A course is built or set up and students walk, bike, or &quot;drive&quot; through to learn appropriate behaviors in various street situations. A mock city requires a lot of work or a partnership with an organization that already has the equipment. This program can take place in or out of school, and is a memorable experience for students.</td>
<td>Bicycling; Walking; Bus/Transit; Driving; Carpool; Safety; Skills</td>
<td>Assembly; Event; Skills Training/ Hands On Training</td>
<td>Elementary</td>
<td>Improved Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Increased Walking; Bicycling; Transit Use, and Carpooling; Improved Driving Safety Behavior</td>
<td>Potential Lead/Champion: Local law enforcement Potential Partners: School district; teachers/administrators/staff; PTA/parents; public health/local gov't.; local groups/advocates/volunteers; older students Resources Needed: Mock city and curriculum</td>
</tr>
<tr>
<td><strong>Parent Workshop</strong></td>
<td>Since parents are usually the ones deciding whether their children walk or bike to school, a workshop designed for them can provide the tools, resources, and support needed to begin walking or biking for transportation. Topics could include starting a walking school bus, carpool matching, launching a safety campaign, how to be a responsible driver, or organizing an event, such as Walk and Bike to School Day.</td>
<td>Bicycling; Walking; Bus/Transit; Driving; Carpool; Safety; Skills; Incentives; Environment; Health; Family</td>
<td>Event; Skills Training/ Hands On Training; Information for Parents</td>
<td>Elementary; Middle School; High School; Parents</td>
<td>Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections</td>
<td>Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Driving Safety Behavior</td>
<td>Potential Lead/Champion: Parents/PTA or local groups/gov't. Potential Partners: Teachers/administrators/staff; PTA/parents; school district; public health/local gov't.; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors Resources Needed: Presentation/agenda; instructor; materials; handouts; time for preparation and scheduling</td>
</tr>
<tr>
<td><strong>Walk and Bike to School Route Map</strong></td>
<td>Route maps show signs, signals, crosswalks, sidewalks, paths, crossing guard locations, and hazardous locations around a school. They identify the best way to walk or bike to school. Liability concerns are sometimes cited as reasons not to publish maps, while no route will be completely free of safety concerns, a well-defined route should provide the greatest physical separation between students and traffic, expose students to the lowest traffic speeds, and use the fewest and safest crossings.</td>
<td>Bicycling; Walking; Bus/Transit; Driving; Carpool; Safety; Family</td>
<td>Information for Parents</td>
<td>Elementary; Middle School; High School; Parents</td>
<td>Improved Walking/Bicycling Safety Behavior</td>
<td>Increased Walking, Bicycling, Transit Use, and Carpooling</td>
<td>Potential Lead/Champion: Public health/local government Potential Partners: School district; teachers/administrators/staff; PTA/parents; local groups/advocates/volunteers; local law enforcement Resources Needed: Time and technology to prepare map; funds for printing; platform for posting online; approval to distribute</td>
</tr>
<tr>
<td>Program Name</td>
<td>Description</td>
<td>Topics</td>
<td>Format</td>
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<tr>
<td>After-School Club</td>
<td>An after-school club can take many forms and address many different themes, including bike repair, sport cycling, environmental issues (green teams), community/civic engagement, etc.</td>
<td>Bicycling; Walking; Safety; Skills; Environment; Health</td>
<td>Skills Training/Hands On Training/Campaign</td>
<td>Elementary; Middle School; High School</td>
<td>Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Potential Lead/Champion: Teacher/parent, local groups/advocates/volunteers</td>
</tr>
<tr>
<td>Bike Train</td>
<td>A Bike Train is very similar to a Walking School Bus: groups of students accompanied by one or more adults bicycle together on a pre-planned route to school. Routes can originate from a particular neighborhood or, in order to include children who live too far to bicycle the whole way, begin from a park, parking lot, or other meeting place. Bike trains help address parents’ safety concerns while providing a chance for students and their families to socialize and be active.</td>
<td>Bicycling; Safety; Skills; Incentives; Environment; Health; Family</td>
<td>Event; School Journey/ Pick-up and Drop-off</td>
<td>Elementary; Middle School; Parents</td>
<td>Increased Bicycling</td>
<td>Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
<td>Potential Lead/Champion: PTA/parents</td>
</tr>
<tr>
<td>Competition/Challenge</td>
<td>Competitions and contests reward students by tracking the number of times they walk, bike, carpool or take transit to school. Contests can be individual, classroom competitions, school wide, or between schools. Students and classrooms can compete for prizes and bragging rights. Inexpensive incentives - such as shoelaces, stickers, bike helmets, or class parties - can be used as rewards for participation. Examples include a Golden Sneaker Award classroom competition or a Walk and Bike to School Day challenge. See also: Trip/Mileage Tracking Program</td>
<td>Bicycling; Walking; Bus/ Transit; Driving/ Carpool; Incentives; Environment; Health; Family</td>
<td>Event; Contest/Competition</td>
<td>Elementary; Middle School; High School</td>
<td>Increased Walking, Bicycling, Transit Use and Carpooling; Youth Empowerment</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Faculty/staff or PTA</td>
</tr>
<tr>
<td>Family Bike Ride</td>
<td>A family bike ride will generally take place in the evening or on a weekend, and is designed to give students and their family members an opportunity for safely giving bicycling a try and socializing with other families. Rides often have themes, always have a pre-planned route and designated route leader, and offer safety checks and basic skills reinforcement.</td>
<td>Bicycling; Safety; Skills; Environment; Health; Family</td>
<td>Event</td>
<td>Elementary; Middle School; Parents</td>
<td>Increased Bicycling; Improved Walking/Bicycling Safety Behavior</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Parent or local group/volunteer</td>
</tr>
<tr>
<td>International Walk and Bike to School Day</td>
<td>Walk and Bike to School Day is an international event that attracts millions of participants in over 30 countries in October. The event encourages students and their families to try walking or bicycling to school. Parents and other adults accompany students, and staging areas can be designated along the route to school where groups can gather and walk or bike together. These events are often promoted through press releases, backpack/folder/electronic mail, newsletter articles, and posters. Students can earn incentives for participating or there is a celebration at school following the morning event. These events can be held for more than a day; see Ongoing Walk and Bike to School Days.</td>
<td>Bicycling; Walking; Incentives; Environment; Health; Family</td>
<td>Event; School Journey/ Pick-up and Drop-off</td>
<td>Elementary; Middle School</td>
<td>Increased Walking and Bicycling; Youth Empowerment</td>
<td>Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
<td>Potential Lead/Champion: PTA/parents or local groups/volunteers</td>
</tr>
<tr>
<td>Ongoing Walk and Bike to School Days</td>
<td>Ongoing walk and bike to school days are organized events encouraging students to walk or bicycle to school. These events can be held monthly, weekly, or even on an ongoing basis, depending on organization capacity, the level of support, and school interest. Like Walk and Bike to School Day, incentives or celebrations recognize students’ efforts. See International Walk and Bike to School Day for more information.</td>
<td>Bicycling; Walking; Incentives; Environment; Health; Family</td>
<td>Event; School Journey/ Pick-up and Drop-off</td>
<td>Elementary; Middle School</td>
<td>Increased Walking and Bicycling; Youth Empowerment</td>
<td>Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
<td>Potential Lead/Champion: PTA/parents or local groups/volunteers</td>
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</table>
## Encouragement Programs Safe Routes to School Matrix

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Description</th>
<th>Topics</th>
<th>Format</th>
<th>Target Audience</th>
<th>Primary Outcomes</th>
<th>Secondary Outcomes</th>
<th>Resource Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Park and Walk</td>
<td>This program is designed to encourage families to park several blocks from school and walk the rest of the way to school. Not all students are able to walk or bike the whole distance to school; they may live too far away or their route may include hazardous traffic situations. This program allows students who are unable to walk or bike to school a chance to participate in Safe Routes to School programs. It also helps reduce traffic congestion at the school.</td>
<td>Walking; Bus/Transit; Driving; Carpool; Safety; Skills; Incentives; Environment; Health; Family</td>
<td>Event; School Journey/Drop-off</td>
<td>Elementary; Middle School; Parents</td>
<td>Increased Walking</td>
<td>Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
<td>Potential Lead/Champion: PTA/parents&lt;br&gt;Potential Partners: Teachers/administrators/staff; PTA/parents; school district; local law enforcement; local groups/advocates/volunteers; local businesses/celebrities&lt;br&gt;Resources Needed: Coordination/recruitment time; promotional materials, such as flyers/posters; supplies/materials, if needed</td>
</tr>
<tr>
<td>Poster, T-Shirt, or Video Contest</td>
<td>These types of activities are great for engaging middle and high school students in Safe Routes to School efforts. Students can get creative for a cause by designing and producing posters, t-shirts, videos, or other materials that communicate about active transportation. A contest like this can be combined with any type of campaign, like a school safety campaign or anti-idling campaign.</td>
<td>Bicycling; Walking; Bus/Transit; Driving; Carpool; Safety; Skills; Incentives; Environment; Health</td>
<td>Contest/Competition/Campaign; Information for Parents</td>
<td>Elementary; Middle School; High School</td>
<td>Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Potential Lead/Champion: Teacher/parent&lt;br&gt;Potential Partners: Teachers/administrators/staff; PTA/parents; school district; public health/local gov’t.; local law enforcement; local business; students&lt;br&gt;Resources Needed: Materials/equipment as needed; promotional materials; oversight time; class time (if desired); funds for production/printing</td>
</tr>
<tr>
<td>Trip/ Mileage Tracking Program</td>
<td>A trip or mileage tracking program can be implemented as an opt-in club, a classroom activity, or a collaborative school-wide event. Students track trips or mileage made by walking, bicycling, transit, and/or carpools with some type of goal or culminating celebration or reward. Students can work towards a certain milestone to earn a prize or raffle entry, or they can track their individual or group progress as miles across their town, the state of Minnesota, or the United States. Example programs include Pollution Punchcards or Walk Across America. See also: Competition/Challenge.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Incentives; Environment; Health; Family</td>
<td>Event; Incentive Program</td>
<td>Elementary; Middle School; High School</td>
<td>Increased Walking, Bicycling, Transit Use and Carpooling; Youth Empowerment</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Faculty/staff or PTA&lt;br&gt;Potential Partners: Teachers/administrators/staff; PTA/parents; school district; local groups/advocates/volunteers; older students; local business&lt;br&gt;Resources Needed: Coordination time; promotional materials, such as flyers/posters; program materials, such as punchcards or classroom posters for tracking; rewards or prizes</td>
</tr>
<tr>
<td>Walk/Bike Field Trip</td>
<td>A field trip made by foot or by bicycle gives students a supportive environment in which to practice their pedestrian safety or bicycling skills and showcases the many benefits of walking and bicycling for transportation, including health and physical activity, pollution reduction, and cost savings. The destination of the field trip may vary, or the field trip could be the ride itself.</td>
<td>Bicycling; Safety; Skills; Environment; Health</td>
<td>Event</td>
<td>Elementary; Middle School; Teachers/Faculty/Staff; Parents</td>
<td>Increased Bicycling; Improved Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Teacher/parent&lt;br&gt;Potential Partners: Teachers/administrators/staff; PTA/parents; school district; public health/local gov’t.; local groups/advocates/volunteers&lt;br&gt;Resources Needed: Coordination time; bicycles, helmets, and safety gear; permission slips; basic repair tools; adult chaperones</td>
</tr>
<tr>
<td>Walking School Bus</td>
<td>A Walking School Bus is a group of children walking to school with one or more adults. Parents can take turns leading the bus, which follows the same route every time and picks up children from their homes or designated bus stops at designated times. Ideally, buses run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event. A Walking School Bus can be as informal as a few parents alternating to walk their children to school, but often it is a well-organized, PTA-led effort to encourage walking to school.</td>
<td>Walking; Driving; Carpool; Safety; Skills; Incentives; Environment; Health; Family</td>
<td>Event; School Journey/Drop-off</td>
<td>Elementary; Middle School; Parents</td>
<td>Increased Walking</td>
<td>Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
<td>Potential Lead/Champion: PTA/parents&lt;br&gt;Potential Partners: Teachers/administrators/staff; PTA/parents; school district; public health/local gov’t.; local law enforcement; local groups/advocates/volunteers; local businesses/celebrities&lt;br&gt;Resources Needed: Coordination/recruitment time; promotional materials, such as flyers/posters; supplies/materials, if needed</td>
</tr>
<tr>
<td>Automated Enforcement</td>
<td>Some types of enforcement do not require the presence of a law enforcement officer and are automated. Photo detection, radar trailers, or speed feedback signs are examples of automated enforcement.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Family</td>
<td>Campaign; Information for Parents</td>
<td>Elementary; Middle School; High School; Parents; Neighbors</td>
<td>Improved Driving Safety Behavior</td>
<td>Increased Walking and Bicycling</td>
<td>Potential Lead/Champion: Local law enforcement</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students with crossing the street.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety</td>
<td>Skills Training/Hands On Training; School Journey/Pick-up and Drop-off</td>
<td>Elementary; Middle School; Parents; Neighbors</td>
<td>Improved Walking/Bicycling Safety Behavior; Improved Driving Safety Behavior</td>
<td>Increased Walking and Bicycling</td>
<td>Potential Lead/Champion: School district; school administration, local law enforcement, or PTA</td>
</tr>
<tr>
<td>Drop-off Student Valet Program</td>
<td>In a valet program, students, teachers, or volunteers are trained to assist with drop-off and pick-up procedures to expedite and standardize the process. This allows students to get in and out of cars safely and quickly, discouraging parents from unsafe behaviors and reducing hazards for students arriving or leaving school.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Family</td>
<td>Skills Training/Hands On Training; School Journey/Pick-up and Drop-off</td>
<td>Elementary; Middle School; Parents</td>
<td>Improved Driving Safety Behavior; Youth Empowerment</td>
<td>Improved Walking/Bicycling Safety Behavior; Environmental Connections</td>
<td>Potential Lead/Champion: School district, school administration, or PTA</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Enforcement tools are aimed at ensuring compliance with traffic and parking laws in school zones. Enforcement activities help to reduce common poor driving behavior, such as speeding, failing to yield to pedestrians, turning illegally, parking illegally, and other violations. Law enforcement actions include School Zone Speeding Enforcement and Crosswalk Stings. Other enforcement actions can be led by the school administration, including such as parking lot citations.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Family</td>
<td>Campaign; Information for Parents</td>
<td>Elementary; Middle School; High School; Parents; Neighbors</td>
<td>Improved Driving Safety Behavior</td>
<td>Increased Walking and Bicycling</td>
<td>Potential Lead/Champion: Local law enforcement, school district, or administration</td>
</tr>
<tr>
<td>School Safety Campaign</td>
<td>A safety campaign is an effective way to build awareness around students walking and biking to school and to encourage safe driving behavior among parents and passersby. A School Traffic Safety Campaign can use media at or near schools - such as posters, business window stickers, yard signs, and/or street banners - to remind drivers to slow down and use caution in school zones. This type of campaign can also address other specific hazards or behaviors, such as walking or bicycling to school, school bus safety, and/or parent drop-off and pick-up behavior.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Family; Environment; Health; Family</td>
<td>Campaign; Information for Parents</td>
<td>Elementary; Middle School; High School; Parents; Neighbors</td>
<td>Improved Walking/Bicycling and Driving Safety Behavior; Youth Empowerment</td>
<td>Increased Walking, Bicycling, Transit Use and Carpooling; Health and Environmental Connections</td>
<td>Potential Lead/Champion: School administration or PTA</td>
</tr>
<tr>
<td>School Safety Patrols</td>
<td>School safety patrols are trained student volunteers responsible for enforcing drop-off and pick-up procedures and assisting with street crossing. They do not stop vehicular traffic, but rather look for openings and then direct students to cross. Student safety patrols increase safety for students and traffic flow efficiency for parents.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety</td>
<td>Skills Training/Hands On Training; School Journey/Pick-up and Drop-off</td>
<td>Elementary; Middle School</td>
<td>Improved Walking/Bicycling Safety Behavior; Improved Driving Safety Behavior; Youth Empowerment</td>
<td>Increased Walking and Bicycling; Environmental Connections</td>
<td>Potential Lead/Champion: School district, school administration, or PTA</td>
</tr>
</tbody>
</table>
Appendix B:
Bird Island and Olivia Sidewalks
Appendix C:
Parent Survey Form
Parent Survey About Walking and Biking to School

Dear Parent or Caregiver,

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

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

Thank you for participating in this survey!

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name:

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

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

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

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

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

5. How far does your child live from school?  
   [ ] Less than ¼ mile  [ ] ¼ mile up to ½ mile  [ ] 1 mile up to 2 miles  [ ] More than 2 miles  [ ] Don’t know

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

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

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

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

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

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

   **Travel time to school**
   [ ] Less than 5 minutes
   [ ] 5 – 10 minutes
   [ ] 11 – 20 minutes
   [ ] More than 20 minutes
   [ ] Don’t know / Not sure

   **Travel time from school**
   [ ] Less than 5 minutes
   [ ] 5 – 10 minutes
   [ ] 11 – 20 minutes
   [ ] More than 20 minutes
   [ ] Don’t know / Not sure
8. Has your child asked you for permission to walk or bike to/from school in the last year?  
   □ Yes  □ No

9. At what grade would you allow your child to walk or bike to/from school without an adult?  
   (Select a grade between PK, K, 1, 2, 3...) □ grade (or) □ I would not feel comfortable at any grade

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)
   □ Distance
   □ Convenience of driving
   □ Time
   □ Child's before or after-school activities
   □ Speed of traffic along route
   □ Amount of traffic along route
   □ Adults to walk or bike with
   □ Sidewalks or pathways
   □ Safety of intersections and crossings
   □ Crossing guards
   □ Violence or crime
   □ Weather or climate

   □ My child already walks or bikes to/from school
   □ Yes □ No □ Not Sure

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)
   □ My child already walks or bikes to/from school
   □ Yes □ No □ Not Sure

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?
   □ Strongly Encourages □ Encourages □ Neither □ Discourages □ Strongly Discourages

13. How much fun is walking or biking to/from school for your child?
   □ Very Fun □ Fun □ Neutral □ Boring □ Very Boring

14. How healthy is walking or biking to/from school for your child?
   □ Very Healthy □ Healthy □ Neutral □ Unhealthy □ Very Unhealthy

15. What is the highest grade or year of school you completed?
   □ Grades 1 through 8 (Elementary) □ College 1 to 3 years (Some college or technical school)
   □ Grades 9 through 11 (Some high school) □ College 4 years or more (College graduate)
   □ Grade 12 or GED (High school graduate) □ Prefer not to answer

16. Please provide any additional comments below.


Appendix D:
Detailed Parent Survey Results
BOLD School District
Parent Survey Results

Cross-Tabulations:

**OVERALL RESULTS**
How Far Family Lives From School by Question 10 Factors:

<table>
<thead>
<tr>
<th>Distance</th>
<th>Convenience</th>
<th>Time</th>
<th>School Activities</th>
<th>Traffic Speed</th>
<th>Amount of Traffic</th>
<th>Adult Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than ¼ mile</td>
<td>14</td>
<td>1</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>¼ to ½ mile</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>½ to 1 mile</td>
<td>12</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>1 to 2 miles</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2 or more miles</td>
<td>61</td>
<td>12</td>
<td>22</td>
<td>19</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>18</strong></td>
<td><strong>42</strong></td>
<td><strong>45</strong></td>
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<table>
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<tr>
<th>Crossing</th>
<th>Sidewalks</th>
<th>Intersections</th>
<th>Guards</th>
<th>Violence</th>
<th>Weather</th>
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</thead>
<tbody>
<tr>
<td>Less than ¼ mile</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td>12</td>
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<tr>
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<td>3</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>½ to 1 mile</td>
<td>9</td>
<td>15</td>
<td>1</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>1 to 2 miles</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>2 or more miles</td>
<td>10</td>
<td>19</td>
<td>7</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>Don't Know</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>25</strong></td>
<td><strong>51</strong></td>
<td><strong>13</strong></td>
<td><strong>30</strong></td>
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</table>

**ELEMENTARY RESULTS**
How Far Family Lives From School by Question 10 Factors:

<table>
<thead>
<tr>
<th>Distance</th>
<th>Convenience</th>
<th>Time</th>
<th>School Activities</th>
<th>Traffic Speed</th>
<th>Amount of Traffic</th>
<th>Adult Assistance</th>
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</thead>
<tbody>
<tr>
<td>Less than ¼ mile</td>
<td>11</td>
<td>1</td>
<td>7</td>
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<td>18</td>
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### Crossing

<table>
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<tr>
<th></th>
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<th>Intersections</th>
<th>Guards</th>
<th>Violence</th>
<th>Weather</th>
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<tbody>
<tr>
<td>Less than ¼ mile</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>¼ to ½ mile</td>
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<td>½ to 1 mile</td>
<td>5</td>
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<tr>
<td>2 or more miles</td>
<td>7</td>
<td>14</td>
<td>6</td>
<td>11</td>
<td>22</td>
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<tr>
<td>Don’t Know</td>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>17</td>
<td>35</td>
<td>12</td>
<td>21</td>
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</table>

### HIGH SCHOOL & MIDDLE SCHOOL RESULTS

How Far Family Lives From School by Question 10 Factors:

<table>
<thead>
<tr>
<th>Distance</th>
<th>Convenience</th>
<th>Time</th>
<th>School Activities</th>
<th>Traffic Speed</th>
<th>Amount of Traffic</th>
<th>Adult Assistance</th>
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</thead>
<tbody>
<tr>
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<td>2</td>
<td>4</td>
<td>4</td>
<td>2</td>
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<tr>
<td>¼ to ½ mile</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>½ to 1 mile</td>
<td>4</td>
<td>3</td>
<td>4</td>
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<td>7</td>
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<td>9</td>
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<td>7</td>
</tr>
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### OVERALL RESULTS

At what age would you allow your child to walk/bike to/from school by Distance

<table>
<thead>
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### How Arrive and Depart From School By Distance

#### ELEMENTARY SCHOOL

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#### Arrive

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<th>Carpool</th>
<th>Totals</th>
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#### Depart

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<th>Carpool</th>
<th>Totals</th>
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### How Arrive and Depart From School By Distance

#### High School & Middle School

#### Arrive

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<td>0.0</td>
<td>0.0</td>
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<th>Totals</th>
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<td>0.0</td>
<td>100.0</td>
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### Depart

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### Distance By Parent Answering That Child Already Walks/Bikes

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<td>2 or more miles</td>
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<td>1</td>
<td>1</td>
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### OVERALL RESULTS

#### How Far Family Lives From School by Question 10 Factors:

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<th>Amount of Traffic</th>
<th>Adult Assistance</th>
<th>Sidewalks</th>
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<td>10</td>
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<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>½ to 1 mile</td>
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<td>7</td>
<td>11</td>
<td>15</td>
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<td>1</td>
<td>4</td>
<td>5</td>
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<td>1</td>
<td>0</td>
<td>1</td>
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#### Crossing

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<th>Weather</th>
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<td>2</td>
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<td>8</td>
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<td>5</td>
<td>2</td>
<td>2</td>
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### ELEMENTARY RESULTS

#### How Far Family Lives From School by Question 10 Factors:

<table>
<thead>
<tr>
<th>Distance from School</th>
<th>School Activities</th>
<th>Traffic Speed</th>
<th>Amount of Traffic</th>
<th>Adult Assistance</th>
<th>Sidewalks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than ¼ mile</td>
<td>11</td>
<td>1</td>
<td>7</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>¼ to ½ mile</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>½ to 1 mile</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>1 to 2 miles</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2 or more miles</td>
<td>44</td>
<td>6</td>
<td>13</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>73</strong></td>
<td><strong>8</strong></td>
<td><strong>26</strong></td>
<td><strong>20</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

#### Crossing

<table>
<thead>
<tr>
<th>Distance from School</th>
<th>Intersection Guards</th>
<th>Violence</th>
<th>Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than ¼ mile</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>¼ to ½ mile</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>½ to 1 mile</td>
<td>9</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>1 to 2 miles</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2 or more miles</td>
<td>14</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>12</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>
### HIGH SCHOOL & MIDDLE SCHOOL RESULTS
How Far Family Lives From School by Question 10 Factors:

<table>
<thead>
<tr>
<th>Distance From School</th>
<th>School Activities</th>
<th>Traffic Speed</th>
<th>Amount of Adult Assistance</th>
<th>Sidewalks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than ¼ mile</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>¼ to ½ mile</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>½ to 1 mile</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>1 to 2 miles</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2 or more miles</td>
<td>17</td>
<td>6</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>28</strong></td>
<td><strong>10</strong></td>
<td><strong>16</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

### OVERALL RESULTS
At what age would you allow your child to walk/bike to/from school by Distance

<table>
<thead>
<tr>
<th>Distance From School</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than ¼ mile</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>¼ to ½ mile</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>½ to 1 mile</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1 to 2 miles</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2 or more miles</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1</strong></td>
<td><strong>4</strong></td>
<td><strong>10</strong></td>
<td><strong>18</strong></td>
<td><strong>18</strong></td>
<td><strong>22</strong></td>
<td><strong>14</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

### Not Comfortable Any Age

<table>
<thead>
<tr>
<th>Distance From School</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>Any Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than ¼ mile</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>¼ to ½ mile</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>½ to 1 mile</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1 to 2 miles</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2 or more miles</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>7</strong></td>
<td><strong>9</strong></td>
<td><strong>1</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>
## BOLD ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>Walk To</th>
<th>Walk From</th>
<th>Bike To &amp; From</th>
<th>Bus To</th>
<th>Bus From</th>
<th>Family Vehicle To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than ¼ mile</td>
<td>15</td>
<td>17</td>
<td>2</td>
<td>7</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>¼ to ½ mile</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>½ to 1 mile</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>10</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>1 to 2 miles</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2 or more miles</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
<td>57</td>
<td>8</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
<td><strong>20</strong></td>
<td><strong>3</strong></td>
<td><strong>83</strong></td>
<td><strong>93</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Family Vehicle From</th>
<th>Carpool To</th>
<th>Carpool From</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than ¼ mile</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>¼ to ½ mile</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>½ to 1 mile</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1 to 2 miles</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 or more miles</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td><strong>2</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>
SRTS Parent Survey Tabulation for BOLD School District (186 Returns)

OVERALL RESULTS – BOTH SCHOOLS

1. What is the grade of the child who brought home the survey?
2. Kindergarten = 16, 1st grade = 17, 2nd grade = 16, 3rd grade = 14, 4th grade = 15, 5th grade = 19, 6th grade = 20, 7th grade = 7, 8th grade = 9, 9th grade = 11, 10th grade = 10, 11th grade = 21, 12th grade = 11

3. Is the child who brought home the survey male or female? Male = 89, Female = 97

4. How many children do you have in K -8th grade?
   Zero = 30, One = 74, two = 54, three = 21, four = 6, five = 1, Six = 0, No answers = 0

5. How far does your child live from school?
   Less than ¼ mile: 35
   ¼ mile up to ½ mile: 12
   ½ mile up to 1 mile: 28
   1 mile up to 2 miles: 11
   2 or more miles: 66
   Don’t Know: 4
   No Answer: 2

6. Answers to what is the street intersection nearest your home are not shown here.

7. Arrive and leave at school method on most days:

<table>
<thead>
<tr>
<th>Arrive at school</th>
<th>Leave from school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>22</td>
</tr>
<tr>
<td>Bike</td>
<td>3</td>
</tr>
<tr>
<td>School Bus</td>
<td>106</td>
</tr>
<tr>
<td>Family Vehicle</td>
<td>66</td>
</tr>
<tr>
<td>Carpool</td>
<td>3</td>
</tr>
<tr>
<td>Transit</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

   Note: Some answered more than one category.

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

<table>
<thead>
<tr>
<th>To school</th>
<th>From school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 minutes</td>
<td>41</td>
</tr>
<tr>
<td>5 – 10 minutes</td>
<td>53</td>
</tr>
<tr>
<td>11 – 20 minutes</td>
<td>40</td>
</tr>
<tr>
<td>More than 20 minutes</td>
<td>46</td>
</tr>
</tbody>
</table>
9. Has your child asked permission to walk or bike to/from school in the last year?
   Yes = 55, No = 124, No Answers: 7

10. At what grade would you allow your child to walk or bike to/from school without an adult?
    K = 1, 1st = 4, 2nd = 10, 3rd = 18, 4th = 18, 5th = 23, 6th = 14, 7th = 31, 8th = 7, 9th = 9, 10th = 1, 
    11th = 0, 12th = 0
    I would not feel comfortable at any grade = 41

11. 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) (Number that checked shown)
    Distance: 102
    Convenience of driving: 18
    Time: 42
    Child’s before or after school activities: 45
    Speed of traffic along route: 59
    Amount of traffic along route: 55
    Adults to walk or bike with: 8
    Sidewalks or pathways: 26
    Safety of intersections and crossings: 52
    Crossing guards: 14
    Violence or crime: 30
    Weather or climate: 78

12. Would you probably let your child walk or bike to/from school if this problem were changed or 
    improved?

    My child already walks or bikes to/from school: 45

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>81</td>
<td>33</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>Convenience of driving</td>
<td>23</td>
<td>34</td>
<td>8</td>
<td>103</td>
</tr>
<tr>
<td>Time</td>
<td>42</td>
<td>29</td>
<td>7</td>
<td>90</td>
</tr>
<tr>
<td>Child’s before or after school activities</td>
<td>48</td>
<td>25</td>
<td>7</td>
<td>106</td>
</tr>
<tr>
<td>Speed of traffic along route</td>
<td>44</td>
<td>38</td>
<td>5</td>
<td>99</td>
</tr>
<tr>
<td>Amount of traffic along route</td>
<td>41</td>
<td>37</td>
<td>5</td>
<td>103</td>
</tr>
<tr>
<td>Adults to walk or bike with</td>
<td>17</td>
<td>38</td>
<td>2</td>
<td>129</td>
</tr>
<tr>
<td>Sidewalks or pathways</td>
<td>38</td>
<td>29</td>
<td>3</td>
<td>116</td>
</tr>
<tr>
<td>Safety of intersections and crossings</td>
<td>46</td>
<td>30</td>
<td>4</td>
<td>106</td>
</tr>
<tr>
<td>Crossing guards</td>
<td>23</td>
<td>33</td>
<td>5</td>
<td>125</td>
</tr>
<tr>
<td>Violence or crime</td>
<td>20</td>
<td>44</td>
<td>7</td>
<td>115</td>
</tr>
</tbody>
</table>
Weather or climate:  

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

- Strongly Encourages: 3
- Encourages: 15
- Neither: 154
- Discourages: 3
- Strongly Discourages: 3
- No Answers: 8

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

- Very Fun: 7
- Fun: 48
- Neutral: 109
- Boring: 4
- Very Boring: 6
- No Answers: 12

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

- Very Healthy: 60
- Healthy: 70
- Neutral: 45
- Unhealthy: 1
- Very Unhealthy: 2
- No Answers: 8

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

- Grade 1 – 8: 5
- Grade 9 – 11: 5
- Grade 12 or GED: 23
- College 1 to 3 or Tech: 79
- College Graduate or more: 70
- Prefer not to answer: 4
SRTS Parent Survey Tabulation for BOLD School District

ELEMENTARY SCHOOL RESULTS  (117 Returns)

1. What is the grade of the child who brought home the survey?
   Kindergarten = 16, 1st grade = 17, 2nd grade = 16, 3rd grade = 14, 4th grade = 15, 5th grade = 19,
   6th grade = 20

2. Is the child who brought home the survey male or female?  Male = 51, Female = 66
   No answer = 0

3. How many children do you have in K-8th grade?
   One = 53, two = 44, three = 17, four = 2, five = 1, Six = 0, No answers = 0

4. How far does your child live from school?
   Less than ¼ mile: 23
   ¼ mile up to ½ mile: 9
   ½ mile up to 1 mile: 14
   1 mile up to 2 miles: 4
   2 or more miles: 61
   Don’t Know: 4
   No Answer: 2

5. Answers to what is the street intersection nearest your home are not shown here.

6. Arrive and leave at school method on most days:
<table>
<thead>
<tr>
<th>Arrive at school</th>
<th>Leave from school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>17</td>
</tr>
<tr>
<td>Bike</td>
<td>3</td>
</tr>
<tr>
<td>School Bus</td>
<td>85</td>
</tr>
<tr>
<td>Family Vehicle</td>
<td>21</td>
</tr>
<tr>
<td>Carpool</td>
<td>2</td>
</tr>
<tr>
<td>Transit</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>
   
   Note: Some answered more than one category.

7. How long does it normally take your child to get to/from school?
<table>
<thead>
<tr>
<th>To school</th>
<th>From school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 minutes</td>
<td>16</td>
</tr>
</tbody>
</table>
8. Has your child asked permission to walk or bike to/from school in the last year?
   Yes = 33, No = 82, No Answers:

9. At what grade would you allow your child to walk or bike to/from school without an adult?
   K = 1, 1st = 3, 2nd = 7, 3rd = 15, 4th = 13, 5th = 15, 6th = 9, 7th = 18, 8th = 5, 9th = 6, 10th = 0, 11th = 0, 12th = 0,
   I would not feel comfortable at any grade = 25

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) (Number that checked shown)
   Distance: 74
   Convenience of driving: 8
   Time: 26
   Child's before or after school activities: 20
   Speed of traffic along route: 38
   Amount of traffic along route: 40
   Adults to walk or bike with: 7
   Sidewalks or pathways: 18
   Safety of intersections and crossings: 36
   Crossing guards: 13
   Violence or crime: 21
   Weather or climate: 49

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved?

   My child already walks or bikes to/from school: 28

<table>
<thead>
<tr>
<th>Issue</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>53</td>
<td>20</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Convenience of driving</td>
<td>9</td>
<td>27</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Time</td>
<td>23</td>
<td>18</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Child's before or after school activities</td>
<td>23</td>
<td>20</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Speed of traffic along route</td>
<td>26</td>
<td>28</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Amount of traffic along route</td>
<td>25</td>
<td>30</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Adults to walk or bike with</td>
<td>12</td>
<td>26</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Sidewalks or pathways</td>
<td>23</td>
<td>21</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
Safety of intersections and crossings: 33 20 3
Crossing guards: 17 23 4
Violence or crime: 14 31 4
Weather or climate: 37 24 5

12. In your opinion, how much does your child’s school encourage or discourage walking and biking to/from school?
   - Strongly Encourages: 2
   - Encourages: 9
   - Neither: 99
   - Discourages: 1
   - Strongly Discourages: 1
   - No Answers:

13. How much fun is walking or biking to/from school for your child?
   - Very Fun: 6
   - Fun: 35
   - Neutral: 69
   - Boring: 1
   - Very Boring: 0
   - No Answers:

14. How healthy is walking or biking to/from school for your child?
   - Very Healthy: 40
   - Healthy: 44
   - Neutral: 27
   - Unhealthy: 1
   - Very Unhealthy: 1
   - No Answers:

15. What is the highest grade or year of school you completed?
   - Grade 1 – 8: 4
   - Grade 9 – 11: 4
   - Grade 12 or GED: 19
   - College 1 to 3 or Tech: 50
   - College Graduate or more: 37
   - Prefer not to answer: 3
SRTS Parent Survey Tabulation for BOLD School District (16 Returns)

7th & 8th Grade Results

1. What is the grade of the child who brought home the survey?
   7th grade = 7, 8th grade = 9, No Answers = 0

2. Is the child who brought home the survey male or female? Male = 8, Female = 8, No answer = 0

3. How many children do you have in K-8th grade?
   One = 8, two = 4, three = 2, four = 2, five = 0, Six = 0, No answers = 0

4. How far does your child live from school?
   Less than ¼ mile: 1
   ¼ mile up to ½ mile: 1
   ½ mile up to 1 mile: 5
   1 mile up to 2 miles: 1
   2 or more miles: 8
   Don’t Know: 0
   No Answer: 0

5. Answers to what is the street intersection nearest your home are not shown here.

6. Arrive and leave at school method on most days:
   
<table>
<thead>
<tr>
<th>Method</th>
<th>Arrive at school</th>
<th>Leave from school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Bike</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School Bus</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Family Vehicle</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Carpool</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Transit</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

   Note: Some answered more than one category.

7. How long does it normally take your child to get to/from school?
   
<table>
<thead>
<tr>
<th>Time Duration</th>
<th>To school</th>
<th>From school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 minutes</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5 – 10 minutes</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>11 – 20 minutes</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>More than 20 minutes</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Don’t know/Not sure</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
8. Has your child asked permission to walk or bike to/from school in the last year?
   Yes = 5,  No = 11,  No Answers: 0

9. At what grade would you allow your child to walk or bike to/from school without an adult?
   K = 0, 1st = 0, 2nd = 1, 3rd = 2, 4th = 2, 5th = 1, 6th = 0, 7th = 5, 8th to 12th = 0
   I would not feel comfortable at any grade = 3

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) (Number that checked shown)
   Distance: 8
   Convenience of driving: 3
   Time: 3
   Child's before or after school activities: 4
   Speed of traffic along route: 5
   Amount of traffic along route: 3
   Adults to walk or bike with: 0
   Sidewalks or pathways: 2
   Safety of intersections and crossings: 4
   Crossing guards: 0
   Violence or crime: 2
   Weather or climate: 3

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved?

   My child already walks or bikes to/from school: 4
<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance:</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Convenience of driving:</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Child's before or after school activities:</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Speed of traffic along route:</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Amount of traffic along route:</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Adults to walk or bike with:</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Sidewalks or pathways:</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Safety of intersections and crossings:</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Crossing guards:</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Violence or crime:</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Weather or climate:</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
12. In your opinion, how much does your child’s school encourage or discourage walking and biking to/from school?

- Strongly Encourages: 1
- Encourages: 0
- Neither: 14
- Discourages: 1
- Strongly Discourages: 0
- No Answers: 0

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

- Very Fun: 0
- Fun: 6
- Neutral: 5
- Boring: 3
- Very Boring: 1
- No Answers: 1

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

- Very Healthy: 4
- Healthy: 7
- Neutral: 4
- Unhealthy: 0
- Very Unhealthy: 1
- No Answers: 0

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

- Grade 1 – 8: 1
- Grade 9 – 11: 0
- Grade 12 or GED: 1
- College 1 to 3 or Tech: 6
- College Graduate or more: 8
- Prefer not to answer: 0
SRTS Parent Survey Tabulation for BOLD School District
HIGH SCHOOL (9 -12) RESULTS (53 Returns)

1. What is the grade of the child who brought home the survey?
   9th grade = 11, 10th grade = 10, 11th grade = 21, 12th grade = 11

2. Is the child who brought home the survey male or female? Male = 30, Female = 23,

3. How many children do you have in K -8th grade?
   None = 30, One = 13, two = 6, three = 2, four = 2, five = 0, Six = 0

4. How far does your child live from school?
   Less than ¼ mile: 11
   ¼ mile up to ½ mile: 1
   ½ mile up to 1 mile: 9
   1 mile up to 2 miles: 6
   2 or more miles: 26
   Don’t Know: 0
   No Answer: 0

5. Answers to what is the street intersection nearest your home are not shown here.

6. Arrive and leave at school method on most days:

<table>
<thead>
<tr>
<th>Arrive at school</th>
<th>Leave from school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>4</td>
</tr>
<tr>
<td>Bike</td>
<td>0</td>
</tr>
<tr>
<td>School Bus</td>
<td>13</td>
</tr>
<tr>
<td>Family Vehicle</td>
<td>37</td>
</tr>
<tr>
<td>Carpool</td>
<td>1</td>
</tr>
<tr>
<td>Transit</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

   Note: Some answered more than one category.

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

<table>
<thead>
<tr>
<th>To school</th>
<th>From school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 minutes</td>
<td>21</td>
</tr>
<tr>
<td>5 – 10 minutes</td>
<td>13</td>
</tr>
<tr>
<td>11 – 20 minutes</td>
<td>11</td>
</tr>
<tr>
<td>More than 20 minutes</td>
<td>8</td>
</tr>
<tr>
<td>Don’t know/Not sure</td>
<td>0</td>
</tr>
<tr>
<td>No Answers:</td>
<td>0</td>
</tr>
</tbody>
</table>
8. Has your child asked permission to walk or bike to/from school in the last year?
   Yes = 17, No = 33, No Answers: 3

9. At what grade would you allow your child to walk or bike to/from school without an adult?
   K = 0, 1st = 1, 2nd = 2, 3rd = 1, 4th = 3, 5th = 7, 6th = 5, 7th = 8, 8th = 2, 9th = 3, 10th = 1, 11th = 0, 12th = 0,
   I would not feel comfortable at any grade = 13

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) (Number that checked shown)
    - Distance:
    - Convenience of driving: 7
    - Time: 13
    - Child’s before or after school activities: 21
    - Speed of traffic along route: 16
    - Amount of traffic along route: 12
    - Adults to walk or bike with: 1
    - Sidewalks or pathways: 6
    - Safety of intersections and crossings: 12
    - Crossing guards: 1
    - Violence or crime: 7
    - Weather or climate: 26

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved?
    My child already walks or bikes to/from school: 12
    |                             | Yes | No | Not sure | No answer |
    |------------------------------|-----|----|----------|-----------|
    | Distance                     | 21  | 9  | 1        | 22        |
    | Convenience of driving      | 10  | 7  | 3        | 33        |
    | Time                         | 15  | 10 | 1        | 27        |
    | Child’s before or after school activities | 20  | 5  | 2        | 26        |
    | Speed of traffic along route | 14  | 8  | 1        | 30        |
    | Amount of traffic along route| 14  | 6  | 0        | 33        |
    | Adults to walk or bike with  | 5   | 10 | 1        | 37        |
    | Sidewalks or pathways       | 10  | 8  | 0        | 35        |
    | Safety of intersections and crossings | 10  | 9  | 1        | 33        |
    | Crossing guards             | 6   | 8  | 1        | 38        |
    | Violence or crime           | 5   | 11 | 3        | 34        |
    | Weather or climate          | 16  | 10 | 2        | 25        |

12. In your opinion, how much does your child’ school encourage or discourage walking and biking to/from school?
13. How much fun is walking or biking to/from school for your child?
   Very Fun: 1
   Fun: 7
   Neutral: 35
   Boring: 0
   Very Boring: 5
   No Answers: 5

14. How healthy is walking or biking to/from school for your child?
   Very Healthy: 16
   Healthy: 19
   Neutral: 14
   Unhealthy: 0
   Very Unhealthy: 1
   No Answers: 3

15. What is the highest grade or year of school you completed?
   Grade 1 – 8: 0
   Grade 9 – 11: 1
   Grade 12 or GED: 3
   College 1 to 3 or Tech: 23
   College Graduate or more: 25
   Prefer not to answer: 1