Cedar Mountain Elementary School
Safe Routes to School (SRTS) Plan

SRTS Vision Statement: The Cedar Mountain Elementary School and the City of Franklin want walking and biking to be safe and convenient for students and residents throughout the community.

Prepared by the Mid-Minnesota Development Commission and the Cedar Mountain Elementary Safe Routes to School Task Force

*Completed July 2018*
Why a Safe Routes to School Plan?

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

2017 Bike to School Day

Poster Contest Winner from Basswood Elementary School
# Executive Summary

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This document represents a commitment on behalf of Cedar Mountain Elementary School and the City of Franklin, Minnesota, to improve walking and bicycling opportunities for students, parents, and residents. Specifically, the Cedar Mountain Elementary Safe Routes to School Task Force created the following Vision Statement that guided the development of the SRTS Plan:

*The Cedar Mountain Elementary School and the City of Franklin want walking and biking to be safe and convenient for students and residents throughout the community.*

Chapter One provides a description of Safe Routes to School (SRTS) plans, including an overview of what they include and a description of the state/national SRTS programs; a description of the Cedar Mountain Elementary SRTS planning process; and a brief introduction to the key SRTS stakeholders.

Chapter Two provides a basic profile of Cedar Mountain Elementary and the City of Franklin. The profiles contain demographic information and maps. Map 2A shows the location of Franklin in southern Renville County near the Minnesota River (refer to Map 2A).

Chapter Three profiles the existing walking and bicycling conditions in Franklin, including sidewalks, crosswalks, and known pedestrian and cycling issues. Information is presented from parent surveys, classroom tallies, and walk audits. The main goal of Chapter Three is to provide the reader with a thorough understanding of the issues and opportunities Cedar Mountain Elementary has with having students walk and bike to/from school.

Chapter Four establishes a Safe Routes to School (SRTS) Action Plan for Cedar Mountain Elementary School. The Action Plan consists of six goals areas based upon the 6 E’s of SRTS planning and corresponding objectives and action steps. The Chapter will help guide the School District and City of Franklin in making decisions and implementing SRTS initiatives from 2018-2023.
Cedar Mountain Elementary
Safe Routes to School Plan
Visual Executive Summary Poster

Safe Routes to School Education, Encouragement, Equity, Enforcement, Engineering and Evaluation.

School Safety Zone
New Sidewalks
Bike Sharrows
One-Way Street
New Trail
Traffic Calming
New/Enhanced Crosswalks  Bicycle Safety Training
Chapter One: Introduction to the

Cedar Mountain Elementary
Safe Routes to School Plan

Chapter One provides a description of Safe Routes to School (SRTS) plans, including an overview of what they include and a description of the state/national SRTS programs; a description of the 6 E’s of SRTS planning (Education, Encouragement, Engineering, Equity, Enforcement and Evaluation); a description of the Cedar Mountain Elementary SRTS planning process; and a brief introduction to the key SRTS stakeholders.

A. An Overview of Safe Routes to School Plans

Safe Routes to School (SRTS) plans are developed to encourage walking and biking to school by addressing the numerous obstacles that discourage students on a regular 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 can include examining school policies to ensure they too don’t indirectly discourage walking and biking.

A 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. The first modern SRTS program, however, began in 1997 in Bronx, New York. Shortly after, two pilot Safe Routes to School programs were funded by Congress in Marin County, California, and Arlington, Massachusetts. By the early 2000s, several states started developing their own SRTS programs.

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

**Minnesota’s SRTS Program**

Minnesota’s initial federally funded SRTS program began in 2005 with passage of the federal transportation bill, SAFETEA-LU. The bill 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.

In 2012, Minnesota established its own SRTS program with the passage of Minnesota State Statute 174.40, “to provide assistance in capital investments for safe and appealing non-motorized transportation to and from a school.” The law establishes a dedicated SRTS account in the State’s 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 2016-17 Report on Safe Routes to School (September 2017)*, MnDOT has awarded over $30 million SRTS planning and implementation projects since 2005. These projects have impacted more than 700 schools. Seventy percent of funds were allocated for infrastructure projects and 30 percent for non-infrastructure projects between the years 2006 and 2017.

*Minnesota SRTS Five-Year Strategic Plan (June 2015)*
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 late 2014, the steering committee and more than 70 individuals from partner organizations began work on a five-year strategic plan for SRTS in Minnesota.

The following Minnesota SRTS vision and value statements were developed during the strategic planning process. They are a result of a collaborative discussion among SRTS partners on what a SRTS vision needed to be for the State of Minnesota. The vision statement articulates an aspirational future for Minnesota and is accompanied by value statements that further describe important ideals and values that are linked to the vision.

**Minnesota SRTS Vision Statement:** *Minnesota is a state where all students can walk and bicycle on routes that are safe, comfortable, and convenient. Minnesotans value…*

- That all students have the opportunity to walk and bicycle no matter their race, ethnicity, income level, age, ability, or geographic location.
- The health, academic, community, environmental, and independence-building benefits of walking and bicycling.
- Safe walking and bicycling routes that are maintained for use in all four seasons.
- Working together to make walking and bicycling an easy choice for students.
- Transportation and land use policies, programs, and plans that encourage close proximity of schools, residences, and other youth-friendly destinations.

**Minnesota Online SRTS Resource Center**

The online Minnesota Safe Routes to School Resource Center is a valuable website for all Safe Routes to School partners. The purpose of the Resource Center is to provide SRTS tools, technical resources, and information needed for all partners – including parents, teachers, students, schools, school districts, communities, and others. The Resource Center contains information about the Minnesota Safe Routes to School program, resources and tools for planning a SRTS program, SRTS success stories, information about the 6 E’s of SRTS, current programs in Minnesota, and other news and events related to Safe Routes to School. The Resource Center can be found online using the following website:

www.dot.state.mn.us/mnsaferoutes
Tools and highlights from the Resource Center include:

- Tip sheets and resources to launch SRTS programs;
- Contact information and regional resources;
- Success stories and how to get started on SRTS; and
- Templates, branded materials and free resources for schools or local coordinators to use for events, programs and more.

Minnesota Safe Routes to School encourages schools to participate annually in the Winter Walk to School Day. The above picture was used to promote the 2018 Winter Walk to School Day, which took place on February 7th.
B. The Six 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 incorporate education, encouragement, engineering, enforcement, equity and evaluation into SRTS plans. Collectively these are referred to as the 6 E’s of SRTS programs. Each of these program areas is briefly described:

Education – The first of the 6 E’s, Education, includes outreach to students, parents, school staff and communities 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 and hands-on experience for students. For example, younger children are simply taught skills such as how to cross streets safely while the older students are provided an overview of pedestrian and bicycle traffic laws. This can be 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 can also show if the school has a 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 1-6).
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. 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:

[www.dot.state.mn.us/saferoutes/pdf/toolkit/walk-bike-fun-curriculum.pdf](http://www.dot.state.mn.us/saferoutes/pdf/toolkit/walk-bike-fun-curriculum.pdf)
➢ **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 people 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 listed implementation ideas are just a few of education-based examples commonly used in SRTS plans. Appendix A contains a more comprehensive list of SRTS implementation ideas.

*Encouragement* – The second of the 6 E’s, *Encouragement*, is often closely tied to SRTS educational activities since 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** – A variety of stakeholders have donated bike helmets to students, including civic organizations, police departments, and fire and rescue groups. This is a great opportunity for children to interact with safety and law enforcement personnel and to be properly fitted by a professional. Often these helmets are given away during a special event, such as a community bike or sporting event. Other SRTS programs offer bike helmets at greatly reduced costs.
➢ **Walk and Bike to School Day** – The National Center for Safe Routes to School (www.saferoutesinfo.org) promotes walking and biking to school by holding a National Bike to School Day in the spring and a National Walk to School Day in the fall each year. Many school districts use these days to implement related walking and biking activities, such as holding a community bike safety event after school. National Walk to School Days take place the first Wednesday in October each year. Upcoming National Bike to School Days include May 8, 2019, and May 6, 2020.

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### The History of National Walk to School Days

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

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➢ **Engineering** – The third of the 6 E’s, Engineering, refers to making needed operational and physical improvements to the infrastructure, 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).

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➢ **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 (www.saferoutesinfo.org).

Flashing speed limit signs have also become increasingly used adjacent to schools. According to the Pedestrian and Bicycle Information Center (PBIC), school flasher speed limit signs that are activated only during school hours are more effective at capturing a driver's attention compared to school flasher speed limit signs that flash continuously throughout the day.
- **Parking Restrictions** – placing parking restrictions adjacent to schools to provide clearer sight lines for drivers helps to prevent pedestrian and bicycle accidents. In residential neighborhoods, parking restrictions can often become controversial, so limiting parking during school hours can be a feasible compromise. Once again, enforcement is often the key element to properly implementing parking restrictions.

- **Crosswalk Signs** – installing or upgrading school crosswalks signs is one of the relatively low-cost engineering solutions that cities and/or school districts can easily afford. 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. In 2001, the U.S. Department of Transportation authored, ‘Pedestrian Crosswalk Case Studies: Richmond, Virginia; Buffalo, New York; Stillwater, Minnesota.’ 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:

_Sleepy Kids are more Likely to be Struck by Cars when Crossing Streets_
**Source: Sleep Magazine April 23, 2014**

“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.”

Figure 1A shows six types of crosswalk treatments. The standard design is used the most in communities. Using one of the other types of crosswalk treatments (excluding the dashed treatment) 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**
Equity – The fourth of the 6 E’s, Equity, is a needs-based approach to allocating resources. Equity action steps aim to achieve fairness in the distribution of benefits and costs. In transportation planning, discussion of equity acknowledges that some neighborhoods and populations may require additional resources in order to have the same opportunities as others. In smaller rural communities, this can be accomplished by ensuring the entire community’s needs are addressed in the SRTS implementation plan. For example, if a major highway dissects a community, addressing equity in the SRTS plan should make sure that residential neighborhoods on both sides of the roadway have safe routes to school, rather than only focusing on the neighborhoods that are located on the same side of the roadway as the school.

Equity is often confused with equality, when in fact they have different meanings. Equality assumes that all needs are the same. The result is that every community gets the exact same resources without regard to individual differences. Equality works only in circumstances where everyone starts from the same place and needs the same things. Equity allows resources to be provided on the basis of need. Communities disproportionally impacted by safety, health or transportation access inequities are provided appropriate resources to address their individual needs. Therefore, resource allocation may differ between communities. While often used interchangeably with equality, equity involves a variety of strategies aimed at the fair – but not necessarily equal - provision of resources.

Enforcement – The fifth of the 6 E’s, Enforcement, involves partnering with law enforcement to ensure that traffic laws are obeyed near 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 affects enforcement is the community’s overall availability of law enforcement personnel. Some of the smaller communities often don’t have an extensive police department. Enforcement strategies, however, can also include parents, students, crossing guards and residents. The main goal of SRTS enforcement strategies is to deter the unsafe behavior of motor vehicles, pedestrians and bicyclists. Speeding is one of the main issues addressed by enforcement due to the correlation between vehicle speeds and pedestrian fatalities (refer to Figure 1B). Table 1A lists some of the unsafe behaviors commonly addressed by SRTS enforcement strategies. In addition, Appendix A contains a list of some of the more common SRTS Enforcement strategies.
Figure 1B: Bicycle and Pedestrian Fatalities Based on Speed of Vehicle

Table 1A: Unsafe Behaviors Addressed by SRTS Enforcement Strategies

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

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

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

Source: SRTS Guide: Enforcement (Pedestrian & Bicycle Information Center, 2007)
**Evaluation** – The sixth of the 6 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 can 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 strategies are outlined below:

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

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

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

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

Working with the Mid-Minnesota Development Commission (MMDC), the Cedar Mountain School District successfully applied to the Minnesota Department of Transportation (MnDOT) to receive grant funds to create a Safe Routes to School Plan for Cedar Mountain Elementary School in Franklin. After successfully receiving the grant, MMDC then assisted the School District by writing the plan and facilitating the planning process. A Safe Routes to School Task Force was created to help guide the planning process (refer to Table 1B).

Table 1B:
Cedar Mountain Elementary SRTS Task Force Members

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<th>MEMBER</th>
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<tr>
<td>Patti Machart</td>
<td>Cedar Mountain Elementary Principal/Team Lead</td>
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<td>Joe Sullivan</td>
<td>Cedar Mountain School Board</td>
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<tr>
<td>Jennifer Rose</td>
<td>Cedar Mountain School Board</td>
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<tr>
<td>Becky Wolling</td>
<td>Cedar Mountain School Nurse</td>
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<tr>
<td>Todd Sherman</td>
<td>Franklin City Mayor</td>
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<tr>
<td>Wendy Pederson</td>
<td>Franklin City Clerk</td>
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<tr>
<td>Kevin Kokesch</td>
<td>Franklin Public Works</td>
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<tr>
<td>Jennifer Mendoza</td>
<td>Renville County SHIP</td>
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<tr>
<td>Leah Schuler</td>
<td>Renville County SHIP</td>
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<tr>
<td>Matthew Johnson</td>
<td>Mid-Minnesota Development Commission</td>
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Cedar Mountain Elementary SRTS Vision Statement

The Cedar Mountain Elementary Safe Routes to School Task Force created the following Vision Statement that guided the development of the SRTS Plan:

Cedar Mountain Elementary SRTS Vision Statement:

The Cedar Mountain Elementary School and the City of Franklin want walking and biking to be safe and convenient for students and residents throughout the community.
Goals for the Cedar Mountain Elementary Safe Routes to School Program

To help achieve the Cedar Mountain Elementary SRTS Vision Statement, the Cedar Mountain Elementary SRTS Task Force used the following six goals for the development of the Safe Routes to School Plan (notice they purposely coincide with the 6 E’s of SRTS planning):

Education Goal:

To provide students and parents with the necessary information they need to better understand how important active living is to people’s health.

Encouragement Goal:

To have more students, parents and residents walk and bike throughout the community.

Engineering Goal:

Implement infrastructure changes to maximize the safety of walking and biking throughout the City of Franklin.

Equity Goal:

Ensure that students with physical, social, and/or financial disadvantages are included in the Cedar Mountain Safe Routes to School Program.

Enforcement Goal:

To help facilitate safe bicycle, pedestrian, and vehicle behaviors.

Evaluation Goal:

To provide an ongoing process to evaluate and update the Cedar Mountain Elementary SRTS Plan.
D. Cedar Mountain Elementary SRTS Key Stakeholders

In order to have a successful Cedar Mountain Elementary SRTS Plan, there are numerous stakeholders who need to be involved with developing and implementing the Plan. This section provides a brief description of the key stakeholders who directly play a role. The Cedar Mountain School District and the City of Franklin are profiled in more detail in Chapters Two and Three.

**Cedar Mountain School Board**

The Cedar Mountain School Board is the governing body of the school district. The School Board consists of seven elected members, who serve four-year terms. They annually select a Board Chair, Vice Chair and Clerk/Treasurer. The District’s Superintendent is an ex officio member. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policies to the administration. For more information on the Cedar Mountain School Board, visit the following Cedar Mountain School District official website:

www.cms.mntm.org

**Franklin City Council**

The City of Franklin has a five-member city council. The Mayor is elected each biennial city election for a two-year term. The other four members serve four-year terms, with two members being elected during the biennial elections. The City Council holds their regular meetings on the second Monday of each calendar month at City Hall (normally at 7:00 p.m.). For more information on the City of Franklin, visit the community’s official website.

Website: www.franklinmn.us

Address (City Hall): 320 East 2nd Avenue

Phone: (507) 557-2259

Email: franklin@mchsi.com
**Renville County Public Works** – The Renville County Public Works Department has a large role in the success of the Cedar Mountain Elementary SRTS Plan. Ultimately the County Board will need to support any of the proposed infrastructure changes along the county roads. For more information on the Renville County Public Works Department, visit the following website:

[www.renvillecountymn.com/departments/public_works](http://www.renvillecountymn.com/departments/public_works)

**Renville County Sheriff’s Office** – The Renville County Sheriff’s Office provides a full range of law enforcement services for all unincorporated areas of Renville County. Additionally, they provide contracted law enforcement services for the cities of Bird Island, Morton, Sacred Heart and Franklin. They operate with a strong community-oriented policing philosophy and strive to form and maintain alliances with other emergency services agencies as well as with the citizens of Renville County. For more information, visit the following website:


**The 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 Cedar Mountain Elementary SRTS Plan, visit the following website:

[www.mmrdc.org](http://www.mmrdc.org)
Statewide Health Improvement Program (SHIP) – The Minnesota Department of Health houses the Statewide Health Improvement Program. One of the many objectives of SHIP is to help create active communities by increasing opportunities for walking and biking. They are also involved in promoting education on a number of other health-related topics, such as healthy eating, drugs and alcohol prevention, and reducing TV and other screen time. Kandiyohi-Renville is the local SHIP program. For more information, visit the following websites:

Statewide SHIP website: www.health.state.mn.us/ship

Local SHIP Website:
www.health.state.mn.us/divs/oshii/ship/communities/Kandiyohi-Renville.html

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 Willmar, plays a large role in helping support and implement SRTS plans. MnDOT planners and engineers can help by identifying 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
Chapter Two: Cedar Mountain Elementary and the City of Franklin

Chapter Two provides a basic profile of Cedar Mountain Elementary and the City of Franklin. The profiles contain demographic information and maps. Map 2A shows the location of Franklin in southern Renville County near the Minnesota River (refer to Map 2A).

Map 2A: Renville County and the City of Franklin
A. Cedar Mountain School District Profile

Cedar Mountain School District #2754 is the result of a consolidation between the communities of Franklin and Morgan since July 1, 1995. The District covers 191 square miles in both Renville and Redwood Counties. The City of Morgan, in Redwood County, has a 2016 population estimate of 960 residents. The community is located approximately 100 miles southwest of the Twin Cities along Minnesota State Highway 68. The City of Franklin, located in Renville County, has a 2016 population estimate of 476 residents. The community is located on Minnesota State Highway 19, approximately 11 miles north of the City of Morgan.

The School District's instructional organization is preschool through grade 12. Beginning in the 2009-10 school year, grades K-5 and the Early Childhood Special Education program are located in Franklin at Cedar Mountain Elementary, while grades 6-12 are in Morgan at the Cedar Mountain Middle/High School. Currently there are 200 students in Franklin at the Elementary School and 273 students in Morgan at the Middle/High School. Figure 2A and Table 2A displays the School District’s race and ethnicity information.

![Figure 2A: Cedar Mountain School District Race/Ethnicity](image)

![Figure 2A: Cedar Mountain School District Race/Ethnicity](image)

**Table 2A: Cedar Mountain School District Race/Ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>22</td>
<td>4.7%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>51</td>
<td>10.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>0.6%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>372</td>
<td>78.6%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>25</td>
<td>5.3%</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>473</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Cedar Mountain Elementary School

The District’s Elementary School is located in a mostly residential neighborhood in the City of Franklin. School hours are from 8:30 a.m. to 3:20 p.m. The K-5 students are mostly bused from throughout the district, but a scheduled shuttle bus runs between the Elementary School and the Secondary School in Morgan. Table 2B provides an overview of the school’s main contact information.

Table 2B: Cedar Mountain Elementary School
Contact Information

<table>
<thead>
<tr>
<th>Physical Address</th>
<th>231 4th Ave E; Franklin, MN 55333</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address</td>
<td>Box 38; Franklin, MN 55333</td>
</tr>
<tr>
<td>Phone</td>
<td>(507) 557-2251</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.cms.mntm.org">www.cms.mntm.org</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Patti Machart</td>
</tr>
</tbody>
</table>
B. City of Franklin Community Profile

The City of Franklin is located approximately 100 miles southwest of the Twin Cities along Minnesota State Highway 19 (refer to Map 2A). According to the U.S. Census Bureau, the City has a total area of 1.08 square miles of land (refer to Map 2C). The Minnesota Prairie Rail line runs through the community.

The community is well-known for annually hosting the Catfish Derby Days. The three-day celebration is held on the fourth weekend in July. Events include a contest to catch the biggest catfish, a street dance, a square dance, Sunday parade, a coed volleyball tournament, a men's 12-team softball tournament, a beanbag tournament, a queen contest/variety show, a chess tournament, a "Kiss the Catfish Contest," music at the park, a raffle, church services, a fire department water ball, and a St. Luke's Lutheran Church-sponsored breakfast.

Demographics

Table 2B shows how the City of Franklin has declined slightly in population from 512 people in 1980, to approximately 474 people in 2017 (State Demographer estimate). The City should regain some of its population back due to small-town quality-of-life factors. Table 2B suggests the community could gain approximately 30 people and 11 households by the year 2030.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>POPULATION</td>
<td>512</td>
<td>441</td>
<td>498</td>
<td>510</td>
<td>474</td>
<td>484</td>
<td>504</td>
<td>30</td>
</tr>
<tr>
<td>HOUSEHOLDS</td>
<td>204</td>
<td>196</td>
<td>195</td>
<td>207</td>
<td>195</td>
<td>198</td>
<td>206</td>
<td>11</td>
</tr>
</tbody>
</table>

The 2017 population and household estimates are provided by the Minnesota State Demographer’s Office (average household size is 2.4).

For more information on the City of Franklin, please visit the city’s official website at:

www.franklinmn.us

Cedar Mountain Elementary Safe Routes to School Plan 2-5
Chapter Three:
Cedar Mountain Elementary
Existing Walk/Bike Conditions & Issues

This Chapter profiles the existing walking and bicycling conditions in Franklin, including sidewalks, crosswalks, and known pedestrian and cycling issues. Information is presented from parent surveys, classroom tallies, and walk audits. The main goal of Chapter Three is to provide the reader with a thorough understanding of the issues and opportunities Cedar Mountain Elementary has with having students walk and bike to/from school.

A. Safe Routes to School Surveys

In order to establish baseline data that school districts can use to better understand how many students already walk or bicycle to school, two types of surveys have been developed by the National Center for Safe Routes to School. The first is simply a Safe Routes to School Student’s Arrival and Departure Tally Sheet. The second is a Parent Survey About Walking and Biking to School. Both of these surveys were administered as part of the Cedar Mountain Elementary SRTS planning process. The results are presented in this section (refer to Appendix B for copy of the actual surveys).

**Student In-Class Travel Tallies**

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 of the 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 options provided were: walk, bike, school bus, family vehicle, carpool, and 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.
Cedar Mountain Elementary Classroom Tally Results

Cedar Mountain Elementary administered the SRTS student arrival and departure tallies on Wednesday, October 5, and Thursday, October 6. Table 3A and Figure 3A provide a summary of the results. The results show that approximately 10-13% of students walk or bike to school. The vast majority of students use the school bus (58-73%), primarily due to the high amount of families who live more than two miles from school. It should be noted that an after-school activity (flag football) impacted the survey results on Thursday.

Table 3A: Cedar Mountain Elementary 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>
<th>TRANSIT/OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEDNESDAY A.M.</td>
<td>186</td>
<td>4%</td>
<td>6%</td>
<td>73%</td>
<td>16%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>WEDNESDAY P.M.</td>
<td>187</td>
<td>6%</td>
<td>5%</td>
<td>66%</td>
<td>18%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>THURSDAY A.M.</td>
<td>192</td>
<td>7%</td>
<td>4%</td>
<td>64%</td>
<td>22%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>THURSDAY P.M.</td>
<td>193</td>
<td>8%</td>
<td>5%</td>
<td>58%</td>
<td>25%</td>
<td>4%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 3A: Number of Students
Morning and Afternoon Travel Mode Comparison
**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 introductions for parents:

“This 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!”
Cedar Mountain Elementary Parent Survey Results

The first question on the Cedar Mountain Elementary SRTS survey simply asked parents what is the grade of the child who brought home the survey? Figure 3B shows the breakdown of the number of surveys that were returned from Kindergarten through 5th grade.

**Figure 3B: What is the Grade of the Child who Brought Home the Survey?**

*Note: 91 total responses*

![Bar chart showing the grade distribution of survey respondents.](image)

Question five on the survey asked parents how far they lived away from school. Figure 3C shows that 30% of the respondents live within a ½ mile of Cedar Mountain Elementary School. This is considered the normal walking or biking zone for all elementary school-aged children. Notice that approximately 61% of the students live over two miles away from the school.

**Figure 3C: How Far do you Live Away from School?**

*Note: 91 total responses*

![Bar chart showing the distance distribution of survey respondents.](image)
Figure 3D shows the percentage of students who walked, biked, rode the bus, or were dropped off by car (family car or carpool) at school. Figure 3E shows the same information for leaving from school.

Figure 3D: Typical Mode of Arrival to School?

Note: 93 total responses

![Bar chart showing mode of arrival to school]

Figure 3E: Typical Mode of Departure from School?

Note: 93 total responses

![Bar chart showing mode of departure from school]

*Other includes transit by another means not listed.
Tables 3B and 3C show the breakdown of how students get to and from school based upon how far they live from school. Notice that approximately 62-67% of the students who live within a ¼ mile from school either walk or bike to/from school.

Table 3B: Typical Mode of School Arrival
by the Distance the Child Lives from School

<table>
<thead>
<tr>
<th>DISTANCE</th>
<th>STUDENTS</th>
<th>WALK</th>
<th>BIKE</th>
<th>BUS</th>
<th>FAMILY CAR</th>
<th>CARPOOL</th>
<th>TRANSIT/OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESS THAN ¼ MILE</td>
<td>21</td>
<td>52%</td>
<td>10%</td>
<td>10%</td>
<td>24%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>¼ MILE –UP TO ½ MILE</td>
<td>5</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>½ MILE UP TO 1 MILE</td>
<td>5</td>
<td>0%</td>
<td>20%</td>
<td>0%</td>
<td>80%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 MILE UP TO 2 MILES</td>
<td>3</td>
<td>0%</td>
<td>0%</td>
<td>67%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>MORE THAN 2 MILES</td>
<td>54</td>
<td>0%</td>
<td>2%</td>
<td>80%</td>
<td>19%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 3C: Typical Mode of School Departure
by the Distance the Child Lives from School

<table>
<thead>
<tr>
<th>DISTANCE</th>
<th>STUDENTS</th>
<th>WALK</th>
<th>BIKE</th>
<th>BUS</th>
<th>FAMILY CAR</th>
<th>CARPOOL</th>
<th>TRANSIT/OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESS THAN ¼ MILE</td>
<td>21</td>
<td>57%</td>
<td>10%</td>
<td>10%</td>
<td>14%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>¼ MILE –UP TO ½ MILE</td>
<td>5</td>
<td>40%</td>
<td>0%</td>
<td>20%</td>
<td>0%</td>
<td>40%</td>
<td>0%</td>
</tr>
<tr>
<td>½ MILE UP TO 1 MILE</td>
<td>5</td>
<td>0%</td>
<td>20%</td>
<td>0%</td>
<td>80%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 MILE UP TO 2 MILES</td>
<td>3</td>
<td>0%</td>
<td>0%</td>
<td>67%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>MORE THAN 2 MILES</td>
<td>54</td>
<td>2%</td>
<td>2%</td>
<td>81%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Table 3D shows the issues reported to affect the decisions of allowing children to walk and bike to/from school. Distance was the number one reported reason (86%) for the parents who do not let their children walk or bike to/from school. Weather or climate (63%) was the number one issue reported by parents of children who do walk or bike to/from school.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Child does not walk/bike to/from school</th>
<th>Child walks/bikes to/from school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>86%</td>
<td>50%</td>
</tr>
<tr>
<td>Weather or climate</td>
<td>46%</td>
<td>63%</td>
</tr>
<tr>
<td>Amount of Traffic Along Route</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td>Speed of Traffic Along Route</td>
<td>37%</td>
<td>50%</td>
</tr>
<tr>
<td>Safety of Intersections and Crossings</td>
<td>31%</td>
<td>50%</td>
</tr>
<tr>
<td>Time</td>
<td>31%</td>
<td>50%</td>
</tr>
<tr>
<td>Adults to Bike/Walk With</td>
<td>22%</td>
<td>25%</td>
</tr>
<tr>
<td>Sidewalks or Pathways</td>
<td>20%</td>
<td>38%</td>
</tr>
<tr>
<td>Violence or Crime</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>Convenience of Driving</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>Child's Participation in After School Programs</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Number of respondents per category</td>
<td>65</td>
<td>8</td>
</tr>
</tbody>
</table>
Figure 3F shows that approximately 29% of the parents indicated their children at some point had asked them to walk or bike to school.

**Figure 3F:**

Has Your Child Asked Permission to Walk or Bike to/from School?

![Pie chart showing 29% of parents indicated their child asked for permission to walk or bike to/from school, 71% did not.](image)

Figure 3G shows that approximately 29% of the parents indicated their child’s school encourages them to walk or bike to school. Notice that 71% of parents indicated ‘Neither.’

**Figure 3G: Parent’s Opinion About How Much Their Child’s School Encourages or Discourages Walking or Biking to/from School?**

![Pie chart showing 71% of parents indicated 'Neither', 24% indicated their school encourages biking, 5% strongly encourages biking.](image)
Figure 3H shows that approximately 27% of the parents indicated that walking and biking to/from school was fun or very fun for their child. Notice that two-thirds of the parents were neutral on the subject.

**Figure 3H: Parent’s Opinion About How Much Fun Walking and Biking to/from School is for Their Child?**

![Pie chart showing 3% Very Fun, 5% Fun, 67% Neutral, 3% Boring, 3% Very Boring]

Figure 3I shows that three-fourths (75%) of the parents indicated they view walking and biking to/from school as either healthy (43%) or Very Healthy (32%) for their child.

**Figure 3I: Parent’s Opinion About How Healthy Walking and Biking to/from School is for their Child?**

![Pie chart showing 32% Very Healthy, 43% Healthy, 24% Neutral, 0% Unhealthy, 1% Very Unhealthy]
Written Survey Comments:

- My child is in 2nd grade. I feel comfortable with her riding her bike or walking as long as she is with other kids or an adult. I will not let her go alone yet.
- Walk from bus stops to home. I wish the bus stops in Redwood would be by or more near homes of the children.
- We live directly across the street from the school.
- We live 8 miles outside of Morgan. Biking would not ever be an option...however, if we lived in town, these would be my answers.
- We live 7 miles from Morgan. I don't think my kids would ever walk or bike to school.
- We live in Morgan.
- We live in Morgan so my children walk to and from the high school on most days.
- I leave for work when they go to school. I would allow them to walk home.
- As we live in Morton, my child rides the bus. Child gets a ride to/from the bus stop because we live along a highway and don't want her walking alone.
- Main deterrent is having younger child to take care of also.
- Wish we could lessen the bus ride for my kids, it’s over one hour.
- If we didn't live across from school, we probably wouldn't be comfortable with him walking until he was in 3rd or 4th grade.
- I would allow my child to walk/bike to school to Cedar Mt because the communities are small and friendly. A bigger city would pose a bigger problem. We live too far away for my children to walk/bike to school.
- Live in neighboring city.
- Answers may have been different if our household lived in Franklin.
- Drive to school due to parent's work schedule needs and bus pickup time.
- [My son] will not ride his bike to school not now or in the near future the road is too busy.
- We live over 5 miles away out in the country. Walking or biking is not an option for us.
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 6-E’s.

*Cedar Mountain Elementary*

School begins at Cedar Mountain Elementary at 8:30 a.m., with the busiest student drop-off time beginning around 8:00 a.m. Student dismissal is at 3:20 p.m. For students traveling from Morgan to Franklin, shuttle buses leave from the Middle/High School at 8:05 a.m. on school days. For students traveling from Franklin to Morgan, shuttle buses leave from Cedar Mountain Elementary on school days at 7:45 a.m.

A Walk Audit was performed at the Cedar Mountain Elementary School on October 11, 2017, beginning at 7:30 a.m. The weather was cloudy and 41 degrees. Map 3A displays a summary of the key findings of information collected during the walk audit. The text below corresponds with the symbols found on Map 3A.

*Cedar Mountain Elementary Walk Audit Summary*

- **Main Entrance** – Cedar Mountain Elementary’s main entrance is located off 4th Avenue East. The sidewalk and entrance are A.D.A. accessible.

- **Students Drop-Off and Pick-Up Location** – school buses travel westerly along 4th Avenue East to drop-off and pick-up students in front of the main entrance.

- **Traffic/Pedestrian Congestion** – due to vehicle traffic traveling in both directions along 4th Avenue East, there is traffic and pedestrian congestion in front of Cedar Mountain Elementary before and after school. A crosswalk is also needed to alert drivers and to help pedestrians know where to cross.
Poor and/or Missing Crosswalks – all four the intersections surrounding Cedar Mountain Elementary would benefit from having better designed crosswalks. In addition, they are missing curb-cuts due to the lack of sidewalks.

Key Missing Sidewalks – The SRTS Task Force identified three missing sidewalk segments that would greatly improve the safety of children walking to/from school (refer to Map 3A). Each missing segment is labeled (A-C) and briefly described below:

A sidewalk is needed along 2nd Street to access the downtown area from 3rd Avenue (East side of 2nd Street from 3rd Avenue to Main Street).

A sidewalk is needed along the west side of the school’s property (East side of 2nd Street from 3rd to 4th Avenues).

A sidewalk is recommended along 4th Avenue from the school to the west (North side of 4th Avenue from 2nd Street to Renville County Road 5).

C. Additional Walk & Bike Issues

The City of Franklin and Cedar Mountain Elementary also have the following common pedestrian and bicycle issues:

Sidewalks and Bike Lanes – The City of Franklin has excellent sidewalks and designated crosswalks in the downtown area. A pedestrian and trails plan, however, would help the community identify missing gaps and needed crosswalks/curb-cut improvements. This would allow the placement of bike lanes, bike sharrows, and future trails to be discussed through community input. This type of plan would allow the City to budget for the needed improvements over a five to ten-year timeframe.
➢ **Winter Wonderland** – The early onslaught of snow and cold temperatures in the upper Midwest forces even die-hard pedestrians to rethink when they choose to walk or ride a bike. School children are rarely seen walking outside when the temperatures drop below freezing, at least not for long distances. Ensuring that families with low-to-moderate incomes have proper winter outdoor clothing is a great initiative for all cold-weather communities.

➢ **Distance to School** – recalling the SRTS Parent Survey results, 61% of households reported they live two or more miles away from school. Even if the necessary infrastructure improvements were made, it is unlikely that many students would lobby their parents to walk or bike to school over long distances. This large obstacle could be mitigated over time if people understood how important active living is to their health. Having safe routes, such as sidewalks, trails, and paved shoulders, to schools and other key destinations is essential to this long-term goal.

➢ **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.
Chapter Four: Cedar Mountain Elementary School SRTS Implementation Plan

Chapter Four establishes a Safe Routes to School (SRTS) Action Plan for Cedar Mountain Elementary School. The Action Plan consists of six goals areas based upon the 6 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 2018-2023.

A. SRTS Implementation Plan Overview

Chapter Four consist of two important implementation components for the Cedar Mountain Elementary Safe Routes to School Plan. The first is a series of Goals, Objectives, and Action Steps designed to address the 6 E’s of SRTS planning. They are organized with separate goals for Engineering, Education, Encouragement, Equity, Enforcement, and Evaluation. Each action step identifies which stakeholders are primarily responsible for implementation, although most will require cooperation from multiple SRTS stakeholders. The action steps also identify when they ideally should be completed and approximately how much it will cost. It should be noted that many of the action steps will require stakeholder funding to be accomplished.

The second component of the SRTS Implementation Plan consists of a series of maps. Map 4A provides an overview of the implementation steps near Cedar Mountain Elementary School. Map 4B provides an overview of the SRTS implementation steps for the entire City. Map 4C shows the concept of developing a trail along County Road 5 south of the City to Boat Landing Park. Throughout this Chapter, goals, objectives, and action steps are defined in the following way:

**Goals:** Idealistic statements intended to be attained at some undetermined future date. Goals are purposefully general in nature.

**Objectives:** Statements designed to achieve a goal. Objectives always begin with an action verb (i.e., promote, expand, design, etc.) and can be measurable if a date, dollar amount, or similar value is identified. The objectives are highlighted in yellow throughout the Chapter.

**Action Steps:** Statements that describe how the objectives will be achieved. They represent the desire by Cedar Mountain Elementary School to work with stakeholders to accomplish the action described.
B. Cedar Mountain Elementary SRTS Goals, Objectives, and Action Steps

1. Engineering Goal:

Implement infrastructure changes to maximize the safety of walking and biking throughout the City of Franklin.

Objective A: To work with stakeholders to establish a Cedar Mountain Elementary School Safety Zone.

1. Create a School Safety Zone around Cedar Mountain Elementary School in Franklin (refer to Map 4A). Target implementing needed infrastructure improvements in the School Safety Zone, including sidewalks/trails, crosswalks, signage, and enforcement. Potential improvements include:
   a. Enhanced crosswalks at all four intersections surrounding the school.
   b. New crosswalk in front of the school across 4th Avenue to the parking lot.
   c. New sidewalk on the west side of the school along 2nd Street from 4th Avenue East to 2nd Avenue East (refer to letters A and B on Map 4A).
   d. New sidewalk along the north side of 4th Avenue from 2nd Street to County Road 5 (letter C on Map 4A).
   e. Establish bike sharrows (share the road) throughout the School Safety Zone. Secure stakeholder funding to purchase or use bike sharrow roadway stencils and install proper signage along the routes.
   f. Examine having 4th Avenue become a one-way street before and after school. Install proper signage and use temporary traffic cones.
   g. Install School Safety Zone signs near the school.

   ➢ **Who:** STRS Task Force, City of Franklin, Renville County, Renville County Sheriff’s Office, and the Cedar Mountain School District
   ➢ **When:** Establish by Spring 2019 and make ongoing improvements as necessary.
   ➢ **Cost:** $15,000 (sidewalks, signage, crosswalk paint, etc.)
Objective B: To proactively identify and mitigate pedestrian and bicycle safety issues throughout the City of Franklin (refer to Maps 4B and 4C).

2. Create a pedestrian and bike plan for the City of Franklin (often referred to as an Active Living Plan). The plan could be incorporated into an official city document, such as a comprehensive plan, or adopted as a separate document.

   a. Inventory sidewalks, crosswalks, and curb-cuts and establish a regular inspection and maintenance schedule.
   b. Identify gaps and prioritize projects in the downtown area and in the Cedar Elementary School Safety Zone.
   c. Make sure that crosswalks are designed with high-visibility patterns and are painted with stop lines (refer to the example picture below). Add crosswalk signage and lighting where needed.
   d. Identify the preferred roadway network to install bike sharrows (share the road) throughout the community (refer to Map 4B and implementation step #3 on the next page).

   - **Who:** City of Franklin
   - **When:** 2019
   - **Cost:** $5,000

Enhanced crosswalks are designed to with highly-visible paint designs, such as the ‘ladder’ design (shown on the left), and stop-lines, which mark where a car should stop behind if someone is in the crosswalk.
3. Work with Renville County and Franklin residents to establish a trail or sidewalk along County Road 5 from State Highway 19 to City’s Boat Landing along the Minnesota River (refer to Map 4C). A bike sharrow (share the road) might be the best short-term and low-cost solution (refer to the picture below).

➤ **Who:** City of Franklin and Renville County  
➤ **When:** 2019  
➤ **Cost:** $50,000 trail or $500 bike sharrow (signage and paint)

Although a separated trail would be the preferred design option to maximize safety (shown on the left), a bike sharrow might be the best short-term low-cost option (shown on the right).

4. Work with MnDOT and Renville County to identify and implement traffic calming practices along State Highway 19 and Renville County Road 5.

   a. Install solar digital radar speed limit signs to reduce speeds.  
   b. Determine where crosswalks are needed.

➤ **Who:** City of Franklin, MnDOT, and Renville County  
➤ **When:** 2019  
➤ **Cost:** $10,000
5. Implement traffic calming practices in the downtown area.

a. Examine crosswalks to determine if they should be enhanced (i.e., paint, lighting, signage, etc.).

b. Implement temporary bump-outs to determine if the communities would benefit from installing them.

- **Who:** City of Franklin, MnDOT, Renville County
- **When:** Ongoing
- **Cost:** $2,500 (potential additional expenses if projects are identified)

*Temporary bump-outs, shown on the right, can help improve the overall safety of an intersection. Bump-outs shorten the distance pedestrians have to travel to cross a roadway and are especially effective in downtown and/or high-traffic areas. Photo: www.ithaca.com*
2. **Education Goal:**

> Provide students and parents with the necessary information they need to better understand how important active living is to people's health.

**Objective C: To ensure that students understand bicycle and pedestrian laws and learn safety skills.**

6. Use Minnesota’s Walk! Bike! Fun! as a basis to customize grade-level curriculum.
   - **Who:** Cedar Mountain School District
   - **When:** Begin in the Fall 2018. Update after the first year and biannually thereafter.
   - **Cost:** In-kind expenses (printing and staff time)

7. Incorporate bicycle and pedestrian skills within physical education classes.
   - **Who:** Cedar Mountain School District
   - **When:** Begin in the fall 2018. Update after the first year and biannually thereafter.
   - **Cost:** In-kind expenses (staff time)

8. Provide second and third grade classes with bicycle safety training. If possible, have the students use their own bicycles and supplement with a bicycle fleet (use a stakeholder’s bicycle fleet).
   - **Who:** Cedar Mountain School District, Kandiyohi-Renville SHIP, Renville County Sheriff’s Office
   - **When:** Begin spring 2019
   - **Cost:** $500
9. Teach elementary students pedestrian skills. Educate them on the importance of using designated crosswalks, especially when walking or biking to and from school.

➢ **Who:** Cedar Mountain School District  
➢ **When:** Ongoing  
➢ **Cost:** In-kind expenses (supplies, printing, staff time)

10. 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  
➢ **Cost:** $500; In-kind expenses (supplies, printing, staff time)

**Objective D: To raise awareness on key bicycling and pedestrian issues near the school and throughout the City of Franklin.**

11. Provide handouts at the beginning of the school year explaining busing, parking, walking, and bicycling issues, focusing on safety rules and school policies.

➢ **Who:** Cedar Mountain School District  
➢ **When:** Annually beginning in 2018  
➢ **Cost:** In-kind expenses (printing and staff time)

12. Create a School Safety Zone Map to be distributed to students and parents in the fall. Encourage parents to go over walking and biking options with their children.

➢ **Who:** SRTS Task Force  
➢ **When:** 1st map ready for fall 2019. Update annually as needed  
➢ **Cost:** MMDC will create and update the maps ($1,500 in-kind expense)
13. Work with the media to highlight key SRTS information, events and initiatives. Encourage drivers to slow down and yield to bicycles and pedestrians.

- **Who:** Cedar Mountain School District and Renville County Sheriff’s Office
- **When:** Ongoing
- **Cost:** In-kind expenses (staff and volunteer time)

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

- **Who:** Cedar Mountain School District and Renville County Sheriff’s Office
- **When:** Ongoing
- **Cost:** In-kind expenses (printing, staff and volunteer time)

3. **Encouragement Goal:**

To have more students, parents and residents walk and bike throughout the community.

**Objective C:** To mitigate the issues that discourage people from walking and biking.

15. Ensure that each classroom (K-8) organizes at least one walking field trip annually. Use the event as an educational opportunity to teach/strengthen pedestrian skills.

- **Who:** Cedar Mountain School District
- **When:** Ongoing
- **Cost:** In-kind expenses (staff time)
16. Participate annually in the National Walk to School Day, which is head on the first Wednesday in October.

- **Who:** Cedar Mountain School District
- **When:** Ongoing
- **Cost:** In-kind expenses (printing, staff and volunteer time)

17. Participate annually in the National Bike to School Day (the date changes annually, but the following dates are set: May 9, 2018; May 8, 2019).

   a. Make arrangements with a SRTS stakeholder to use bicycle fleet
   b. Find a stakeholder to provide bicycle helmets to the students
   c. Host a bike safety event

- **Who:** Cedar Mountain School District, Renville County Sheriff’s Office, Kandiyohi-Renville Statewide Health Improvement Partnership (SHIP)
- **When:** Ongoing
- **Cost:** $500 (helmets); $1,500 (bike fleet); In-kind expenses (staff and volunteer time)

18. Apply for stakeholder funding to install a bicycle repair station at the school *(refer to the picture)*.

- **Who:** Cedar Mountain School District
- **When:** 2019
- **Cost:** $1,500

*Bicycle repair stations are a great way to encourage people to ride their bikes! An air pump can also be installed (not shown).*
19. Develop a Donate-A-Bike Program for new or slightly used bicycles.

- **Who:** Cedar Mountain School District, City of Franklin, all SRTS stakeholders
- **When:** Ongoing
- **Cost:** $500 (printing and advertising expenses)

4. **Equity Goal:**

   *Ensure that students with physical, social, and/or financial disadvantages are included in the Cedar Mountain Safe Routes to School Program.*

**Objective E:** To ensure the Cedar Mountain SRTS activities include implementation strategies for disadvantaged populations.

20. Ensure that all engineering projects meet American Disability Act (A.D.A.) standards.

- **Who:** Cedar Mountain School District, City of Franklin, all SRTS stakeholders
- **When:** Ongoing
- **Cost:** Variable based upon project costs

21. Create bilingual (English and Spanish) STRS handouts for parents as necessary.

- **Who:** Cedar Mountain School District
- **When:** Ongoing
- **Cost:** In-kind expenses (printing and staff time)

22. Work with Renville County Sheriff’s Office and city officials to create a program for abandoned bikes to go to low-income families.

- **Who:** Cedar Mountain School District, Renville County Sheriff’s Office, City of Franklin
- **When:** Ongoing
- **Cost:** In-kind expenses (printing and staff time)
5. Enforcement Goal:

To help facilitate safe bicycle, pedestrian, and vehicle behaviors.

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

26. Encourage Renville County 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 behaviors.

   - **Who:** Renville County Sheriff’s Office and the Cedar Mountain School District
   - **When:** Ongoing
   - **Cost:** In-kind expenses (staff time)

27. Encourage bus drivers, school staff, students, parents, and citizens to report to authorities all unsafe bicycle, pedestrian, and vehicle behaviors.

   - **Who:** Cedar Mountain School District
   - **When:** Ongoing
   - **Cost:** In-kind expenses (staff time)

28. Periodically use portable speed limit trailers, especially after school begins in the fall, to ensure that drivers keep under the posted speed limits within the School Safety Zone and throughout the community. Also target State Highway 19 and County Road 5.

   - **Who:** Renville County Sheriff’s Office
   - **When:** Ongoing, but annually target after school starts in the fall
   - **Cost:** In-kind expenses (staff time and stakeholder’s equipment)

29. Implement a Districted Driver Campaign.

   - **Who:** Renville County Sheriff’s Office and various SRTS stakeholders
   - **When:** Ongoing, but annually target after school starts in the fall
   - **Cost:** In-kind expenses (staff time and stakeholder’s equipment)
6. Evaluation Goal:

To provide an ongoing process to evaluate and update the Cedar Mountain Elementary SRTS Plan.

Objective E: To ensure that progress is made towards achieving the SRTS Vision Statement.

30. 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. Review the SRTS Plan semi-annually and revise as needed.

- **Who:** SRTS Task Force
- **When:** Ongoing
- **Cost:** In-kind expenses (staff time)

31. On a biannual 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:** Cedar Mountain School District and MMDC
- **When:** Ongoing
- **Cost:** In-kind expenses (printing and staff time)

32. Conduct walk audits of the School Safety Zone and the City of Franklin on a biannual basis.

- **Who:** Cedar Mountain SRTS Task Force and the City of Franklin
- **When:** Ongoing
- **Cost:** In-kind expenses (staff time)
Map 4A: Cedar Mountain Elementary School Safety Zone

- School Main Entrance/Bus Drop-Off
- Enhanced Crosswalk
- Bike Rack & Repair Station
- One-Way Before/After School
- Bike Sharrow (Share the Road)
- Potential New Sidewalks:
  - East side of 2nd Street from 3rd Avenue to Main Street
  - East side of 2nd Street from 3rd to 4th Avenues
  - North side of 4th Avenue
  - From 2nd Street to CR 5

Scale: 100 Feet

Cedar Mountain Elementary Safe Routes to School Plan (2018-2023)
## Appendix A: SRTS Implementation Matrix

<table>
<thead>
<tr>
<th>Education Programs</th>
<th>Safe Routes to School Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Audience:</strong></td>
<td><strong>Primary Outcomes:</strong></td>
</tr>
<tr>
<td>Elementary, Middle, High School</td>
<td>Increased walking/bicycling, Traffic safety, Improved Health and Environmental Conditions, Youth Empowerment</td>
</tr>
<tr>
<td>Parents</td>
<td>Increased walking/bicycling, Traffic safety, Improved Health and Environmental Conditions, Youth Empowerment</td>
</tr>
</tbody>
</table>

### Bike & Bicycle Class
- **Schools:**女 and Male
- **Dates:** Fall, Spring
- **Time:** 30 minutes per day
- **Objectives:** Increase physical activity, improve health, and reduce traffic congestion.

### Bike Mechanic Training
- **Schools:**女 and Male
- **Dates:** Fall, Spring
- **Time:** 1 hour per day
- **Objectives:** Teach students basic bike maintenance and repair skills.

### Classroom Lessons
- **Schools:**女 and Male
- **Dates:** Daily
- **Time:** 30 minutes per day
- **Objectives:** Teach students about traffic safety, health, and the importance of active transportation.

### Earn-A-Bike Program
- **Schools:**女 and Male
- **Dates:** Fall, Spring
- **Time:** 6 weeks
- **Objectives:** Provide students with a bike and the skills to ride safely and responsibly.

### Family Biking Class
- **Schools:**女 and Male
- **Dates:** Fall, Spring
- **Time:** 1 hour per week
- **Objectives:** Promote family biking and encourage healthy, active lifestyles.

### Resources Needed:
- Equipment
- Instructional materials
- Parental involvement

### Potential Partners:
- Teachers
- Administration
- Student Council
- PTA/PTO
- Local organizations

### Conclusion:
- By implementing these programs, schools can promote active transportation, improve health, and reduce traffic congestion.

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Cedar Mountain Elementary Safe Routes to School Plan

Appendix A-1
<table>
<thead>
<tr>
<th>Education Programs</th>
<th>Safe Routes to School Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Name</strong></td>
<td><strong>Target Audience</strong></td>
</tr>
<tr>
<td><strong>In-School Bicycle Safety Education</strong></td>
<td><strong>Elementary, Middle School, High School, Parents</strong></td>
</tr>
<tr>
<td><strong>Mock City</strong></td>
<td><strong>Elementary, Middle School, High School, Parents</strong></td>
</tr>
<tr>
<td><strong>Walk &amp; Ride to School Route Map</strong></td>
<td><strong>Elementary, Middle School, High School, Parents</strong></td>
</tr>
</tbody>
</table>

**Target Audience**: Elementary, Middle School, High School, Parents

**Format**: Information for Parents, Elementary, Middle School, High School

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Target Audience</th>
<th>Format</th>
<th>Information for Parents, Elementary, Middle School, High School</th>
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<tbody>
<tr>
<td>In-School Bicycle Safety Education</td>
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<td><strong>Walk &amp; Ride to School Route Map</strong></td>
<td>Information for Parents, Elementary, Middle School, High School</td>
</tr>
<tr>
<td>Program Name</td>
<td>Description</td>
<td>Topics</td>
<td>Format</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td><strong>After-School Club</strong></td>
<td>An after-school club can take many forms and addresses many different themes, including bike repair, sport cycling, environmental issues (green teams), community/six engagement, etc.</td>
<td>Bicycling; Walking; Safety; Skills; Environment; Health</td>
<td>Skills Training/Hands-On Training; Campaign</td>
</tr>
<tr>
<td><strong>Bike Train</strong></td>
<td>A Bike Train is very similar to a Walking School Bus: groups of students accompanied by one or more adults bike 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>
</tr>
<tr>
<td><strong>Competition/Challenge</strong></td>
<td>Competitions and contests reward students by tracing 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. Incentives - such as T-shirts, stickers, bike helmets, or class parties - can be used as rewards for participation. Examples include a Golden Speaker Award Classroom competition or a Walk and Bike to School Day challenge. See also Trip/Weather Training Program.</td>
<td>Bicycling; Walking; Bus/Transit; Driving; Carpool; Incentives; Environment; Health; Family</td>
<td>Event; Contest/Competition</td>
</tr>
<tr>
<td><strong>Family Bike Ride</strong></td>
<td>A family bike ride will generally take place in the evening or on a weekend, and is designed to give students and their family members an opportunity for safely giving bicycling a try and socializing with other families. Rides often have themes, always have a pre-planned route and designated route leader, and have safety checks and tips on skills environment.</td>
<td>Bicycling; Safety; Skills; Environment; Health; Family</td>
<td>Event</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, partnership, or electronic mail newsletters, 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>
</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 once 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>
</tr>
</tbody>
</table>
### Encouragement Programs Safe Routes to School Matrix

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Description</th>
<th>Topics</th>
<th>Format</th>
<th>Target Audience</th>
<th>Primary Outcomes</th>
<th>Secondary Outcomes</th>
<th>Resource Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Park and Walk</td>
<td>This program is designed to encourage families to park several blocks from school and walk the rest of the way to school. Not all students are able to walk or bike the whole distance to school. They may live too far away or their route may include hazardous traffic situations. This program allows students who are unable to walk or bike to school a chance to participate in Safe Routes to School programs. It also helps reduce traffic congestion at the school.</td>
<td>Walking/Bus; Transit; Driving; Carpools; Safety; Skills; Incentives; Environment; Health; Family</td>
<td>Event</td>
<td>Elementary; Middle School; Parents</td>
<td>Increased Walking</td>
<td>Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
<td>Potential Lead/Champions: PTA/Parents; Potential Partners: Teachers/administrators/staff; PTA/Parents; school district; 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</td>
</tr>
<tr>
<td>Poster, T-Shirt, or Video Contest</td>
<td>These types of activities are great for engaging middle and high school students in Safe Routes to School efforts. Students can get creative for a cause by designing and producing posters, t-shirts, videos, or other materials that communicate about active transportation. A contest like this can be combined with any type of campaign, like a school safety campaign or anti-bullying campaign.</td>
<td>Bicycling; Walking/Bus; Transit; Driving; Carpools; Safety; Skills; Incentives; Environment; Health</td>
<td>Event, Contact/Competition; Campaign Information for Parents</td>
<td>Elementary; Middle School; High School</td>
<td>Increased Walking, Bicycling, Transit Use and Carpools; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Increased Walking, Bicycling, Transit Use and Carpools; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Potential Lead/Champions: Teachers/parent; Potential Partners: Teachers/administrators/staff; PTA/Parents; school district; public health/local govt.; local law enforcement; local businesses; students; Resources Needed: Materials/equipment as needed; promotional materials; oversight time; class time (if desired); funds for production/printing</td>
</tr>
<tr>
<td>Trip/Mileage Tracking Program</td>
<td>A trip or mileage tracking program can be implemented as an opt-in club, a classroom activity, or a collaborative school-wide event. Students track trips or mileage made by walking, bicycling, transit, and/or carpools with some type of goal or culminating celebration or reward. Students can work towards a certain milestone to earn a prize or commemorative item.</td>
<td>Bicycling; Walking/Bus; Transit; Driving; Carpools; Safety; Skills; Incentives; Environment; Health</td>
<td>Event, Incentive Program</td>
<td>Elementary; Middle School; High School</td>
<td>Increased Walking, Bicycling, Transit Use and Carpools; Youth Empowerment</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champions: Faculty/staff or PTA/Parents; 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</td>
</tr>
<tr>
<td>Walk/Bike Field Trip</td>
<td>A field trip made by foot or by bicycle gives students a supportive environment in which to practice their pedestrian safety or bicycling skills and showcases the many benefits of walking and bicycling for transportation, including health and physical activity, pollution reduction, and cost savings. The destination of the field trip may vary, or the field trip could be the ride itself.</td>
<td>Bicycling; Safety; Skills; Environment; Health</td>
<td>Event</td>
<td>Elementary; Middle School; High School, Teachers/Staff, Parents</td>
<td>Increased Bicycling, Improved Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champions: Teachers/parent; Potential Partners: Teachers/administrators/staff; PTA/Parents; school district; public health/local govt.; local groups/advocates/volunteers; Resources Needed: Coordination time; bicycles, helmets, and safety gear, permission slips, basic repair tools, adult chaperones</td>
</tr>
<tr>
<td>Walking School Bus</td>
<td>A Walking School Bus is a group of children walking to school with one or more adults. Parents can take turns leading the bus, which follows the same route every time and picks up children from their homes or designated bus stops at designated times. Ideally, buses run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event. A Walking School Bus can be as informal as a few parents alternating to walk their children to school, but often it is a well-organized, PTA-led effort to encourage walking to school.</td>
<td>Walking/Bike; Carpools; Safety; Skills; Incentives; Environment; Health; Family</td>
<td>Event, School Location/Check-in and Drop-off</td>
<td>Elementary; Middle School</td>
<td>Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
<td>Potential Lead/Champions: PTA/Parents; Potential Partners: Teachers/administrators/staff; PTA/Parents; school district; public health/local govt.; 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</td>
<td></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>Resources/Notes</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>Automated Enforcement</td>
<td>Some types of enforcement do not require the presence of a law enforcement officer and are automated. Photo detection, radio trailers, or speed feedback signs are examples of automated enforcement.</td>
<td>Bicycling: Walking; Bus/Transit; Driving/Carpool; Safety; Family</td>
<td>Campaigns, Information for Parents</td>
<td>Elementary; Middle School; Parents; Neighbors</td>
<td>Improved Driving/Safety Behavior</td>
<td>Increased Walking and Bicycling</td>
<td>Potential Lead/Champion: Local law enforcement</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students with crossing the street.</td>
<td>Bicycling: Walking; Bus/Transit; Driving/Carpool; Safety</td>
<td>Skills Training/Hand On Training, School Journeys/Pick-up and Drop-off</td>
<td>Elementary; Middle School; Parents; Neighbors</td>
<td>Improved Walking/Bicycling Safety Behavior</td>
<td>Increased Walking and Bicycling</td>
<td>Potential Lead/Champion: School district, school administration, local law enforcement, or PTA</td>
</tr>
<tr>
<td>Drop-off Student Valet Program</td>
<td>In a valet program, students, teachers, or volunteers are trained to assist with drop-off and pick-up procedures to expedite and standardize the process. This allows students to get in and out of cars safely and quickly, discouraging parents from unsafe behaviors and reducing barriers for students arriving or leaving school.</td>
<td>Bicycling: Walking; Bus/Transit; Driving/Carpool; Safety</td>
<td>Skills Training/Hand On Training, School Journeys/Pick-up and Drop-off</td>
<td>Elementary; Middle School; Parents; Neighbors</td>
<td>Improved Driving/Safety Behavior</td>
<td>Improved Walking/Bicycling Safety Behavior; Environmental Connections</td>
<td>Potential Lead/Champion: School district, school administration, or PTA</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Enforcement tools are aimed at ensuring compliance with traffic and parking laws in school zones. Enforcement activities help to reduce common peer driving behavior, such as speeding, failing to yield to pedestrians, failing to yield at stop signs, 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 of citizens.</td>
<td>Bicycling: Walking; Bus/Transit; Driving/Carpool; Safety; Family</td>
<td>Campaigns, Information for Parents</td>
<td>Elementary; Middle School; High School; Parents; Neighbors</td>
<td>Improved Driving/Safety Behavior</td>
<td>Increased Walking and Bicycling</td>
<td>Potential Lead/Champion: Local law enforcement, school district, or administration</td>
</tr>
<tr>
<td>School Safety Campaign</td>
<td>A safety campaign is an effective way to build awareness among students and parents of pedestrian and safety problems. A School Traffic Safety Campaign can use media at or near schools - such as posters, banners, window stickers, yard signs, or street banners - to remind drivers to slow down and use caution in school zones. This type of campaign can also address 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>Skills Training/Hand On Training, School Journeys/Pick-up and Drop-off</td>
<td>Elementary; Middle School; High School; Parents; Neighbors</td>
<td>Improved Walking/Bicycling and Driving Safety Behavior; Environmental Connections</td>
<td>Increased Walking/Bicycling; Transit Use and Carpooling; Health and Environmental Connections</td>
<td>Potential Lead/Champion: School administration or PTA</td>
</tr>
<tr>
<td>School Safety Patrons</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/Hand On Training, School Journeys/Pick-up and Drop-off</td>
<td>Elementary; Middle School</td>
<td>Improved Walking/Bicycling Safety Behavior; Environmental Connections</td>
<td>Potential Lead/Champion: School district, school administration, or PTA</td>
<td></td>
</tr>
</tbody>
</table>

Resources Needed: Funding, police overtime, equipment, promotion/educational materials (if desired).
### Appendix B: SRTS Surveys

**Parent Survey About Walking and Biking to School**

**Dear Parent or Caregiver,**

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

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

**Thank you for participating in this survey!**

**+ CAPITAL LETTERS ONLY — BLUE OR BLACK INK ONLY +**

**School Name:**

<table>
<thead>
<tr>
<th>1. What is the grade of the child who brought home this survey?</th>
<th>Grade (PK, K, 1, 2, 3...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Is the child who brought home this survey male or female?</td>
<td>Male</td>
</tr>
<tr>
<td>3. How many children do you have in Kindergarten through 8th grade?</td>
<td></td>
</tr>
<tr>
<td>4. What is the street intersection nearest your home?</td>
<td>(Provide the names of two intersecting streets) and</td>
</tr>
</tbody>
</table>

**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

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  
    [ ] Yes  [ ] No  [ ] Not Sure

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)  
    [ ] My child already walks or bikes to/from school

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

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

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

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

16. Please provide any additional comments below.

Cedar Mountain Elementary Safe Routes to School Plan  
Appendix B-2
## Safe Routes to School Students Arrival and Departure Tally Sheet

### CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Teacher’s First Name:</th>
<th>Teacher’s Last Name:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grade: (PK,K,1,2,3...)</th>
<th>Monday’s Date (Week count was conducted)</th>
<th>Number of Students Enrolled in Class:</th>
</tr>
</thead>
</table>

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

### Step 1.
FILL IN THE WEATHER CONDITIONS AND NUMBER OF STUDENTS IN EACH CLASS

### 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>R=rainy</td>
<td>O=overcast</td>
<td>SN=snow</td>
<td>Number in class when count made</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>
</tr>
<tr>
<td>Sample AM</td>
<td>S</td>
<td>N</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sample PM</td>
<td>R</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

- 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.

```plaintext
+              +
```