Litchfield School District
Safe Routes to School (SRTS) Plan

⇒ Engineering
⇒ Education
⇒ Encouragement
⇒ Equity
⇒ Enforcement
⇒ Evaluation

SRTS Vision Statement: The Litchfield School District and parents want walking and biking to be safe and convenient for students and residents near schools and throughout the City of Litchfield.

Prepared by the Mid-Minnesota Development Commission and the Litchfield School District Safe Routes to School Task Force

June 2019
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
# Litchfield School District

**Safe Routes to School Plan**

~ Table of Contents ~

## Chapter One: Introduction to the Litchfield Safe Routes to School Plan

A. An Overview of Safe Routes to School Plans ................................................................. 1-1
B. The Six E’s of SRTS Planning......................................................................................... 1-5
C. Litchfield School District SRTS Planning Process ........................................................ 1-14
D. Litchfield School District SRTS Key Stakeholders....................................................... 1-16

## Chapter Two: Litchfield School District and Community Profiles

A. Litchfield School District Profile ..................................................................................... 2-2
B. City of Litchfield Community Profile.............................................................................. 2-7

## Chapter Three: Litchfield Safe Routes to School Existing Conditions & Issues

A. SRTS Surveys .................................................................................................................. 3-1
B. Walk/Bike Audits........................................................................................................... 3-12
C. Additional SRTS Issues ................................................................................................. 3-17

## Chapter Four: Litchfield School District SRTS Implementation Plan

A. Engineering Goal:............................................................................................................ 4-2
   - Implement infrastructure changes to maximize the safety of walking and biking throughout the community.
B. Education Goal: ............................................................................................................. 4-12
   - Provide students and parents with the necessary information they need to better understand how important active living is to people’s health.
C. Encouragement Goal: .................................................................................................. 4-14
   - To mitigate the issues that discourage people from walking and biking.
D. Equity Goal: ........................................................................................................................................... 4-16
   ➢ *Include all students in the Litchfield Safe Routes to School Program.*

E. Enforcement Goal: ................................................................................................................................. 4-17
   ➢ *To create safe bicycle, pedestrian, and vehicle behaviors.*

F. Evaluation Goal: .................................................................................................................................... 4-18
   ➢ *To provide an ongoing process to evaluate and update the Litchfield SRTS Plan.*

**List of Maps**

Map 2A: Meeker County .................................................................................................................................. 2-1
Map 2B: Litchfield School District Attendance Area..................................................................................... 2-3
Map 2C: Middle/High School Facilities ......................................................................................................... 2-5
Map 2D: Lake Ripley Elementary Facilities .................................................................................................. 2-6
Map 2E: City of Litchfield, Minnesota ............................................................................................................ 2-8
Map 3A: Litchfield Walk/Bike to School Zones ............................................................................................ 3-5
Map 3B: Litchfield Middle/High School Walk Audit Existing Conditions ...................................................... 3-13
Map 3C: Lake Ripley Elementary Walk Audit Existing Conditions ............................................................... 3-15
Map 4A: Litchfield Middle/High School Safety Zone .................................................................................... 4-19
Map 4B: Lake Ripley Elementary School Safety Zone ................................................................................... 4-20
Map 4C: City of Litchfield Proposed Trail ..................................................................................................... 4-21

**Appendices**

SRTS Implementation Matrix .......................................................................................................................... Appendix A
SRTS Surveys .................................................................................................................................................. Appendix B
Chapter One: Introduction to the Litchfield School District 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); and a description of the Litchfield School District SRTS planning process. A brief introduction to the District’s key SRTS stakeholders is also included.

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

In 2012, Minnesota established its own SRTS program with the passage of Minnesota State Statute 174.40, “to provide assistance in capital investments for safe and appealing non-motorized transportation to and from a school.” The law establishes a dedicated SRTS account in the State’s bond proceeds fund, as well as an SRTS account in the general fund (although no State funds were allocated for the program at that time). The Minnesota program follows many of the guidelines established in the federal SRTS legislation. The law also provides specific program administration requirements and evaluation criteria, which MnDOT staff has implemented.
According to the *Fiscal Year 2016-17 Report on Safe Routes to School (September 2017)*, MnDOT has awarded over $30 million SRTS planning and implementation projects since 2005. These projects have impacted more than 700 schools. Seventy percent of funds were allocated for infrastructure projects and 30 percent for non-infrastructure projects between the years 2006 and 2017.

**Minnesota SRTS Five-Year Strategic Plan (June 2015)**

MnDOT established an SRTS steering committee to provide guidance and oversight for the program in 2011. The steering committee has 27 members, representing cities, counties, regional planning organizations, non-profit organizations, educators and health professionals. Steering committee members are actively engaged in setting goals for the program, as well as serving on selection committees and providing feedback on statewide initiatives. In late 2014, the steering committee and more than 70 individuals from partner organizations began work on a five-year strategic plan for SRTS in Minnesota.

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

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

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

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

www.dot.state.mn.us/mnsaferoutes

Tools and highlights from the Resource Center include:

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

Minneapolis 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.
B. The Six E’s of SRTS Planning

Safe Routes to School Plans have evolved over the past four decades to include implementation activities that go beyond simply addressing the typical pedestrian concerns, such as encouraging communities to maintain sidewalks and proper crosswalks. Implementation programs incorporate education, encouragement, engineering, enforcement, equity and evaluation into SRTS plans. Collectively these are referred to as the 6 E’s of SRTS programs. Each of these program areas is briefly described:

Education – The first of the 6 E’s, Education, includes outreach to students, parents, school staff and communities on the importance of walking and biking to school. It is widely believed to be the foundation of all SRTS plans since wanting to walk or bike to school is the first step in achieving results. Many SRTS programs offer bicycle and pedestrian safety training in the classroom and hands-on experience for students. For example, younger children are simply taught skills such as how to cross streets safely while the older students are provided an overview of pedestrian and bicycle traffic laws. This can be a great opportunity for police officers to be proactively involved with community safety issues.

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

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

- **Classroom Curriculum** – Walk and bike safety lessons can be customized to all grade levels, highlighting key pedestrian and bicycle safety issues in the community. Lessons can be taught as part of many subjects or during special walk or bike events. As part of Minnesota’s SRTS program, the WALK! BIKE! FUN! curriculum was developed by the Bicycle Alliance of Minnesota to assist with classroom lessons (refer to text box on page 1-6).
WALK! BIKE! FUN! is a comprehensive curriculum that teaches safe traffic behavior life skills through classroom activities and on-the-bike practice. The goals of the extensive lesson plans teach skills to children to walk and bicycle safely. The curriculum was developed by the Bicycle Alliance of Minnesota through a federal Safe Routes to School grant provided by the Minnesota Department of Transportation and in collaboration with the Center for Prevention at Blue Cross and Blue Shield of Minnesota.

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

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

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

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

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

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

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

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

[www.dot.state.mn.us/saferoutes/pdf/toolkit/walk-bike-fun-curriculum.pdf](http://www.dot.state.mn.us/saferoutes/pdf/toolkit/walk-bike-fun-curriculum.pdf)
➢ **Family Biking Class** – School districts and community education programs have been increasingly offering bike safety classes for entire families. This is a great way to help ensure that parents are familiar with bicycle safety issues throughout their community.

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

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

**Encouragement** – The second of the 6 E’s, *Encouragement*, is often closely tied to SRTS educational activities since SRTS education also encourages walking and biking to school. In addition, encouragement SRTS implementation initiatives include using events and activities to promote walking and bicycling. This helps to generate enthusiasm for the SRTS program with students, parents, staff and citizens actively participating in walking and biking functions. Encouragement-based SRTS initiatives include the following examples (also refer to Appendix A for more implementation ideas).

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

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

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

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| 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 disproportionately impacted by safety, health or transportation access inequities are provided appropriate resources to address their individual needs. Therefore, resource allocation may differ between communities. While often used interchangeably with equality, equity involves a variety of strategies aimed at the fair – but not necessarily equal - provision of resources.

Enforcement – The fifth of the 6 E’s, Enforcement, involves partnering with law enforcement to ensure that traffic laws are obeyed near schools. This includes enforcing speed limits, ensuring that drivers yield to pedestrians in crosswalks, and ticketing vehicles that are parked illegally. It also involves making sure that pedestrians and bicyclists are properly obeying traffic laws. Engaging law enforcement officials in the SRTS planning process helps them to better understand exactly what the safety issues are near schools and throughout the community.

Enforcement strategies often range widely based upon local priorities, but they may also vary by the time of the year. For example, it is common for law enforcement officials to step up their enforcement efforts shortly after school starts in the fall. Another variable that affects enforcement is the community’s overall availability of law enforcement personnel. Some of the smaller communities often don’t have an extensive police department. Enforcement strategies, however, can also include parents, students, crossing guards and residents. The main goal of SRTS enforcement strategies is to deter the unsafe behavior of motor vehicles, pedestrians and bicyclists. Speeding is one of the main issues addressed by enforcement due to the correlation between vehicle speeds and pedestrian fatalities (refer to Figure 1B). Table 1A lists some of the unsafe behaviors commonly addressed by SRTS enforcement strategies. In addition, Appendix A contains a list of some of the more common SRTS Enforcement strategies.
Figure 1B:
Bicycle and Pedestrian Fatalities Based on Speed of Vehicle

Table 1A: Unsafe Behaviors
Addressed by SRTS Enforcement Strategies

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

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

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

Source: SRTS Guide: Enforcement (Pedestrian & Bicycle Information Center, 2007)
Evaluation – The sixth of the 6 E’s, Evaluation, involves monitoring and documenting the outcomes of SRTS initiatives. This allows for adjustments to be made based upon how much impact they are having on the desired outcomes. If it is determined the initiatives are not making a difference, SRTS planners can decide if additional measures need to be taken or if the initiative should be abandoned and/or replaced with a different strategy. Some of the benefits of Evaluation strategies are outlined below:

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


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

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

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

Table 1B: Litchfield School District SRTS Task Force Members

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE/REPRESENTING</th>
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<tbody>
<tr>
<td>BECKIE SIMENSON</td>
<td>LITCHFIELD DISTRICT SUPERINTENDENT/TEAM LEAD</td>
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<tr>
<td>DARLEANE KOTELNICKI</td>
<td>LITCHFIELD CITY COUNCIL</td>
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<tr>
<td>JULIE PENNERTZ</td>
<td>LITCHFIELD SCHOOL BOARD</td>
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<tr>
<td>SUE JOEDEMAN</td>
<td>PARENT</td>
</tr>
<tr>
<td>DAWN LAGERGREN</td>
<td>PARENT</td>
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<tr>
<td>JAMIE BREKKE</td>
<td>PARENT</td>
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<tr>
<td>JULI SCHACHERER</td>
<td>PARENT</td>
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<tr>
<td>JUDY HULTERSTRUM</td>
<td>LITCHFIELD CHAMBER OF COMMENCE</td>
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<tr>
<td>KAY SANDIN RIPLEY</td>
<td>ELEMENTARY TEACHER</td>
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<tr>
<td>LORI WESEMAN</td>
<td>RIPLEY ELEMENTARY TEACHER</td>
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<tr>
<td>BRENDI SCHUMANN</td>
<td>MIDDLE SCHOOL TEACHER</td>
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<td>JAREK KUNZ</td>
<td>HIGH SCHOOL COUNSELOR</td>
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<td>JENNIFER RIDGEWAY</td>
<td>LITCHFIELD SCHOOL DISTRICT TECHNOLOGY DIRECTOR</td>
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<tr>
<td>AIMEE GABRIELSON</td>
<td>LITCHFIELD SCHOOL DISTRICT STAFF</td>
</tr>
<tr>
<td>AARON NELSON</td>
<td>SCHOOL RESOURCE OFFICER/LITCHFIELD POLICE</td>
</tr>
<tr>
<td>PAT FANK</td>
<td>LITCHFIELD CHIEF OF POLICE</td>
</tr>
<tr>
<td>LORI RICE</td>
<td>MEEKER MEMORIAL HOSPITAL</td>
</tr>
<tr>
<td>KYLE TEN NAPEL</td>
<td>MID-MINNESOTA DEVELOPMENT COMMISSION</td>
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<tr>
<td>MATTHEW JOHNSON</td>
<td>MID-MINNESOTA DEVELOPMENT COMMISSION</td>
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Litchfield School District SRTS Vision Statement

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

Litchfield School District SRTS Vision Statement:
The Litchfield School District and parents want walking and biking to be safe and convenient for students and residents near schools and throughout the City of Litchfield.

Goals for the Litchfield School District Safe Routes to School Program

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

Education Goal:

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

Encouragement Goal:

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

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

Equity Goal:

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

Enforcement Goal:

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

Evaluation Goal:

To provide an ongoing process to evaluate and update the Litchfield School District SRTS Plan.

D. Litchfield School District SRTS Key Stakeholders

To have a successful Litchfield School District 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 Litchfield School District and the City of Litchfield are also profiled in more detail in Chapters Two and Three.
**Litchfield School Board**

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

www.litchfield.k12.mn.us

**Litchfield City Council**

The City of Litchfield is governed by a mayor and City Council who are elected by the people of the city. The mayor and City Council, acting together, are the governing body. All governing body members serve four-year terms. The governing body, being the elected representative of the people, adopts all ordinances and resolutions and determines the general goals and policies. The City Council meetings are held the first and third Monday of each month at 5:30 p.m. in the Council Chambers of City Hall, 126 N. Marshall Avenue. For more information on the City of Litchfield, visit the community’s official website at:

www.ci.litchfield.mn.us

**Meeker County Highway Department** – The Meeker County Public Works Department has a large role in the success of the Litchfield School District SRTS Plan. Ultimately the County Board will need to support any of the proposed infrastructure changes along the county roads. For more information on the Meeker County Public Works Department, visit the following website:

www.co.meeker.mn.us/181/Highway
**Litchfield Police Department** – The Litchfield Police Department serves the community by protecting citizens and property, enforcing laws, preventing crime, and maintaining order. The department’s main goal is to contribute to the quality of life for the city of Litchfield. The department is also a key stakeholder for knowing unsafe areas for walking and biking to school. Enforcing traffic laws around school zones is another important aspect in the Safe Routes to School Plan.

www.ci.litchfield.mn.us/1086/Police-Department

**Meeker County Sheriff’s Office** – The Meeker County Sheriff's Office provides a full range of law enforcement services for all unincorporated areas of Meeker County. Additionally, the dedicated staff works in: administration, records, patrol, investigations, communications, detention, boat and water safety, court security, reserves, and posse. They operate with a strong community-oriented policing philosophy and strive to form and maintain alliances with other emergency services agencies as well as with the citizens of Meeker County. For more information, visit the following website:

www.co.meeker.mn.us/217/Sheriff
**SAFE ROUTES TO SCHOOL PLAN**

**FCCLA** - Minnesota Family, Career and Community Leaders of America is a student leadership organization that focuses on youth, peer education and family. FCCLA empowers young women and men to be active leaders in their family, school and community by addressing important personal, family, work and societal issues. FCCLA programs encourage teamwork, positive communications, healthy relationships, community involvement, financial management and career development.

**Meeker Memorial Hospital** has been providing medical care to Litchfield and the surrounding area since 1952. In 2007 the hospital underwent a major expansion/renovation project that expanded the surgery, radiology and emergency branches. The hospital now has a 35-bed facility and is at the forefront of medical technology, service, and care. The Meeker Memorial Hospital is county owned and is staffed with expertly trained professionals with knowledge in the areas of nursing, technical specialties, support, and admission. MMH is committed to, “care as it should be” with a mission to serve you.

**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 Litchfield School District SRTS Plan, visit the following website:

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

**Statewide SHIP website:** [www.health.state.mn.us/ship](http://www.health.state.mn.us/ship)

**Local SHIP Website:**
[www.health.state.mn.us/divs/oshii/ship/communities/meeker-mcLeod-sibley.html](http://www.health.state.mn.us/divs/oshii/ship/communities/meeker-mcLeod-sibley.html)

**Minnesota Department of Transportation (MnDOT)** – MnDOT is the primary stakeholder involved with SRTS planning at the State level. This involves overseeing the development of SRTS plans and administering SRTS grants. Grant opportunities cover a wide variety of SRTS needs, including plan development, mini-grants to support SRTS initiatives, and larger infrastructure grants to improve sidewalks, crosswalks, and traffic controls. MnDOT District 8, located in Willmar, plays a large role in helping support and implement SRTS plans. MnDOT planners and engineers can help by identifying which infrastructure improvements are feasible along MnDOT owned roads. For more information on MnDOT and their role in SRTS plans, please visit the following website:

[www.dot.state.mn.us/saferoutes](http://www.dot.state.mn.us/saferoutes)
Chapter Two:
Litchfield School District and Community Profile

Chapter Two profiles the Litchfield Public School District and the community where the District is located, the City of Litchfield, Minnesota. The profile provides a description of Lake Ripley Elementary and the Litchfield Middle/High School. It also contains demographic information, including future population and household projections.

Map 2A:
Meeker County

Litchfield is located near the center of Meeker County along Minnesota State Highway 12 and Minnesota State Highways 22 and 24. The community is located adjacent to the shores of Lake Ripley, which spans 558 acres. The lake is named after Frederick Ripley, who died there of exposure during the winter of 1855.
A. Litchfield School District Profile

The Litchfield School District covers 241 square miles in West-Central Minnesota (refer to Map 2B). It is located approximately 30 miles southwest of St. Cloud and 60 miles northwest of the Minneapolis – St. Paul Metropolitan Area. According to the 2010 Census, the District had approximately 11,597 residents.

The District is governed by an elected board and employs a staff of 241. Table 2A shows how the District’s school enrollment increased from 1,666 students in the 2011/12 school year to 1,758 students in the 2012/13 year. After the 2012/13 year the school enrollment numbers have been slightly decreasing and the current enrollment total of the 2017/18 school year is 1,568 students.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Wagner Elementary</th>
<th>Ripley Lake Elementary</th>
<th>Litchfield Middle</th>
<th>Litchfield High</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>238</td>
<td>505</td>
<td>388</td>
<td>535</td>
<td>1,666</td>
</tr>
<tr>
<td>2012/13</td>
<td>252</td>
<td>520</td>
<td>402</td>
<td>584</td>
<td>1,758</td>
</tr>
<tr>
<td>2013/14</td>
<td>233</td>
<td>534</td>
<td>375</td>
<td>578</td>
<td>1,720</td>
</tr>
<tr>
<td>2014/15</td>
<td>245</td>
<td>520</td>
<td>396</td>
<td>556</td>
<td>1,717</td>
</tr>
<tr>
<td>2015/16</td>
<td>NA</td>
<td>602</td>
<td>505</td>
<td>513</td>
<td>1,620</td>
</tr>
<tr>
<td>2016/17</td>
<td>NA</td>
<td>576</td>
<td>493</td>
<td>510</td>
<td>1,579</td>
</tr>
<tr>
<td>2017/18</td>
<td>NA</td>
<td>602</td>
<td>488</td>
<td>478</td>
<td>1,568</td>
</tr>
</tbody>
</table>

Transportation

Hicks Bus Line has been providing safe and cost-effective school transportation for Litchfield Public Schools since 1948, when the company started their bus business with two buses and two panel-vans. In the late 40’s and early 50’s, there were twelve school bus contractors who each served one “country school” by transporting those high school students to Litchfield High School. As the country schools were closed, the bus company grew by purchasing the bus routes from other district contractors. Today, Hicks Bus Line is the sole provider of student transportation services for the Litchfield Public Schools.
School Facilities

The Litchfield School District consists of an elementary school and a combined middle and high school located in Litchfield, MN (refer to Maps 2C). Along with the Litchfield public schools, St. Phillips is also located within the city limits. Each school is briefly highlighted below and in more detail in Chapter Three.

Lake Ripley Elementary, is located at 100 W Pleasure Dr. in Litchfield. The facility houses grades K-4 and consists of a 16:1 student/teacher ratio. Last year, 77% of teachers had 3 or more years of experience and 100% of teachers were certified.

Litchfield Middle/High School, is a combined building but have different official addresses. The middle school is located at 340 E 10th St. and the high school is located at 901 N Gilman Ave. Last year, both schools contained a 17:1 student/teacher ratio.

Wagner Early Education, is located at 307 E 6th St. in Litchfield. Programs are offered to families with children ages birth-pre-K.
B. Litchfield Community Profile

Litchfield, the county seat and principal town of the county, began its existence in 1869, when the St. Paul & Pacific railroad, now a BNSF railway, reached the site, which had been platted in July of that year by the railroad company and named for E. D. Litchfield, one of the chief promoters of the railway. In November of 1869, by a majority of 89 in a total vote of 927, it was made county seat.

According to the U.S. Census Bureau, the City has a total area of 5.40 square miles, of which 4.43 square miles is land and 0.97 square miles is water. (refer to Map 2C). U.S. highway 12 and Minnesota State Highways 22 and 24 are three of the main routes into the city. Litchfield is home to many different parks including Prairie Park, Northside Park, Central Park, West Park, and South Park. Meeker Memorial Hospital serves as the primary health care provider for the city of Litchfield.

**Demographics**

Table 2C shows how the City of Litchfield has increased in population from 5,904 people in 1980 to approximately 6,736 people in 2017 (State Demographer estimate). If the City continues to gain residents at the same rate, it can expect to have approximately 7,333 people living in 3,037 houses by the year 2030, an increase of 597 people and 247 houses.

<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>5,904</td>
<td>6,041</td>
<td>6,562</td>
<td>6,726</td>
<td>6,736</td>
<td>6,849</td>
<td>7,333</td>
<td>597</td>
</tr>
<tr>
<td>HOUSEHOLDS</td>
<td>2,283</td>
<td>2,406</td>
<td>2,624</td>
<td>2,747</td>
<td>2,790</td>
<td>2,837</td>
<td>3,037</td>
<td>247</td>
</tr>
</tbody>
</table>

*The 2017 population and household estimates are provided by the Minnesota State Demographer’s Office (average household size is 2.4). The 2020 and 2030 estimates are based upon historic data.*

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

www.ci.litchfield.mn.us
Chapter Three:
Litchfield Safe Routes to School
Existing Conditions & Issues

This Chapter profiles the existing walking and bicycling conditions and issues in Litchfield. 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 Litchfield 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 Litchfield 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.

**Litchfield Classroom Tally Results**

The Litchfield School District administered the SRTS student arrival and departure tallies in the elementary classrooms on Tuesday, October 23, through Thursday, October 25, 2018 (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 26 elementary classrooms. The results overwhelmingly show that not many Litchfield students walk or bike to school.

**Table 3A: Litchfield 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>543</td>
<td>0.4%</td>
<td>0%</td>
<td>61%</td>
<td>38%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TUESDAY P.M.</strong></td>
<td>540</td>
<td>0.4%</td>
<td>0%</td>
<td>84%</td>
<td>15%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>WEDNESDAY A.M.</strong></td>
<td>539</td>
<td>0.2%</td>
<td>0%</td>
<td>62%</td>
<td>37%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>WEDNESDAY P.M.</strong></td>
<td>537</td>
<td>0.6%</td>
<td>0%</td>
<td>83%</td>
<td>15%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>THURSDAY A.M.</strong></td>
<td>41</td>
<td>0%</td>
<td>0%</td>
<td>63%</td>
<td>32%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>THURSDAY P.M.</strong></td>
<td>39</td>
<td>0%</td>
<td>0%</td>
<td>74%</td>
<td>23%</td>
<td>3%</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!”

Litchfield Parent Survey Results

The first question in the survey asks parents what classroom grades are their children? Figure 3B shows the breakdown of the 156 surveys that were returned. The results show that all grades were well represented (note that 9-12 grades are combined).

---

Figure 3B: What classroom grades are your children?
The second question on the Parent Survey asked, ‘How many children do you have in the Litchfield School District?’ Figure 3C shows the rests (40% indicated they have one child, followed by 35% with two, and 16% with three children).

**Figure 3C: How many children do you have in the Litchfield School District?**

![Bar chart showing children distribution](image)

Question five on the survey asked respondents how far they lived away from school. Figure 3D shows that 26% 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 30% of the students live over two miles away from the school, clearly making distance a large SRTS planning issue.

**Figure 3D: How far do you live away from school?**

![Bar chart showing distance distribution](image)
Note: One-mile walk/bike to school zone for the Middle/High School and ½ mile walk/bike to school zone for the Elementary School.
Figure 3E shows the percentage of how students typically arrive to school (walk, bike, bus, family car or *other). Figure 3F shows the same information for leaving from school. Notice that between 15-20% of students walk or bike to or from school (*more than one option was allowed on the survey*).

**Figure 3E: How do your children normally get to school?**

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>16%</td>
</tr>
<tr>
<td>Bike</td>
<td>15%</td>
</tr>
<tr>
<td>Bus</td>
<td>37%</td>
</tr>
<tr>
<td>Family Car</td>
<td>59%</td>
</tr>
<tr>
<td>*Other</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Figure 3F: How do your children normally get home from school?**

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>20%</td>
</tr>
<tr>
<td>Bike</td>
<td>15%</td>
</tr>
<tr>
<td>Bus</td>
<td>53%</td>
</tr>
<tr>
<td>Family Car</td>
<td>45%</td>
</tr>
<tr>
<td>*Other</td>
<td>8%</td>
</tr>
</tbody>
</table>

*Other includes carpool (multi-family), transit, or by another means not listed.*
The next series of questions asked parents how long it normally takes for their children to get to/from school? Figure 3G provides the results on getting to school, while Figure 3H shows the results on coming home from school. Notice that overall it takes students longer to get home from school. This is partially explained by examining the results from Figures 3E and 3F, which shows that more students take the bus after school.

**Figure 3G: How long does it normally take for your children to get to school?**

![Figure 3G: Bar chart showing the distribution of time it takes for children to get to school.](image)

**Figure 3H: How long does it normally take for your children to get home from school?**

![Figure 3H: Bar chart showing the distribution of time it takes for children to get home from school.](image)
Figure 3G shows that 43% of the parents indicated their children 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 3G: Has your child asked permission to walk or bike to or from school?

![Figure 3G: Has your child asked permission to walk or bike to or from school?](image)

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 PERMITION?</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>65</td>
<td>18%</td>
<td>22%</td>
<td>26%</td>
<td>25%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>NO</strong></td>
<td>87</td>
<td>8%</td>
<td>8%</td>
<td>15%</td>
<td>23%</td>
<td>46%</td>
</tr>
</tbody>
</table>

Another question on the survey asked parents, ‘What grade would you allow your child/children to walk or bike to/from school without an adult?’ Fifth grade was the number one answer (26% of parents), followed by 4th, 6th, and 7th grades each receiving 13%. Overall this suggests that parents are not comfortable having their children walk or bike to school until at least 4th grade.
Parents were also 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 Litchfield Safe Routes to School Task Force can do about distance or weather-related 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 school

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>ISSUE DOES NOT WALK/BIKE TO SCHOOL</th>
<th>ISSUE WALKS/BIKES TO SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTANCE</td>
<td>59%</td>
<td>38%</td>
</tr>
<tr>
<td>WEATHER OR CLIMATE</td>
<td>59%</td>
<td>67%</td>
</tr>
<tr>
<td>SPEED OF TRAFFIC ALONG ROUTE</td>
<td>55%</td>
<td>46%</td>
</tr>
<tr>
<td>SAFETY OF INTERSECTIONS AND CROSSINGS</td>
<td>64%</td>
<td>63%</td>
</tr>
<tr>
<td>TIME</td>
<td>24%</td>
<td>21%</td>
</tr>
<tr>
<td>AMOUNT OF TRAFFIC ALONG ROUTE</td>
<td>36%</td>
<td>67%</td>
</tr>
<tr>
<td>SIDEWALKS OR PATHWAYS</td>
<td>41%</td>
<td>33%</td>
</tr>
<tr>
<td>VIOLENCE OR CRIME</td>
<td>34%</td>
<td>39%</td>
</tr>
<tr>
<td>CHILD’S PARTICIPATION IN AFTER SCHOOL PROGRAMS</td>
<td>25%</td>
<td>17%</td>
</tr>
<tr>
<td>CROSSING GUARDS</td>
<td>14%</td>
<td>4%</td>
</tr>
<tr>
<td>ADULTS TO WALK/BIKE WITH</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>CONVENIENCE OF DRIVING</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>NUMBER OF RESPONDENTS PER CATEGORY</td>
<td>122</td>
<td>30</td>
</tr>
</tbody>
</table>

A follow-up question was asked, ‘Would you allow your child/children to walk or bike to/from school if the following issues were improved? The results are displayed in Table 3D. The top three needed improvements are the safety of intersections/crossings (67%), speed of traffic along the routes (52%) and improving sidewalks or pathways (42%).
Table 3D: Would you allow your child/children to walk or bike to/from school if the following issues were improved?

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>CHILD WALKS/BIKES TO SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY OF INTERSECTIONS AND CROSSINGS</td>
<td>67%</td>
</tr>
<tr>
<td>SPEED OF TRAFFIC ALONG ROUTE</td>
<td>52%</td>
</tr>
<tr>
<td>SIDEWALKS OR PATHWAYS</td>
<td>42%</td>
</tr>
<tr>
<td>WEATHER OR CLIMATE</td>
<td>41%</td>
</tr>
<tr>
<td>DISTANCE</td>
<td>34%</td>
</tr>
<tr>
<td>VIOLENCE OR CRIME</td>
<td>31%</td>
</tr>
<tr>
<td>CROSSING GUARDS</td>
<td>30%</td>
</tr>
<tr>
<td>ADULTS TO WALK OR BIKE WITH</td>
<td>20%</td>
</tr>
<tr>
<td>TIME</td>
<td>14%</td>
</tr>
<tr>
<td>CHILD’S ACTIVITIES BEFORE/AFTER SCHOOL</td>
<td>11%</td>
</tr>
<tr>
<td>CONVENIENCE OF DRIVING</td>
<td>8%</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 3H, 3I and 3J. Table 3H indicates that only 4% of parents felt their child’s school discourages walking or biking to/from school. Figure 3I shows that only 26% parents feel that walking or biking to/from school is fun for their child/children. Finally, the results shown in Figure 3J indicate the vast majority of parents consider walking or biking to/from school to be healthy.
Figure 3H: How much does their child’s school encourage or discourage walking or biking to/from school?

- Encourages: 11%
- Neither: 85%
- Discourages: 4%

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

- Fun: 26%
- Neutral: 60%
- Boring: 14%

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

- Healthy: 81%
- Neutral: 3%
- Unhealthy: 16%
B. Walk/Bike Audit

To gain a better understanding of the existing pedestrian and bicycle issues in Litchfield, the Safe Routes to School Task Force conducted walk audits for each existing school. 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.

**Litchfield Middle and High School Walk Audit**

The Litchfield Middle/High School SRTS walk audit was performed on October 16, 2018, beginning at 8:00a.m. from the corner of 10th Street and N Armstrong Avenue (the weather was 46° 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:

**Middle/High School Walk Audit Summary**

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**Missing Sidewalk and/or Trail** – the SRTS Task Force started the walk audit at the intersection of E 10th St. and N Armstrong Ave and continued eastbound on E 10th St. Map 3B shows the locations for missing sidewalks within the school walk zone. The majority of streets located within the school walk zone do not contain sidewalks. This is a concern because walkers and bikers are obligated to share the road with automobiles, which could lead to an accident. Task Force members noted they frequently see school-aged children walking along the shoulders of the roadway.

When looking at the sidewalk infrastructure, there are two crucial areas where sidewalks would be useful. Along the western side of the school, there are no sidewalks that run east to west. This is a problem because the walkers and bikers from the west side of town have no sidewalks to commute to school. The second area of concern is south of the school. N Armstrong Ave is the only street with sidewalks running north to south. This means that any walkers/bikers south of the school would have difficulties commuting in the direction of school.

**Hazardous Intersection 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.
Note: Hazardous intersection as determined by the Litchfield SRTS Task Force, not based upon an engineering study.

The map results are explained in the following text…
Middle/High School Noted Problem Areas:

1. **Speed along E 10th Street** – One of the largest problems observed during the walk audit was the high number of vehicles speeding along E 10th 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 noted that a digital speed sign would be beneficial for slowing traffic. The road width of E 10th St. is 42 feet, which would allow room for bike lanes. The majority of E 10th St. does not have sidewalks on either side of the street. Task Force members agreed that a sidewalk north of the school parking lot would be valuable for both students and community members.

2. **Traffic entering Litchfield along State Highways 12 and 22** – Another problem identified in the study area was the excessive amount of speeding vehicles entering Litchfield along Minnesota State Highways 12 and 22. The City of Litchfield 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. Many of the parent comments mentioned that they do not let their child walk to school because of the highway. Proper crossing along these highways will be an important aspect to the SRTS plan.

3. **Safely crossing the BNSF Rail** – A few community members expressed a need for safe crossing across the BNSF Railway that runs through the center of Litchfield. The main crossing points are along N Holcombe Avenue and S Davis Avenue, which presents some safety concerns. The main issue being the lack of sidewalk infrastructure for safe crossing. S Davis Ave does not have any sidewalks across the railway and N Holcombe Ave having minimal sidewalks. Having safe crosswalks across the railway will positively impact the walkers and bikers that live in the southern area of town.

4. **Safety concerns around E 5th Street and N Gilman Avenue** – The intersection of E 5th St. and S Gilman Ave. has been brought up as a safety concern in both the task force meetings and the parent surveys. S Gilman Ave. is a main walkway for children traveling north to the middle and high school. This presents an issue because there is a high amount of traffic traveling along E 5th St. at high speeds. This intersection can be improved to make drivers more aware of walkers.
Lake Ripley Elementary Walk Audit

The Lake Ripley Elementary SRTS walk audit was performed on October 15, 2018, beginning at 8:20 a.m. from the frontside of the school (the weather was 46° F with partly cloudy skies). Map 3C displays a summary of the key findings of information collected during the walk audit.

Note: Hazardous intersection as determined by the Litchfield SRTS Task Force, not based upon an engineering study.
The map results are explained in the following text…
1 **Safe Crossing along Highway 22** – Crossing highway 22 is the main concern for children walking and biking to Lake Ripley Elementary School. Some of the concerns relating to highway 22 are speed and volume of vehicle traffic, lack of crossing infrastructure, and road width. A good example can be seen in the picture below. This crosswalk can be found on the north-east corner of the school campus. This crosswalk contains flashing caution lights for pedestrians to use to notify drivers to slow down or stop. The problem is that this crosswalk is rarely used because sidewalks are not adequate on both sides of the street. The road width of highway 22 is also quite large and has space for a painted or protected bike lane.

![Crosswalk on Highway 22](image)

2 **Curb Cuts** – The front of the elementary school contains an island that separates the bus lane from the street and this area is also used as a crosswalk for students. The issue is that there are no curb cuts on either side of the street or island for the crosswalk. Curb cuts are very important, so the front of the school is wheelchair accessible and meets ADA standards.

3 **Missing Sidewalk and/or Trail** – Map 3C shows that the sidewalk infrastructure around Lake Ripley Elementary is almost nonexistent. The only streets that have consistent sidewalks are S Sibley Ave. (Highway 22), S Swift Ave., and around the hospital. Fortunately, these roads lead to the elementary school, so finding a safe way to get children to these roads will be valuable for the SRTS Plan.
C. Additional SRTS Issues

The City of Litchfield also has the following common pedestrian and bicycle issues:

➢ **Crosswalks and Bike Lanes** – The City of Litchfield has an excellent network of sidewalks and designated crosswalks throughout the community. There are a number of missing gaps, however, that could be addressed in a pedestrian and trails plan. This would allow the placement of sidewalks, bike lanes, bike sharrows, and future trails to be discussed through community input. This type of plan would allow the City to budget for the needed improvements over a five to ten-year timeframe.

➢ **Winter Wonderland** – The early onslaught of snow and cold temperatures in the upper Midwest forces even die-hard pedestrians to rethink when they choose to walk or ride a bike. School children are rarely seen walking outside when the temperatures drop below freezing, at least not for long distances. Ensuring that families with low-to-moderate incomes have proper winter outdoor clothing is a great initiative for all cold-weather communities.

➢ **Distance to School** – recalling the SRTS Parent Survey results, 54% of households reported they live one 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.
MnDOT Highway 12 Downtown Project

The Minnesota Department of Transportation (MnDOT) intends to reconstruct four blocks of US Highway 12 (US 12) and Minnesota Highway 22 (MN 22) through downtown Litchfield from Commercial Street to 4th Street. The project is planned for 2019 and includes the reconstruction of the existing roadway and sidewalks from building face to building face. To improve project outcomes, MnDOT conducted the US 12 Downtown Litchfield Study to gather public input regarding potential corridor concepts and design renderings. The study efforts and outcomes are documented herein; the purpose of the study was to identify the needs of the Litchfield community and other roadway users in order to provide recommendations and conceptual drawings for a street design that will balance the needs of various stakeholders.

This highway project will help address the safety issues regarding crossing along highway 12 and 22. Walkers and bikers commuting to school will now have select intersections to use for safe crossing. These streets will be Depot Street, 2nd Street, 3rd Street, and 4th Street.

Source: www.dot.state.mn.us/d8/projects/hwy12downtownlitch/index.html
Chapter Four:
Implementation Plan

This Chapter establishes a SRTS Implementation Plan for the Litchfield 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 Litchfield School District, the communities and other key SRTS stakeholder in making decisions and pursuing implementation initiatives over the next five years (2019-2024).

SRTS Implementation Plan Overview

Chapter Four consists of two important implementation components for the Litchfield 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 Litchfield, while Map 4B shows a proposed trail near the Litchfield Middle/High School. 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 Litchfield School District to work with stakeholders to accomplish the action described.
Litchfield 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 the community

Objective A: To work with stakeholders to install needed pedestrian and bicycle infrastructure near Litchfield Middle/High School.

Please refer to Map 4A.

1. Create a School Safety Zone in Litchfield adjacent to the schools. Target needed infrastructure improvements, including sidewalks/trails, crosswalks, signage, and enforcement.

   ➢ Who: City of Litchfield, Meeker County, law enforcement, and the Litchfield School District
   ➢ When: Establish by Spring 2020 and make ongoing improvements as necessary
   ➢ Cost: $5,000 (signage costs, crosswalk paint, educational materials, etc.).
2. Work with stakeholders to create a safe network of sidewalks and/or trails in the School Safety Zone. Assist in writing grants and securing funding.

- **Who:** School District, City of Litchfield
- **When:** Continue to work with stakeholders after the adoption of the SRTS Plan.
- **Cost:** $50,000

a. Extend the sidewalk along the south side of East 10th Street from Highway 12 to North Gilman Avenue.

b. Create a consistent sidewalk network along North Gilman Avenue.
c. Maintain the existing sidewalk infrastructure. (level out sidewalks, repair chips and cracks, clear debris and dead grass, etc.).

d. Provide painted bike lanes on all current bike routes within the School Safety Zone.

3. Work with the City of Litchfield to enhance the crosswalks around Litchfield Middle/High School (proper signage, ADA compliant curb cuts, visible paint, etc.).
   a. Who: City of Litchfield
   b. When: 2020
   c. Cost: $10,000 (paint, beacon, signage, etc.)
4. Install a solar digital radar speed limit sign on the south side of East 10th Street and on North Gilman Avenue near the school’s existing crosswalk.
   - **Who:** City of Litchfield and the Meeker/Stearns County Highway Departments
   - **When:** 2020
   - **Cost:** $5,000

5. Work with residents, landowners, road authorities and other key stakeholders to establish a sidewalk or 10-foot wide multipurpose trail along East 10th Street to the Middle/High School.
   - **Who:** The City of Litchfield and Litchfield School District
   - **When:** 2020
   - **Cost:** $25,000
6. Establish a paved multipurpose trail that connects the Litchfield Middle/High School to the Wagner School District Office. The trail would commence at East 10th Street, travel south along the west side of the high school campus, and end near the Wagner School District Office.

- **Who:** Litchfield School District and the City of Litchfield
- **When:** 2021
- **Cost:** $10,000

7. Establish a paved multipurpose trail that begins at the intersection of North Gilman Avenue and East 6th Street and extends north along North Gilman Avenue to East 10th Street.

- **Who:** City of Litchfield
- **When:** 2021
- **Cost:** $20,000
8. Work with residents, landowners, road authorities and other key stakeholders to establish a sidewalk along East 6th Street between Highway 12 and North Armstrong Avenue.
   ➢ Who: City of Litchfield
   ➢ When: 2021
   ➢ Cost: $15,000

9. Establish a paved, one-way bus route that connects East 10th Street to North Armstrong Avenue to improve traffic congestion in the Middle/High School parking lot.
   ➢ Who: The City of Litchfield and Litchfield School District
   ➢ When: 2020
   ➢ Cost: $25,000
Objective B: To work with stakeholders to install needed pedestrian and bicycle infrastructure near Lake Ripley Elementary.

Please refer to Map 4B.

10. Work with stakeholders to create a safe network of sidewalks and/or bike trails in the School Safety Zone.
   a. Provide ADA compliant curb cuts located directly in front of the school.

   b. Improve crosswalks with high-visibility paint to alert drivers.
      a. Who: City of Litchfield
      b. When: 2020
      c. Cost: $2,500
11. Determine the best long-term option for the flashing pedestrian crosswalk on Highway 12 to the east of Lake Ripley Elementary.

   ➢ **Who:** The City of Litchfield and the Litchfield School District  
   ➢ **When:** 2020  
   ➢ **Cost:** $10,000

12. Expand the parking lot (move the existing playground) and create a student drop-off/pick-up zone on the north side of the building. This will improve traffic congestion in front of Lake Ripley Elementary.

   ➢ **Who:** The City of Litchfield and the Litchfield School District  
   ➢ **When:** 2020  
   ➢ **Cost:** $25,000
Objective C: To enhance pedestrian and bicycle opportunities throughout Litchfield.

13. Create a pedestrian and bike plan for the community (commonly referred to as Active Living Plan). The plan could be created as an amendment to the 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 Litchfield, Meeker Memorial Hospital and Clinics, and the Mid-Minnesota Development Commission
   ➢ When: 2019
   ➢ Cost: $7,500
14. Work with Meeker County and MnDOT to identify and implement traffic calming practices along Minnesota State Highway 12 in Litchfield.
   
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 school safety crossings.
      
      ➢ **Who:** City of Litchfield, Meeker County, and MnDOT
      ➢ **When:** 2020
      ➢ **Cost:** $25,000

15. Work with residents, landowners, road authorities and other key stakeholders to establish a multipurpose trail from the Litchfield Middle/High School to West Ripley Park (Ladybird Park). Prepare an engineering study, secure stakeholder funding, and apply for grants. Please refer to Map 4C.
   
   ➢ **Who:** The City of Litchfield, Litchfield School District, Meeker Memorial Hospital and Clinics, and multiple stakeholders.
   
   ➢ **When:** 2019-21
   
   ➢ **Cost:** $500,000 to $1,500,000 (funded mostly by grants)
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.

16. Incorporate bicycle and pedestrian education into physical education classes. Train staff to use Walk! Bike! Fun! as a basis to customize grade-level curriculum.
   
   - **Who:** Litchfield School District
   - **When:** Begin in the fall 2019. Update after the first year and biannually thereafter.
   - **Cost:** In-kind expenses (printing and staff time)

17. Provide second and third grade classes with advanced bicycle safety training. Organize a bicycle ride and/or hold a bicycle rodeo. If possible, have the students use their own bicycles and supplement with a bicycle fleet (use a stakeholder’s fleet).
   
   - **Who:** Litchfield School District, Meeker-McLeod-Sibley Public Health, law enforcement
   - **When:** Begin fall 2019
   - **Cost:** $500

18. Organize a school walk event for elementary students to help teach pedestrian skills. Educate them on the importance of using designated crosswalks, especially when walking or biking to and from school.
   
   - **Who:** Litchfield 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.

19. 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: Litchfield School District
   - When: Annually each fall
   - Cost: In-kind expenses (printing and staff time)

20. 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)

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

22. 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: Litchfield 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.**

23. 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. Task force members expressed that walking field trips happen regularly, so continuing this practice will encourage walking and biking within the community.

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

24. Participate in the National Walk to School Day, which is held annually on the first Wednesday in October.

- **Who:** Litchfield School District and Meeker-McLeod-Sibley Public Health  
- **When:** Ongoing  
- **Cost:** In-kind expenses (printing, staff and volunteer time)

25. Install bicycle repair stations at each school, which includes Lake Ripley Elementary and Litchfield Middle/High School. Apply for stakeholder funding to reduce the costs.

- **Who:** Litchfield School District and the City of Litchfield  
- **When:** 2019  
- **Cost:** $3,000
26. 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 Lake Ripley Elementary
      ➢ Who: Litchfield 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)

27. 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 Litchfield School District, the Cities of Litchfield, and Meeker-McLeod-Sibley Public Health.
   a. When: 2019
   b. Cost: $500

28. Gather volunteers to conduct a walking school bus to and from school. A walking school bus is a group of children walking to school under the supervision of one or more adults. A possible route for a walking school bus could be north along North Gillman Avenue.
   ➢ Who: Litchfield School District
   a. When: 2019
   b. Cost: $100
**D. Equity Goal:**

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

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

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

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

31. Work with law enforcement and city officials to create a program for abandoned bikes. Prioritize providing bikes to go to low-income families.
   - **Who:** Litchfield School District, law enforcement, Cities of Litchfield
   - **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.

32. 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)

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

34. 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)

35. 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 Litchfield SRTS Plan.*

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

36. 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)

37. 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:* Litchfield School District and MMDC
   - *When:* Ongoing
   - *Cost:* In-kind expenses (printing and staff time)

38. Conduct walk audits of the schools and communities on a biannual basis.
   - *Who:* Litchfield SRTS Task Force and the City of Litchfield
   - *When:* Ongoing
   - *Cost:* In-kind expenses (staff time)

39. Review the SRTS Plan annually and revise as needed.
   - *Who:* Litchfield SRTS Task Force
   - *When:* Ongoing
   - *Cost:* In-kind expenses (printing and staff time)
Map 4C: City of Litchfield’s Proposed Trail*

*Landowners and other key stakeholders will have the opportunity to provide input into the proposed trail location and design. This map is intended to assist with the needed conversations.

- Proposed Trail
- State/U.S. Highway
- BNSF Railroad

1/4 Mile
## Education Programs: Safe Routes to School Matrix

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Description</th>
<th>Topics</th>
<th>Format</th>
<th>Target Audience</th>
<th>Primary Outcomes</th>
<th>Secondary Outcomes</th>
<th>Resource Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assemblies/Game Shows</strong></td>
<td>Assemblies grab students' attention through fun, interactive activities, such as games, skits, or demonstrations. Safe Routes to School assemblies often cover pedestrian and/or bicycle safety and can also address bicycling skills, this environment, health, and other topics. A game show covering safety questions makes a good format for small group or single classroom.</td>
<td>Bicycling; Walking/Rides; Transit/Driving; Carpooling; Safety; Skills; Incentives; Environment; Health</td>
<td>Assembly; Event; Context; Competitiveness; Curriculum; Classroom Activity</td>
<td>Elementary; Middle School; High School; Teachers; Faculty/Staff; Parents; District; Neighbors</td>
<td>Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Potential Lead/Champion: Parent, teacher, or administrator. Potential Partners: Teachers/administrators/staff; PTA/parents; school district; public health/local govt.; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; bike shop/business; older students. Resources Needed: Time for preparation/rehearsal; script; presentation; props; A/V equipment; class time; assembly venue.</td>
</tr>
<tr>
<td><strong>Bicycle Rodeo</strong></td>
<td>Bicycle Rodeo events offer bicycle skills and safety stations for children - and sometimes parents - to visit (e.g., obstacle course, bicycle safety check, helmet fitting, instruction about the rules of the road, etc.). Bicycle rodeos can be held as part of a larger event or on their own, and either during the school day or outside of school. Adult volunteers can administer rodeos, or they may be offered through the local police or fire department.</td>
<td>Bicycling; Safety; Skills; Incentives; Family</td>
<td>Assembly; Event; Skills Training; Hands On Training; Information for Parents</td>
<td>Elementary; Middle School; Parents</td>
<td>Improved Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Increased Bicycling; Health and Environmental Connections</td>
<td>Potential Lead/Champion: PTA/parents, local law enforcement, or bicycle group/enthusiast. Potential Partners: Teachers/administrators/staff; PTA/parents; school district; public health/local govt.; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business; older students. Resources Needed: Station content and materials; bicycles and safety gear; cones, street signs, and chalk; basic supplies; adult volunteers; planning/coordination/venue.</td>
</tr>
<tr>
<td><strong>Bike Mechanic Training</strong></td>
<td>Learning bike repair skills encourages student and families to bicycle to school and empowers students to take charge of their own transportation. A bicycle mechanic training can be made available to students as a once-time basics lesson or as a multi-session course. This training can be offered after school or on weekends, and can be combined with an earn-a-bike program, bike rodeo, or bicycle safety/skills training.</td>
<td>Bicycling; Safety; Skills</td>
<td>Skills Training; Hands On Training</td>
<td>Middle School; High School</td>
<td>Increased Bicycling; Youth Empowerment</td>
<td>Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections; Vocational Skills</td>
<td>Potential Lead/Champion: PTA or local group/volunteer/business. Potential Partners: Teachers/administrators/staff; PTA/parents; school district; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business. Resources Needed: Curriculum; Instructor(s); bicycle repair tools and equipment; venue for classes; time for planning/coordination.</td>
</tr>
<tr>
<td><strong>Classroom Lessons</strong></td>
<td>Safe Routes to School classroom lessons address walking and/or bicycling and other related topics: skills also meeting state or district curriculum standards. Lessons can be taught as part of many subjects, including math, science, social studies, health, and physical education.</td>
<td>Bicycling; Walking/Rides; Transit/Driving; Carpooling; Safety; Skills; Environment; Health</td>
<td>Curriculum; Classroom Activity</td>
<td>Elementary; Middle School; High School; Teachers; Faculty/Staff</td>
<td>Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Increased Walking, Bicycling, Transit Use, and Carpooling; Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Potential Lead/Champion: Teacher/administrator. Potential Partners: School district; PTA/parents; public health/local govt.; local groups/advocates/volunteers. Resources Needed: Curriculum; preparation time; class time; any visuals, worksheets, or instruction materials.</td>
</tr>
<tr>
<td><strong>Earn-A-Bike Program</strong></td>
<td>Earn-A-Bike Program is a great way for students to learn the basics of safe repair and maintenance. Bike safety, and related topics while interacting with an abandoned or donated bike. At the end of the program, students earn their bike, learned to repair.</td>
<td>Bicycling; Safety; Incentives; Environment; Health</td>
<td>Incentive Program; Skills Training; Hands On Training</td>
<td>Middle School</td>
<td>Increased Bicycling; Improved Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Health and Environmental Connections; Vocational Skills</td>
<td>Potential Lead/Champion: PTA or local group/volunteer. Potential Partners: Teachers/administrators/staff; PTA/parents; school district; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business. Resources Needed: Curriculum; Instructor(s); bicycles, helmets, and safety gear; bike repair tools; time for planning/coordination; storage space.</td>
</tr>
<tr>
<td><strong>Family Biking Class</strong></td>
<td>Family Biking Classes are great tools for educating and encouraging families to ride bicycles. Education training can cover safety checks, skills instruction, basic bike maintenance, how to carry kids by bicycle, range bike demonstrations, bike rodeos, and/or guided bike rides.</td>
<td>Bicycling; Safety; Skills; Environment; Health; Family</td>
<td>Event; Skills Training; Hands On Training; Information for Parents</td>
<td>Elementary; Parents</td>
<td>Increased Bicycling; Improved Walking/Bicycling Safety Behavior</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champion: Parents/PTA or bicycle group/enthusiast. Potential Partners: Teachers/administrators/staff; PTA/parents; school district; public health/local govt.; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business. Resources Needed: Curriculum; Instructor; materials/handouts; bicycle(s); demonstration and training; preparation time; venue for classes.</td>
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<tr>
<td>Program Name</td>
<td>Description</td>
<td>Topics</td>
<td>Formal</td>
<td>Target Audience</td>
<td>Primary Outcomes</td>
<td>Secondary Outcomes</td>
<td>Resource Notes</td>
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<tr>
<td><strong>Family Biking Guide</strong></td>
<td>This guide is a how-to manual on family biking, including bike safety and gear, safety considerations, tips for packing a route, issues for rides, etc. This guide can be distributed as part of an event or training to interested parents at school.</td>
<td>Cycling, 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/Org: Community石材/PTA or local groups/gov't, Potential Partners: Teachers/administrators/staff; PTA/parents; school district public health/local gov't; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; local business</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 promotes walking to and from school as an exercise. An anti-idling campaign educates parents, students, and the community on the impact of idling on the air quality.</td>
<td>Bus/Transit, Driving, Carpooling, Safety; Environment; Health, Family</td>
<td>Campaign, Information for Parents</td>
<td>Elementary, Middle School, High School; Parents, Driver</td>
<td>Improved Driving Safety Behavior; Health, Environmental Connections</td>
<td>Youth Empowerment</td>
<td>Potential Lead/Org: Community石材/PTA, local groups, government, or student group, Potential Partners: PTA/parents, school district public health/local gov't; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; local business</td>
</tr>
<tr>
<td><strong>In-School Bicycle Safety Education</strong></td>
<td>Bicycle safety training is most appropriate beginning in or after the third grade. This program is a fun-filled, interactive, and educational way to teach children about bicycle safety. The curriculum is designed to be used in the classroom and on the playground. It includes activities such as bicycle safety games, safe riding tips, and bike safety exercises.</td>
<td>Cycling, Safety, Skills</td>
<td>Assembly, Skills Training; Hands-On Training</td>
<td>Elementary, Middle School, High School, Parents</td>
<td>Improved Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Increased Bicycling; Health and Environmental Connections</td>
<td>Potential Lead/Org: Community石材/PTA, local groups, government, or student group, Potential Partners: PTA/parents, school district public health/local gov't; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; local business</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 rules and safety rules. It teaches students about traffic signs and how to cross streets safely. The curriculum includes lessons on walking safety, crosswalks, and pedestrian safety.</td>
<td>Walking, Safety, Skills</td>
<td>Assembly, Skills Training; Hands-On Training</td>
<td>Elementary, Middle School, High School</td>
<td>Improved Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Increased Walking; Health and Environmental Connections</td>
<td>Potential Lead/Org: Community石材/PTA, local groups, government, or student group, Potential Partners: PTA/parents, school district public health/local gov't; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; local business</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 and students walk, bike, or drive (as permitted) to learn appropriate behaviors in various traffic situations. A mock city requires a lot of work or a partnership with an organization that already has the equipment. This program can take place in or out of school, and is a memorable experience for students.</td>
<td>Bicycling, Walking, Bus/Transit, Driving, Carpooling, Safety, Skills</td>
<td>Assembly, Event, Skills Training; Hands-On Training</td>
<td>Elementary, Middle School, High School, Parents</td>
<td>Improved Walking/Bicycling Safety Behavior; Youth Empowerment</td>
<td>Increased Walking/Bicycling; Transit Use, and Carpooling; Improved Driving Safety Behavior</td>
<td>Potential Lead/Org: Community石材/PTA, local groups, government, or student group, Potential Partners: School district teachers/administrators/staff; PTA/parents, public health/local gov't; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; local business</td>
</tr>
<tr>
<td><strong>Parent Workshop</strong></td>
<td>Since parents are usually the ones deciding whether their children walk or bike to school, a workshop designed for them can provide the tools, resources, and support needed to begin walking or biking for transportation. Topics could include starting a walking school bus, carpool matching, launching a safety campaign, how to be a responsible driver, or organizing an event such as Walk or Bike to School Day.</td>
<td>Bicycling, Walking, Bus/Transit, Driving, Carpooling, Safety, Skills; Incentives, Environment; Health, Family</td>
<td>Event, Skills Training; Hands-On Training</td>
<td>Elementary, Middle School, High School, Parents</td>
<td>Improved Walking/Bicycling; Transit Use, and Carpooling; Improved Driving Safety Behavior</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Org: Community石材/PTA, local groups, government, or student group, Potential Partners: Teachers/administrators/staff; PTA/parents, school district public health/local gov't; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; local business</td>
</tr>
<tr>
<td><strong>Walk and Bike to School Route Map</strong></td>
<td>Route maps show signs, signals, crosswalks, sidewalks, paths, crossing guard locations, and hazardous locations around a school. They identify the best way to walk or bike to school. Liability concerns are sometimes cited as reasons not to publish maps, while no route will be completely free of safety concerns, a well-defined route should provide the greatest physical separation between students and traffic, expose students to the lowest traffic speeds, and use the safest and safest crossings.</td>
<td>Bicycling, Walking, Bus/Transit, Driving, Carpooling, Safety, Family</td>
<td>Information for Parents</td>
<td>Elementary, Middle School, High School, Parents</td>
<td>Improved Walking/Bicycling Safety Behavior</td>
<td>Increased Walking/Bicycling; Transit Use, and Carpooling</td>
<td>Potential Lead/Org: Community石材/PTA, local groups, government, or student group, Potential Partners: PTA/parents, school district public health/local gov't; local law enforcement; local groups/advocates/volunteers; League of American Bicyclists instructors; local business</td>
</tr>
</tbody>
</table>

**Appendix A-2**
<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>
<th>Potential Lead/Champion(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>After-School Club</td>
<td>An after-school club can take many forms and address many different themes, including bike repair, sport cycling, environmental issues (green teams), community/ civic engagement, etc.</td>
<td>Bicycling; Walking; Safety; Skills; Environment; Health</td>
<td>Skills Training/ Hands-On Training/ Campaign</td>
<td>Elementary; Middle School; High School</td>
<td>Increased Walking; Bicycling; Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Increased Walking; Bicycling; Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections</td>
<td>Materials/supplies/equipment as needed; planning/instruction time</td>
<td>Teachers/parent; local groups; advocates/volunteers</td>
</tr>
<tr>
<td>Bike Train</td>
<td>A Bike Train is very similar to a Walking School Bus; groups of students accompanied by one or more adults bicycle together on a pre-planned route to school. Routes can originate from a particular neighborhood, or in order to include children who live too far to bicycle the whole way, begin from a park, parking lot, or other meeting place. Bike trains help address parents' safety concerns while providing a chance for students and their families to socialize and be active.</td>
<td>Bicycling; Safety; Skills; Incentives; Environment; Health; Family</td>
<td>Event; School Journey/ Pick-up and Drop-off</td>
<td>Elementary; Middle School; Parents</td>
<td>Increased Bicycling; Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
<td></td>
<td>Teachers/administrators/staff; PTA/parents; school district; local groups; advocates/volunteers</td>
<td>PTA/parents</td>
</tr>
<tr>
<td>Competition/ Challenge</td>
<td>Competitions and contests reward students by tracking the number of times they walk, bike, carpool or take transit to school. Competitions can be individual, classroom competitions, school-wide, or between schools. Students and classrooms can compete for prizes and bragging rights. Incentives can be used as rewards for participation. Examples include a Golden Ticket Award Classroom Competition or a Walk and Bike to School Day challenge. See also Trips/Field Trip/ Tracking Program.</td>
<td>Bicycling; Walking Bus; Transit; Driving; 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></td>
<td>Faculty/staff or PTA</td>
</tr>
<tr>
<td>Family Bike Ride</td>
<td>A family bike ride is typically held once a month. It is designed to give students and their family members an opportunity to safely bike to and from school. Bikes are often ridden alone, but there are also opportunities to bike with others.</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></td>
<td>Parent or local group/ volunteer</td>
</tr>
<tr>
<td>International Walk and Bike to School Day</td>
<td>An international event that attracts thousands 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 groups can be designated along the route to school where groups can gather and walk or bike together. These events are often promoted through press releases, backpack/ folder/electronic mail/ newsletter articles, and posters. Students can earn incentives for participating or there is a celebration at school following the morning event. These events can be held for more than a day in the same location.</td>
<td>Bicycling; Incentives; Environment; Health; Family</td>
<td>Event; School Journey/ Pick-up and Drop-off</td>
<td>Elementary; Middle School</td>
<td>Increased Walking and Bicycling; Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
<td></td>
<td>Teachers/administrators/staff; PTA/parents; public health/local govt.; local law enforcement; local groups; advocates/volunteers; local business/celebrities</td>
<td>PTA/parents</td>
</tr>
<tr>
<td>Ongoing Walk and Bike to School Day</td>
<td>Ongoing Walk and Bike to School Days are organized events encouraging students to walk or bike to school. These events can be held monthly, weekly, or even on an ongoing basis, depending on organization capacity, the level of support, and school interest.</td>
<td>Bicycling; Incentives; Environment; Health; Family</td>
<td>Event; School Journey/ Pick-up and Drop-off</td>
<td>Elementary; Middle School</td>
<td>Increased Walking and Bicycling; Improved Walking/Bicycling Safety Behavior; Health and Environmental Connections</td>
<td></td>
<td>Teachers/administrators/staff; PTA/parents; school district; public health/local govt.; local law enforcement; local groups; advocates/volunteers; local business/celebrities</td>
<td>PTA/parents</td>
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</table>
### Encouragement Programs Safe Routes to School Matrix

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Description</th>
<th>Topics</th>
<th>Format</th>
<th>Target Audience</th>
<th>Primary Outcomes</th>
<th>Secondary Outcomes</th>
<th>Resources Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Park and Walk</strong></td>
<td>This program is designed to encourage families to park several blocks from school and walk the rest of the way to school. Not all students are able to walk or bike the whole distance to school. They may live too far away or their route may include hazardous traffic situations. This program allows students who are unable to walk or bike to school a chance to participate in Safe Routes to School programs. It also helps reduce traffic congestion at the school.</td>
<td>Walking: Bus/Transit; Driving/Carpool; Safety; Skills; Incentives; Environment; Health; Family</td>
<td>Event; School Larry's/ Pick-up 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</td>
</tr>
<tr>
<td><strong>Poster, T-Shirt, or Video Contest</strong></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</td>
<td>Event; Competition; Campaign; Information for Parents</td>
<td>Elementary; Middle School; High School</td>
<td>Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Youth Empowerment</td>
<td>Potential Lead/Champions: Teachers/parent</td>
</tr>
<tr>
<td><strong>Trip/ Mileage Tracking Program</strong></td>
<td>A trip or mileage tracking program can be implemented as an option for a classroom activity, or as a collaborative school-wide event. Students track their own 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/Challenges.</td>
<td>Bicycling: Walking; Bus/Transit; Driving/Carpool; Safety; Skills; Incentives; Environment; Health; Family</td>
<td>Event; Incentive Program</td>
<td>Elementary; Middle School; High School</td>
<td>Increased Walking, Bicycling, Transit Use and Carpooling; Improved Walking/Bicycling and Driving Safety Behavior; Health and Environmental Connections; Youth Empowerment</td>
<td>Health and Environmental Connections</td>
<td>Potential Lead/Champions: Faculty/staff or PTA</td>
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<tr>
<td><strong>Walk/Bike Field Trip</strong></td>
<td>A field trip made by foot or by bicycle gives students a supportive environment in which to practice their pedestrian 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>Youth Empowerment</td>
<td>Potential Lead/Champions: Teachers/parent</td>
</tr>
<tr>
<td><strong>Walking School Bus</strong></td>
<td>A Walking School Bus is a group of children walking to school with one or more adults. Parents can take turns leading the bus, which follows the same route every time and picks up children from their homes or designated bus stops at designated times. Ideally, buses run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event. A Walking School Bus can be as informal as a few parents alternating to walk their children to school, but often it is a well-organized PTA-led effort to encourage walking to school.</td>
<td>Walking: Driving/Carpool; Safety; Skills; Incentives; Environment; Health; Family</td>
<td>Event; School Larry’s/ Pick-up 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</td>
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<tr>
<td>Enforcement Programs Safe Routes to School Matrix</td>
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<td><strong>Program Name</strong></td>
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<td><strong>Target Audience</strong></td>
<td><strong>Primary Outcomes</strong></td>
<td><strong>Secondary Outcomes</strong></td>
<td><strong>Resources/Notes</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>
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<tr>
<td>Crossing Guards</td>
<td>Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students with crossing the street.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety</td>
<td>Skills Training/Hands On Training; School Journey/Pickup 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></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 pickup procedures to expedite and standardize the process. This allows students to get in and out of cars safely and quickly, encouraging parents from unsafe behaviors and reducing barriers for students arriving or leaving school.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety</td>
<td>Skills Training/Hands On Training; School Journey/Pickup and Drop-off</td>
<td>Elementary; Middle School Parents; Neighbors</td>
<td>Improved Driving Safety Behavior; Youth Empowerment</td>
<td>Increased Walking/Bicycling Safety Behavior; Environmental Connections</td>
<td></td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Enforcement tools are aimed at ensuring compliance with traffic and parking laws in school zones. Enforcement activities help to reduce common poor driving behavior, such as speeding, failing to yield to pedestrians, turning illegally, parking illegally, and other violations. Law enforcement actions include Speed 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></td>
</tr>
<tr>
<td>School Safety Campaign</td>
<td>A safety campaign is an effective way to build awareness among students walking and biking to school and to encourage safe driving behavior among parents and passersby. A School Traffic Safety Campaign can use media at or near schools - such as posters, banners, window stickers, yard signs, and/or street banners - to remind drivers to slow down and use caution in school zones. This type of campaign can also address other specific hazards or behaviors, such as walking or bicycling to school, school bus safety, and/or parking drop-off and pickup 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></td>
</tr>
<tr>
<td>School Safety Patrons</td>
<td>School safety patrols are trained student volunteers responsible for enforcing drop-off and pick-up procedures and assisting with street crossing. They do not stop vehicular traffic, but rather look for openings and then direct students to cross. Student safety patrols increase safety for students and traffic flow efficiency for parents.</td>
<td>Bicycling; Walking; Bus/Transit; Driving/Carpool; Safety</td>
<td>Skills Training/Hands On Training; School Journey/Pickup and Drop-off</td>
<td>Elementary; Middle School</td>
<td>Improved Walking/Bicycling Safety Behavior; Improved Driving Safety Behavior</td>
<td>Increased Walking/Bicycling; Environmental Connections</td>
<td></td>
</tr>
</tbody>
</table>

**Potential Lead/Champion:** Local law enforcement.

**Potential Partners:** School district; teachers/administrators/staff; PTA/parents; local groups/advocates/volunteers.

**Resources Needed:** Funding for police overtime (not always required), but can be helpful; equipment; promotional/educational materials (if desired).
## Appendix B: SRTS Surveys

### Parent Survey About Walking and Biking to School

Dear Parent or Caregiver,

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

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

Thank you for participating in this survey!

**Capital Letters Only — Blue or Black Ink Only**

<table>
<thead>
<tr>
<th>School Name:</th>
</tr>
</thead>
</table>

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

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

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

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

| and |

5. How far does your child live from school?  
   - Less than 1/4 mile  
   - 1/4 mile up to 1/2 mile  
   - 1 mile up to 2 miles  
   - More than 2 miles  
   - Don't know

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

<table>
<thead>
<tr>
<th>Arrive at school</th>
<th>Leave from school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>Walk</td>
</tr>
<tr>
<td>Bike</td>
<td>Bike</td>
</tr>
<tr>
<td>School Bus</td>
<td>School Bus</td>
</tr>
<tr>
<td>Family vehicle (only children in your family)</td>
<td>Family vehicle (only children in your family)</td>
</tr>
<tr>
<td>Carpool (Children from other families)</td>
<td>Carpool (Children from other families)</td>
</tr>
<tr>
<td>Transit (city bus, subway, etc.)</td>
<td>Transit (city bus, subway, etc.)</td>
</tr>
<tr>
<td>Other (skateboard, scooter, inline skates, etc.)</td>
<td>Other (skateboard, scooter, inline skates, etc.)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Travel time to school</th>
<th>Travel time from school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 minutes</td>
<td>Less than 5 minutes</td>
</tr>
<tr>
<td>5 - 10 minutes</td>
<td>5 - 10 minutes</td>
</tr>
<tr>
<td>11 - 20 minutes</td>
<td>11 - 20 minutes</td>
</tr>
<tr>
<td>More than 20 minutes</td>
<td>More than 20 minutes</td>
</tr>
<tr>
<td>Don't know / Not sure</td>
<td>Don't know / Not sure</td>
</tr>
</tbody>
</table>
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?  □ Grade (or) □ I would not feel comfortable at any grade

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

<table>
<thead>
<tr>
<th>Issue</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convenience of driving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child’s before or after-school activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speed of traffic along route</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount of traffic along route</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults to walk or bike with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sidewalks or pathways</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety of intersections and crossings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crossing guards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violence or crime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weather or climate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child already walks or bikes to/from school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Encouragement Level</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Encourages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discourages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Discourages</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Fun Level</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Fun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Boring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Health Level</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Healthy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unhealthy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Unhealthy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1 through 8 (Elementary)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 9 through 11 (Some high school)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 12 or GED (High school graduate)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College 1 to 3 years (Some college or technical school)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College 4 years or more (College graduate)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Please provide any additional comments below.

---

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

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

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

<table>
<thead>
<tr>
<th>Grade: (PK,K,1,2,3...)</th>
<th>Monday’s Date (Week count was conducted)</th>
<th>Number of Students Enrolled in Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M M D D Y Y Y Y Y</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 2</td>
<td>1 5</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Key</th>
<th>Weather</th>
<th>Student Tally</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S = sunny</td>
<td>R = rainy</td>
<td>O = overcast</td>
<td>SN = snow</td>
<td>Number in class when count made</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Only with Children from your family</td>
</tr>
</tbody>
</table>

| Sample AM | S | N | 2 | 0 | 2 | 3 | 8 | 3 | 3 | 1 |
| Sample PM | R | 1 | 9 | 3 | 3 | 8 | 1 | 2 | 2 |
| Tues. AM |   |   |   |   |   |   |   |   |   |   |
| Tues. PM |   |   |   |   |   |   |   |   |   |   |
| Wed. AM |   |   |   |   |   |   |   |   |   |   |
| Wed. PM |   |   |   |   |   |   |   |   |   |   |
| Thurs. AM |   |   |   |   |   |   |   |   |   |   |
| Thurs. PM |   |   |   |   |   |   |   |   |   |   |

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