New London-Spicer
Safe Routes to School Plan

“The New London-Spicer School District and Cities of New London and Spicer are committed to ensuring that students, parents, and staff have Safe Routes to and from School (SRTS). By developing a SRTS Plan, we are committed to provide guidance and direction to ensure that people can benefit from safe and convenient travel options” (NLS SRTS Vision Statement).

Prepared by the Mid-Minnesota Development Commission and the New London Spicer School District Safe Routes to School Task Force
New London Spicer
Safe Routes to School Plan
~ Table of Contents ~

Chapter One: Introduction to Safe Routes to School Plans

A. The Purpose of Safe Routes to School Plans
   - Brief History of SRTS Plans
   - Minnesota’s SRTS Program

B. The Five E’s of SRTS Planning
   - Minnesota Walk! Bike! Fun! (textbox)
   - The History of National Walk to School Days (textbox)

C. NLS SRTS Planning Process
   - Vision Statement
   - Goals for the Safe Routes to School Program

D. NLS SRTS Plan Stakeholders
   - Key Local SRTS Stakeholders
   - Key County and State SRTS Stakeholders

Chapter Two: New London Spicer School District Profile

A. New London Spicer School District #345 Profile

B. The City of New London Profile
   - Demographics
   - Parks and Recreation
   - Glacial Lakes State Trail
   - Sibley State Park
   - Transportation Network
C. Transportation Related Accidents

County Road 9

County Road 40

State Highway 9

Bicycle and Pedestrian Accidents

Chapter Three: NLS Safe Routes to School Existing Conditions and Issues

A. SRTS Surveys

Student In-Class Tallies

SRTS Parent Survey

B. Walk/Bike Audit

Prairie Woods Elementary

NLS Middle School

C. Additional Walk and Bike Issues

Is it Safe to Walk or Bike to School? (textbox)

Chapter Four: SRTS Implementation Plan

Implementation Plan Overview

Goals, Objectives, and Action Steps

Implementation Plan Maps (Maps 4A-4C)

Appendices

Safe Routes to School Program Matrix

Safe Routes to School Survey Tools
Chapter One: Introduction to Safe Routes to School Plans

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

A. 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 generally perceive school signs other than the flashing school speed limit signs; and

3. School trip safety programs incorporating walking trip maps [which help] the school and parents to focus on a tangible means of improving student safety.
There were numerous school and community efforts over the next twenty years that could be accredited to SRTS planning, however, the first modern SRTS programs began in 1997 in Bronx, New York. Shortly after, two pilot Safe Routes to School programs were funded by Congress in 1998 in Marin County, California and Arlington, Massachusetts. By the early 2000s, a number of states started developing their own SRTS programs.

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

**Minnesota’s SRTS Program**

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

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

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

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

1. Implementing the new Walk! Bike! Fun! pedestrian and bicycle safety curriculum statewide (refer to the text box on page 1-5).

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:

- **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).

- **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 1-5).

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

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

**Note:** the above listed implementation ideas are just a few of education-based examples commonly used in SRTS plans. Appendix A contains a more comprehensive list of SRTS implementation ideas.
WALK! BIKE! FUN! is a comprehensive curriculum that teaches safe traffic behavior life skills through classroom activities and on-the-bike practice. The goals of the extensive lesson plans teach skills to children to walk and bicycle safely – building confidence and helping them The curriculum was developed by the Bicycle Alliance of Minnesota through a federal Safe Routes to School grant provided by the Minnesota Department of Transportation and in collaboration with the Center for Prevention at Blue Cross and Blue Shield of Minnesota.

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

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

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

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

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

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

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

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

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

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

- **Bike Helmet Give-a-Way** – Many stakeholders have donated bike helmets to students, including civic organizations, police departments, and fire and rescue groups. This is a great opportunity for children to interact with safety and law enforcement personal and be properly fitted by a professional. Often these helmets are given away during a 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.

### The History of National Walk to School Days
Organized by the Partnership for a Walkable America, Walk to School Day in the USA began in 1997 as a one-day event aimed at building awareness for the need for walkable communities. In 2000, the event became international when the UK and Canada (both of which had already been promoting walking to school) and the USA joined together for the first International Walk to School Day. Growing interest in participation all over the world led the International Walk to School Committee to shifts its promotion to International Walk to School Month for the entire month of October (Source: [www.walkbiketoschool.org](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 neighborhood, parking restrictions can often become controversial, so limiting parking during school hours can be a feasible compromise. Once again, enforcement is often the key element to properly implementing parking restrictions.
- **Crosswalk Signs** – Installing or upgrading school 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).”
Figure 1A 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 1A: Crosswalk Treatments**

![Crosswalk Treatments](image)

**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 personal. 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 1B). Table 2A 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.
Table 1A: Unsafe Behaviors Addressed by SRTS Enforcement Strategies

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

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

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

**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. NLS SRTS Planning Process

The Mid-Minnesota Development Commission (MMDC) successfully applied to the Minnesota Department of Transportation (MnDOT) on behalf of the New London-Spicer (NLS) School District to create a Safe Routes to School Plan. MMDC then assisted NLS with the development of the school’s SRTS plan. A NLS SRTS Task Force was created to help guide the planning process (refer to Table 1A). The full Task Force met on a quarterly basis to work on the contents of the Plan.

Table 1A:
NLS SRTS Task Force Members

<table>
<thead>
<tr>
<th>Member</th>
<th>Title/Role</th>
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</thead>
<tbody>
<tr>
<td>Hannah Abraham</td>
<td>SHIP Health Educator</td>
</tr>
<tr>
<td>Joe Broderick</td>
<td>Former NLS Prairie Wood Elementary Principal</td>
</tr>
<tr>
<td>Paul Carlson</td>
<td>NLS Superintendent</td>
</tr>
<tr>
<td>Bill Gossman</td>
<td>Mayor of New London</td>
</tr>
<tr>
<td>Randy Juhl</td>
<td>NLS Prairie Wood Elementary Principal</td>
</tr>
<tr>
<td>Matthew Johnson</td>
<td>Mid-Minnesota Development Commission</td>
</tr>
<tr>
<td>David Kilpatrick</td>
<td>NLS School Board Member</td>
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<tr>
<td>Robert Moller</td>
<td>NLS School Board Member</td>
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<tr>
<td>Trish Perry</td>
<td>NLS Middle School Principal</td>
</tr>
<tr>
<td>Gary Ruter</td>
<td>NLS Head Custodian</td>
</tr>
<tr>
<td>Darren Rutledge</td>
<td>NSL Maintenance</td>
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<tr>
<td>Leah Schueler</td>
<td>Kandiyohi-Renville SHIP Coordinator</td>
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Vision Statement

The NLS Safe Routes to School Task Force created a Vision Statement that guided the development of the SRTS Plans for Prairie Woods Elementary and the Middle School.

New London-Spicer School District SRTS Vision Statement:

The New London-Spicer School District and Cities of New London and Spicer are committed to ensuring that students, parents, and staff have Safe Routes to and from School (SRTS). By developing a SRTS Plan, we are committed to provide guidance and direction to ensure that people can benefit from safe and convenient travel options.
Goals for the Safe Routes to School Program

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

Education Goal:

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

Encouragement Goal:

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

Engineering Goal:

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

Enforcement Goal:

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

Evaluation Goal:

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

In order to have a successful NLS 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…**

**New London-Spicer School Board** – The NLS School Board consist of seven elected members. The Board meets on the second Monday of each month and on the fourth Monday of each month except July and December. For more information on the NLS School Board, visit the following website:

[www.nls.k12.mn.us/district/school-board](http://www.nls.k12.mn.us/district/school-board)

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

[www.newlondonmn.net](http://www.newlondonmn.net)

**City of Spicer** – Although the NLS schools are located in the City of New London, students in Spicer walk to their bus stops and some motivated children bike the Glacial Lakes State Trail five miles to school. The City also hosts a vast amount of walking, biking, and outdoor activities. For more information on the City of Spicer, please visit the City’s website at:

[www.spicer.govoffice.com](http://www.spicer.govoffice.com)
New London-Spicer Parent Teacher Organization (NLS PTO) – The New London-Spicer Parent Teacher Organization was officially and legally formed towards the end of the 2011-2012 school year. Among other things, they are involved with the following school related activities:

- They host fundraisers during the school year, including book fairs and bake sales;
- Sponsor, plan and staff many family friendly events for the schools and community;
- Implement health and wellness into the schools;
- Assist with bullying prevention; and
- Help to provide communications between parents and school and provide outreach.

For more information on NLS PTO, visit:  
http://www.nls-pto.com/About-Our-PTO.html

Palmer Bus Company - Palmer Bus Service has been in the school transportation business since 1974 and currently serves over 20 Minnesota School Districts. Their role in the NLS SRTS Plan is vital due to working in the communities on a daily basis throughout the school year.

For more information on the Palmer Bus Company, visit:  
www.palmerbusservice.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
**Kandiyohi County Public Works** - The Public Works Department is responsible for maintenance and construction of the County’s 649 mile highway system and 69 bridges. Their key role in the NLS SRTS Plan is they own two of the three primary roads located adjacent to the schools. Ultimately the Kandiyohi County Board, after staff recommendation, will need to support any proposed infrastructure changes. For more information, visit the following website:

www.co.kandiyohi.mn.us/departments/public_works/index.php

**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

**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 NLS SRTS Plan, visit the following website:

www.mmrdc.org/index.html

*A walking school bus…*
Chapter Two:
New London Spicer
School District Profile

This Chapter provides a short profile of the school district. Sections include information on enrollment, school facilities, and district boundary. A profile for the City of New London is also provided, since the school’s facilities are located in this community. Key information presented includes a description of the area’s transportation network and key community features.

Section A:
New London Spicer School District #345 Profile

The New London Spicer (NLS) School District, independent School District #345, is located in north-central Kandiyohi County (refer to Map 2A or online at www.mngeo.state.mn.us). As the name suggests, the two main communities located in the District are New London and Spicer. In addition, the District covers Lake Andrew and New London Townships, and is located in portion of Norway Lake, Colfax, Burbank, Roseville, Irving, Harrison, Green Lake, Dovre, and Arctander Townships, all which are located in Kandiyohi County.

The NLS School District operates with three main facilities: Prairie Wood Elementary (K-4); NLS Middle School (5-8); and NLS High School (9-12). Map 2B shows the location of each facility. Table 2A provides some basic information on each of the schools. Notice the School District’s 2014-2015 enrollment totals 1,408 students.

Table 2A: NLS School District
Facilities and Student Enrollment (2014-2015)

<table>
<thead>
<tr>
<th>Prairie Woods Elementary</th>
<th>NLS Middle School</th>
<th>NLS High School</th>
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<tbody>
<tr>
<td>Students: 565</td>
<td>Students: 451</td>
<td>Students: 392</td>
</tr>
<tr>
<td>Grades: K-4</td>
<td>Grades: K-4</td>
<td>Grades: K-4</td>
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</tbody>
</table>

Total Student Enrollment: 1,408
Website: www.nls.k12.mn.us
Map 2A:
NLS School District

Note: Visit www.mngeo.state.mn.us to view a larger map of the NLS School District.

Total Square Miles: 166
Total Acres: 105,916
Total Regular Category Students Transported (2013): 1,090
Regular Transportation Expenses (2013): $524,811
Cost Per Student for Transportation (2013): $411
Total Number of Contractor-Owned Transportation Vehicles (2013): 33

Source: w20.education.state.mn.us
Section B:
The City of New London Profile

The City of New London is located in central Minnesota, approximately 100 miles west of the Minneapolis-St. Paul Metropolitan Area, 45 miles south of St. Cloud and 15 miles north of Willmar (refer to Map 2C). The City is also situated in New London Township in northern Kandiyohi County, which is characterized by rolling wooded hills and vast water resources. Specifically, New London is located along the Middle Fork Crow River, which feeds into both Monongalia and Nest Lakes. The portion of the River that is in the City Limits is commonly referred to as "the Mill Pond". A drive along State Highway 9 crosses over a scenic bridge, helping to identify New London as "The City on the Pond."

Demographics

New London's population data is presented in Figure 2A beginning with the year 1970. The Figure shows that New London has steadily gained new residents over the last 40 years to its 2010 population of 1,251 residents. This represents a 70% growth rate over the last 40 years.
Parks and Recreation

The City of New London offers the following park and recreational opportunities located throughout the community:

**Neer Park** is the home to the Little Crow Ski Team and is located at 215 Mill Avenue Southeast. It has a covered shelter with electricity, picnic tables, a restroom, bleachers and a performing stage. The Little Crow Ski Team normally performs on Friday nights during the summer.

**The New London Swimming Beach** is located at 12 Second Avenue Southwest. It has a sandy beach, a covered shelter with a fire place, picnic tables and a restroom. A lifeguard is also on duty during the summer months at set times daily.

**Holm Park** is located on First Avenue Southwest. The park has picnic tables, horseshoe pits and a covered shelter and gazebo that have electricity. The park also offers a brick-oven that may be used for cooking.

**Lil' Rascals Park** is located on Pine Street Southwest and has picnic tables and typical playground equipment.

**Old Grey Park** is located on Ash Street Southeast and is named after the old grey building that once housed the New London - Spicer elementary school. It has picnic tables and typical playground equipment.

**Rodvik Park** is located on the Crow River off County Road 9 Northeast. The park has a covered shelter with electricity, picnic tables, grills, swing sets, gazebo, restroom, dock and walking trail. The park is assessable by boat.

**Densen Field** is located on First Avenue Northwest. It was previously used for the high school football field but is now used for baseball and softball.

**The New London Dam** is another popular tourist stop in the community. The previous dam was over 100 years old and had numerous problems. In 2010, the dam was replaced with the one shown to the right. The New London Dam is the farthest upstream impoundment on the Middle Fork of the Crow River, creating a 2,516-acre upstream pool. Downstream from the dam, the river continues through Nest, Green and Calhoun Lakes on route to the confluence with the North Fork of the Crow River near Manannah, Minnesota.
Glacial Lakes State Trail

The Glacial Lakes State Trail is located on a former Burlington Northern railroad grade and is generally level and wheelchair accessible. The trail is paved for 22 miles between Willmar, Spicer, New London, Hawick, and the Kandiyohi/Stearns County line, and a five mile stretch from Richmond to Roscoe.

The many lakes make this area a popular tourist destination. The towns along the trail provide access points, rest stops, and other services to trail users. From Willmar to Spicer, the view is mostly wetlands and stands of woods. In Spicer, the trail travels though the heart of the City with a beautiful view of Green Lake. Traveling north from Spicer, the trail goes over Nest Lake on a scenic bridge and then follows a heavily wooded path to New London.

Sibley State Park

Sibley State Park is located four miles west of New London on State Highway 9 and U.S. Highway 71. In 1934, Sibley State Park was established and is currently 2,500 acres in size. The park has an Interpretive Center, three campgrounds, five beautiful lakes, numerous miles of wooded nature trails, a sandy swimming beach, and an observation tower on the top of Mt. Tom.

Map 2D: Glacial Lakes Trail Extension to Sibley State Park

The New London-Spicer School District and the Minnesota Department of Natural Resources teamed up together to get $1.3 million approved in 2014 to extend the Glacial Lakes State Trail across school property to Sibley State Park. The plan is for the trail extension to be located just south of the NLS middle and elementary schools (shown to the left) with tunnels running under Kandiyohi County Road 9 and U.S. Highway 71. The trail extension will run adjacent to County Road 40 for most of the duration.
Transportation Network

The City of New London has an extensive network of roads, including access to two State Highways (9 & 23), three County Roads (9, 31, and 40), and a logical network of local streets (refer to Map 2E). Each is briefly described below and in more detail in Section C of this chapter.

State Highways

- **Minnesota State Highway 9 (MN 9 or TH 9)** – runs through the heart of the community, beginning at the State Highway 23 intersection and spanning 226 miles to Crookston, Minnesota. The highway serves as the City of New London’s Main Street in the downtown area. It is known for beautiful bridge that crosses over the community’s ‘Mill Pond.’

- **Minnesota State Highway 23 (MN 23 or TH 23)** – runs adjacent to the City of New London, traveling 344 miles between Interstate 90 in southern Minnesota, to its terminus at Interstate 35 in Duluth, Minnesota.

Kandiyohi County Roads

- **Kandiyohi County Road 40 (CR 40)** – runs east to west through the City by jogging through the southeastern portion of the community. MnDOT and Kandiyohi County have previously expressed some interest in realigning the road east of the City to the intersection of State Highway 9 and State Highway 23. If accomplished, the realignment would be more efficient for travelers and would help to cut traffic and increase safety in one of New London's residential neighborhoods. With increased traffic flows, a full bridge and overpass of State Highway 23 may be the safest solution for the intersection.

- **Kandiyohi County Road 9 (CR 9)** – jets through the heart of New London, connecting travelers to and from the north and south of the community. The roadway provides the only access point to the Prairie Woods Elementary School.

- **Kandiyohi County Road 31 (CR 31)** – runs to the east of New London, connecting the community to Highway 23 approximately one mile north of the MN 9/23 intersection.
Map 2E: New London's Transportation Network
Section C: Transportation Related Accidents

The Minnesota Department of Transportation (MnDOT) maintains an extensive database on the type and location of vehicle-related accidents throughout the state. The program is called the Minnesota Crash Mapping Analysis Tool (MnCMAT) and requires registrations through MnDOT to access the data. The database provides an excellent source of information to analyze the safety of roadways in Minnesota’s communities.

When looking at all accidents involving motor vehicles since 2005, it is possible to identify intersections and roadways where more accidents have occurred. The data presented in Tables 2A-2D include the last ten years of traffic accidents (2005-2015). Notice the bolded and highlighted rows in each table refer to accidents that occurred during or within a few hours before or after normal school hours. Please refer to Map 2E for the location of the roadway segments. In addition, Map 2F shows the location of the accidents.

County Road 9

The only vehicle entrance into Prairie Woods Elementary School is located off County Road 9. The school is the primary key destination located along the roadway. In addition, it is used to access residential areas and as an alternative route to State Highway 23 between New London and central Kandiyohi County. MnDOT reported an Average Daily Traffic (ADT) count of 1,850 vehicles in 2010. Very little bicycle or pedestrian traffic is seen along the roadway due to limited shoulder-widths and high traffic speeds. Table 2A contains information on the nine accidents found in the MnCAT database over the last 10 years.

Table 2A: 2005-2015 Accident Data for County Road 9
(Near the entrance to Prairie Woods Elementary School)

<table>
<thead>
<tr>
<th>Crash Number</th>
<th>Month</th>
<th>Day</th>
<th>Year</th>
<th>Day/Week</th>
<th>Time</th>
</tr>
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<td>2</td>
<td>2011</td>
<td>WED</td>
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<td>6</td>
<td>20</td>
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<td>FRI</td>
<td>1342</td>
</tr>
</tbody>
</table>


**County Road 40**

County Road 40 is New London’s second highest travelled roadway after State Highway 9. In 2010, MnDOT recorded an ADT of 2,150 vehicles west of County Road 9 and 3,500 vehicles between County Road 9 and State Highway 9. There are no sidewalks or bicycle lanes located adjacent to the roadway, with the exception of a short sidewalk located on the south side near the intersection at State Highway 9. If bicycles or pedestrians are seen, they either use the roadway or walk along the grass to the north. Table 2B contains information on the 19 accidents found in the MnCAT database for this roadway segment over the last 10 years.

**Table 2B: 2005-2015 Accident Data for County Road 40 (West of State Highway 9)**

<table>
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</table>

**State Highway 9**

The heart of the New London’s transportation network is State Highway 9, which runs from State Highway 23 through the downtown area serving as Main Street. In 2012, MnDOT recorded an ADT of 5,000 vehicles from State Highway 23 to County Road 40 (in front of the High School) and 4,600 vehicles north of County Road 40 through the downtown area. Table 2C shows that 26 accidents have occurred along the roadway over the last 10 years.
Table 2C: 2005-2015 Accident Data for State Highway 9  
(From State Highway 23 through the downtown area)

<table>
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<th>Day/Week</th>
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<td>2015</td>
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</table>

**Bicycle and Pedestrian Accidents**

Since 2005, there are five bicycle or pedestrian related accidents with vehicles that were recorded in the MnCMAT database (refer to Map 2F). Each of the incidents is briefly described:

1. **062740008** – This accident occurred on Saturday, September 31, 2006, when a vehicle collided with a 12 year-old bicyclist at the intersection of 1st Avenue Northwest and Pine Street.
2. **082180141** – This accident occurred on Monday, August 4, 2008, when a vehicle collided with a bicyclist on State Highway 9 in the downtown area between 1st Avenue North and Central Avenue.

3. **082590158** – This accident occurred on Friday, September 12, 2008, when a vehicle collided with a 10 year-old boy at the intersection of State Highway 9 and 1st Avenue South.

4. **092060043** – This accident occurred on Saturday, July 25, 2009, when a mini-van driving south along State Highway 9 hit an 8 year-old boy who darted into traffic near the intersection of 2nd Avenue South.

5. **1115200027** – This accident occurred on Wednesday, April 27, 2011, when a vehicle collided with a 67 year-old pedestrian at the intersection of State Highway 9 and 1st Avenue North.

(MnCMAT Database)
Chapter Three:  
NLS Safe Routes to School  
Existing Conditions & Issues

This Chapter profiles the existing walking and bicycling conditions, including infrastructure, traffic controls, and known issues. Information is presented from parent surveys, classroom tallies, crash data, and walk audits. The main goal of Chapter Three is to provide the reader with a thorough understanding of the issues and opportunities the NLS School District has with regards to having students walking and/or biking to school.

A. SRTS Surveys

In order to help establish baseline data that schools districts can use to better understand how many students normally walk or bicycle to school, two types of surveys have been developed by SRTS planners. The first is simply a “Safe Routes to School Students Arrival and Departure Tally Sheet.” The second is a “Parent Survey About Walking and Biking to School.” Both of these have been administered as part of the NLS SRTS planning process. The results are presented in this section (refer to Appendix B for copy of the actual surveys).

Student In-Class Travel Tally

The National Center for Safe Routes to School (www.saferoutesinfo.org) has developed a survey that is administered by teachers in their respective classrooms. The purpose of the survey, referred to as the “classroom tally,” is to determine how many students get to school by walking or bicycling. In addition, the classroom tally can be used to help measure whether SRTS initiatives are making a difference.

The classroom tally comes with a set of instructions for schools and teachers to follow in order to help standardize the results among school districts. School staff are directed to administer the survey over a two-day period during midweek (Tuesday, Wednesday, or Thursday). Teachers are asked to read through all possible answers so they become familiar with the options provided. They then direct the students to only answer once to the following question, “How did you arrive at school today?” The following options are provided:

   **Tally Options:** Walk ~ Bike ~ School Bus ~ Family Vehicle ~ Carpool ~ Transit ~ Other
The same options are provided with the second question on the classroom tally, "How do you plan to leave for home after school?" The teacher simply asks the students to raise their hand and then writes on the tally the number of students counted for each option provided. There is also a place on the tally to describe the weather (i.e., sunny, rainy, overcast, snow) and to list any disruptions to the counts or any unusual travel conditions to/from school on the days of the tally.

**NLS Classroom Tally Results**

The New London Spicer School District administered the SRTS student arrival and departure tallies in Prairie Woods Elementary School the week of May 20-23, 2013 (this was the last full week of school). Table 3A and Figure 3A provide a summary of the results. The results overwhelming show that not many Prairie Woods Elementary students walk or bike to school. This is mostly due the school’s poor location.

**Table 3A: NLS SRTS Arrival & Departure Tally Sheet Percentages**

<table>
<thead>
<tr>
<th>Day/Time</th>
<th>Students</th>
<th>Walk</th>
<th>Bike</th>
<th>Bus</th>
<th>Family</th>
<th>Carpool</th>
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<td>353</td>
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<td>0%</td>
<td>63%</td>
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<td>2%</td>
<td>0%</td>
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<td>Tuesday p.m.</td>
<td>353</td>
<td>0%</td>
<td>0%</td>
<td>79%</td>
<td>18%</td>
<td>2%</td>
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<td>Wednesday a.m.</td>
<td>397</td>
<td>0.3%</td>
<td>0%</td>
<td>64%</td>
<td>34%</td>
<td>2%</td>
<td>0%</td>
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<td>Wednesday p.m.</td>
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<td>0%</td>
<td>0%</td>
<td>77%</td>
<td>19%</td>
<td>4%</td>
<td>0%</td>
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<tr>
<td>Thursday a.m.</td>
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<td>62%</td>
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<tr>
<td>Thursday p.m.</td>
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<td>0.3%</td>
<td>0.3%</td>
<td>77%</td>
<td>21%</td>
<td>2%</td>
<td>0%</td>
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</table>

**Figure 3A: 3-Day Averages**

SRTS Parent Survey

The second survey used to collect SRTS information is referred to as the “parent survey.” This survey asks parents to provide information about what factors affect whether they allow their children to walk or bike to school, the presence of key safety-related conditions along routes to school, and related background information. Specifically, the parent survey has the following introduction for parents:

“Your child’s school wants to learn your thoughts about children walking and biking to school. This survey will take about 10 - 15 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today’s date.

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

NLS Parent Survey Results – Prairie Woods Elementary School

The first question in the Prairie Woods Elementary survey simply asked the respondents what was the grade of the child who brought home the survey. Table 3B shows the breakdown of the number of surveys that were returned from Kindergarten through 4th grade.

Table 3B: Prairie Woods Elementary - What is the grade of the child that brought home the survey?
Question five on the survey asked respondents how far they lived away from school. Table 3C shows that 9% of the respondents live within a ½ mile of Prairie Woods Elementary School. This is considered the normal walking or biking zone for elementary school-aged children. Notice that approximately 59% of the students live over two miles away from the school.

Table 3C: Prairie Woods Elementary - How far do you live away from school?

![Bar chart showing distances from school.]

Table 3D shows the student’s travel time to and from school in number of minutes. These numbers are consistent with the high number of students taking the bus to and from school.

Table 3D: Prairie Woods Elementary - Travel time to and from school (in minutes)?

![Bar chart showing travel times.]

Table 3E shows the percentage of students who walked, biked, rode the bus, or were dropped off by car at school. Table 3F shows the same information for leaving from school. Notice that no percentage of students walked or biked to or from school.

Table 3E: Prairie Woods Elementary - How did the student arrive to school today?

Table 3F: Prairie Woods Elementary - How did the student leave from school today?

*Other includes carpool, transit, or by another means not listed.
Table 3G shows that approximately 13% of the parents indicated their student at some point had asked them to walk or bike to school.

Table 3G: Prairie Woods Elementary - Has your child asked permission to walk or bike to or from school?

Table 3H: Prairie Woods Elementary - At what grade will you allow your child to walk or bike to or from school without an adult?
Table 3I: Prairie Woods Elementary -
“I would not feel comfortable having my child walk or bike at any age?”

![Pie chart showing 47% Yes and 53% No responses]

Table 3J: Prairie Woods Elementary - How much does your child’s school encourage or discourage walking or biking to or from school?

![Bar chart showing distribution of responses]

Table 3K: Prairie Woods Elementary -
Which factors influence your decision to have your child walk or bike to school?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>53%</td>
</tr>
<tr>
<td>Convenience</td>
<td>10%</td>
</tr>
<tr>
<td>Time</td>
<td>17%</td>
</tr>
<tr>
<td>School Activities</td>
<td>5%</td>
</tr>
<tr>
<td>Traffic</td>
<td>37%</td>
</tr>
<tr>
<td>Sidewalks/Paths</td>
<td>22%</td>
</tr>
<tr>
<td>Safety</td>
<td>35%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>10%</td>
</tr>
<tr>
<td>Violence/Crime</td>
<td>22%</td>
</tr>
<tr>
<td>Weather</td>
<td>33%</td>
</tr>
</tbody>
</table>

Table 3L: Prairie Woods Elementary -
Would you let your child walk or bike to or from school if this problem were changed?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>38%</td>
</tr>
<tr>
<td>Convenience</td>
<td>17%</td>
</tr>
<tr>
<td>Time</td>
<td>21%</td>
</tr>
<tr>
<td>School Activities</td>
<td>15%</td>
</tr>
<tr>
<td>Traffic</td>
<td>42%</td>
</tr>
<tr>
<td>Sidewalks/Paths</td>
<td>37%</td>
</tr>
<tr>
<td>Safety</td>
<td>51%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>30%</td>
</tr>
<tr>
<td>Violence/Crime</td>
<td>31%</td>
</tr>
<tr>
<td>Weather</td>
<td>39%</td>
</tr>
</tbody>
</table>

227 Responses
Table 3M: Prairie Woods Elementary -
How much fun is walking or biking to or from school for your child?

Table 3N: Prairie Woods Elementary -
How healthy is walking or biking to or from school for your child?
**NLS Parent Survey Results – Middle School**

The first question in the NLS Middle School survey simply asked the parents what was the grade of the child who brought home the survey. Table 3O shows the breakdown of the number of surveys that were returned from 5th through 8th grade.

**Table 3O: NLS Middle School - What is the grade of the student that brought home the survey?**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Surveys</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th Grade</td>
<td>33</td>
<td>33%</td>
</tr>
<tr>
<td>6th Grade</td>
<td>48</td>
<td>48%</td>
</tr>
<tr>
<td>7th Grade</td>
<td>53</td>
<td>53%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>55</td>
<td>55%</td>
</tr>
</tbody>
</table>

Question five on the survey asked respondents how far they lived away from school. Table 3P shows that 9% of the respondents live within a ½ mile of the Middle School. Notice that approximately 68% of the students live over two miles away from the school.

**Table 3P: NLS Middle School - How far do you live away from school?**

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 1/4 Mile</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>1/4 to 1/2 Mile</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>1/2 to 1 Mile</td>
<td>9</td>
<td>9%</td>
</tr>
<tr>
<td>1 to 2 Miles</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Over 2 Miles</td>
<td>68%</td>
<td></td>
</tr>
</tbody>
</table>
Table 3Q shows the student’s travel time to and from school in number of minutes. These numbers are consistent with the high number of students taking the bus to and from school.

### Table 3Q: NLS Middle School -
Travel time to and from school (in minutes)?

![Bar chart showing travel time to and from school (in minutes).]

Table 3R shows the percentage of students who walked, biked, rode the bus, or were dropped off by car at school. Table 3S shows the same information for leaving from school. Notice that approximately 4% of students walked or biked to school, while approximately 6% walked or biked home.

### Table 3R: NLS Middle School -
How did the student arrive to school today?

![Bar chart showing how students arrived to school today.]

*Other includes carpool, transit, or by another means not listed.
Table 3S: NLS Middle School - How did the student leave from school today?

*Other includes carpool, transit, or by another means not listed.

Table 3T shows that’s approximately one-third of the parents indicated their student at some point had asked them to walk or bike to school.

Table 3T: NLS Middle School - Has your child asked permission to walk or bike to or from school?
Table 3U: NLS Middle School - 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>1</td>
<td>2%</td>
</tr>
<tr>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>4</td>
<td>19%</td>
</tr>
<tr>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>6</td>
<td>26%</td>
</tr>
<tr>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td>9</td>
<td>5%</td>
</tr>
<tr>
<td>10</td>
<td>5%</td>
</tr>
</tbody>
</table>

Note: 11% Answered “My child already walks or bikes to or from school.”

Table 3V: NLS Middle School - “I would not feel comfortable having my child walk or bike at any age?”

- Yes: 40% (195 Responses)
- No: 60%

Note: 11% Answered “My child already walks or bikes to or from school.”
Table 3W: NLS Middle School - How much does your child’s school encourage or discourage walking or biking to or from school?

<table>
<thead>
<tr>
<th></th>
<th>1%</th>
<th>9%</th>
<th>86%</th>
<th>4%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Encourages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither</td>
<td></td>
<td></td>
<td><strong>86%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discourages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Discourages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

195 Responses
Table 3X: NLS Middle School -
Which factors influence your decision to have your child walk or bike to school?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>56%</td>
</tr>
<tr>
<td>Convenience</td>
<td>8%</td>
</tr>
<tr>
<td>Time</td>
<td>28%</td>
</tr>
<tr>
<td>School Activities</td>
<td>22%</td>
</tr>
<tr>
<td>Traffic</td>
<td>41%</td>
</tr>
<tr>
<td>Sidewalks/Paths</td>
<td>25%</td>
</tr>
<tr>
<td>Safety</td>
<td>33%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>7%</td>
</tr>
<tr>
<td>Violence/Crime</td>
<td>24%</td>
</tr>
<tr>
<td>Weather</td>
<td>40%</td>
</tr>
</tbody>
</table>

195 Responses

Table 3Y: NLS Middle School -
Would you let your child walk or bike to or from school if this problem were changed?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>65%</td>
</tr>
<tr>
<td>Convenience</td>
<td>36%</td>
</tr>
<tr>
<td>Time</td>
<td>54%</td>
</tr>
<tr>
<td>School Activities</td>
<td>50%</td>
</tr>
<tr>
<td>Traffic</td>
<td>55%</td>
</tr>
<tr>
<td>Sidewalks/Paths</td>
<td>58%</td>
</tr>
<tr>
<td>Safety</td>
<td>62%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>40%</td>
</tr>
<tr>
<td>Violence/Crime</td>
<td>46%</td>
</tr>
<tr>
<td>Weather</td>
<td>55%</td>
</tr>
</tbody>
</table>

195 Responses

Table 3Z: NLS Middle School -
How much fun is walking or biking to or from school for your child?

Table 3AA: NLS Middle School -
How healthy is walking or biking to or from school for your child?
B. Walk/Bike Audit

One of the more important steps in developing a SRTS plan is to perform a walk and bike audit with the SRTS planning team. Individuals conducting the audits take an inventory of existing conditions and note any safety concerns related to students walking or biking. The audits identify safety issues and gaps in bicycle and pedestrian facilities at and around the schools. The findings are then analyzed to help develop specific recommendations based on the 5-E’s.

Various members of the NLS SRTS Task Force performed walk and bike audits four times at both Prairie Woods Elementary and the NLS Middle School. The results are summarized for each school on Maps 3A (Prairie Woods Elementary) and 3B (NLS Middle School). The major findings are summarized below.

**Prairie Woods Elementary**

Walking audits were performed at the Prairie Woods Elementary School on May 28, 2013 (52°F with overcast skies), and on September 19, 2014 (55°F with overcast skies). School begins at 8:15 a.m., with the busiest student drop-off time starting at 7:45 and continuing all the way up to 8:15. Student dismissal is at 3:00. A large group of parents show up just prior to 3:00 and go into the building to pick up their kids as the classes are escorted to the busses by their teachers.

Map 3A displays a summary of the key findings of information collected during the walk audits. The numbers below correspond with the numbers found on Map 3A.

**Prairie Woods Elementary Walk Audit Summary**

1. **Staff and Parent Parking** – The flow of traffic in and out of this parking lot is fairly steady before and after school. Parents and staff seem to be very well aware of the children who are being escorted by their parents.

2. **Student Drop-Off Location** – Parents queue in line waiting to be parked in front of the student drop-off location, located adjacent to the large pedestrian crossing which is operated by a crossing guard. Occasionally more than one vehicle at a time allowed their children to exit the vehicle. The traffic seems to move at a very safe pace.

3. **Crossing Guard** – A school staff employee, at this time the school’s principal, greets students and some parents walking their kids into school at this location. The crossing guard’s primary responsibility is to direct pedestrian traffic as busses unload in front of the school. The busses proceed through the crosswalk to exit the school property.
Map 3A: Prairie Woods Elementary Existing Conditions Walk & Bike Audit

1. Staff & Parent Parking
2. Student Drop-Off Location (a.m. only)
3. Crossing Guard
4. Bus Student Drop-Off & Pick-Up
5. Main School Entrance
6. Bike Rack (limited use)
7. Only Vehicle Entrance/Exit
8. No Sidewalk or Path to Main Road
9. Paved Trail to NLS Middle/High Schools

Notes: *Audits were performed on May 28, 2013 (52° F with overcast skies) and September 19, 2014 (55° F with overcast skies). School begins at 8:15, with the busiest student drop-off time between 7:45-8:10. After school parents must go into the building to pick-up the students (3:00 dismissal).
4. **Bus Student Drop-Off & Pick-Up** – Busses drop-off the students alongside the curb in the morning. Their timing was spread out periodically before school. After school, the busses are parked diagonal to the curb and are all arranged by number. Teachers escort the students to the front of the school where they disperse to their appropriate bus. Numerous school staff members are available to assist the students.

5. **Main School Entrance** – Although the school has three front entrances, the one located at the center of the building is considered the main entrance. All parents and students must enter the building at this location during normal school hours. The doorway has an intercom with live video so that visitors during the daytime must identify themselves before the doors are unlocked. The front desk is also located adjacent to the entrance to help manage parents and students as they enter and leave.

6. **Bike Rack** – A small bike rack is located at the rear entrance to the building. It was communicated by staff that it doesn’t get used much due to a very limited amount of students who ride their bikes to school.

7. **Only Vehicle Entrance/Exit** – There is only one roadway that provides access to the school’s property. The roadway is located off County Road 9.

8. **No Sidewalk or Path to Main Road** – There is no sidewalk or trail located adjacent to the school’s only roadway, off County Road 9.

9. **Paved Trail to NLS Middle/High Schools** – There is a nice paved trail located between Prairie Woods Elementary and the NLS Middle and High Schools. The trail remains on school property the entire way and travels past five baseball/softball fields, three football fields, and the tennis courts. The distance between the elementary and middle school is approximately 1,800 feet (1/3 mile). The trail is used primarily after school as the only way for people to travel to the various sports facilities.

**Notes:** Staff indicated that if students wanted to ride their bicycles to school, the parents needed to notify the school the day prior (or sooner). Staff also expressed concern that it is difficult to keep track of all of the students after school due to the vast amount of congestion caused by students going to the busses and parents picking up their students.

**NLS Middle School** - Map 3B displays a summary of the key findings of information collected during the NLS Middle/High School walk audits. Walk audits were performed on May 28, 2013 (52°F with overcast skies) and on September 19, 2014 (55°F with overcast skies). School begins at 8:15 a.m. and ends at 3:15.
Map 3B: NLS Middle & High School Existing Conditions Walk Audit

1. Main Middle School Entrance
2. Main High School Entrance
3. Bus Drop-Off and Pick-Up
4. Parking Lot Crosswalk to Sidewalk
5. CR 40 Vehicle Entrance/Exit
6. Bike Rack
7. Student Drop-Off & Pick Up
8. Gravel Parking Lot
9. Paved Trail to Prairie Woods

Problems:
- CR 40 & State Highway 9 Intersection
- 75th St. NE & State Highway 9 Intersection
- CR 40 School Entrance
- High School Parking Lot Congestion
- Missing Crosswalks (two locations)
- Missing Sidewalks
- Refer to the Text

Notes: Walk audits were performed on May 27, 2013 and September 19, 2014. School begins at 8:15 and dismisses at 3:15.
NLS Middle/High Schools Walk Audit Summary

1. **Middle School Main Entrance** – All parents and students must enter the building at this location during normal school hours. The doorway has an intercom with live video so that visitors during the daytime must identify themselves before the doors are unlocked. The front desk is also located adjacent to the entrance to help manage parents and students as they enter and leave.

2. **High School Main Entrance** – All parents and visitors must enter the building at this location during normal school hours. The doorway has an intercom with live video so that visitors during the daytime must identify themselves before the doors are unlocked. The front desk is also located adjacent to the entrance to help manage parents and students. Students can use this entrance or the Middle School entrance.

3. **Bus Student Drop-Off & Pick-Up** – Busses drop-off the students alongside the curb in the morning. Their timing was spread out periodically before school (school starts at 8:15 a.m.). After school (3:15 p.m.), the busses are parked diagonal to the curb and are all arranged by number. There is some limited staff parking in the lot adjacent to State Highway 9. There is also handicap and limited visitor parking (during school hours).

4. **Parking Lot Crosswalk to Sidewalk** – Pedestrians traveling to and from the school have a designated crosswalk across the school’s front parking lot. The crosswalk connects the front of the NLS High School to the sidewalk that is located adjacent to State Highway 9.

5. **County Road 40 Vehicle Entrance/Exit** – The main high school vehicle entrance is located off County Road 40. The roadway is narrow with no sidewalks.

6. **Bike Rack** – A bike rack is located near the Middle School entrance to the building. There were approximately 8-10 bikes located there on both days.

7. **Student Drop-Off & Pick-Up** – Parents queue in line to drop off students in the morning. Parents also park along curbside throughout the entire parking lot to pick their kids up after school. School busing was moved from this location to its current location in front.

8. **Gravel Parking Lot** – There is a small gravel parking lot located across 75th St. NE that is used as a trailhead for the Glacial Lakes State Trail and for student parking during the day.

9. **Paved Trail to NLS Middle/High Schools** – There is a nice paved trail located between Prairie Woods Elementary and the NLS Middle and High Schools. The distance between the elementary and middle school is approximately 1,800 feet (1/3 mile).
NLS Middle/High School Noted Problem Areas:

1. **CR 40 & State Highway 9 Intersection** - The largest observed problem in the NLS Middle School/High School study area was the massive amount of vehicle and pedestrian congestion after school at this intersection. Before school is also a problem, however, the sporadic timing of vehicles and pedestrians arriving helps to spread out the problem. Turning from County Road 40 onto State Highway 9 gets backlogged during peak times. As a result, drivers were not as aware of pedestrian needs as they should’ve been. It was noted that a few of the kids seen using the crosswalks actually ran to cross the road. The presence of Dairy Treat across State Highway 9 was a major pedestrian destination.

2. **75th St. NE and State Highway 9 Intersection** – The second largest observed problem in the study area was the excessive amount of vehicle congestion before and after school at this intersection. **Before school**, vehicles are backed up between 7:45 and 8:15 a.m. The traffic backlog is caused by busses and parents dropping students off at school and then trying to take a left to head north on State Highway 9. Fortunately the sporadic timing of vehicles arriving helps to minimize the problem. **After school**, busses and parents leave shortly after 3:15, so the backlog is much worse. It was perceived by the viewers that one of the main problems causing the backup was due to vehicles using excessive speed along State Highway 9 coming into the school zone. It was also noted that one pedestrian “ran for their life” while using the crosswalk across State Highway 9.

3. **County Road 40 School Entrance** – Traffic leaving the school property and making a left turn onto CR 40 had difficulty due to excessive traffic backed up to the entrance. Additional traffic turning into the property also complicated the problem, as well as excessive speeds as vehicles accelerated going west on CR 40. The problem was complicated after school, when numerous pedestrians used this area to cross CR 40 to get to Peace Lutheran Church, which has an after school program that is popular with students. Pedestrians were not using the crosswalks at the CR 40 and State Highway 9 intersection.

4. **High School Parking Lot Congestion** – After school, high school students leaving in their vehicles is mixed in with pedestrians using the parking lot to walk into town (i.e., Peace Lutheran Church, Dairy Treat, or to the downtown/residential areas). An additional problem was that some parents were using this area to pick up their students. In addition, a few sports busses were loading. There was a lot of vehicle and pedestrian congestion.

5. **Missing Crosswalks** – There are two areas on Map 3B that would greatly benefit from having crosswalks established. *Map 3B also shows the location of missing sidewalks.*
C. Additional Walk & Bike Issues

The City of New London also has the following pedestrian and bicycle issues:

1. **No Bike Lanes** – There are no bike lanes designed throughout the City of New London. In 2013, a local bike advocate approached MnDOT discussing the possibility of adding a designated bike lane along State Highway 9 from Glacial Lakes State Trail to downtown New London. It was unofficially expressed by MnDOT’s employees they didn’t want to see the bike lane added due to safety concerns along State Highway 9 and due to the relatively narrow bridge crossing the Mill Pond.

2. **Traffic speeds along State Highway 9** – Traffic speeds are not only a problem in front of the NLS Middle and High Schools, they are a problem in the downtown area, as State Highway 9 also serves as the Community’s Main Street.

3. **Missing Sidewalks** – Sidewalks have almost become a “thing of the past” in smaller communities, however, there are some sidewalk needs around the NLS Schools.

4. **Winter Wonderland** – The early onslaught of snow and cold temperatures in the upper Midwest forces even the die-hard pedestrians to rethink how they travel. School children are rarely seen walking outside when the temperatures drop below freezing, at least not for long distances.

5. **Perceived Safety** – Unfortunately one of the largest obstacles to Safe Routes to School planning is overcoming the perception that walking or biking to school isn’t safe. It is relatively easy to deal with traffic concerns compared to the perceived threat of numerous societal problems. The text box on the next page helps to describe some of this harsh reality.
Is it Safe to Walk or Bike to School?

*Photo Credit (Getty)*

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

After the parents received an earful from the police about the dangers unaccompanied children face in the neighborhood, CPS knocked on the door and told the parents they were being investigated for neglect. Fortunately, the community’s response to the story has been overwhelmingly supportive of the parents. The case has opened up a nation-wide debate over the “corrosive crazy idea that kids cannot do anything on their own” without being considered unsafe.

Safe Routes to School Plans can only go as far as addressing the 5 E’s, Education, Encouragement, Engineering, Enforcement and Evaluation. It is up to the local community to address the remaining array of social issues that face children on a daily basis. Fortunately, the numerous stakeholders who are involved with SRTS planning could also help to facilitate the discussion on addressing these additional concerns. Hopefully someday having kids walk and bike throughout their community will be perceived by all as a sign of a safe and healthy community.
This Chapter establishes a SRTS Action Plan for the New London-Spicer School District. The Action Plan consists of five goals areas (based upon the 5 E’s of SRTS planning) and corresponding objectives and action steps. This Chapter will help guide the School District in making decisions and implementing SRTS initiatives from 2015-2020.

Implementation Plan Overview

Chapter Four consist of two important implementation components for the New London-Spicer Safe Routes to School Plan. The first is a series of Goals, Objectives, and Action Steps designed to address the 5 E’s of SRTS planning. As a result, they are organized with separate goals for Education, Encouragement, Engineering, Enforcement, and Evaluation.

The second component of the SRTS Implementation Plan consists of a series of three maps that appear at the end of the chapter. Map 4A provides an implementation plan for the intersection of State Highway 9 and County Road 40. Map 4B provides an implementation plan for the intersection of State Highway 9 and 75th/Ash Street. Finally, Map 4C outlines the desire by the community to establish a ‘Mill Pond Loop’ off the Glacial Lakes State Trail. All of the implementation features found in Maps 4A-4C are described under the Engineering Goal’s action steps.

New London-Spicer School District
Safe Routes to School
Goals, Objectives, and Action Steps

1. Education Goal:
   “To provide students and parents with the necessary information they need to fully understand how important walking and biking is to their health.”

   Objective A: To teach bike and pedestrian safety laws and skills in a way that is clear, hands-on, and consistent.
1. Use Minnesota’s Walk! Bike! Fun! as a basis to customize appropriate grade level curriculum.
   - **Who:** School District.
   - **When:** Begin in the fall 2015. Update after the first year and biannually thereafter.
   - **Funding:** In-kind expenses (printing and staff time).

2. Incorporate bicycle and pedestrian education within physical education classes.
   - **Who:** School District.
   - **When:** Begin in the fall 2015. Update after the first year and biannually thereafter.
   - **Funding:** In-kind expenses (staff time).

3. Provide second and third grade classes with bicycle safety training. If possible, have the students use their own bicycles and supplement with the school’s bicycle fleet (approximately 45 bikes).
   - **Who:** School District, PTO and Sheriff’s Office.
   - **When:** Begin in fall 2015.
   - **Funding:** $0 to $500 depending upon finding miscellaneous supplies, plus in-kind expenses.

4. Distribute a flyer promoting “Healthy Kids Day” at the Willmar YMCA. The program includes bicycle training for children grades K-5.
   - **Who:** School District.
   - **When:** Annually in April.
   - **Funding:** The YMCA will provide the flyers.
Objective B: To educate students, parents and citizens on key pedestrian and bicycling issues in the community.

5. Provide handouts at the beginning of the school year explaining busing, parking, walking, and bicycling issues, focusing on safety rules and school policies.
   - **Who:** School District.
   - **When:** Annually.
   - **Funding:** In-kind expenses (printing, staff and volunteer time).

6. Create a school zone pedestrian and bicycle map (i.e. route map) to be distributed to students in the fall and spring. Encourage parents to go over walking and biking options with their children.
   - **Who:** SRTS Task Force
   - **When:** 1st map ready for fall 2015. Update annually as needed.
   - **Funding:** MMDC will create and update the maps.

7. Work with the media to highlight key SRTS information, events and initiatives. Target encouraging drivers to slow down and pay attention to bicycles and pedestrians.
   - **Who:** School District, PTO and Sheriff’s Office.
   - **When:** Ongoing.
   - **Funding:** In-kind expenses (staff and volunteer time).

8. Implement existing teen driver campaigns (i.e., teenSMART, Don’t Text and Drive, or the various programs offered by the insurance agencies) and target information and programs to NSL High School students. Apply for stakeholder funding to enhance the programs and/or to establish an incentive program.
   - **Who:** School District and Sheriff’s Office.
   - **When:** Ongoing.
   - **Funding:** In-kind expenses (printing, staff and volunteer time).
9. Incorporate SRTS education into classroom art projects (i.e., posters, paintings, etc.) by emphasizing various SRTS topics (i.e., National Walk or Bike to School Days, Don’t Text and Drive, etc.). Display artwork in hallways and periodically hold an art contest to provide incentives.

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

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

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

2. **Encouragement Goal:**

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

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

11. Ensure that each classroom (K-4) or grade (5-8) organizes at least one walking field trip annually (i.e., playground, library, Glacial Lakes Trail, etc.). Use the walk as an educational opportunity to teach/strengthen pedestrian skills.

- **Who:** School District.
- **When:** Begin in the fall 2015.
- **Funding:** None needed.
12. Participate annually in the International Walk to School Day (Oct. 7, 2015; Oct. 5, 2016; Oct. 4, 2017). Prairie Woods Elementary students can be dropped off (by school bus or parents) at the NLS Middle School parking lot and can walk the trail to school. Organize volunteers to assist. If successful, consider encouraging elementary students to walk between school on a regular basis.

- **Who:** School District, PTO, and SRTS Task Force.
- **When:** Begin in the fall 2015.
- **Funding:** In-kind expenses (printing, staff and volunteer time)

13. Participate annually in the National Bike to School Day (May 6, 2015; May 4, 2016; May 10, 2017). Prairie Woods Elementary students can be dropped off at the NLS Middle School parking lot and can bike the trail to school. Organize volunteers to assist. If successful, consider encouraging elementary students to bike between schools on a regular basis.

- **Who:** School District, PTO, and SRTS Task Force.
- **When:** Begin in the fall 2015.
- **Funding:** In-kind expenses (printing, staff and volunteer time)

14. Host an annual bike safety event (coinciding with National Bike to School Day) at Prairie Woods Elementary. Find a stakeholder to provide bicycle helmets to students.

- **Who:** School District, PTO, Sheriff’s Office.
- **When:** Begin in May 2015.
- **Funding:** $500 for helmets; In-kind expenses (printing, staff and volunteer time).

15. Work with the Cities of New London and Spicer along with the Sheriff’s Office to expand the School’s bicycle fleet using abandoned bicycles. Work with the NLS High School to find a class that could work on making minor repairs.

- **Who:** School District, City of New London, City of Spicer, Sheriff’s Office.
- **When:** Ongoing.
- **Funding:** $500 for bike repair equipment.
16. Host two annual “Ride the Glacial Lakes Trail” events. The first would begin at Faith Lutheran Church in Spicer and would go to New London and back during the City of Spicer’s 4th of Celebration. The second event would start from the NLS Middle School and would go to Spicer and back during the City of New London’s Water Days.

- **Who:** City of New London, City of Spicer, Sheriff’s Office.
- **When:** Ongoing
- **Funding:** $500 for water supplies or donations; In-kind expenses (printing, staff and volunteer time).

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

- **Who:** School District, City of New London, and the City of Spicer.
- **When:** Ongoing.
- **Funding:** $500 for bike locks; $500 for conducting the bike rack assessment.

18. Create a “Ride New London-Spicer” flyer promoting the area’s bike trails and bicycle friendly facilities.

- **Who:** Economic Development Authority, Cities of New London and Spicer
- **When:** 2016
- **Funding:** $1,500

19. Provide parents and students with safety rules and school procedures dealing with students arriving and departing to/from school by all modes of travel, through parent informational packets and using the school website. Consider having students and parents sign a commitment form to respect schools procedures.

- **Who:** School District
- **When:** 2016
- **Funding:** In-kind expenses (printing and staff time).
20. Examine allowing students who are walking or bicycling home to be dismissed five minutes prior to other students.
   - **Who:** School District
   - **When:** 2016
   - **Funding:** In-kind expenses (printing and staff time).

21. Purchase two bicycle repair stations. Place one near the Middle School front door and bike racks and the other near the Glacial Lakes State Trail.
   - **Who:** School District
   - **When:** 2015
   - **Funding:** $2,000

22. Purchase two bicycle racks. Place one near the front of the High School and the other near the school’s athletic facilities.
   - **Who:** School District
   - **When:** 2015
   - **Funding:** $1,000

3. **Engineering Goal:**

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

   **Objective D:** To ensure the NLS School District maintains a safe walk and bike school zone.

23. Create a School Safety Zone surrounding NLS school facilities. Target implementing needed infrastructure improvements, proper signage, media coverage, and enforcement.
   - **Who:** SRTS Task Force, MnDOT, City of New London, State Patrol, and the Sheriff’s Office
   - **When:** Establish by 2016. Make ongoing improvements as necessary.
   - **Funding:** $50,000
24. Prioritize making sidewalk improvements in the School’s Safety Zone, beginning with the following needed improvements (refer to Maps 4A and 4B):
   a. Consider adding a new sidewalk along the north side of County Road 40 from State Highway 9 to Peace Lutheran Church (and beyond to the west if feasible).
   b. Add a new sidewalk on the west side of the NLS High School connecting the gymnasium to Pederson Field.
   c. Add a new sidewalk on the east side of the NLS Middle and High Schools creating a loop adjacent to 75th St. NE.
   
   ➢ **Who:** School District and the City of New London.
   ➢ **When:** Ongoing
   ➢ **Funding:** $50,000

25. Prioritize making crosswalk improvements in the School’s Safety Zone, beginning with the following needed improvements (refer to Maps 4A and Map B):
   a. Make crosswalk improvements at the intersections of State Highway 9 and County Road 40 and State Highway 9 and 75th/Ash St..
   b. New crosswalk connecting NLS High School to Pederson Field.
   c. New crosswalk connecting the Glacial Lakes Trailhead to the NLS Middle and High Schools across 75th St. NE.
   d. Add ‘Stop Lines’ to all appropriate crosswalks.
   
   ➢ **Who:** MnDOT, School District, City of New London.
   ➢ **When:** Ongoing
   ➢ **Funding:** $50,000

26. Work with MnDOT, the City of New London, and Kandiyohi County to explore the creation of a mid-block crossing in front of the NLS High School along State Highway 9 (refer to Map 4B). Examine other engineering alternatives as necessary.
   
   ➢ **Who:** MnDOT, City of New London, Kandiyohi County
   ➢ **When:** 2015
   ➢ **Funding:** $100,000
27. Work with MnDOT, the City of New London, and Kandiyohi County to explore the creation of a designated right turn lane and pedestrian island for vehicles making a right turn off County Road 40 onto State Highway 9 (refer to Map 4A).
   - **Who:** MnDOT, City of New London, Kandiyohi County
   - **When:** 2017
   - **Funding:** $250,000

28. Install a solar digital radar speed limit sign to the east of the State Highway 9 and 75th/Ash Street intersection (refer to Map 4B).
   - **Who:** MnDOT, City of New London
   - **When:** 2016
   - **Funding:** $25,000

**Objective E: To proactively identify and mitigate pedestrian and bicycle safety issues throughout the City of New London and Spicer.**

29. Work with MnDOT and Kandiyohi County to identify and implement traffic calming practices along State and County roads, especially along State Highway 9 in New London and State Highway 23 in Spicer.
   - **Who:** MnDOT, Kandiyohi County, Cities of New London and Spicer, MMDC
   - **When:** Ongoing
   - **Funding:** $10,000 (if special studies are needed); In-kind expenses (staff time)

30. Work with MnDOT to allow the City of New London to paint the three intersections in the downtown area.
   - **Who:** MnDOT, City of New London
   - **When:** 2015
   - **Funding:** $15,000
31. Work with MnDOT and the DNR to create a Mill Pond Loop off the Glacial Lakes State Bike Trail (refer to Map 4C). The loop could use existing roadways and would only need proper signage to create. The City would also need to address parking issues and MnDOT would ultimately need to determine/approve route options along State Highway 9.

- **Who:** MnDOT, DNR, City of New London, Kandiyohi County
- **When:** 2015
- **Funding:** $5,000 if existing roadways are used; $150,000 if a new trail needs to be established in front of NSL High School continuing to the downtown area.

32. Work with MnDOT and the DNR to determine the best locations of establish trail connections from the NLS Schools to the upcoming Glacial Lakes State Trail extension to Sibley State Park (i.e. where to make school connections to the extension).

- **Who:** MnDOT, DNR, School District
- **When:** 2015
- **Funding:** $1,000

4. **Enforcement Goal:**

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

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

33. Encourage the Sheriff’s Office to adopt a “Zero Tolerance” policy towards vehicles not obeying the law within the School Safety Zone. Also encourage officers and school staff to proactively address unsafe pedestrian and bicycle activities.

- **Who:** State Patrol, Sheriff’s Office, and School Resource Officer
- **When:** Ongoing
- **Funding:** In-kind expenses (staff time)
34. Encourage bus drivers, school staff, students, parents, and citizens to report to authorities all unsafe vehicle, pedestrian, and bicycle behaviors when someone’s life is at risk.
   - **Who:** State Patrol, Sheriff’s Office, School Resource Officer
   - **When:** Ongoing
   - **Funding:** In-kind expenses (staff time)

35. Work with stakeholders to establish adult crossing guards at the intersection of State Highway 9 and County Road 40 and State Highway 9 before and after school.
   - **Who:** MnDOT, State Patrol, Sheriff’s Office, School Resource Officer, School District, PTO, and the City of New London
   - **When:** Ongoing
   - **Funding:** $1,000 for supplies and training; In-kind expenses (staff and volunteer time)

36. Periodically use portable speed limit trailers, especially after school begins in the fall, to remind drivers to keep within the posted speed limits within the School Safety Zone. Provide for extra enforcement when trailers are present.
   - **Who:** MnDOT, State Patrol, Sheriff’s Office.
   - **When:** Ongoing, but annually target after school starts in the fall.
   - **Funding:** In-kind expenses (staff time and stakeholder’s equipment).

5. **Evaluation Goal:**

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

37. Keep the SRTS Task Force in place to meet quarterly (or more often as needed) to work on implementing and updating the school’s SRTS Plan.
   - **Who:** School District, City of New London, Kandiyohi County
   - **When:** Ongoing
   - **Funding:** In-kind expenses (staff time).
38. On an annual basis, conduct classroom student tallies and parent surveys to determine if progress is being made on the number of students walking and biking to school with the SRTS efforts being conducted.
   ➢ **Who:** School District, City of New London, Kandiyohi County
   ➢ **When:** Ongoing
   ➢ **Funding:** In-kind expenses (printing and staff time)

39. Conduct walk audits of the schools on a bi-annual basis.
   ➢ **Who:** School District, City of New London, Kandiyohi County
   ➢ **When:** Ongoing
   ➢ **Funding:** In-kind expenses (staff time)

40. Review the SRTS Plan annually and revise as needed.
   ➢ **Who:** School District, City of New London, Kandiyohi County
   ➢ **When:** Ongoing
   ➢ **Funding:** In-kind expenses (printing and staff time)
Abandon Sidewalk
Stop Line
New Sidewalk
Enhanced Crosswalks
Stop Line
Bump out curb and expand the Sidewalk to 10 foot trail.

Replace Sidewalk with 10-foot Trail. "New London Mill Pond Loop"

Map 4A: NLS SRTS
State Highway 9 & County Road 40 Intersection

NLS Middle & High School

County Road 40 - 4th Ave SW

County Road 40 - 4th Ave SE

State Highway 9

~ North ~
Aerial Photo may be skewed (not to scale)
Stop Line
3 - Lane Highway & Cycle Track or Expand sidewalk to 10-foot trail
Mid-Block Pedestrian Island
Enhanced Crosswalks
New Stop Line

Map 4B: NLS SRTS
State Highway 9 & 75th St./Ash St. SE Intersection
~ North ~
Aerial Photo may be
Map 4C: Glacial Lakes State Bike Trail - Mill Pond Loop

- Proposed Mill Pond Loop
  1. Gravel Parking Lot
  2. Middle School Playground
  3. Swimming Beach
  4. Holm Park
  5. New London Dam

- Glacial Lakes State Bike Trail
  6. New London Bridge
  7. Boat Launch/Fishing Pier
  8. Neer Park
  9. Paved Trail to Prairie Woods

Scenic Bridge and Swimming Beach Photos by Greg Harp
New London Dam Photo by Stanley Consultants

Appendix A:
Safe Routes to School
Program Matrix
# Education Programs Safe Routes to School Matrix

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Description</th>
<th>Topics</th>
<th>Format</th>
<th>Target Audience</th>
<th>Primary Outcomes</th>
<th>Secondary Outcomes</th>
<th>Resource Notes</th>
</tr>
</thead>
</table>
| **Assemblies/ Game Shows**    | Assemblies grab students' attention through fun, interactive activities, such as games, skits, or demonstrations. Safe Routes to School assemblies often cover pedestrian and/or bicycle safety, but can also address bicycling skills, the environment, health, and other topics. A game show covering safety questions makes a good format for a smaller group such as a single classroom. | Bicycling; Walking; Bus/Transit; Driving; Carpool; Safety; Skills; Incentives; Environment; Health | Assembly; Event; Contest; Curriculum/Classroom Activity | Elementary; Middle School; High School; Teachers'/Faculty/Staff; Parents; District; Neighbors | Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment | Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment | Potential Lead/Champion: Parent, teacher, or administrator  
Potential Partners: Teachers/administrators/staff; PTA/parents; school district; public health/local gov’t.; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; older students  
Resources Needed: Time for preparation/rehearsal; script/preparation; props; A/V equipment; class time; assembly venue |
| **Bicycle Rodeos**            | Bicycle rodeos are events that offer bicycle skills and safety stations for children - and sometimes parents - to visit (e.g., obstacle course, bicycle safety check, helmet fitting, instruction about the rules of the road, etc.). Bicycles can be held as part of a larger event or on their own, and either during the school day or outside of school. Adult volunteers can administer rodeos, or they may be offered through the local police or fire department. | Bicycling; Safety; Skills; Incentives; Family                         | Assembly; Event; Skills Training/Hands On Training; Information for Parents | Elementary; Middle School; Parents | Improved Walking/Bicycling Safety Behavior; Youth Empowerment                   | Increased Bicycling; Health and Environmental Connections                    | Potential Lead/Champion: PTA/parents, local law enforcement, or bicycling group/enthusiast  
Potential Partners: Teachers/administrators/staff; PTA/parents; school district; public health/local gov’t.; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business; older students  
Resources Needed: Station content and materials; bicycles and safety gear; cones, street signs; and chalk; basic supplies; adult volunteers; planning/coordination time |
| **Bike Mechanic Training**    | Learning bike repair skills encourages students and families to bicycle to school and empowers students to take charge of their own transportation. A bike mechanic training can be made available to students as a one-time basics lesson or as a multi-session course. This training can be offered after school or on weekends, and can be combined with an earn-a-bike program, bike rodeo, or bicycle safety/skills training. | Bicycling; Safety; Skills | Skills Training/Hands On Training | Middle School; High School | Increased Bicycling; Youth Empowerment | Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections; Vocational Skills | Potential Lead/Champion: PTA or local group/volunteer/business  
Potential Partners: Teachers/administrators/staff; PTA/parents; school district; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business  
Resources Needed: Curriculum; instructor(s); bicycle repair tools and equipment; venue for classes; time for planning/coordination |
| **Classroom Lessons**         | Safe Routes to School classroom lessons address walking and/or bicycling and other related topics while also meeting state or district curriculum standards. Lessons can be taught as part of many subjects, including math, science, social studies, health, and physical education. | Bicycling; Walking; Bus/Transit; Driving; Carpool; Safety; Skills; Environment; Health | Curriculum/Classroom Activity | Elementary; Middle School; High School; Teachers'/Faculty/Staff | Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment | Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment | Potential Lead/Champion: Teacher/administrator  
Potential Partners: School district; PTA/parents; public health/local gov’t.; local groups/advocates/volunteers  
Resources Needed: Curriculum; preparation time; class time; any visuals, worksheets, or instruction materials |
| **Earn-A-Bike Program**       | Over a number of sessions, students learn the basics of bike repair and maintenance, bicycle safety, and related topics while refurbishing an abandoned or donated bike. At the end of the program, students earn the bikes they learned to repair. | Bicycling; Safety; Skills; Incentives; Environment; Health              | Incentive Program; Skills Training/Hands On Training | Middle School; High School | Increased Bicycling; Improved Walking/Bicycling Safety Behavior; Youth Empowerment | Health and Environmental Connections; Vocational Skills | Potential Lead/Champion: PTA or local group/volunteer  
Potential Partners: Teachers/administrators/staff; PTA/parents; school district; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business  
Resources Needed: Curriculum; instructor(s); bicycles, helmets, and safety gear; bike repair tools; time for planning/coordination; storage space |
| **Family Biking Class**       | Family Biking Classes are great tools for educating and encouraging families to ride bicycles. Education trainings can cover safety checks; skills instruction; basic bike maintenance, how to carry kids by bicycle, cargo bike demonstrations, bike rodeos, and/or guided bike rides. | Bicycling; Safety; Skills; Environment; Health; Family | Event; Skills Training/Hands On Training; Information for Parents | Elementary; Parents | Increased Bicycling; Improved Walking/Bicycling Safety Behavior | Health and Environmental Connections | Potential Lead/Champion: Parents/PTA or bicycling group/enthusiast  
Potential Partners: Teachers/administrators/staff; PTA/parents; school district; public health/local gov’t.; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business  
Resources Needed: Curriculum; instructor; materials/handouts; bicycles/gear for demonstration and training; preparation time; venue for classes |
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Description</th>
<th>Topics</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Family Biking Guide</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>Idling Reduction Campaign</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; 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/gov't.; 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>In-School Bicycle Safety Education</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>In-School Pedestrian Safety Education</td>
<td>Pedestrian safety education aims to ensure that every child understands basic traffic laws and safety rules. It teaches students basic traffic safety, sign identification, and decision-making tools. Training is typically recommended for first- and second-graders and teaches lessons such as &quot;look left, right, and left again&quot;. Curriculum often includes three parts: in-class lessons, mock street scenarios, and on-street practice. Various existing curricula are available online at no cost, or schools may choose to develop one on their own.</td>
<td>Walking; Safety; Skills</td>
<td>Assembly; Skills Training/Hands On Training; Curriculum/Classroom Activity</td>
<td>Elementary</td>
<td>Improved Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Increased Walking; Health and Environmental Connections</td>
<td>Potential Lead/Champion: Teacher/administrator Potential Partners: PTA/parents; school district; public health/local gov't.; local law enforcement; local groups/advocates/volunteers; older students Resources Needed: Curriculum; class time; time for instructor training/preparation; if needed; mock street and street signs; basic supplies; one or more adult chaperones</td>
</tr>
<tr>
<td>Mock City</td>
<td>A mock city provides a safe environment in which students can learn pedestrian, bicycle, or general traffic safety. A course is built or set up and students walk, bike, or &quot;drive&quot; through to learn appropriate behaviors in various street situations. A mock city requires a lot of work or a partnership with an organization that already has the equipment. The 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>Parent Workshop</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</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>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 Resources Needed: Presentation/agenda; instructor; materials; handouts; time for preparation and scheduling</td>
</tr>
<tr>
<td>Walk and Bike to School Route Map</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; public health/local government; local law enforcement 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>
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</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>
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<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 parties - can be used as rewards for participation. Examples include a Golden Sneaker Award classroom competition or a Walk and Bike to School Day challenge. See also: Trip/Mileage Tracking Program</td>
<td>Bicycling; Walking; Bus/Transit; Driving; Carpool; Incentives; Environment; Health; Family</td>
<td>Event; Contest/Competition</td>
<td>Elementary; Middle School; High School</td>
<td>Increased Walking, Bicycling, Transit Use and Carpooling; Youth Empowerment</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Faculty/staff or PTA</td>
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<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; Improved Walking/Bicycling Safety Behavior</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Parent or local group/volunteer</td>
</tr>
<tr>
<td><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; Youth Empowerment</td>
<td>Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
<td>Potential Lead/Champion: PTA/parents or local groups/volunteers</td>
</tr>
<tr>
<td><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 school interest. Like Walk and Bike to School Day, incentives or celebrations recognize students’ efforts. See International Walk and Bike to School Day for more information.</td>
<td>Bicycling; Walking; Incentives; Environment; Health; Family</td>
<td>Event; School Journey/Pick-up and Drop-off</td>
<td>Elementary; Middle School</td>
<td>Increased Walking and Bicycling; Youth Empowerment</td>
<td>Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
<td>Potential Lead/Champion: PTA/parents or local groups/volunteers</td>
</tr>
<tr>
<td>Program Name</td>
<td>Description</td>
<td>Topics</td>
<td>Format</td>
<td>Target Audience</td>
<td>Primary Outcomes</td>
<td>Secondary Outcomes</td>
<td>Resource Notes</td>
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</table>
| Park and Walk                    | This program is designed to encourage families to park several blocks from school and walk the rest of the way to school. Not all students are able to walk or bike the whole distance to school. They may live too far away or their route may include hazardous traffic situations. This program allows students who are unable to walk or bike to school a chance to participate in Safe Routes to School programs. It also helps reduce traffic congestion at the school. | Walking; Bus; Transit; Driving; Carpool; Safety; Skills; Incentives; Environment; Health | Event; School Journey; Pick-up and Drop-off     | Elementary; Middle School; Parents                   | Increased Walking                                                                     | Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections                 | Potential Lead/Champion: PTA/parents  
Potential Partners: Teachers/administrators/staff; PTA; parents; school district; public health/local gov’t.; local law enforcement; local groups/advocates/volunteers; local businesses/celebrities  
Resources Needed: Coordination/recruitment time; promotional materials, such as flyers/posters; supplies/materials, if needed |
| Poster, T-Shirt, or Video Contest | These types of activities are great for engaging middle and high school students in Safe Routes to School efforts. Students can get creative for a cause by designing and producing posters, t-shirts, videos, or other materials that communicate about active transportation. A contest like this can be combined with any type of campaign, like a school safety campaign or anti-idling campaign. | Bicycling; Walking; Bus; Transit; Driving; Carpool; Safety; Skills; Incentives; Environment; Health | Contest/ Competition/Campaign; Information for Parents | Elementary; Middle School; High School | Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment | Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment | Potential Lead/Champion: Teacher/parent  
Potential Partners: Teachers/administrators/staff; PTA; parents; school district; public health/local gov’t.; local law enforcement; local businesses; students  
Resources Needed: Materials/equipment as needed; promotional materials; oversight time; class time (if desired); funds for production/printing |
| Trip/ Mileage Tracking Program   | A trip or mileage tracking program can be implemented as an opt-in club, a classroom activity, or a collaborative school-wide event. Students track trips or mileage made by walking, bicycling, transit, and/or carpools using some type of goal or milestone to earn a prize or raffle entry, or they can track their individual or group progress as miles across their town, 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 | Event; Incentive Program                         | Elementary; Middle School; High School            | Increased Walking, Bicycling, Transit Use and Carpooling; Youth Empowerment            | Health and Environmental Connections                                                                | Potential Lead/Champion: Faculty/staff or PTA  
Potential Partners: Teachers/administrators/staff; PTA; parents; school district; local groups/advocates/volunteers; older students; local business  
Resources Needed: Coordination time; promotional materials, such as flyers/posters; program materials, such as punchcards or classroom posters for tracking; rewards or prizes |
| Walk/Bike Field Trip             | A field trip made by foot or by bicycle gives students a supportive environment in which to practice their pedestrian safety or bicycling skills and showcases the many benefits of walking and bicycling for transportation, including health and physical activity, pollution reduction, and cost savings. The destination of the field trip may vary, or the field trip could be the ride itself. | Bicycling; Safety; Skills; Environment; Health                       | Event                                           | Elementary; Middle School; Teachers/ Faculty/Staff; Parents | Increased Bicycling; Improved Walking/Bicycling Safety Behavior; Youth Empowerment | Health and Environmental Connections                                                                 | Potential Lead/Champion: Teacher/parent  
Potential Partners: Teachers/administrators/staff; PTA; parents; school district; public health/local gov’t.; local groups/advocates/volunteers; older students; local business  
Resources Needed: Coordination time; oversight time; class time (if desired); funds for production/printing |
| Walking School Bus               | A Walking School Bus is a group of children walking to school with one or more adults. Parents can take turns leading the bus, which follows the same route every time and picks up children from their homes or designated bus stops at designated times. Ideally, buses run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event. A Walking School Bus can be as informal as a few parents alternating to walk their children to school, but often it is a well-organized, PTA-led effort to encourage walking to school. | Walking; Driving; Carpool; Safety; Skills; Incentives; Environment; Health; Family | Event; School Journey; Pick-up and Drop-off       | Elementary; Middle School; Parents                   | Increased Walking                                                                     | Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections                 | Potential Lead/Champion: PTA/parents  
Potential Partners: Teachers/administrators/staff; PTA; parents; school district; public health/local gov’t.; local law enforcement; local groups/advocates/volunteers; local businesses/celebrities  
Resources Needed: Coordination/recruitment time; promotional materials, such as flyers/posters; supplies/materials, if needed |
<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>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>
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<td>Potential Partners: School district; teachers/administrators/staff; public health/local gov’t; PTA/parents; local groups/advocates/volunteers</td>
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<td>Resources Needed: Funding for police overtime (not always required, but can be helpful); equipment; promotional/educational materials (if desired)</td>
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<tr>
<td>Crossing Guards</td>
<td>Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students with crossing the street.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool Safety</td>
<td>Skills Training/Hands On Training; School Journey/ Pick-up and Drop-off</td>
<td>Elementary; Middle School; Parents; Neighbors</td>
<td>Improved Walking/Bicycling Safety Behavior; Improved Driving Safety Behavior</td>
<td>Increased Walking and Bicycling</td>
<td>Potential Lead/Champion: School district, school administration, local law enforcement, or PTA</td>
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<td>Potential Partners: School district; teachers/administrators/staff; PTA/parents; public health/local gov’t; local law enforcement; local groups/advocates/volunteers</td>
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<td>Resources Needed: Training materials; funding to pay crossing guards; safety vests and stop signs</td>
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<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>
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<td>Potential Partners: School district; teachers/administrators/staff; PTA/parents; public health/local gov’t; local law enforcement; local groups/advocates/volunteers</td>
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<td>Resources Needed: Training materials; supervision/oversight; safety vests</td>
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<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, school district, or administration</td>
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<td>Potential Partners: School district; teachers/administrators/staff; public health/local gov’t; local law enforcement; PTA/parents; local groups/advocates/volunteers</td>
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<td>Resources Needed: Funding for police overtime (not always required, but can be helpful); equipment; promotional/educational materials (if desired)</td>
</tr>
<tr>
<td>School Safety Campaign</td>
<td>A safety campaign is an effective way to build awareness among 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>
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<td>Potential Partners: School district; teachers/administrators/staff; PTA/parents; public health/local gov’t; local law enforcement; local groups/advocates/volunteers; students; local businesses</td>
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<td>Resources Needed: Promotional materials and collateral; advertising (if desired); time to supervise/oversee student efforts</td>
</tr>
<tr>
<td>School Safety Patrols</td>
<td>School safety patrols are trained student volunteers responsible for enforcing drop-off and pick-up procedures and assisting with street crossing. They do not stop vehicular traffic, but rather look for openings and then direct students to cross. Student safety patrols increase safety for students and traffic flow efficiency for parents.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool Safety</td>
<td>Skills Training/Hands On Training; School Journey/ Pick-up and Drop-off</td>
<td>Elementary; Middle School</td>
<td>Improved Walking/Bicycling Safety Behavior; Improved Driving Safety Behavior; Youth Empowerment</td>
<td>Increased Walking and Bicycling, Environmental Connections</td>
<td>Potential Lead/Champion: School district, school administration, or PTA</td>
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<td>Resources Needed: Training materials; supervision/oversight; safety vests</td>
</tr>
</tbody>
</table>

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**Notes:**
- **Potential Partners:** School district; teachers/administrators/staff; PTA/parents; public health/local gov’t; local law enforcement; local groups/advocates/volunteers; students; businesses
- **Resources Needed:** Funding for police overtime (not always required, but can be helpful); equipment; promotional/educational materials (if desired)
- **Potential Lead/Champion:** Local law enforcement, school district, or administration
- **School Journey/ Hands On Parents:** Information for Parents
- **Hands On Skills Training:** Information for Parents
- **Neighborhood:** Parents; Middle School; Elementary; Parents; Middle School; Elementary; Parents; Middle School; Elementary
- **Potential Partners:** Local law enforcement; School district, school administration, teachers/administrators/staff; PTA/parents; public health/local gov’t; local law enforcement; local groups/advocates/volunteers; students; businesses
- **Resources Needed:** Training materials; supervision/oversight; safety vests
- **Funding for police overtime:** Not always required, but can be helpful
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 ___________

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

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

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

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

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

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

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

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

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

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

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

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

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

□ 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

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

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

□ Strongly Encourages □ Encourages □ Neither □ Discourages □ Strongly Discourages

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

□ Very Fun □ Fun □ Neutral □ Boring □ Very Boring

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

□ Very Healthy □ Healthy □ Neutral □ Unhealthy □ Very Unhealthy

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

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

□ Grades 1 through 8 (Elementary) □ Grades 9 through 11 (Some high school) □ Grade 12 or GED (High school graduate)

□ College 1 to 3 years (Some college or technical school) □ College 4 years or more (College graduate) □ Prefer not to answer

16. Please provide any additional comments below.
### Safe Routes to School Students Arrival and Departure Tally Sheet

**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:**

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

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

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

<table>
<thead>
<tr>
<th>Key</th>
<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></td>
<td>S= sunny</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Only with children from your family</td>
<td>Riding with children from other families</td>
<td>City bus, subway, etc.</td>
<td>Skate-board, scooter, etc.</td>
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<tr>
<td></td>
<td>R= rainy</td>
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<td>O= overcast</td>
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<td>SN= snow</td>
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</tbody>
</table>

**Sample AM**

| S | N | 2 | 0 | 2 | 3 | 8 | 3 | 1 |

**Sample PM**

| R | 1 | 9 | 2 | 3 | 8 | 2 | 1 |

**Tues. AM**

**Tues. PM**

**Wed. AM**

**Wed. PM**

**Thurs. AM**

**Thurs. PM**

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