Glencoe-Silver Lake School District Safe Routes to School Plan

Glencoe-Silver Lake School District SRTS Vision Statement:
The Glencoe-Silver Lake School District and the City of Glencoe are committed to developing a Safe Routes to School Plan that will provide guidance and direction to ensure that our students have a safe and enjoyable trip to and from school.

Finalized April 1, 2015

Prepared by the Mid-Minnesota Development Commission and the Glencoe-Silver Lake School District Safe Routes to School Task Force
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Section One: Introduction to the
Glencoe-Silver Lake School District Safe Routes to School Plan

In 2012, the Glencoe-Silver Lake (GSL) School District successfully applied for funding to undertake Safe Routes to School (SRTS) Plans for Helen Baker Elementary and Lincoln Junior High Schools, both located in the City of Glencoe (note: only school grades K-8 were eligible for funding). The purpose of this Safe Routes to School (SRTS) Plan, hereinafter referred to as the Plan, is to provide a long range plan for providing both improved safety for children who walk or bike to school, and to encourage more parents and students that walking and bicycling can be a beneficial alternative to being driven to school. The top priority of this Plan is working on improving safety through needed infrastructure improvements, educating students and adults, and through better enforcement measures. The Plan is designed under the National SRTS Program that utilizes “The Five E’s” of SRTS planning: engineering, education, encouragement, enforcement, and evaluation. Recommendations from each of these five core areas are included.

The Plan is a working document that will be reviewed periodically and revised when needed. Both the Glencoe-Silver Lake (GSL) School District and the City of Glencoe 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 Section Four.

SRTS Plan Outline

The Glencoe-Silver Lake Safe Routes to School Plan contains the following four sections:

1. Section One provides an introduction to the GSL Safe Routes to School Plan (SRTS), including background information on the national SRTS Program, supporting SRTS legislation, and a brief overview of the health benefits of having SRTS Plans.

2. Section Two provides a profile of the City of Glencoe, where both Helen Baker Elementary and Lincoln Junior High Schools are located.

3. Section Three provides a profile of the Glencoe-Silver Lake School District, including subsections on Helen Baker Elementary and Lincoln Junior High Schools.

4. Section Four outlines the District’s SRTS goals and action steps. These will collectively be used to help guide future Safe Routes to School implementation activities at GSL.
A. 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.

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 in general perceive school signs other than the flashing school speed limit signs; and

3. School trip safety programs incorporating walking trip maps 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 in the passage of a transportation bill, “Moving Ahead for Progress in the 21st Century (MAP-21).” This made SRTS activities eligible to compete 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 state funds include:

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

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.

B. 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:
- **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 1-6).

- **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).

- **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 about the risks of 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 education-based examples that are commonly used in SRTS plans. Appendix A contains a more comprehensive list of SRTS implementation ideas.*
The new Minnesota Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum is a curriculum designed specifically for Minnesota’s schools. It helps children ages five to thirteen learn traffic rules and regulations, the potential hazards to traveling, and handling skills needed to bike and walk effectively, appropriately and safely through their community. The curriculum was developed by the Bicycle Alliance of Minnesota through a federal SRTS 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 website:

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

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

- **Bike Helmet Give-a-Way** – Many stakeholders have donated bike helmets to students, including civic organizations, police departments, and fire and rescue groups. This is a great opportunity for children to interact with safety and law enforcement personnel and be properly fitted by a professional. Often these helmets are given away during a special event, such as community bike or sporting event. Other SRTS programs offer bike helmets at greatly reduced costs, such as $5 a piece.

- **Walk and Bike to School Day** – The National Center for Safe Routes to School ([www.saferoutesinfo.org](http://www.saferoutesinfo.org)) promotes walking and biking to school by holding a National Bike to School Day in the spring and a National Walk to School Day in the fall each year. Many school districts use these days to implement related walking and biking activities, such as holding a community bike safety event after school. Upcoming National Bike to School Days includes May 6, 2015; May 4, 2016; and May 10, 2017. Upcoming National Walk to School Days includes October 7, 2015; 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 shift its promotion to International Walk to School Month for the entire month of October (Source: [www.walkbiketoschool.org](http://www.walkbiketoschool.org)).
Engineering – The third of the 5 E’s, Engineering, refers to making needed operational and physical improvements to the infrastructure surrounding schools, including roadway improvements and official traffic controls (i.e., stop lights, speed zones, etc.). Adding traffic calming improvements, enhanced crosswalks, quality sidewalks and 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 popular 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 neighborhoods, parking restrictions can often become controversial, so limiting parking during school hours can be a feasible compromise. Once again, enforcement is often the key element to properly implementing parking restrictions.
Crosswalk Signs – Installing or upgrading school crosswalk 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).”

Sleepy kids are more likely to be struck by cars when crossing streets
~ Sleep Magazine; April 23, 2014 ~
Figure A shows six types of crosswalk treatments, with the standard design being used the most. Using one of the other types of crosswalk treatments has been shown in studies to increase the distance of drivers seeing pedestrians (*Crosswalk Marking Field Visibility Study*, FHWA, 2010; *An Empirical Bayesian Evaluation of the Safety Effects of High-Visibility School (Yellow) Crosswalks in San Francisco*, Feldman, Manzi, Mitman, 2010).

**Figure A: Crosswalk Treatments**

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

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

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

*Source: SRTS Guide: Enforcement (Pedestrian & Bicycle Information Center; 2007).*
**Evaluation** – The fifth of the 5 E’s, *Evaluation*, involves monitoring and documenting the outcomes of SRTS initiatives. This allows for adjustments to be made based upon how much impact they are having on the desired outcomes. If it is determined the initiatives are not making a difference, SRTS planners then decide if additional measures need to be taken or if the initiative should be abandoned and/or replaced with a different strategy. Some of the benefits of evaluation are outlined below:

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


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.
C. The GSL SRTS Planning Process

The Mid-Minnesota Development Commission (MMDC) successfully applied to the Minnesota Department of Transportation (MnDOT) on behalf of the Glencoe-Silver Lake (GSL) School District to create a Safe Routes to School Plan. MMDC then assisted GSL with the development of the school’s SRTS plan. A GSL SRTS Task Force was created to help guide the planning process (refer to Table B).

Table B:
GSL SRTS Task Force Members

<table>
<thead>
<tr>
<th>Mark Larson</th>
<th>Glencoe City Administrator</th>
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<tr>
<td>Kevin Dietz</td>
<td>Glencoe City Council</td>
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<tr>
<td>Jim Raiter</td>
<td>Glencoe Chief of Police</td>
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<tr>
<td>Mike Drew</td>
<td>Glencoe Parks Superintendent</td>
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<tr>
<td>Bill Butler</td>
<td>Helen Baker Principal</td>
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<tr>
<td>Chris Sonju</td>
<td>GSL Superintendent</td>
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<tr>
<td>Paul Sparby</td>
<td>GSL Middle and High School Principal</td>
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<tr>
<td>David Nelson</td>
<td>Former President, Glencoe Area Chamber of Commerce</td>
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<tr>
<td>Jean Johnson</td>
<td>Meeker-McLeod-Sibley SHIP Health Educator</td>
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<tr>
<td>Kerry Ward</td>
<td>Meeker-McLeod-Sibley SHIP Health Educator</td>
</tr>
<tr>
<td>Matthew Johnson</td>
<td>Mid-Minnesota Development Commission</td>
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GSL Safe Routes to School Vision Statement

The Glencoe-Silver Lake Safe Routes to School Task Force met together at the beginning of the planning process and created the following vision statement that would guide the development of the SRTS Plans for Helen Baker Elementary and Lincoln Junior High Schools:

Glencoe-Silver Lake School District SRTS Vision Statement:

The Glencoe-Silver Lake School District and the City of Glencoe are committed to developing a Safe Routes to School Plan that will provide guidance and direction to ensure that our students have a safe and enjoyable trip to and from school.
GSL Safe Routes to School Goals

To help achieve the Vision Statement, the GSL 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 raise awareness of parents, educators, transportation providers, policy makers, and others regarding the benefits of students walking or bicycling to and from school.”

**Encouragement Goal:**

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

**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.”

**Enforcement Goal:**

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

**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.”
D. GSL SRTS Plan Stakeholders

In order to have a successful GSL 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…**

Glencoe-Silver Lake School Board – The Board is composed of six members elected to serve overlapping terms. The GSL Superintendent serves as the ex-officio member of the Board without the right to vote. Regular meetings of the School Board are held on the second and, if necessary, fourth Monday of each month (except when calendar does not permit) at the Lincoln Meeting Room (Room 124), 1621 E. 16th St., Glencoe. For more information on the GSL School Board, visit the following website:

[www.gsl.k12.mn.us/](http://www.gsl.k12.mn.us/)

City of Glencoe – Due to the amount of potential infrastructure improvements needed throughout the community, the Glencoe City Council plays a large part in the successful implementation of the GSL SRTS Plan. For more information on the City of Glencoe, visit the City’s official website at:

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

City of Silver Lake – Although both of the GSL schools covered in this SRTS Plan are located in the City of Glencoe, students in Silver Lake walk to bus stops. For more information on the City of Silver Lake, please visit the City’s website at:

[www.cityofsilverlake.org](http://www.cityofsilverlake.org)
4.0 School Services - 4.0 School Services (formally Prairie Bus Service) is a community-focused school services company offering transportation, grounds keeping and consulting services to school districts throughout the State of Minnesota, including the Glencoe-Silver Lake School District. Their role in the GSL SRTS Plan is vital due to working in Glencoe and Silver Lake on a daily basis throughout the school year.

For more information on 4.0 School Services, visit:
www.fourpointo.com

Key County & State SRTS Stakeholders…

Minnesota Department of Transportation (MnDOT) - MnDOT is the primary stakeholder involved with SRTS planning at the State level. This involves overseeing the development of SRTS plans and administering SRTS grants. Grant opportunities cover a wide variety of SRTS needs, including plan development, mini-grants to support SRTS initiatives, and larger infrastructure grants to improve sidewalks, crosswalks, and traffic controls. MnDOT District 8, 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

McLeod County Highway Department - The Highway Department is responsible for maintenance and construction of the County’s 400 mile highway system. Their key role in the GSL SRTS Plan is they own County Road 105 (16th Street) which runs adjacent to the two schools. Ultimately the McLeod County Board, after staff recommendation, will need to support any proposed infrastructure changes. For more information, visit the following website:

www.mcleod.mn.us
**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, reducing tobacco use and exposure, and reducing TV and other screen time. For more information, visit the following SHIP website:

www.health.state.mn.us/ship

![A walking school bus…](image)

**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 GSL SRTS Plan, visit the following website:

www.mmrdc.org

**The Bicycle Alliance of Minnesota** (BikeMN) is a nonprofit membership organization that represents the two million Minnesotans that ride a bike each year for fitness, recreation and transportation. They envision a Minnesota where bicycling is a safe, easy, fun and cool choice for everyone. BikeMN's mission is to provide leadership and a unified voice for bicycle education, advocacy and efforts to make Minnesota more bicycle-friendly so that more people will ride bicycles more often. BikeMN recognizes that the benefits of bicycling include healthier individuals and communities, a cleaner environment and a stronger economy.
Section Two:

City of Glencoe Community Profile

The City of Glencoe is the County Seat of McLeod County, located in central Minnesota approximately 60 miles west of St. Paul (refer to Map 1). According to the 2010 Census, the City had approximately 5,631 residents, 2,220 households, and 1,467 families. The 2,220 households occupied 92% of the reported 2,424 available housing units in the community. Thirty-four percent (34%) of the 2,200 households reported they had children under the age of 18 living with them. The average household size was 2.48 person per household, while the average family size was approximately 3 people per household.

According to the United States Census Bureau, the city has a total area of 3.23 square miles (8.37 km²), of which 3.22 square miles (8.34 km²) is land and 0.01 square miles (0.03 km²) is water. The two main roadways in the community are U.S. Highway 212 and Minnesota State Highway 22 (refer to Map 2). The Twin Cities Western Railroad (TCWR) line also runs through the community, connecting communities from the east and west.

According to Wikipedia (www.wikipedia.org), the City of Glencoe is named for its resemblance to a valley in Scotland. The City was the first to be officially founded by settlers in McLeod County. At that time, the nearest known neighbors were thirty miles away, forcing settlers and businesses to travel many miles by wagon for supplies. The first known business in Glencoe was started in 1855, with the construction of the creamery in 1894, the opening of the telephone company in 1897, the beginning of Glencoe Brewing Company in 1901, and the dedication of the Glencoe Library in 1904.

Glencoe School Garden Float, July 4, 1909
(photo courtesy of the McLeod County Historical Society)
A. Transportation Network

The City of Glencoe’s extensive transportation network is both an asset to the community and a difficult challenge to safe routes to school planning. The following transportation infrastructure serves as the foundation to the community’s transportation network (refer to Map 2).

**U.S. Highway 212** – This four lane highway runs east to west through Glencoe providing access to the Minneapolis-Saint Paul metro area and to communities in western Minnesota. The western terminus of Highway 212 is at the Montana/Wyoming state line within Yellowstone National Park. The eastern terminus is at U.S. 12 in St. Paul, Minnesota. Locally, the highway has undergone numerous improvements, including the four lane expansion project from Eden Prairie to Chaska, resulting in a shorter drive time to the Twin Cities area. The highway essentially divides the community into two main sections, with “north of U.S. 212” and “south of U.S. 212.” A pedestrian bridge is located across the highway. MnDOT owns the bridge but unfortunately it is not A.D.A. accessible.

**Minnesota State Trunk Highway 22** – This two lane highway runs south to north through Glencoe providing access to communities in central and south-central Minnesota. The southern terminus is near Kiester at the Iowa state line and the northern terminus is at the intersection of State Highway 23 in Richmond, Minnesota. Highway 22 jogs through the City of Glencoe, often confusing drivers along the route. In addition, many pedestrians have a difficult time crossing Highway 22 at various locations throughout the community.

**County Road 2** – This County State-Aid road dissects the City of Glencoe in the western portion of the community, running along Ford Avenue North, joining State Highway 22, and then continuing along both North and South Hennepin Avenue.

**County Road 3** – This County State-Aid road runs along 11th Street West and ends at the junction of Armstrong Avenue North.

**County Road 15** – This County State-Aid road enters the City of Glencoe along Falcon Avenue North and joins 16th Avenue East near the GSL High School. The southern segment travels along Morningside Drive (also Falcon Avenue South).

**County Road 33** – This County State-Aid road runs along 1st Street East (also 100th Street east from Glencoe) in the southern portion of the community.

**County Road 83** – This county road runs along Hennepin Avenue North until it terminates at 13th Street.
Railroads Twin Cities & Western Railroad – TC&W Railroad operates 229 miles of track between the Twin Cities and Milbank, South Dakota. TC&W interchanges with BNSF Railway; Canadian Pacific Railway; Union Pacific; and the Canadian National Railway. Glencoe is the operating hub for all TC&W trains. Selected as 2008 Short Line Railroad of the Year by Railway Age Magazine.

The Glencoe Airport – The community’s airport is located off of County Road 1, one mile south of US Hwy 212, featuring a 3,300 ft. paved runway averaging twenty-eight flights a day. Fuel is available by arrangement.

B. Average Annual Daily Traffic (AADT) Counts

The Minnesota Department of Transportation (MnDOT) regularly conducts traffic counts on the major roadways throughout the state and enters the information into an extensive database. There is a variety of information that is published from these efforts, including county and municipality maps showing Average Annual Daily Traffic Counts (AADT). Glencoe’s AADT Map for the year 2014 is shown in Map 3 (MnDOT has this map and the corresponding AADT counts listed as ‘draft’).

16th Avenue – The average annual daily traffic count in front of Helen Baker Elementary is approximately 790-860 vehicles. This number increases significantly traveling west, with approximately 3,000 vehicles daily adjacent to Lincoln Junior High.

The major north-south roadways adjacent to both Helen Baker and Lincoln Junior High are County Road 2 (1,150 AADT), County Road 83/Hennepin Avenue (3,300 AADT), Pryor Avenue (1,350 AADT), and Union Avenue (2,250 AADT).

State Highway 22 – Although State Highway 22 winds through the City of Glencoe, the major Safe Routes to School roadway is doubles with is 13th Avenue. The highway’s AADT is listed between 6,100 and 6,700 vehicles west of Hennepin Avenue.

13th Avenue – East of Hennepin Avenue, 13th Avenue’s AADT is listed as 2,150 vehicles until it reaches McLeod Avenue, where it drops to 1,750 vehicles.
C. Transportation Accidents

The Minnesota Department of Transportation (MnDOT) maintains the Minnesota Crash Mapping Analysis Tool (MnCMAT) which is a comprehensive database of vehicle, bicycle, and pedestrian accidents. The traffic accidents involving bicycles and pedestrians are listed in Table C and shown in Map 4.

Table C: City of Glencoe’s Traffic Accidents Involving Bicycles and Pedestrians (2005-2014)

<table>
<thead>
<tr>
<th>Crash Number</th>
<th>Month</th>
<th>Day</th>
<th>Year</th>
<th>Weekday</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>50420387</td>
<td>2</td>
<td>10</td>
<td>2005</td>
<td>THU</td>
<td>1513</td>
</tr>
<tr>
<td>61030096</td>
<td>4</td>
<td>12</td>
<td>2006</td>
<td>WED</td>
<td>946</td>
</tr>
<tr>
<td>62760122</td>
<td>10</td>
<td>2</td>
<td>2006</td>
<td>MON</td>
<td>1511</td>
</tr>
<tr>
<td>72060015</td>
<td>7</td>
<td>24</td>
<td>2007</td>
<td>TUE</td>
<td>1350</td>
</tr>
<tr>
<td>72680219</td>
<td>9</td>
<td>25</td>
<td>2007</td>
<td>TUE</td>
<td>655</td>
</tr>
<tr>
<td>91890048</td>
<td>7</td>
<td>7</td>
<td>2009</td>
<td>TUE</td>
<td>1343</td>
</tr>
<tr>
<td>101700108</td>
<td>6</td>
<td>18</td>
<td>2010</td>
<td>FRI</td>
<td>1507</td>
</tr>
<tr>
<td>112220007</td>
<td>8</td>
<td>8</td>
<td>2011</td>
<td>MON</td>
<td>1546</td>
</tr>
<tr>
<td>112810084</td>
<td>10</td>
<td>7</td>
<td>2011</td>
<td>FRI</td>
<td>1524</td>
</tr>
<tr>
<td>113070093</td>
<td>11</td>
<td>3</td>
<td>2011</td>
<td>THU</td>
<td>720</td>
</tr>
<tr>
<td>122740101</td>
<td>9</td>
<td>25</td>
<td>2012</td>
<td>TUE</td>
<td>1638</td>
</tr>
<tr>
<td>123350059</td>
<td>11</td>
<td>20</td>
<td>2012</td>
<td>TUE</td>
<td>1526</td>
</tr>
<tr>
<td>131910037</td>
<td>7</td>
<td>9</td>
<td>2013</td>
<td>TUE</td>
<td>1551</td>
</tr>
<tr>
<td>141510126</td>
<td>5</td>
<td>30</td>
<td>2014</td>
<td>FRI</td>
<td>1703</td>
</tr>
<tr>
<td>143290133</td>
<td>11</td>
<td>25</td>
<td>2014</td>
<td>TUE</td>
<td>711</td>
</tr>
</tbody>
</table>

50420387 – This accident occurred on February 10, 2005, along Pryor Avenue near 11th Street at 3:13 p.m. The report indicates a 16 year-old driving a pickup truck hit an 11 year-old pedestrian noting the cause of the accident was pedestrian error.

61030096 – This accident occurred on April 12, 2006, on 16th Avenue NE in front of Lincoln Junior High at 9:46 a.m. The report indicates an 84 year-old driving a car hit a 6 year-old riding a bike. The cause of the accident was listed as the driver not yielding to the bicycle in the school zone.

62760122 – This accident occurred on October 2, 2006, at the intersection of Ford Avenue North and 14th Street at 3:11 p.m. The report indicates a 63 year-old driving a car hit a 9 year-old riding a bike who disregarded the stop sign.
72060015 – This accident occurred on July 24, 2007, at the intersection of Ives Avenue and 10th Street at 1:50 p.m. The report indicates a 19 year-old driving a pickup truck hit a 19 year-old riding a bike. No cause of the accident was noted.

72680219 – This accident occurred on September 25, 2007, at the intersection of Hennepin Avenue and 16th Street North at 6:55 a.m. The report indicates a 43 year-old driving a car hit a 10 year-old riding a bike. No cause of the accident was noted.

91890048 – This accident occurred on July 7, 2009, at the intersection of Hennepin Avenue and 13th Street at 1:43 p.m. The report indicates an 18 year-old driving a car hit an 11 year-old pedestrian. The cause of the accident was listed as the driver not yielding to the pedestrian.
101700108 – This accident occurred on June 18, 2010, at the intersection of Hennepin Avenue and 11th Street at 3:07 p.m. The report indicates a 56 year-old driving a car hit a 21 year-old riding a bike. The driver had been drinking, however, the report indicated the bicyclist was in error.

112220007 – This accident occurred on August 8, 2011, at the intersection of Hennepin Avenue and 5th Street South at 3:46 p.m. The report indicates an 81 year-old driving a pickup truck hit a 7 year-old riding a bike. A pedestrian error was listed as the cause of the accident.

112810084 – This accident occurred on October 7, 2011, at the intersection of Hennepin Avenue and 16th Street North at 3:24 p.m. The report indicates a 66 year-old driving a sport utility vehicle hit a 15 year-old riding a bike. A pedestrian error was listed as the cause of the accident.

113070093 – This accident occurred on November 3, 2011, at the intersection of Elliot Avenue and 15th Street at 7:20 a.m. The report indicates a 40 year-old driving a car hit a 10 year-old riding a bike. No cause of the accident was reported.

122740101 – This accident occurred on September 25, 2012, at the intersection of Pryor Avenue and 16th Street NW in front Lincoln Junior High at 4:38 p.m. The report indicates a 63 year-old driving a car hit a 9 year-old riding a bike. A pedestrian error was listed as the cause of the accident.

123350059 – This accident occurred on November 20, 2012, at the intersection of Morningside Drive and 10th Street at 9:46 a.m. The report indicates an 82 year-old driving a pickup truck hit a 23 year-old walking/running in the right-of-way.

131910037 – This accident occurred on July 9, 2013, at the intersection of Taylor Avenue and 10th Street at 3:51 p.m. The report indicated a 14 year-old driving a bicycle was rear-ended.

141510126 – This accident occurred on May 30, 2014, on 10th Street near Louden Avenue at 5:03 p.m. The report indicates a 57 year-old driving a van hit a 9 year-old riding a bike. The cause of the accident was listed as the pedestrian failing to yield to the right-a-way.

143290133 – This accident occurred on November 25, 2014, at the intersection of Hennepin Avenue and 16th Street North at 7:11 a.m. The report indicates a 21 year-old driving a car hit a 69 year-old pedestrian in a crosswalk.
Section Three:
Glencoe-Silver Lake School District Profile

The Glencoe-Silver Lake Independent District #2859 proudly serves the communities of Biscay, Brownton, Glencoe, New Auburn, Plato, Silver Lake, and the neighboring townships (refer to Map 5). The following four schools are located in the District:

**Elementary Schools**

1. Helen Baker Elementary School in Glencoe (Grades K-2)
2. GSL Lakeside Elementary School in Silver Lake (Grades 3-6)

**Secondary Schools**

3. Lincoln Junior High School in Glencoe (Grades Pre-K and 7-8)
4. GSL High School in Glencoe (Grades 9-12)

The GSL School District’s Mission Statement is “Creating an environment where education is valued, excellence is expected and lifelong learning thrives.”

Sections A and B provide a more detailed look at Helen Baker Elementary and Lincoln Junior High Schools.

A. Helen Baker Elementary

Helen Baker Elementary is located at 405 16th Street East in Glencoe, Minnesota. The school houses K-2 students.

**Helen Baker Elementary Student Busing Policy**

The Glencoe-Silver Lake School District provides student busing for all Helen Baker students living over a mile away during non-winter school months. For the 2014-15 school year, this policy was reduced to cover all Helen Baker students living over ½ mile away from Monday, November 24, 2014, until Friday, March 27, 2015.
Members from the Glencoe-Silver Lake Safe Routes to School Task Force participated in conducting walk audits of Helen Baker Elementary in the spring and fall 2014. According to saferoutesinfo.org, walking and bicycling audits (also referred to as walking and bicycling assessments), are processes that involve the systematic gathering of data about environmental conditions (social, built and natural) that affect walking and bicycling. One objective of the audits is to document factors that help or hinder safe walking and bicycling. These factors include, but are not limited to, street lighting, sidewalk width and condition, traffic volume, presence of bicycle lanes, topography, and presence of dogs, trash and debris. The results cumulative results of the two walk audits for Helen Baker are presented in Map 6 and described below.

- Helen Baker Elementary is located in a residential neighborhood along 16th Street. The road was extremely busy and clustered both before and after school.

- The school uses two crossing guards at the t-intersection of 16th Street and Elliott Avenue. When the crossing guards are not present, pedestrians can push a button on both sides of 16th Street to activate red flashers to stop traffic. One of the crosswalks at this intersection was diagonal rather than perpendicular to 16th Street (refer to Map 6).

- Busses drop-off and pick-up students along 16th Street (curbside) in front of Helen Baker between Elliott and Desoto Avenues.

- Transit buses drop-off and pick-up students with disabilities by accessing the staff parking lot on the east side of Helen Baker. This allows the buses to use the handicap accessible doors on the east side of the building. Parents also use this parking lot for temporary parking during school hours. Overall the limited space and congestion does not facilitate a safe environment. Limiting access to the parking lot to staff only (including transit) would greatly help reduce the congestion.

- Sidewalks are missing on the south side of 16th Street. On the north side, the sidewalk ends at the western boundary of school property. Completing the sidewalks would greatly enhance pedestrian safety.

- Parking is allowed along both sides of 16th Street, reducing pedestrian sight-lines. Limiting parking would greatly enhance pedestrian safety.

- There is only limited biking. Placing a bicycle trail along both sides of 16th Street would help facilitate increased biking.
**Lincoln Junior High**

Lincoln Junior High is located at 1621 16th Street East in Glencoe, Minnesota. The school houses 7-8 grade students.

**Lincoln Junior High Student Busing Policy**

Glencoe-Silver Lake School District buses students in grades 7-12 who live over two miles walking distance from the school they attend. For the 2014-15 school year, this policy was reduced to cover all grade 7-12 students living over one mile away from Monday, November 24, 2014, until Friday, March 27, 2015.

**Lincoln Junior High Walk Audit**

Walk audits of Lincoln Junior High were conducted in the fall of 2013 and 2014 and in the spring of 2014. The following observations were made (refer to Map 7):

- Buses drop-off and pick-up students in a separated school bus zone located in front of Lincoln Junior High.

- Parents are allowed to drop off their children along 16th Street in the a.m., but are encouraged to pick them up after school in the west parking lot. This procedure wasn’t followed by a few parents. This added to the bus/pedestrian congestion, especially after school. There is also a missing marked crosswalk.

- The intersection of 16th Street and Pryor Avenue is a 4-way stop with a flashing light located above the center. Vehicles seem to be rushed and not paying attention to bicycles and/or pedestrians.

- It was perceived that traffic speeds entering the school zone from the east along 16th Avenue regularly exceeded the speed limit.

- Although their technically is a marked crosswalk from the immediate corner of the school to the sidewalk along 16th Street, there was some congestion as vehicles used this gap to enter/exit the west parking lot.
Map 7: Lincoln Junior High School

Existing Conditions

Proposed Changes

1. Remove Parking and Stripe Road to add Bike Trail on Both Sides

Glencoe-Silver Lake Safe Routes to School Plan
A small number of students rode their bicycles and used the bicycle rack located in front of Lincoln Junior High. Establishing a trail adjacent to 16th Street would increase bicycle usage. Education and enforcement strategies are also needed to enhance bicycle safety.

It was perceived that crossing guards are needed at the intersection of 16th Street and Pryor Avenue.

C. Parent Survey about Walking and Biking to School

In the spring of 2012, a SRTS survey was sent home to the parents of K-2 children at Helen Baker Elementary School. The results of the survey are shown in Table D and reveal that only 3.6% of GSL students walk to school, 6.4% walk home from school, and under 1% bike to or from school. These walk and/or bike to school numbers are much below the national average. Environmental conditions, such as cold weather and spring rain, may help to explain some of the differences.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time of Day</th>
<th>Total Students</th>
<th>Walk</th>
<th>Bike</th>
<th>Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Morning</td>
<td>189</td>
<td>9</td>
<td>0</td>
<td>114</td>
<td>61</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Afternoon</td>
<td>188</td>
<td>12</td>
<td>1</td>
<td>112</td>
<td>54</td>
<td>9</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Morning</td>
<td>186</td>
<td>5</td>
<td>1</td>
<td>108</td>
<td>64</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Afternoon</td>
<td>186</td>
<td>11</td>
<td>1</td>
<td>97</td>
<td>69</td>
<td>8</td>
</tr>
<tr>
<td>Thursday</td>
<td>Morning</td>
<td>46</td>
<td>1</td>
<td>0</td>
<td>29</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Afternoon</td>
<td>46</td>
<td>4</td>
<td>0</td>
<td>30</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Weekly trips by mode</td>
<td>Morning</td>
<td>421</td>
<td>3.6%</td>
<td>0.2%</td>
<td>59.6%</td>
<td>33.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td></td>
<td>Afternoon</td>
<td>420</td>
<td>6.4%</td>
<td>0.5%</td>
<td>56.9%</td>
<td>31.7%</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

_Helen Baker Elementary School Survey Results_

The results of the Helen Baker Parent Survey are presented in Table E through Table Q. In summary, the survey response shows there is a good foundation to expand parent’s perception on the importance and value of walking or biking to and from school. These survey results will be used as a foundation to gauge the school’s success as the School’s numerous SRTS initiatives are implemented.
The first question in the Helen Baker School survey simply asked the parents what was the grade of the child who brought home the survey? Table E shows that a total of 167 surveys were returned from Kindergarten through 2nd grade.

Question five on the survey asked respondents how far they lived away from school? Table F shows that 35% of the respondents live within one mile of Helen Baker School. This is the distance targeted for elementary students to walk or bike to school in non-winter conditions. School busing is offered to those Helen Baker Students living over a mile away in the fall and spring and over ½ mile away during the winter months (mid-November until mid-March). Notice that 23% of the students live within ½ mile of Helen Baker School. This means that busing is not offered to approximately ¼ of the K-2 students at all times of the school year.
Question six on the survey asked parents to indicate how their children normally arrive to and from school? The results are displayed in Tables F and G. Approximately 10% of the students either walk or ride their bikes both before and after school. The only noticeable change before and after school came in the Bus and Family Car categories. The results show that approximately 1/3rd of students get dropped off at school in their family car, however, only 1/5th of students are picked up after school. The difference is explained by the increased percentage of students taking the bus after school (66%) compared to the percentage arriving to school on the bus (57%). The “Other” category includes taking public transit, car-pooling, and any other form of transportation not included in the survey.

---

**Table G: Helen Baker Elementary ~ How does your child normally arrive at school?**

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>8%</td>
</tr>
<tr>
<td>Bike</td>
<td>2%</td>
</tr>
<tr>
<td>Bus</td>
<td>57%</td>
</tr>
<tr>
<td>Family Car</td>
<td>33%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Table H: Helen Baker Elementary ~ How does your child normally leave from school?**

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>8%</td>
</tr>
<tr>
<td>Bike</td>
<td>2%</td>
</tr>
<tr>
<td>Bus</td>
<td>66%</td>
</tr>
<tr>
<td>Family Car</td>
<td>20%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
</tbody>
</table>
Question seven on the parent survey asked how long it normally takes your child to get to and from school? The results shown in Table I are broken into four time increments, ranging from less than 5 minutes to over 20 minutes. The first column in each category reflects the percentage of student’s time going to school, while the second column reflects percentage of student’s time getting home. The results show that overall it takes longer for students to travel home from school than it does getting to school. The primary explanation for this would be that many parents drive their kids to school but have them take the bus home as shown in Tables G and H.

Question eight simply asked the parents if their child has ever asked permission to walk or bike to school in the last year? The pie chart on the right shows that over 4/5th of students (82%) have not asked their parents to walk or bike to school. Due to nearly half (47%) of the students living over 2 miles away from Helen Baker School (refer to Table F), a realistic goal for the elementary school would be to have this percentage increase to 50% in future surveys.
Question nine on the parent survey asked what grade they would allow their child to walk or bike to school without an adult? The results of this question are presented in Table 8. Notice that only a total of 19% of parents indicated they would allow their child to walk or bike to or from school in the K-2 grades. The two highest percentages (21%) indicated 3rd and 7th grades. Seventh grade is the first grade offered the School District’s Lincoln Junior High School.

Table K: Helen Baker Elementary ~
At what grade will you allow your child to walk or bike to or from school without an adult?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>4%</td>
</tr>
<tr>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>21%</td>
</tr>
<tr>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td>7</td>
<td>21%</td>
</tr>
<tr>
<td>8</td>
<td>3%</td>
</tr>
<tr>
<td>9</td>
<td>3%</td>
</tr>
</tbody>
</table>

Out of 172 responses, 77 parents (45%) indicated they would not feel comfortable having their child walk or bike to or from school at any age. Fortunately, 62 of the 77 parents who indicated they would not have their child walk or bike to school live over 1 mile away from Helen Baker. This means that only 15 parents who live within a mile of Helen Baker would not let their children walk or bike to school at any age.

Table L: Helen Baker Elementary ~
“I would not feel comfortable having my child walk or bike at any age?”

- Yes: 45%
- No: 55%

172 Responses
Question ten on the Helen Baker survey asked parents to indicate which factors influence their decision to have their child walk or bike to school? The next question on the survey then asked parents if they would let their child walk or bike to school if the problem(s) were changed? The results are presented in Tables M and N. Distance was the number one reason (53%) influencing the parent’s decision, followed by traffic (37%) and safety (33%). Comparing Tables M and N, the highest change came in the crossing guard category, from 10% before to 30% if improvements were made. The second highest change was in the safety category, going from 35% in Table M to 51% in Table N. This indicates that more parents would consider letting their students walk or bike to school if safety improvements were made.
Question 12 on the survey asked parents how much their child’s school encourages or discourages walking and biking to/from school? Table O shows the overwhelming majority of parents (81%) believe that Helen Baker is neutral on the subject by neither encouraging nor discouraging students. As SRTS safety improvements are made near the GSL schools and throughout the community, it will be easier for school staff to better promote walking and biking.

**Table O: Helen Baker Elementary ~**

*How much does your child’s school encourage or discourage walking/biking to/from school?*

<table>
<thead>
<tr>
<th>Encouragement Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Encourages</td>
<td>5%</td>
</tr>
<tr>
<td>Encourages</td>
<td>12%</td>
</tr>
<tr>
<td>Neither</td>
<td>81%</td>
</tr>
<tr>
<td>Discourages</td>
<td>2%</td>
</tr>
</tbody>
</table>

The next question on the parent survey (Question 13) asked how much fun walking or biking to/from school is for their children? Forty percent (40%) of parents indicated they thought walking or biking to/from school was fun or very fun (refer to Table P). Hopefully as GSL implements their SRTS Plan, this percentage will increase in future surveys.

**Table P: Helen Baker Elementary ~**

*How much fun is walking or biking to or from school for your child?*

<table>
<thead>
<tr>
<th>Fun Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Fun</td>
<td>8%</td>
</tr>
<tr>
<td>Fun</td>
<td>32%</td>
</tr>
<tr>
<td>Neutral</td>
<td>56%</td>
</tr>
<tr>
<td>Boring</td>
<td>5%</td>
</tr>
</tbody>
</table>

*172 Responses*
Question 14 on the survey asked parents to share their opinion on how healthy they viewed walking or biking to/from school. The results are shown in Table Q. The vast majority of parents responded positively, with 38% indicating “Healthy” and 35% indicating “Very Healthy.” In future surveys, it is hopeful the percentage of parents who were neutral on their response (27% indicating “Neutral”) will decrease as SRTS education promotes the health benefits associated with walking and biking to/from school.

*Lincoln Junior High School Survey Results*

The results of the Lincoln Junior High School Parent Survey are presented in Tables R through DD. In summary, the survey response shows there is a good foundation to expand parent’s perception on the importance and value of walking or biking to and from school. These survey results will be used as a foundation to gauge the school’s success as the School’s numerous SRTS initiatives are implemented.
The first question in the Lincoln Junior High School survey asked the respondents what was the grade of the child who brought home the survey. Table R shows that a total of 84 surveys were returned from students in 7th and 8th grade.

Table R: Lincoln Junior High School ~
What is the grade of the child that brought home the survey?

<table>
<thead>
<tr>
<th>Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33</td>
<td>51</td>
<td>84</td>
</tr>
</tbody>
</table>

Question five on the survey asked respondents how far they lived away from school. Table S shows that only 25% of the respondents live within one mile of Lincoln Junior High School.

Table S: Lincoln Junior High School ~
How far do you live away from school?

<table>
<thead>
<tr>
<th>Distance</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 1/4 Mile</td>
<td>7%</td>
<td>4%</td>
<td>11%</td>
</tr>
<tr>
<td>1/4 to 1/2 Mile</td>
<td>14%</td>
<td>15%</td>
<td>29%</td>
</tr>
<tr>
<td>1/2 to 1 Mile</td>
<td>4%</td>
<td>19%</td>
<td>23%</td>
</tr>
<tr>
<td>1 to 2 Miles</td>
<td>15%</td>
<td>12%</td>
<td>27%</td>
</tr>
<tr>
<td>Over 2 Miles</td>
<td>52%</td>
<td>30%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Glencoe-Silver Lake Safe Routes to School Plan
Question six on the survey asked parents to indicate how their children normally arrive to and from school? The results are displayed in Tables T and U. Approximately 11% of the students walk to school (none indicated they ride their bike) and 21% indicated they either walk or ride their bike home from school. This is common as many parents are able to drop their children off before work but have them walk or ride their bikes home after school. Notice that between 51% and 56% of the students take the bus to and from school.
Question seven on the parent survey asked how long it normally takes your child to get to and from school? The results shown in Table V are broken into four time increments, ranging from less than 5 minutes to over 20 minutes. The first column in each time category reflects the percentage of student’s time going to school, while the second column in each category reflects percentage of student’s time getting home. The result show that overall it takes longer for students to travel home from school than it does getting to school. The primary explanation for this would be that many parents drive their kids to school but have them take the bus home as shown in Tables T and U. Table W shows that approximately two-thirds of students (67%) have not asked their parents to walk or bike to or from school.

Table W: Lincoln Junior High School ~
*Has your child asked permission to walk or bike to or from school?*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>67%</td>
<td>33%</td>
</tr>
</tbody>
</table>
Question nine on the parent survey asked what grade they would allow their child to walk or bike to school without an adult? The results of this question are presented in Table X. The results show that the majority of parents believe K-4 students are too young to walk or bike to or from school. Table Y shows that slightly over one-third of parents are not comfortable having their child walk or bike to or from school at any age. This could largely be due to 52% of the students living over two miles away from Lincoln Junior High (refer to Table S).

Table X: Lincoln Junior High School ~
At what grade will you allow your child to walk or bike to or from school without an adult?

Table Y: Lincoln Junior High School ~
“I would not feel comfortable having my child walk or bike at any age?”

86 Responses
Question ten on the Helen Baker survey asked parents to indicate which factors influence their decision to have their child walk or bike to school? The next question on the survey then asked parents if they would let their child walk or bike to school if the problem(s) were changed? The results are presented in Tables Z and AA. Distance was the number one reason (49%) influencing the parent’s decision, followed by weather (40%), traffic (28%), time (24%), and safety (23%). Notice in Table AA the responses in each category increased if these problems were addressed.
Question 12 on the survey asked parents how much their child’s school encourages or discourages walking and biking to/from school? Table BB shows the overwhelming majority of parents (76%) believe that Lincoln Junior High is neutral on the subject by neither encouraging nor discouraging students. As SRTS safety improvements are made near the GSL schools and throughout the community, it will be easier for school staff to better promote walking and biking.

Table BB: Lincoln Junior High School ~

How much does your child’s school encourage or discourage walking/biking to/from school?

The next question on the parent survey (Question 13) asked how much fun walking or biking to/from school is for their children? Only 18% of parents indicated they thought walking or biking to/from school was fun or very fun (refer to Table CC). Hopefully as GSL implements this SRTS Plan, this combined percentage will increase in future surveys.

Table CC: Lincoln Junior High School ~

How much fun is walking or biking to or from school for your child?
Question 14 on the survey asked parents to share their opinion on how healthy they viewed walking or biking to/from school. The results are shown in Table DD. The vast majority of parents responded positively, with 47% indicating “Healthy” and 29% indicating “Very Healthy.” In future surveys, it is hopeful the percentage of parents who were neutral on their response (22% indicating ‘Neutral’) or negative (3% indicating ‘Unhealthy’) will decrease as SRTS education promotes the health benefits associated with walking and biking to/from school.
Section Four:
GSL SRTS Goals and Action Plan

Section Four of the Glencoe-Silver Lake’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 Helen Baker Elementary, Lincoln Junior High, or the entire Glencoe-Silver Lake School District.

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

To help achieve the Glencoe-Silver Lake Safe Routes to School Vision Statement, the GLS 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.

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.
1.A. Teach K-8 grade students pedestrian and bicycle safety skills in a way that is clear, hands-on, and consistent. Review available pedestrian and bicycle curriculum, such as Walk! Bike! Fun!, and customize to each grade level.
   o **Who:** GSL Administration and Teachers
   o **When:** Annually at the start of the school year and in the spring if needed
   o **Funding:** None needed, staff time will be sufficient
   o **Schools:** Helen Baker Elementary & Lincoln 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.
   o **Who:** City of Glencoe Administration
   o **When:** In 2015 and every 2-3 years thereafter
   o **Funding:** None needed, staff time will be sufficient
   o **Schools:** Helen Baker Elementary & Lincoln 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.
   o **Who:** GSL Administration and Teachers
   o **When:** Annually in the spring and fall
   o **Funding:** None needed, staff time will be sufficient
   o **Schools:** Helen Baker Elementary & Lincoln Junior High

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.
   o **Who:** GSL Administration and Teachers
   o **When:** Annually at the start of the school year and in the spring if needed
   o **Funding:** GSL School District printing expenses
   o **Schools:** Helen Baker Elementary & Lincoln Junior High
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.
   o **Who:** School staff, the Glencoe Police Department, and the MN Bike Alliance
   o **When:** Annually
   o **Funding:** None needed, staff and Police Department time will be sufficient
   o **Schools:** Helen Baker Elementary

1.F. Develop a Safe Routes to School webpage and link off the School’s website.
   o **Who:** School staff
   o **When:** Ongoing
   o **Funding:** None needed, staff and Police Department time will be sufficient
   o **Schools:** Helen Baker Elementary and Lincoln Junior High

1.G. Promote safe driving around the school and community by newspaper articles and radio public service announcements.
   o **Who:** Safe Routes to School Plan Task Force
   o **When:** Ongoing
   o **Funding:** Available stakeholder resources
   o **Schools:** Helen Baker Elementary and Lincoln Junior High

1.H. Participate in mock crash events. Focus outcomes on the impacts of distracted driving. Use available campaign materials to promote no texting and driving.
   o **Who:** School District, Glencoe Police Department, McLeod County Emergency Management, and the McLeod County Towards Zero Deaths Road Coalition.
   o **When:** Biannually or Annually if resources are available
   o **Funding:** Available stakeholder resources
   o **Schools:** Helen Baker Elementary and Lincoln Junior High
2.A. Develop a Safe Routes to School map customized to both Helen Baker Elementary and Lincoln Junior High.
   - Who: School staff and the Safe Routes to School Task Force
   - When: Ongoing
   - Funding: School resources
   - Schools: Helen Baker Elementary and Lincoln Junior High

2.B. Identify a stakeholder who can supply free bike helmets and host a bike safety event.
   - Who: School District, Glencoe Police Department, and County Public Health
   - When: Annually
   - Funding: Stakeholder resources
   - Schools: Helen Baker Elementary and Lincoln Junior High

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: Helen Baker Elementary and Lincoln Junior High

2.D. Annually apply to use existing bicycle fleets and incorporate biking into the school’s physical education classes.
   - Who: School District, County Public Health, and the MN Bike Alliance
   - When: Annually
   - Funding: School and stakeholder resources
   - Schools: Helen Baker Elementary and Lincoln Junior High

2.E. Annually promote and host a “Ride the Trails” bicycling event in the community.
   - Who: City of Glencoe and the BMX Club
   - When: Annually
   - Funding: $500 annually on printing and/or advertising expenses
   - Schools: Helen Baker Elementary and Lincoln Junior High
2.F. Find a sponsor to put in three bike repair stations at Lincoln Junior High, Oak Leaf Park, and the City’s Community Center/Public Library.
   o **Who:** City of Glencoe
   o **When:** 2015
   o **Funding:** $3,500
   o **Schools:** Helen Baker Elementary and Lincoln Junior High

2.G. Work with Community Education and other stakeholders, including the local BMX Club, to establish a bike mechanic’s training course after school.
   o **Who:** School District, City of Glencoe and the BMX Club
   o **When:** Annually
   o **Funding:** $500 annually (City and school expenses to organize and host the course).
   o **Schools:** Helen Baker Elementary and Lincoln Junior High

2.H. Create an Earn-a-Bike Program through the City’s ongoing supply of abandoned bikes. Prioritize giving bikes away to families who can’t afford to purchase them.
   o **Who:** School District and City of Glencoe
   o **When:** Annually
   o **Funding:** $500 annually (City and school expenses to organize and maintain the program).
   o **Schools:** Helen Baker Elementary and Lincoln Junior High

2.I. Invite the Bike Alliance of Minnesota to host a Traffic Skills 101 workshop.
   o **Who:** School District and City of Glencoe
   o **When:** Biannually
   o **Funding:** Bike Alliance of Minnesota
   o **Schools:** Helen Baker Elementary and Lincoln Junior High
3.A. Create a Safe Routes to School Corridor along 16th Street North between Helen Baker Elementary and Lincoln Junior High Schools (refer to Map 8).

3.A.i. Stripe bicycle trails on both sides of 16th Street with proper signage.

3.A.ii. Build a bus pickup and drop-off area in front of Helen Baker to alleviate traffic congestion and increase pedestrian/bicycle safety.

3.A.iii. Add a speed limit sign with digital radar readout to the east of the High School along 16th Street (refer to Figure C).

3.A.iv. Purchase a portable radar speed sign to be used at key hot spots along the Safe Routes to School Corridor and throughout the community (refer to Figure D).

3.A.v. Ensure that sidewalks and handicapped accessible ramps are in good condition and are properly maintained throughout the school year. Prioritize installing missing ADA curb ramps.

3.A. vi. Remove parking along both sides of 16th Street.

3.A.vii. Enhance the visibility of pedestrian crosswalks and ensure they are properly maintained throughout the year.

3.A.viii. Promote the use of the Safe Routes to School Corridor with a handout and proper signage along the corridor.

- **Who:** City of Glencoe and GSL School District
- **When:** Ongoing
- **Funding:** $150,000 from a variety of stakeholder resources
- **Schools:** Helen Baker Elementary and Lincoln Junior High

**Figure C: Speed limit sign with digital radar**

**Figure D: Portable radar speed limit sign**

**Map 8: Helen Baker Elementary to Lincoln Junior High School Safe Routes to School Corridor**
3.B. Develop a citywide sidewalk inventory and replacement plan. Prioritize installing ADA curb ramps and replacing sidewalks along the Safe Routes to School Corridor and within ½ mile from Helen Baker Elementary. Clarify to residents the City’s policies on sidewalk replacement and properly maintaining the sidewalks (i.e., snow removal, tree branch trimming, etc.).
   o **Who:** City of Glencoe
   o **When:** 2015
   o **Funding:** $7,500
   o **Schools:** Helen Baker Elementary and Lincoln Junior High

3.C. Develop a rail crossings study for the City or participate in one prepared for McLeod County. Work with the Minnesota Department of Transportation (MnDOT) and the Twin Cities Western Railroad (TCWR) to prioritize and implement needed improvements, including enhancing signage, crossing signals, sidewalks, lighting, etc.
   o **Who:** City of Glencoe
   o **When:** 2016
   o **Funding:** $15,000
   o **Schools:** Helen Baker Elementary and Lincoln Junior High

3.D. Develop a safe network of bike and pedestrian routes in the community. Work with various stakeholders to implement the key components to the City’s 2006 Trails Feasibility Study. Complete an update to the study in 2016.
   o **Who:** City of Glencoe
   o **When:** Ongoing
   o **Funding:** $5,000 to $10,000 annually
   o **Schools:** Helen Baker Elementary and Lincoln Junior High

3.E. Implement the Lincoln Park Area Improvements Plan, which includes 5’ sidewalks and 10’ bituminous trails.
   o **Who:** City of Glencoe
   o **When:** 2015-16
   o **Funding:** $285,000 (trails and sidewalks portion of the Plan)
   o **Schools:** Helen Baker Elementary and Lincoln Junior High

3.F. Work with MnDOT to make the pedestrian bridge across Highway 212 ADA compliant (MnDOT owns the bridge).
   o **Who:** City of Glencoe
   o **When:** 2015-16
   o **Funding:** $750,000
   o **Schools:** Helen Baker Elementary and Lincoln Junior High
3.G. Inventory and make improvements to pedestrian crossings throughout the community with more visible striping, better lighting, and enhanced signage (i.e. flashing lights). Prioritize improvements along State Highway 22 (13th Street) at Elliot, Chandler, and Desota Avenues south of Helen Baker Elementary. In addition, target the school’s walk/bike zone.

- **Who:** City of Glencoe
- **When:** Annually
- **Funding:** $10-15,000 per year
- **Schools:** Helen Baker Elementary and Lincoln Junior High

3.H. Secure funding to implement the following engineering improvements near Helen Baker Elementary School (refer to Map 6 on page 30 of this Plan):

3.H.i. Remove parking and stripe both sides of 16th Street to include bike lanes.
3.H.ii. Construct a bus drop-off and pick-up area in front of the school to mitigate pedestrian and bicycle concerns.
3.H.iii. Extend the sidewalk from the school to Desota Avenue and enhance the pedestrian crossing across 16th Street NW. Add crossing to Desota Avenue.
3.H.iv. Extend the sidewalk to the west along the south side of 16th Street NW.
3.H.v. Limit the back parking lot to employees only with proper signage after the new drop-off area is constructed.

- **Who:** GSL School District and the City of Glencoe
- **When:** 2015-2019
- **Funding:** $125,000 paid by grant and stakeholder resources
- **Schools:** Helen Baker Elementary

3.I. Secure funding to implement the following engineering improvements near Lincoln Junior High School (refer to Map 7 on page 32 of this Plan):

3.I.i. Remove parking and stripe both sides of 16th Street to include bike lanes.
3.I.ii. Add a cut-in along Pryor Avenue. Establish one-way directional traffic flow and place enter/exit only signs.
3.I.iii. Close the entrance to the west parking lot from 16th Street NW by adding curb and raising the sidewalk.
3.I.iv. Create a student drop-off cut-out along 16th Street NW to minimize pedestrian and traffic congestion.
3.I.v. Add a crosswalk to the student drop-off cut-out along 16th Street NW

- **Who:** GSL School District and the City of Glencoe
- **When:** 2015-2019
- **Funding:** $100,000
- **Schools:** Lincoln Junior High School
4.A. Work with the City of Glencoe Police Department to mitigate safety concerns by ensuring traffic laws are obeyed by drivers. Target efforts at the beginning of the school year and throughout the school year within the walk/bike zones (i.e., ½ mile from Helen Baker).
   o **Who:** City of Glencoe Police Department
   o **When:** Ongoing
   o **Funding:** Police resources
   o **Schools:** Helen Baker Elementary and Lincoln Junior High

4.B. Use portable speed trailers near schools to remind drivers to keep within the posted speed limit.
   o **Who:** City of Glencoe Police Department
   o **When:** Ongoing
   o **Funding:** $25,000 paid by a combination of stakeholder funds
   o **Schools:** Helen Baker Elementary and Lincoln Junior High

4.C. Establish a crossing guard program for Lincoln Junior High.
   o **Who:** GSL School District
   o **When:** Ongoing
   o **Funding:** $1,500 for supplies and training, paid for by school and grant funding
   o **Schools:** Helen Baker Elementary and Lincoln Junior High

4.D. Continue to work with the bus company and school crossing guards to identify common or periodic driver-related problems throughout the community. Target both school’s walk/bike zones for enforcement.
   o **Who:** City of Glencoe Police Department
   o **When:** Ongoing
   o **Funding:** School and Police resources
   o **Schools:** Helen Baker Elementary and Lincoln Junior High
5.A. Provide an ongoing process to evaluate, and update the SRTS Plan as progress is made towards achieving the GSL SRTS Vision Statement. Meet quarterly during the school year.
   - **Who:** Safe Routes to School Plan Task Force
   - **When:** Ongoing
   - **Funding:** Stakeholder resources
   - **Schools:** Helen Baker Elementary and Lincoln Junior High

5.B. Continue to conduct classroom student tallies on walking and biking to and from school on a regular basis.
   - **Who:** School Administration, Teachers, and County Public Health
   - **When:** Annually
   - **Funding:** School Resources
   - **Schools:** Helen Baker Elementary and Lincoln Junior High

5.C. Continue to administer the Parent SRTS Survey regarding walking and biking to and from school.
   - **Who:** School Administration, Teachers, and County Public Health
   - **When:** Biannually
   - **Funding:** School Resources
   - **Schools:** Helen Baker Elementary and Lincoln Junior High

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**Goal 5: Safe Routes to School Evaluation**

To regularly review the goals and action steps of this SRTS Plan to benchmark progress over time and to make adjustments as necessary.
Appendix A:
Safe Routes to School
Program 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; 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 Rodeo</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 rodeos can be held as part of a larger event or on their own, and either during the school day or outside of school. Adult volunteers can administer rodeos, or they may be offered through the local police or fire department.</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 Bicycling/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Improved 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 bicycle mechanic training can be made available to students as a one-time basics lesson or as a multi-session course. This training can be offered after school or on weekends, and can be combined with an earn-a-bike program, bike rodeo, or bicycle safety/skills trainings.</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 subjects, including math, science, social studies, health, and physical education.</td>
<td>Bicycling; 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/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 rodeos, 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/Bicycling Safety Behavior</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Parents/PTA or bicycling group/enthusiast</td>
</tr>
</tbody>
</table>

**Notes:**
- **Roles:**
  - **Program Name:** A title or identifier for the program.
  - **Description:** A brief explanation of what the program entails.
  - **Topics:** Key areas covered by the program.
  - **Format:** The method or structure of the program.
  - **Target Audience:** The intended group for the program.
  - **Primary Outcomes:** Main goals or benefits achieved by the program.
  - **Secondary Outcomes:** Additional benefits or impacts.
  - **Resource Notes:** Information on resources needed or provided.

**Potential Partners:**
- Teachers/administrators/staff
- PTA/parents
- School district
- Public Health/local gov’t.
- Local groups/advocates/volunteers
- League of American Bicyclists instructors
- Local bike shop/business

**Resources Needed:**
- Time for preparation/rehearsal/script/presentation
- Props/A/V equipment/class time
- Venue for classes
- Time for planning/coordination

- **Connections:**
  - Health and Environmental
  - Youth Empowerment
  - Increased Bicycling
  - Improved Walking/Bicycling and Transit Use, and Carpooling

- **Vocational Skills:**
  - Connections
  - Health and Environmental
  - Increased Bicycling
  - Improved Walking/Bicycling and Transit Use, and Carpooling

- **Potential Lead/Champion:**
  - Parents/PTA
  - Educators/administrators/staff
  - Local groups/advocates/volunteers
  - League of American Bicyclists instructors
  - Local bike shop/business

- **Curriculum:**
  - Instructors
  - Materials/handouts
  - Visuals, worksheets, or instruction materials

- **Potential Partners:**
  - School district
  - Public Health/local gov’t.
  - Local groups/advocates/volunteers
  - League of American Bicyclists instructors
  - Local bike shop/business

- **Resources Needed:**
  - Time for planning/coordination
  - Storage space

- **Partnership Opportunities:**
  - Local bike shop/business
  - Local groups/advocates/volunteers
  - League of American Bicyclists instructors
  - Local bike shop/business

- **Volunteer Opportunities:**
  - Adult volunteers
  - Student volunteers

- **Additional Resources:**
  - Equipment
  - Materials
  - Venue

- **Additional Information:**
  - Contact information
  - Program specifics

- **Funding Sources:**
  - Federal
  - State
  - Local
  - Private

- **Program Evaluation:**
  - Feedback from participants
  - Impact measurement

- **Program Sustainability:**
  - Long-term planning
  - Funding strategies

- **Program Adaptability:**
  - Age groups
  - Environment
  - Culture

- **Assessments:**
  - Pre/post testing
  - Surveys
  - Observations

- **Program Outcomes:**
  - Knowledge acquisition
  - Attitude change
  - Behavior modification

- **Program Impact:**
  - Community involvement
  - Policy change
  - Infrastructure improvements

- **Program Evaluation:**
  - Impact assessment
  - Outcome measurement
  - Process evaluation

- **Program Improvement:**
  - Continuous improvement
  - Adaptation to needs
  - Feedback incorporation

- **Program Challenges:**
  - Resource limitations
  - Participant motivation
  - Community support

- **Program Success:**
  - Increased participation
  - Positive feedback
  - Improved outcomes

- **Program Success Stories:**
  - Testimonials
  - Success metrics
  - Impact stories
### Education Programs Safe Routes to School Matrix

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Description</th>
<th>Topics</th>
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<th>Target Audience</th>
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<th>Secondary Outcomes</th>
<th>Resource Notes</th>
</tr>
</thead>
<tbody>
<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 or to 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 “look left, right, and left again”. Curriculum often includes three parts: in-class lessons, mock street scenarios, and on-street practice. Various existing curricula are available online at no cost, or schools may choose to develop one on their own.</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 “drive” through to learn appropriate behaviors in various street situations. A mock city requires a lot of work or a partnership with an organization that already has the equipment. This program can take place in or out of school, and is a memorable experience for students.</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; local business Resources Needed: Time and technology to prepare map; funds for printing; platform for posting online; approval to distribute</td>
</tr>
</tbody>
</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><strong>After-School Club</strong></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><strong>Bike Train</strong></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><strong>Competition/ Challenge</strong></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 prizes - 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><strong>Family Bike Ride</strong></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</td>
<td>Improved Walking/Bicycling Safety Behavior</td>
<td>Potential Lead/Champion: Parent or local group/volunteer</td>
</tr>
<tr>
<td><strong>International Walk and Bike to School Day</strong></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</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><strong>Ongoing Walk and Bike to School Days</strong></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 student 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</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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<tr>
<td>Program Name</td>
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<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. Walking: Bus; Transit; Driving; Carpool; Safety; Skills; Incentives; Environment; Health; Family Event; School Journey; Pick-up and Drop-off Elementary; Middle School; Parents Increased Walking Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
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<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. Bicycling: Walking; Bus; Transit; Driving; Carpool; Safety; Skills; Incentives; Environment; Health Contest/Competition; Campaign; Information for Parents Elementary; Middle School; High School Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment Improved Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
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<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. Bicycling: Walking; Bus; Transit; Driving; Carpool; Incentives; Environment; Health; Family Event; Incentive Program Elementary; Middle School; High School Increased Walking, Bicycling, Transit Use and Carpooling; Youth Empowerment Health and Environmental Connections</td>
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<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. Bicycling: Safety; Skills; Environment; Health Event Elementary; Middle School; High School; Teachers/ Faculty/Staff; Parents Increased Bicycling; Improved Walking/Bicycling Safety Behavior; Youth Empowerment Health and Environmental Connections</td>
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<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. Walking: Driving; Carpool; Safety; Skills; Incentives; Environment; Health; Family Event; School Journey; Pick-up and Drop-off Elementary; Middle School; Parents Increased Walking Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
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</tbody>
</table>

**Results:**

- **Park and Walk:**
  - Increased Walking
  - Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections

- **Poster, T-Shirt, or Video Contest:**
  - Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment
  - Improved Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment

- **Trip/ Mileage Tracking Program:**
  - Increased Walking, Bicycling, Transit Use and Carpooling; Youth Empowerment

- **Walk/Bike Field Trip:**
  - Increased Bicycling; Improved Walking/Bicycling Safety Behavior; Youth Empowerment

- **Walking School Bus:**
  - Increased Walking
  - Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections

**Potential Lead/Champion:**

- Park and Walk: PTA/parents
- Poster, T-Shirt, or Video Contest: Teacher/parent
- Trip/ Mileage Tracking Program: Faculty/staff or PTA
- Walk/Bike Field Trip: Teacher/parent
- Walking School Bus: PTA/parents
### Enforcement Programs Safe Routes to School Matrix

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Description</th>
<th>Topics</th>
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<tbody>
<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</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</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, 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, 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</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; 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>

#### Resources Needed:
- **Materials (if desired)**: promotional/educational materials (if desired)
- **Equipment**: Dollar amount of funding for police overtime (not always required, but can be helpful)
- **Funding for police overtime (not always required, but can be helpful)**: Promotion, educational materials (if desired)
- **Local groups/advocates/volunteers**: funding to pay crossing guards; safety vests and stop signs
- **Local law enforcement, or PTA**: School district, school administration, local law enforcement, or PTA
- **School district, teachers/administrators/staff; PTA/parents**: School district; teachers/administrators/staff; PTA/parents; public health/local gov’t.; local law enforcement; local groups/advocates/volunteers; older students

#### Potential Partners:
- **School district, school administration, or PTA**: School district, school administration, local law enforcement, or PTA
- **Local law enforcement, or PTA**: School district, teachers/administrators/staff; PTA/parents; public health/local gov’t.; local law enforcement; local groups/advocates/volunteers; local businesses

#### Potential Lead/Champion:
- **School district, school administration, or PTA**: School district, school administration, local law enforcement, or PTA
- **School administration or PTA**: School district, teachers/administrators/staff; PTA/parents; public health/local gov’t.; local law enforcement; local groups/advocates/volunteers; students; local businesses

#### Notes:
- **Promotional materials and collateral**: Advertising (if desired); time to supervise/oversee student efforts
Appendix B:
Safe Routes to School
Survey Tools
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

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

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.)

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

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
- □ □ Yes □ No □ Not Sure
- □ □ Yes □ No □ Not Sure
- □ □ Yes □ No □ Not Sure
- □ □ Yes □ No □ Not Sure
- □ □ Yes □ No □ Not Sure
- □ □ Yes □ No □ Not Sure
- □ □ Yes □ No □ Not Sure
- □ □ Yes □ No □ Not Sure
- □ □ 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.
Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: ___________________________  Teacher’s First Name: ___________________________
Teacher’s Last Name: ___________________________

Grade: (PK,K,1,2,3...), Monday’s Date (Week count was conducted), Number of Students Enrolled in Class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Monday</th>
<th>Date</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>02</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Weather</th>
<th>Student Tally</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>S= sunny</td>
<td>R= rainy</td>
<td>O=overcast</td>
<td>SN=snow</td>
<td>Number in class when count made</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Only with Children from your family</td>
</tr>
<tr>
<td>Sample AM</td>
<td>S N</td>
<td>2 0</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Sample PM</td>
<td>R 1 9</td>
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<td>3</td>
<td>8</td>
<td>1</td>
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Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

+ +