SAFE ROUTES TO SCHOOL PLAN, JUNE 2019

MONTICELLO PUBLIC SCHOOL DISTRICT

Monticello, MN

A APPENDICES

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Appendix A. For More Information

This appendix provides contact information for local, state, and national SRTS program resources as well as school partners.

NATIONAL RESOURCES

Safe Routes to School Data Collection System
http://www.saferoutesdata.org/

Pedestrian and Bicycle Information Center
http://www.pedbikeinfo.com/

National Center for Safe Routes to School
http://www.saferoutesinfo.org/

Safe Routes to School Policy Guide
http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf

School District Policy Workbook Tool
http://www.changelabsolutions.org/safe-routes/welcome

Safe Routes to School National Partnership State Network Project
http://www.saferoutespartnership.org/state/network

Bike Train Planning Guide
http://guide.saferoutesinfo.org/walking_school_bus/bicycle_trains.cfm

10 Tips for SRTS Programs and Liability
http://apps.saferoutesinfo.org/training/walking_school_bus/liabilitytipsheet.pdf

Tactical Urbanism and Safe Routes to School
http://www.saferoutespartnership.org/resources/fact-sheet/tactical-urbanism-and-safe-routes-school

STATE RESOURCES

Dave Cowan, Minnesota SRTS Coordinator
395 John Ireland Blvd
St. Paul, MN 55155
651-366-4180
dave.cowan@state.mn.us

Kelly Corbin, Safe Routes to School Planner
395 John Ireland Blvd
St. Paul, MN 55155
507-286-7590
Kelly.Corbin@state.mn.us

MnDOT SRTS Educational Webinars:
http://www.dot.state.mn.us/mnsaferoutes/training/planning/index.html

MnDOT Safe Routes to School Resource Website
http://www.mnsaferoutestoschool.org

Minnesota Safe Routes to School Facebook page
https://www.facebook.com/MinnesotaSafeRoutestoSchool

Walk!Bike!Fun! Pedestrian and Bicycle Safety Curriculum
http://www.bikemn.org/education/walk-bike-fun

School Siting and School Site Design
http://www.dot.state.mn.us/mnsaferoutes/planning/school_siting.html

LOCAL RESOURCES

Gabe Hackett
Principal, Little Mountain Elementary
gabe.hackett@monticello.k12.mn.us

Anna Bohanan
Wright County Health Promotion Coordinator
Anna.Bohanon@co.wright.mn.us

Angela Schumann
Community Development Director
Angela.Schumann@ci.monticello.mn.us

Appendix B. SRTS Facts for School Communication

The following facts and statistics have been collected from national sources. They are intended to be submitted for use in individual school newsletters, emails, or other communication with parents and the broader school community.

Except where otherwise noted, the following are based on research summarized by the National Center for Safe Routes to School. More information, including primary sources, can be found at http://guide.saferoutesinfo.org.

TRAFFIC: COSTS, CONGESTION, AND SAFETY

- In 1969, half of all US schoolchildren walked or biked to school; by 2009, that number had dropped to just 13 percent.
- In the United States, 31 percent of children in grades K–8 live within one mile of school; 38 percent of these children walk or bike to school. You can travel one mile in about 20 minutes by foot or six minutes by bicycle.
- In 2009, school travel by private family vehicle for students in grades K through 12 accounted for 10 to 14 percent of all automobile trips made during the morning peak travel and two to three percent of the total annual trips made by family vehicle in the United States.
- Among parents who drove their children to school, approximately 40 percent returned home immediately after dropping their children at school. If more children walked or bicycled to school, it would reduce the number of cars near the school at pick-up and drop-off times, making it safer for walkers and bicyclists through reduced traffic congestion and improved air quality.
- Over the past few decades, many school districts have moved away from smaller, centrally located schools and have instead built schools on the edge of communities where land costs are lower and acreage has been more available. As a result, the percentage of students in grades K through 8 who live less than one mile from school has declined from 41 percent in 1969 to 31 percent in 2009.
- Personal vehicles taking students to school accounted for 10 to 14 percent of all personal vehicle trips made during the morning peak commute times. Walking, bicycling, and carpooling to school reduces the numbers of cars dropping students off, reducing traffic safety conflicts with other students and creates a positive cycle—as the community sees more people walking and biking, more people feel comfortable walking and bicycling.
- Conservatively assuming that five percent of today's school busing costs are for hazard busing, making it safe for those children to walk or bicycle instead could save approximately $1 billion per year in busing costs.
- In 2009, American families drove 30 billion miles and made 6.5 billion vehicle trips to take their children to and from schools, representing 10-14 percent of traffic on the road during the morning commute.
- Reducing the miles parents drive to school by just one percent would reduce 300 million miles of vehicle travel and save an estimated $50 million in fuel costs each year.
- Did you know that as more people bicycle and walk, biking and walking crash rates decrease? This is also known as the 'safety in numbers' principle. As more families walk and bike to school, streets and school zones become safer for everyone.

HEALTH: PHYSICAL ACTIVITY AND OBESITY

- The U.S. Department of Health and Human Services recommends that children do one hour or more of physical activity each day. Walking just one mile each way to and from school would meet two-thirds of this goal.
- Studies have found that children who get regular physical activity benefit from healthy hearts, lungs, bones, and muscles; reduced risk of developing obesity and chronic diseases; and reduced feelings of depression and anxiety. Teachers also report that students who walk or bike to school arrive at school alert and "ready to learn."
- Researchers have found that people who start to include walking and biking at part of everyday life (such as the school commute trip) are more successful at sticking with their increased physical activity in the long term than people who join a gym.
- One recent study showed that children who joined a "walking school bus" ended up getting more physical activity than their peers. In fact, 65 percent of obese students who participated in the walking program were no longer obese at the end of the school year.
- Childhood obesity has increased among children ages six to 11 from four percent in 1969 to 19.6 percent in 2007. Now 23 million children and teens—nearly one-third of all young people in the U.S.—are overweight or obese.
- The 2010 Shape of the Nation report from the National Association for Sport and Physical Education found that, nationwide, less than one-third of all children ages six to 17 participate in physical activity for at least 20 minutes that made the child sweat and breathe hard.
- Children aren't exercising enough and 78 percent of children aren't getting the 30 to 60 minutes a day of regular exercise plus 20 minutes of more vigorous exercise that doctors recommend.
- Children are increasingly overweight. Twenty percent of children and 33 percent of teens are overweight or at risk of becoming overweight. This is a 50 percent to 100 percent increase from 10 years ago.
- According to a Spanish study of 1,700 boys and girls aged between 13 and 18 years, cognitive performance of adolescent girls who walk to school is better than that of girls who travel by bus or car. Moreover, cognitive performance is also better in girls who take more than 15 minutes than in those who live closer and have a shorter walk to school.
- One hundred calories can power a cyclist for three miles, but it would only power a car 280 feet. If you have a bowl of oatmeal with banana and milk for breakfast, you could bike more than nine miles. How far is the trip to school from your house?
- A 2004 study in the American Journal of Preventive Medicine found that, for every hour people spend in their cars, they are six percent more likely to be obese.
- Because of the health benefits, the cost of walking is actually negative.
- Childhood obesity rates have more than tripled in the past 30 years, while the number of children walking and biking to school has declined. According to the 2009 National Household Travel Survey, 13 percent of students between the ages of five and 14 walked or biked to or from school, compared to 48 percent in 1969.

ENVIRONMENT: AIR QUALITY, CLIMATE CHANGE AND RESOURCE USE

- Did you know? When you walk, bike, or carpool, you're reducing auto emissions near schools. Students and adults with asthma are particularly sensitive to poor air quality. Approximately 5 million students in the U.S. suffer from asthma, and nearly 13 million school days per year are lost due to asthma-related illnesses.
- Did you know that modern cars don't need to idle? In fact, idling near schools exposes children and vehicle occupants to air pollution (including particulates and noxious emissions), wastes fuel and money, and increases unnecessary wear and tear on car engines. If you are waiting in your car for your child, please don't idle – you'll be doing your part to keep young lungs healthy!
- Families that walk two miles a day instead of driving will, in one year, prevent 730 pounds of carbon dioxide from entering the atmosphere.
- The United States moved into the 21st century with less than 30 percent of its original oil supply remaining.
- Americans drive more than 2 trillion vehicle miles per year.
- Short motor-vehicle trips contribute significant amounts of air pollution because they typically occur while an engine's pollution control system is cold and ineffective. Thus, shifting 1 percent of short automobile trips to walking or biking decreases emissions by 2 to 4 percent.
- There is more pollution inside a stationary car on a congested road than outside on the pavement.
- The transportation sector is the second largest source of CO2 emissions in the U.S. Automobiles and light-duty trucks account for almost two-thirds of emissions from the transportation sector. Emissions have steadily grown since 1990.
- In a year, a typical North American car will add close to five tons of CO2 into the atmosphere. Cars account for an estimated 15 percent to 25 percent of U.S. CO2 emissions.
- Transportation is the largest single source of air pollution in the United States. In 2006 it created over half of the carbon monoxide, over a third of the nitrogen oxides, and almost a quarter of the hydrocarbons in our atmosphere.
- Disposal of used motor oil sends more oil into the water each year than even the largest tanker spill.
- Going by bus instead of car cuts nitrogen oxide pollution by 25 percent, carbon monoxide by 80 percent and hydrocarbons by 90 percent per passenger mile.
- Eight bicycles can be parked in the space required for just one car.

Appendix C. Summary of Planning Process

The following is a brief summary of the planning process completed for the formation of this plan. The timeline below accompanies the narrative.

Activities	September	October	November	December	January	February	March	April	May	June
Project kick off	X									
Rapid Planning Session scheduling & workshop			X							
Data collection - parent surveys (if needed)										
Data collection - School Environment and Policy Assessment										
Data collection - student travel hand tallies (if needed)										
Data collection - School Zone Hazard Observation										
Community engagement (in person and interactive)										
Draft Strategies and Action Steps						X				
Action Plans								X		
Draft Plans									X	
Final Plans										

Planning for this SRTS plan began in the summer of 2018, after Monticello Public School District successfully applied for and was awarded a planning assistance grant from MnDOT. On September 19, 2018, consultant staff met in Monticello with team leaders - local SRTS team members who identified themselves as the core group. An informal training was given to the team leaders on the background and principles of SRTS.

Over the next few months of 2018, Monticello schools conducted four early evaluation and data collection efforts to gather baseline information about walking and biking in the community. First, the five Monticello schools sent a link to an online survey to parents that asked them about how comfortable they were with their children walking and biking to school. In addition, the survey asked the distance from school families live, whether they feel like their school promotes biking and walking, and what changes would make them feel more confident about allowing their children to walk or bike. In addition to the surveys sent home to parents, students were asked by school staff about their travel patterns to and from school. This student tally collected data on travel to and from school during three weekdays in the fall. Both the student tally and parent survey were designed by the National Center for Safe Routes to School. Results from both were uploaded to the Data Collection System, allowing for comparison when future surveys and tallies are completed. The results of these evaluation efforts are in Appendix F and G.

To understand school and school district policies related to walking and biking, school principals were asked to complete a survey that asked questions about the physical and street environment surrounding school and arrival and dismissal procedures at school. Results of this survey can be found in Appendix H. Finally, the

local team conducted an observation of arrival and dismissal at each school to note hazardous behavior by people using the streets near school. These results can be found in Appendix I.

RAPID PLANNING SESSION

In late fall of 2018, a broad group of stakeholders met for an intensive day-and-a-half-long meeting called a Rapid Planning Session. This charrette-style event brought together school, district, city and county staff, plus students, health professionals, and community members to discuss the challenges and opportunities for walking and biking to school in Monticello. Broadly, the Rapid Planning Session included the following: observing arrival and dismissal at each of the five schools; performing a walk assessment of the conditions surrounding each school; discussing current programs that promote walking and biking at each school; meetings with students to hear the challenges they face while walking and biking in the community; and discussing current and planned road construction projects that might promote

walking and biking in the community.

The Rapid Planning Session provided an opportunity to talk about challenges and opportunities in Monticello and allowed stakeholders to witness those challenges first hand, and on site. The Rapid Planning Session also allowed local community members and professional staff to connect and create relationships that will serve as the foundation for a sustainable SRTS program in town. This meeting served as the basis for recommendations through the winter and spring of 2018-2019.

WINTER - SPRING 2018/2019

Following the Rapid Planning Session, consultant staff processed the photographs, notes, and observations and created issue and opportunity maps that were later shared with local SRTS team members. These maps summarized the areas of concern that were observed during the Rapid Planning Session in order come to a consensus before moving forward to recommendations to improve the streets.

Following feedback from the local team, consultant staff drafted recommendations for infrastructure improvements and programs. These recommendations were shared with the local team in Spring 2019. After feedback from the local team, the recommendations were finalized and included in the main body of this document.

Appendix D. Existing Conditions

The following is a brief summary of the existing conditions in the area of each of the five schools.

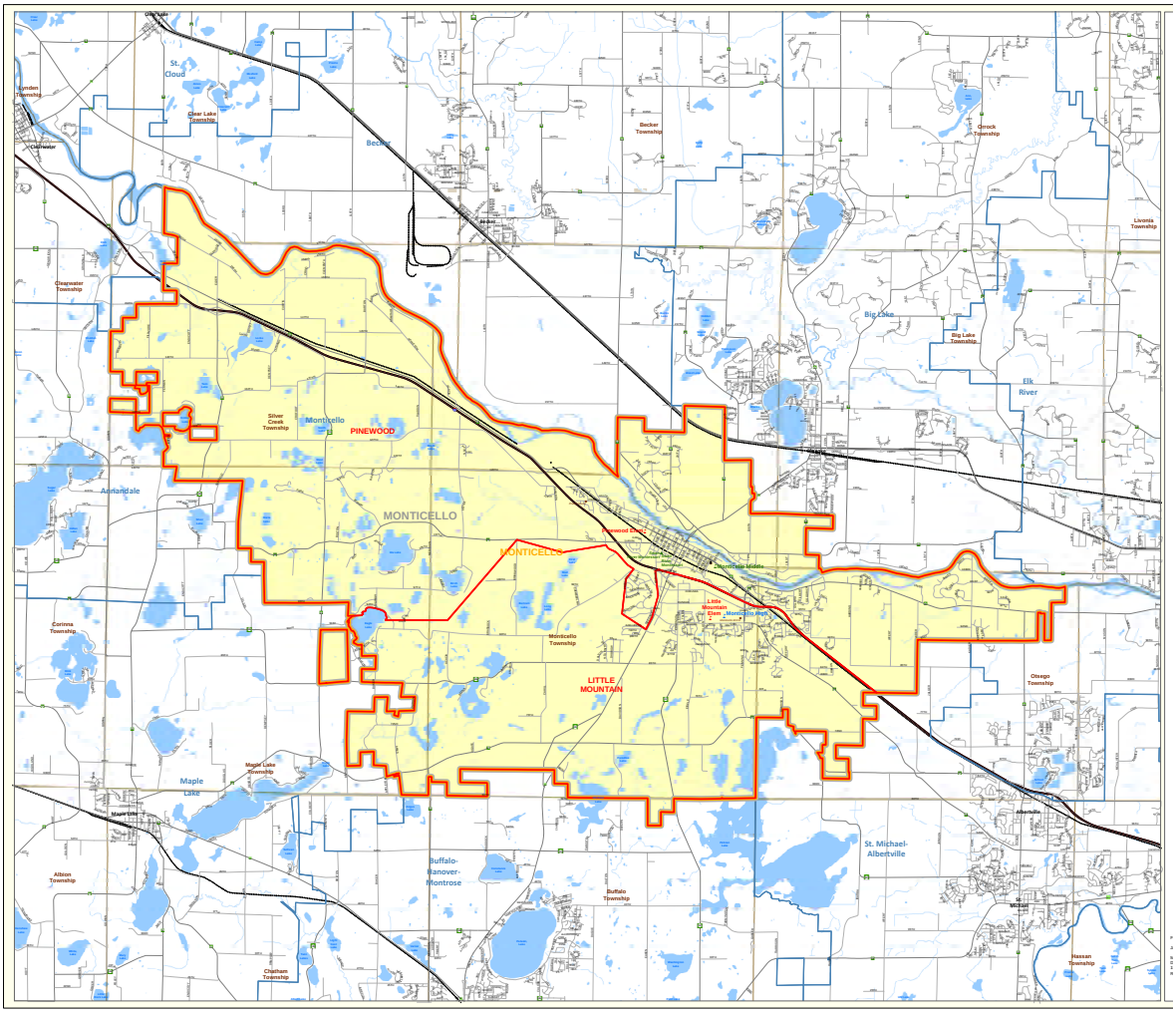
MONTICELLO HIGH SCHOOL, LITTLE MOUNTAIN ELEMNTARY, EASTVIEW

Surrounding Land Use

The superblock containing the High School, Little Mountain, and Eastview Education Center are across town from Pinewood and the Middle School on the south side of Interstate 94. The properties of all three schools lie adjacent to each other. Surrounding the superblock is a mixture of low density residential to the west and south of the schools, a higher density apartment complex to the east across Fenning Avenue, and industrial land uses to the north.

School Enrollment Boundary

(from the Minnesota Department of Education)



PINEWOOD ELEMENTARY

Surrounding Land Use

Pinewood Elementary is surrounded by low residential and single family homes to the north and east of school, railroad tracks and a golf course to the south, and athletic fields to the west.

MONTICELLO MIDDLE SCHOOL

Surrounding Land Use

Low density residential and single family homes are located to the west of the Middle School. To the south are athletic facilities, a railroad track and wooded areas. To the east is more wooded land and industrial land uses. Across Broadway to the north is the Centra-Care clinic and Mississippi River.

The following travel pattern and parent survey summaries highlight results from an in class travel tally and a parent survey from fall 2018. The full results of each are in Appendix F and G.

CURRENT TRAVEL PATTERNS

In the fall of 2018, over 20,000 student trips were counted at the five schools. On three midweek days, students from all grades were asked how they traveled to and from school. These 20,716 trips represent each response. That is, individual students were counted up to six times during those three days (morning response day one, afternoon response day one, morning response day two, afternoon response day two, morning response day three, afternoon response day three). Appendix G gives details of these results.

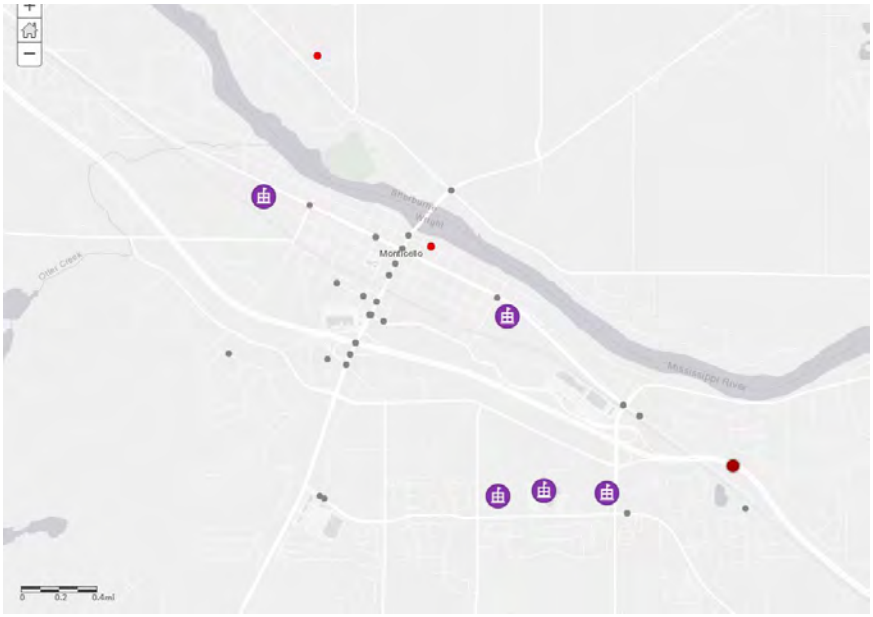
Generally, Little Mountain students reported walking most often. Students attending the Middle School reported biking to and from school the most. Pinewood students reported riding the school bus most frequently, while high school students reported riding the school bus the least. Unsurprisingly, high school students reported riding in or driving a family vehicle the most frequently (along with carpooling). Students reported drop off and pick up in a family vehicle at the lowest frequency at Pinewood.

PARENT SURVEY SUMMARY

Four hundred and forty parent and caregiver responses were collected from a survey sent home to Monticello families in the fall of 2018. The survey asked parents and caregivers about their feelings towards walking and biking to the five schools. At all schools, the vast majority of parents and caregivers reported their children either riding the school bus or getting dropped off or picked up in a family vehicle. In general, parents most often stated that distance, the safety of intersections and crossings, and the speed of vehicles influenced their willingness to allow their children to walk or bike to school.

PEDESTRIAN AND BICYCLIST-INVOLVED CRASHES

The maps below show crashes involving people walking or biking within one mile of each of the five schools between 2006 and 2015. The school campuses are marked by the purple icons. Crashes shown as a larger, dark red circle (K) resulted in a fatality. Crashes shown as a pink circle (A) resulted in an incapacitating injury. Crashes shown as a gray circle (those categorized as N, C, or B by MnDOT) are those that resulted in non-incapacitating injury, no injury, or property damage only. These maps do not show unreported crashes or near misses.

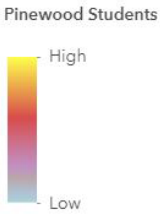


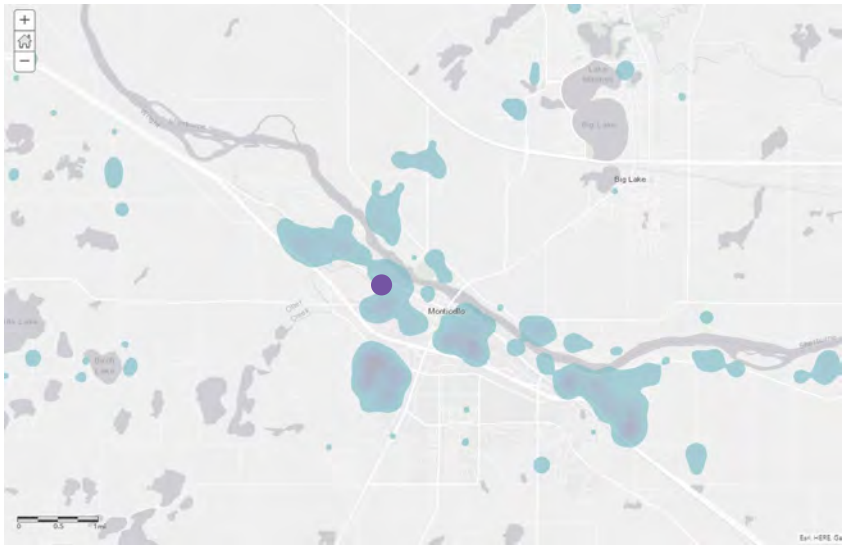
Appendix E. Student Residences

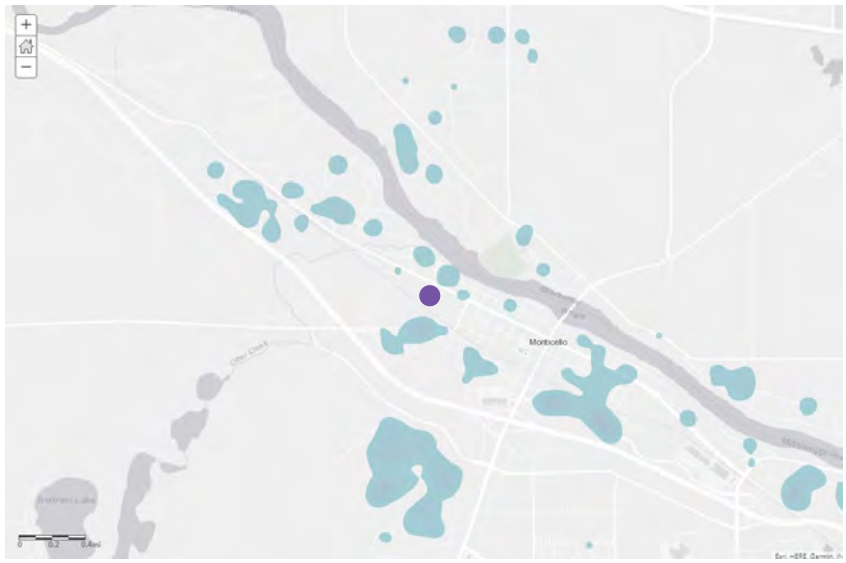
The maps on the following pages show the locations of students attending each of the five schools in the 2018-2019 school year. The top map shows the county and portions of neighboring counties. The lower map shows the area immediately surrounding school. Warmer colors represent a higher density of student residences. Cooler colors represent a lower density. The purple icon shows the location of the school.

MONTICELLO MIDDLE SCHOOL

PINEWOOD ELEMENTARY

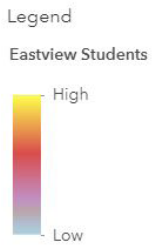


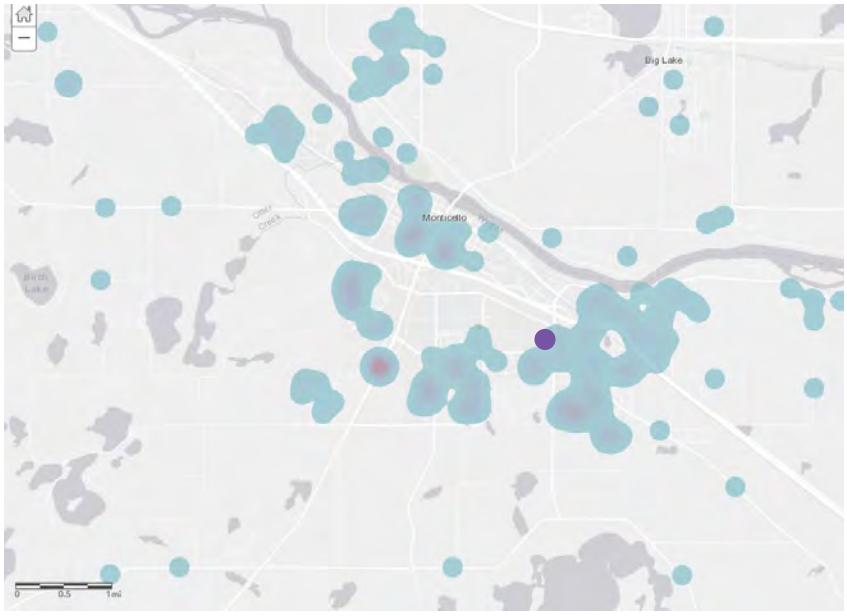


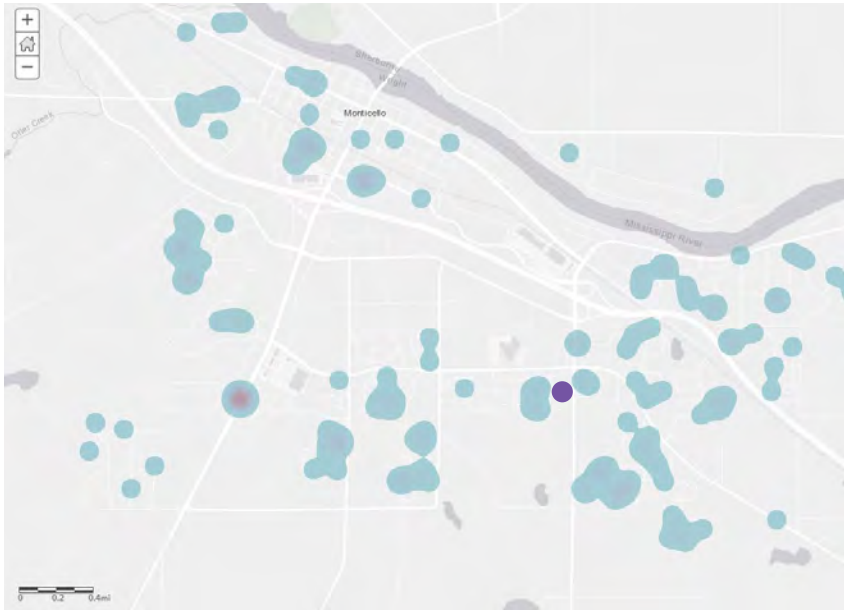


LITTLE MOUNTAIN ELEMENTARY

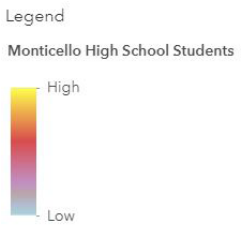
EASTVIEW EDUCATION CENTER

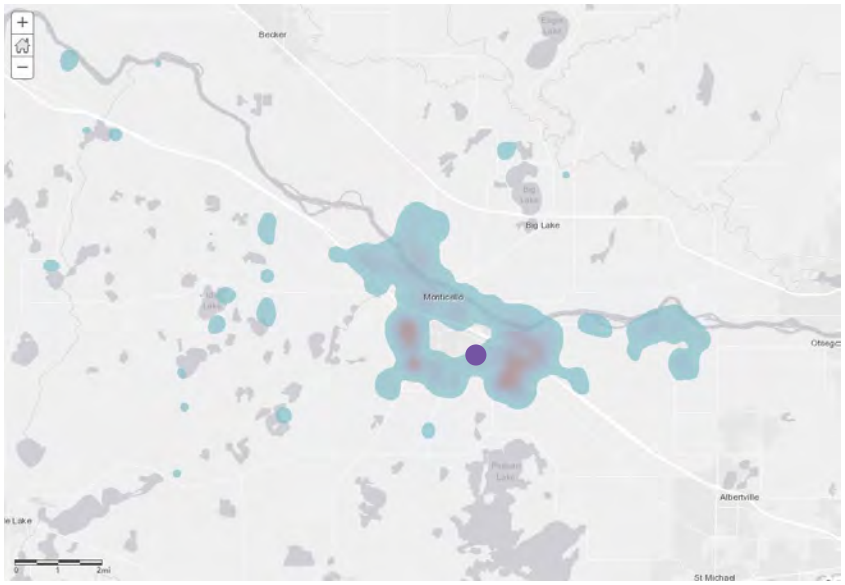






MONTICELLO HIGH SCHOOL





Appendix F. Parent/Caregiver Survey

The following shows a summary of results of a survey sent home to parents and caregiver of children attending four schools in Monticello (Eastview families did not receive the survey). The graphics and charts summarize responses to questions designed by the National Safe Routes to School Data Collection System.

MONTICELLO MIDDLE SCHOOL

Parent Survey Report: One School in One Data Collection Period

School Name: Monticello Middle School

School Group: Monticelllo Public Schools-SRTS

School Enrollment: 1300

% Range of Students Involved in SRTS: Don't Know

Number of Questionnaires Distributed: 0

Set ID: 17873

Month and Year Collected: October 2018

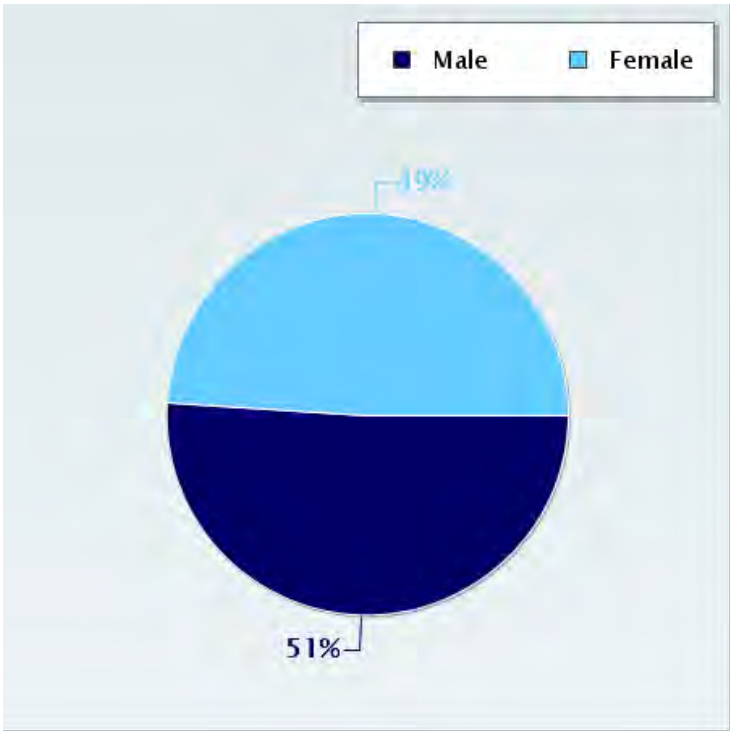
Date Report Generated: 12/05/2018

Tags:

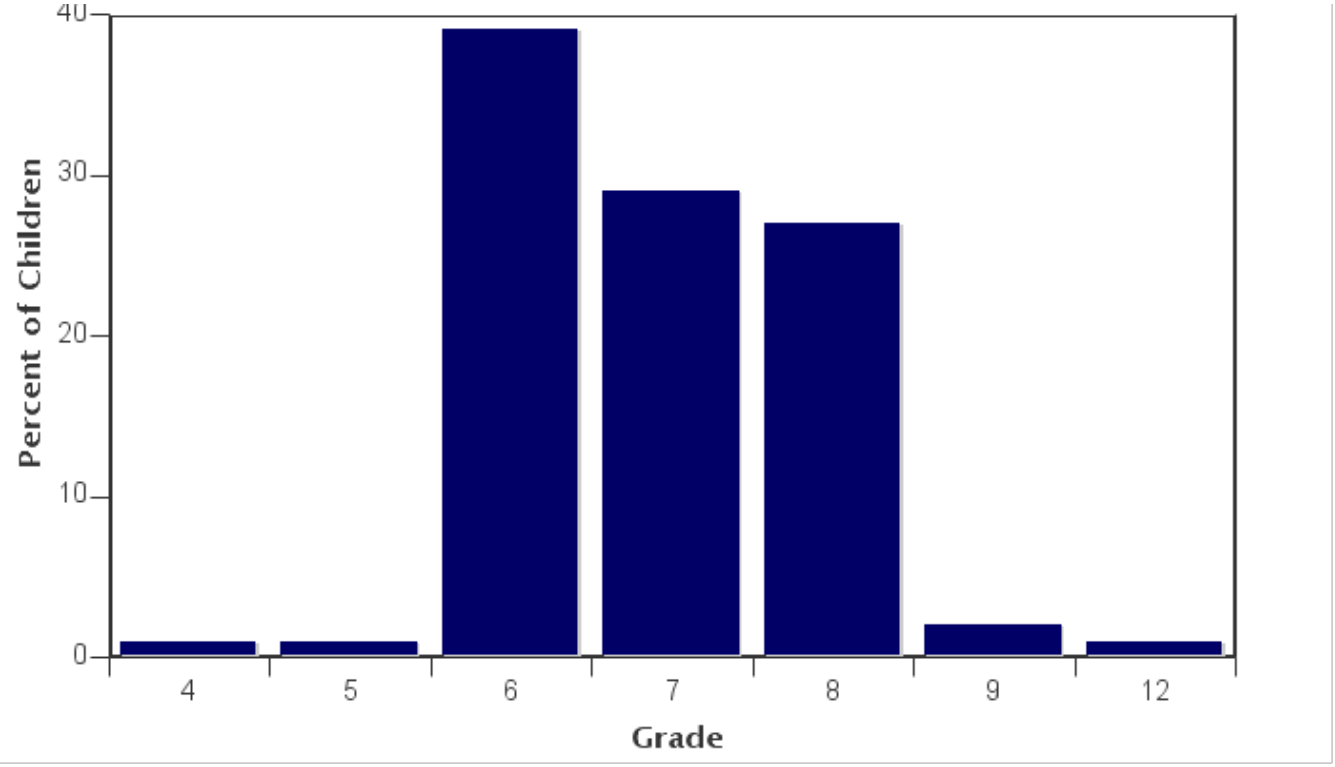
Number of Questionnaires Analyzed for Report: 142

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



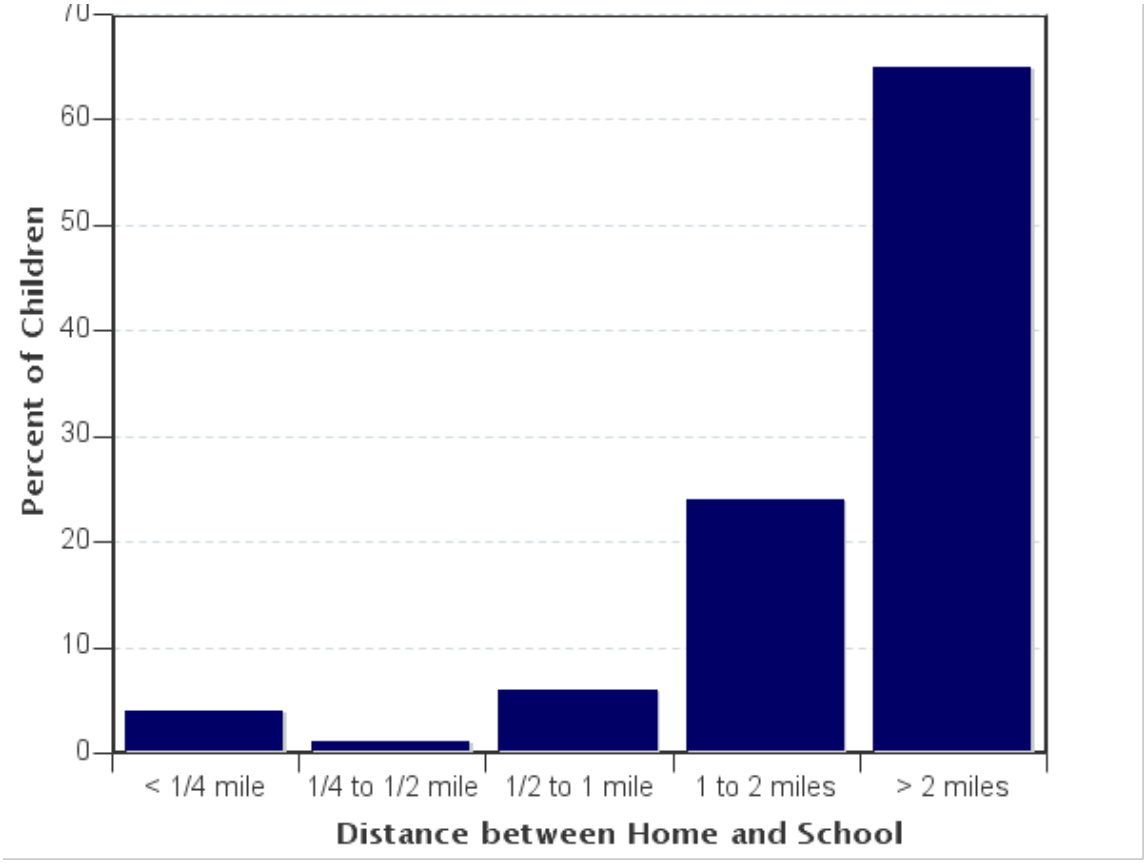
Grade levels of children represented in survey



Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
4	2	1%
5	2	1%
6	55	39%
7	41	29%
8	38	27%
9	3	2%
12	1	1%

Parent estimate of distance from child's home to school

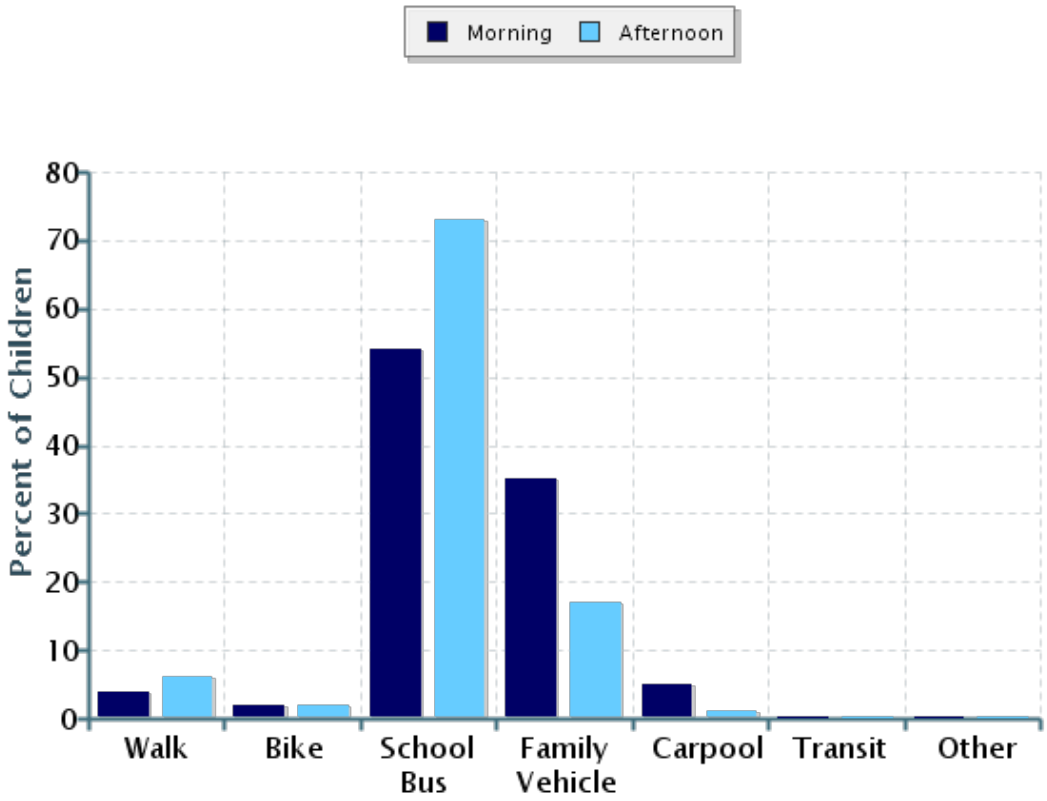


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	6	4%
1/4 mile up to 1/2 mile	1	1%
1/2 mile up to 1 mile	8	6%
1 mile up to 2 miles	34	24%
More than 2 miles	92	65%

Don't know or No response: 1
Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school

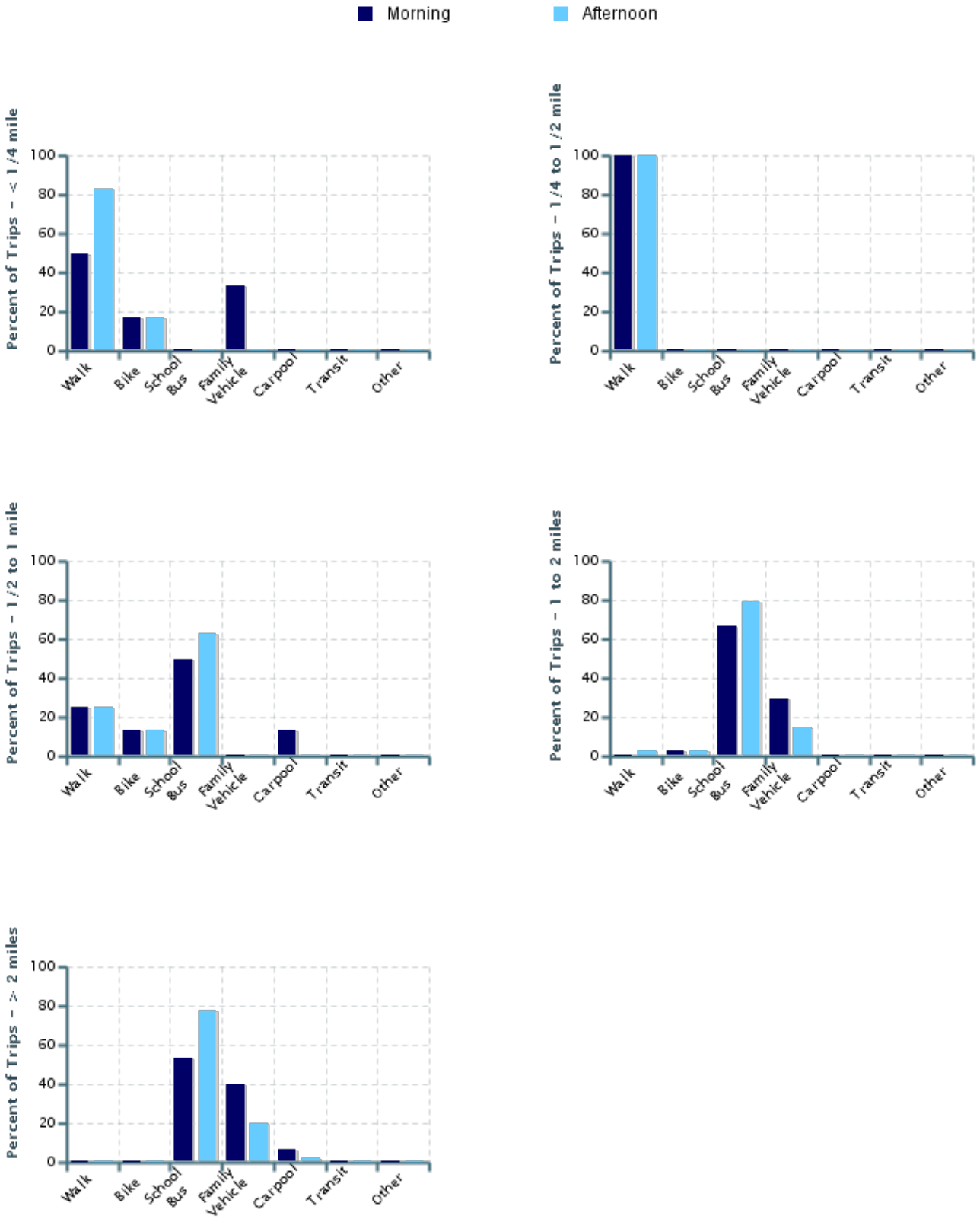


Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	138	4%	2%	54%	35%	5%	0%	0%
Afternoon	141	6%	2%	73%	17%	1%	0%	0%

No Response Morning: 4
No Response Afternoon: 1
Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	6	50%	17%	0%	33%	0%	0%	0%
1/4 mile up to 1/2 mile	1	100%	0%	0%	0%	0%	0%	0%
1/2 mile up to 1 mile	8	25%	13%	50%	0%	13%	0%	0%
1 mile up to 2 miles	33	0%	3%	67%	30%	0%	0%	0%
More than 2 miles	89	0%	0%	53%	40%	7%	0%	0%

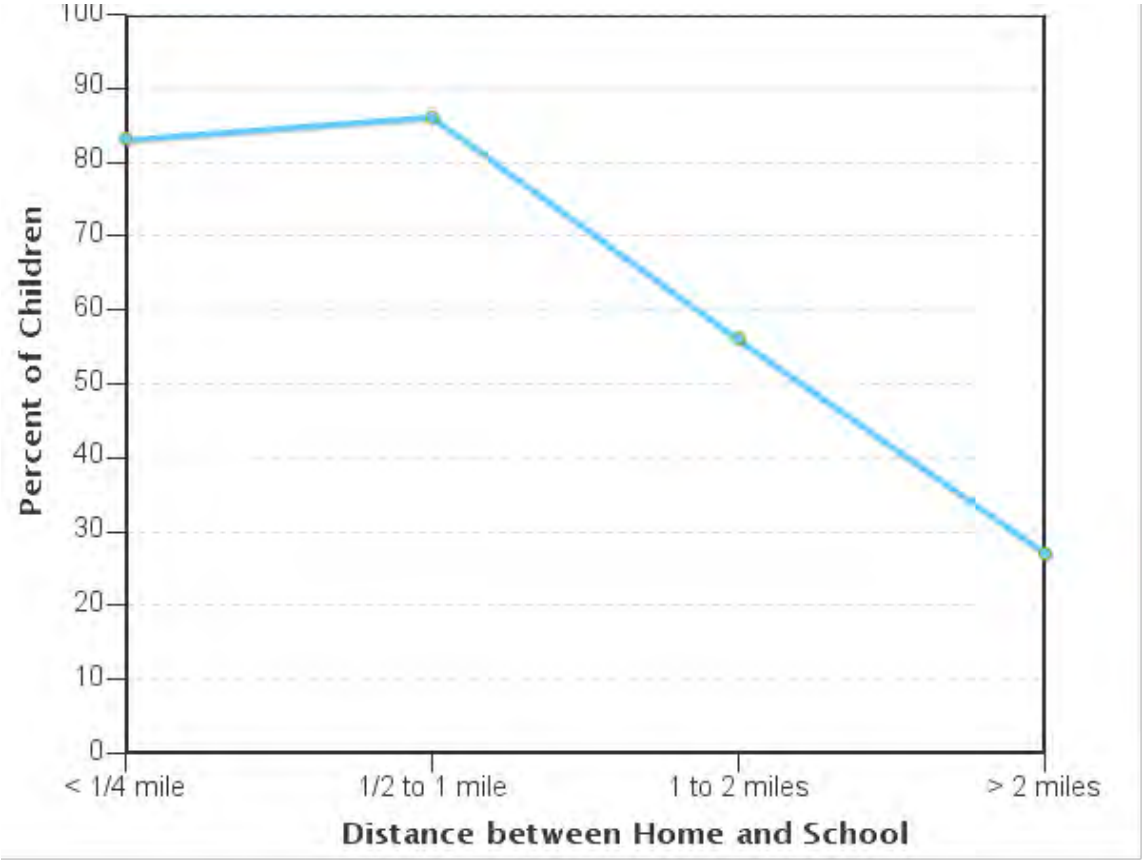
Don't know or No response: 5
Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	6	83%	17%	0%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	1	100%	0%	0%	0%	0%	0%	0%
1/2 mile up to 1 mile	8	25%	13%	63%	0%	0%	0%	0%
1 mile up to 2 miles	33	3%	3%	79%	15%	0%	0%	0%
More than 2 miles	92	0%	0%	78%	20%	2%	0%	0%

Don't know or No response: 2
Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

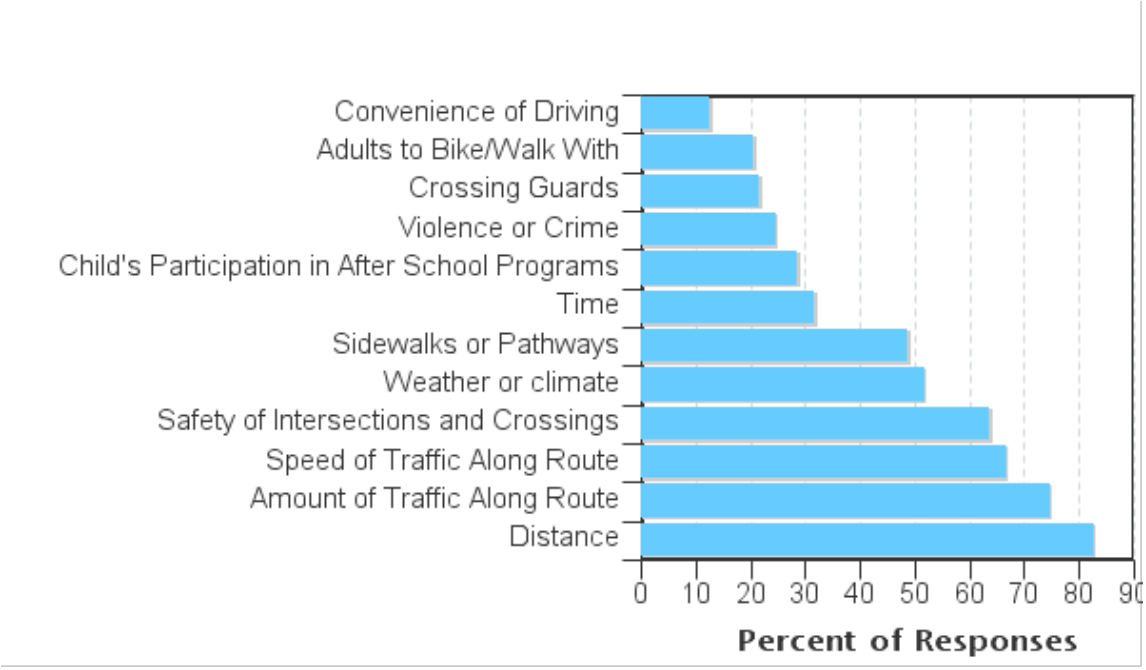


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

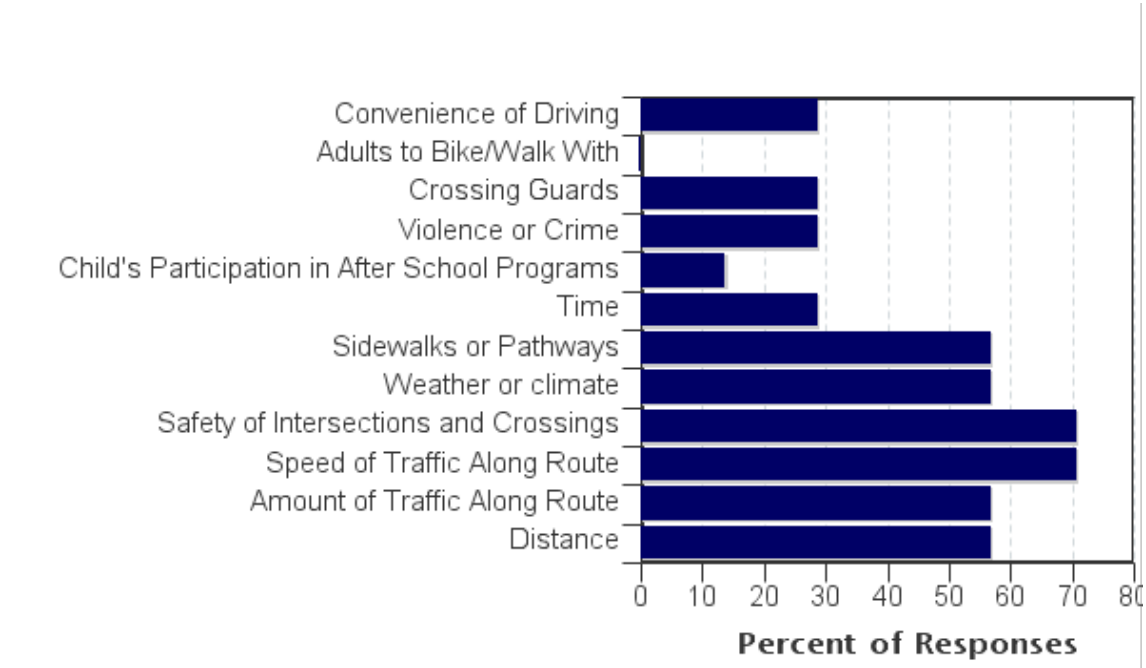
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	54	83%	0%	86%	56%	27%
No	83	17%	100%	14%	44%	73%

Don't know or No response: 5
Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

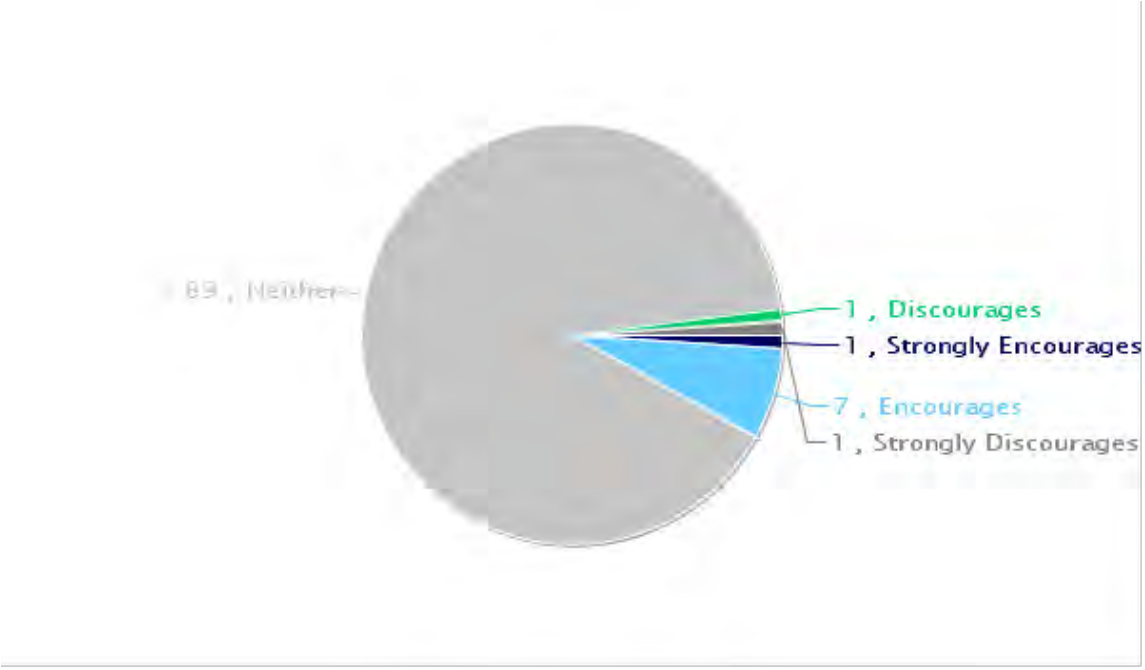


Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

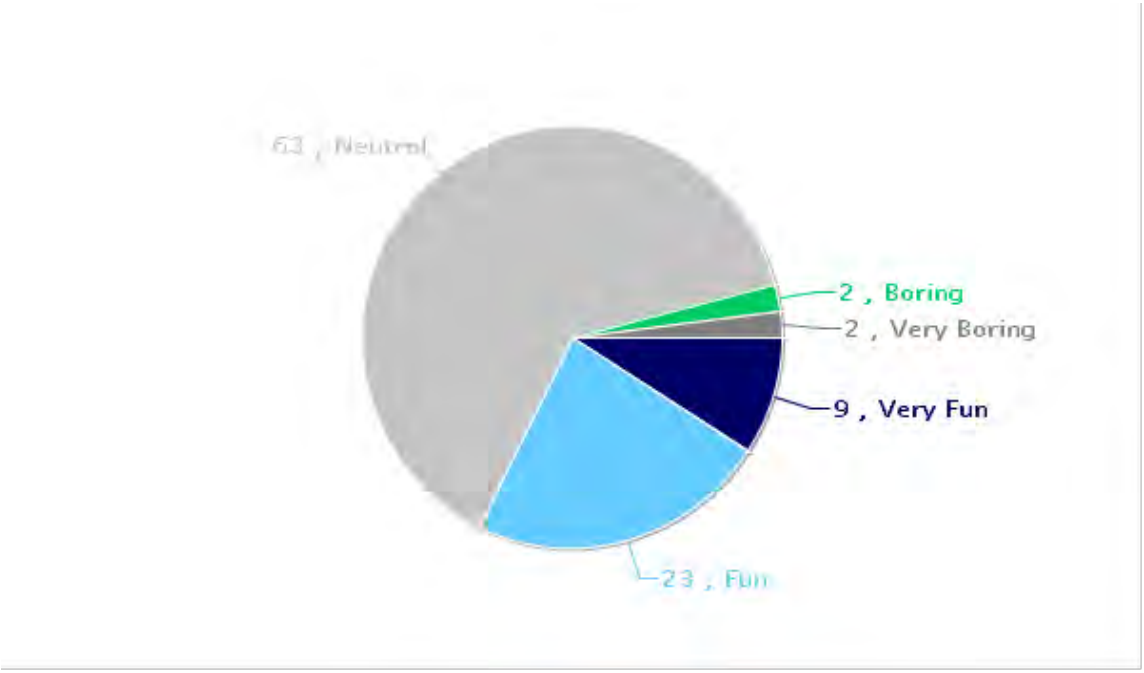
Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	83%	57%
Amount of Traffic Along Route	75%	57%
Speed of Traffic Along Route	67%	71%
Safety of Intersections and Crossings	64%	71%
Weather or climate	52%	57%
Sidewalks or Pathways	49%	57%
Time	32%	29%
Child's Participation in After School Programs	29%	14%
Violence or Crime	25%	29%
Crossing Guards	22%	29%
Adults to Bike/Walk With	21%	0%
Convenience of Driving	13%	29%
Number of Respondents per Category	**106**	**7**

No response: 29
Note:
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
--Each column may sum to > 100% because respondent could select more than issue
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

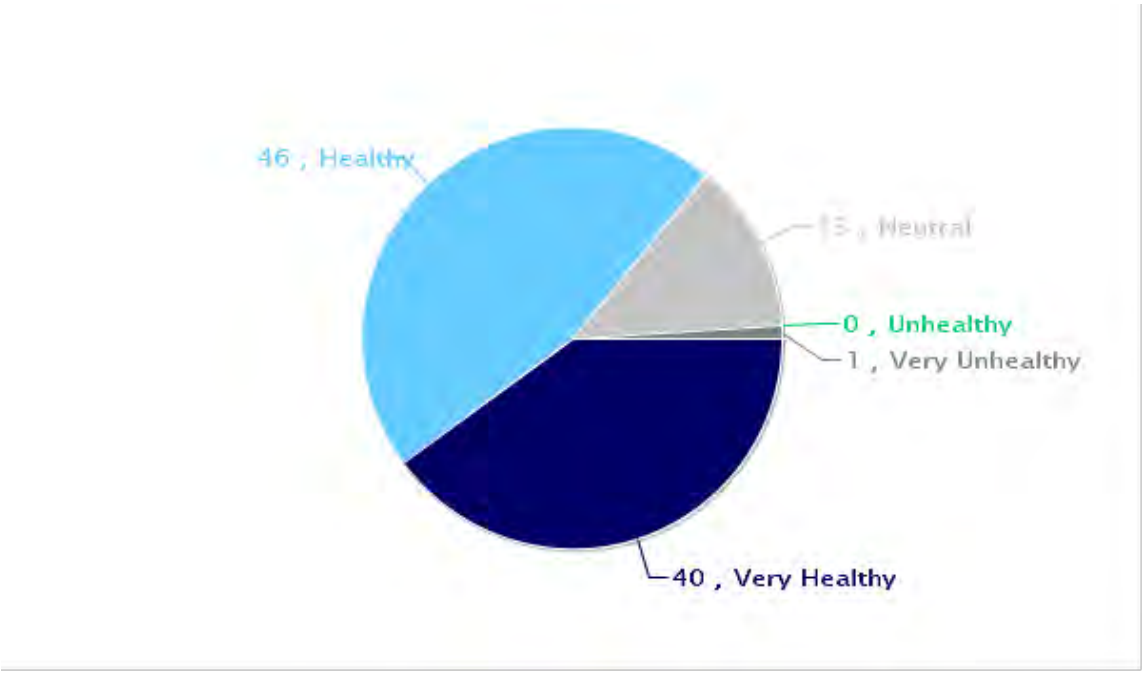
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
1621201	The middle school is further away from our home than the HS. More than likely bikes will be used in the spring and fall once attending that school.
1621177	Multiple times, my children have been threatened by cars not watching while they are in crosswalks, either walking or on their bikes. Not enough has been done two light intersections and place flashing lights at crosswalks when children are crossing. Speed limits in other towns on streets where schools are do not have multiple speeds i e when children are present or not present. I suggest this is a single slower speed to prevent any disasters from happening with our children. I would even suggest that a police officer or Sheriff be present at the intersection of Fallon and school Boulevard near Pioneer Park to even observe cars that do not come to a complete stop while children are crossing. When it is dark, it is imperative that cars be aware of students behind trees or crossing on their bikes, and at this point many children are threatened. 1 child has even been hit buy a car at this intersection and luckily survived the impact of being hit by a car, which was driven by another student.
1620847	I don't like that my 6th grader is forced to walk to school because the bus won't pick her up. Out world isn't safe and it puts her in jepordy. I don't have the option to pick her up and drop her off daily. I don't think it's right. But i love the school district otherwise.
1620853	The city needs to provide a safer cross walk on Broadway. With four lanes of traffic, every kid that crosses is in danger of cars hitting them. Add darkness and or rain and that risk only goes up.
1620855	There are no safe pathways for my child to bike to school at present, If this changed, I would consider biking with my child to school in nice weather.
1620856	If there were adequate bike paths and lights/crossings I would consider it. County Road 50 is 55+ MPH with no sidewalks and County Road 11 and Hwy 25 are busy crossings.
1620867	We live out of district and the only way to get there is via State hwy 25 during rush hour traffic..there is not sidewalk or path for a large portion of the way. It's about 4 miles which, depending upon weather would be do able if not such a busy road
1620876	I am very disturbed that the school here doesn't insist that kids who bike to school wear bike helmets! I was quite shocked to see kids biking without helmets on school property. I think there are organizations that would provide helmets to school kids for free. Bike helmets aren't much encouraged in this area, which is very different from other areas of the U.S. and MN where I have lived. I have heard people say things like "bike helmets are for people in rich suburbs", and our are "stronger and tougher" than city kids, so they don't need helmets- which is ridiculous! I strongly believe all kids who bike to school should have helmets. Imagine the serious issues if a child biking to or from school had an accident and a head injury on school property, and was not wearing a helmet. Yikes! Medical, plus massive legal issues! As part of your safety grant and campaign, I think all kids who bike to school should have a short safety session about crossing, helmets, traffic awareness, weather (when it turns to ice and snow), brakes/ mechanical, dangers of double riding, where and how to lock up, etc-- just like the bus safety sessions. Helmets save lives-- it's not just a "fashion statement" for people living in "the city". We adults have to set the tone and expectation moving forward-- just like seatbelts and carseats. You could even start an after school "Bike club" and ride to parks and other destinations around town during early fall, and late spring. There are many ways to make this fun, and safe!
1620909	Honestly I don’t think I’d let my child walk/bike home unless less we lived closer. It’s only a possibility when she’s older. Probably 16+

1620844	I would LOVE it if my daughter could bike to school, especially for summer sports camps, but 39 is deadly and I can't for the life of me figure out why they won't put in a bike path.
1620846	We open enroll-are in Big Lake. While I wouldn't let my children walk or bike due to the distance, I would love to see a school bus route in Big Lake-specifically near Eagle Lake Road if possible as there are several of us in this area that drive to Monticello.
1620851	We live out of district and transport our kids in. But if we lived in the area I'd appreciate safe walking/biking options.
1620861	My student would not walk or bike to school because of the distance. When he enters high school, I would expect him to walk again because bussing is not provided.
1620883	This year my son takes the bus. Next year he will be at the High School. We are within walking distance of the high school but people do not stop for people in the crosswalks along School Blvd. I think it's by the grace of God that nobody has been hit and killed or seriously injured.
1620892	The intersection of Washington and Broadway is a terrible hazard. The city should strongly consider building a stop light (or 4 way stop) at that intersection. Many students cross Broadway there and sadly lots of drivers fly down Broadway going 50+MPH.
1620904	When my son went to the elementary school less than a block away, they made him take the bus as there is no crosswalk from my neighborhood to allow safe access
1620913	Question 10 was confusing, unsure if I answered correctly
1620922	Crossing intersections is very dangerous in Monticello. Countless times, even at stop signs and stop lights, I have witnessed drivers not allowing walkers/bikers to cross. Pedestrians have to be overly watchful and on guard every time they try to cross or they will be hit. The intersections, especially near the schools, should have a flashing over-the-road light to get the drivers attention that someone will be crossing. It's the only safe option.
1620924	Walking is not an option from our home location due to busy roads. However, it would be appreciated if our bus stop was not the first in and last off resulting in almost 2 hours spent on the bus each day.
1620925	Walking is not an option from our home location due to busy roads. However, it would be appreciated if our bus stop was not the first in and last off resulting in almost 2 hours spent on the bus each day.
1620934	dropping off children in vehicles is dangerous and even driving passed those locations when not dropping off a child at that time is dangerous. I live where the construction is so I have no choice but drive where the school drop off is when heading to work.
1620938	My kids would love to bike to school if there would be a safe biking path along County Road 39.
1620939	Parent drop off in the "triangle" pattern by the arena is an accident waiting to happen. Parents do not know (or care?) where to go or what the "pattern" is. Especially exiting the lot. Washington street seems sketchy for kids to be walking and needs "something" especially along 4th where there are uncontrolled intersections. The kids just ride bikes and walk wherever they want in the street. Broadway is busy and there aren't even school slow down signs in front of the school that I've noticed.
1620955	The winter dark hours in the morning and afternoon factor in greatly to kids walking and biking. More lighting crossing streets would help. Especially near school (Broadway).

1620963	Due to our location, walking/biking is not an option for my son. I do feel like the bus ride is much too lengthy though. The morning route is about an hour, which is acceptable, but the afternoon route is 1.5 hours and is much too long!
1620971	The parking lot is to scary to let kids run through! The parking lot and side walks need attendants. I work in another district and none of their schools including middle and high school have a free range parking lot. Someone is going to get hurt! A lot of high school student are dropping siblings off at the middle school and that doesn't help the chaos.
1620973	Most days my son gets a ride from a parent to school, however in the fall and spring (when the weather is nice) he does ride his bike and/or roller blade to and from school.
1620980	My children generally ride the bus due to distance. There are a few times that I've needed to drive School Blvd before school and I was horrified at the mess. Kids are lined up too close to the road before the patrols arrive. I've seen drivers who are are uncertain whether to stop. Some drivers stop and try to wave kids through, while other drivers speed through the crosswalks. The drivers who are too impatient and uncaring to slow down are the worst. The kids seem to understand that they are to wait for the patrols but their body language is confusing to all drivers. Is there some way to have them wait a little further away from the crosswalks to reduce confusion? It is unfortunate that the city planners planned a fast moving multi lane freeway between the developments and the schools. Hopefully things will improve when Chelsea is up and running again. I am very glad that the 40 mile per hour signs are gone. 30 miles per hour is fast enough at all times on this road.
1621021	My child walks because busing isn't an option where we live. Walking has been a tremendous concern for me due to the construction currently going on in our intersection. There is NO safe place for her to cross the streets, and has been yelled at by the workers. She is left to navigate the everchanging construction on a daily basis making the best choices that she can on how to get to school and home everyday. I hope there will be safer options once it is done.
1621040	There has been a long history of vehicles not stopping for the bus when the stop arm is out and the red lights are flashing when my son is picked up and dropped off. I would like to see cameras on busses to capture this and report / ticket the people doing this.
1621061	We live out of the district so my student will never walk, bike or ride a bus.
1621075	The crossing guards for elementary are nice, however cardinal hills is in need of a sidewalk for kids to walk instead of in the street. The streets are narrow and cars are parked on the streets and it's dangerous for the kiddos walking to the crosswalk. Also the intersection to cross school blvd off of pelican(which many high schoolers use) is extremely dangerous. Hardly any cars stop at the crosswalk. There should be lights or a more noticeable crosswalk there. I live in the area and I've even kids almost get hit there way too many times and I'm fed up and angry that more isn't being done!
1621093	We live off county road 37 so this survey doesn't really fit us. Sorry for any confusion
1621101	Survey is not designed to capture data regarding children who require special education transportation, so several questions are left unanswered. Please update this survey to be inclusive of the needs of all children.
1623192	Until there are changes (safe sidewalks) to county road 11/bridge, my child will not be walking or biking to school. The road is too busy and speeds are high. I rarely walk on this road for these reasons.
1621244	I'd love for my kids to walk to school. a) no sidewalks b) horrible distracted drivers looking at their cell phones rather than up at road/pedestrians c) one of the schools is more than three miles from my house.

1621252	Im not comfortable with walking to school at this time because of environmental factors. The concerns of the community with human trafficking and the overall lack of awareness my child has in making sure her surroundings are safe affect my decision at this time.
1621262	The problem I have is that they complain of getting to school so late in the morning they have barely any time to get to their locker and class in time. Hence why they want to walk. However with the distance we have to the middle school I am not comfortable with that. The situation apparently is even worse with the students in this neighborhood or whoever ride the bus that goes through this neighborhood that go to the highschool. My 10th grader and 9th grader leave the house and walk because they will get there faster than the bus. And they say they are never listened to about the issue they have.
1621979	I think my children have always spent too much time on the bus to and from school, this is why I drive them in at least one way each day. The time that they are expected to be picked up by the bus in the morning has ranged from 6:20 - 6:30 over the years. School starts more than an hour later. School lets out at 2:29 and they are home around 3:30. It has been this way since elementary school....45 min-1 hr plus each way on the bus. Also a concern is parents not following the drop off rules and causing unsafe situations for students and difficult drop off situations for those of us who are following the rules. For example instead of following the flow of traffic at the front of the building parents are budging in line and dropping off in other locations forcing their students to cross through the flow of traffic to get to the sidewalk. Thank you for doing this work to make things better!!
1621282	Our neighborhood is disconnected from the path system. This is the biggest barrier. However, given the distance and traffic and the overpass, I'm not sure that I would ever feel safe allowing him bike to school alone. But the lack of path makes it impossible, even in an emergency situation.
1622009	This town is not easily accessible for children to be out and about biking or walking. Too many freaks around. It is not the same as when I was growing up. People don't want to help others if in danger like they used to.
1621337	The crosswalk at Washington and Broadway is pretty dangerous, in my opinion. My kids have to cross Broadway to get home and it's scary how many vehicles are on the road at the time school gets out.
1621387	I think if we add sidewalks along Fallon to East 7th st it will be easier for kids that live by Pioneer Park to bike to and from school. The traffic along that route will also be lighter so it would pose a lesser risk to those kids as well. Thanks for taking the time to read this and have a great day!

Parent Survey Report: One School in One Data Collection Period

School Name: Pinewood Elementary School

School Group: Monticelllo Public Schools-SRTS

School Enrollment: 950

% Range of Students Involved in SRTS: Don't Know

Number of Questionnaires Distributed: 0

Set ID: 17875

Month and Year Collected: October 2018

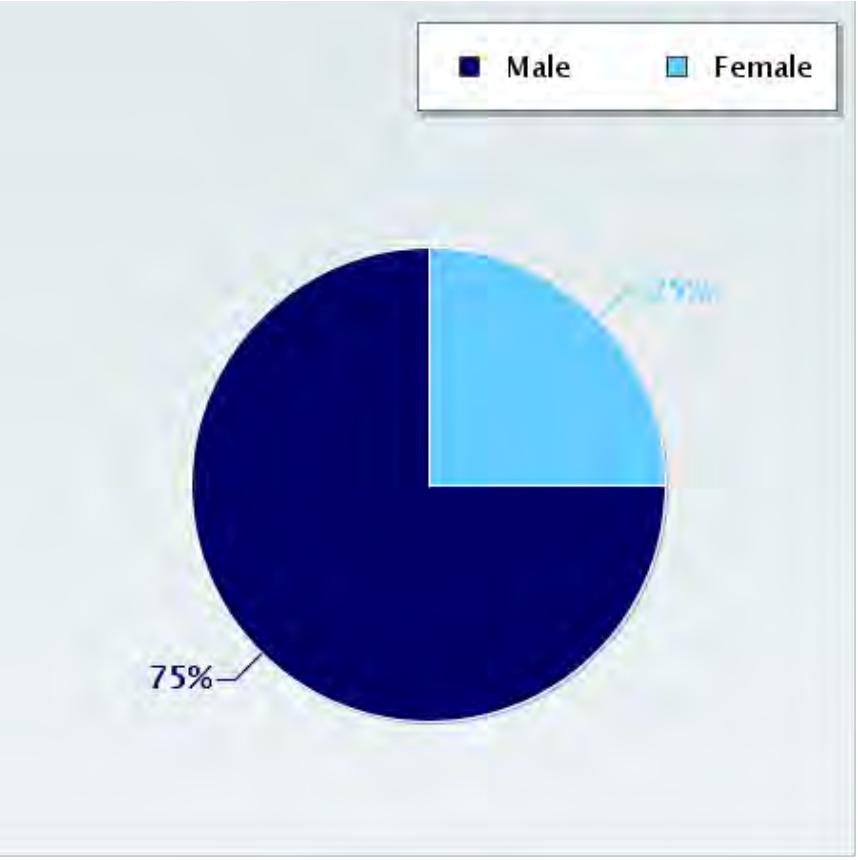
Date Report Generated: 12/05/2018

Tags:

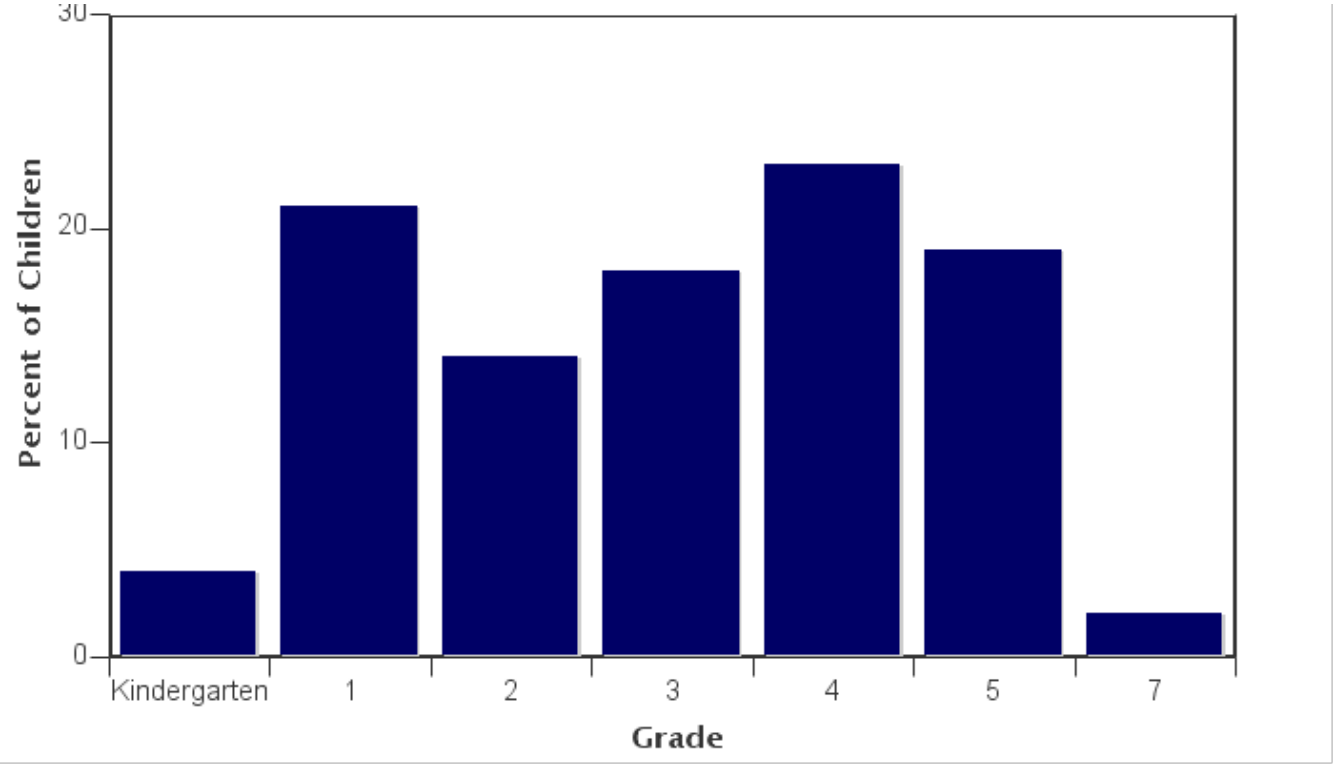
Number of Questionnaires Analyzed for Report: 57

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey

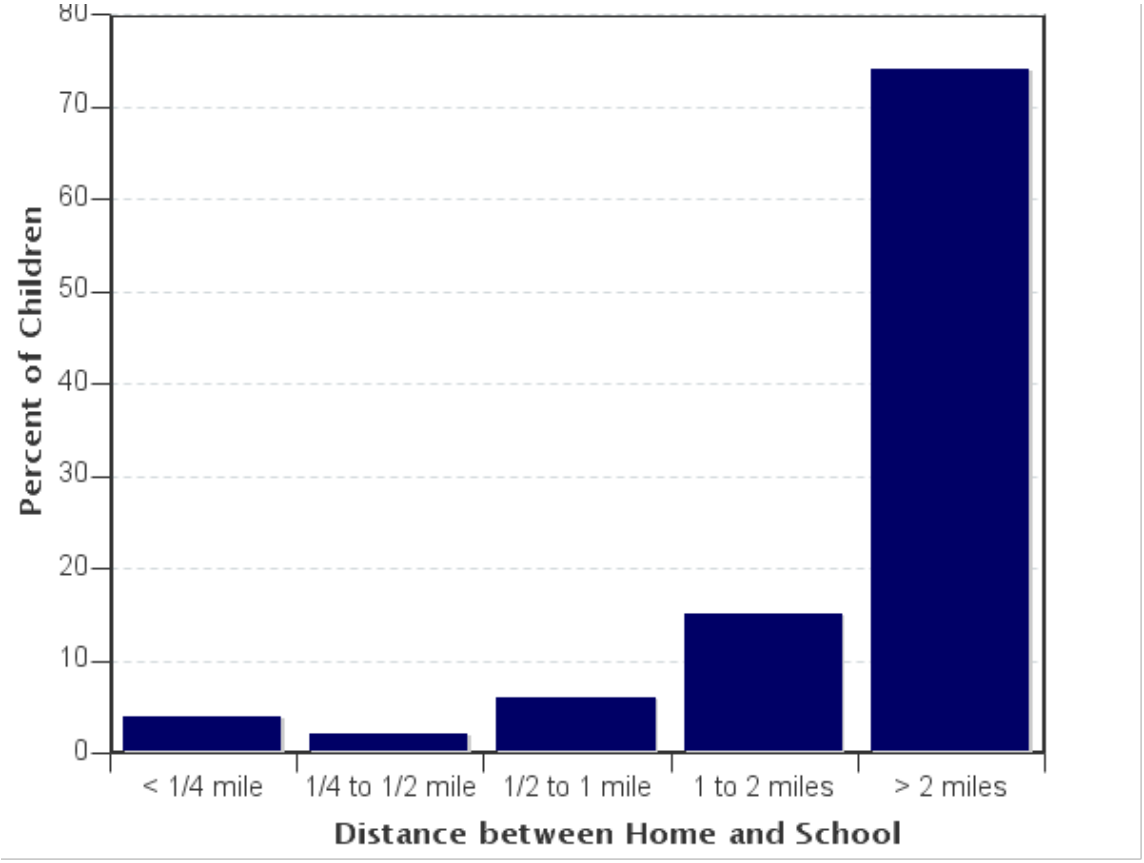


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	2	4%
1	12	21%
2	8	14%
3	10	18%
4	13	23%
5	11	19%
7	1	2%

No response: 0
Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

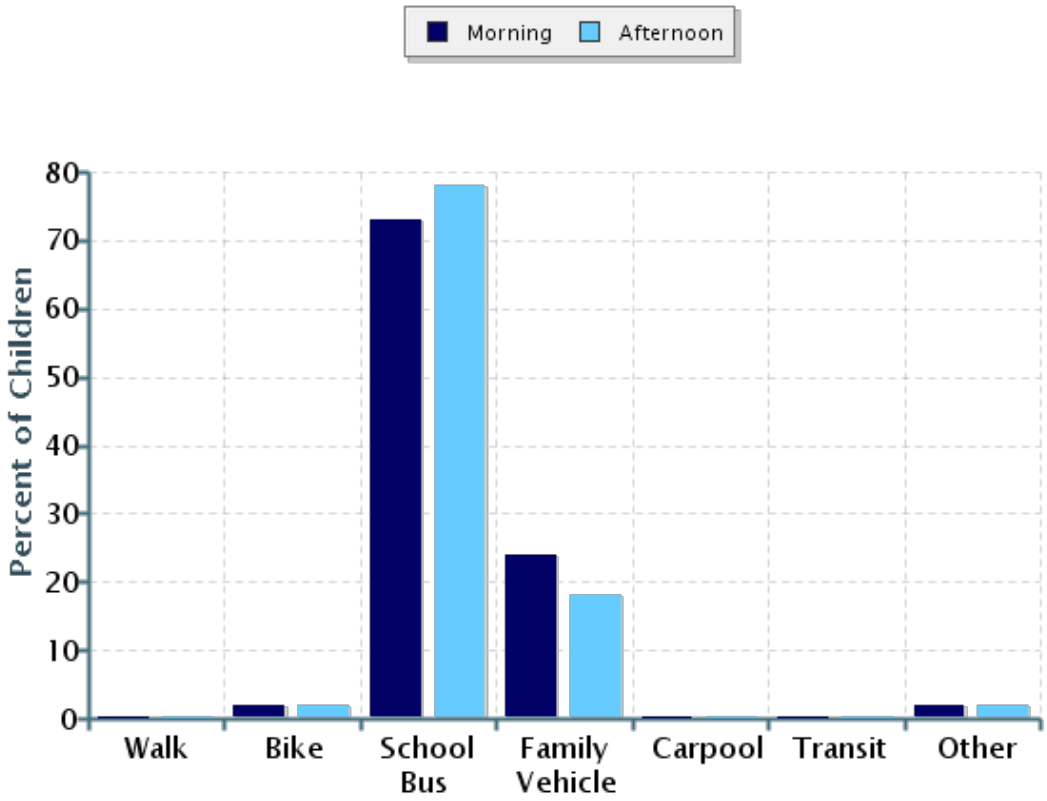


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	2	4%
1/4 mile up to 1/2 mile	1	2%
1/2 mile up to 1 mile	3	6%
1 mile up to 2 miles	8	15%
More than 2 miles	39	74%

Don't know or No response: 4
Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school

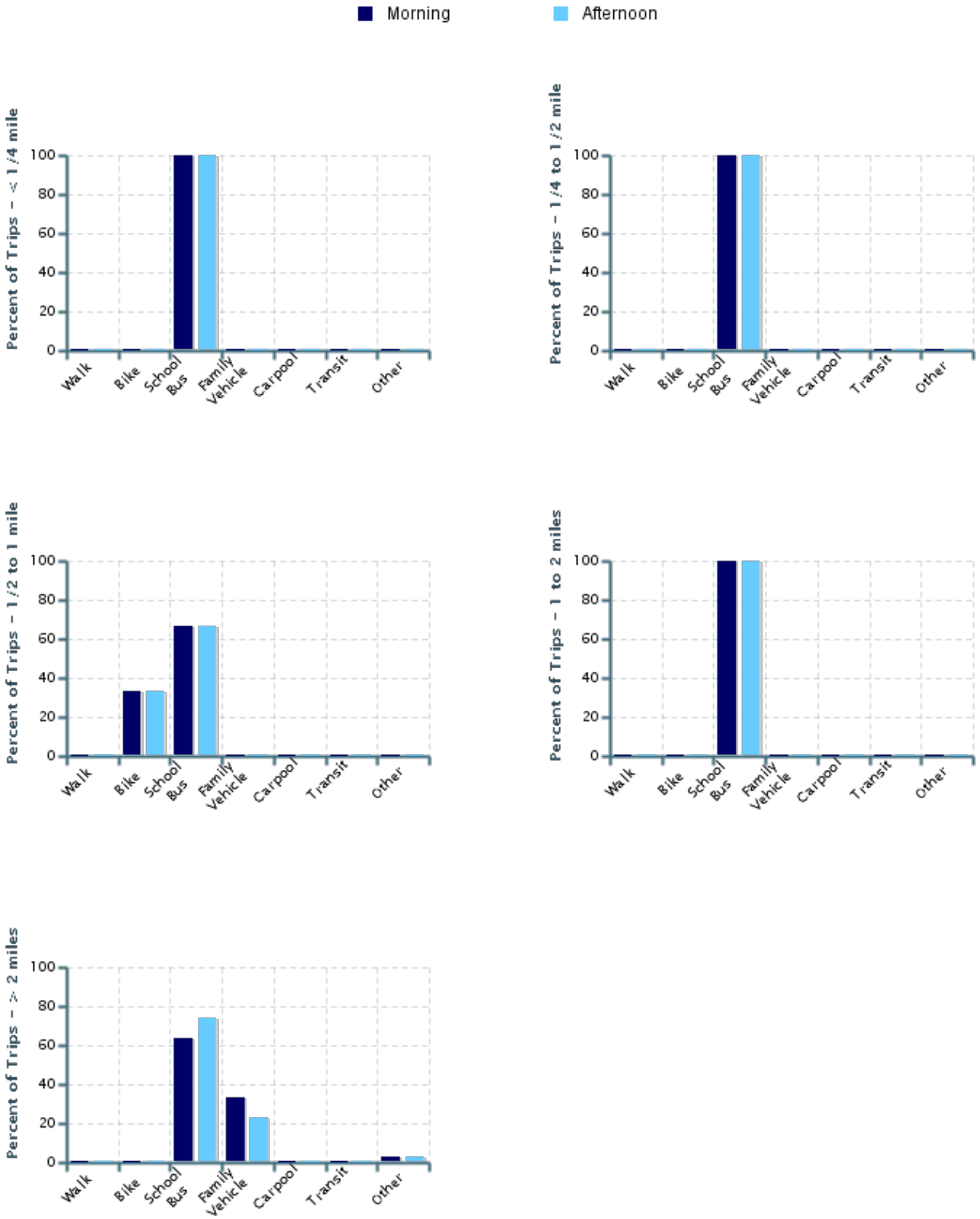


Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	55	0%	2%	73%	24%	0%	0%	2%
Afternoon	55	0%	2%	78%	18%	0%	0%	2%

No Response Morning: 2
No Response Afternoon: 2
Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	2	0%	0%	100%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	1	0%	0%	100%	0%	0%	0%	0%
1/2 mile up to 1 mile	3	0%	33%	67%	0%	0%	0%	0%
1 mile up to 2 miles	8	0%	0%	100%	0%	0%	0%	0%
More than 2 miles	39	0%	0%	64%	33%	0%	0%	3%

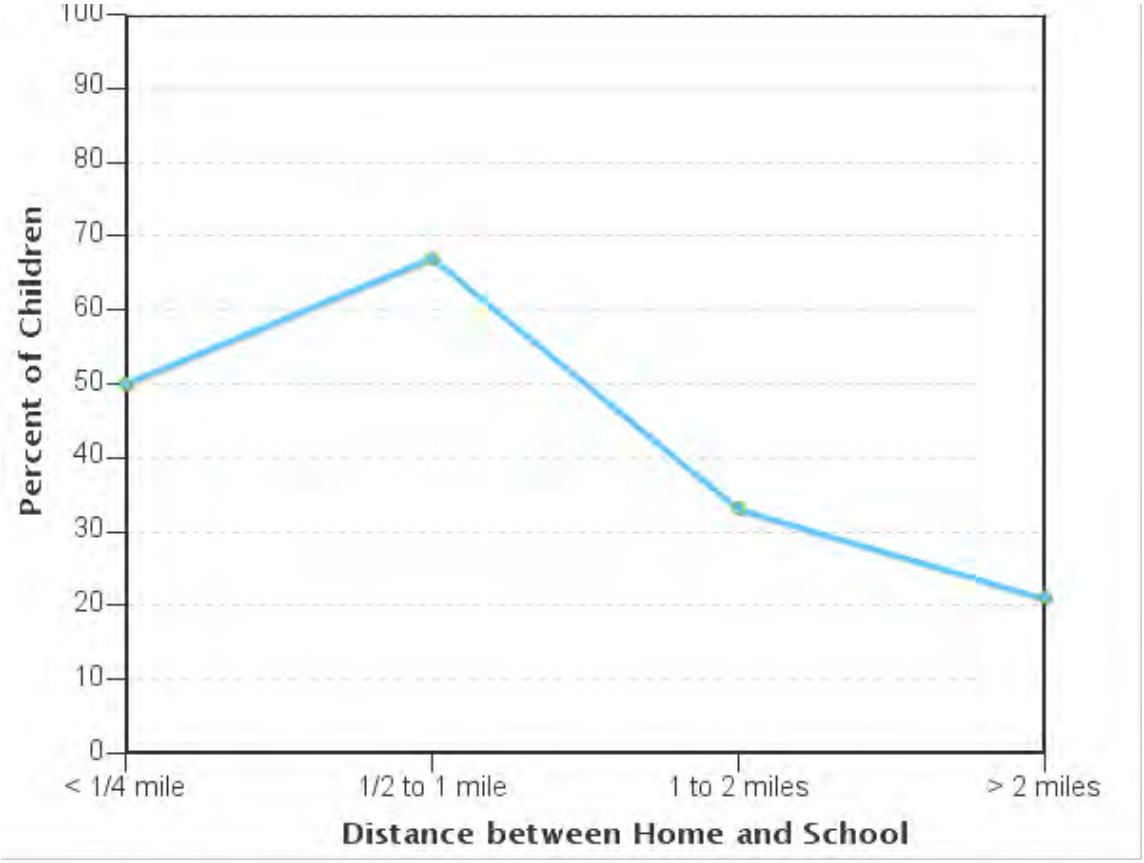
Don't know or No response: 4
Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	2	0%	0%	100%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	1	0%	0%	100%	0%	0%	0%	0%
1/2 mile up to 1 mile	3	0%	33%	67%	0%	0%	0%	0%
1 mile up to 2 miles	8	0%	0%	100%	0%	0%	0%	0%
More than 2 miles	39	0%	0%	74%	23%	0%	0%	3%

Don't know or No response: 4
Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

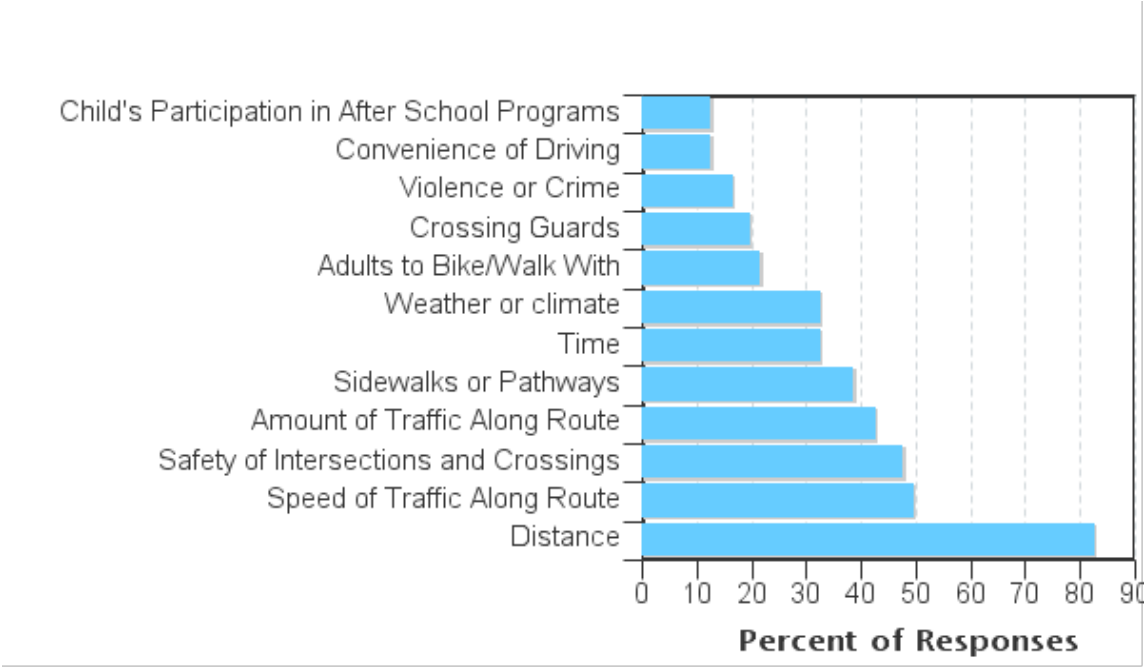


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

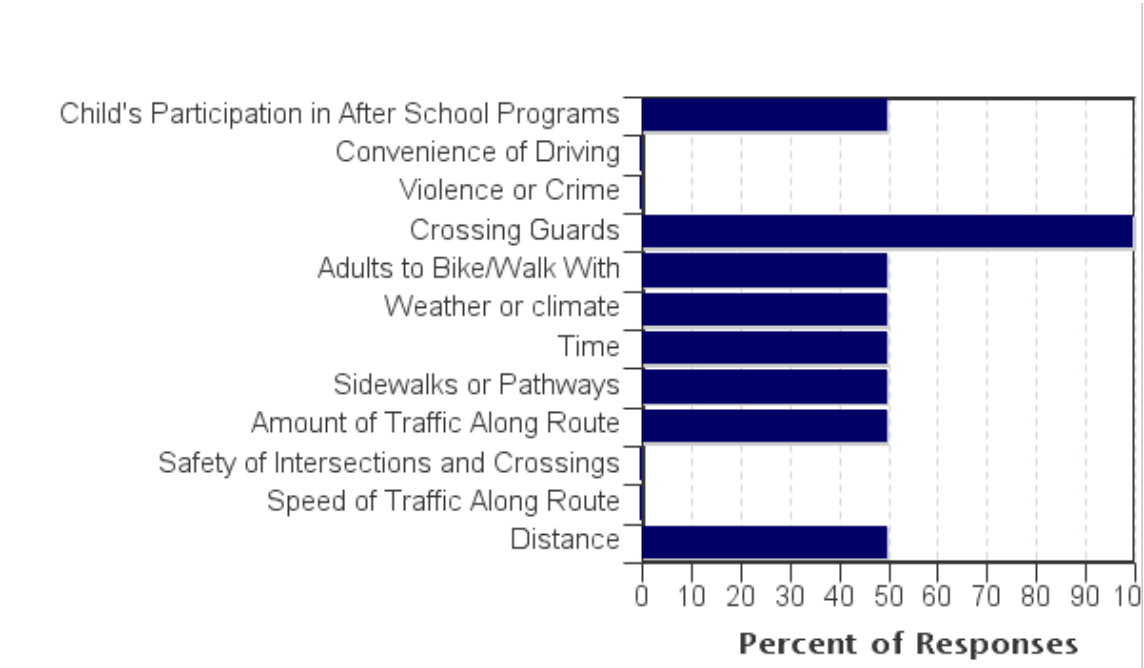
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	13	50%	0%	67%	33%	21%
No	38	50%	100%	33%	67%	79%

Don't know or No response: 6
Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

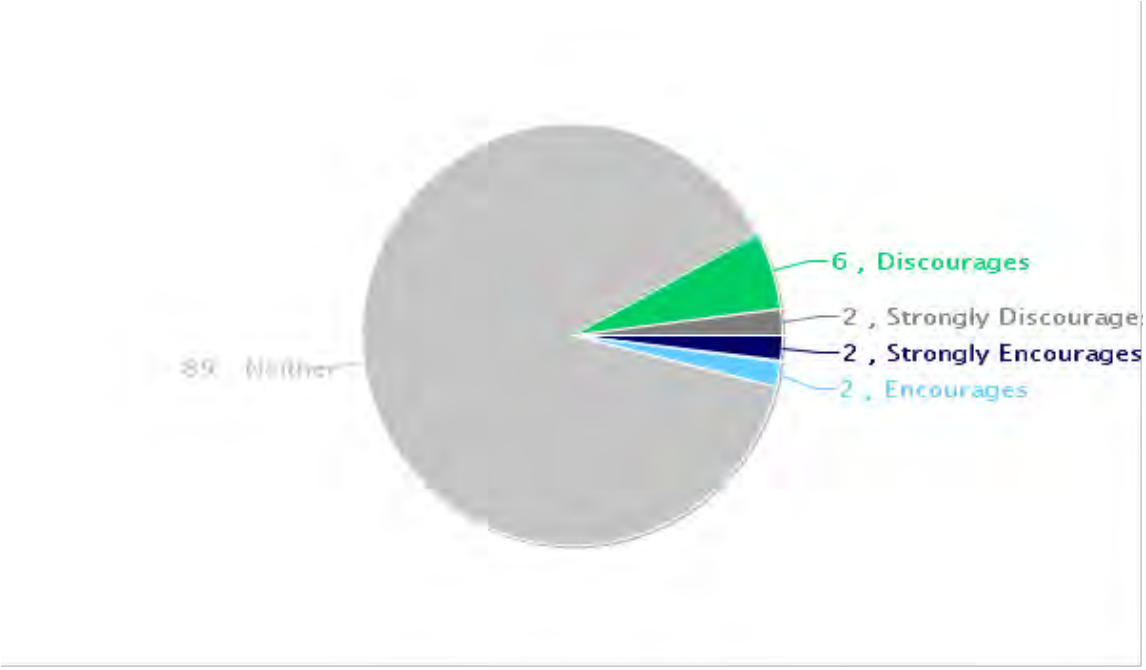


Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

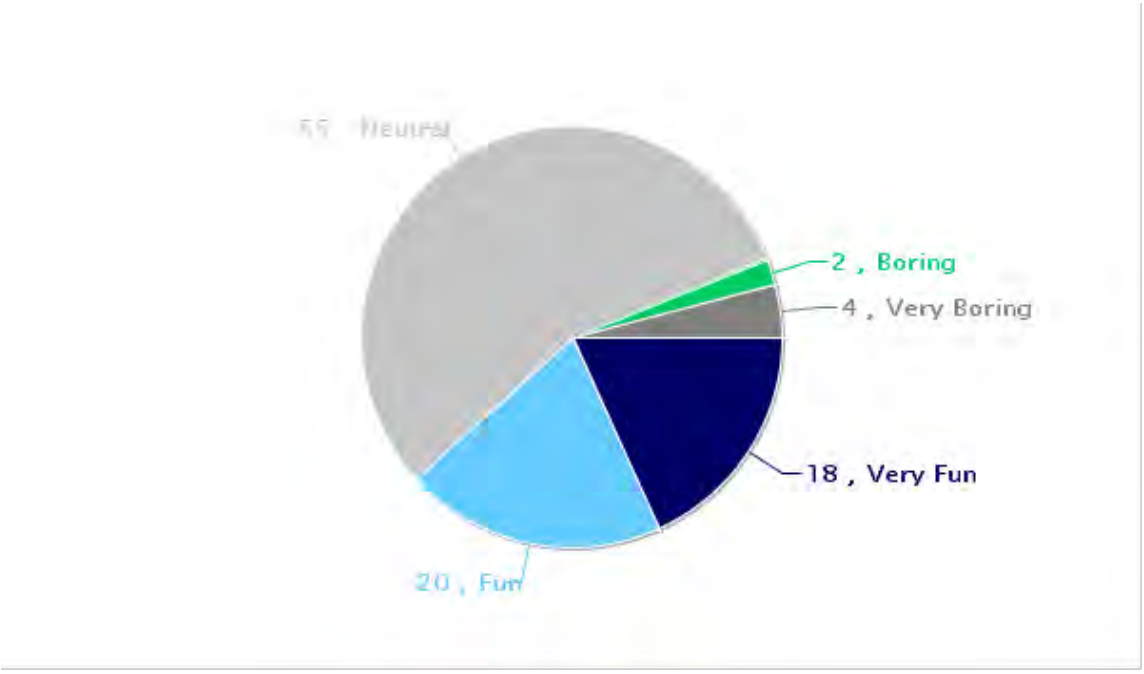
Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	83%	50%
Speed of Traffic Along Route	50%	0%
Safety of Intersections and Crossings	48%	0%
Amount of Traffic Along Route	43%	50%
Sidewalks or Pathways	39%	50%
Time	33%	50%
Weather or climate	33%	50%
Adults to Bike/Walk With	22%	50%
Crossing Guards	20%	100%
Violence or Crime	17%	0%
Convenience of Driving	13%	0%
Child's Participation in After School Programs	13%	50%
Number of Respondents per Category	**46**	**2**

No response: 9
Note:
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
--Each column may sum to > 100% because respondent could select more than issue
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

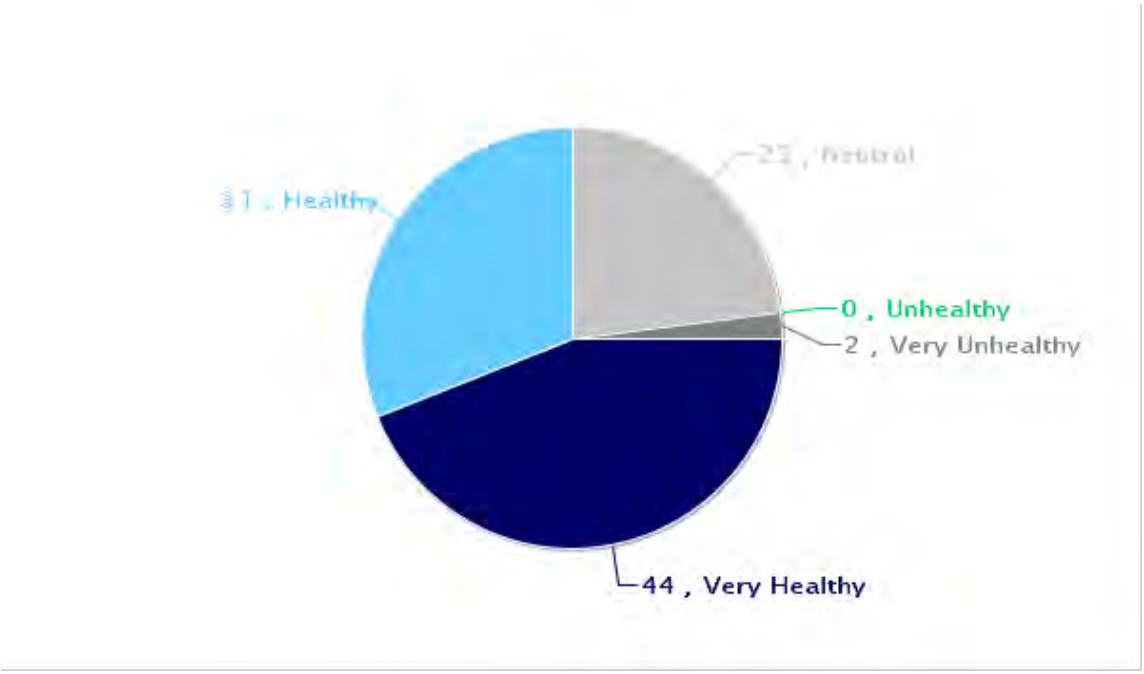
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
1620749	Wasn't sure how to answer #11. We live too far from school for it to realistically be an option for an elementary student.
1620752	Our family bikes very regularly for recreation, but our kids only bike with adults (unless they are traveling within a block of our home). I feel that many of the intersections in town are not safe. Distracted drivers are unaware of pedestrians at cross walks. We avoid crossing Hwy 25 or Broadway, and the pedestrian cross-walks along Broadway (by Pinewood and the Middle School) are frequently ignored by drivers. We are huge advocates for more bike paths and safer routes for bikers and pedestrians!
1620753	I don't trust drivers to watch out for walkers/bikers, especially on the road we live on. Over the course of last year, several cars either passed (went around) the school bus when the stop arm was out, or drove right through. If people aren't paying close enough attention to see a big yellow bus with flashing lights, how would they notice a small child on a bike or walking?
1620757	It takes an hour for my child to travel to school in the mornings, 1 hour in the afternoon. The bus driver (last year) was driving crazy per the children on the bus. So far this year no complaints.
1620778	Would not let my child walk to school. Too many pediphles nearby
1620783	We open enroll and it would not be beneficial for my child to be able to walk to and from school due to distance. We do pick up and drop off daily (either at a local bus stop or at the school itself). Our bus stop is about 40 minutes away from our school (including stops).
1620804	My children, grades 4&5 have biked to school with a parent, once they cross the busy intersection of broadway, they bike the last block on their own. They love it, I just don't feel comfortable with them crossing broadway on their own. I like the lights being in place, maybe an adult crossing guard would help!
1620815	We live in a development on the North Side of the river. The speed and amount of traffic on our roads is a concern, but the kids like the idea of independence biking would give them. Our kids only get to bike to school during late spring and summer.
1620840	We live on busy county rd. Would not feel safe due to traffic nor would I feel safe with abductions, or weather.
1620744	We live to far to walk or bike. To many busy roads and crazy drivers.
1620748	I actually do walk up to his school to pick him up in the afternoons when the weather is nice from his grandmas that lives a mile and a half from the school. The paths are decent but to let him walk alone is still a no way. There are now too many creepers out there and I don't feel that elementary students for sure are mature enough to know how to handle themselves in those type of situations no matter how many conversations you have had with them.
1620795	It would take my son an hour to walk.. Im all for walking if we lived closer. Also I believe we have too many parents driving their kids...not enough people using the buses
1620796	If we lived closer to the school, I would have no problems letting him walk or bike.

1620899	The middle school is much closer. I am hoping that when my first grader gets there, I can walk with him easily. When he was at EastView last year, was projected to take an hour on the bus one way when we live only a mile from that building. Too much time on the bus for that age group in my opinion. My daughter is at EastView now for 2 years and I will be driving her for that reason.
1621908	I would let a kindergarten student ride bike with older(3rd/4th). Also depends on if adults will be home on departure/arrival
1621464	We love biking to school every day. Out of the almost 1,000 students in our schools - there are only a handful of bikes...the most we have ever seen is 7 or 8.

Parent Survey Report: One School in One Data Collection Period

School Name: Little Mountain Elementary School

Set ID: 17870

School Group: Monticelllo Public Schools-SRTS

Month and Year Collected: October 2018

School Enrollment: 640

Date Report Generated: 12/05/2018

% Range of Students Involved in SRTS: Don't Know

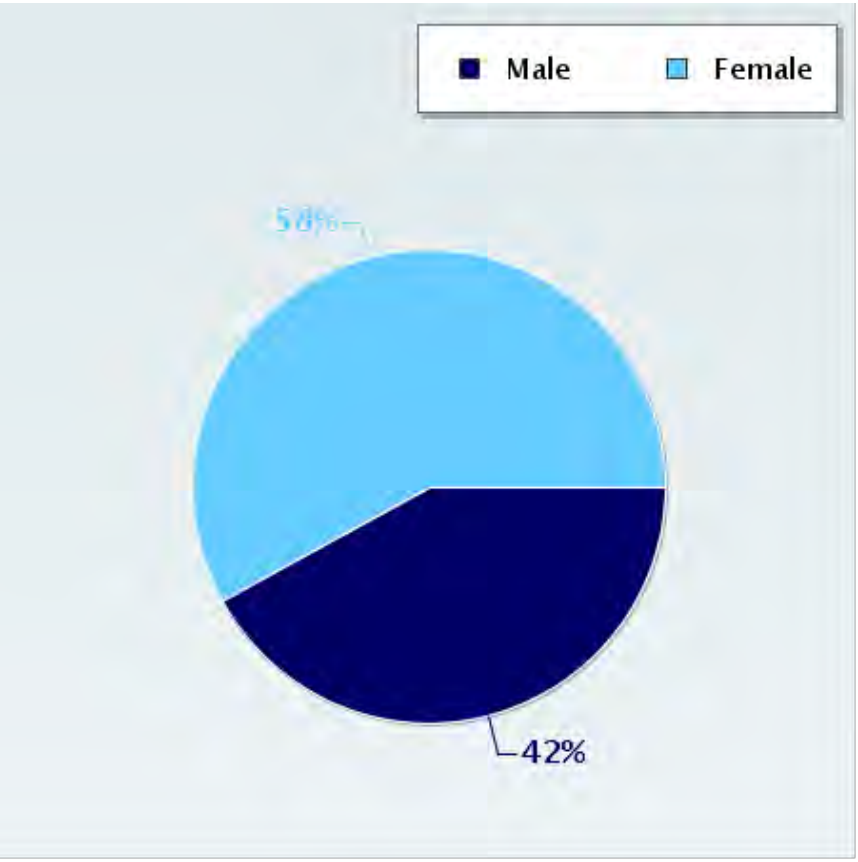
Tags:

Number of Questionnaires Distributed: 0

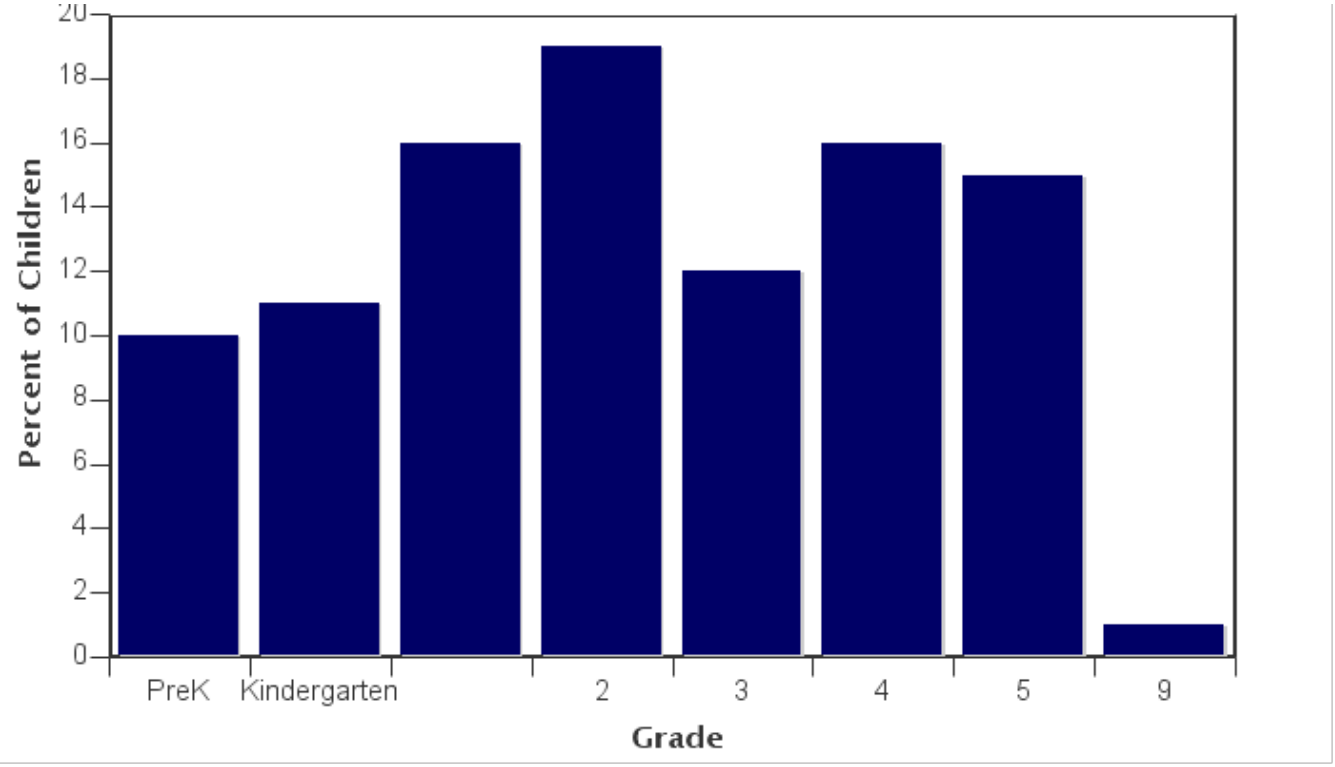
Number of Questionnaires Analyzed for Report: 89

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey

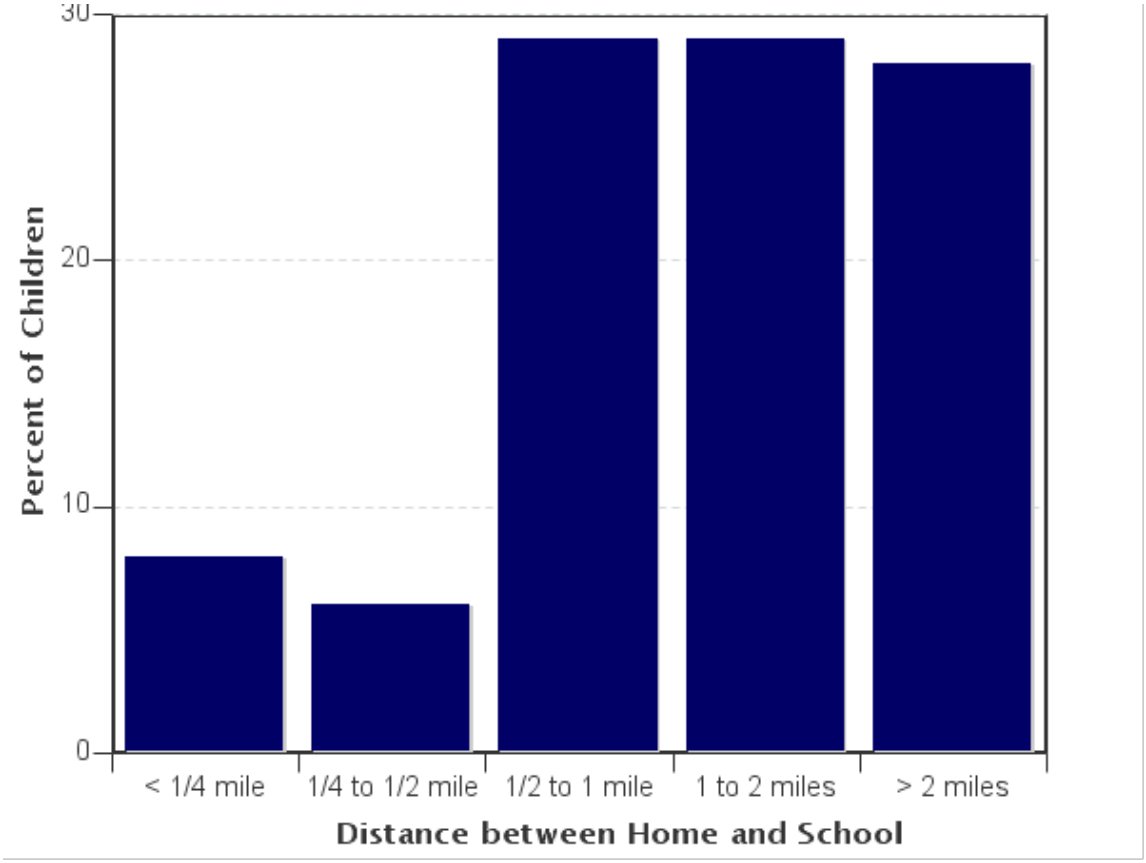


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
PreK	9	10%
Kindergarten	10	11%
1	14	16%
2	17	19%
3	11	12%
4	14	16%
5	13	15%
9	1	1%

No response: 0
Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

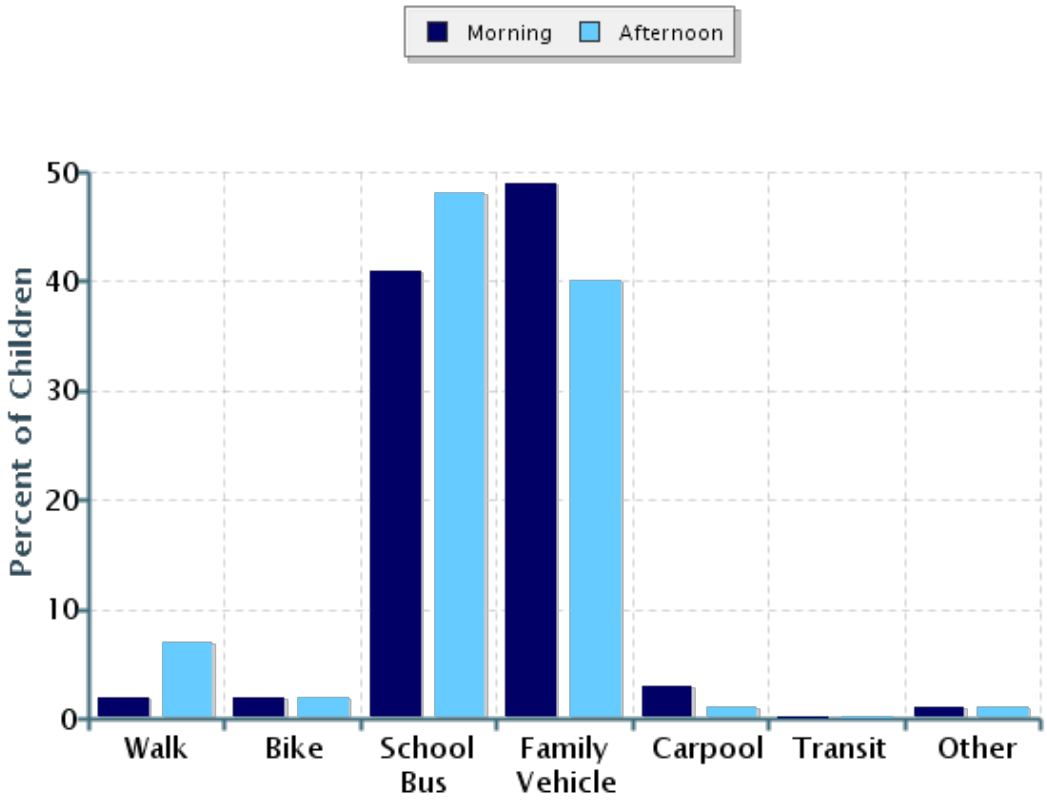


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	7	8%
1/4 mile up to 1/2 mile	5	6%
1/2 mile up to 1 mile	25	29%
1 mile up to 2 miles	25	29%
More than 2 miles	24	28%

Don't know or No response: 3
Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school

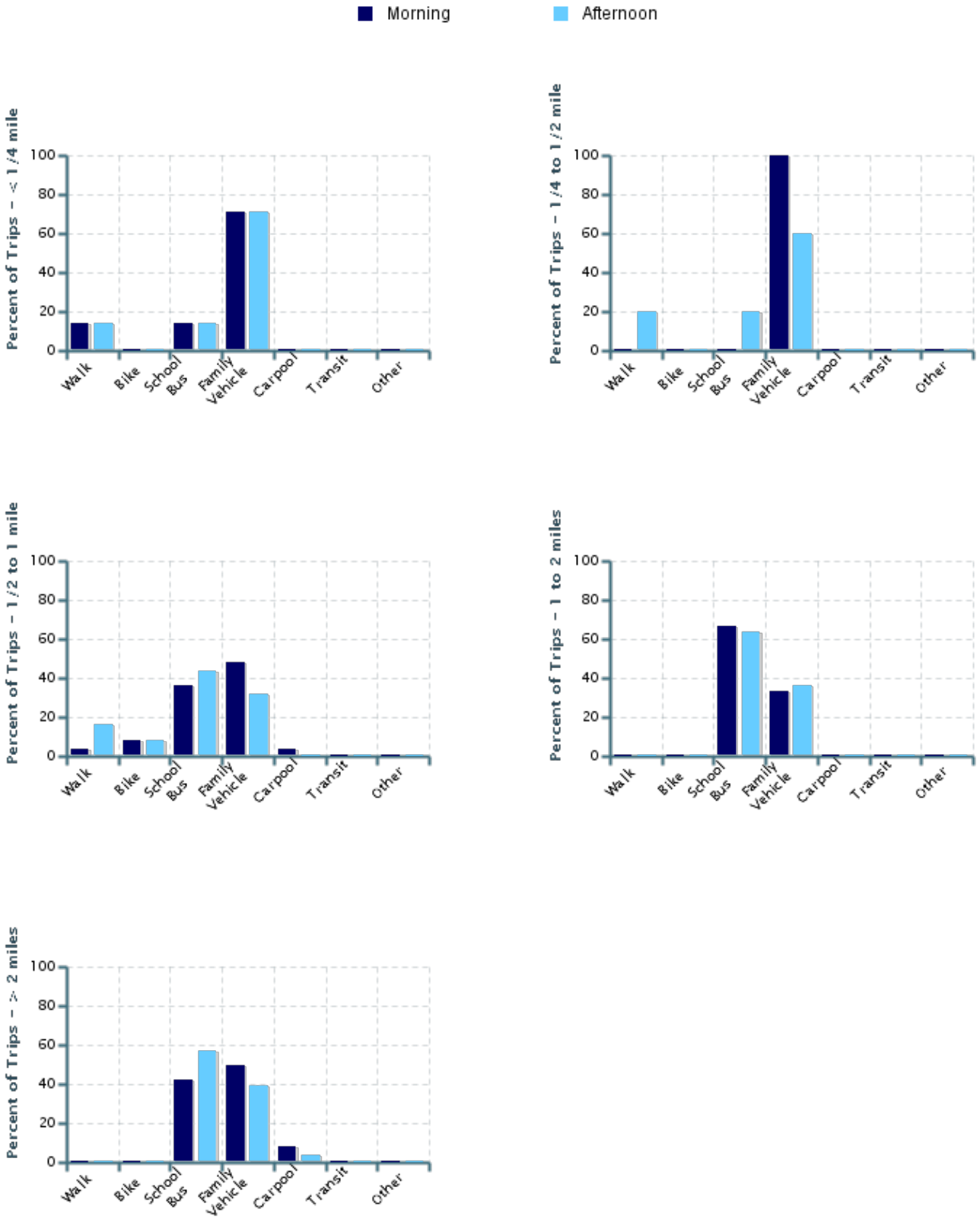


Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	87	2%	2%	41%	49%	3%	0%	1%
Afternoon	87	7%	2%	48%	40%	1%	0%	1%

No Response Morning: 2
No Response Afternoon: 2
Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	7	14%	0%	14%	71%	0%	0%	0%
1/4 mile up to 1/2 mile	5	0%	0%	0%	100%	0%	0%	0%
1/2 mile up to 1 mile	25	4%	8%	36%	48%	4%	0%	0%
1 mile up to 2 miles	24	0%	0%	67%	33%	0%	0%	0%
More than 2 miles	24	0%	0%	42%	50%	8%	0%	0%

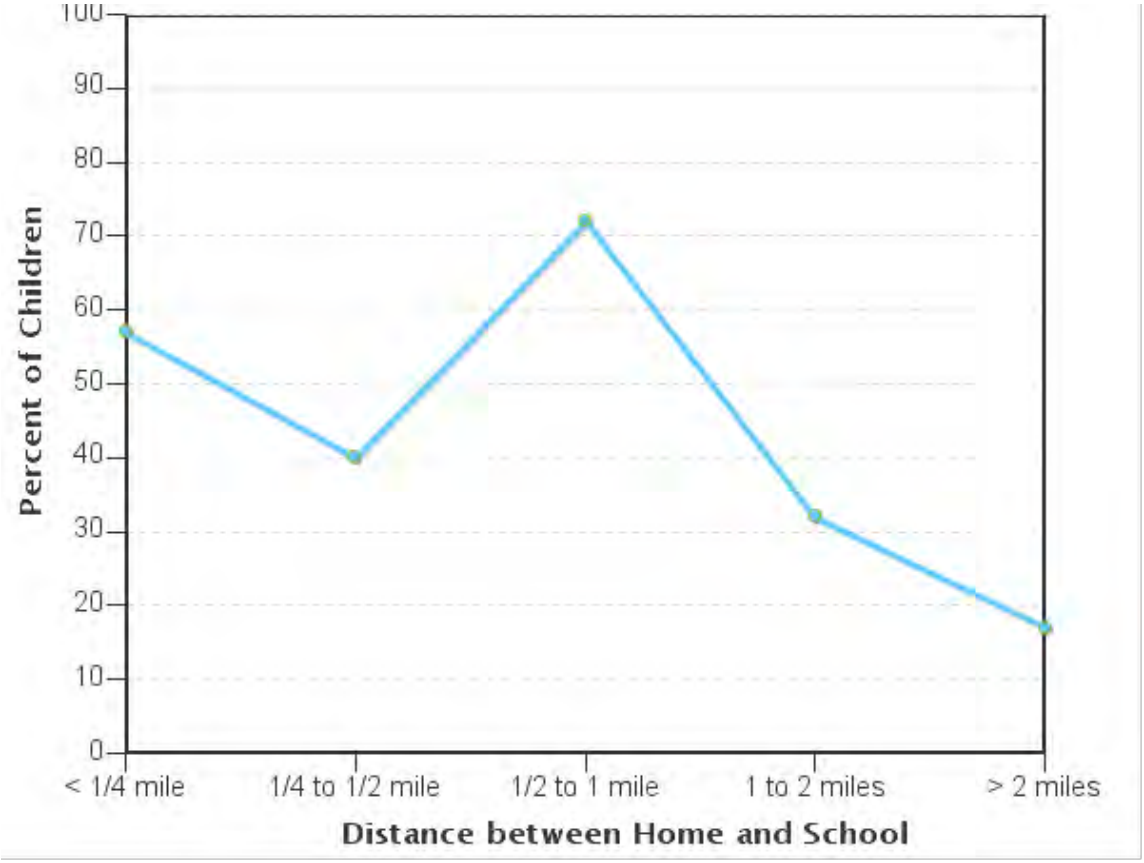
Don't know or No response: 4
Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	7	14%	0%	14%	71%	0%	0%	0%
1/4 mile up to 1/2 mile	5	20%	0%	20%	60%	0%	0%	0%
1/2 mile up to 1 mile	25	16%	8%	44%	32%	0%	0%	0%
1 mile up to 2 miles	25	0%	0%	64%	36%	0%	0%	0%
More than 2 miles	23	0%	0%	57%	39%	4%	0%	0%

Don't know or No response: 4
Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

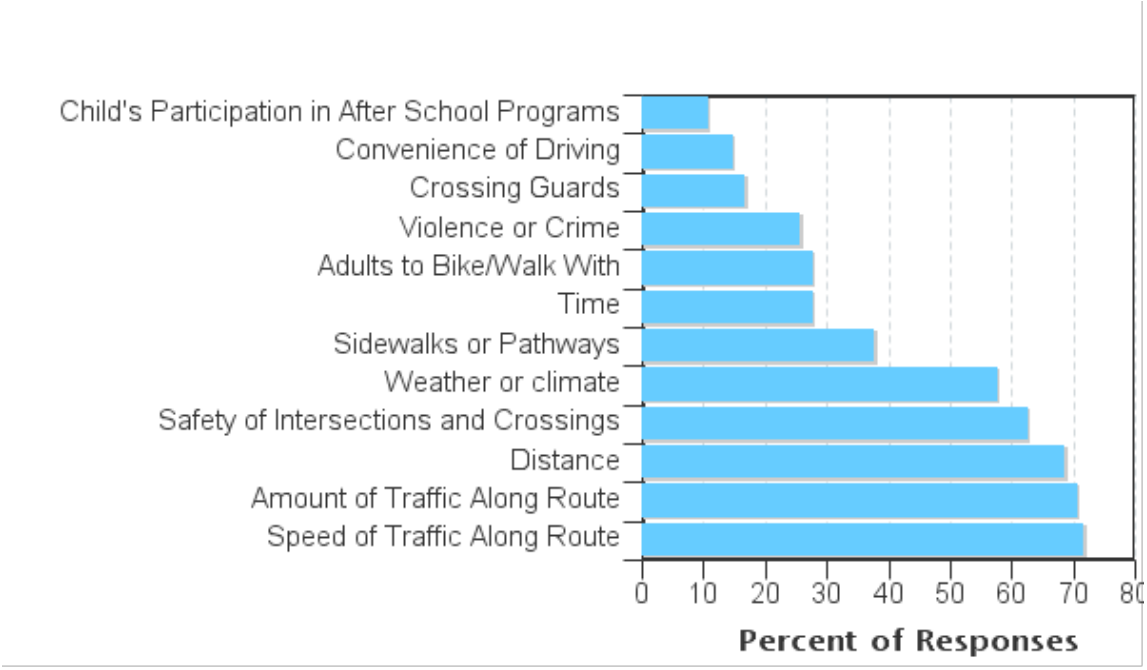


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

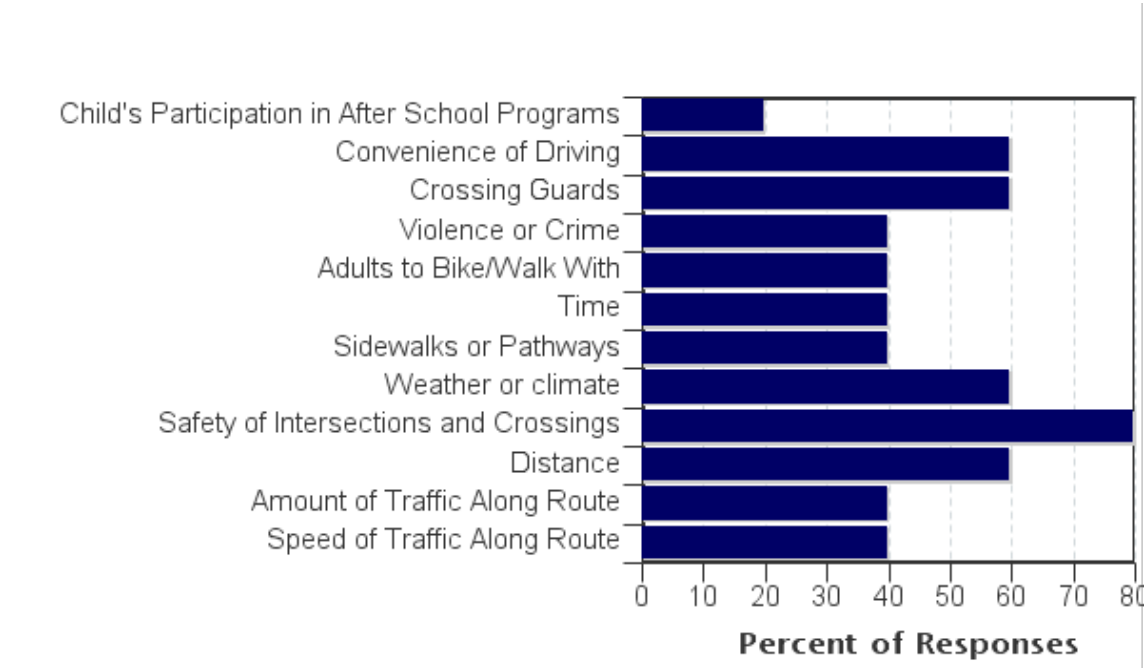
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	35	57%	40%	72%	32%	17%
No	48	43%	60%	28%	68%	83%

Don't know or No response: 6
Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

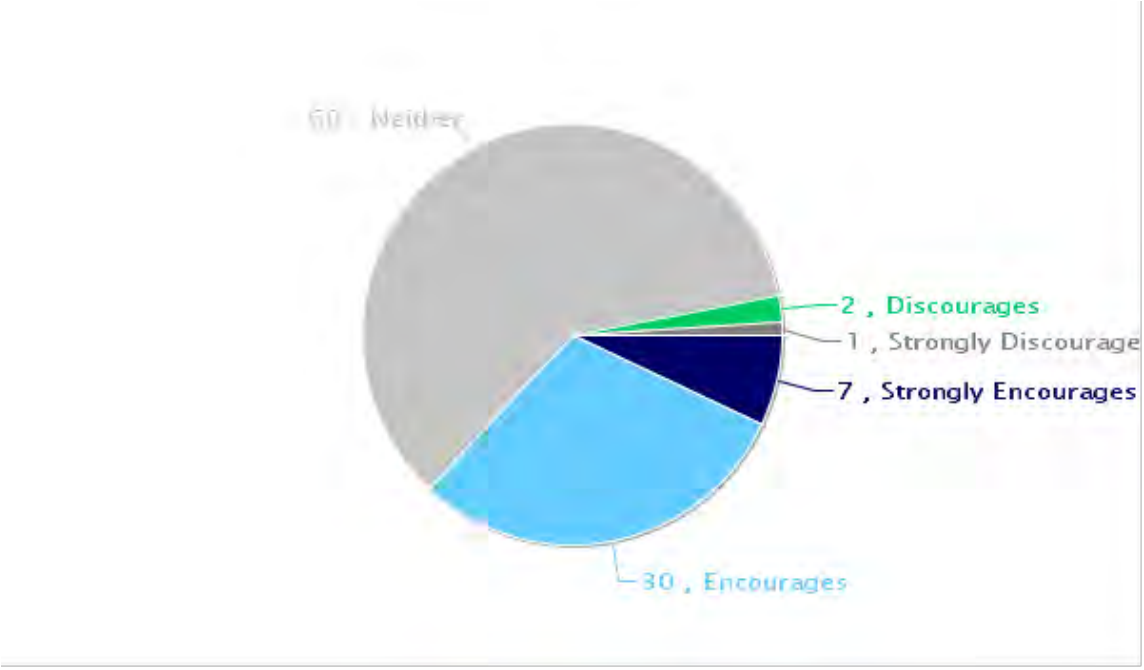


Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

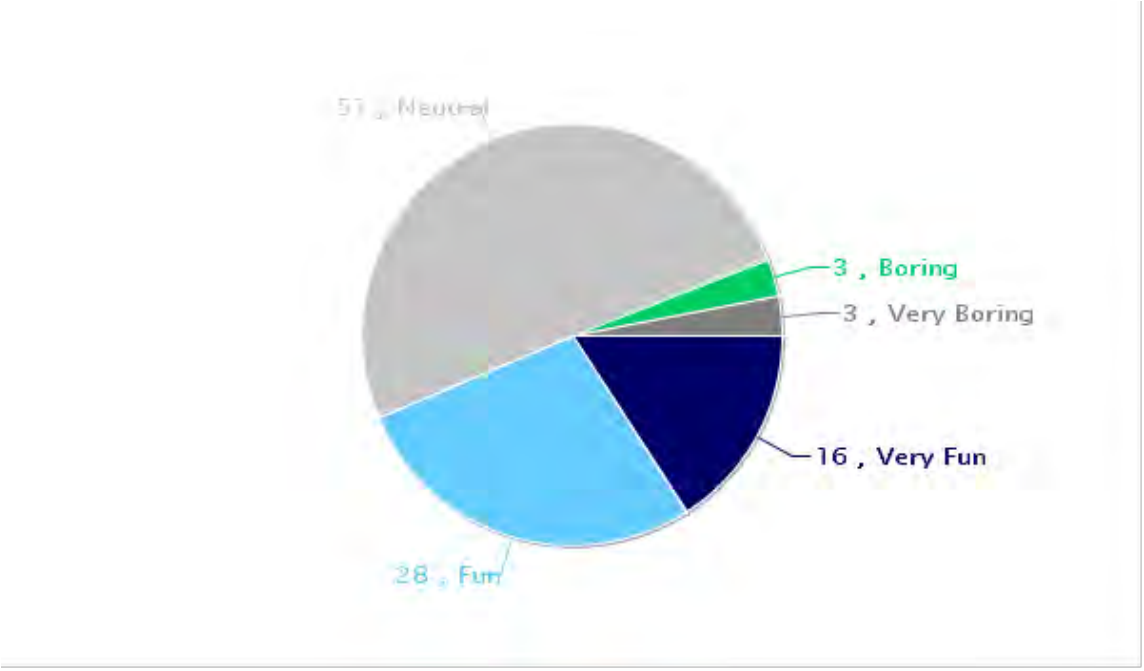
Issue	Child does not walk/bike to school	Child walks/bikes to school
Speed of Traffic Along Route	72%	40%
Amount of Traffic Along Route	71%	40%
Distance	69%	60%
Safety of Intersections and Crossings	63%	80%
Weather or climate	58%	60%
Sidewalks or Pathways	38%	40%
Time	28%	40%
Adults to Bike/Walk With	28%	40%
Violence or Crime	26%	40%
Crossing Guards	17%	60%
Convenience of Driving	15%	60%
Child's Participation in After School Programs	11%	20%
Number of Respondents per Category	**65**	**5**

No response: 19
Note:
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
--Each column may sum to > 100% because respondent could select more than issue
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

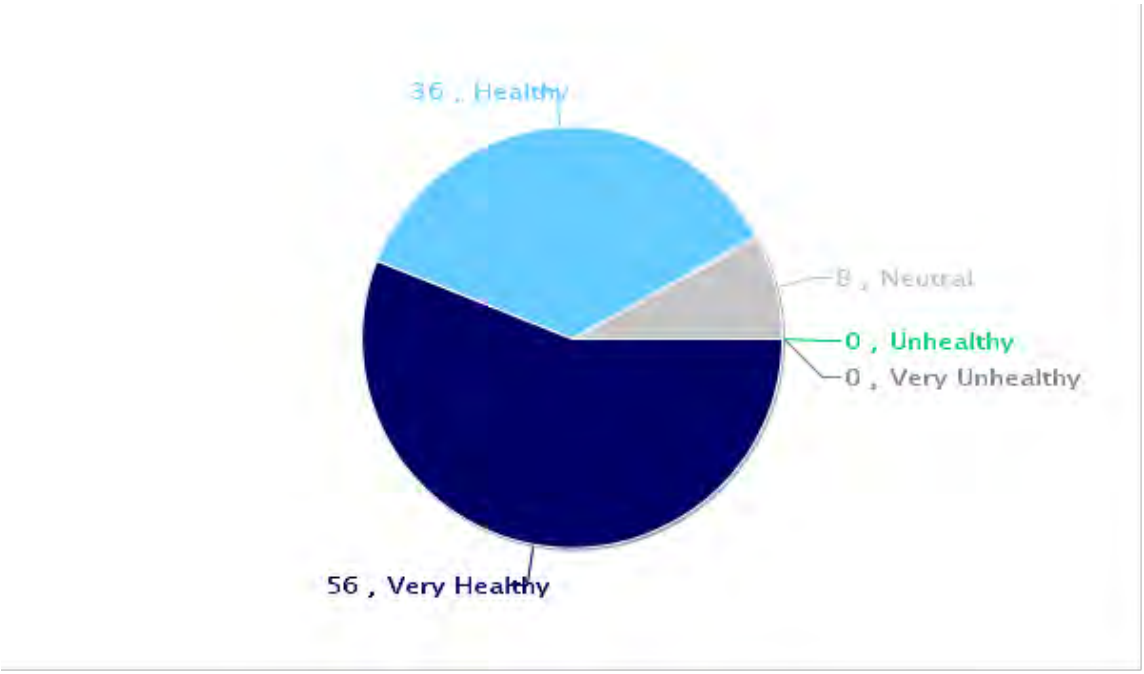
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
1621209	Intersection of Fenning Ave and School Blvd/Jason Ave is not safe. People do not know how to use a 4-way stop or look for bikers or pedestrians. Up on School Blvd at Pelican Ln and Elder Ln the crosswalks need the light up/flashing crosswalk signs. It is very hard to see the High School kids walking at 7:00am. I have been nearly rear ended because I have stopped for walkers and the driver behind me did not see them. As it gets darker (and when rainy) even with the street lights it is very difficult to see at those crossings. The increased traffic due to Chelsea being closed does not help either. I believe the flashing crossing signs would be very beneficial for the walkers and drivers alike.
1621214	I firmly believe parents of children within walking distance should be offered a choice to bus their children- even if we have to pay for it. I will never allow my child to walk that far with all of the horrific crimes these days.
1620591	Our neighborhood is disconnected from the path system and the 45-mile an hour road toward school is a hill and has no shoulder. I often see children and adults traveling on foot or bike along it and it's very unsafe. My kids always ask if they can ride their bikes for national bike to school day and I can never allow them, even though it's only a mile.
1620650	Thank You for looking out for our children SAFETY.
1620674	Even though my child walks to school I am very concerned every day with the amount of traffic and lack of safety measures. There needs to be some sort of light at the crosswalk. There are so many kids that cross the street outside of school hours for activites as well and some sort of light would help with that.
1620911	I still am nervous every day my son bikes to school, but we have no other option. I would feel more confident if they added light crossings for pedestrians and bus pick ups and drop offs in the winter months.
1620475	Distance is the largest factor impacting walking or biking to school.
1620478	We live in the LME walking zone but as my child is in 1st grade we don't let him walk to school. For pickup he has to walk across the road to the park where we meet him with our car. He is too young to do it alone. This was also an issue last year when he went to EEC and was too far to walk (with a parent) yet still not considered in the bus zone. We wish there was a bus option for younger kids at EEC and LME, regardless of being in the walking zone, due to their young age and not always having older kids to walk with, and it being far enough away from the schools where the weather would be too cold for a walk in the winter.
1620484	I worry about pedophiles, its too cold out, no time to walk with her.
1620513	If we lived closer I wouldn't mind if he walked/ biked to school. But from where we live he'd have to cross Hwy 25 and with the way people run yellow/red lights I don't feel it's safe for him to ride his bike to school.
1620587	The intersection between the Cardinal Hills neighborhood and School Blvd. is pretty dangerous. Very few cars stop for the kids to cross in the crosswalk. And other cars will go around cars who have stopped. There needs to be additional signage, or a temporary camera set up.
1620864	The start time of 9:00 makes it much safer for my LME student to walk to school.

1621716	I allow my kids to bike with a friend at the end of their 5th grade year. If they can't find a friend, they may not bike. The middle school is too far from our home for them to arrive in a timely manner. I do allow biking or walking in high school, but again, it must be with a friend. Since we live in the bus route, they tend to choose the bus.
1621260	I've noticed that there are too many texting, inattentive, or speeding drivers in very close proximity to the schools. It is infuriating because I wish people would understand that it's not worth a child's life to make a quick message go through "now", or to make a permanent change to someone else's life because of trying to pass on the shoulder, or go faster. Hoping we can all figure out a solution for our school zones!
1621971	Children take special transportation due to medical reasons. I would not feel comfortable having my type 1 diabetic child walk to school in case of hypoglycemia or ketones, and without a trained adult.
1621984	I would never allow a five year old to walk to school unless an adult was with
1620383	There is no sidewalk on Fenning Ave to walk over hill.
1620392	We live in hillside farms neighborhood, which houses a large amount of LME families. The path along fenning ave not being completed forces our children to have to ride the bus despite being so close to school. The road is traveled often and is dangerous to walk with no walking path. Please consider grant funding to complete the path along fenning to school blvd.
1620399	My child drives a bus due to our living 5+ miles from school. Our road is busy and we have many close calls every year with traffic not stopping for the bus stop arm. Crossing the road is especially dangerous due to the amount of distracted driving the number of drivers exceeding the 55mph speed limit on this stretch of road. Weve repeadetly asked the bus company to alter their routes so children do not have to cross a 55mph road. If we live within a mile of school I would still not allow my children to walk or bike to school due to the distracted driving on the streets near the schools and the increase in the number of suspicious individuals in the area lately
1621338	We live a mile from the school and if she were to ride the bus, it would take an hour one way. I don't feel that this is appropriate for a 4/5 year old. We make it work with Magic Adventures for timing and my work schedule. It would be fun to bike/walk to school with her at times, but 39 by our house is very scary as a pedestrian/bicyclist.
1620426	We live in Big Lake so non-vehicle transportation is a tough sell
1620437	Drivers need to slow down and be more caution during arrival and dismissal.
1620438	Our neighborhood needs a safe path leading to other paths to school.
1621388	My child is preschool half day so I have to drive her.
1620451	We live in the middle of know where on a country road. We don't have a snowballs chance in hell of our kid EVER riding his bike or walking to school. One of the many things we scarfice to live where we do.
1620455	The difficult part of my child walking is the busy nature of the four-way stops (specifically the one at the bottom of "Monti Hill") and the roundabout (difficult to cross).

Parent Survey Report: One School in One Data Collection Period

School Name: Monticello Senior High School

Set ID: 17874

School Group: Monticelllo Public Schools-SRTS

Month and Year Collected: October 2018

School Enrollment: 1300

Date Report Generated: 12/05/2018

% Range of Students Involved in SRTS: Don't Know

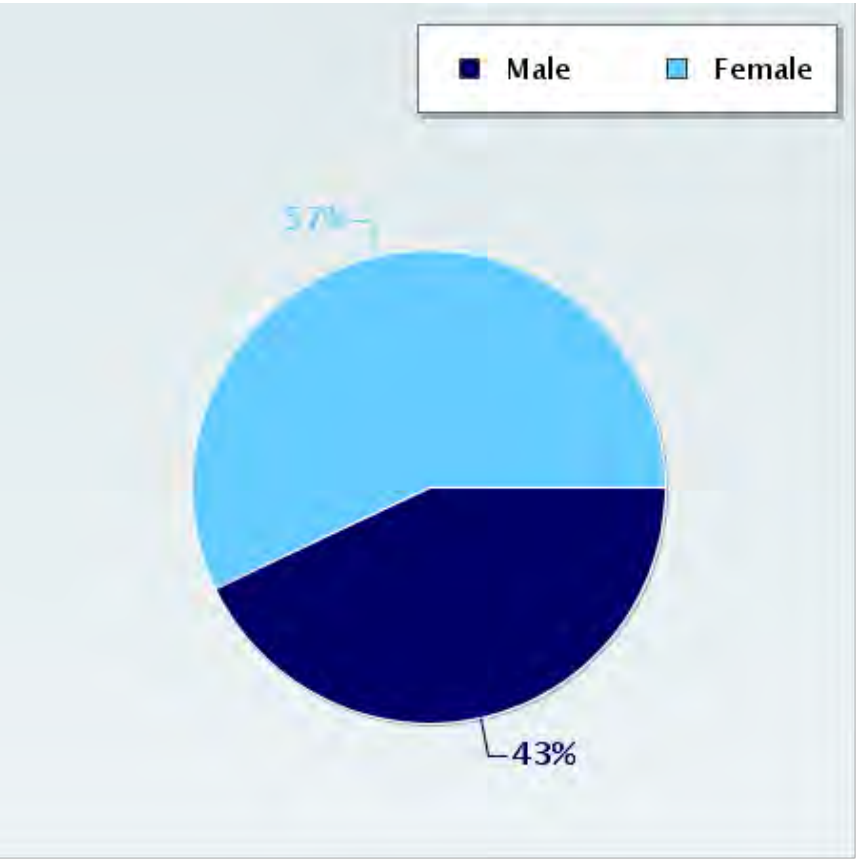
Tags:

Number of Questionnaires Distributed: 0

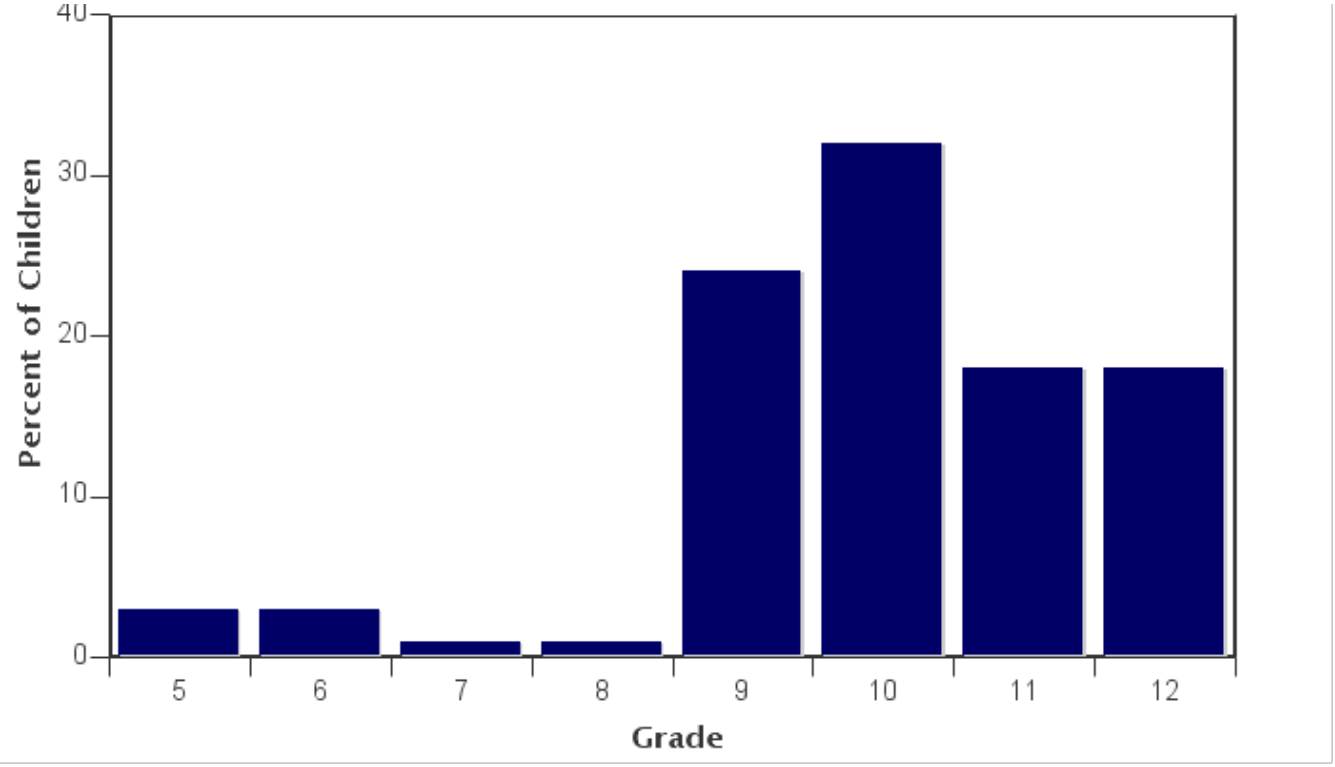
Number of Questionnaires Analyzed for Report: 152

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey

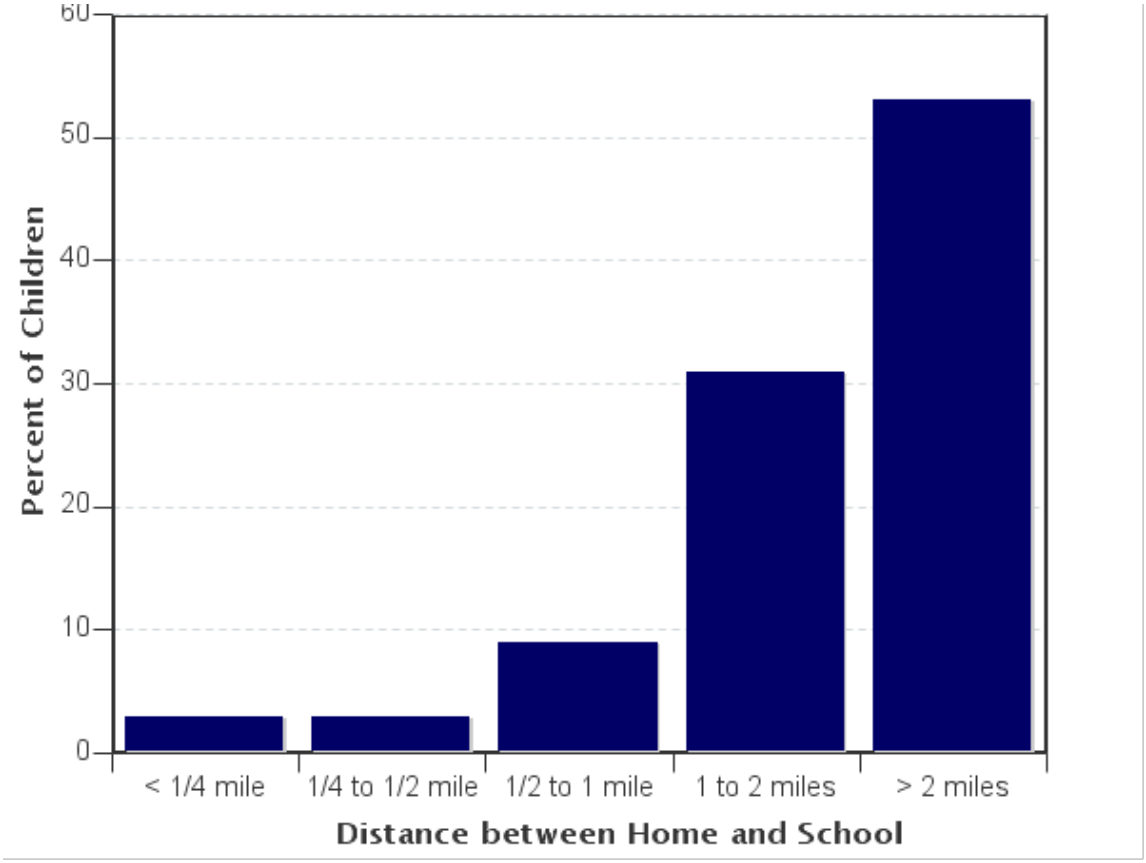


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
5	4	3%
6	4	3%
7	2	1%
8	2	1%
9	36	24%
10	49	32%
11	28	18%
12	27	18%

No response: 0
Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

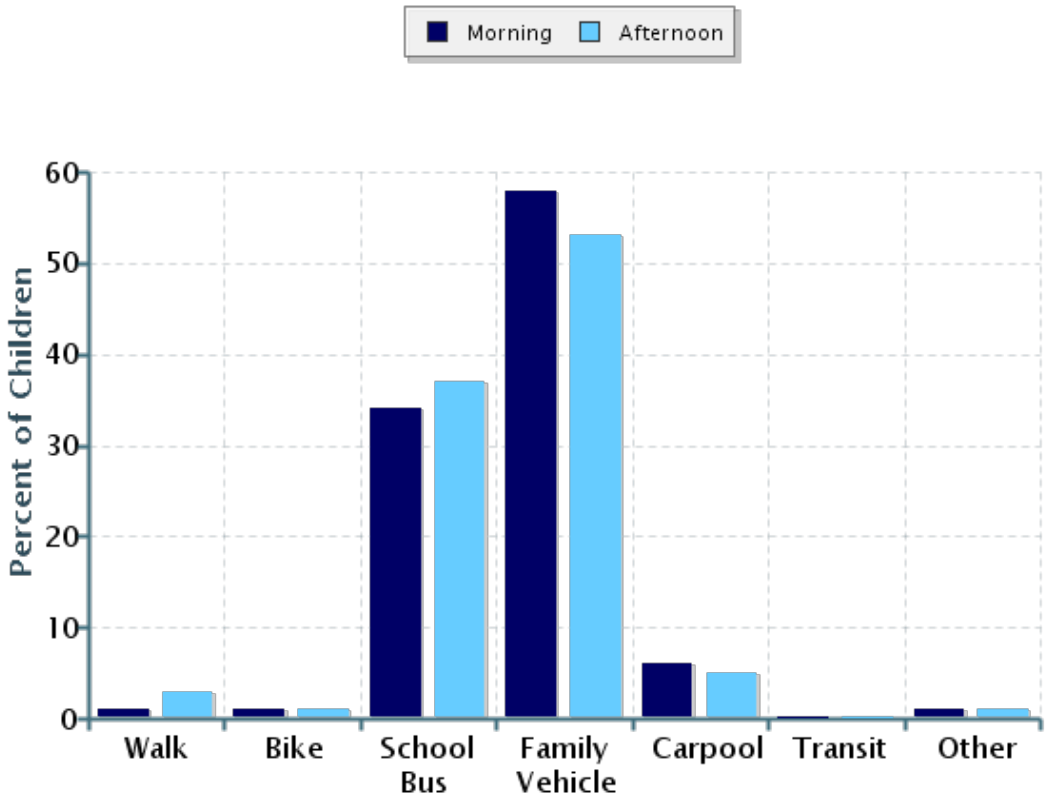


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	4	3%
1/4 mile up to 1/2 mile	5	3%
1/2 mile up to 1 mile	14	9%
1 mile up to 2 miles	47	31%
More than 2 miles	80	53%

Don't know or No response: 2
Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school

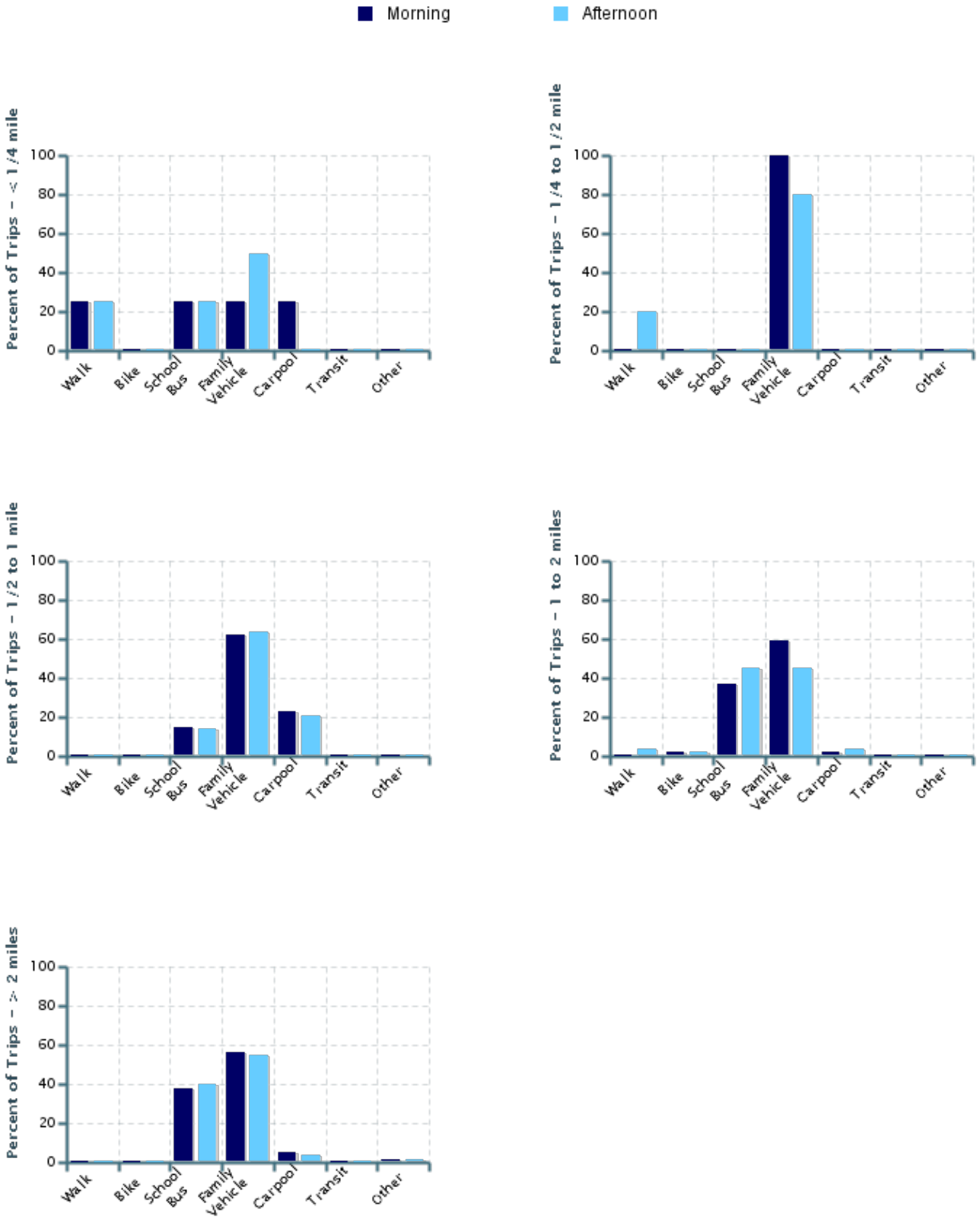


Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	149	0.7%	0.7%	34%	58%	6%	0%	1%
Afternoon	151	3%	0.7%	37%	53%	5%	0%	1%

No Response Morning: 3
No Response Afternoon: 1
Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	4	25%	0%	25%	25%	25%	0%	0%
1/4 mile up to 1/2 mile	5	0%	0%	0%	100%	0%	0%	0%
1/2 mile up to 1 mile	13	0%	0%	15%	62%	23%	0%	0%
1 mile up to 2 miles	46	0%	2%	37%	59%	2%	0%	0%
More than 2 miles	80	0%	0%	38%	56%	5%	0%	1%

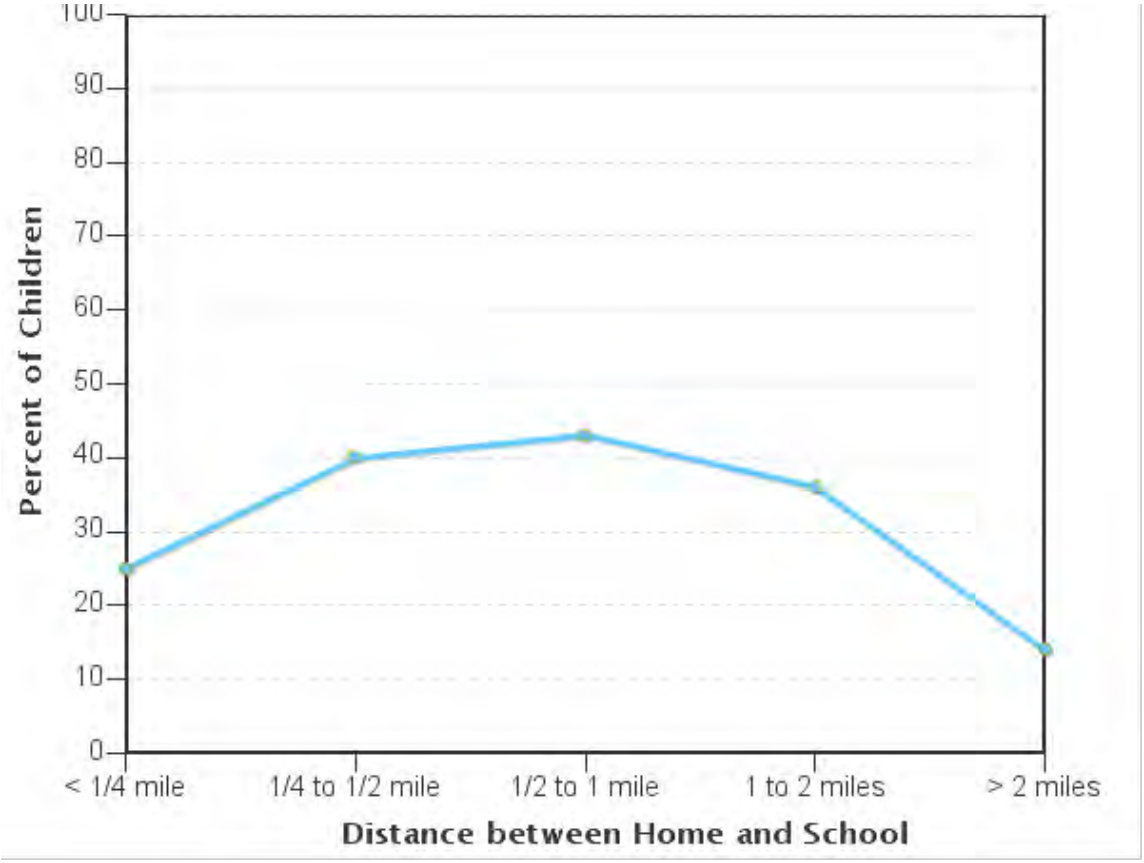
Don't know or No response: 4
Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	4	25%	0%	25%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	5	20%	0%	0%	80%	0%	0%	0%
1/2 mile up to 1 mile	14	0%	0%	14%	64%	21%	0%	0%
1 mile up to 2 miles	47	4%	2%	45%	45%	4%	0%	0%
More than 2 miles	80	0%	0%	40%	55%	4%	0%	1%

Don't know or No response: 2
Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

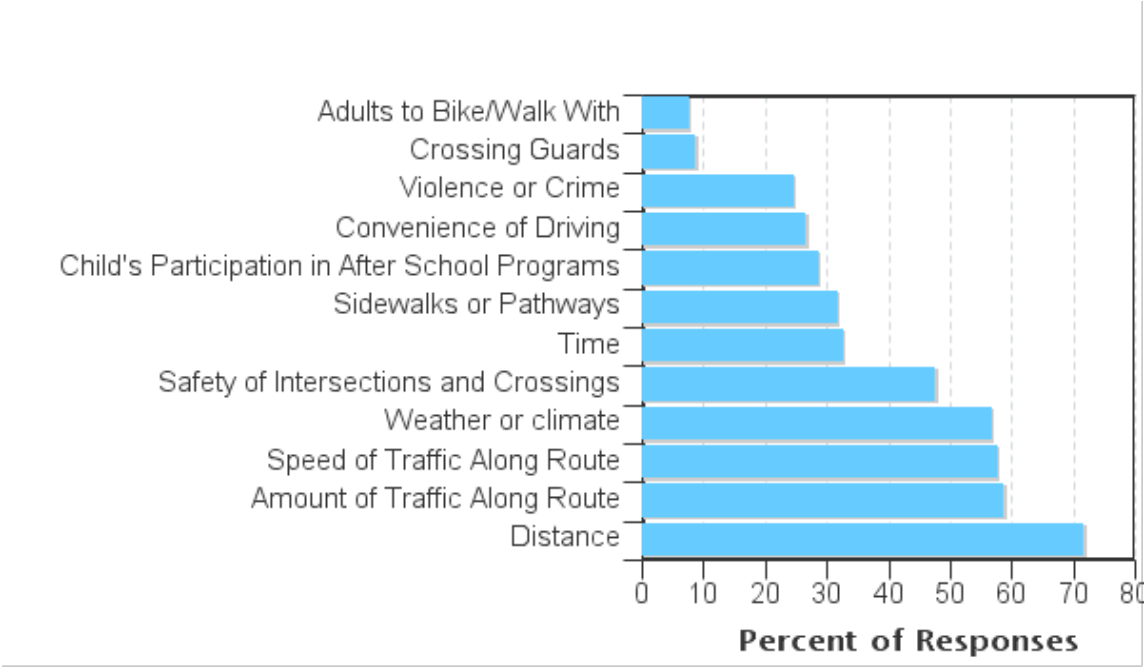


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

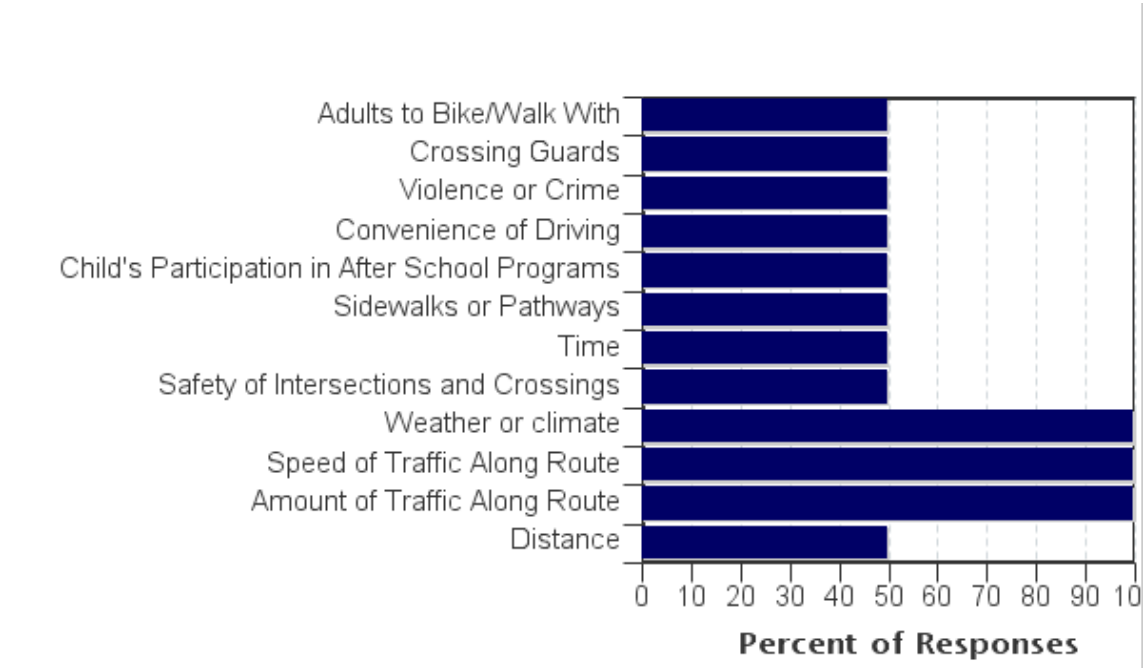
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	37	25%	40%	43%	36%	14%
No	113	75%	60%	57%	64%	86%

Don't know or No response: 2
Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

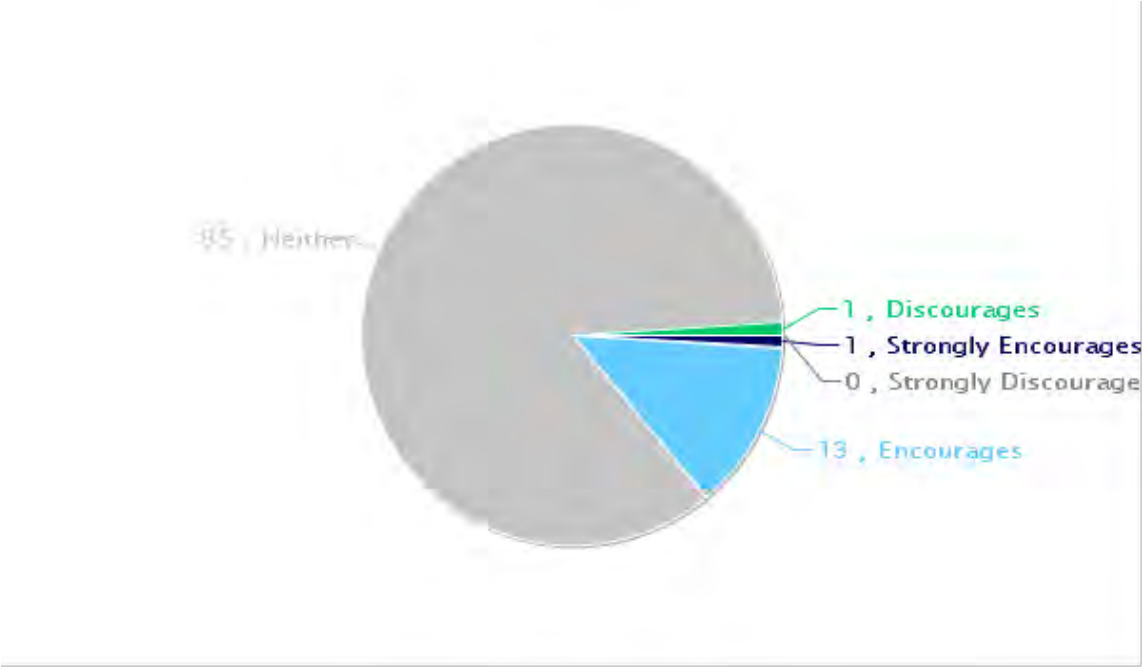


Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

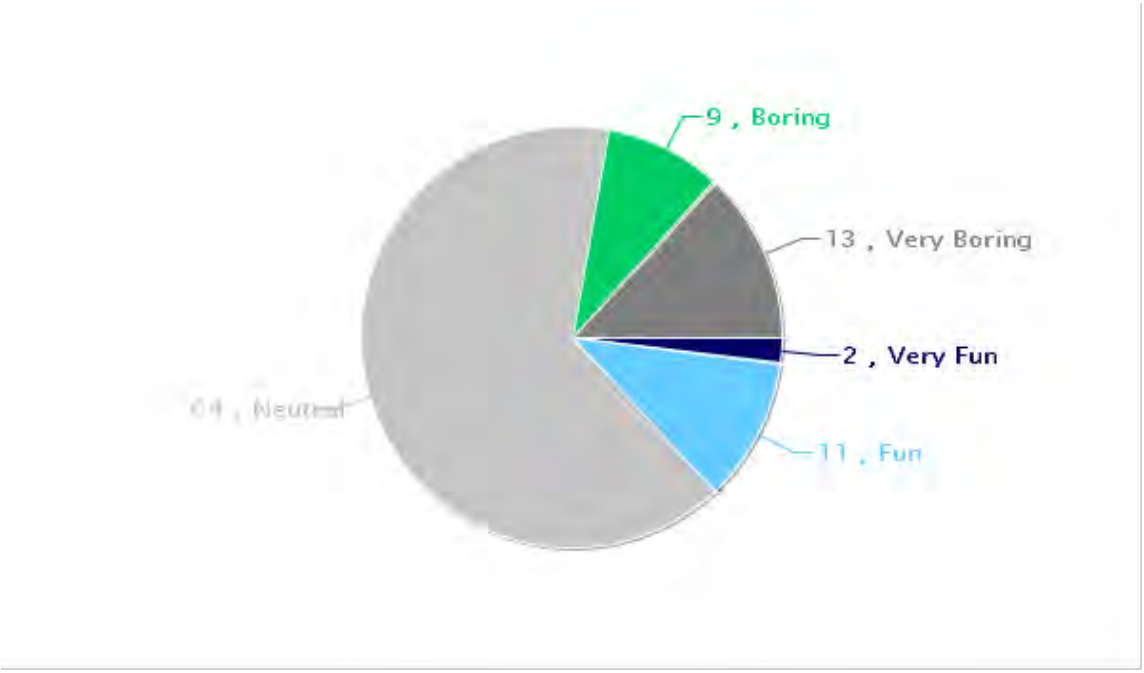
Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	72%	50%
Amount of Traffic Along Route	59%	100%
Speed of Traffic Along Route	58%	100%
Weather or climate	57%	100%
Safety of Intersections and Crossings	48%	50%
Time	33%	50%
Sidewalks or Pathways	32%	50%
Child's Participation in After School Programs	29%	50%
Convenience of Driving	27%	50%
Violence or Crime	25%	50%
Crossing Guards	9%	50%
Adults to Bike/Walk With	8%	50%
Number of Respondents per Category	**111**	**2**

No response: 39
Note:
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
--Each column may sum to > 100% because respondent could select more than issue
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

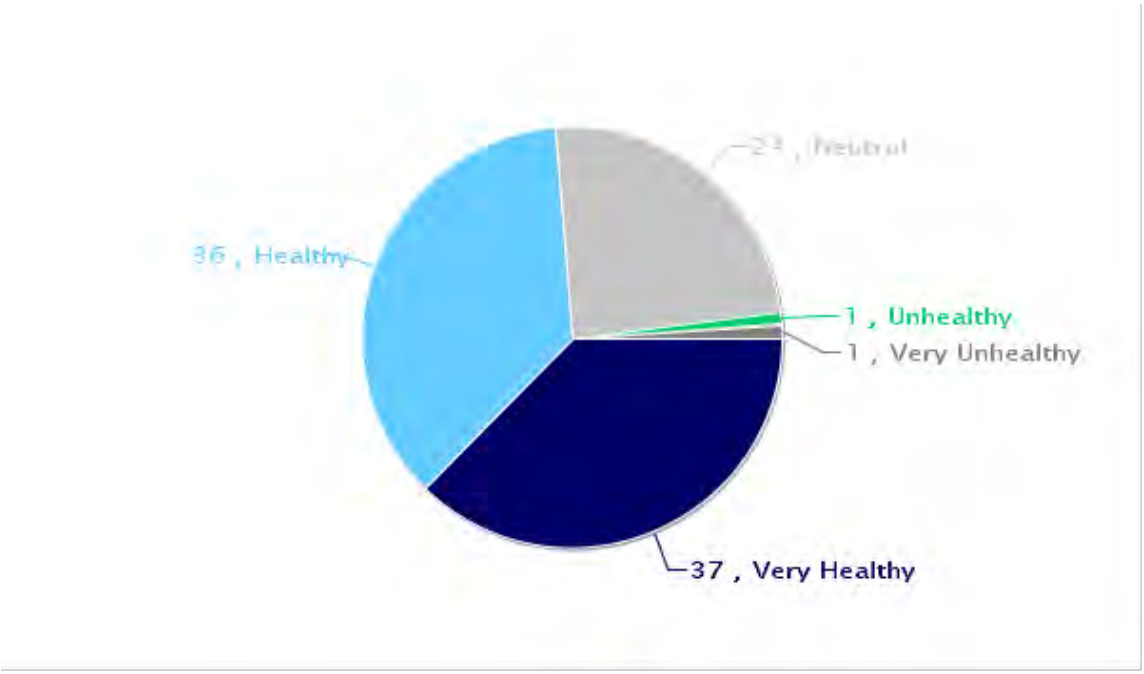
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
1623727	Morning traffic, sunrise/still dark and busy intersection is my biggest concerns.
1623868	We live over the river on the Big Lake side of the district. The traffic and major roads are a huge concern. With all the sex trafficking concerns right now, and with Monticello being on the route between St. Cloud and MPLS (two of the big trafficking hubs) walking is a significant concern.
1621466	We live out of the district so my son drives himself to and from school.
1621469	I prefer my child not walk to school due to the danger of crossing during traffic.
1621475	Unable to provide accurate answers due to limited voice of yes, no, unsure; unable to type in answers from my phone.
1621489	Cty. Rd 39 has had several deaths due to inattentive driving and speed.
1621500	Biking/walking is a great option and encourages exercise. I would like to see clear bike paths and well lit sidewalks and crosswalks for all users. Safety of course is always the biggest concern.
1621503	No change for us, my kids will bus in from Otsego
1621509	Currently, I will not be comfortable with my son walking in freezing weather. The middle school was too far or walking and too risky as far as getting hit by a vehicle.
1621515	My child lives 7 miles from school so I would walking is not an option.
1621517	Need better lighting and some type of notification that there is a pedestrian present at crosswalk, especially early mornings when it is dark, raining or snowing. In some cases it is hard to see someone waiting to cross. Seen too many vehicles not stopping at crosswalk cause they cannot see person standing behind yellow polls in street. VERY scary at times.
1621518	Although we allow our boys to walk home from school at times, it is for a special occasion and they must be with at least one other person, unless it is an unusual circumstance.
1621521	My daughter doesn't attend a school in the Monticello School District - PSEO
1621538	To be clear, I only allow my child to walk home from school with another friend, never alone, and only after school once or twice a week. I would not feel comfortable with her walking in the mornings, or every day.
1621541	We live in a wonderful safe residential area - Sleepy Hollow. However, County Road 14 after exiting Sleepy Hollow is dangerous for kids to bike, walk, run, etc. I never let my kids bike or walk on Cty Road 14. Sidewalks would be wonderful but probably cost prohibitive??
1621570	This is the last of my 4 children in school. They have all walked home from school; however the 4 way stop sign by Eastviwe has always been a concern as everyone does not yield to pedestrians.
1621574	Coming from across the river and trying to get to high school is less than desirable and dangerous, especially when so many cars don't stop for those in cross walks.
1621612	Question 15 is stupid, no relevance!

1621632	We live outside of the district boundaries, so driving is our best option.
1621638	Most dangerous is inattentive drivers, and people running very poorly timed stoplights on Hwy 25.
1621655	Has license
1621656	I would not allow my child to walk or bike to school ever, we live to far away from the High School.
1621667	2 miles is too far for walking, especially with so many books. I drive him because of the lack of safety and discipline on the bus.
1621669	I don't think kids should have to walk or bike to school. I don't care how close you live from school. It is a safety issue. Also a weather concerned
1621685	For our children to walk or ride their bikes to school, they have to go through a neighbor on the other side of us to access walking/biking paths, which takes 15-20 minutes longer to get to school. We do not have a walking/biking path from our neighborhood to school, and the kids from our neighborhood would have to walk up and then down a hill with a tiny shoulder. The speed limit is 45 on this road with a tiny shoulder, so there is no way we would let our children walk to and from school using this road.
1621411	My child in survey does request to walk to a grandparents house that is closer after school. And I do allow.
1621830	the reason I bring my kids is because our bus stop location is awful. Also I will not have them walk 2 miles as it is too far.
1621765	We live too far away from school, so riding the bus or driving in is the only option for us. There is no walking or bike paths.
1621803	not enough room on bus to facilitate kids in neighborhood. need a bigger bus or 2 to accommodate load. sitting 3 to a seat is dangerous and unacceptable. HWY 25 and school blvd should have walk bridges over it @ points to allow for safe travel.
1621970	Please put stops signs by high school parking lot intersection for safety of walkers, bikers and student drivers!
1621985	Not feasible.. we live 15 miles away with no bike or walking paths
1621987	I only allowed my child to walk if they had friends to walk with so they were not alone.
1621994	Would love to see sidewalks from our neighborhood all along county rd 14 to Hwy 25
1622013	I feel monticello does a great job of providing crossing guards, adult supervision, cones and awareness for the safety of the children walking and biking to and from school. If we lived closer I would allow my children to walk or bike. The busyness of the road we live on, distance and after school activities doesn't allow this an option for us.
1622017	I worry about the white vans and my child being taken. No matter his age.
1622024	We live over 5 miles from school, so I felt these questions really didn't apply to my school age children (past and present)
1621412	Too many scares of violence. This area has become bad- between car break ins, home invasions, child molesters-1/2 mile down, human trafficking- NOT ENOUGH POLICE EVER

1621413	My daughter is open enrolled students biking, Walking doesn’t work for her.
1621416	buses were taken away when my children were in elementary school -- one of them has since graduated. this was a huge inconvenience for us and our daycare provider because we live within a mile of the school. we moved there to be close to the schools, but it was a major disadvantage. buses should be added for all children unless you live 1/4 mile from school. 1/2 - 1 mile is too far for any age to walk in the cold winter unless they choose to.
1621423	Weather in MN is the only true concern, we have access to paths and the intersections have lights and stop signs. I do not feel that it is safe during cold winter months even when dressing for the weather for children to walk 2 miles one way to or from school. The potential for children to be hit by vehicles go up too due to icy conditions and reduced visibility.
1621428	We are out of district. Bus does come to the town but unreasonable times. PU is at 6:20am which requires to be at the bus stop at 6:10 ish which requires the kids to be up by 5:30am for what is a 17-20 minute car ride is over and hour bus ride.
1621433	My child lives too far away to walk to school.
1621439	I feel that we live to far away from school to be walking/riding g bike. Plus in winter too cold. Plus he has a violin to carry too.
1621443	We live to far to walk/bike. In the winter it would be to cold.
1621453	my child would have to bike/walk on County Road 39 and that road is way too dangerous to allow child to be on. she took a long way around on a bike/walking path. it was in a wood area and near by neighborhood.
1621463	A sidewalk should be put in to allow for safe travel on Fenning Ave (aka "Monti Hill") from the Hillside Farm neighborhood to the intersection of Fenning Ave and School Blvd. The hill doesn't allow for drivers to see bikers, walkers, or runners near the peak of the hill. There isn't an adequate shoulder for travel either on this road. This is a dangerous road that children are currently on and it is an accident waiting to happen. Some vehicles travel at high speeds on this road as well. I have not allowed my child to travel on this road other than by motor vehicle.

Appendix G. Student Hand Tally

The following pages show summaries of a hand tally of student transportation behavior at each of the five schools. In the fall of 2018, students at each school were asked how they traveled to and from school on a number of mid-week school days. This report is a direct export from the National Safe Routes to School Data Collection System, which processed the tallies and generated this report.

MONTICELLO MIDDLE SCHOOL

Student Travel Tally Report: One School in One Data Collection Period

School Name: Monticello Middle School

School Group: Monticelllo Public Schools-SRTS

School Enrollment: 1500

% of Students reached by SRTS activities:

Number of Classrooms Included in Report: 53

Set ID: 27680

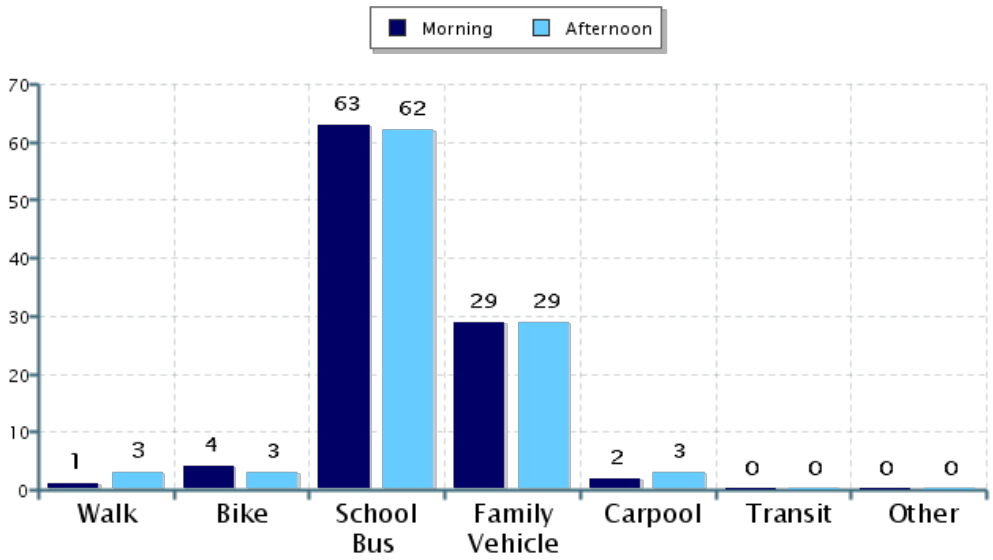
Month and Year Collected: October 2018

Date Report Generated: 12/05/2018

Tags:

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

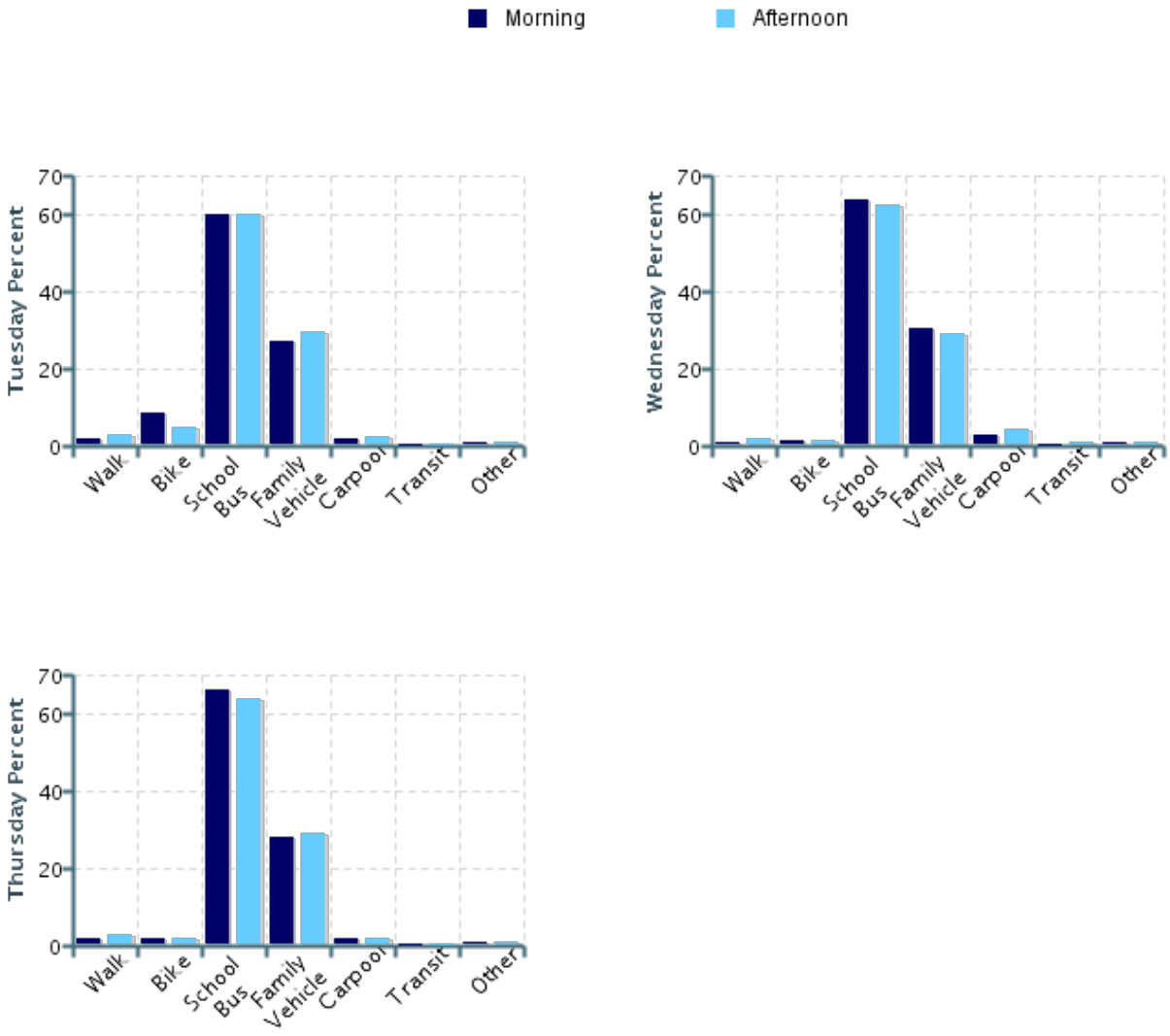


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	2964	1%	4%	63%	29%	2%	0%	0.2%
Afternoon	2832	3%	3%	62%	29%	3%	0.1%	0.2%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

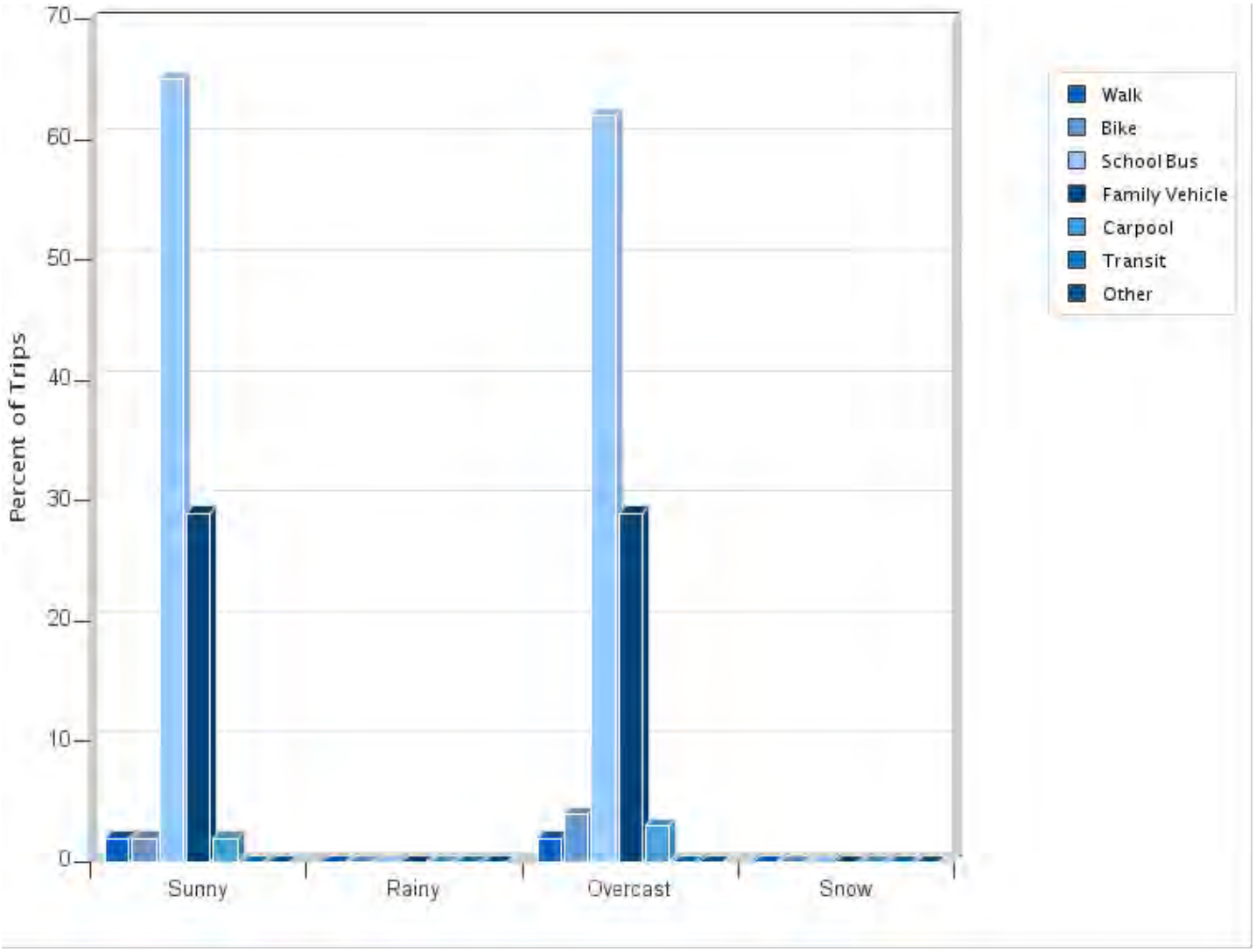


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	1015	2%	9%	60%	27%	2%	0%	0.3%
Tuesday PM	941	3%	5%	60%	29%	3%	0%	0.3%
Wednesday AM	1053	1%	1%	64%	31%	3%	0%	0.2%
Wednesday PM	1033	2%	2%	62%	29%	4%	0.2%	0.2%
Thursday AM	896	2%	2%	66%	28%	2%	0%	0.2%
Thursday PM	858	3%	2%	64%	29%	2%	0%	0.2%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	1754	2%	2%	65%	29%	2%	0%	0.2%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	4042	2%	4%	62%	29%	3%	0.0%	0.2%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Student Travel Tally Report: One School in One Data Collection Period

School Name: Pinewood Elementary School

School Group: Monticelllo Public Schools-SRTS

School Enrollment: 900

% of Students reached by SRTS activities:

Number of Classrooms Included in Report: 37

Set ID: 27681

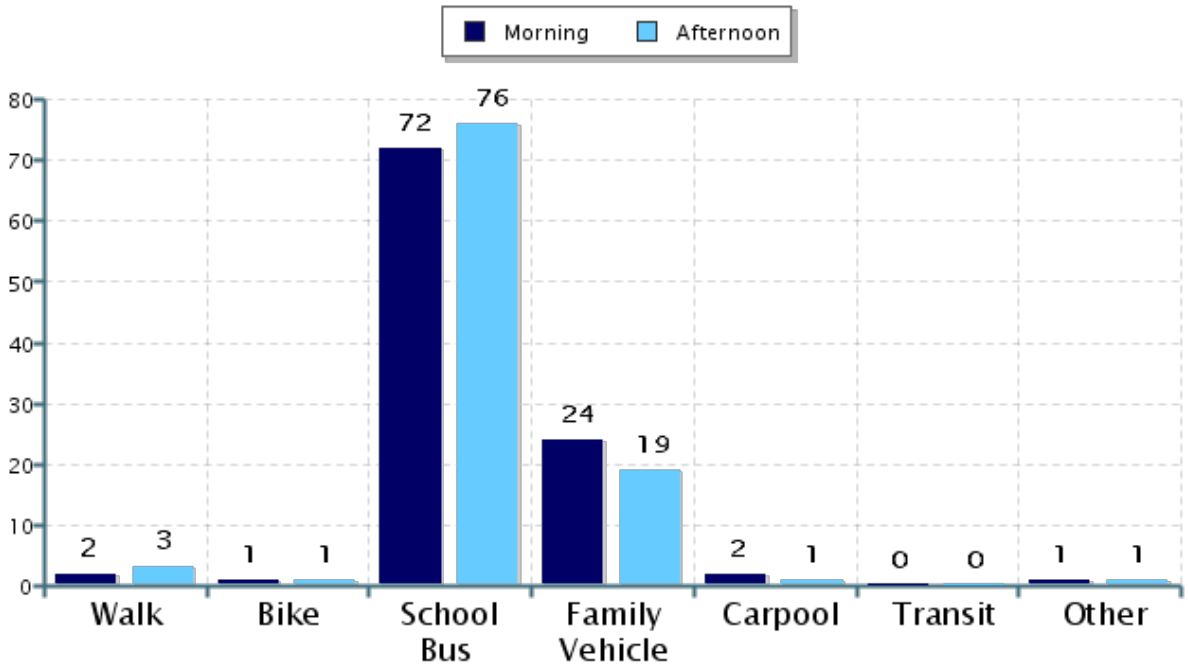
Month and Year Collected: October 2018

Date Report Generated: 12/05/2018

Tags:

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

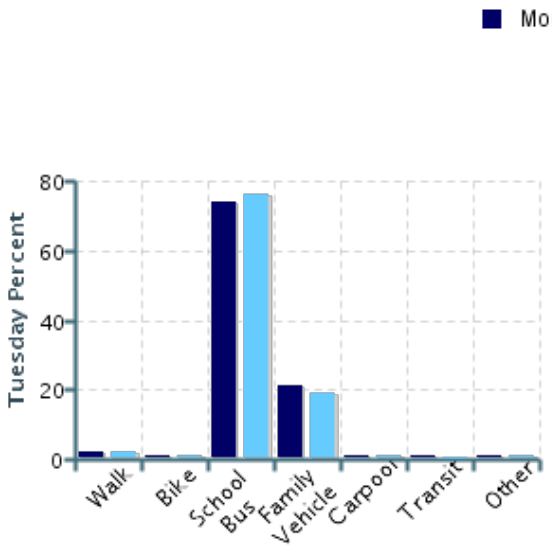


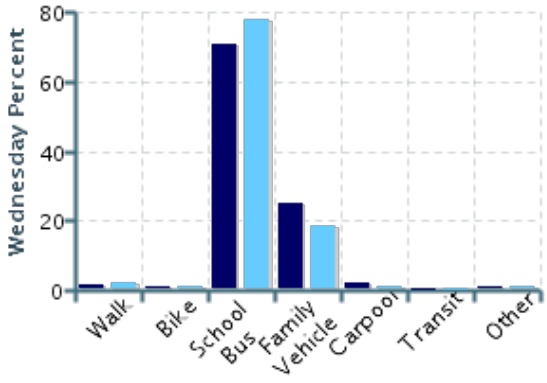
Morning and Afternoon Travel Mode Comparison

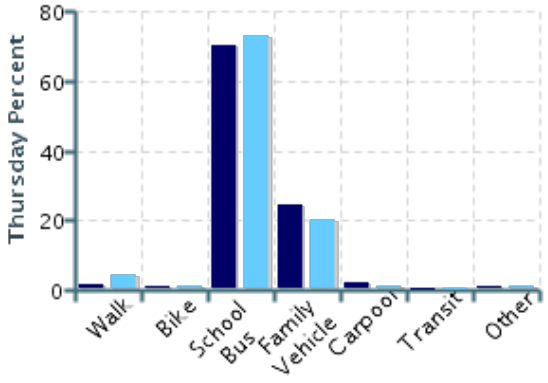
	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	2615	2%	0.6%	72%	24%	2%	0.0%	0.6%
Afternoon	2646	3%	0.5%	76%	19%	0.8%	0%	0.8%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day





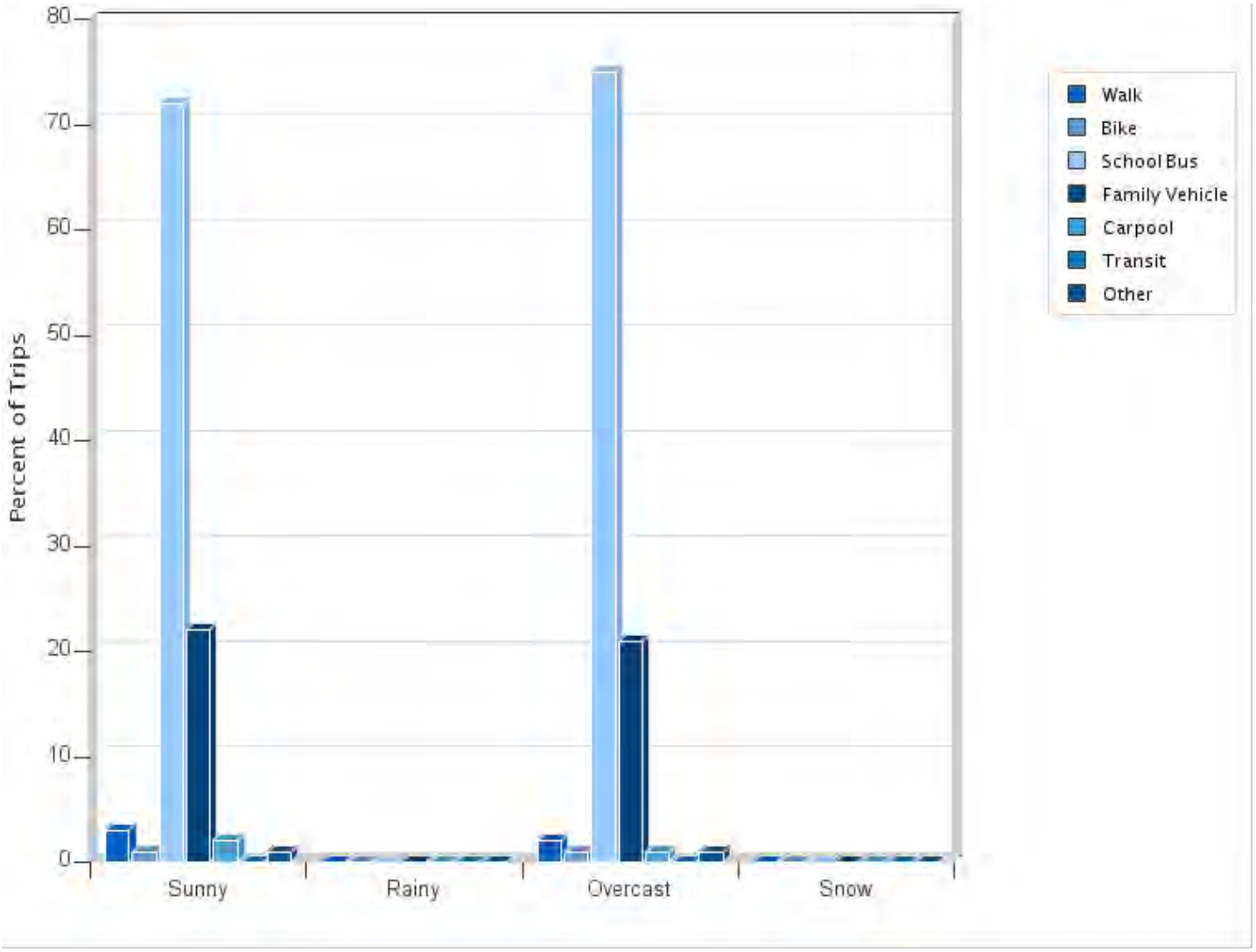


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	877	2%	0.8%	74%	21%	1%	0.1%	0.6%
Tuesday PM	875	2%	0.7%	76%	19%	1%	0%	0.8%
Wednesday AM	872	2%	0.3%	71%	25%	2%	0%	0.3%
Wednesday PM	878	2%	0.3%	78%	18%	0.6%	0%	0.7%
Thursday AM	866	2%	0.7%	70%	24%	2%	0%	0.8%
Thursday PM	893	4%	0.6%	73%	20%	0.9%	0%	1%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	1759	3%	0.6%	72%	22%	2%	0%	0.9%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	3502	2%	0.5%	75%	21%	1%	0.0%	0.6%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Student Travel Tally Report: One School in One Data Collection Period

School Name: Little Mountain Elementary School

School Group: Monticelllo Public Schools-SRTS

School Enrollment: 640

% of Students reached by SRTS activities:

Number of Classrooms Included in Report: 24

Set ID: 27562

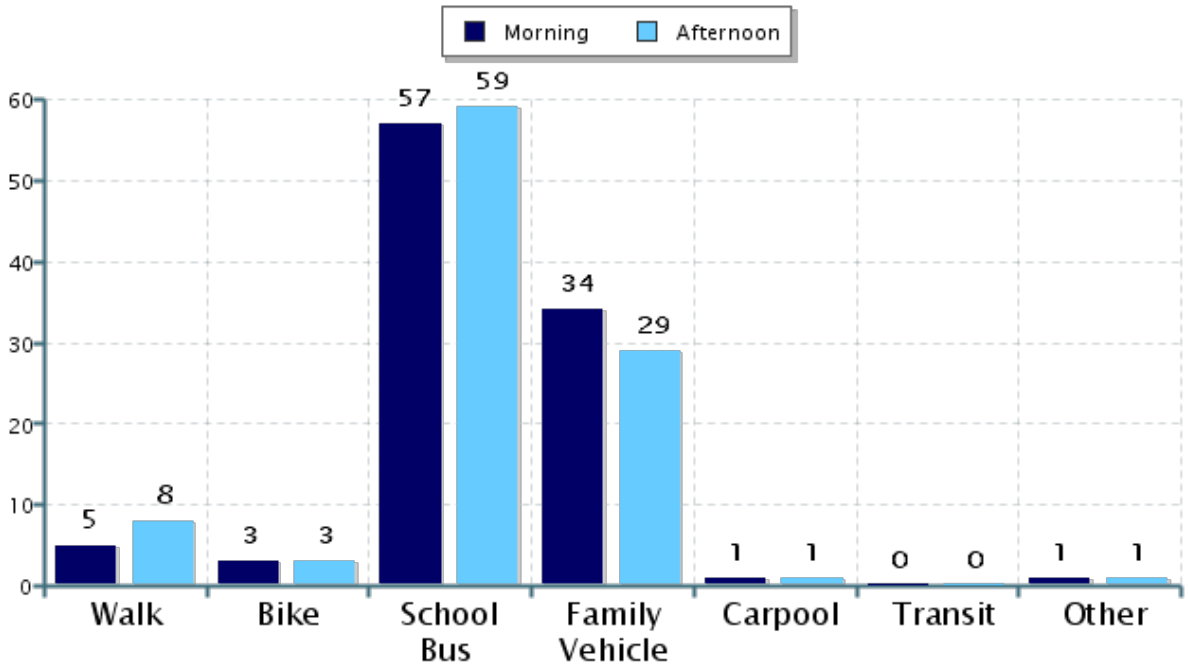
Month and Year Collected: October 2018

Date Report Generated: 12/05/2018

Tags:

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

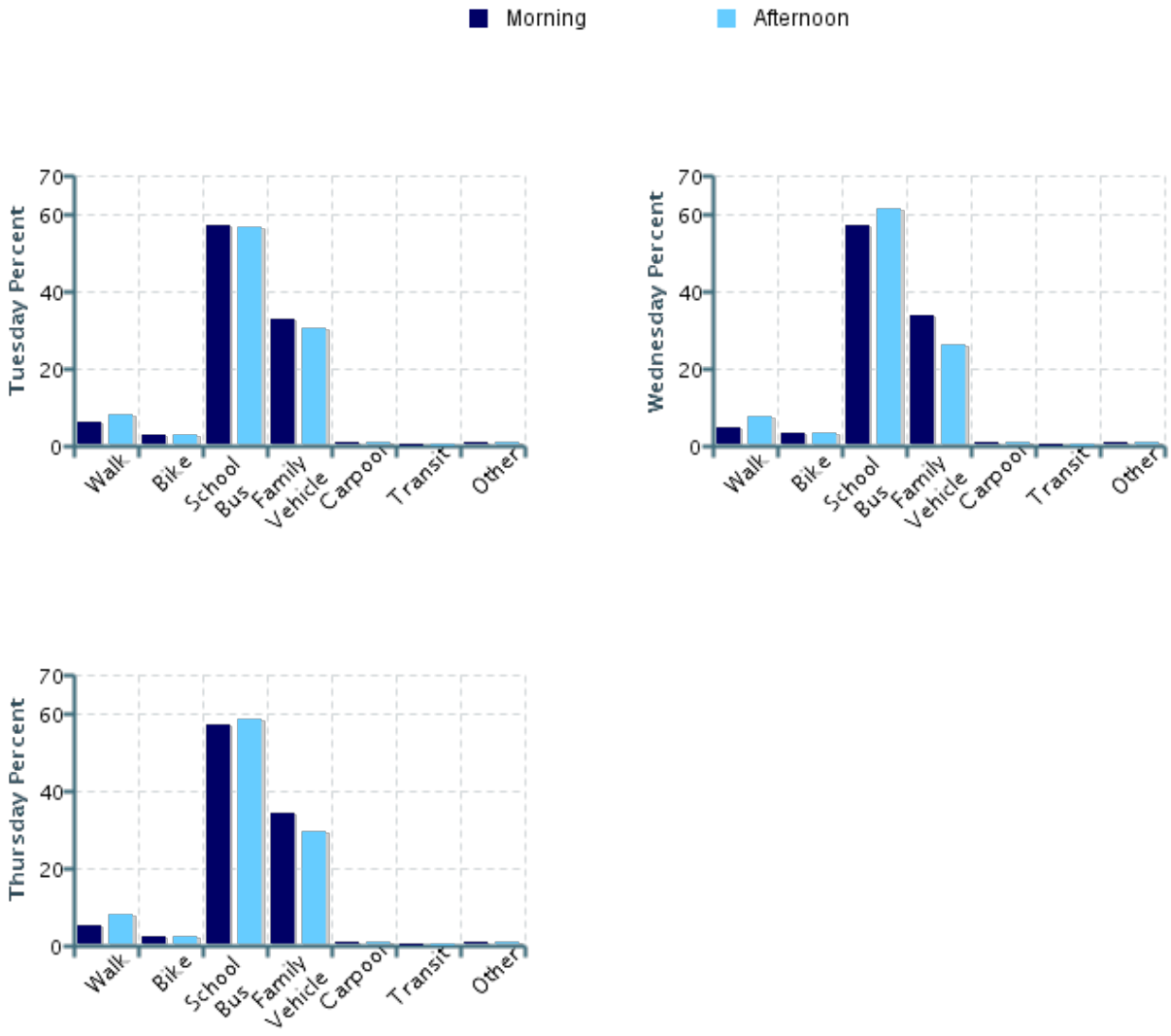


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1843	5%	3%	57%	34%	0.5%	0%	0.5%
Afternoon	1827	8%	3%	59%	29%	0.8%	0%	0.5%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

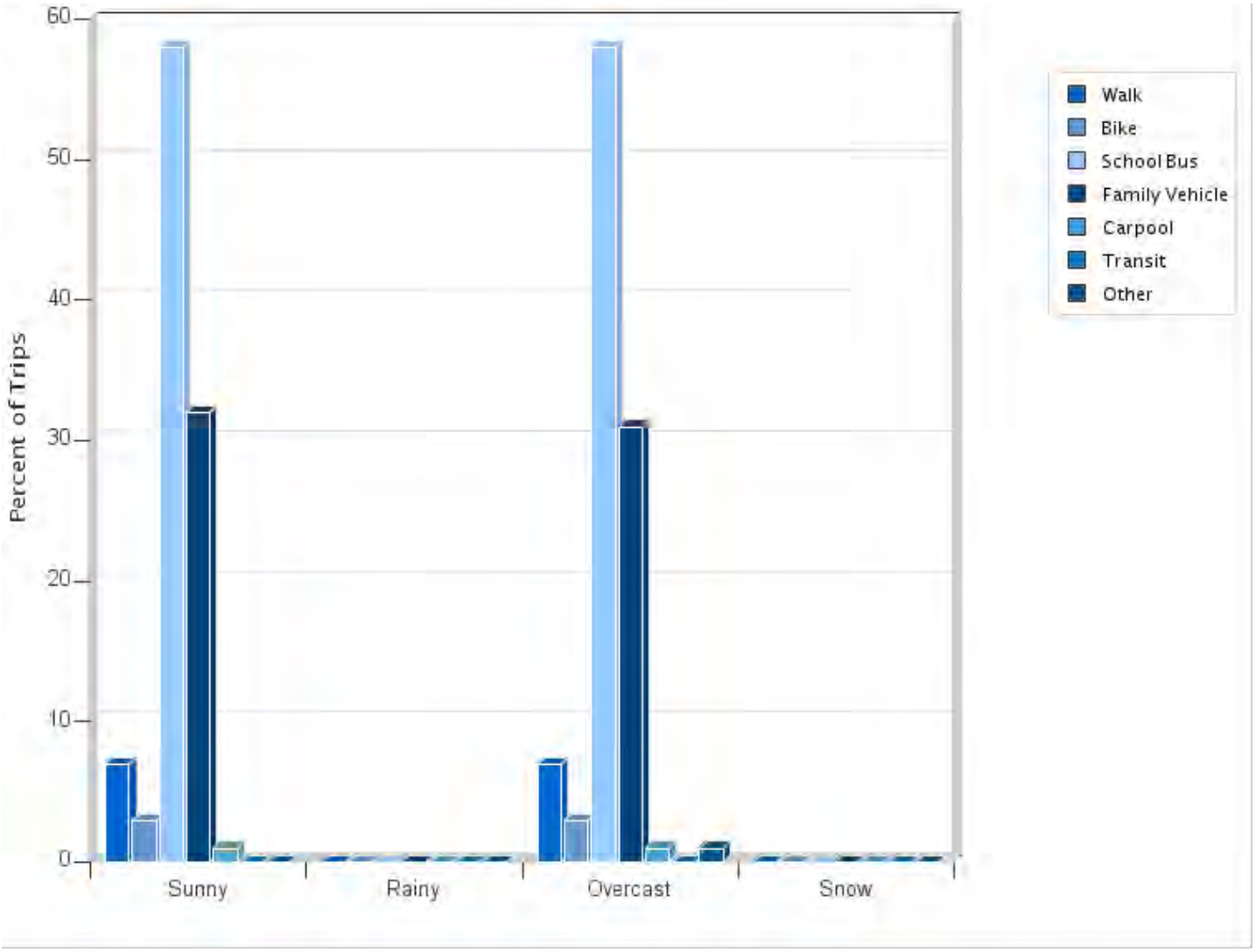


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	600	6%	3%	57%	33%	0.7%	0%	0.5%
Tuesday PM	593	8%	3%	57%	31%	1%	0%	0.5%
Wednesday AM	625	5%	3%	57%	34%	0.3%	0%	0.6%
Wednesday PM	617	8%	3%	62%	26%	0.6%	0%	0.6%
Thursday AM	618	5%	3%	57%	34%	0.6%	0%	0.5%
Thursday PM	617	8%	3%	59%	29%	0.6%	0%	0.5%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	1235	7%	3%	58%	32%	0.6%	0%	0.5%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	2435	7%	3%	58%	31%	0.7%	0%	0.6%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Student Travel Tally Report: One School in One Data Collection Period

School Name: Early Childhood Special Education

School Group: Monticelllo Public Schools-SRTS

School Enrollment: 320

% of Students reached by SRTS activities:

Number of Classrooms Included in Report: 14

Set ID: 27132

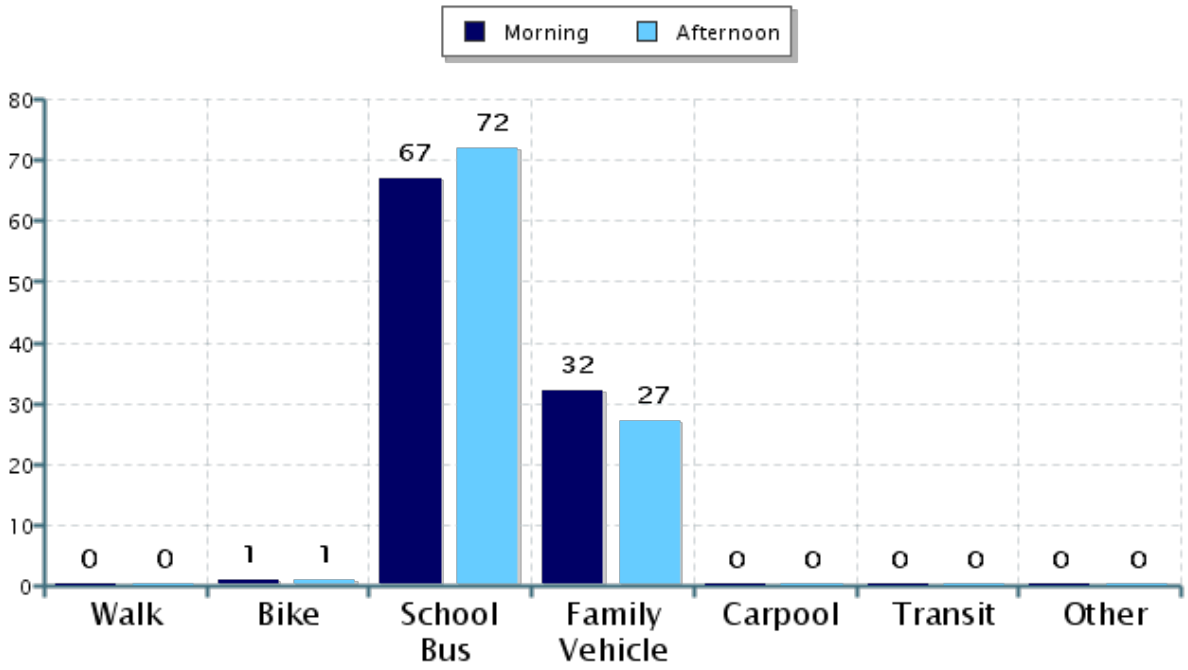
Month and Year Collected: October 2018

Date Report Generated: 12/05/2018

Tags:

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

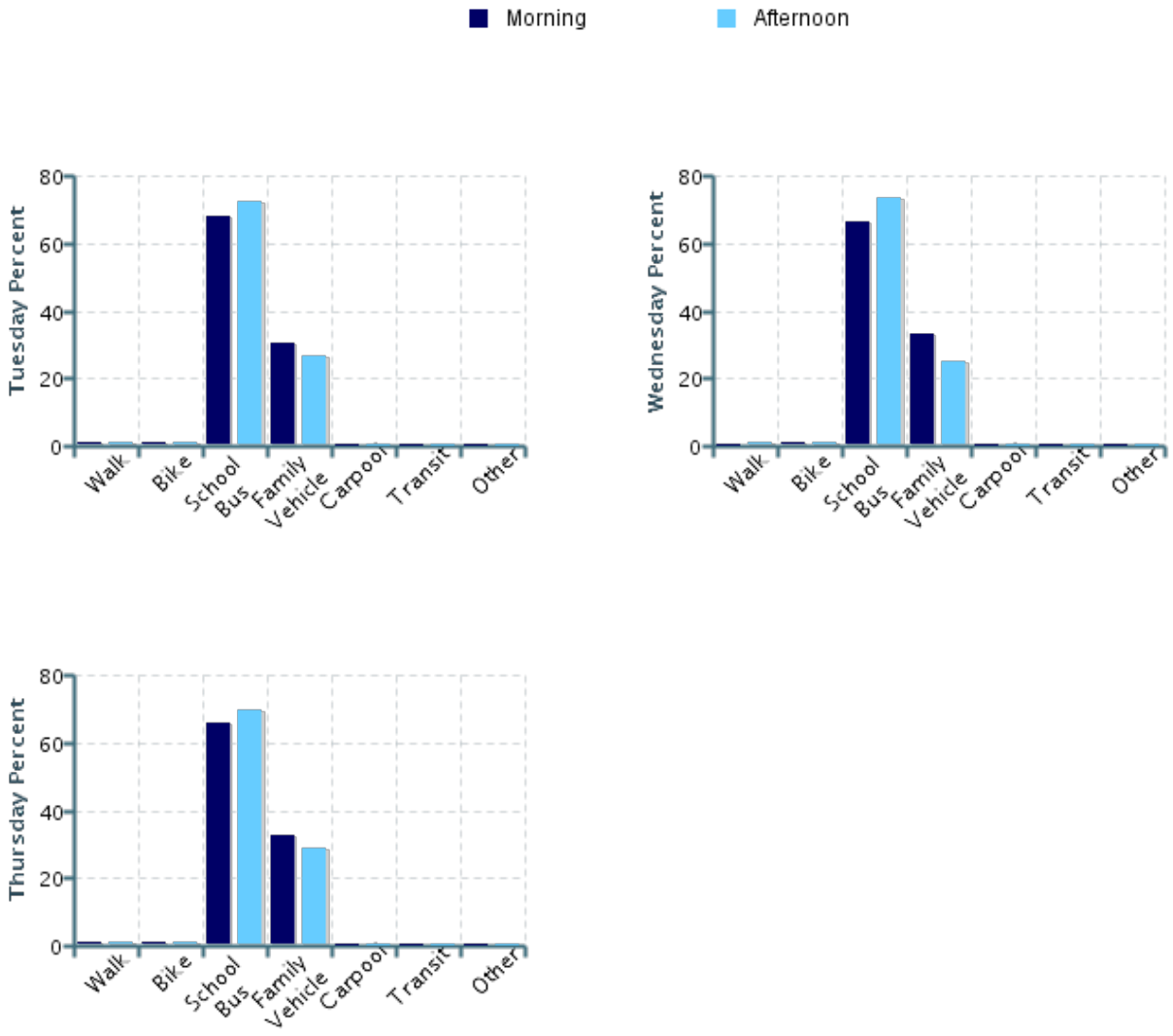


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	836	0.4%	0.7%	67%	32%	0%	0%	0%
Afternoon	828	0.5%	0.7%	72%	27%	0%	0%	0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

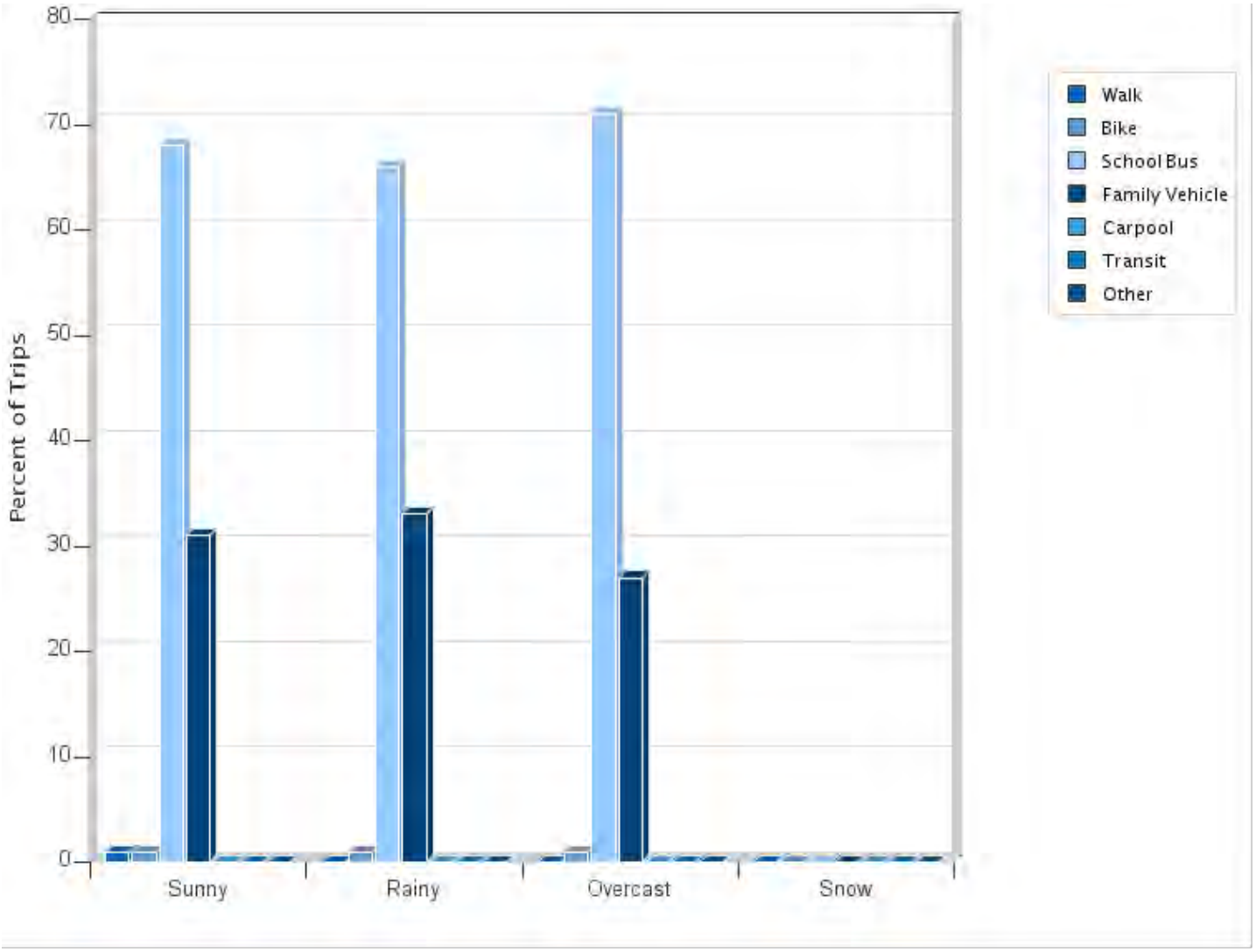


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	280	0.7%	0.7%	68%	30%	0%	0%	0%
Tuesday PM	276	0.4%	0.7%	72%	26%	0%	0%	0%
Wednesday AM	273	0%	0.7%	66%	33%	0%	0%	0%
Wednesday PM	273	0.4%	0.7%	74%	25%	0%	0%	0%
Thursday AM	283	0.4%	0.7%	66%	33%	0%	0%	0%
Thursday PM	279	0.7%	0.7%	70%	29%	0%	0%	0%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	562	0.5%	0.7%	68%	31%	0%	0%	0%
Rainy	273	0%	0.7%	66%	33%	0%	0%	0%
Overcast	829	0.5%	0.7%	71%	27%	0%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Student Travel Tally Report: One School in One Data Collection Period

School Name: Monticello Senior High School

School Group: Monticelllo Public Schools-SRTS

School Enrollment: 0

% of Students reached by SRTS activities:

Number of Classrooms Included in Report: 39

Set ID: 27686

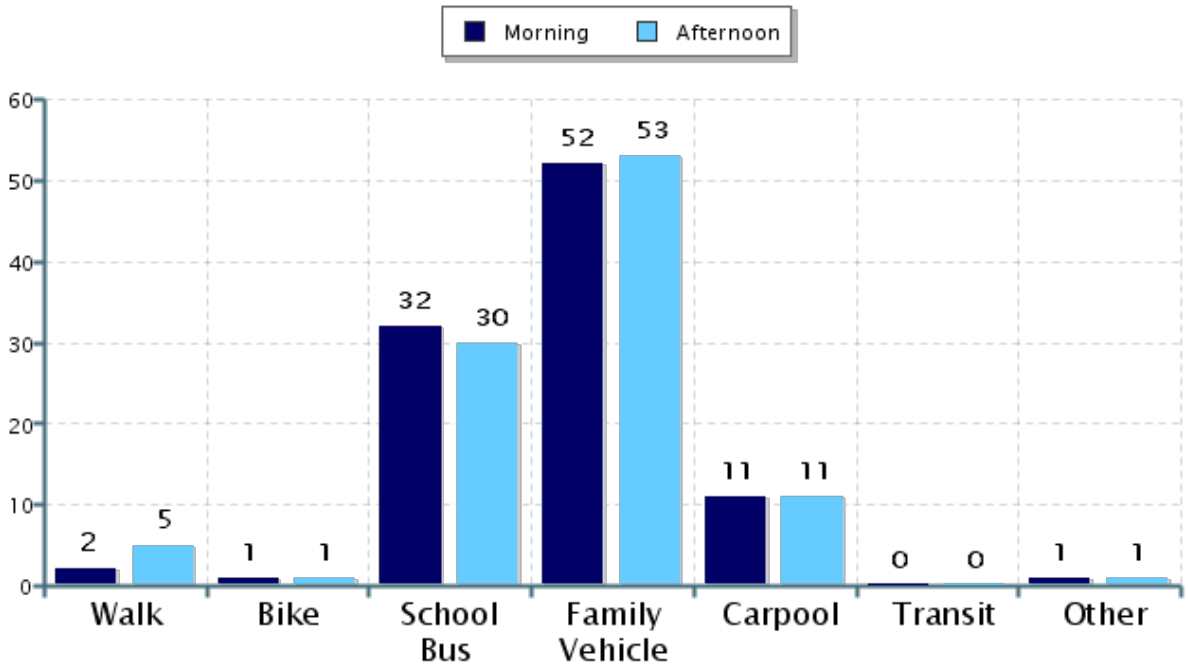
Month and Year Collected: October 2018

Date Report Generated: 12/05/2018

Tags:

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

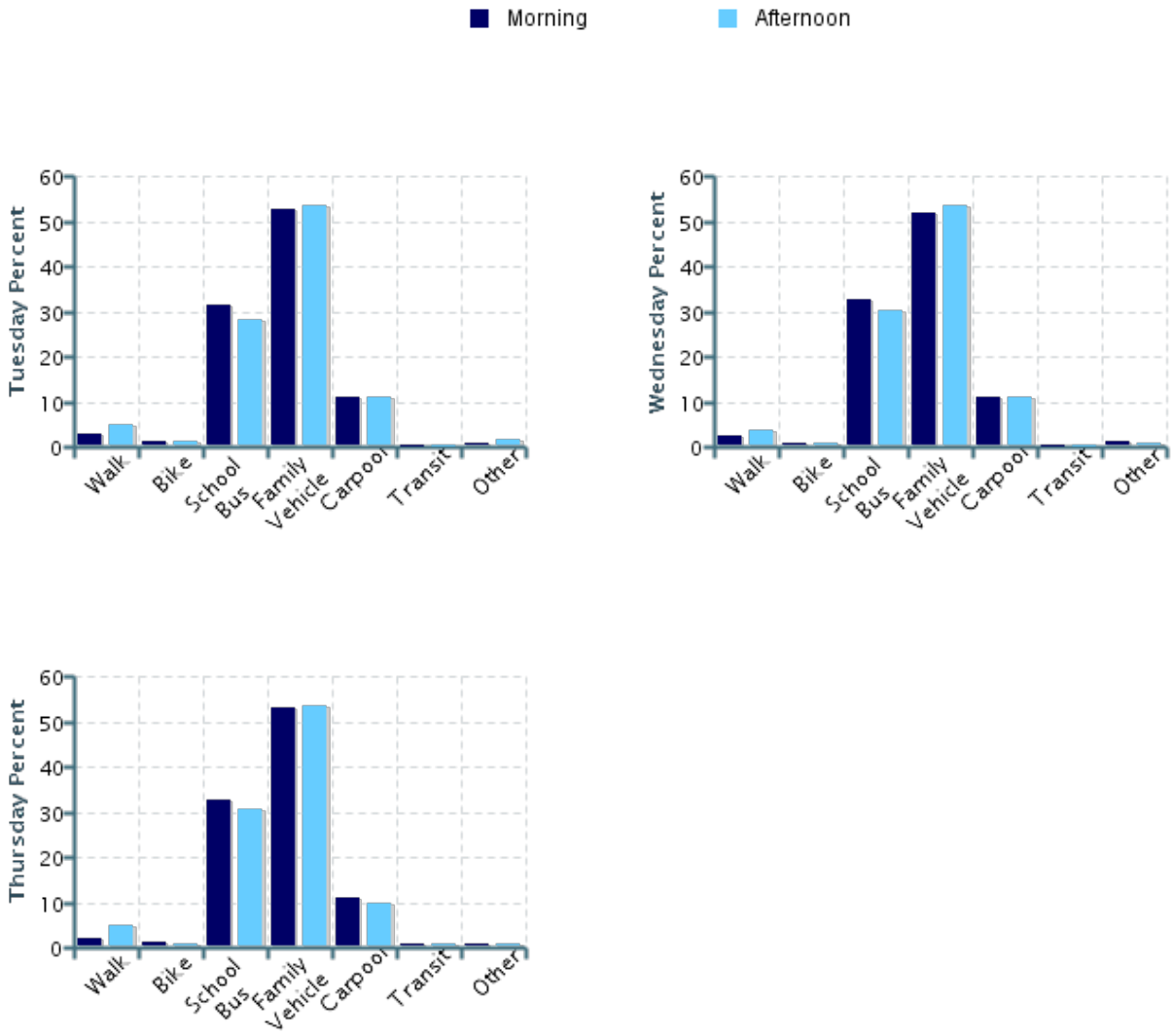


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	2327	2%	1%	32%	52%	11%	0.0%	0.6%
Afternoon	1998	5%	0.8%	30%	53%	11%	0.1%	0.9%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

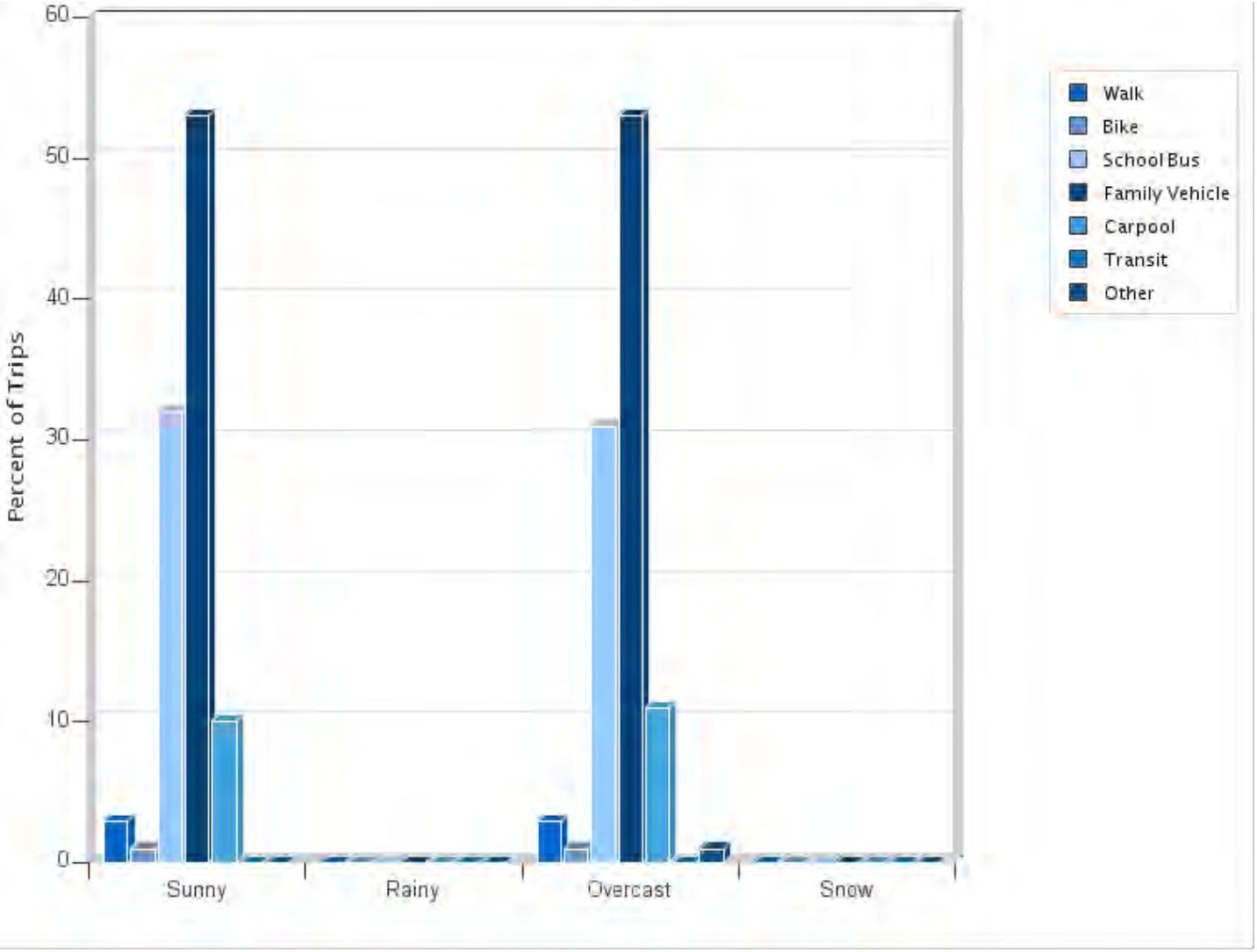


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	819	3%	1%	32%	53%	11%	0%	0.7%
Tuesday PM	673	5%	1%	28%	53%	11%	0%	1%
Wednesday AM	743	2%	0.8%	33%	52%	11%	0%	1%
Wednesday PM	627	4%	0.5%	30%	53%	11%	0%	1.0%
Thursday AM	765	2%	1%	33%	53%	11%	0.1%	0.1%
Thursday PM	698	5%	0.9%	31%	53%	10%	0.1%	0.3%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	1463	3%	1.0%	32%	53%	10%	0.1%	0.2%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	2862	3%	0.9%	31%	53%	11%	0%	1%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

App. H. Environment & Policy Assessment

The following pages show responses to the MnDOT Environment and Policy Assessment tool. The questionnaire was completed by each of the five Monticello school principals in the fall of 2018. The survey asks about programs and policies that exist at each school related to walking and biking. It also asks about the condition and presence of infrastructure surrounding each school.

School Name	Pinewood Elementary	Little Mountain Elementary	Eastview Education Center	Monticello High School	Monticello Middle School
School Address	1010 W. Broadway Monticello, MN	9350 Fallon Ave NE	9375 Fenning Ave. NE	5225 School Blvd, Monticello, MN 55362	800 East Broadway Monticello, MN 55362
Date Completed (D-M-Y)	11/7/2018	11/7/2018	11/7/2018	11/8/2018	11/8/2018
Enter the 9-digit number associated with this school or 6-digit number associated with a school district as listed on the MDE webpage.	0882-01-010	88201050	0882-01-061	0882-01-020	0882-01-030
Name of person filling out assessment	Clay Norman	Gabe Hackett	Joe Dockendorf	Mike Carr	Matt Coalwell
Phone Number	(763) 272-2402	(763) 272-2601	(763) 272-2801	(763) 272-3001	(736) 272-2102
Email Address	clay.norman@monticello.k12.mn.us	gabe.hackett@monticello.k12.mn.us	joe.dockendorf@monticello.k12.mn.us	Mike.carr@monticello.k12.mn.us	matt.coalwell@monticello.k12.mn.us
How does your school or district wellness policy address walking and biking?	Walking and biking are not addressed	Walking and biking are not addressed	Not Applicable	Walking and biking are not addressed	Not Applicable
How does your school or district transportation policy address walking and biking?	Promotes walking and biking	Walking and biking are not addressed	Not Applicable	Walking and biking are not addressed	Not Applicable
Does your school or district collaborate with local law enforcement on enforcing speed limits or other traffic laws in the school zone?	Yes	Yes	Yes	Yes	Yes
Does your school or district have a plan for evaluating Safe Routes to School efforts?	Yes	Yes	No	Yes	Yes
Does your school have or participate in walking and biking events or programs such as Walk to School Day or Walking School Buses?	No	Yes	No	No	No
Does your school have or participate in walking and biking skills and safety training or curriculum?	No	No	No	No	No
How many designated and separated points of entry (e.g., sidewalk, trail, or intersection connection) onto the school property are accessible to walkers or bikers?	3 or more	2-Jan	2-Jan	2-Jan	3 or more
Is the bus loading/unloading area separated from parent pick-up and drop-off?	Yes	Yes	Yes	Yes	No
Does your school have a written arrival and dismissal policy that addresses the needs and safety of students walking and biking, such as providing staggered dismissal times or separated physical arrival/dismissal spaces for students walking and biking?	Yes, policy addresses needs and safety of students walking and biking, and it is communicated to parents via school's communications channels (e.g., school website, email, flyers, etc.)	No policy or limited policy that acknowledges students walking and biking but does not address their unique needs and safety	No policy or limited policy that acknowledges students walking and biking but does not address their unique needs and safety	No policy or limited policy that acknowledges students walking and biking but does not address their unique needs and safety	No policy or limited policy that acknowledges students walking and biking but does not address their unique needs and safety
What speed limits are posted within your school zone? Do not include signs that lower speed limits only when students are present.	All speed limits 30 mph or less	Any speed limits 40 mph or more	All speed limits 30 mph or less	All speed limits 30 mph or less	Combination of 30 mph and 35 mph

	Pinewood Elementary	Little Mountain Elementary	Eastview Education Center	Monticello High School	Monticello Middle School
Are there signs in your school zone that lower the speed limit to less than 30 mph when students are present?	No	No	No	Not Applicable	Yes
Do the streets in your school zone have sidewalks, paths, and/or protected walkways?	Yes, present throughout with no gaps	Yes, but gaps are present	Yes, but gaps are present	Yes, present throughout with no gaps	Yes, but gaps are present
Are sidewalks and trails in your school zone maintained in safe condition in winter (e.g., cleared of snow and ice to allow students walking and biking to safely navigate them)?	Yes, all trails and sidewalks	Yes, all trails and sidewalks	Yes, in some areas	Yes, all trails and sidewalks	Yes, in some areas
What is the condition of the sidewalks in your school zone? (Best guesses are okay).	Good (few (< 25%) cracked, buckled, or missing sections)	Good (few (< 25%) cracked, buckled, or missing sections)	Acceptable (some (25-50%) cracked, buckled or missing sections)	Good (few (< 25%) cracked, buckled, or missing sections)	Good (few (< 25%) cracked, buckled, or missing sections)
How clear of obstacles (garbage bins, signs, utility poles, overgrown plants, trees, etc.) are the sidewalks in your school zone?	Few or no obstacles	Few or no obstacles	Few or no obstacles	Few or no obstacles	Few or no obstacles
Do the streets in your school zone have dedicated bicycle lanes, trails, and/or off street paths?	Yes, present throughout with no gaps	No	No	No	Yes, present throughout with no gaps
Does your school have a designated walking route in the school zone? if yes, consider this route when answering the following questions	Yes, but it is not promoted	Yes, but it is not promoted	No	No	No
Are marked crosswalks present in your school zone?	Yes, at some crossings (or within designated route)	Yes, at all crossings	Yes, at all crossings	Yes, at all crossings	Yes, at some crossings (or within designated route)
Are pedestrian crossing signals or 'countdown' pedestrian crossing signals present at traffic signals in your school zone?	Yes, at some crossings (or within designated route)	No	No	Yes, at some crossings (or within designated route)	Yes, at some crossings (or within designated route)
Are adult crossing guards with safety vests and STOP paddles or flags present within the school zone?	Yes, at some crossings (or within designated route)	No	No	No	No
Is student school patrol present within the school zone?	Yes, at some crossings (or within designated route)	Yes, at all crossings	No	No	Yes, at some crossings (or within designated route)
Complete?	Complete	Complete	Complete	Complete	Complete

App. I. School Zone Hazard Observation Tool

The following pages show results from the School Zone Hazard Observation Tool at each of the five schools in Monticello. The assessment was completed in the fall of 2018 and documents hazardous behaviors by people driving, walking, and biking in the area surrounding school. The assessment was done at each school, at multiple locations.

MONTICELLO MIDDLE SCHOOL

School Zone Hazard Analysis Tool

Instructions: Use this tool for analysis after completing a School Zone Hazard Observation. Add up all the tally marks in each column of the School Zone Hazard Observational Assesment and enter the totals below in the blue cells. The white cells will automatically calculate the percentage of people engaging in each unsafe behavior by mode.
If you observed multiple locations, do the analysis for each location separately.

	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		4	2	0	0	4	10
Percentage (auto calculates)	36	11%	6%	0%	0%	11%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	3	0%	0%	0%	0%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		1	33	4	0	0	38
Percentage (auto calculates)	118	1%	28%	3%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		0	0	0	2	0	2
Percentage (auto calculates)	7	0%	0%	0%	29%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	6	0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	3	0	3
Percentage (auto calculates)	3	0%	0%	0%	100%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		3	0	0	0	0	3
Percentage (auto calculates)	113	3%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	1	0	0	0	1
Percentage (auto calculates)	6	0%	17%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	2	0	2
Percentage (auto calculates)	7	0%	0%	0%	29%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number					1		1
Percentage (auto calculates)	8	0%	0%	0%	13%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	31	0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	5	0%	0%	0%	0%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		1	0	0	0	0	1
Percentage (auto calculates)	36	3%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		2	14	0	0	0	16
Percentage (auto calculates)	15	13%	93%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		19	0	0	0	0	19
Percentage (auto calculates)	117	16%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	1	0	1
Percentage (auto calculates)	1	0%	0%	0%	100%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

Monticello Middle School SRTS School Hazard Observation Notes from 10/11/18 & 10/12/18

- People seem confused where to go
- Speed
- Homecoming on 10/12/18
- Hard to tell pedestrians and who is being picked up
- 30 cars parks on Washington & 3rd at 2:20pm
- Many kids don't press ped beacon
- No crosswalk on SE side of intersection (Washington & 3rd)
- Cars backed up on Washington to 4th and parked all along the streets
- U-turns mid road
- Some parents park in parking lot to pickup students
- Some cars stop at state law sign to stop for peds
- Students being picked up in middle of road (Washington st)
- Drinking coffee while driving
- Pets in lap while driving
- Half-parked cars
- Pedestrians are cautious crossing Broadway
- Rolling stops
- Stopping way after stop sign
- Long crosswalk north to south (Broadway)
- No crosswalk on north or west side
- Sidewalk dips in on Broadway
- People making own parking spots on north entrance
- U-turns going west turning east
- Speeds generally seem good
- U-turns on Washington
- People are very cautious crossing Broadway

School Zone Hazard Analysis Tool

Instructions: Use this tool for analysis after completing a School Zone Hazard Observation. Add up all the tally marks in each column of the School Zone Hazard Observational Assesment and enter the totals below in the blue cells. The white cells will automatically calculate the percentage of people engaging in each unsafe behavior by mode.
If you observed multiple locations, do the analysis for each location separately.

	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		3					3
Percentage (auto calculates)	84	4%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number							0
Percentage (auto calculates)	4	0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number							0
Percentage (auto calculates)	1	0%	0%	0%	0%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		4					4
Percentage (auto calculates)	117	3%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number							0
Percentage (auto calculates)	2	0%	0%	0%	0%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		2				8	10
Percentage (auto calculates)	95	2%	0%	0%	0%	8%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		11	0	0	0	0	11
Percentage (auto calculates)	121	9%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	3	0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		8	0	0	1	0	9
Percentage (auto calculates)	59	14%	0%	0%	2%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number							0
Percentage (auto calculates)	7	0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number							0
Percentage (auto calculates)	3	0%	0%	0%	0%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		0	0	0	0	0	0
Percentage (auto calculates)	84	0%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	23	0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		20	0	0	0	0	20
Percentage (auto calculates)	67	30%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	18	0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

Pinewood Elementary School SRTS School Hazard Observation Notes from 10/11/18 & 10/12/18

- Some backup leaving school at about 8:50am
- No sidewalk on north side of 3rd.
- Cars using parking lane to turn right on to 3rd
- Outdated truncated dome
- Rolling stops
- Crossing sign
- Speeds seem reasonable but some cars fast
- 2 static crossing signs
- Parent drop off signage and arrows
- People not pulling forward in drop off
- Kids getting out on drivers side in drop off zone (hazard with oncoming traffic from behind)
- Speed
- Crossing guards present at trail crossing
- Concerns about cars passing in student drop-off area.
- Crosswalk sign on Broadway is broken
- Some parents park at legion and walk to school to pick up child
- Crossing guard on duty at 3:25pm
- Some parents pick up in legion parking lot
- Walk/bikes across crosswalks
- Some parents start to line up before 3pm

School Zone Hazard Analysis Tool

Instructions: Use this tool for analysis after completing a School Zone Hazard Observation. Add up all the tally marks in each column of the School Zone Hazard Observational Assesment and enter the totals below in the blue cells. The white cells will automatically calculate the percentage of people engaging in each unsafe behavior by mode.
If you observed multiple locations, do the analysis for each location separately.

	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		30	0	0	0	0	30
Percentage (auto calculates)	278	11%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	16	0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	4	0%	0%	0%	0%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		10	0	0	0	0	10
Percentage (auto calculates)	59	17%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	12	0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		1		2			3
Percentage (auto calculates)	102	1%	0%	2%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		1	0	0	0	0	1
Percentage (auto calculates)	11	9%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	51	0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	5	0%	0%	0%	0%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		1	0	0	0	0	1
Percentage (auto calculates)	1	100%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		17	0	0	2	0	19
Percentage (auto calculates)	142	12%	0%	0%	1%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	22	0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	4	0%	0%	0%	0%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		1	0	0	0	0	1
Percentage (auto calculates)	7	14%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

Little Mountain Elementary School SRTS School Hazard Observation Notes from 10/8/18 & 10/15/18

- 8:40am slight rush of traffic
- 8:46am traffic backed up
- 8:58am normal traffic
- A lot of rolling stops
- Stop bars are way after the stop sign
- Group of students waiting at intersection 5+ minutes for crossing.
- Speed
- Not pulling fwd in drop zone
- Students getting out on driver side.
- Speed
- All parents park and walk in to get students
- 2 parents pulled up to curb
- Flows smoothly for the most part
- One car stopped in middle of school blvd to drop kids off
- Many cars stopping after stop bar
- Some traffic congestion

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		19	1	0	0	28	48
Percentage (auto calculates)	287	7%	0%	0%	0%	10%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool

Instructions: Use this tool for analysis after completing a School Zone Hazard Observation. Add up all the tally marks in each column of the School Zone Hazard Observational Assesment and enter the totals below in the blue cells. The white cells will automatically calculate the percentage of people engaging in each unsafe behavior by mode.
If you observed multiple locations, do the analysis for each location separately.

	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		3	0	0	0	0	3
Percentage (auto calculates)	83	4%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		1	0	0	0	0	1
Percentage (auto calculates)	91	1%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		2	0	0	0	0	2
Percentage (auto calculates)	125	2%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		2	0	7	0	0	9
Percentage (auto calculates)	35	6%	0%	20%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	1	0	1
Percentage (auto calculates)	4	0%	0%	0%	25%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		2	1	0	0	0	3
Percentage (auto calculates)	66	3%	2%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		31	1	0	0	0	32
Percentage (auto calculates)	318	10%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	6	0%	0%	0%	0%	0%	

Eastview Education Center SRTS School Hazard Observation Notes from 10/8/18 & 10/12/18

Why do some park and walk child to curb?

Some illegal lane movements inside roundabout

Rushes at 8:51am, 8:56am, 8:58am, 8:59am but went smoothly

Stoplights are timed perfect to allow vehicles to move through

Vehicles pulling into bus only zone

Rolling stops

People turning left at right turn only.

People stopping to let buses turn on School Blvd

Speed

3:16pm Car rush

3:22pm traffic heavy

3:30pm parked cars mostly cleared

Come speeds high going into school parking lot

Feels dangerous to cross streets at roundabout

No texting signage

No bus traffic

Crosswalks fading

Possible solution: speed limit advanced warning

Cars line up along east entrance or park

Pick-up seems efficient

Clear signage for pickup/drop off w. arrows

Very few distracted drivers going south

Speed

Turning right at left turn only.

School Zone Hazard Analysis Tool

Instructions: Use this tool for analysis after completing a School Zone Hazard Observation. Add up all the tally marks in each column of the School Zone Hazard Observational Assesment and enter the totals below in the blue cells. The white cells will automatically calculate the percentage of people engaging in each unsafe behavior by mode.
If you observed multiple locations, do the analysis for each location separately.

	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		0	0	0	0	0	0
Percentage (auto calculates)	222	0%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		1	0	0	4	0	5
Percentage (auto calculates)	80	1%	0%	0%	5%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	19	0%	0%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	3	0	3
Percentage (auto calculates)	3	0%	0%	0%	100%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number							0
Percentage (auto calculates)		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		5	19	0	0	0	24
Percentage (auto calculates)	46	11%	41%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		1	1	2	0	0	4
Percentage (auto calculates)	3	33%	33%	67%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	1	0%	0%	0%	0%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		2	0	0	0	0	2
Percentage (auto calculates)	43	5%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		1	1	1	0	0	3
Percentage (auto calculates)	13	8%	8%	8%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		1	1	0	2	0	4
Percentage (auto calculates)	3	33%	33%	0%	67%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		0	0	0	0	0	0
Percentage (auto calculates)	75	0%	0%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		2	4	0	0	0	6
Percentage (auto calculates)	27	7%	15%	0%	0%	0%	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	3	0	3
Percentage (auto calculates)	3	0%	0%	0%	100%	0%	

School Zone Hazard Analysis Tool							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number		1	1	0	0	0	2
Percentage (auto calculates)	21	5%	5%	0%	0%	0%	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number		0	0	0	0	0	0
Percentage (auto calculates)	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

Monticello High School SRTS School Hazard Observation Notes from 10/8/18 & 10/15/18

- Parking lot lights not on
- Crosswalks are missing
- No crosswalk at Chelsea entrance (north)
- No crosswalk internally at main student entrance
- East side of building bus drop off/staff parking only but some mixing of parent drop offs
- Possible designated turn-only times (but is it enforced?)
- No designated student drop/pickup signage
- At School & Fallon only 3 of the 4 lanes of traffic have crosswalks painted
- No sidewalk on southside of school blvd
- No sidewalk on south side of Chelsea
- Speeding
- Some drivers don't stop at stop sign if the road is clear to go
- Lots of speeding on school blvd
- Sysco truck came in and caused back-up
- Students speed out of lot onto school blvd
- Lots of backup from student vehicles leaving
- People turning left when it is right turn only
- People driving in handicap spots near visitor parking. They were waiting in the pick-up line
- Many people parked in random spots waiting for students to come out.
- Many kids not even looking both ways before crossing the road
- Many with headphones one
- People getting in cars in the middle of the drop off road so traffic cannot get through
- People not pulling all the way forward
- Back up on School Blvd.
- Speed
- Some students outside before dismissal
- Not stopping at stop sign
- Law enforcement passed by
- Vehicles mostly stop after stop sign
- Several pedestrians using Pelican crossing
- Busses stop for pedestrians
- Cars parking in middle of trail crossing
- Biker cutting through parking lot
- Busses and vehicles mixing while exiting.

Appendix J. Engagement Summary

INTRODUCTION

Monticello Public Schools

As a part of the 2018 Safe Routes to School (SRTS) program, the Minnesota Department of Transportation (MnDOT) provided Monticello Schools with technical assistance which included engagement with the Monticello community (e.g., parents, students, staff, etc.). SRTS staff hosted "pop-up" tables with activities and information at the following schools and events in fall 2018:

- Monticello Middle School, Family Conferences, November 15, 2018, 40 people
- Pinewood Elementary School, Family Conferences, November 19, 2018, 35 people
- Little Mountain Elementary School, Family Conferences, November 20, 2018, 20 people

Presentation materials and activities included a walk/bike trivia game to grab attention, a giant table top "placemat" graphic with a post-it note activity about identifying issues and opportunities, and an interactive barriers mapping activity. There was also a SRTS "zine" activity book as a handout with resources for additional information, and links to the project website. In total, staff interacted with approximately 95 people at the three Monticello events combined.

MONTICELLO MIDDLE SCHOOL

Monticello Middle School, located at 800 East Broadway Monticello, MN, includes grades 6 – 8

SRTS staff hosted a "pop-up" activity table at Monticello Middle School's family conferences on November 15, 2018. During the event, staff talked with approximately 40 parents, students, and staff from the Monticello Middle School community about walking and biking to school.

Highlights

Opportunities
People are interested in making walking and biking to school safer. There is already a fair amount of students who walk to get to school and other nearby destinations, and students and parents recognize the benefits of walking and biking more.

Barriers
Unsafe and high traffic roads are a large barrier to walking and biking safely to school, with Broadway St being the most commonly cited problematic road.

Infrastructure Findings
Parents and staff are looking for better crossings on high traffic roads like Broadway St and would like to see better driver compliance at controlled intersections.

Program Findings

Parents and students showed interest in enforcement programs that would lead to better driver compliance as well as encouragement programs like walk or bike to school days to create excitement around walking and biking.

Existing Conditions

Opportunities

Many students walk and bike to get to Monticello Middle School, and there is interest for better walking and biking infrastructure to make it safer for students to get to and from school. Students also walk and bike to get to places other than school; they walk to Target and to Caribou Coffee after school, among other nearby destinations.

Barriers

The biggest barriers to walking and biking to school are unsafe and high traffic roads. Many parents and staff are worried about students crossing unsafe streets or intersections and said that drivers sometimes do not comply the traffic controls at 4-way stops or marked crosswalks. They also said that busy roads make it uncomfortable to walk and bike, especially on problematic roads.

Other barriers included winter weather conditions, a lack of lighting when it is dark in the mornings and evenings, and concerns regarding security when walking and biking. One parent said that some students do not obey road rules when riding their bikes when crossing Broadway. This happens because the marked crossings is at least a block away in the opposite direction of travel from their destination.

Problematic Routes

- 4th St
- Broadway St
- Fenning Ave
- Pine St

The most commonly cited problematic road to walking and biking was Broadway St. People believe it is difficult to cross due to the width of the road, the lack of controlled crossings, and the speed of traffic. Additionally, 4th St, Fenning Ave, and Pine St south of I-94 are uncomfortable to walk on without separated walking/biking paths or lighting. Some people suggested improvements on these roads by adding additional infrastructure.

Problematic Intersections

- Broadway St – Fenning Blvd
- Broadway St – Hart Blvd
- Broadway St – Pine St
- Broadway St – Washington St

Broadway St had several intersections that students, parents, and teachers described as difficult to cross when walking and biking to school including at Fenning Blvd, Hart Blvd, Pine St, and Washington St. The most commonly cited intersection was at Broadway St and Washington St where students have difficulty crossing by foot or bike due to a lack of driver compliance at the crosswalk and the high speeds on Broadway. The other problem intersections at Pine St and Hart Blvd also feel unsafe to cross even with the marked crossing due to the speed and high number of cars.

Findings

Infrastructure

Many people suggested better crossing on Broadway due to a lack of driver compliance at controlled intersections or a lack of control altogether at others where students want to cross. A couple of people suggested better paths and crossings around the Target, as it is a major destination both for students and the Monticello community. One person called for a sidewalk on 4th St between Cedar Ave and Washington St. One person suggested a walking or biking path on Pine St at the southern end of Monticello.

Programs

The following programs were discussed with or suggested by parents, students, or staff:

Enforcement—Parents and students indicated that there are issues with a lack of driver compliance on roads near Monticello Middle school, especially on Broadway St. Increased enforcement or a driver safety campaign could be a helpful reminder for vehicles to slow down near the school and to obey the marked crosswalks.

Education—Walking and biking education could be helpful for students to learn about how to safely walk and bike to school. Education programs such as Walk! Bike Fun! could help ease parent concerns about safety and teach students how to safely share the roadways while walking and biking to school.

Walk/Bike to School Day—Monticello Middle families had some interest in a Walk or Bike to School day as well. A walk to school day could create excitement by creating a day to celebrate walking or biking to school.

PINEWOOD ELEMENTARY SCHOOL

Pinewood Elementary School, located at 1010 West Broadway Monticello, MN, includes grades 1 – 5

SRTS staff hosted a “pop-up” activity table at Pinewood Elementary School’s family conferences on November 19, 2018. During the event, staff talked with approximately 35 parents, students, and staff from the Pinewood community about walking and biking to school.

Highlights

Opportunities

There is a lost of support from families for improved walking and biking infrastructure and for growing walking and biking programs at school.

Barriers

The Pinewood community would like to see safer crossings on high traffic, especially on Broadway St, and want better driver compliance at controlled intersections.

Infrastructure Findings

Parents and staff are looking for better crossings on high traffic roads like Broadway St and would like to see better driver compliance at controlled intersections.

Program Findings

Leverage existing excitement around walking and biking at Pinewood through encouragement programs like walking school bus or bike rodeos.

Existing Conditions

Opportunities

Students who live near Pinewood like to walk and bike to school and many at the event said they like walking and

biking with their families for fun. There is a lot of support from Pinewood families for improving walking and biking infrastructure in the community, with many saying they wish there were safer crossings or improved facilities to get to Pinewood.

There is interest in growing existing walking and biking efforts at Pinewood. For example, several people said the crossing guard at Elm St and 3rd St helps students safely cross Elm St and said they would like to see more support for the crossing guard program.

Barriers

Many people said that car traffic is unsafe near Pinewood and it makes getting to school by walking and biking dangerous. People complained that cars travel too fast on large roads and that the amount of traffic makes it feel uncomfortable when walking along busy roads. Additionally, one person pointed out that the railroad can also be a barrier for students walking and biking to school as well.

Problematic Routes

- Broadway St
- Golf Course Rd
- Pine St

Broadway St was the most commonly cited problematic road. Staff and parents said it is a high speed, heavy traffic road that is hard to cross do to the amount of traffic and the long crossing distance. Golf Course Rd and Pine St were other problematic roads that people brought up during the tabling event. People said that all both are uncomfortable to cross or walk/bike along. One person specifically said that crossing Pine St on the bridge above I-94 is uncomfortable because there is no separation between car travel lanes and the sidewalk.

Problematic Intersections

- Broadway St – Otter Creek Rd
- Broadway St – Willow St

Broadway St has a couple of problematic intersections that people described as difficult to cross when walking and biking. Some said that there aren't marked crossings at the intersection of Broadway St and Willow St and that students will run across the street here to avoid traffic. One person said that they appreciate the marked crossing and pedestrian light at Broadway St and Otter Creek Rd, but that a lot of students do not use the light or cross at other intersections. Some said that cars do not obey the pedestrian light at Otter Creek Rd and said that a bicyclist was hit at the crossing.

Findings

Infrastructure

Parents, students, and staff requested more protection from cars when walking and biking to and from school, with many people wanting improved crossings on Broadway St. People said that traffic moves too fast on wide roads like Broadway St near Pinewood to make walking or biking comfortable.

Programs

The following programs were discussed with or suggested by parents, students, or staff:

Crossing Guards—One program to continue to improve on is the crossing guard used at 3rd St and Elm St. One person specifically suggested working with Wright County Sheriff to get volunteers to help staffing crossing guards at 3rd St and Elm St. Another person said that even with the crossing guard, there is still problems with driver behavior at the intersection at the same time students are walking and biking to school.

Bike Rodeo—One program discussed with participants was a bike rodeo to create excitement around biking to school. The rodeo would include education on safe riding habits and could be coupled with a bike or bike lock giveaway.

Walking School Bus/Bike Trains—Pinewood could use walking school buses and bike trains as a way to give students more opportunities to walk and bike to school and to help groups of students cross problematic roads. Adult supervisors leading the walks or bikes could help students cross the road safely. Having a group of students and adults walk or bike to school together helps alleviate concerns about students walking and biking to school alone.

LITTLE MOUNTAIN ELEMENTARY SCHOOL

Little Mountain Elementary School, located at 9350 Fallon Avenue Monticello, MN, includes grades 1 – 5

SRTS staff hosted a "pop-up" activity table at Little Mountain Elementary School's family conferences on November 20, 2018. During the event, staff talked with approximately 20 parents, students, and staff from the Little Mountain community about walking and biking to school.

Highlights

Opportunities

Students at Little Mountain like walking and biking and wish they could do it more. There are opportunities to leverage the desire to walk and bike through encouragement programs and through better enforcement of safe driver behavior near school.

Barriers

Walking and biking to the Little Mountain can be unsafe, especially when crossing problematic roads and intersections and particularly on School Blvd.

Infrastructure Findings

School Blvd is difficult to cross and uncomfortable to walk or bike along, with driver compliance at intersections being an issue.

Program Findings

Increased driver enforcement or a safety education campaign to help remind drivers to slow down and to stop at crosswalks along School Blvd was a common suggestion.

Existing Conditions

Opportunities

Based on the comments received, students at Little Mountain like walking and biking and wish they could do it more. Some families with students who live near school find walking to school convenient and easy. Additionally, there is already some walking and biking support in place in the form of crossing guards at the intersections of School Blvd and Fallon Ave and at School Blvd and Elder Ln. There are also other schools nearby and a park on the other side of School Blvd that generate some walking and biking demand.

Barriers

The biggest barriers to walking and biking to school are unsafe roads that have high speed traffic near Little Mountain. Many people said that driver compliance at controlled intersections and crosswalks is a big issue on these roads and they wish drivers would be more conscious of students.

Problematic Routes

- Fenning Ave

- School Blvd

The most commonly cited problematic road was School Blvd. People are concerned that it is both difficult to walk along and difficult to cross. There is only a path on the north side of School Blvd and people wish there was better lighting along the route. There is also concern about Fenning Ave as being high speed and difficult to cross.

Problematic Intersections

- Fenning Ave – School Blvd
- Fenning Ave – Chelsea Blvd
- School Blvd – Elder Ln
- School Blvd – Fallon Ave
- School Blvd – Pelican Ln

Most of the problematic intersections that Little Mountain families are concerned about are on School Blvd. The intersections cited most often were School Blvd and Fallon Ave, School Blvd and Elder Ln, and School Blvd and Flenning Ave. Lack of driver compliance was an issue at all of these intersections, even the two at Fallon Ave and Elder Ln that have crossing guards. Other problematic intersections mentioned included School Blvd and Pelican Ln and Fenning Ave and Chelsea Blvd.

Findings

Infrastructure

Parents and students requested more protection from cars when walking and biking to and from school, with School Blvd being the clear barrier. Many people said walking along and across School Blvd is uncomfortable and feels unsafe with speeding vehicles that do not complie with traffic controls.

Programs

The following programs were discussed with or suggested by parents, students, or staff:

Bike Rodeo—One program discussed with participants was a bike rodeo to create excitement around biking to school. The rodeo would include education on safe riding habits and could be coupled with a bike or bike lock giveaway.

Walk/Bike Buddies—One idea suggested was walking buddies. Students at Little Mountain could be partnered with students from nearby Monticello High to learn about safe walking and biking habits and to make parents more comfortable with allowing elementary school students to walk or bike to school.

Crossing Guards—One person suggested expanding the crossing guard coverage and adding a guard at the intersection of Fenning Ave and School Blvd. A crossing guard here could help address the crossing issues at this intersection.

Enforcement—Parents and students indicated that there are issues with a lack of driver compliance on roads near Little Mountain school, especially on School Blvd. Increased enforcement or a driver safety campaign could be a helpful reminder for vehicles to slow down near the school and to obey the marked crosswalks.

Appendix K. Infrastructure Toolbox

This infrastructure toolbox provides an overview of different infrastructure projects. Each infrastructure project includes a pictorial representation, a brief description, a typical and estimated cost, and a list of resources for more specific engineering guidelines. References are shown at the end of this section.

ADVANCED STOP LINES

Description

An advanced stop line is a solid white line painted ahead of crosswalks on multi-lane approaches to alert drivers where to stop to let pedestrians cross. It is recommended that advanced stop lines be placed twenty to fifty feet before a crosswalk. This encourages drivers to stop back far enough for a pedestrian to see if a second motor vehicle is approaching, reducing the risk of a hidden-threat collision. Advanced stop lines can also be used with smaller turning radii to create a larger effective turning radius to accommodate infrequent (but large) vehicles.

Estimated Costs[A,E]

- $8.50 per linear foot; $85 for a ten foot travel lane

Resources

- Reducing Conflicts Between Motor Vehicles and Pedestrians: The Separate and Combined Effects of Pavement Markings and a Sign Prompt
- FHWA Signalized Intersections: Informational Guide – Pages: 192- 193
- MN MUTCD: Part 3. Markings – Page: 3B-32
- NACTO Urban Street Design Guide – Pages: 109-116, 144

CROSSING GUARD

Description

Facilitated crossings are marked crossing locations along student routes where adult crossing guards or trained student patrols are stationed to assist students with safely crossing the street. Facilitated crossings may be located on or off campus. Determining whether a location is more appropriate for an adult crossing guard or student patrol may be based on location including distance from school, visibility, and traffic characteristics. Adult crossing guards and student patrols receive special training, and are equipped with high-visibility traffic vests and flags when on duty.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 25-26
- MnDOT Minnesota Safe Routes to School: School Crossing Guard Brief Guide
- MN MUTCD: Part 7. Traffic Controls for School Areas – Pages: 7D-1-2

Estimated Costs[D]

- $14.00 per hour average wage for a crossing guard

CURB EXTENSION/BULB OUT

Description

Curb extensions extend the sidewalk and curb into the motor-vehicle parking lanes at intersections or mid-block crossings. Also called bump-outs or bulb-outs, these facilities improve safety and convenience for people crossing the street by shortening the crossing distance and increasing visibility of people walking or biking to those driving.

Resources

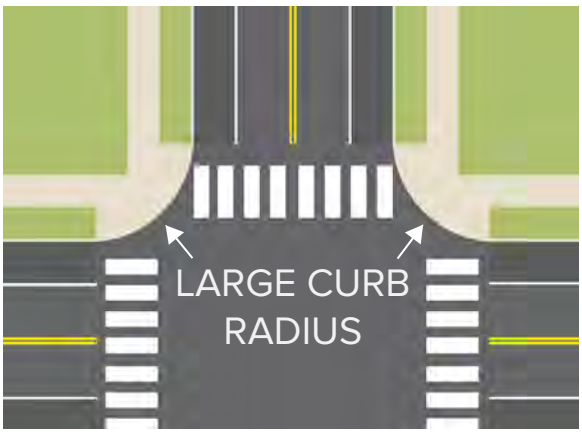
- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 11-12
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 6-11
- FHWA Signalized Intersections: Informational Guide – Pages: 190-192
- NACTO Urban Street Design Guide – Pages: 45-59

Estimated Costs[E]

- $13,000 for a single corner

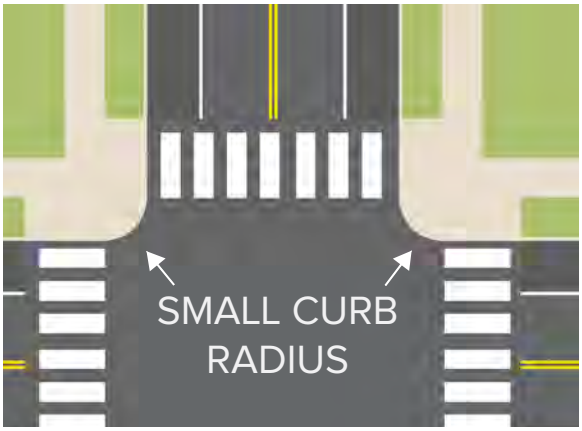
CURB RADIUS REDUCTION

Description



Curb radii designs are determined based on the design vehicle of the roadway. In general, vehicles are able to take turns more quickly around corners with larger curb radii. Minimizing curb radii forces drivers to take turns at slower speeds, making it easier and safer for people walking or biking to cross the street. An actual curb radius of five to ten feet should be used wherever possible, while appropriate effective turning radii range from 15 to 30 feet, depending on the roadway and land use context.

Resources



- FHWA Signalized Intersections: Informational Guide – Pages: 187-189
- NACTO Urban Street Design Guide – Pages: 117-120, 144-146

Estimated Costs[F, G]

- $2,000-$40,000, depending on need for utility relocation and drainage

CURB RAMPS

Description

Curb ramps provide access for people between roadways and sidewalks for people using wheelchairs, strollers, walkers, crutches, bicycles, or who have mobility restrictions that make it difficult to step up or down from curbs. Curb ramps must be installed at intersections and mid-block crossings where pedestrian crossings are located, as mandated by federal law. Separate curb ramps should be provided for each direction of travel across the street.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 1-2
- FHWA Signalized Intersections: Informational Guide – Pages: 47-50
- United States Access Board Proposed Accessibility Guidelines for Pedestrian Facilities in Public Right-of-Way – Pages: 66-67, 78-83

Estimated Costs

- Varies depending on retrofit or new construction, material used.

HAWK SIGNALS

Description

The High-Intensity Activated Crosswalk Beacon (HAWK), also referred to as a Pedestrian Hybrid Beacon System by MnDOT, remains dark until activated by pressing the crossing button. Once activated, the signal responds immediately with a flashing yellow pattern which transitions to a solid red light, providing unequivocal 'stop' guidance to motorists. HAWK signals have been shown to elicit high rates of motorist compliance.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 13-15
- FHWA Safety Effectiveness of the HAWK Pedestrian Crossing Treatment
- FHWA Evaluation of Pedestrian and Bicycle Engineering Countermeasures: Rectangular Rapid-Flashing Beacons, HAWKs, Sharrows, Crosswalk Markings, and the Development of an Evaluation Methods Report – Pages: 19-28

Estimated Costs[H]

- $80,000. Includes one HAWK signal in each direction

HIGH-VISIBILITY CROSSWALK

Description

High-visibility crosswalks help to create a continuous route network for people walking and biking by alerting motorists to their potential presence at crossings and intersections. Crosswalks should be used at fully controlled intersections where sidewalks or shared-use paths exist.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 3-8
- MnDOT Guidance for Installation of Pedestrian Crosswalks on Minnesota State Highways – Page: 3
- MN MUTCD: Part 3. Markings – Pages: 3B-34-38
- MN MUTCD: Part 7. Traffic Controls for School Areas – Pages: 7A-1-3, 7B-5-8, 7C-1
- NACTO Urban Street Design Guide – Pages: 109-116

Estimated Costs[E]

- $25,000 each, depending on materials: paint vs. thermoplastic

LEADING PEDESTRIAN INTERVAL

Description

A Leading Pedestrian Interval (LPI) provides pedestrians with a three to seven second head start when entering an intersection with a corresponding green signal in the same direction of travel. LPIs enhance the visibility of pedestrians in the crosswalk, and reinforce their right-of-way over turning vehicles. LPIs are most useful in areas where pedestrian travel and turning vehicle volumes are both high.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 20-22
- NACTO Urban Street Design Guide – Page: 128

Estimated Costs[A]

- $0-$3,500, depending on the need for new hardware vs. revising existing signal timing

MEDIAN REFUGE ISLAND

Description

Median refuge islands (also known as median crossing islands) make crossings safer and easier by dividing them into two stages so that pedestrians and bicyclists only have to cross one direction of traffic at a time. Median refuges can be especially beneficial for slower walkers including children or the elderly. Crossing medians may also provide traffic calming benefits by visually narrowing the roadway.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 9-10, 43-44
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 17-20
- FHWA Proven Safety Countermeasures: Medians and Pedestrian Crossing Islands in Urban and Suburban Areas
- MN MUTCD: Part 3. Markings – Page: 3I-2
- NACTO Urban Street Design Guide – Page: 116

Estimated Costs[E]

- $13,500, $10 per square foot

RAISED CROSSWALKS

Description

Raised crosswalks are wide and gradual speed humps placed at pedestrian and bicyclist crossings. They are typically as high as the curb on either side of the street, eliminating grade changes for people crossing the street. Raised crosswalks help to calm approaching traffic and improve visibility of people crossing.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 3-4
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 12-15
- MN MUTCD: Part 3. Markings – Pages: 3B-46-49
- NACTO Urban Street Design Guide – Page: 54

Estimated Costs[E]

- $8,170 each

ACTIVATED FLASHING BEACON

Description

One type of activated flashing beacon is a rectangular rapid flashing beacon (RRFB). It uses an irregular stutter flash pattern with bright amber lights (similar to those on emergency vehicles) to alert drivers to yield to people waiting to cross. The RRFB offers a higher level of driver compliance than other flashing yellow beacons, but lower than the HAWK signal.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 16-17
- FHWA Effects of Yellow Rectangular Rapid-Flashing Beacon on Yielding at Multi-lane Uncontrolled Crosswalks
- FHWA Evaluation of Pedestrian and Bicycle Engineering Countermeasures: Rectangular Rapid-Flashing Beacons, HAWKs, Sharrows, Crosswalk Markings, and the Development of an Evaluation Methods Report – Pages: 13-18

Estimated Costs[B]

- $36,000 for two assemblies on poles

ROAD DIET

Description

A classic road diet converts an existing four-lane roadway to a three-lane cross-section consisting of two through lanes and a center two-way left turn lane. Road diets improve safety by including a protected left-turn lane, calming traffic, reducing conflict points, and reducing crossing distance for pedestrians. In addition, road diets provide an opportunity to allocate excess roadway for alternative uses such as bike facilities, parking, transit lanes, and pedestrian or landscaping improvements.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 29-31
- FHWA Road Diet Desk Reference
- FHWA Road Diet Informational Guide
- NACTO Urban Street Design Guide – Page: 14

Estimated Costs[E]

- $120,680 per mile, assuming eight blocks in a mile. Estimate includes 16 symbols, 16 signs, six curb extensions, one mini traffic circle

SCHOOL SPEED ZONE

Description

School speed zones reduce speed limits near schools, and alert motorists that they are driving near a school. School speed zones are defined as the section of road adjacent to school grounds, or where an established school crossing with advance school signs is present. Each road authority may establish school speed zone limits on roads under their jurisdiction. In general, school speed limits shall not be more than 30 mph below the established speed limit, and may not be lower than 15 mph. Speed violations within school speed zones are subject to a double fine.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 48-51
- MnDOT School Zone Speed Limits
- MN MUTCD: Part 7. Traffic Controls for School Areas – Section: 7E

Estimated Costs[A, C]

- $600 for sign and post in each direction

SHARED USE PATH

Description

Shared-use paths provide off-road connections for people walking and biking. Paths are often located along waterways, abandoned or active railroad corridors, limited access highways, or parks and open spaces. Shared-use paths may also be located along high-speed, high-volume roads as an alternative to sidewalks and on-street bikeways; however, intersections with roadways should be minimal. Shared-use paths are generally very comfortable for users of all ages and abilities.

Resources

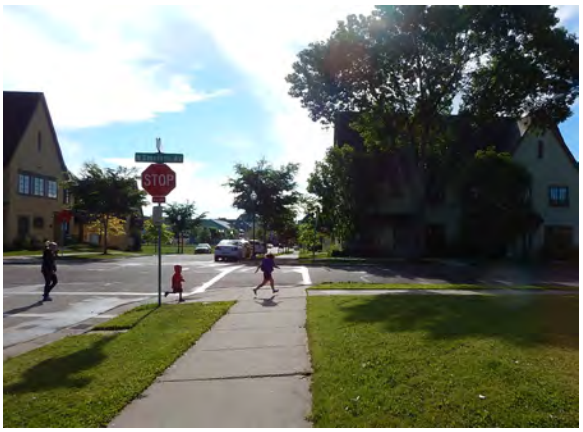
- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Page: 2
- MnDOT Bikeway Facility Design Manual – Pages: 123-168
- AASHTO Guide for the Development of Bicycle Facilities – Chapter 5

Estimated Costs[B]

- $55 per linear foot, 10 ft trail with aggregate base and associated costs

SIDEWALKS

Description



A well-connected sidewalk network is the foundation of pedestrian mobility and accessibility. Sidewalks provide people walking with space to travel within the public right-of-way that is separated from roadway vehicles. Sidewalks are associated with significant reductions in motor vehicle / pedestrian collisions.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 1-2
- AASHTO Guide for the Planning, Design, and Operation of Pedestrian Facilities
- NACTO Urban Street Design Guide – Pages: 37-44
- United States Access Board Proposed Guidelines for Pedestrian Facilities in Public Right-of-Way

Estimated Costs[A, B]

- $84 per linear foot of 6 ft sidewalk with aggregate base

TRAFFIC CIRCLES (MINI ROUNDABOUTS)

Description

Traffic circles are raised circular islands constructed in the center of residential intersections. They may take the place of a signal or four-way stop sign, and calm vehicle traffic speeds by forcing motorists to navigate around them without requiring a complete stop. Signage should be installed with traffic circles directing motorists to proceed around the right side of the circle before passing through or making a left turn.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 43-44
- FHWA Technical Summary: Mini-Roundabouts
- FHWA Technical Summary: Roundabouts – Page: 7 (mention of school area siting)
- MN MUTCD: Part 3. Markings – Pages: 3C1-15
- NACTO Urban Street Design Guide – Page: 99

Estimated Costs[E]

- $35,000-$50,000 each

Sources

A: http://www.dot.state.mn.us/bidlet/avgPrice/AVGPR162015.pdf
B: http://www.hennepin.us/~/media/hennepinus/residents/transportation/bottineau-documents-mpls-gv/estimated-infrastructure-costs-and-funding.pdf?la=en
C: http://www.trafficsign.us/signcost.html
D: https://www.bls.gov/oes/current/oes339091.htm
E: http://www.pedbikeinfo.org/cms/downloads/Countermeasure%20Costs_Report_Nov2013.pdf
F: http://guide.saferoutesinfo.org/engineering/reduced_corner_radii.cfm
G: http://www.pedbikeinfo.org/cms/downloads/Countermeasure_Costs_Summary_Oct2013.pdf
H: http://www2.ku.edu/~kutc/pdffiles/LTAPFS11-Mid-Block.pdf

Appendix L. Bike Parking for Schools

Bicycle parking at schools does more than just provide space for storage during the school day. Depending on design, bicycle parking can actually encourage students and staff to choose to ride their bikes to school. Here are some things to think about when planning bicycle parking at school.

HOW MUCH PARKING SHOULD BE PROVIDED?

The amount of bike parking needed will depend on the capacity of your school, the ages of students, and the number of staff. But remember: be aspirational! Provide parking for the number of students and staff you'd like to see biking! The following are some guidelines:

- Aim for 25 percent of the maximum student capacity of the school.
- Provide additional parking to encourage staff and faculty to bike to school

For example, if each classroom has a max capacity of 20 students and there are 10 classrooms, space for 50 bicycles should be provided. Don't forget to add some for faculty and staff!

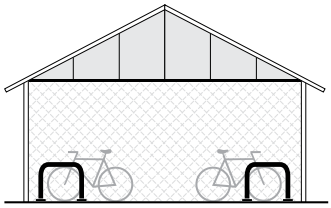
WHERE SHOULD PARKING BE LOCATED?

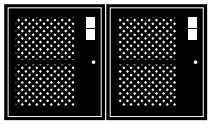
Well-located bike parking will be:

- visible to students, staff, and visitors
- near the primary school entrance/exit
- easily accessed without dismounting
- clear of obstructions which might limit the circulation of users and their bikes
- easily accessed without making a rider cross bus and car circulation
- installed on a hard, stable surface that is unaffected by weather
- often found near kindergarten and daycare entrance, which allows parents to conveniently pick up their children on their bikes

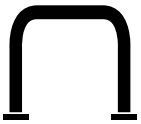
CAN MY SCHOOL PROVIDE ADDITIONAL AMENITIES?

Bike parking shelters and lockers provide extra comfort and security for those choosing to ride to school. They're also a great project for a shop class. Both can be very simple in construction and go a long way towards making biking attractive and prioritized!





WHICH RACKS ARE BEST?



INVERTED U

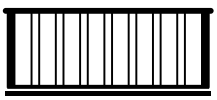
POST & RING

WHEELWELL SECURE

These racks provide two points of contact with the bicycle, accommodate varying styles of bike, allow for at least one wheel to be U-locked, and are intuitive to use!

WHICH RACKS ARE NOT RECOMMENDED?

WAVE



COMB

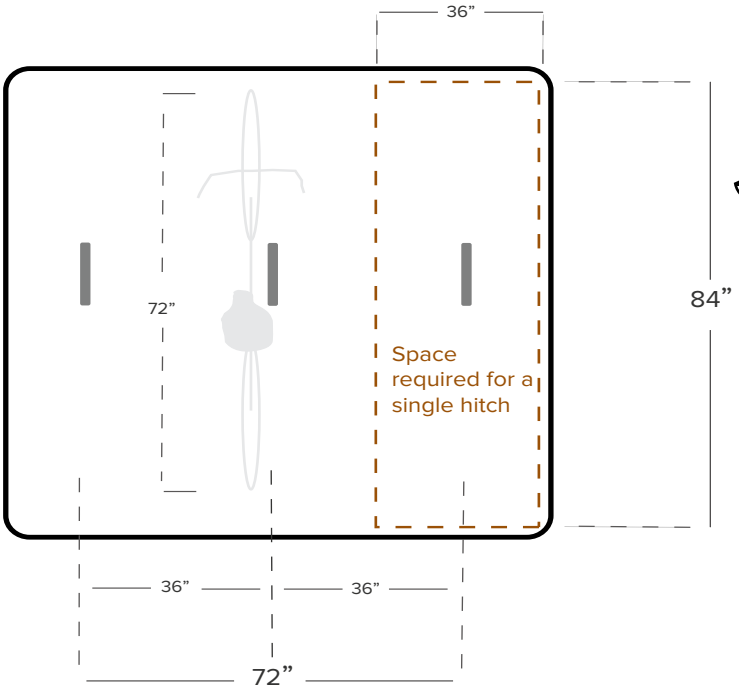
SPIRAL

WHEELWELL

These racks do not provide support at two places on the bike, can damage the wheel, do not provide adequate security, and are not intuitive to use!

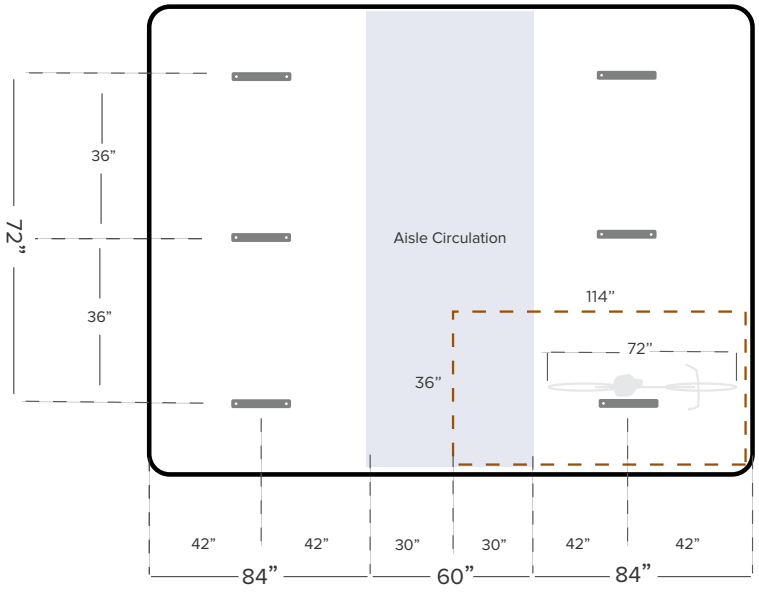
Graphics courtesy of Association of Pedestrian and Bicycle Professionals Essentials of Bike Parking report (2015).

SPACE REQUIREMENTS



The space requirements shown here assume a person parking their bike would have open access forward and from behind.

The space requirements shown here assume the area is confined on either side (left and right). Access is located at the top and bottom of the image, requiring a center aisle for circulation.



Space required for a single hitch

RESOURCES FOR EQUIPMENT

Dero
Sportworks
Urban Racks

MORE INFORMATION

APBP Essentials of Bike Parking
Bike Shelter Development Guide -Portland Public Schools

Appendix M. Maintenance Planning

ANNUAL MAINTENANCE

School routes and crosswalks should be prioritized for maintenance. To ensure high visibility crosswalks maintain their effectiveness, review all crosswalks within one block of the school each year. If there is notable deterioration, crosswalks should be repainted annually. In addition, crosswalks on key school walk routes should be evaluated annually and repainted every other year or more often as needed.

SEASONAL PLANNING AND MAINTENANCE

Walking and cycling generally diminish during the cold winter months as poorly maintained infrastructure and unpleasant weather conditions create barriers for pedestrians and bicyclists. However, maintaining infrastructure and planning inviting winterscapes for students can facilitate the convenience of biking and walking as well as provide new opportunities to encourage students to be outside more.

Snow removal and maintenance of school routes should be prioritized. Snow removal is a critical component of pedestrian and bicycle safety. The presence of snow or ice on sidewalks, curb ramps, or bikeways will deter pedestrian and cyclist use of those facilities to a much higher degree than cold temperature alone. Families with children will avoid walking in locations where ice or snow accumulation creates slippery conditions that may cause a fall. Curb ramps that are blocked by ice or snow effectively sever access to pedestrian facilities. Additionally, inadequately maintained facilities may force pedestrians and bicyclists into the street. Identified routes to school should be given priority for snow removal and ongoing maintenance.

While it is important to prioritize maintenance, additional planning should be employed to create new opportunities to encourage students to be outside more through design. According to the City of Edmonton's Winter Design Guidelines, the five main design principles for designing cities that are inviting and functional for outdoor public life year-round include blocking wind, capturing sunshine, using color, lighting, and providing infrastructure that supports desired winter activities.

Lighting is important year-round, but becomes increasingly important in the winter for creating more inviting winterscapes for pedestrians and bicyclists. Lighting can contribute to inducing a sense of warmth and safety, as well as be used for wayfinding and as passive public art displays.

Lastly, providing infrastructure that supports desired winter activities can also encourage more active transportation. Some particularly encouraging strategies beyond providing ice skating rinks that have been employed in Edmonton, Canada include harnessing plowed snow piles and stored snow to create new play opportunities for students. These snow piles can be strategically placed in parks along walking routes and mounded into winter slides. Other practices have included regularly compacting snow to make it malleable enough for students to construct their own snow house structures, with maintenance crews compacting the snow every few days to prevent it from forming into denser ice.

Resources

Winter Design Guidelines: Transforming Edmonton into a Great Winter City
https://www.edmonton.ca/city_government/documents/PDF/WinterCityDesignGuidelines_draft.pdf

Appendix N. Equity in SRTS Planning

When planning and implementing your SRTS programming, it is important to design events and activities that are inclusive of students of all backgrounds and abilities. This appendix identifies potential obstacles to participation and suggests creative outreach, low-cost solutions, and flexible program implementation to address language barriers, students with disabilities, personal safety concerns, and barriers related to school distance.

LANGUAGE AND/OR CULTURAL BARRIERS

To encourage families that do not speak English, are learning English, or have recently immigrated to participate in Safe Routes to School programs, it is important to communicate how the program can benefit families and address parental concerns. Hiring a bilingual staff person is the best way to communicate and form relationships with a community.

Provide Materials in Multiple Languages

Some concepts can lose their meaning and be confusing when translated literally. Also, words may have different meanings depending on the regional dialect.

- Ask families with native speakers to help communicate the message to others.
- Use images to supplement words so that handouts are easy to read and understand.

Use a Variety of Media

In schools where families speak different languages, it can be a good idea to present information in multiple ways.

- Use a variety of mechanisms to communicate the benefits of walking and bicycling to parents.
- Have students perform to their parents, such as through a school play.
- Encourage youth-produced PSAs to educate parents on why biking and walking are fun and healthy events.
- Provide emails, print materials, etc., in multiple languages.
- Use a phone tree, PTA, or events to reach parents.
- Engage an assistant who speaks multiple languages to reach out to parents at events.
- Employ staff from similar ethnic backgrounds to parents at the school.
- Parents increasingly use texting more than emails. Find out how parents communicate with each other and use their methods.

Meet People Where They Are

Some families may not feel comfortable coming to your events or participating in formal PTA and organizations.

- Attend established meetings to reach groups who may not participate in school PTAs or other formal meetings.
- State required English Learner Advisory Committees (ELACs) are good partners.
- Conduct outreach or table at school events (such as: Movie nights, family dance nights, Back to School nights, etc.).

Residents are often aware of traffic and personal safety issues in their neighborhoods, but don't know how to address them.

- Provide a safe place for parents to voice concerns to start the conversation about making improvements. Listen to their concerns, help parents prioritize, and connect them with the responsible agency to address the concerns.
- Encourage staff or parent volunteers to host house meetings, in which a small group gathers at the home of someone they know to voice concerns and brainstorm solutions.
- Seek common goals for community improvement that can be addressed through collaborative efforts with all parent groups.
- When looking for volunteers, start by looking to friends and neighbors to build your base group.
- Be creative; consider going to community events like Farmer's Markets and neighborhood gathering spots to recruit. Try different ways of engaging with participants; the City as Play Design Workshops have creative ideas for asking attendees to build their visions.

- Look for small victories: adding a crossing guard, signage and paint gives parents confidence that their issues can be addressed.

Host Parent Workshops

All parents desire for their children to be successful. Workshops are a good opportunity to articulate how services and programs can reduce barriers to students' success and help them be successful.

- Create simple ways for parents to get involved and help put on events and activities with their children, who can often help navigate the situation.
- Hold a "Parent University," or workshops where parents can voice their concerns.
- Listen to and act on parents' suggestions to build trust in the community and address concerns.
- Include an icebreaker activity to introduce yourself and to make the participants more comfortable sharing their thoughts and opinions.

Establish Flexible Programs

Create a trusting and welcoming environment by not requiring participants to provide information about themselves, which could be a deterrent to undocumented immigrants.

- Establish a training program for volunteers that does not require background checks or fingerprints since some parents who would like to volunteer may not be able to pass background checks.

Often working parents have limited time to volunteer with their children's schools. The hours and benefits associated with many jobs can make it challenging for parents to be available for school activities and take paid time off.

- Host meetings and events at varying times to accommodate differing work schedules.
- Make specific requests and delegate so no single person has to do the majority of the work.

Communicate Health Benefits

Families who are not as well-connected to the school community may not be as aware of the benefits of SRTS programming.

- Publicize to parents that walking and biking to school is exercise and to children that it is fun, like an additional recess.
- Encourage caregivers to attend health fairs that highlight biking and walking to create an association between those commute options and their benefits. Encouragement competitions such as the Golden Sneaker Award and Pollution Punch Card can show how many calories students have burned.

STUDENTS WITH DISABILITIES

Some students may not be able to walk or bike to school because of physical or mental disabilities, but they can still be included in SRTS programs.

- Invite children with physical disabilities to participate in school infrastructure audits to learn how to improve school access for all.
- Understand that students with mental disabilities may have differing capacities for retaining personal and traffic safety information, but programs like neighborhood cleanups and after-school programs can be fun ways to socialize and participate with other students.
- Involve special education instructors and parents of disabled students in the planning and implementation of these programs to better determine the needs of children with disabilities.
- Create SRTS materials that recognize students with disabilities. Include pictures of students with disabilities in program messaging to highlight that SRTS programs are suitable for all students.

Additional Resources

- National Center for SRTS's Involving Students with Disabilities
- SRTS National Partnership's: Serving Students with Disabilities

PERSONAL SAFETY CONCERNS

In some communities, personal safety concerns associated with crime activity is a significant barrier to walking and bicycling. These can include issues of violence, dogs, drug use, and other deterrents that can take precedence over SRTS activities in communities. These neighborhoods may lack sidewalks or other facilities that offer safe access to school, and major roads may be barriers.

Neighborhood Watch Programs

Establishing neighborhood crime watches, parent patrols, and safety zones can involve the community in addressing personal safety concerns as supervision reduces the risk of bullying, crime, and other unsafe behavior.

- Set up parent patrols to roam areas of concern. Safe Passages or Corner Captain programs station parent or community volunteers on designated key street corners to increase adult presence to watch over children as they walk and bicycle to school.
- Issue special hats, vests, or jackets to give the volunteers legitimacy and identify them as patrol leaders.
- Provide walkie-talkies to allow parents to radio for help if they are confronting a situation they have not been able to resolve.
- Work to identify "safe places" like a home along the route where children can go to in the event of an emergency, or create a formal program with mapped safe places all children can go to if a situation feels dangerous.

SchoolPool with a Group

SchoolPool, or commuting to school with other families and trusted adults, can address personal safety concerns about traveling alone.

- Form Walking School Buses, Bike Trains, or carpools. For information about how to set up a SchoolPool at your school, read the Spare the Air Youth SchoolPool guidebook at http://www.sparetheairyouth.org/schoolpool-guidebook. More information about organizing a Walking School Bus or Bike Train is available online at http://www.sparetheairyouth.org/walking-school-buses-bike-trains.

Sponsor Neighborhood Beautification Projects

Clean neighborhoods free of trash and graffiti can create a sense of safety and help reduce crime rates.

- Host neighborhood beautification projects around schools, such as clean-up days, graffiti removal, and tree planting to help make families feel more comfortable and increase safety for walking or biking to school.
- Host a community dialogue about positive and negative uses of public space.

Education Programs

Teach students and their families about appropriate safety issues. Parents may not want students to walk or bike if they are not confident in their child's abilities.

Safety Information for Students

- Use time at school, such as during recess, PE, or no-cost after school programs, to teach children how to bike and walk safely.
- Utilize either existing curricula or bring in volunteer instructors from local advocacy groups and non-profit organizations.
- Teach children what to do in the event of an emergency and where to report suspicious activity or bullying.
- Provide helmets and bikes during the trainings will allow all students to participate regardless of whether or not they have access to these items.
- Organize an Open Streets event as a strategy to create safe zones to teach new skills in the street.

Safety Information for Parents

- Provide information about how to get to around safely.
- Develop and distribute suggested routes to school maps that highlight streets with amenities like sidewalks, lighting, low speeds, and less traffic.
- Identify informal shortcuts and cutthroughs that students may take to reduce travel time. Consider whether these routes may put students at risk (for example, by cutting through a fence, across a field, or near railroad tracks) and work with your city planners to improve the route.
- Provide flyers for parents about how to find other families groups to commute with or what to do in the event of an emergency to educate themselves and their children.

- Offer pedestrian safety training walks. Make these fun and interactive and address parents' safety concerns as well as provide tips for them to teach their children to be safe while walking.

Resources

- SRTS National Partnership's Implementing Safe Routes to School in Low-Income Schools and Communities http://www.saferoutespartnership.org/sites/default/files/pdf/LowIncomeGuide.pdf

BARRIERS RELATED TO SCHOOL DISTANCE

Some students simply live too far from school to reasonably walk or bike. However, there are programs that may be implemented to include these students in healthy physical activities, such as walking or biking.

Remote Drop-off

- Suggest remote drop-offs for parents to drop their children off a couple blocks from the school so they can walk the rest of the way. Volunteers wait at the drop-off and walk with students at a designated time to ensure they arrive to school safely and on time.
- Remote drop-off sites can be underutilized parking lots at churches or grocery stores that give permission for their property to be used this way.
- Identify potential park and walk areas on route maps.

Walk to School Bus Stops

- Incorporate physical activity into students' morning schedule by encouraging them to walk to bus stops.
- Utilize walking school bus programming to organize nearby students to walk in groups to a more centrally located bus stop, which may translate into fewer bus stops because more students will be boarding at each stop.

Frequent Walker Programs

- Implement programs that identify walking opportunities on campus, which can be defined in terms of routes or by amount of time spent walking. This will allow students who arrive to school by bus or parent vehicle to benefit from the physical benefits provided by walking or biking to school.

Additional Resources

- Safe Routes to School National Partnership Rural Communities: Making Safe Routes Work
- Safe Routes to School National Partnership Rural Communities: Best Practices and Promising Approaches for Safe Routes
- Safe Routes to School National Partnership Rural Communities: A Two Pronged Approach for Improving Walking and Bicycling

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