Eden Valley-Watkins ISD #463
Safe Routes to School (SRTS) Plan

SRTS Vision Statement: The Eden Valley-Watkins School District and the Cities of Eden Valley and Watkins want students, residents and visitors to feel comfortable walking or biking throughout the communities.

Prepared by the Mid-Minnesota Development Commission and the Eden Valley-Watkins School District Safe Routes to School Task Force
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.

Source: recreated from www.saferoutesinfo.org

2017 Bike to School Day

Poster Contest Winner from Basswood Elementary School
Eden Valley-Watkins (EVW)
Safe Routes to School Plan

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This document represents a commitment on behalf of Eden Valley-Watkins School District and the community of Eden Valley and Watkins, Minnesota, to improve walking and bicycling opportunities for students, parents, and residents. Specifically, the Eden Valley-Watkins Safe Routes to School Task Force created the following Vision Statement that guided the development of the SRTS Plan:

*The EVW School District and the cities of Eden Valley and Watkins want students, residents and visitors to feel comfortable walking or biking throughout the communities.*

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 EVW SRTS planning process; and a brief introduction to the EVW SRTS Key Stakeholders.

Chapter Two profiles the EVW School District and the two communities where the District is located, Eden Valley and Watkins (*refer to Map 2A*). The profiles contain demographic and land use information, including future population and household projections.

This Chapter profiles the existing walking and bicycling conditions and issues in Eden Valley and Watkins. Information is presented from parent surveys, classroom tallies, and walk audits. The main purpose of Chapter Three is to gain a thorough understanding of the issues and opportunities the EVW School District has with regards to having students walking and/or biking to school.

This Chapter establishes a SRTS Implementation Plan for the EVW School District. The 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 EVW School District, the communities and other key SRTS stakeholder in making decisions and pursuing implementation initiatives over the next five years (2018-2023).
Safe Routes to School Education, Encouragement, Equity, Enforcement, Engineering and Evaluation.

Map 4A: EVW SRTS School Safety Zone
Please refer to the corresponding text in Chapter Four

Safety Improvements for Everyone!
Chapter One: Introduction to the
Eden Valley-Watkins
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 EVW SRTS planning process; and a brief introduction to the EVW SRTS Key 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. Th 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. The program was and still is administered by the Minnesota Department of Transportation (MnDOT).

In 2012, Minnesota established its own SRTS program with the passage of Minnesota State Statute 174.40, “to provide assistance in capital investments for safe and appealing non-motorized transportation to and from a school.” The law establishes a 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.
C. 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
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.

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).

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).

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.
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.


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

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

Working with the Mid-Minnesota Development Commission (MMDC), the Eden Valley-Watkins (EVW) School District successfully applied to the Minnesota Department of Transportation (MnDOT) to receive grant funds to create a Safe Routes to School Plan. 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: EVW SRTS Task Force Members

<table>
<thead>
<tr>
<th>MEMBER</th>
<th>TITLE/REPRESENTING</th>
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<tbody>
<tr>
<td>MARK MESSMAN</td>
<td>EVW SUPERINTENDENT/TEAM LEAD</td>
</tr>
<tr>
<td>ANDREA HUSCHLE</td>
<td>EVW SCHOOLS/EDEN VALLEY RESIDENT</td>
</tr>
<tr>
<td>ROB FLASCHENRIEM</td>
<td>EVW DISTRICT SCHOOL BOARD</td>
</tr>
<tr>
<td>FRANK EDER</td>
<td>WATKINS CITY MAYOR</td>
</tr>
<tr>
<td>ANNO JOHNSON</td>
<td>EVW SCHOOL NURSE</td>
</tr>
<tr>
<td>KRISTA TRI</td>
<td>EVW SPEECH-LANGUAGE PATHOLOGIST/EDEN VALLEY RESIDENT</td>
</tr>
<tr>
<td>MONA HAAG</td>
<td>EDEN VALLEY CLERK/TREASURER</td>
</tr>
<tr>
<td>STEVEN GEISLINGER</td>
<td>CITY OF WATKINS</td>
</tr>
<tr>
<td>ERNIE JUNKER</td>
<td>EDEN VALLEY POLICE CHIEF</td>
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<tr>
<td>JIM RADEMACHER</td>
<td>EDEN VALLEY PUBLIC WORKS DIRECTOR</td>
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<tr>
<td>ROB PEDERSON</td>
<td>EVW ELEMENTARY PRINCIPAL</td>
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<td>BRUCE KIEHN</td>
<td>EVW SECONDARY PRINCIPAL</td>
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<tr>
<td>JAYME KRAUTH</td>
<td>MEEKER-MCLEOD-SIBLEY PUBLIC HEALTH</td>
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<tr>
<td>HANNAH DOCKENDORF</td>
<td>CENTRACARE BLEND/WATKINS RESIDENT</td>
</tr>
<tr>
<td>MATTHEW JOHNSON</td>
<td>MID-MINNESOTA DEVELOPMENT COMMISSION</td>
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**EVW SRTS Vision Statement**

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

**Eden Valley-Watkins SRTS Vision Statement:**

*The EVW School District and the cities of Eden Valley and Watkins want students, residents and visitors to feel comfortable walking or biking throughout the communities.*
Goals for the EVW Safe Routes to School Program

To help achieve the EVW SRTS Vision Statement, the EVW 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 mitigate the issues that discourage people from walking and biking.

**Engineering Goal:**
Implement infrastructure changes to maximize the safety of walking and biking throughout the communities.

**Equity Goal:**
Ensure the EVW SRTS Program includes implementation strategies for disadvantaged populations.

**Enforcement Goal:**
To provide the necessary monitoring and enforcement of existing laws to help create safe pedestrian, bicycle, and vehicle behaviors.

**Evaluation Goal:**
To provide an ongoing process to evaluate and update the SRTS Plan as progress is made towards achieving the SRTS Vision Statement.
E. Eden Valley-Watkins SRTS Key Stakeholders

In order to have a successful EVW 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 EVW School District and the Cities of Eden Valley and Watkins are profiled in more detail in Chapters Two and Three.

**EVW School Board**

The EVW 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, Treasurer and Clerk. 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 EVW School Board, visit the following EVW School District official website:

![EVW School Board Logo](image)

www.evw.k12.mn.us

**Eden Valley City Council**

The City of Eden Valley 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 first Wednesday of each calendar month (7:00 p.m. at City Hall). For more information on the City of Eden Valley, visit the community’s official website at:

www.ci.edenvaleynn.us

The Eden Valley City Hall is located at 171 Cossairt Avenue West.

Phone: (320) 453-5251

Email: cityofev@meltel.net
**Watkins City Council**

The City of Watkins 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 Thursday of each calendar month at City Hall (normally at 7:00 p.m.). For more information on the City of Watkins, visit the community’s official website at:

www.cityofwatkins.com

**Meeker & Stearns County Highway Departments** – Eden Valley and Watkins are located on the Stearns-Meeker County border. As a result, both the Meeker County Highway Department and the Stearns County Public Works Department have a large role in the success of the EVW SRTS Plan. Ultimately the County Boards will need to support any of the proposed infrastructure changes for the communities. For more information on these departments, visit the following websites:

**Meeker County Website:**  
www.co.meeker.mn.us

**Stearns County Website:**  
www.co.stearns.mn.us
The Minnesota Department of Transportation (MnDOT) - MnDOT is the primary stakeholder involved with SRTS planning at the State level. This involves overseeing the development of SRTS plans and administering SRTS grants. Grant opportunities cover a wide variety of SRTS needs, including plan development, mini-grants to support SRTS initiatives, and larger infrastructure grants to improve sidewalks, crosswalks, and traffic controls. MnDOT District 8, located in the City of Willmar, and MnDOT District 3, located in St. Cloud, both play 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

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. Meeker, McLeod and Sibley Healthy Communities is the local SHIP program. For more information, visit the following SHIP websites:

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

Meeker McLeod Sibley Health Communities website: www.mmshealthycommunities.org

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 EVW SRTS Plan, visit the following website:

www.mmrdc.org
Chapter Two:
EVW School District and Community Profiles

Chapter Two profiles the EVW School District and the two communities where the District is located, Eden Valley and Watkins (refer to Map 2A). The profiles contain demographic and land use information, including future population and household projections.

Map 2A:
Meeker County

Eden Valley and Watkins are located in northern Meeker County along Minnesota State Highway 55 approximately five miles apart.
A. EVW School District Profile

The Eden Valley-Watkins School District covers 102 square miles in West-Central Minnesota (refer to Map 2B). It is located approximately 28 miles southwest of St. Cloud and 65 miles northwest of the Minneapolis – St. Paul Metropolitan Area. According to the 2010 Census, the District had approximately 4,886 residents. This number was up 6.7% from the District’s year 2000 population estimate of 4,579 people.

The District is governed by an elected board and employs a staff of 121, including 49 non-licensed employees and 72 licensed employees (68 of whom are teachers), making the District the largest employer in the area. Table 2A shows how the District’s school enrollment has increased from 865 students in the 2010/11 school year, to its current enrollment of 961 students for the 2017/18 school year.

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>GRADES K-6</th>
<th>GRADE 7-12</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>484</td>
<td>381</td>
<td>865</td>
</tr>
<tr>
<td>2011/12</td>
<td>525</td>
<td>387</td>
<td>912</td>
</tr>
<tr>
<td>2012/13</td>
<td>533</td>
<td>411</td>
<td>944</td>
</tr>
<tr>
<td>2013/14</td>
<td>545</td>
<td>402</td>
<td>947</td>
</tr>
<tr>
<td>2014/15</td>
<td>544</td>
<td>405</td>
<td>949</td>
</tr>
<tr>
<td>2015/16</td>
<td>533</td>
<td>418</td>
<td>951</td>
</tr>
<tr>
<td>2016/17</td>
<td>512</td>
<td>443</td>
<td>955</td>
</tr>
<tr>
<td>2017/18</td>
<td>503</td>
<td>548</td>
<td>961</td>
</tr>
</tbody>
</table>

Currently, the District lags behind the State’s average of general revenue per student. Eden Valley-Watkins receives $8,902 per student in general funds, while the statewide average is $10,642 per student. This ranks the EVW District 303 out of Minnesota’s 331 school districts. On a positive note, the District recently scored higher than the state average on its student’s proficiency rates for math, reading, and science (refer to Table 2B).
Table 2B:
2016-17 School Proficiency Rates

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>EVW</th>
<th>STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>74%</td>
<td>59%</td>
</tr>
<tr>
<td>READING</td>
<td>70%</td>
<td>60%</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>68%</td>
<td>55%</td>
</tr>
</tbody>
</table>

School Facilities

The EVW School District consists of an elementary and secondary school located in Eden Valley, and an elementary school located in Watkins (refer to Maps 2C and 2D). Each school is briefly highlighted below and in more detail in Chapter Three.

Watkins Elementary, is located at 161 School Avenue in Watkins. The facility was originally built in 1960 and houses the District’s Early Childhood Family Education (ECFE) Program (ages 3-5); 3-Year-Old Preschool; and the School Readiness Program, for children who are 4 years old by September 1st each year.

Eden Valley Elementary is located at 901 Stearns Avenue East in Eden Valley. The facility was originally built in 1977 and houses grades K-6.

Eden Valley-Watkins Secondary, is located at 298 Brooks Street North in Eden Valley. The facility was originally built in 1927 and houses grades 7-12.
B. City of Eden Valley Community Profile

Eden Valley is located approximately 65 miles northwest of the Twin Cities. Established in 1886, the community is celebrating over 130 years of "Prairie, People, & Progress." The City promotes itself as being the gateway to the Central Minnesota lakes area, due to more than a dozen lakes that can be found within a 10-mile radius. Lake Koronis, Rice Lake, and the Horseshoe Chain of Lakes are a huge recreational asset to the community.

According to the U.S. Census Bureau, the City has a total area of 1.22 square miles of land (refer to Map 2C). The northern part of the community is located in Stearns County, while the southern part is located in Meeker County. Meeker-Stearns Street runs east/west through the community along the boundary. Minnesota State Highways 22 & 55 are the two major roadways. The Canadian Pacific Rail is also located north of State Highway 55 and south of Meeker-Stearns Street.

Demographics

Table 2C shows how the City of Eden Valley has increased in population from 763 people in 1980 to approximately 1,051 people in 2016 (State Demographer estimate). If the City continues to gain residents at the same rate, it can expect to have approximately 1,204 people living in 501 houses by the year 2030, an increase of 153 people and 63 houses.

Table 2C: City of Eden Valley Population & Household Projections

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>POPULATION</td>
<td>763</td>
<td>732</td>
<td>866</td>
<td>1,042</td>
<td>1,034</td>
<td>1,052</td>
<td>1,149</td>
<td>115</td>
</tr>
<tr>
<td>HOUSEHOLDS</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>438</td>
<td>446</td>
<td>487</td>
<td>49</td>
</tr>
</tbody>
</table>

*The 2017 population and household estimates are provided by the Minnesota State Demographer’s Office (average household size is 2.36).

For more information on Eden Valley, visit the City’s official website at:

www.edenvalley.govoffice.com
C. City of Watkins Community Profile

Watkins is a growing community of over 960 people, rich in its German-Catholic heritage. According to the U.S. Census, the City has a total area of 0.71 square miles of land (refer to Map 2D). The community dates back to 1886 with the building of the railroad (currently the Canadian Pacific Rail) and was established as a Village on May 2, 1893. The City is located in Meeker County, 60 miles west of the Twin Cities area and 25 miles southwest of St. Cloud. MN State Highway 55 runs east and west through Watkins, while Meeker County State Aid Highway 2 runs north and south through the community.

The City of Watkins was named after a railroad employee for the Sault Ste. Marie Railroad and is also the birthplace of Eugene J. McCarthy, a former United States Senator and 1968 Presidential Candidate. Several large employers in the City include Mies Outland, CentraSota Cooperative, Hilltop Health Care Center, Schmitz Pallet, Mid-Minnesota Concrete and Barrier Technology.

Demographics

Table 2D shows how the City of Watkins has grown in population from 757 people in 1980 to approximately 958 people in 2016 (State Demographer estimate). If the City continues to grow at the same rate, it can expect to have approximately 1,080 people living in 450 houses by the year 2030, an increase of 122 people and 49 households.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>POPULATION</td>
<td>757</td>
<td>849</td>
<td>880</td>
<td>962</td>
<td>942</td>
<td>988</td>
<td>1,080</td>
<td>138</td>
</tr>
<tr>
<td>HOUSEHOLDS</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>403</td>
<td>422</td>
<td>462</td>
<td>59</td>
</tr>
</tbody>
</table>

The 2017 population and household estimates are provided by the Minnesota State Demographer’s Office (average household size is 2.34).

For more information on Watkins, visit the City’s official website at:

www.cityofwatkins.com
Map 2D: The City of Watkins, Minnesota

- County Road 2
- State Highway 55
- Watkins Clippers Baseball Park
- Watkins Swimming Pool
- Veterans Park
- McCarthy Park
- Little League Park

Legend:
- Canadian Pacific Railroad
- Watkins Elementary School
- Watkins 55 Crosswalk
- St. Anthony Cemetery
- Glenshire Estates

Scale: 1/4 Mile
Chapter Three:  
EVW Safe Routes to School  
Existing Conditions & Issues

This Chapter profiles the existing walking and bicycling conditions and issues in Eden Valley and Watkins. Information is presented from parent surveys, classroom tallies, and walk audits. The main purpose of Chapter Three is to gain a thorough understanding of the issues and opportunities the EVW School District has with regards to having students walking and/or biking to school.

A. SRTS Surveys

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

Student In-Class Travel Tally

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

The classroom tally comes with a set of instructions for schools and teachers to follow to help standardize the results among school districts. School staff are directed to administer the survey over a two-day period during the midweek (Tuesday, Wednesday, or Thursday). Teachers are asked to read through all possible answers so they become familiar with the options provided. They then direct the students to only answer once to the following question, “How did you arrive at school today?” The options provided are walking, biking, school bus, family vehicle, carpool, transit, and other.
The same travel options are provided with the second question on the classroom tally, “How do you plan to leave for home after school?” Teachers ask the students to raise their hand and then write on the tally sheet 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.

**EVW Classroom Tally Results**

The Eden Valley-Watkins School District administered the SRTS student arrival and departure tallies in the elementary classrooms on Tuesday, October 3, through Thursday, October 5, 2017 (the teachers were instructed to administer the tally on two consecutive days). Table 3A and Figure 3A provide a summary of the results from the school’s 23 elementary classrooms. The results overwhelmingly show that not many EVW students walk or bike to school.

### Table 3A: EVW 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>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TUESDAY A.M.</strong></td>
<td>331</td>
<td>5%</td>
<td>1%</td>
<td>64%</td>
<td>25%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TUESDAY P.M.</strong></td>
<td>325</td>
<td>6%</td>
<td>1%</td>
<td>58%</td>
<td>30%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>WEDNESDAY A.M.</strong></td>
<td>246</td>
<td>3%</td>
<td>0%</td>
<td>67%</td>
<td>29%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>WEDNESDAY P.M.</strong></td>
<td>246</td>
<td>4%</td>
<td>0%</td>
<td>67%</td>
<td>27%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>THURSDAY A.M.</strong></td>
<td>189</td>
<td>4%</td>
<td>0.3%</td>
<td>63%</td>
<td>31%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>THURSDAY P.M.</strong></td>
<td>189</td>
<td>4%</td>
<td>0.3%</td>
<td>60%</td>
<td>31%</td>
<td>5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Figure 3A: 3-Day Arrival & Departure Averages**
SRTS Parent Survey

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

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

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

EVW Parent Survey Results

The first question in the survey asks the respondent what the grade is of the child who brought home the survey? Figure 3B shows the breakdown of the 198 surveys that were returned from Kindergarten through eighth grade (note four high-school students also returned surveys).

Figure 3B: What is the grade of the child who brought home the survey (198 responses)?
Question five on the survey asked respondents how far they lived away from school. Figure 3C shows that 10% of the respondents live within ½ mile of school. This is considered the normal walking or biking zone for most school-aged children on average (1/2 mile for elementary students and up to 1 mile for high school students). Notice that approximately 76% of the students live over two miles away from the school, clearly making distance a large SRTS planning issue.

**Figure 3C:**
How far do you live away from school (196 responses)?

![Bar Chart](image)

**Map 3A:**
The aerial photo on the left shows the location of each school’s ½ mile walk/bike zone in Eden Valley. Most students do not walk or bike to school, primarily due to safety issues and missing sidewalks, especially near the elementary school.
Figure 3D shows the percentage of how students typically arrive to school (walk, bike, bus, family car or *other). Figure 3E shows the same information for leaving from school. Notice that only 5% of students walk or bike to or from school.

**Figure 3D: On most days,**
How does your child arrive to school (1998 responses)?

![Figure 3D: Bar chart showing the percentage of how students arrive to school.](image)

**Figure 3E: On most days,**
How does your child leave from school (198 responses)?

![Figure 3E: Bar chart showing the percentage of how students leave from school.](image)

*Other includes carpool (multi-family), transit, or by another means not listed.*
Figure 3F shows that only 10% of the parents indicated their student at some point had asked them to walk or bike to school. Table 3B shows the percentage of children who have asked permission to walk or bike to or from school broken into distance from school categories. As one would expect, the majority of students who live more than ½ mile from school have not asked their parents to walk or bike to or from school.

Figure 3F: Has your child asked permission to walk or bike to or from school (193 responses)?

Table 3B: Percentage of children who have asked permission to walk or bike to or from school broken down by distance from school categories.

<table>
<thead>
<tr>
<th>ASKED PERMISSION?</th>
<th>STUDENT SURVEYS</th>
<th>LESS THAN ¼ MILE</th>
<th>¼ MILE UP TO ½ MILE</th>
<th>½ MILE UP TO 1 MILE</th>
<th>1 MILE UP TO 2 MILES</th>
<th>MORE THAN 2 MILES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>20</td>
<td>56%</td>
<td>56%</td>
<td>37%</td>
<td>20%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>173</td>
<td>44%</td>
<td>44%</td>
<td>63%</td>
<td>80%</td>
<td>99%</td>
</tr>
</tbody>
</table>
Parents were asked on the survey to indicate which issues affected the decision to allow their children to walk or bike to/from school. Table 3C shows the results. Distance, weather, speed of traffic and the safety of intersections where the four largest concerns. It should be noted there is not a lot the EVW Safe Routes to School Task Force can do about distance or weather concerns, but they can address most of the other issues listed in Table 3C.

Table 3C: Issues reported to affect the decision to allow a child to walk or bike to/from school

<table>
<thead>
<tr>
<th>Issue</th>
<th>Child does not walk/bike to school</th>
<th>Child walks/bikes to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>89%</td>
<td>67%</td>
</tr>
<tr>
<td>Weather or Climate</td>
<td>55%</td>
<td>100%</td>
</tr>
<tr>
<td>Speed of Traffic Along Route</td>
<td>54%</td>
<td>67%</td>
</tr>
<tr>
<td>Safety of Intersections and Crossings</td>
<td>46%</td>
<td>100%</td>
</tr>
<tr>
<td>Time</td>
<td>37%</td>
<td>33%</td>
</tr>
<tr>
<td>Amount of Traffic Along Route</td>
<td>36%</td>
<td>67%</td>
</tr>
<tr>
<td>Sidewalks or Pathways</td>
<td>36%</td>
<td>67%</td>
</tr>
<tr>
<td>Violence or Crime</td>
<td>27%</td>
<td>33%</td>
</tr>
<tr>
<td>Child’s Participation in After School Programs</td>
<td>21%</td>
<td>33%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>Adults to Walk/Bike With</td>
<td>14%</td>
<td>33%</td>
</tr>
<tr>
<td>Convenience of Driving</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Number of Respondents per Category</td>
<td>191</td>
<td>3</td>
</tr>
</tbody>
</table>

The final three questions on the survey asked parents about their opinion on several supporting SRTS issues. The results are shown in Figures 3G, 3H and 3I. Table 3G suggests that 29% of parents felt their child’s school discourages walking or biking to/from school. This is largely due to safety issues along the Meeker Stearns Street and the lack of sidewalks and/or trails between the two schools located in Eden Valley.
Figure 3G: How much does their child’s school encourage or discourage walking or biking to/from school?

- Encourages: 3%
- Neither: 29%
- Discourages: 68%

Figure 3H: How much fun is walking or biking to/from school?

- Fun: 18%
- Neutral: 6%
- Boring: 76%

Figure 3I: How healthy is walking or biking to/from school?

- Healthy: 2%
- Neutral: 43%
- Unhealthy: 54%
B. Walk/Bike Audit

To gain a better understanding of the existing pedestrian and bicycle issues in Eden Valley and Watkins, the EVW Safe Routes to School Task Force conducted walk audits of the communities. Walk audits give participants an opportunity to see first-hand the community’s existing conditions and note any safety concerns related to students walking or biking. The findings are then analyzed to help develop specific recommendations that would improve walking or biking to/from school and throughout the communities.

_Eden Valley Walk Audit_

The Eden Valley SRTS walk audit was performed on October 12, 2017, beginning at 12:30 p.m. from the EVW Secondary School (the weather was 59° F with partly cloudy skies). Map 3B displays a summary of the key findings collected during the walk audit. The symbols on Map 3B correspond with the following descriptions:

**Eden Valley Walk Audit Summary**

*Missing Sidewalk and/or Trail* – the SRTS Task Force walked from the EVW Secondary School to the Eden Valley Elementary School along Meeker Stearns Street. Map 3B shows where the sidewalks are missing for the majority of way between the two schools. Task Force members noted they frequently see school-aged children walking along the shoulders of the roadway. The Task Force communicated that working with the City to establish sidewalks and/or a trail system along either the north or south side of the roadway would be the top priority during implementing the EVW SRTS Plan. Participants also communicated it would be beneficial to establish a sidewalk and/or trail from the Aho Housing Addition to the Elementary School, although the presence of a wetland and securing the required easements might make this project too challenging and/or expensive.

*Crosswalks* – The City of Eden Valley overall has an outstanding network of quality pedestrian crosswalks, especially along State Highway 22 in the downtown area (*shown on right*). Overall, the crosswalks have quality high-visibility paint and have proper curb-cuts to be A.D.A. accessible. The downtown area also has ‘stop for pedestrian’ signs near the high-traffic crosswalks. The existing crosswalk locations are shown on Map 3B.
**Needed Crosswalk Improvements** – Map 3B marks the location of the existing crosswalks that need some improvements according to the SRTS Task Force. The issues reported included poor/missing paint, missing or poorly designed curb-cuts, and/or poorly aligned sidewalks/curb-cuts. The crosswalk on Meeker Stearns Street near the elementary school should also be redesigned to be perpendicular to the road, rather than diagonal. This would help create better sight-lines to oncoming traffic (refer to the picture included in Map 3B).

**Eden Valley Noted Problem Areas:**

1. **Speed along Meeker Stearns Street** – One of the largest problems observed during the walk audit was the high number of vehicles speeding along Meeker Stearns Street. Although targeted enforcement strategies could greatly help to mitigate this concern, the roadway could use some additional signage and/or engineering strategies to help calm traffic. The SRTS Task Force also noted the Meeker Stearns Street digital speed sign (*shown on the right*) is located too far to the east of the community to be fully effective near the school’s safety zone. It is believed that placing additional signs on both sides of the main crosswalk would be effective in slowing traffic.

2. **Traffic entering Eden Valley along State Highways 22 and 55** – Another problem identified in the study area was the excessive amount of speeding vehicles entering Eden Valley along Minnesota State Highways 22 and 55. The City of Eden Valley can ask law enforcement to target speeding, but additional traffic calming measures are needed. As a result, one of the important SRTS implementation steps will be to work with MnDOT to determine what options could work to reduce speeding along the State highways.

3. **Safely crossing the Canadian Pacific Rail** – although the railroad travels through both communities, safely crossing the rail is a slightly larger concern for Eden Valley due to how close the rail line is located adjacent to the EVW Secondary School (refer to Map 3B). In addition, a recent pedestrian fatality (*refer to the text box on the right*) has unfortunately reminded local residents that rail safety is an important issue for the community.

---

**Pedestrian Train Fatality**
According to Eden Valley MN news reports, a fatal train accident resulted in one fatality on August 11, 2012. Police identified 21-year old Nicholas Phillip as the victim of the accident. They state that Phillip was traveling on foot and attempted to cross the tracks near the intersection of Highways 22 and 55 when an oncoming train fatally hit him.
Watkins Walk Audit

The Watkins SRTS walk audit was performed on October 12, 2017, beginning at 1:30 p.m. from the Watkins Elementary School (the weather was 61° F with partly cloudy skies). Map 3C displays a summary of the key findings of information collected during the walk audit. The symbols on Map 3C the correspond with the following descriptions:

🌟 Misaligned Intersection – The intersection of School Avenue and State Highway 55 is misaligned (MnDOT has plans to make improvements along State Highway 55 in Watkins in the 2018…this intersection will be realigned as part of the project).

⚠️ Missing Sidewalk and/or Trail – The SRTS Task Force identified several missing sidewalk/trail segments near the Watkins Elementary School. Not all the missing segments would need to be installed, but they were simply identified as part of the walk audit. One of the implementation steps discussed by the Task Force was for the City of Watkins to complete a bicycle and pedestrian plan so these types of issues could be identified and discussed on a communitywide basis.

➡️ Glenshire Addition Trail – SRTS Task Force members drove to the Glenshire Addition to see first-hand how disconnected the housing development is from the rest of the community. Working with landowners to establish a trail would allow people to travel safely to/from the school and downtown area without having to take a vehicle. It was expressed that if a direct route cannot be agreed upon by the impacted landowners, the City would like to pursue establishing a trail along State Highway 55’s right-of-way.

3rd Street South adjacent to the Watkins Swimming Pool (shown in the picture), could someday be extended further to the west to connect to the Glenshire Addition. A sidewalk or trail could be planned as part of this project.
Map 3C: Watkins Walk Audit Existing Conditions

Please refer to the corresponding text in Chapter Three

- Misaligned Intersection
- Missing Sidewalk/Trail

Identified the interest of establishing a trail from/to the Glenshire Addition. Work with landowners to find a suitable route.

Trail between the Glenshire Addition and Watkins Elementary/Watkins Pool
C. Additional SRTS Issues

The City of Eden Valley and Watkins also have the following common pedestrian and bicycle issues:

- **Sidewalks and Bike Lanes** – The Cities of Eden Valley and Watkins have excellent sidewalks and designated crosswalks in their downtown areas. A pedestrian and trails plan, however, would help the communities 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 Cities 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, 76% 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.

Is it Safe to Walk to School?

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

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

Safe Routes to School Plans can only go as far as addressing the 6 E’s, Education, Encouragement, Engineering, Equity, Enforcement and Evaluation. It is up to the local community to address the remaining array of social issues that face children on a daily basis. Fortunately, the numerous stakeholders who are involved with SRTS planning could also help to facilitate the discussion on addressing these additional concerns. Hopefully someday having kids walk and bike throughout their community will be perceived by all as a sign of a safe and healthy community.
Chapter Four: EVW School District
SRTS Implementation Plan

This Chapter establishes a SRTS Implementation Plan for the EVW School District. The 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 EVW School District, the communities and other key SRTS stakeholder in making decisions and pursuing implementation initiatives over the next five years (2018-2023).

SRTS Implementation Plan Overview

Chapter Four consists of two important implementation components for the Eden Valley-Watkins 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 in order to be accomplished.

The second component of the SRTS Implementation Plan consists of a series of maps that appear at the end of the chapter. Map 4A provides an overview of the implementation steps for the City of Eden Valley, while Map 4B highlights the implementation steps for the City of Watkins. 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 the EVW School District to work with stakeholders to accomplish the action described.
EVW School District Safe Routes to School
Goals, Objectives, and Action Steps

A. Engineering Goal:

Implement infrastructure changes to maximize the safety of walking and biking throughout Eden Valley and Watkins

**Objective A:** To work with stakeholders to establish a School Safety Zone in Eden Valley.
*Please refer to Map 4A.*

1. Create a School Safety Zone in Eden Valley adjacent to the schools. Target needed infrastructure improvements, including sidewalks/trails, crosswalks, signage, and enforcement. *Shown as Red Circle Letter A on Map 4A.*
   - **Who:** SRTS Task Force, City of Eden Valley, Meeker County, Stearns County, law enforcement, and the EVW School District
   - **When:** Establish by Spring 2019 and make ongoing improvements as necessary
   - **Cost:** $2,500 (signage costs, crosswalk paint, lighting, etc.)

2. Work with stakeholders to create a safe network of sidewalks and/or trails in the School Safety Zone.
   a. Extend the sidewalk along the south side of Meeker Stearns Street all the way to the crosswalk near the Elementary School. *Shown as Red Circle Letter B on Map 4A.*
   b. Create a trail from the Middle/Secondary School to the ballfield, up to and along Meeker Stearns Street, and along the entrance to the Elementary School (*Red Letter C on Map 4A*).
   c. Enhance the crosswalk on Maple Street South adjacent to the school and add a curb-cut for A.D.A. accessibility. *Shown as Red Circle Letter D on Map 4A.*

   - **Who:** School District, City of Eden Valley
   - **When:** Continue the discussion after the adoption of the SRTS Plan
   - **Cost:** $50,000
3. Work with the City of Eden Valley and the Meeker/Stearns County Highway Departments to enhance the crosswalks along Meeker Stearns Street. **Refer to the crosswalk signs shown on Map 4A.** Make the crosswalk near the Eden Valley Elementary School a high priority (currently runs diagonally across the roadway).

- **Who:** City of Eden Valley and the Meeker/Stearns County Highway Departments
- **When:** 2019
- **Cost:** $10,000 (paint, beacon, signage, etc.)

4. Install solar digital radar speed limit signs in both directions along Meeker Stearns Street (examine the location of the current one and move if possible or place a second one near the crosswalk).

- **Who:** City of Eden Valley and the Meeker/Stearns County Highway Departments
- **When:** 2019
- **Cost:** $5,000

5. Work with residents in Eden Valley to establish a trail or sidewalk from the Aho Housing Addition and Eden Valley Trailer Park to the Elementary School. **Shown as Red Circle Letter on Map 4A.**

- **Who:** EVW School District and the City of Eden Valley
- **When:** 2019
- **Cost:** $10,000
Objective B: To work with stakeholders to install needed pedestrian and bicycle infrastructure near Watkins Elementary.

Please refer to Map 4B.

6. Work with residents, landowners, road authorities and other key stakeholders to establish a 10-foot wide multipurpose trail between Glenshire Estates and the Watkins Elementary School. Shown as Red Circle A or B on Map 4B.

- **Who:** City of Watkins
- **When:** 2020
- **Cost:** $45,000 (apply for grant or stakeholder funding)

7. Work with residents to discuss the need for installing new sidewalks near Watkins Elementary. Potential new sidewalks are shown as Red Circle Letter C on Map 4B.

- **Who:** School District and the City of Watkins
- **When:** 2019
- **Cost:** $10,000
Objective C: To enhance pedestrian and bicycle opportunities throughout Eden Valley and Watkins.

8. Create a pedestrian and bike plan for both communities (commonly referred to as Active Living Plans). The plans could be created as amendments to each city’s comprehensive plan.
   a. Inventory sidewalks, crosswalks, and curb-cuts and establish a regular inspection and maintenance schedule.
   b. Identify gaps and prioritize projects. Incorporate into each community’s budgeting process.
   c. Make sure that crosswalks are designed with high-visibility patterns and are painted with stop lines.

   Enhanced crosswalks are designed 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.

   d. Add proper signage, roadway markings, and lighting where needed.
   e. Ensure that key locations (i.e., schools, library, etc.) have quality bike racks, benches, and waste receptacles.
   f. Apply for stakeholder funding to reduce the costs or consider creating a donation fund.
   g. Prioritize making improvements in the School Safety Zone.

   ➢ Who: City of Eden Valley and Watkins
   ➢ When: 2019
   ➢ Cost: $5,000 for each community
9. Work with MnDOT and Meeker/Stearns Counties to identify and implement traffic calming practices along Minnesota State Highways 22 & 55 in Eden Valley and Minnesota State Highway 55 and County Road 2 in Watkins.
   a. Install solar digital radar speed limit signs to reduce speeds.
   b. Examine crosswalks to determine if they should be enhanced (i.e., paint, lighting, signage, etc.).
   c. Target the downtown areas as high priorities. Implement temporary bump-outs to determine if the communities would benefit from installing them.
   d. Target the corner of Highway 55 and State Highway 22 as a top priority.
      ➢ **Who:** Cities of Eden Valley and Watkins, MnDOT, and Meeker/Stearns Counties
      ➢ **When:** 2019
      ➢ **Cost:** $25,000

10. Examine pedestrian and parking issues near the Eden Valley Baseball Park/Football Field, including the safe crossing of Minnesota State Highway 22 during games.
    ➢ **Who:** EVW School District, City of Eden Valley and MnDOT
    ➢ **When:** 2019
    ➢ **Cost:** $5,000

11. Promote the need to widen Meeker Stearns Street to include paved shoulders between Eden Valley and Watkins.
    ➢ **Who:** Cities of Eden Valley and Watkins, and Meeker/Stearns Counties.
    ➢ **When:** 2020
    ➢ **Cost:** $150,000
B. 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 D: To ensure that students understand bicycle and pedestrian laws and learn safety skills.**

12. Train staff to use Walk! Bike! Fun! as a basis to customize grade-level curriculum.
   - **Who:** EVW School District
   - **When:** Begin in the fall 2018. Update after the first year and biannually thereafter.
   - **Cost:** In-kind expenses (printing and staff time)

13. Incorporate bicycle and pedestrian skills within physical education classes.
   - **Who:** EVW School District
   - **When:** Begin in the fall 2018 and update as needed
   - **Cost:** In-kind expenses (staff time)

14. 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 fleet).
   - **Who:** EVW School District, Meeker-McLeod-Sibley Public Health, law enforcement
   - **When:** Begin spring 2019
   - **Cost:** $500

15. Teach elementary students pedestrian skills. Educate them on the importance of using designated crosswalks, especially when walking or biking to and from school.
   - **Who:** EVW School District
   - **When:** Ongoing
   - **Cost:** In-kind expenses (supplies, printing, staff time)
Objective E:  To raise awareness on key bicycling and pedestrian issues near the schools and throughout the communities.

16. Continue to provide handouts at the beginning of the school year explaining busing, parking, walking, and bicycling issues, focusing on safety rules and school policies.
   - **Who:** EVW School District
   - **When:** Annually beginning in 2018
   - **Cost:** In-kind expenses (printing and staff time)

17. 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 as needed)
   - **Cost:** MMDC will create and update the maps ($1,500 in-kind expense)

18. Work with the media to highlight key SRTS information, events and initiatives. Encourage drivers to slow down and yield to bicycles and pedestrians.
   - **Who:** EVW School District, Meeker-McLeod-Sibley Public Health, law enforcement
   - **When:** Ongoing
   - **Cost:** In-kind expenses (staff and volunteer time)

19. 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:** EVW School District and law enforcement
   - **When:** Ongoing
   - **Cost:** In-kind expenses (printing, staff and volunteer time)
C. Encouragement Goal:

To mitigate the issues that discourage people from walking and biking.

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

20. Ensure that each classroom (K-8) organizes at least one walking field trip annually. Use the event as an educational opportunity to teach and strengthen pedestrian skills.
   - **Who:** EVW School District
   - **When:** Ongoing
   - **Cost:** In-kind expenses (staff time)

21. Participate in the National Walk to School Day, which is held annually on the first Wednesday in October.
   - **Who:** EVW School District and Meeker-McLeod-Sibley Public Health
   - **When:** Ongoing
   - **Cost:** In-kind expenses (printing, staff and volunteer time)

22. Participate annually in the National Bike to School Day (normally takes place in May each year).
   a. Make arrangements with a SRTS stakeholder to use a bicycle fleet
   b. Find a stakeholder to provide bicycle helmets to the students
   c. Host a bike safety event at Eden Valley Elementary
   - **Who:** EVW School District, law enforcement, Meeker-McLeod-Sibley Public Health
   - **When:** Ongoing
   - **Cost:** $500 helmets; $1,500 bike fleet; In-kind expenses (staff and volunteer time)
23. Install bicycle repair stations at each school (the one at Watkins Elementary could be located adjacent to the Watkins Pool). Apply for stakeholder funding to reduce the costs.
   ➢ **Who:** EVW School District, City of Eden Valley, and the City of Watkins.
   ➢ **When:** 2019
   ➢ **Cost:** $3,000

24. Proactively apply for stakeholder funding to ensure that SRTS initiatives are properly implemented. Consider developing an ongoing community donation fund to help raise cost-share funds. Regularly generate a list of current needs (i.e., bench, bike rack, etc.) and corresponding cost estimates.
   ➢ **Who:** All SRTS Stakeholders, but especially the EVW School District, the Cities of Eden Valley and Watkins, and Meeker-McLeod-Sibley Public Health.
   ➢ **When:** 2019
   ➢ **Cost:** $500
D. Equity Goal:

Include all students in the EVW Safe Routes to School Program.

**Objective G: To ensure the EVW SRTS activities include implementation strategies for disadvantaged populations.**

25. Ensure that all engineering projects meet American Disability Act (A.D.A.) standards.
   - **Who:** EVW School District, Cities of Eden Valley and Watkins, all SRTS stakeholders
   - **When:** Ongoing
   - **Cost:** Variable based upon project costs

26. Create bilingual (English and Spanish) STRS handouts for parents as necessary.
   - **Who:** EVW School District
   - **When:** Ongoing
   - **Cost:** In-kind expenses (printing and staff time)

27. Work with law enforcement and city officials to create a program for abandoned bikes. Prioritize providing bikes to go to low-income families.
   - **Who:** EVW School District, law enforcement, Cities of Eden Valley and Watkins
   - **When:** Ongoing
   - **Cost:** In-kind expenses (printing and staff time)
E. Enforcement Goal:

To create safe bicycle, pedestrian, and vehicle behaviors.

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

28. Encourage law enforcement to adopt a ‘Zero Tolerance’ policy towards vehicles not obeying traffic laws within the School Safety Zone. Also encourage officers and school staff to proactively address unsafe behaviors.
   ➢ Who: Law enforcement and the School District
   ➢ When: Ongoing
   ➢ Cost: In-kind expenses (staff time)

29. Encourage bus drivers, school staff, students, parents, and citizens to report to authorities all unsafe bicycle, pedestrian, and vehicle behaviors.
   ➢ Who: EVW School District
   ➢ When: Ongoing
   ➢ Cost: In-kind expenses (staff time)

30. 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.
   ➢ Who: Law enforcement
   ➢ When: Ongoing, but annually target after school starts in the fall
   ➢ Cost: In-kind expenses (staff time and stakeholder’s equipment)

31. Implement campaigns to mitigate distracted driving in both communities.
   ➢ Who: Law enforcement 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)
F. Evaluation Goal:

To provide an ongoing process to evaluate and update the Eden Valley-Watkins SRTS Plan.

Objective 1: To ensure that progress is made towards achieving the SRTS Vision Statement.

32. Keep the SRTS Task Force in place to meet quarterly (or more often as needed) to work on implementing and updating the school’s SRTS Plan.
   - **Who:** SRTS Task Force
   - **When:** Ongoing
   - **Cost:** In-kind expenses (staff time)

33. 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.
   - **Who:** EVW School District and MMDC
   - **When:** Ongoing
   - **Cost:** In-kind expenses (printing and staff time)

34. Conduct walk audits of the schools and communities on a biannual basis.
   - **Who:** EVW SRTS Task Force and the Cities of Eden Valley and Watkins
   - **When:** Ongoing
   - **Cost:** In-kind expenses (staff time)

35. Review the SRTS Plan annually and revise as needed.
   - **Who:** EVW SRTS Task Force
   - **When:** Ongoing
   - **Cost:** In-kind expenses (printing and staff time)
Map 4A: EVW SRTS School Safety Zone

Please refer to the corresponding text in Chapter Four

- School Safety Zone
- Needed Crosswalk Improvements
- Proposed New Trail/Sidewalk

Refer to Chapter Four for project description
Map 4B: Watkins Elementary SRTS Implementation

Please refer to the corresponding text in Chapter Four

- **Option A**: 10’ Wide Trail - work with landowners to secure easement
- **Option B**: 10’ Wide Trail - work with road authorities/landowners
- **Potential New Sidewalk**: Sidewalk plan is needed prior to this decision

[Distance Scale: 250 Feet]
## Appendix A: SRTS Implementation Matrix

<table>
<thead>
<tr>
<th>Education Programs: Safe Routes to School Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Name</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td><strong>Format</strong></td>
</tr>
<tr>
<td><strong>Target Audience</strong></td>
</tr>
<tr>
<td><strong>Primary Outcomes</strong></td>
</tr>
<tr>
<td><strong>Secondary Outcomes</strong></td>
</tr>
<tr>
<td><strong>Resources Needed</strong></td>
</tr>
</tbody>
</table>

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**Notes:**
- SRTS = Safe Routes to School
- PBIS = Positive Behavior Intervention Support
- U.S.DOE = United States Department of Education
- NHTSA = National Highway Traffic Safety Administration
## Education Programs Safe Routes to School Matrix

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Description</th>
<th>Topics</th>
<th>Formal</th>
<th>Target Audience</th>
<th>Primary Outcomes</th>
<th>Secondary Outcomes</th>
<th>Resource Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Biking Guide</strong></td>
<td>This guide is a how-to manual on family biking, including cargo bikes and gear, safety considerations, tips for packing a route, issues for riders, etc. This guide can be distributed as part of an event or training to interested parents at school.</td>
<td>Bicycling: Safety; Skills; Environment; Health; Family</td>
<td>Information for Parents</td>
<td>Elementary; Parents</td>
<td>Increased Bicycling; Improved Walking/Bicycling Safety Behavior</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Parents/PTA or local groups/gov’t.</td>
</tr>
<tr>
<td><strong>Idling Reduction Campaign</strong></td>
<td>Car exhaust not only pollutes; it also disproportionately affects the health of exposed children. An anti-idling campaign deploys simple steps—turn off your car and encourages drivers to pump the air by turning off their engines when waiting for the school longitudinal. The campaign includes street signs, a marketing campaign led by students, and informational materials for parents. Materials may be repackaged in schools; the campaign will likely take place during pick-up/drop-off or outside of school.</td>
<td>Bus/Transit; Driving; Carpool Safety; Environment; Health; Family</td>
<td>Campaign; Information for Parents</td>
<td>Elementary: Middle School, High School; Parents, District</td>
<td>Improved Driving Safety Behavior; Health Connections; Environmental Connections</td>
<td>Youth Empowerment</td>
<td>Potential Lead/Champion: Parents/PTA, local groups, or government, or student group.</td>
</tr>
<tr>
<td><strong>In-School Bicycle Safety Education</strong></td>
<td>Bicycle safety training is most appropriate beginning in 1st or after the 3rd grade. It helps children understand that they have the same responsibility as motorists to obey traffic laws. Video curriculum often includes: 3-part program (class, in-class lessons, mock street scenarios, and in-school practice). Various existing curricula are available online, some of which are approved by the state, or schools may choose to develop their own.</td>
<td>Bicycling: Safety; Skills</td>
<td>Assembly: Skills Training; Hands-On Training; Curriculum/ Classroom Activity</td>
<td>Elementary: Middle School</td>
<td>Increased Bicycling; Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Teacher/administrator</td>
</tr>
<tr>
<td><strong>In-School Pedestrian Safety Education</strong></td>
<td>Pedestrian safety education aims to ensure that every child understands basic traffic laws and safety rules. It teaches students basic traffic safety, sign identification, and decision-making tools. Training is typically recommended for 1st- and 2nd-grade students and parents, with a focus on teaching basic skills in the classroom. Curricula may include 3-part program (class, in-class lessons, mock street scenarios, and in-school practice). Various existing curricula are available online, some of which are approved by the state, or schools may choose to develop their own.</td>
<td>Walking; Safety; Skills</td>
<td>Assembly: Skills Training; Hands-On Training; Curriculum/ Classroom Activity</td>
<td>Elementary</td>
<td>Improved Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Teacher/administrator</td>
</tr>
<tr>
<td><strong>Mock City</strong></td>
<td>A mock city provides a safe environment in which students can learn pedestrian, bicycle, or general traffic safety. A course is built up: students walk, bike, or drive through to learn appropriate behaviors in various street situations. A mock city requires a lot of work or a partnership with an organization that already has the equipment. The program can take place in or out of school, and it is a memorable experience for students.</td>
<td>Bicycling: Walking; Bus; Transit; Driving; Carpool Safety; Skills</td>
<td>Assembly: Event; Skills Training; Hands-On Training; Information for Parents</td>
<td>Elementary: Middle School; High School; Parents</td>
<td>Increased Walking/Bicycling Transit Use; Carpooling; Improved Driving Safety Behavior</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Teacher/administrator</td>
</tr>
<tr>
<td><strong>Parent Workshop</strong></td>
<td>Since parents are usually the ones deciding whether their children walk or bike to school, a workshop designed for them can provide the tools, resources, and support needed to begin walking or biking for transportation. Topics could include: starting a walking school bus, carpooling, launching a safety campaign, how to be a responsible driver, or organizing an event, such as Walk and Bike to School Day.</td>
<td>Bicycling: Walking; Bus; Transit; Driving; Carpool Safety; Skills</td>
<td>Assembly: Event; Skills Training; Hands-On Training; Information for Parents</td>
<td>Elementary: Middle School; High School; Parents</td>
<td>Increased Walking/Bicycling Transit Use; Carpooling; Improved Driving Safety Behavior</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Parents/PTA or local groups/gov’t.</td>
</tr>
<tr>
<td><strong>Walk and Bike to School Route Map</strong></td>
<td>Route maps show signs, signals, crosswalks, sidewalks, paths, crossing guard locations, and hazardous locations around a school. They identify the best way to walk or bike to school. Liability concerns are sometimes cited as reasons not to publish maps, while a route will be completely free of safety concerns, a well-defined route should provide the greatest public separation between students and traffic, expose students to the lowest traffic speeds, and use the fewest and safest crossings.</td>
<td>Bicycling: Walking; Bus; Transit; Driving; Carpool Safety; Family</td>
<td>Information for Parents</td>
<td>Elementary; Middle School; High School; Parents</td>
<td>Increased Bicycling; Walking/Bicycling Transit Use; Carpooling</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Public health/local government</td>
</tr>
</tbody>
</table>

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**Potential Partners:** Teachers, administrators, staff, PTA/PTA, parents, school district public health/local government; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists; instructors; local business

**Resources Needed:** Time and technology to prepare maps; funds for printing; platform for posting online; approval to distribute

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**Potential Partners:** Teachers, administrators, staff, PTA/PTA, parents, school district public health/local government; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists; instructors; local business

**Resources Needed:** Time to prepare guide and distribution platform; platform for posting online; funds for printing copies
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Description</th>
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<th>Resource Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bike Train</strong></td>
<td>A Bike Train is very similar to a Walking School Bus: groups of students accompanied by one or more adults bicycle together on a pre-planned route to school. Routes can originate from a particular neighborhood or, in order to include children who live too far to bicycle the whole way, begin from a park, parking lot, or other meeting place. Bike Trains help address parents’ safety concerns while providing a chance for students and their families to socialize and be active.</td>
<td>Bicycling: Safety: Skills: Incentives: Environment: Health: Family</td>
<td>Event: School Journey: Pick-up and Drop-off</td>
<td>Elementary: Middle School: Parents</td>
<td>Increased Bicycling</td>
<td>Improved Walking/Bicycling Safety Behavior: Health and Environmental Connections</td>
<td>Potential Lead/Champion: PTA/parents</td>
</tr>
<tr>
<td><strong>Competition/Challenge</strong></td>
<td>Competitions and contests reward students by tracing the number of times they walk, bike, carpool or take transit to school. Competitions can be individual, classroom competitions, school wide, or between schools. Students and classrooms can compete for prizes and bragging rights, inexpensive incentives - such as stickers, t-shirts, bike helmets, or class parties - can be used as rewards for participation. Examples include a Golden Sneaker Award Classroom competition or a Walk and Bike to School Day challenge. See also Tips/Workshop Training Program.</td>
<td>Bicycling: Walking: Bus/Tram: Driving: Carpool: Incentives: Environment: Health: Family</td>
<td>Event: Contest/Competition</td>
<td>Elementary: Middle School: High School</td>
<td>Increased Walking: Bicycling: Transit Use and Carpooling: Youth Empowerment</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Faculty/staff or PTA</td>
</tr>
<tr>
<td><strong>Family Bike Ride</strong></td>
<td>A family bike ride will generally take place in the evening 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 take place where students have a pre-planned route to school, and other family members are encouraged to participate. Rides can be held for more than a day see Ongoing Walk and Bike to School Days.</td>
<td>Bicycling: Safety: Skills: Environment: Health: Family</td>
<td>Event</td>
<td>Elementary: Middle School: Parents</td>
<td>Increased Bicycling: Improved Walking/Bicycling Safety Behavior</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Parent or local group/volunteer</td>
</tr>
<tr>
<td><strong>International Walk and Bike to School Day</strong></td>
<td>Walk and Bike to School Day is an international event that attracts millions of participants in over 30 countries in October. The event encourages students and their families to try walking or bicycling to school. Parents and other adults accompany students, and staging areas can be designated along the route to school where groups can gather and walk or bike together. These events are often promoted through press releases, backpack/bike kit/electronic mail newsletter articles, and posters. Students can earn incentives for participating or there is a celebration at school following the morning event. These events can be held for more than a day see Ongoing Walk and Bike to School Days.</td>
<td>Bicycling: Walking: Incentives: Environment: Health: Family</td>
<td>Event: School Journey: Pick-up and Drop-off</td>
<td>Elementary: Middle School: Youth Empowerment</td>
<td>Increased Walking and Bicycling: Improved Walking/Bicycling Safety Behavior: Health and Environmental Connections</td>
<td>Potential Lead/Champion: PTA/parents or local groups/volunteers</td>
<td></td>
</tr>
<tr>
<td><strong>Ongoing Walk and Bike to School Days</strong></td>
<td>Ongoing walk and bike to school days are organized events encouraging students to walk or bicycle to school. These events can be held monthly, weekly, or even on an ongoing basis, depending on the 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</td>
<td>Elementary: Middle School: Youth Empowerment</td>
<td>Increased Walking and Bicycling: Improved Walking/Bicycling Safety Behavior: Health and Environmental Connections</td>
<td>Potential Lead/Champion: PTA/parents or local groups/volunteers</td>
<td></td>
</tr>
</tbody>
</table>

**Resources Needed:**
- Materials/supplies/equipment as needed: planning/execution time
- Incentives/contests: prizes: recognition and reward systems
- Planning: school site: local public health/community action
- Advocacy: community groups: local transportation agency: local business
- Engagement: teachers: students: families
- Publicity: press releases: social media: local media
- Coordination: organizing: logistics: management
- Support: parent: student: teacher involvement
# 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 the route may include hazardous traffic situations. This program allows students who are unable to walk or bike to school a chance to participate in Safe Routes to School programs. It also helps reduce traffic congestion at the school.</td>
<td>Walking: Bus/Transit; Driving: Carpool; Safety; Skills, Incentives; Environment; Health; Family</td>
<td>Event: School/beach/pickup and drop-off</td>
<td>Elementary, Middle School, Parents</td>
<td>Increased Walking</td>
<td>Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
<td>Potential Lead/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: Carpool; Safety; Skills, Incentives; Environment; Health; Family</td>
<td>Event: Competition: Campaigns, Information for Parents</td>
<td>Elementary, Middle School, High School</td>
<td>Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling: Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>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 business; 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/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 carpooling with some type of goal or culminating celebration or reward. Students can work towards a certain milestone to earn a prize or wills entry, or they can track their individual or group progress as miles across their town, the state of Minnesota, or the United States. Example programs include Pollution Postcards or Walk Across America. See also Competition/Challenge.</td>
<td>Bicycling: Walking: Bus/Transit; Driving: Carpool; Environment; Incentives; Health; Family</td>
<td>Event: Incentive Program</td>
<td>Elementary, Middle School, High School</td>
<td>Increased Walking, Bicycling, Transit Use and Carpooling; Youth Empowerment</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champions: Faculty/staff or PTA; Potential Partners: Teachers/administrators/staff; PTA; parents; school district; local groups/advocates/volunteers; older students; local business; Resources Needed: Coordination time; promotional materials, such as flyers/posters; program materials, such as punchcards or classroom posters for tracking; rewards or prizes</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/Faculty/Staff, Parents</td>
<td>Increased Bicycling; Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</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;</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 set 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 an informal as a few parents alternating to walk their children to school, but often it is a well-organized, PTA-led effort to encourage walking to school.</td>
<td>Walking: Driving: Carpool; Safety; Skills, Incentives; Environment; Health; Family</td>
<td>Event: School/beach/pickup and drop-off</td>
<td>Elementary, Middle School, Parents</td>
<td>Increased Walking</td>
<td>Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
<td>Potential Lead/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/registration: time; promotional materials, such as flyers/posters; supplies/materials, if needed</td>
</tr>
<tr>
<td>Enforcement Programs</td>
<td>Safe Routes to School Matrix</td>
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<tr>
<td><strong>Program Name</strong></td>
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<td><strong>Primary Outcomes</strong></td>
<td><strong>Secondary Outcomes</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>Automated Enforcement</td>
<td>Some types of enforcement do not require the presence of a law enforcement officer and are automated. Photo detection, radar trailers, or speed feedback signs are examples of automated enforcement.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Family</td>
<td>Campaigns, Information for Parents</td>
<td>Elementary; Middle School; High School; Parents; Neighbors</td>
<td>Improved Driving/Safety Behavior</td>
<td>Increased Walking/Bicycling</td>
<td>Potential Lead/Champion: Local law enforcement; Potential Partners: School district; teachers/administrators/staff; public health/local govt.; PTA/parents; local groups; advocates/volunteers; Resources Needed: Funding for police overtime (not always required); equipment; promotional/educational materials (if desired)</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 crossing the street.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety</td>
<td>Skills Training/Training; School/Learning; Pick-up and Drop-off</td>
<td>Elementary; Middle School; Parents; Neighbors</td>
<td>Improved Walking/Bicycling Safety Behavior; Improved Driving Safety Behavior</td>
<td>Increased Walking/Bicycling</td>
<td>Potential Lead/Champion: School district; school administration, local law enforcement, or PTA; Potential Partners: School district; teachers/administrators/staff; PTA/parents; public health/local govt.; local law enforcement; local groups; advocates/volunteers; Resources Needed: Training materials; funding to pay crossing guards; safety vests and signs</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 quickly, discouraging parents from unsafe behaviors and reducing barriers for students arriving at leaving school.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety</td>
<td>Skills Training/Training; School/Learning; Pick-up and Drop-off</td>
<td>Elementary; Middle School; Parents</td>
<td>Improved Driving Safety Behavior; Youth Empowerment</td>
<td>Improved Walking/Bicycling Safety Behavior; Environmental Connections</td>
<td>Potential Lead/Champion: School district; school administration, or PTA; Potential Partners: School district; teachers/administrators/staff; PTA/parents; public health/local govt.; local law enforcement; local groups; advocates/volunteers; older students; Resources Needed: Training materials; supervision/overight; safety vests</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Enforcement tools are aimed at ensuring compliance with traffic and parking laws in school zones. Enforcement activities help to reduce common poor driving behaviors, such as speeding, failing to yield to pedestrians, failing to stop 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/Bicycling</td>
<td>Potential Lead/Champion: Local law enforcement; school district, or administration; Potential Partners: School district; teachers/administrators/staff; PTA/parents; public health/local govt.; local law enforcement; PTA/parents; local groups; advocates/volunteers; local businesses; Resources Needed: Funding for police overtime (not always required); can be helped: equipment; promotional/educational materials (if desired)</td>
</tr>
<tr>
<td>School Safety Campaign</td>
<td>A safety campaign is an effective way to build awareness among students waiting and biking to school and to encourage safe driving behaviors among parents and drivers. A School Traffic Safety Campaign can use media at or near schools - such as posters, banners, window stickers, yard signs, and direct mail - 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 waiting or bicycling to school, bus safety, and pick-up drop-off and pick-up behavior.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety; Environment; Skills; Family</td>
<td>Campaigns, Information for Parents</td>
<td>Elementary; Middle School; High School; Parents; Neighbors</td>
<td>Improved Walking/Bicycling and Driving Safety Behavior; Youth Empowerment</td>
<td>Increased Walking/Bicycling; Transit Use and Carpooling; Health and Environmental Connections</td>
<td>Potential Lead/Champion: School administration or PTA; Potential Partners: School district; teachers/administrators/staff; PTA/parents; public health/local govt.; local law enforcement; local groups; advocates/volunteers; students; local businesses; Resources Needed: Promotional materials and collateral advertising (if desired); time to supervise/student efforts</td>
</tr>
<tr>
<td>School Safety Patrols</td>
<td>School safety patrols are trained student volunteers responsible for enforcing drop-off and pick-up procedures and assisting with street crossing. They do not stop vehicular traffic, but rather look for openings and then direct students to cross. Student safety patrols increase safety for students and traffic flow efficiency for parents.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety</td>
<td>Skills Training/Training; School/Learning; Pick-up and Drop-off</td>
<td>Elementary; Middle School</td>
<td>Improved Walking/Bicycling Safety Behavior; Improved Driving Safety Behavior; Youth Empowerment</td>
<td>Increased Walking/Bicycling; Environmental Connections</td>
<td>Potential Lead/Champion: School district; school administration, or PTA; Potential Partners: School district; teachers/administrators/staff; PTA/parents; public health/local govt.; local law enforcement; local groups; advocates/volunteers; older students; Resources Needed: Training materials; supervision/overight; safety vests</td>
</tr>
</tbody>
</table>
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: 

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

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

3. How many children do you have in Kindergarten through 12th grade?

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

   A

   B

   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

---

*EVW Safe Routes to School Plan*
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..........................................................  □ Yes  □ No  □ Not Sure
    □ Convenience of driving.........................................  □ Yes  □ No  □ Not Sure
    □ Time.................................................................  □ Yes  □ No  □ Not Sure
    □ Child's before or after-school activities..................  □ Yes  □ No  □ Not Sure
    □ Speed of traffic along route...................................  □ Yes  □ No  □ Not Sure
    □ Amount of traffic along route................................  □ Yes  □ No  □ Not Sure
    □ Adults to walk or bike with..................................  □ Yes  □ No  □ Not Sure
    □ Sidewalks or pathways.........................................  □ Yes  □ No  □ Not Sure
    □ Safety of intersections and crossings....................  □ Yes  □ No  □ Not Sure
    □ Crossing guards..................................................  □ Yes  □ No  □ Not Sure
    □ Violence or crime................................................  □ Yes  □ No  □ Not Sure
    □ 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.
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>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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

- 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>ST = snow</td>
<td>Number in class when count made</td>
<td>-</td>
<td>-</td>
<td>Only with Children from your family</td>
<td>Riding with Children from other families</td>
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<tr>
<td>Sample AM</td>
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<td>8</td>
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<td>3</td>
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<tr>
<td>Sample PM</td>
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<td>Wed. AM</td>
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Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.