

Safe Routes to School

A plan to make walking and biking to school a safe, fun activity

MONTICELLO, MN

Monticello High School
Monticello Middle School
Pinewood Elementary School
Little Mountain Elementary
Eastview Education Center



ACKNOWLEDGMENTS

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TABLE OF CONTENTS

01

INTRODUCTION + CONTEXT	4
The Vision.....	7
Monticello Schools in Context.....	8
Community Engagement.....	11

02

PROGRAMS	12
Introduction to Programs.....	13
Recommended Programs.....	13

03

INFRASTRUCTURE	20
Introduction to Infrastructure.....	21
Existing Issues and Conflicts.....	22
Monticello Middle School Infrastructure Recommendations.....	27
Pinewood Elementary Infrastructure Recommendations.....	29
Little Mountain Elementary, Monticello High, and Eastview Education Center Infrastructure Recommendations.....	31

04

HOW TO GET INVOLVED	34
Using this Plan.....	35
Final Thoughts.....	39

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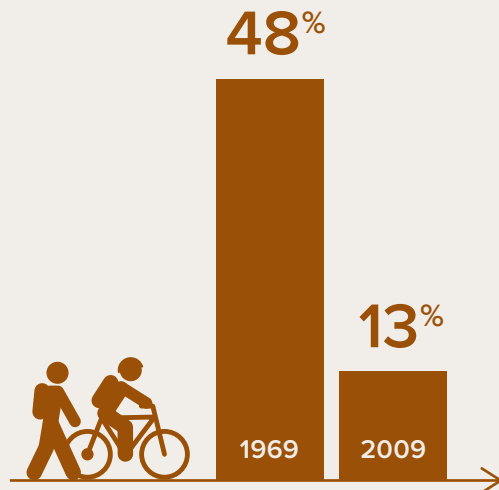
APPENDICES	41
A. For More Information.....	43
B. SRTS Facts for School Communication.....	44
C. Summary of Planning Process.....	47
D. Existing Conditions.....	49
E. Student Residences.....	52
F. Parent/Caregiver Survey.....	57
G. Student Hand Tally.....	112
H. Environment & Policy Assessment.....	127
I. School Zone Hazard Observation Tool.....	129
J. Engagement Summary.....	174
K. Infrastructure Toolbox.....	180
L. Bike Parking for Schools.....	188
M. Maintenance Planning.....	190
N. Equity in SRTS Planning.....	191



01

INTRODUCTION + CONTEXT

Why Safe Routes to School?



THE PERCENTAGE OF CHILDREN WALKING OR BIKING TO SCHOOL HAS DROPPED PRECIPITOUSLY WITHIN ONE GENERATION



MOST KIDS ARE NOT GETTING ENOUGH PHYSICAL ACTIVITY



ROADS NEAR SCHOOLS ARE CONGESTED, DECREASING SAFETY AND AIR QUALITY FOR CHILDREN

KIDS WHO WALK OR BIKE TO SCHOOL:



Arrive alert and able to focus on school



Get most of the recommended 60 minutes of daily physical activity during the trip to and from school



Are more likely to be a healthy body weight



Demonstrate improved test scores and better school performance*



Are less likely to suffer from depression and anxiety

THE VICIOUS CYCLE OF INCREASED TRAFFIC LEADING TO REDUCED WALKING AND BICYCLING:



Fewer students walking & biking to school

More parents driving children to school

Rising concern about safety of walking & biking

Increased traffic at and around school

*More information, including primary sources, can be found at <http://guide.saferoutesinfo.org>

THE SIX E'S

Safe Routes to School (SRTS) programs use a variety of strategies to make it easy, fun, and safe for children to walk and bike to school. These strategies are often called the "Six E's."

EQUITY

Equity is an overarching concept that applies to all of the E's. Equity in SRTS means that the SRTS program is inclusive, celebrates the diversity of students, allocates resources to overcome inequities, and supports a community where walking and biking is safe, comfortable, and convenient for every student.



EDUCATION

Programs designed to teach children about traffic safety, bicycle and pedestrian skills, and traffic decision-making.



ENFORCEMENT

Law enforcement strategies aimed at improving driver behavior near schools and ensuring safe roads for all users.



ENCOURAGEMENT

Programs that make it fun for students to walk and bike, including incentive programs, regular events or classroom activities.



EVALUATION

Strategies to help understand program effectiveness, identify improvements, and ensure program sustainability.



ENGINEERING

Physical projects that are built to improve walking and bicycling conditions.

NAVIGATING THIS PLAN

Below is a roadmap for navigating the way through this plan. Use it to find all the information you need for helping students be safer and more active!



PROGRAMS

Getting children to walk and bike to school requires fun and engaging programs for schools and families. Turn to this section for recommended events, activities, and strategies that will get students moving.



HOW TO GET INVOLVED

The more people involved with a local Safe Routes to School process, the more successful it will be! Use this section to find out how you can be a part of this important initiative.



INFRASTRUCTURE

Ensuring the safety of students on their trips to and from school means upgrading the streets. See this section for suggestions to improve the safety, comfort and convenience of walking and biking, including paint, signage, and signals.



APPENDICES

There is more information available than could fit in this plan. For additional resources, turn to this section.



The Vision

Walking and biking to school is safe, comfortable, and fun for all students in Monticello.

In the summer of 2018, Monticello Public School District #882 was awarded a Minnesota Department of Transportation (MnDOT) Safe Routes to School (SRTS) planning assistance grant to hold a planning workshop and create a plan for all five schools in the City of Monticello: Monticello Middle School, Monticello High School, Eastview Education Center, Little Mountain Elementary, and Pinewood Elementary. This plan provides recommendations for all five schools.

In the grant application, the District discussed the partnership with the City of Monticello and their shared commitment to active transportation citywide. In 2011, the City created the Parks & Pathway System Plan and is currently identifying and prioritizing sidewalk and trail connections throughout the community. Additionally, the 2017 Monticello Strategic Plan identifies a goal to make Monticello a more walkable and bikeable community by connecting places and investing in people. Support for walking and biking comes from the District, as well. The Monticello Public School District wellness policy sets direction to “promote and protect students’ health, well-being, and ability to learn by supporting healthy eating and physical activity”.

Looking to the future, Monticello shares a vision with the State of Minnesota to create safe, accessible,

convenient, and affordable multi-modal transportation opportunities for all. The community hopes this plan will enhance the quality of life for all residents of Monticello. Throughout the planning process, stakeholders from key organizations came together to create a team of connected individuals committed to safe walking and biking to schools in Monticello. These individuals — listed in the acknowledgments at the beginning of this document — will continue working towards implementation of the recommendations found in this plan.

This plan was made possible with support from MnDOT and developed in coordination with the City of Monticello, Wright County, and the school district. It is the product of meetings and visits with staff, community members, and youth in Monticello.

The following pages identify program and infrastructure recommendations to support a safe and comfortable environment for people walking and biking to schools in Monticello. All recommendations are intended to be on an approximate five-year timeline. While not all of these recommendations can be implemented immediately, it is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects.

Monticello Schools in Context

DISTRICT STRUCTURE

Monticello Public School District draws from a large geographic area of Wright County that generally runs along the south bank of the Mississippi River from Clearwater to Albertville. Most students attending the five schools live within the City of Monticello (estimated population 13,600), while some come from the smaller surrounding cities of Becker, Clearwater, Big Lake, and Albertville. The following pages provide a brief overview of each school. For much of this document, Eastview Education Center, Little Mountain Elementary, and Monticello High School will be discussed together because of their close proximity to each other.

MONTICELLO MIDDLE SCHOOL

Monticello Middle School serves over 1,000 students in grades 6-8. The school is located on Broadway St E (Wright County Road 39) on the eastern edge of downtown Monticello and just a few blocks from the Mississippi River. The school campus includes a baseball field, track, tennis courts, and the Moose-Sherritt Ice Arena, which serves as a major destination in the city and region for ice hockey and skating.

There are parking lots of varying sizes surrounding the school building with accesses from Broadway and Washington St. Broadway is a major thoroughfare in Monticello and carries high volumes of traffic into and out of town.



MONTICELLO MIDDLE SCHOOL
MONTICELLO, MN

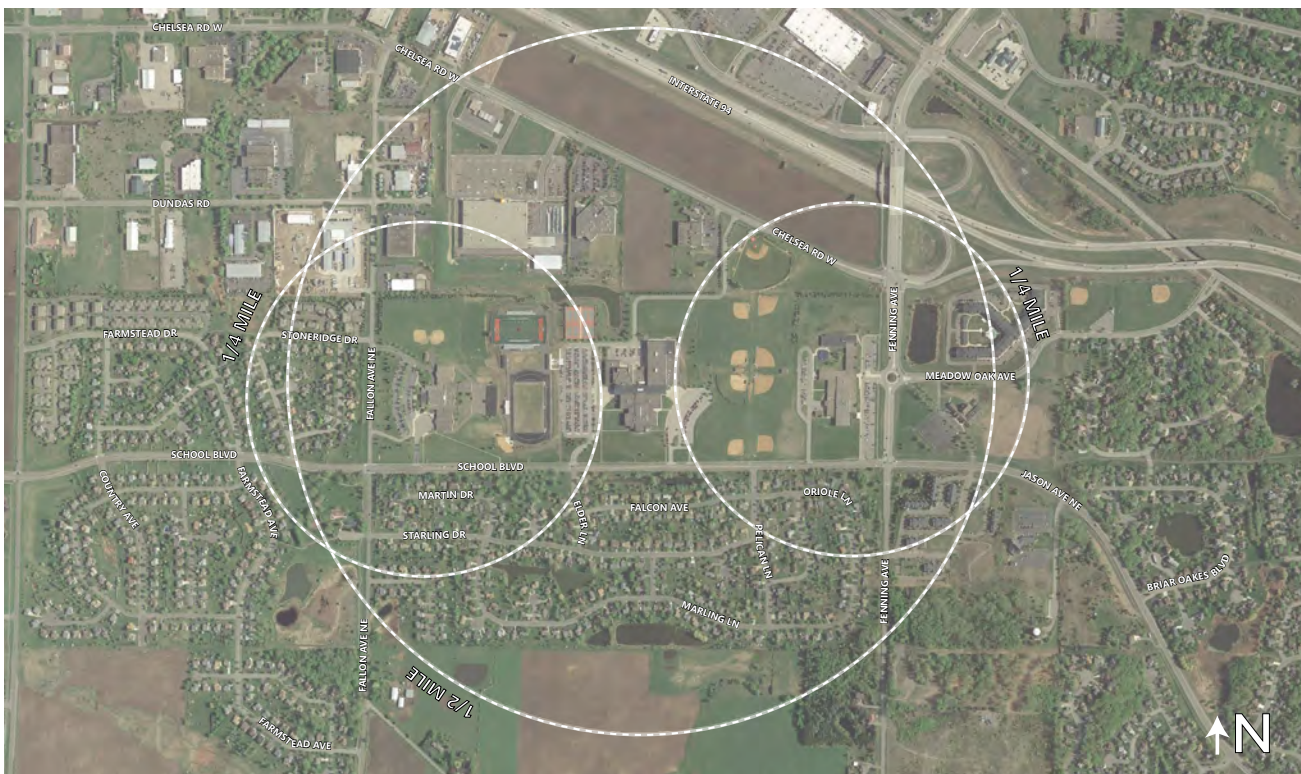


MONTICELLO HIGH SCHOOL, LITTLE MOUNTAIN ELEMENTARY, EASTVIEW EDUCATION CENTER

Monticello High School serves over 1,200 students in grades 9 through 12. Little Mountain Elementary, located to the west of the high school, welcomes nearly 700 students in grades 1 through 5. Eastview Education Center, which serves as the District's early childhood education, pre-Kindergarten, and Kindergarten school, serves nearly 360 students. It is located to the east of Monticello High School.

All three schools are located on the same super block, on the opposite side of Interstate 94 from downtown Monticello, the middle school, and Pinewood Elementary. The super block is bounded by Fenning Ave on the east, Fallon Ave NE on the west, School Blvd on the south, and industrial and commercial land uses to the north. Relative to the traditional grid street network north of Interstate 94, the neighborhoods surrounding these three schools include newer housing developments with curvilinear streets.

Despite the relatively new housing stock and associated lower density development, there is a high density of students in the surrounding neighborhoods who face challenges with Fallon Ave, Fenning Ave, and School Blvd, especially where these streets intersect.



MONTICELLO HIGH SCHOOL, LITTLE MOUNTAIN ELEMENTARY & EASTVIEW EDUCATION CENTER
MONTICELLO, MN

PINWOOD ELEMENTARY

Pinwood Elementary serves just over 900 students in grades 1 through 5. It's located on the western edge of Monticello along Broadway St and just two blocks from the Mississippi River. Railroad tracks run along the back side of the school along with a fence that restricts access to the school. Between Broadway St and the entrance to the building is a large parking lot and a parent drop off loop. To the west of school is more parking, tennis courts, and ball fields.

While Broadway St is narrower than further east near the middle school (three lanes compared with four), there are still challenges for students traveling to and from the school across Broadway as vehicles entering and exiting town have higher speeds.



PINWOOD ELEMENTARY
MONTICELLO, MN

Community Engagement



Many people helped develop the recommendations found in this plan. Besides stakeholders listed in the acknowledgments section above, project staff engaged the local community through a variety of tools described in the table below. This information came from people who know the issues faced better than anyone else - those who walk and bike in Monticello.

For more information related to engagement results and early data collection, including the School Zone Hazard Observation Assessment and Student Travel Tally, see the Appendix section that accompanies this document.

ENGAGEMENT TOOL	GROUP ENGAGED; PROJECT TIMING	FEEDBACK GATHERED
<p>Parent Survey</p> <p>An online survey sent to families that asks parents and caregivers how they feel about their child walking and biking to school.</p>	<p>Parents and caregivers of students</p> <p>Fall 2018</p>	<ul style="list-style-type: none"> • County Roads 14, 39, Highway 25, and School Blvd are major barriers • Lighting should be improved at crossings • Concern about violence and crimes against children
<p>Administration Survey</p> <p>An online survey sent to principals and administrators that asks about school and district policies or practices that support walking and biking to school. It also asks about the physical and built environment surrounding school.</p>	<p>School principals and administrators</p> <p>Fall 2018</p>	<ul style="list-style-type: none"> • District and school transportation policies do not address walking and biking • Schools collaborate with law enforcement to enforce speed limits and other traffic laws
<p>Online mapping tool</p> <p>An interactive tool where users can add their walking and biking routes, barriers, and destinations to an online map.</p>	<p>Monticello community members</p> <p>Fall 2018</p>	<ul style="list-style-type: none"> • No feedback gathered at time of plan writing
<p>Pop up engagement tabling</p> <p>In-person events held at schools or community events where project staff talk with families about ways to improve comfort while walking and biking to school.</p>	<p>Students, parents, caregivers, families</p> <p>Fall 2018</p>	<ul style="list-style-type: none"> • Drivers rarely yield to students waiting to cross at intersections near schools • Biggest barriers are high traffic roadways and lack of lighting in darker months of the year
<p>Student conversations</p> <p>In person conversations with students about their experiences walking and biking in the community.</p>	<p>Monticello students</p> <p>Fall 2018</p>	<ul style="list-style-type: none"> • Students are interested in walking and biking but they often live too far away • Students informally participate in SRTS programs like walking school buses and bike trains by traveling together in groups
<p>Rapid Planning Workshop</p> <p>A two day workshop held in Monticello with local stakeholders to discuss walking and biking challenges and opportunities.</p>	<p>Local stakeholders</p> <p>Fall 2018</p>	<ul style="list-style-type: none"> • The community is excited and motivated to increase the number of students walking and biking to school, but major barriers exist in the community.





Introduction to Programs

The Safe Routes to School movement acknowledges that infrastructure changes are necessary for shifting school travel behavior, but are insufficient on their own. Programs are a necessary component of any successful SRTS plan.

While engineering improvements such as sidewalks, crosswalks, and bikeways are important, equally important are **education** programs to give children and families basic safety skills, **encouragement** programs to highlight walking and bicycling to school as fun and normal, **enforcement** against unsafe and illegal motorist behavior, and **evaluation** of the impact of investments and non-infrastructure efforts. Often, programs that help to get more kids walking and biking lead to increased public support for infrastructure projects - they can be an important first step towards building out the physical elements that make walking and biking safer and more comfortable. And relative to certain infrastructure projects, most programs are very low cost. It is important to always deliver these programs **equitably** so all Monticello students have the opportunity to walk and bike safely and comfortably.

The Monticello community and schools are already working towards a healthy and active student population. The District has participated in several SRTS programs including access to a District-wide bicycle fleet for use by schools, participation in Walk! Bike! Fun! training and curriculum, Walk and Bike to School Day, and an annual Walk 'n' Roll event celebrating the City's parks and pathways where local partners and businesses in Monticello participate and promote a healthy lifestyle. Schools also use crossing guards during arrival and dismissal and give fifth grade students the opportunity to participate in crossing guard training at the Legionville School Safety Patrol Training Center. Wright County has also partnered with local law enforcement to organize and host a Stop for Me pedestrian safety campaign on Broadway St and School Blvd. These campaigns educate drivers and pedestrians about the rules and responsibilities of road users.

It is important that the events and activities listed above are continued! The momentum that has been built from these existing programs will allow future programming and SRTS efforts to be successful.

Recommended Programs

To increase the number of students walking and biking to school, the following programs are recommended for the Monticello Public School District. In order for a program to be successful and sustainable, a network of support within and outside school is necessary. The programs listed below were recommended after conversations with school and district staff, parents, students, community members, and city and county staff. The team discussed existing resources at schools, in the district, and within the community that might support programs to ensure they succeed. The following programs are recommended for the Monticello Public School District:

- Walking School Bus/Bike Train
- Bike Club
- School Communication to Families
- Student Walk/Bike Safety Education
- Walking/Biking Route Maps
- Community Safety Campaign
- Expanding Walk & Bike to School Day
- Expanding Remote Drop-off/Park and Walk
- Walking and Biking Field Trips
- Bike Mechanics Class/Earn-a-Bike

On the following pages, additional information is provided for programs listed above - a brief description, a suggestion for who should lead the program, a suggested timeline, the schools within Monticello that the program would be best for, and rationale to support its recommendation.



WALKING SCHOOL BUS/BIKE TRAIN

A Walking School Bus is a group of children who walk to school with one or more adults. Parents can take turns leading the bus, which follows the same route each time and picks up children from their homes or designated bus stops at designated times. Ideally buses run on a regular schedule so families can count on it, but they often begin as a one-time pilot event. Older students or “walking buddies” could also be used once a safe route has been established with the help of a trusted adult.

A Bike Train is very similar to a Walking School Bus: groups of students accompanied by one or more adults bicycle together on a pre-planned route to school. Routes can originate from a particular neighborhood or begin at a park, parking lot, or other meeting place.

Which schools it would be good for: All schools. Walking school buses work well for elementary and middle school students who live within walking distance from school. Bike trains may work well for middle and high school students and can include students who live further from school.

Program lead: School staff, PTO. Support from Rotary/Interact Club, Senior Center, youth mentors program.

Timeline: Short term (1-2 years)

Why we recommend it: Walking school buses and bike trains give parents additional feeling of security knowing their child is traveling in a group and with a trusted adult or older student. Many people who completed the survey expressed concern over their child being alone on their way to school. An informal walking school bus already exists at

Little Mountain, where students wait at the midblock crossing of School Boulevard until a crossing guard safely crosses students. Monticello schools have strong parent teacher organizations, which provide excellent opportunities for organizing a walking school bus for younger students, and a bike train for middle and high school students.



PROGRAMS

PARENT SURVEYS AND STUDENT TRAVEL TALLIES

There are two great tools to evaluate all the SRTS work in the community:

Parent Surveys: Recommended once every 2-3 years. A hard copy survey or link to an online version can be sent to parents to gather their perceptions of walking and biking to school. Surveys can be distributed through newsletters, school websites, or at conferences.

Student Travel Tally: Recommended in fall and spring of every year. In-class tallies ask students how they traveled to and from school on a given day.



SAFETY TIPS FOR PARENTS & GUARDIANS

RESPECT THE ZONE:
If walking, slow down in school zones. The safe speed may be less than the posted zone limit.

SET A GOOD EXAMPLE:
Follow rules on the road, encourage parents, and school staff.

WATCH FOR CHILDREN:
Stop for pedestrians or bicyclists and an approaching school bus. Children who may be crossing the street, too.

BE AWARE AND ALERT!
Get out of the car and keep an eye out for unexpected movements by children.

GO WITH THE FLOW:
Follow your school's sign-off and pick-up procedures. Pull to the curb rather than falling in or out the street.

AVOID UNSAFE MANEUVERS, SUCH AS MID-BLOCK U-TURNS.

RESPECT THE NEIGHBORHOOD:
Put in high beams and avoid double parking or blocking driveways. Consider carpooling or walking/biking to school.

WALK & SKATE SAFE!
IS A CROSSWALK & THE CROSSING GUARDS: eyes only at corners (or at a marked crosswalk where none exist) to see how to cross with the crossing guard if provided. Do not cross.

OK BEFORE YOU CROSS:
Look right, left, right before crossing a street like a car. Watch for cars before stepping off of curbside.

VISIBLE:
Walk in reflective or bright-colored clothing and be well seen in low-visibility weather.

WALK WITH CARE!
There is no sidewalk, walk facing traffic as far to the side the road is possible, but do not remain in and out of the road.

WEAR YOUR HELMET:
It reduces good behavior. Helmets should fit snugly, be fastened, and should always be fastened. Bicyclists must wear them.

RISE PREDICTABLY:
Look for vehicles and signal to drivers which direction you plan to go. Follow existing lanes. Bicycles do not have a horn. Look ahead! Eat, fast, away from path and lane.

RISE WITH TRAFFIC:
Ride on the right, in the direction of traffic. Obey all signs and signals.

LOCK YOUR BIKE:
When you get to school, lock your bike to a bike rack outside the campus. Lock both your front wheel and the frame to the rack.

DEPARTMENT OF TRANSPORTATION

Saint Paul PUBLIC SCHOOLS

PLAN your walking or biking route with your student.

FORM or join a walking school bus or bike train. Walking school buses and bike trains are groups of students who walk or bike together to school with a parent or adult volunteer.

MORE INFORMATION:
Email SafeRoutes@stpsd.net to find more community and school resources.
www.spsd.org/saferoutes
www.stpsd.org/saferoutedoc.pdf

SUGGESTED ROUTES TO WASHINGTON TECHNOLOGY MAGNET



SCHOOL COMMUNICATION TO FAMILIES

Communication could come as a paper or electronic newsletter or school social media blast describing safe transportation practices in and around school, making sure to elevate walking and biking as an option. Messaging could also inform parents of safe crossings and how to dress appropriately for the weather. Information could describe where parking for bikes is located at each school as well as other resources on site. The communication could also highlight SRTS news and efforts to date and advertise any upcoming events related to walking and biking.

Which schools it would be good for: All schools

Program lead: Monticello School District Communication, school administration

Timeline: Immediately - information can be shared through existing channels

Why we recommend it: Consistent messaging highlighting and elevating walking and biking tips and events is a great way to continue the momentum built during the planning process. Coordinate with Monticello School District Transportation to develop tailored messaging for individual schools. Monticello School District families are heavily engaged and involved in the schools. Leverage this engagement to promote walking and biking through communication channels including print, social, and other electronic media. See the SRTS talking points in Appendix B for more ideas.

BIKE CLUB

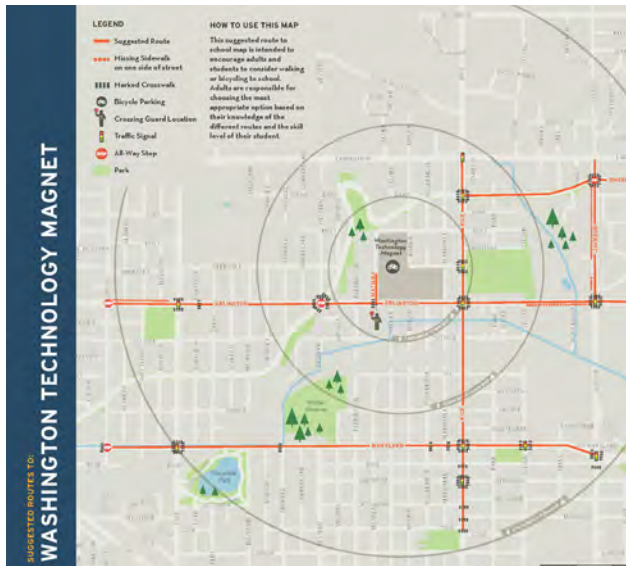
A student bike club can be a formal or informal group of students who share an interest in biking for transportation or recreation. They can go on rides, commute to school, and fix bikes together. They can lead younger students and be advocates for safety and resources for people biking in the community.

Which schools it would be good for: Monticello Middle School, Monticello High School

Program lead: Student groups, school staff for support and resources

Timeline: Immediately - just organize a group of interested students!

Why we recommend it: Several respondents to the caregiver survey expressed that their students would be interested in a bike club and/or participating in group rides. This would be a great way for students to gain experience in community and student organizing and leadership. Students could participate in inclusive group rides, take advantage of the Montiview Mountain Bike Challenge Course, or formally participate in the Minnesota High School Cycling League.



WALKING/BIKING ROUTE MAPS

A bicycling or walking route map shows safe and low stress routes and crossings for students and families walking or biking to school. Route maps can also highlight approximate route distances or times, walking school bus stops, rules of the road, and other helpful information to help students and families feel more comfortable walking or biking to school.

Which schools it would be good for: All schools

Program lead: City of Monticello, Monticello School District. Support from CentraCare.

Timeline: Short term (1-2 years)

Why we recommend it: During the Rapid Planning Workshop, we heard that some parents and students don't realize how close to school they actually live. In the surveys sent home, parents expressed frustration about how long bus rides home take despite seemingly living so close to school. Maps identifying safe crossings and streets with sidewalks would give families the necessary information to try walking and biking. Consider including the time and distance to school based on the suggested route, and coordinating with the City's existing Parks & Pathways map. Distribute maps online and in print at Walk and Roll events.

COMMUNITY SAFETY CAMPAIGN

A safety campaign is an effective way to build awareness around students walking and biking to school and encourage safe driving behavior among student drivers, parents, and other motorists. A campaign can use media at or near schools including posters, business window stickers, yard signs, and/or street banners to remind drivers to slow down and use caution in school areas. This type of campaign can also address other specific behaviors such as walking or bicycling to school, school bus safety, and/or parent drop-off and pick-up behavior.

Which schools it would be good for: All schools

Program lead: Wright County Sheriff's Office and Public Health, City of Monticello, CentraCare, Just Drive, Safe Communities, schools for promotional material

Timeline: Short term (1-2 years)

Why we recommend it: Driver behavior and enforcement was a top concern expressed through caregiver surveys and community engagement. Distracted driving was also the top concern of Wright County residents who responded to the 2018 Community Health Needs Assessment. Because this plan considers all schools in Monticello, there is a unique opportunity to conduct a city-wide safety campaign. Consider highlighting student walking and biking routes and driver behavior around schools as part of local Stop for Me and Just Drive campaigns. Build on community and school spirit and pride to promote safe driving speeds and proper yielding behavior. Shops and businesses downtown can put posters in their windows designed by students to promote safe behavior by all people traveling in Monticello.



WALK AND BIKE TO SCHOOL DAY

Walk and bike to school days are organized events encouraging students to walk or bicycle to school. They can happen as part of National Walk/Bike to School Days, or monthly or weekly.

Which schools it would be good for: All schools

Program lead: Monticello School District, school staff

Timeline: Immediately

Why we recommend it: Walk to School Day is a great way to build energy and excitement around SRTS. There are great resources to advertise and promote the events on the Minnesota SRTS Resource Center. Consider piloting other programs as part of Walk to School Day such as a walking school bus, bike train, and remote drop-off. Minnesota Winter Walk to School Day is in February and National Bike to School Day is in May. If the event is successful, consider organizing monthly or weekly events such as Walking Wednesdays. Consider distributing Walk/Bike Route maps ahead of Walk and Bike to School Day events to educate families about recommended routes and crossing locations.



PROGRAMS

FURTHER READING

For a complete list of all potential programs and descriptions, see <http://mndotsrts.altaprojects.net/>



STUDENT WALK/BIKE SAFETY EDUCATION

Student safety education can be implemented through a variety of programs. Walk! Bike! Fun! walking and biking safety curriculum, group bicycle rides, and integration into driver's education are just a few ways students can learn to be safer while walking, biking, and driving. There are many existing resources through MnDOT, the Bicycle Alliance of Minnesota (Bike MN), and Wright County. Encourage more PE teachers and other interested staff to get trained to teach Walk! Bike! Fun!

Which schools it would be good for: All schools

Program lead: Monticello School District and Community Education, Wight County, City of Monticello, youth mentors program for support

Timeline: Short term (1-2 years)

Why we recommend it: Because this plan considers all schools in Monticello, there is a unique opportunity to create a system that gives all students that come through the district critical safety information. The information and lessons could start in elementary as part of Walk! Bike! Fun!, be practiced as part of bicycle rides using the Wright County Bicycle Fleet in middle school, then taught to new drivers during driver's education through Community Education. Bike MN is currently developing a pilot program that teaches new drivers how to interact and share the road with people walking and biking. More information about the People Friendly Driver Program can be found at: <http://www.bikemn.org/education/people-friendly-driver-pilot-program>



Credit: Minneapolis Public Schools

WALK AND BIKE FIELD TRIPS

A field trip made by foot or by bicycle gives students a supportive environment in which to practice their pedestrian safety or bicycling skills. Walk/bike field trips can also showcase the many benefits of walking and bicycling for transportation including health and physical activity, pollution reduction, and cost savings. The destination of the field trip may vary, or the field trip could be the ride or walk itself.

Which schools it would be good for: All schools

Program lead: School staff, Monticello School District to create and promote walking and biking field trip guidance.

Timeline: Short term (1-2 years)

Why we recommend it: Pinewood Elementary School students already participate in walking field trips to the library, community center, and senior homes. Students could go to City Hall or Monticello Public Works to learn about city government, planning, and engineering, or visit the Mississippi River or local parks to learn about environmental science and ecosystems.



BIKE MECHANICS CLASS / EARN-A-BIKE

Bike mechanics classes provide students with hands-on skills to identify and fix bicycles. Classes can be offered as an after-school extracurricular class or as an elective similar to shop classes. Earn-a-Bike programs are bike mechanic classes where students get to keep the bike they fix when the class is complete.

Which schools it would be good for: Monticello Middle School, Monticello High

Program lead: Monticello School District/Community Education to organize and coordinate with bike shop in neighboring city

Timeline: Long term (4-5 years)

Why we recommend it: With no local bicycle shop in town, a bike mechanic elective or extracurricular program would be an excellent way to expose older students to careers or hobbies working with bicycles. Students could work towards repairing a bicycle, then keep it as part of an Earn-a-Bike program. Make sure a trained and qualified mechanic is on site to confirm bicycles are safe to ride. Consider searching for a community member to teach/lead the classes.



REMOTE DROP-OFF/PARK AND WALK

During a remote drop-off or park and walk, buses and parent drivers drop students at a designated off-campus location and students walk the rest of the way to school. Remote drop-off events can help reduce drop-off congestion on campus and provide students who live further from school with an opportunity to walk to school.

Which schools it would be good for: All schools

Program lead: Monticello School District for coordination with Hogle Bus Company, school staff for coordination with families

Timeline: Medium term (3-4 years)

Why we recommend it: Many Monticello students live too far from school to reasonably walk or bike. Park and walk programs create an opportunity for students who live further from school to walk or bike at least part of the way. Consider piloting the event during Walk/Bike to School Day events.

EQUITY HIGHLIGHT

EQUITY IN PROGRAMMING

When planning and implementing SRTS programs, it is important to design events and activities that are inclusive of students of all backgrounds and abilities. Language and cultural barriers, physical abilities, personal safety concerns, and infrastructure barriers can all create potential obstacles to participation. Creative outreach, low-cost solutions, and flexible implementation can help overcome obstacles and enable more students and families to participate.

For more information about equity in SRTS planning, see Appendix N.





Introduction to Infrastructure

In addition to program recommendations, changes to the streetscape are essential to making walking and biking to school safer and more comfortable.

The initial field review and subsequent meetings yielded specific recommendations to address the key barriers to walking and bicycling in the areas surrounding the five schools.

This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood, but rather the key conflict points and highest priority infrastructure improvements to improve walking and bicycling access to the school. The recommendations range from simple striping changes and school signing to more significant changes to the streets, intersections and school infrastructure.

All engineering recommendations are shown on the Recommended Infrastructure Improvements maps and corresponding tables on pages 26-32. It should be noted that funding is limited and all recommendations made are planning-level concepts only. Additional engineering studies will be needed to confirm feasibility and final costs for projects.

Before recommendations are presented, pages 22-25 show and discuss conditions currently existing in Monticello. These observations were made during walk assessments. A walk assessment is the process of walking the streets surrounding the schools to assess and observe the barriers and challenges faced by people walking and biking. The Monticello Safe Routes to School team performed a walk assessment led by consultants in the fall of 2018.

DEMONSTRATION PROJECTS

FURTHER READING

Demonstration projects are an approach to neighborhood building using short-term, low-cost, and scalable interventions to catalyze long-term change for safer streets and healthier, more vibrant communities.

Many infrastructure improvements near schools can start as demonstration projects in order to test installations and build support for more long term improvements. More information about demonstration projects near schools can be found at the link below.

<http://www.saferoutespartnership.org/resources/fact-sheet/tactical-urbanism-and-safe-routes-school>

Existing Issues and Conflicts

This section highlights some of the major issues surrounding the three Monticello campuses. The photos and observations described below were made during the fall of 2018, when the Monticello SRTS team performed a walk assessment of the area surrounding the schools. A walk assessment allowed the team to experience the conditions faced by people who walk and bike in the area. More observations and recommendations to improve conditions can be found on the pages following this overview.

MONTICELLO MIDDLE SCHOOL ISSUES AND CONFLICTS

Broadway St E & Washington St E

This crossing is the main access to school for anyone traveling to or from the north. There is a pedestrian activated amber flashing light, but it does a poor job of grabbing the attention of oncoming motorists, leading to low yielding compliance. The push button activator is located inconveniently and out-of-the-way for a pedestrian waiting to cross. The crossing of Broadway is long and uncomfortable. Because of the four lane roadway, the hidden threat exists if one driver yields and the driver in the adjacent lane does not. Finally, vegetation and the fence on the southwest corner of the intersection limits visibility of pedestrians waiting to cross.



Washington St & 3rd St E

This crossing provides a main access to and from the neighborhoods to the west of school. Washington is particularly busy during arrival and dismissal with parent pick-up and drop-off traffic and through traffic. Private vehicles dropping off students encroach on the crosswalk and crossing guards (pictured), limiting visibility of those waiting to cross. A rectangular rapid flashing beacon exists at the crossing that can be activated by pedestrians. This alerts drivers of people waiting to cross. However, visibility is low, especially during darker months. There are also conflicts/confusion between people dropping off along the curb and drivers attempting to turn right on Broadway.



3rd St E between Cedar St & Washington St

3rd St E is a main connection to the crossing at Washington St. No pedestrian space (sidewalk or separated trail) exists along this segment of roadway.





Southeast parking lot/bus loop

Although there is an existing trail along Broadway that leads to school grounds, people walking and biking do not have a separated space to access the entrance on Broadway. Currently, students must cross the parking lot, which does not have clear delineated space for different modes. There is no clear circulation for vehicles, so bus and car traffic is mixed. Private vehicles typically drop off and pick up in travel lanes, not along the curb.

PINEWOOD ELEMENTARY ISSUES AND CONFLICTS



Elm St & W 3rd St

This intersection is a main access to and from the neighborhoods to the east of Pinewood. The crossing distances are long and visibility is low, especially in the darker months.



W Broadway St & Otter Creek Rd

This crossing provides access to neighborhoods to the north and west of school. Because this location is on the western edge of Monticello, traffic speeds can be high coming in to town as cars slow, and high exiting town as cars increase speed. The crossing is wide and the existing curb radii encourage drivers to turn onto and off of Broadway at high speeds.

Western driveway access to W Broadway St

For people traveling to and from the west, the wide driveway presents a challenge. The existing curb radii on the driveway apron encourages high speeds into and out of the parking lot, and in order for drivers to see traffic on Broadway, they must encroach on the trail crossing of the driveway where students often cross.



WINTER MAINTENANCE

FURTHER READING

In colder climates, it is important to consider how winter can affect the safety and comfort for youth walking and biking to school. See Appendix M for information related to winter maintenance that will allow kids to stay active and healthy year round.



APPENDIX

FURTHER READING

For a complete list of infrastructure to increase bicyclist and pedestrian safety and comfort, turn to Appendix K . The toolkit found here will help you brainstorm additional improvements for Monticello



School Blvd between Fallon Ave NE & Fenning Ave

School Blvd acts as a main barrier for students traveling to the three schools from the south. Traffic volumes are high, crossing distances are high, and drivers often do not yield to students waiting to cross. There is no trail/sidewalk on most of the south side and there are long distances between marked and designated crossings. Students who live south of School Blvd between Fallon and Fenning must cross School Blvd at the end of their street in order to access the trail.



Monticello High northern access road to Chelsea Rd W

This winding road is used by drivers exiting and entering the high school parking lot to the north. There is no sidewalk on either side of this road, which means people walking must either walk in the street or in the grass. Because of the winding road, visibility of pedestrians can be low in certain areas.



Fallon Ave NE & School Blvd

This is a main crossing for students traveling to the south and west - especially to and from Little Mountain. Currently, the crossing distance is quite long, traffic volumes can be high during arrival and dismissal, and visibility is low during the darker months.



Fenning Ave & Meadow Oak Ave

The roundabout at this intersection does not provide an accessible, marked, or dedicated space for people crossing east/west across Fenning Ave. Once a person reaches the western-most leg of the intersection, there is an island that leads to the entrance of Eastview. However, this island is used for snow storage and uncomfortable to traverse.



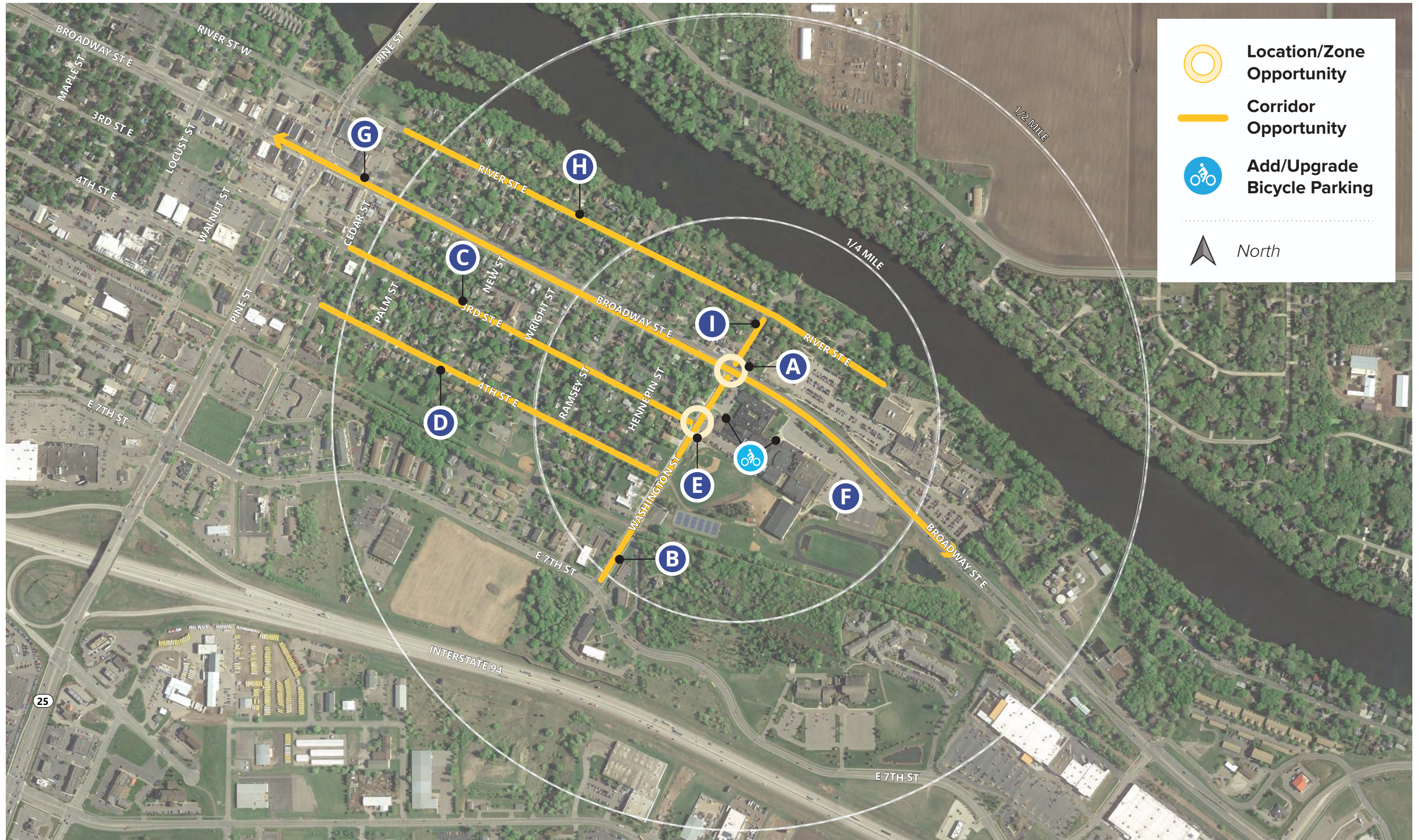
Pedestrian desire line between School Blvd & Falcon Ave

Through observation, it was clear that students were walking between houses to the south to connect to campus. However, no formal or paved path is present along the desire line.



School Blvd/Jason Ave NE & Fenning Ave

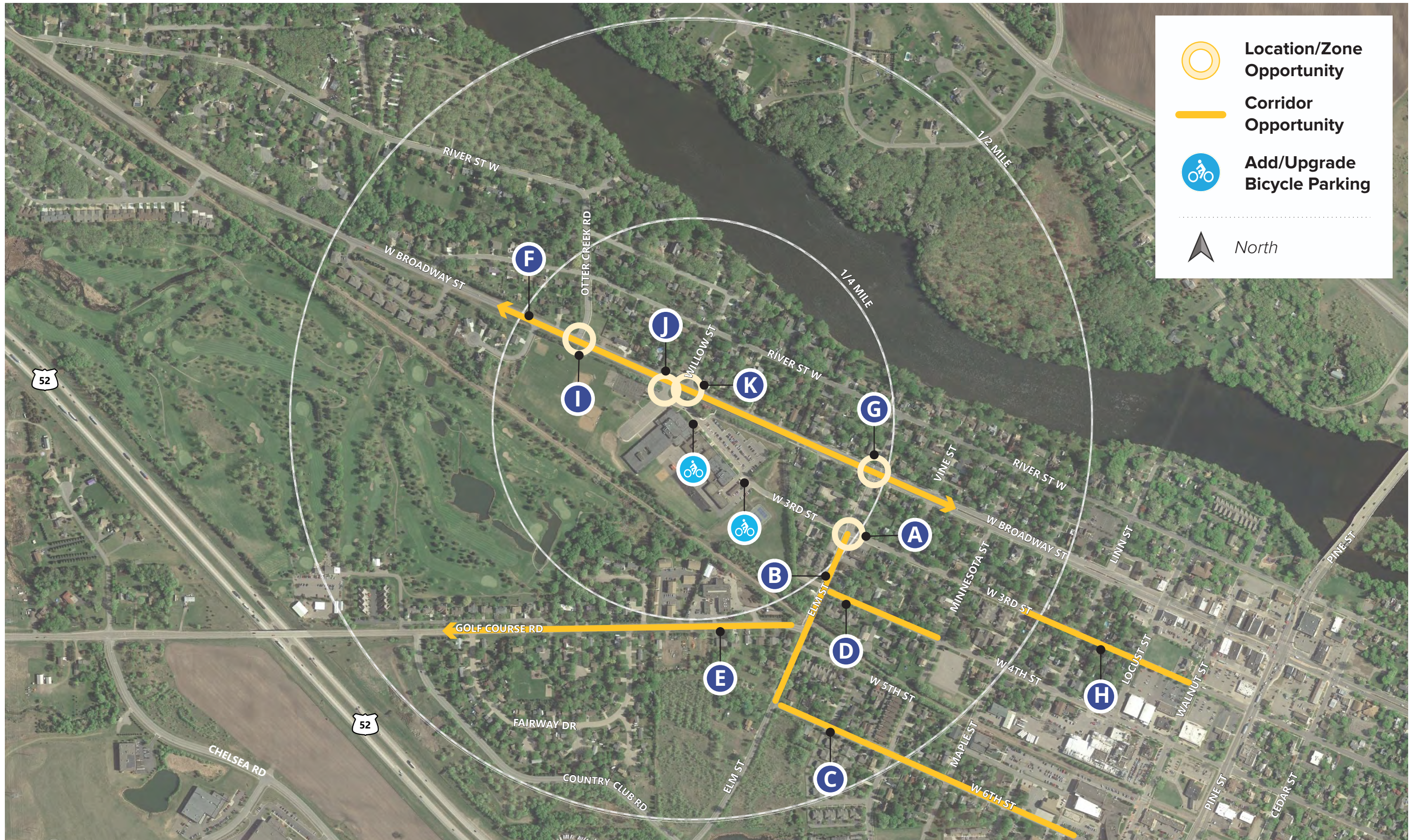
This intersection provides access to the super block from the south and east. There is a large apartment complex on the southeast corner. Crossing distances are long and traffic volumes are high.



MONTICELLO MIDDLE SCHOOL
MONTICELLO, MN

Monticello Middle School Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	Broadway St E and Washington St E	High traffic speeds and volumes; unpredictable motorist yield/stop compliance; long pedestrian crossing distance with dual threat risk; large turning radii; limited visibility between pedestrians and motorists due to vegetation, lighting, and intersection geometry; push buttons for flashing pedestrian beacon are inconveniently located; not ADA compliant; opportunity to reduce length of pedestrian signal indication to better correspond with pedestrian presence in crosswalk.	Upgrade existing flashing beacon to a more high-visible pedestrian beacon (e.g. RRFB); consider providing an additional pole mounted beacon in the center median or replacing with an overhead pedestrian beacon; reduce flashing time to correspond with estimated pedestrian crossing time; minimize corner turning radii; relocate pedestrian push buttons to increase convenience and accessibility; consider extending and/or widening the existing median to provide a safety island for pedestrians crossing Broadway St; install yield markings ahead of pedestrian crosswalk; manage vegetation at intersection approaches.	Increase pedestrian visibility; increase visibility of flashing beacon; reduce vehicle turning speeds; reduce pedestrian crossing distance; increase motorist yield/stop compliance; provide two stage crossing for pedestrians to increase pedestrian safety and comfort.	Wright County	High
B	Washington St between Broadway St and E 7th St	No separation between sidewalk and roadway for segments of the street; sidewalk gap on west side of Washington between E 7th St and north of the railroad tracks; street lights frequently turned on and off during school arrival observations despite darkness.	Install curb extensions where on-street parking is present; extend existing sidewalk south to 7th St; upgrade sidewalks that are currently back of curb to include boulevards; assess and adjust sensitivity of existing street lights to ensure they are consistently on when visibility is poor.	Designate space for people walking that is physically separated from vehicle traffic; increase pedestrian safety and comfort.	City of Monticello	High
C	3rd St E between Cedar St and Washington St	No separation between pedestrians and motor vehicles.	Install sidewalk on one or both sides of 3rd St, prioritizing the north side to connect to the existing crossing at 3rd St and Washington St. Explore feasibility of providing planted boulevard, pedestrian lighting, and intersection treatments such as curb extensions.	Designate space for people walking that is physically separated from vehicle traffic; increase pedestrian comfort and safety.	City of Monticello	Med
D	4th St E between Cedar St and Washington St	No separation between pedestrians and motor vehicles.	Install sidewalk on one or both sides of 4th St. Explore feasibility of providing planted boulevard, pedestrian lighting, and intersection treatments such as curb extensions.	Designate space for people walking that is physically separated from vehicle traffic; increase pedestrian safety and comfort.	City of Monticello	Med
E	Washington St and 3rd St E	Unpredictable yield/stop compliance by motorists (through traffic and parent traffic); parents dropping off along Washington St block or stop very close to school crossing location; some dual threat risk between curbside activity and through traffic; existing RRFB uses amber lights.	Consider upgrading RRFB flasher from amber to brighter yellow or white lights; Consider curb extensions or median refuge to minimize pedestrian crossing distance; consider striping, signage, and/or geometric changes to better differentiate between pick-up/drop-off lane and through lane.	Increase visibility of pedestrians and pedestrian crossing; reduce pedestrian crossing distance; increase driver stop/yield compliance; reduce unpredictable behavior and dual threat.	City of Monticello	Med
F	Southeast parking lot/bus loop	No clear pedestrian connection across parking lot between Broadway St E and main entrance; no clear parent circulation pattern; conflicts between pedestrians, parent drop-off/parking, and bus circulation.	Explore strategies to physically separate and clearly define routes for school buses, parents, staff, and pedestrians, prioritizing pedestrian connections between Broadway Ave and the main entrance.	Reduce conflicts between modes; increase safety and comfort for people walking.	Monticello School District	Med
G	Broadway St E	High traffic speeds and volumes; long pedestrian crossings; long distances between pedestrian crossings; opportunity for additional pedestrian-scale lighting and pedestrian realm improvements.	Explore opportunities to reduce the width or number of vehicle travel lanes; consider extending existing trail on south side of Broadway St and/or implementing protected bike lanes in coordination with lane narrowing; increase pedestrian lighting, especially at intersections.	Reduce traffic speeds; increase visibility, comfort, and safety for people walking and biking.	Wright County	Low
H	River St E east of Cedar St	No dedicated pedestrian facility; wide roadway for traffic volumes; opportunity for dedicated pedestrian and/or bicycle connection along designated Mississippi River Trail route.	River St is a designated segment of the Mississippi River Trail. Recently, River St was reconstructed without any accommodations for people walking or biking. Consider piloting an on-street walkway/bikeway on the north side of the street using temporary materials such as paint and flexible posts to provide a space for people walking and biking that is physically separated from vehicle traffic. A demonstration project could take place during a one day Walk & Roll event or over several days or weeks.	Designate space for people walking and biking that is physically separated from vehicle traffic; reduce traffic speeds.	City of Monticello	Low
I	Washington St between Broadway St E and River St E	No separation between pedestrians and motor vehicles.	Install sidewalk on one or both sides of Washington St, prioritizing the east side to align with the existing marked crossing of Broadway St. Explore feasibility of providing planted boulevard, and pedestrian lighting.	Designate space for people walking that is physically separated from vehicle traffic; increase pedestrian safety and comfort.	City of Monticello	Low



PINEWOOD ELEMENTARY
MONTICELLO, MN

Pinewood Elementary Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	Elm St and W 3rd St	Long pedestrian crossing distance; unpredictable driver yielding behavior; curb ramps out of ADA compliance; limited lighting.	Upgrade pedestrian ramps; consider pedestrian flashing beacon such as an RRFB; evaluate geometric changes to reduce crossing distance (so long as they don't interfere with the bikeable shoulder) and increase pedestrian visibility such as a safety island.	Increase pedestrian visibility and accessibility; reduce pedestrian crossing distances; reduce traffic speeds.	Wright County City of Monticello	High
B	Elm St	Sidewalk gaps including sidewalk on west side only between Golf Course Rd and W Broadway St, and no sidewalk present south of Golf Course Rd; wide roadway; limited lighting.	Fill sidewalk gap on east side of Elm St and/or extend existing sidewalk and provide additional enhanced pedestrian crossings. Coordinate with proposed off street path along Elm. Consider upgrading existing shoulders to buffered or protected bike lanes. CSAH 39 (Elm St and Golf Course Rd) identified as county-wide signed bikeway in Wright County Trail and Bikeway Plan. Improve lighting, especially at crossings.	Designated space for people walking and biking that is physically separated from vehicle traffic; improved visibility	Wright County City of Monticello	High
C	W 6th St east of Elm St	No consistent sidewalk connection along W 6th St.	Fill sidewalk gaps on W 6th St between Elm St and Walnut St. Consider prioritizing sidewalk infill on north side of the street initially to provide continuous connection along W 6th St.	Designate space for people walking that is physically separated from vehicle traffic	City of Monticello	High
D	W 4th St between Elm St and Minnesota St	Sidewalk gap on north side of W 4th St between Elm St and Minnesota St. Opportunity for additional connectivity and pedestrian realm improvements.	Fill sidewalk gaps along W 4th St. Consider prioritizing sidewalk infill on north side of the street between Elm St and Minnesota St. Explore feasibility of providing planted boulevard, pedestrian lighting, and intersection treatments such as curb extensions.	Designate space for people walking that is physically separated from vehicle traffic	City of Monticello	High
E	Golf Course Rd between approximately Fairway Dr and Elm St	No sidewalk connection along Golf Course Rd connecting to single and multifamily housing; high traffic speeds and volumes.	Install sidewalk and/or trail on one or both sides of the street, prioritizing north side between Elm St and Kampa Cir.	Designate space for people walking that is physically separated from vehicle traffic	Wright County	High
F	W Broadway St	High traffic speeds and volumes; no pedestrian connection on north side of Broadway St west of Elm St; long pedestrian crossings. Opportunity to improve lighting, ADA compliance, and pedestrian realm.	Fill sidewalk gap on north side of Broadway St between Chestnut St and Otter Creek Rd; bring existing trail and ramps into ADA compliance; increase lighting including pedestrian scale lighting; explore opportunities to reduce the width and/or number of travel lanes and increase boulevard width.	Increase pedestrian connectivity and level of service	Wright County City of Monticello	Med
G	W Broadway St and Elm St	High traffic speeds and volumes; poor driver behavior and yielding compliance when pedestrians in crosswalk; long pedestrian crossing distances; large corner radii; curb ramps and pedestrian signal out of ADA compliance.	Upgrade ramps and signal to bring into ADA compliance; minimize corner radii; consider adjusting pedestrian signal indication to display automatically instead of by request; consider adjusting pedestrian signal indication to provide a Leading Pedestrian Interval.	Increase pedestrian visibility and accessibility; reduce pedestrian crossing distances; reduce vehicle turning speeds.	Wright County	Med
H	W 3rd St from Maple St to Walnut St	Sidewalk gap along south side of W 3rd St between Maple St and Walnut St. Opportunity for additional connectivity and pedestrian realm improvements.	Fill sidewalk gaps along W 3rd St. Consider prioritizing sidewalk infill on south side of the street between Maple St and Walnut St. Explore feasibility of providing planted boulevard, pedestrian lighting, and intersection treatments such as curb extensions.	Designate space for people walking that is physically separated from vehicle traffic	City of Monticello	Med
I	W Broadway St and Otter Creek Rd	High traffic speeds and volumes; existing beacon uses slow flashing amber signal often overlooked by motorists; long pedestrian crossing; driver behavior and yielding compliance. Opportunity for more highly visible pedestrian signal.	Upgrade existing pedestrian beacon with to RRFB or other higher visibility pedestrian flashing beacon; minimize corner turning radii; consider replacing eastbound bypass lane with dedicated left and through lanes and providing a pedestrian safety island at existing crosswalk; seek opportunities to reduce number and width of travel lanes to minimize dual threat risk to pedestrians and encourage slower traffic speeds. Consider staffing with adult crossing guards during school arrival and dismissal.	Increase pedestrian visibility; slower traffic speeds; reduce pedestrian crossing distance	Wright County	Med
J	Western driveway / bus loop entrance on W Broadway St	Long pedestrian crossing at schools western driveway; large turning radius for vehicular traffic.	Reduce width and turning radius of school driveway and install high visibility crosswalk markings.	Reduce pedestrian crossing distance; reduce vehicle turning speeds.	Wright County Monticello School District	Med
K	W Broadway St and Willow St	High traffic speeds and volumes; no designated pedestrian crossing at primary school access point.	Install enhanced pedestrian crossing including a pedestrian flashing beacon and/or geometric changes such as curb extensions or a safety island. Coordinate with sidewalk installation on W Broadway St as part of J. Consider prioritizing crossing enhancements at either Willow St or Otter Creek Rd. Consider staffing with adult crossing guards.	Increase pedestrian visibility; slow traffic speeds; reduce pedestrian crossing distance; designate additional, more direct pedestrian crossing opportunity.	Wright County	Med



MONTICELLO HIGH SCHOOL, LITTLE MOUNTAIN ELEMENTARY & EASTVIEW EDUCATION CENTER

MONTICELLO, MN

Little Mountain Elementary, Monticello High, and Eastview Education Center Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	Fallon Ave NE	High traffic speeds and volumes, especially during school arrival and dismissal; no pedestrian or bike connection on Fallon Ave NE north of School Blvd; no pedestrian or bike connection on east side Fallon Ave NE south of School Blvd.	Provide sidewalk or shared use path facility on east side of Fallon Ave NE south of School Blvd. Evaluate feasibility and need for a sidewalk or shared use path facility between School Blvd and Stoneridge Dr.	Designate space for people walking and biking that is physically separated from vehicle traffic; reduce need for students to cross Fallon Ave to access existing path on west side.	City of Monticello	High
B	School Blvd between Fallon Ave NE and Fenning Ave	<p>High traffic speeds and volumes, especially during school arrival and dismissal; existing marked crossings are wide; long distances between marked crossings; no trail on south side of School Blvd east of Cardinal Hills Park; pedestrian crossings are not ADA compliant.</p> <p>Crossing at Cardinal Hills Park: Opportunity for longer-term, more permanent solution to interim crossing treatment.</p> <p>Crossing at Elder Ln: Visibility issues due to high traffic volumes and congestion at school driveway during arrival and dismissal; no landing on south side of School Blvd.</p> <p>Midblock crossing between Elder Ln and Pelican Ln: Most direct route to pedestrian desire line between School Blvd and Falcon Ave; existing ramp is not ADA compliant and does not connect to crosswalk, receiving ramp, or pedestrian facility on south side of School Blvd.</p> <p>Crossing at Pelican Ln: No pedestrian facilities or landing on south side of School Blvd; poor site lines especially around southwest corner.</p>	Install a shared use path on the south side of School Blvd between Cardinal Hills Park and Fenning Ave to provide better access to dedicated crossing; evaluate pedestrian crossing needs and identify locations for marked and enhanced pedestrian crossings such as curb extensions, safety islands, flashing beacons, and other treatments; consider walkability and streetscaping enhancements including landscaping, pedestrian scale lighting, and traffic calming; bring intersections and marked crossings into ADA compliance. Coordinate crossing improvements with installation of a dedicated path along the south side of School Blvd and with J.	Designate space for people walking that is physically separated from vehicle traffic; increase pedestrian safety and comfort; more predictable pedestrian crossing behavior.	City of Monticello	High
C	Fenning Ave	High traffic speeds and volumes; no pedestrian or bicycle facilities south of School Blvd/Jason Ave NE; long pedestrian crossing distances; long distances between pedestrian crossing locations; visibility south of School Blvd due to topography.	Provide shared use path along Fenning Ave. Evaluate whether it is appropriate to include a connection on one or both sides with consideration for existing conditions and future development and traffic patterns; consider pedestrian realm elements such as landscaped boulevards and pedestrian lighting in coordination with sidewalk or path implementation. Consider improvements with transfer to Wright County ownership and upcoming road design and construction. Coordinate with B, D, and I.	Designate space for people walking that is physically separated from vehicle traffic; increase pedestrian safety and comfort.	Wright County City of Monticello	High
D	Fallon Ave NE and School Blvd	High traffic volumes during school arrival and dismissal; long crossing distance; key crossing location for students who live south and/or west of campus; poor stopping/yielding behavior by motorists.	Reduce turning radii and/or install curb extensions; additional pedestrian lighting on northwest and northeast corners; consider solar flashing LED stop signs to increase STOP sign visibility and driver compliance. Consider providing a marked crossing on the east side of the intersection in coordination with B.	Increase pedestrian visibility; reduced pedestrian crossing distances; increase stop compliance by motorists.	City of Monticello	High
E	School Blvd/Jason Ave NE and Fenning Ave	High traffic volumes; long pedestrian crossing distances; inconsistent ADA compliance; poor motorist yield/stop compliance; no pedestrian landing on southwest corner; no marked crossing on west or south sides; opportunity for improved lighting.	Reduce turning radii; upgrade pedestrian ramps; evaluate feasibility of reducing the number/width of travel lanes, in particular Fenning Ave north of School Blvd; consider curb extensions and/or safety islands in coordination with changes to the number/width of travel lanes to reduce and/or break up pedestrian crossing distances; consider additional marked crossings and lighting. Consider intersection improvements with transfer of ownership to Wright County. Explore improvements during 2020 design. Coordinate with B and C.	Reduce pedestrian crossing distances; reduce vehicle turning speeds; increase motorist yield/stop compliance.	Wright County City of Monticello	High
F	Future development sites	Opportunity for additional pedestrian connections in coordination with future development.	Integrate pedestrian and bicycle routes and facilities into future development. Consider connectivity of the street network, opportunities to secure easements and/or provide pedestrian shortcuts where streets do not connect, presence of dedicated pedestrian and bicycle facilities, and crossing treatments.	Plan for and accommodate future walking and biking needs.	City of Monticello	High Coordinate with future development

	LOCATION	PROBLEM/ISSUE	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
G	Fenning Ave and Meadow Oak Ave	No marked or accessible pedestrian crossing of Fenning Ave at Meadow Oak Ave roundabout to connect to multifamily housing east of Fenning Ave.	Modify the roundabout at Fenning Ave and Meadow Oak Ave to provide a designated pedestrian crossing across Fenning Ave. Consider crosswalk markings, signage, and/or flashing beacons. Coordinate with planned roadway work on Fenning Ave north of School Blvd.	Increase pedestrian comfort and safety; increase route options for students east of Fenning Ave.	Wright County	Med
H	Monticello High northern access road to Chelsea Rd W	Most direct route to destinations along Chelsea Rd W. High traffic volumes during school arrival and dismissal; narrow roadway without pedestrian accommodations; poor visibility due to roadway geometry and lack of lighting.	Provide a sidewalk or shared use path along the school driveway between Monticello High School and Chelsea Rd. If space allows, include a boulevard or other separation from vehicle traffic and pedestrian lighting. Coordinate with F.	Designate pedestrian route along school driveway that is physically separated from vehicle traffic; increase pedestrian safety and comfort.	Monticello School District City of Monticello	Med
I	Chelsea Rd W	No direct and continuous pedestrian connection between Monticello High School and after-school destinations/employers along the south side of Chelsea Rd. Opportunity to provide dedicated pedestrian facility on the south side of the roadway for improved accessibility.	Construct a sidewalk or shared use path alongz the south side of Chelsea Rd to provide more direct access to Fleet Farm and other destinations; include a boulevard and pedestrian lighting with sidewalk/path implementation; minimize the number, width, and turning radii of commercial driveways and other access points.	Designate walking and biking route that is physically separated from vehicle traffic; reduce need for people to cross Chelsea Rd; increase pedestrian and bicyclist safety and comfort.	City of Monticello	Med
J	Pedestrian desire line between School Blvd and Falcon Ave	Pedestrian desire line between School Blvd and paved pedestrian path that aligns with Widgeon Ln between Falcon Ave and Starling Drive. Opportunity to formalize route with paved pathway. Implement in coordination with crossing improvements at School Blvd and/or pedestrian facilities along the south side of School Blvd.	Install a shared use path between School Blvd and Falcon Ave in the easement in line with the existing shared use path between Falcon Ave and Widgeon Ln. Consider feasibility of pedestrian scale or bollard-style lighting to improve pathway visibility. Consider in coordination with pedestrian crossing evaluation as part of B.	Increase route options for pedestrians; reduce route distance between neighborhood and School Blvd; formalize existing pedestrian desire line.	City of Monticello	Low
K	Eastern parking lot of Eastview Education Center	No clear pedestrian route between Fenning Ave and Eastview Education Center main entrance.	Provide a clearly delineated and marked pedestrian route from Fenning Ave to the main entrance of Eastview Education Center. Consider aligning with Meadow Oak Ave in coordination with L. Creating a safe, intuitive, and direct route may require changes to vehicular circulation.	Designate pedestrian route through parking lot; increase predictability of pedestrian movements.	Monticello School District	Low
L	Developing area between Monticello High and Chelsea Rd W	Opportunity for additional pedestrian connections to commercial destinations and student employers in coordination with future development.	Seek opportunities to provide more direct north/south pedestrian connections between Monticello High School and Chelsea Rd in coordination with future development.	Increase pedestrian connections to existing and future destinations.	City of Monticello	Low
M	Monticello High athletic fields	Opportunity for additional pedestrian connections to School Blvd, Fenning Ave, and Chelsea Rd.	Explore opportunities to provide paved pedestrian routes through Monticello High School's athletic fields that serve pedestrian desire lines without interfering with use of athletic facilities.	Increase pedestrian route options and connectivity to adjacent roadways and paths.	Monticello School District	Low

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Using this Plan

At the heart of every successful Safe Routes to School comprehensive program is a coordinated effort by parent volunteers, school staff, local agency staff, law enforcement, public health, and community advocates.

This plan provides an overview of Safe Routes to School with specific recommendations for a 6 E's approach to improve the safety and the health and wellness of students. The specific recommendations in this plan are intended to support improvements and programs over the next five years. These recommendations include both long- and short-term infrastructure improvements as well as programmatic recommendations.

It should be noted that not all of these projects and programs need to be implemented right away to improve the environment for walking and bicycling to school. The recommended projects and programs listed in this plan should be reviewed as part of the overall and ongoing Safe Routes to School strategy. Some projects will require more time, support, and funding than others. It is important to achieve short-term successes while laying the groundwork for progress toward some of the larger and more complex projects.

FOR MORE INFORMATION

MN SRTS Resource Center

There are many great resources already available on the Minnesota Safe Routes to School Resource Center. You can find answers to many common questions, information about upcoming events, and even promotional material that can easily be customized for your community's SRTS event.

The MN SRTS Resource Center is a great way to stay engaged throughout the year!

mnsaferoutestoschool.org



WHO ARE YOU?

Successful programs are achieved through the coordinated efforts of parent volunteers, school staff, local agency staff, law enforcement, and community advocates, such as public health. Each partner has a key role to play in contributing to a plan's success. The following paragraphs highlight the unique contributions of key partners in Safe Routes to School.

I AM A PARENT

Parents can use this report to understand the conditions at their children's school and to become familiar with the ways an SRTS program can work to make walking and bicycling safer. Concerned parents or city residents have a very important role in the Safe Routes to School process. Parent groups, both formal and informal, have the ability and the responsibility to help implement many of the educational and encouragement programs suggested in this plan. Parent groups can also be key to ongoing success by helping to fundraise for smaller projects and programs.

I AM A COMMUNITY MEMBER

Community residents, even if they don't currently have children enrolled in school, can play an important role in supporting implementation of the plan. They can use this report to better understand where there may be opportunities to participate in programming initiatives and infrastructure improvements. Community members, including seniors or retirees who may have more flexible schedules than parents with school-aged

children, may volunteer in established programs or work with school staff or community partners to start new programs recommended in this plan.

I WORK FOR THE SCHOOL DISTRICT

School district staff can use this report to prioritize improvements identified on District property and develop programs that educate and encourage students and parents to seek alternatives to single family commutes to school.

District officials are perhaps the most stable of the stakeholders for a Safe Routes to School program and are in the best position to keep the program active over time. District staff can work with multiple schools, sharing information and bringing efficiencies to programs at each school working on Safe Routes.

I AM A SCHOOL ADMINISTRATOR

School administrators have an important role in implementing the recommendations contained within this SRTS plan. For a plan to succeed, the impetus for change and improvement must be supported by the leadership of the school.

School administrators can help with making policy and procedural changes to projects that are within school grounds and by distributing informational materials to parents within school publications. Please read the SRTS Facts for School Communication in Appendix B.



I AM A TEACHER OR OTHER STAFF MEMBER

Other than parents, teachers might interact with students the most. Teachers can include bicycle and pedestrian safety in lesson plans (see Walk! Bike! Fun!). Sharing books in your classroom that promote walking and biking is a good way to get kids interested at an early age. Teachers can also arrange for field trips within walking distance of school and incorporate informal lessons about safety along the way. In general, being positive and encouraging about walking and biking is a great way to start!

I WORK FOR THE CITY OR COUNTY

City and County staff can use this report to identify citywide issues and opportunities related to walking and bicycling and to prioritize infrastructure improvements. City staff can also use this report to support Safe Routes to School funding and support opportunities such as:

- MnDOT SRTS grants
- Federal SRTS grants
- Statewide Health Improvement Program (SHIP)

For all infrastructure recommendations, a traffic study and more detailed engineering may be necessary to evaluate project feasibility. Additional public outreach should be conducted before final design and construction. For recommendations within the public right-of-way, the responsible agency will determine how (and if) to incorporate suggestions into local improvement plans and prioritize funding to best meet the needs of each school community.

I WORK FOR THE POLICE DEPARTMENT

Police department staff can use this report to understand issues related to walking and bicycling to school and to plan for and prioritize enforcement activities that may make it easier and safer for students to walk and bike to school. The Police Department will be instrumental to the success of the enforcement programs and policies recommended in this plan. The Police Department will also have a key role in working with school administrations in providing officers and assistance to some of the proposed education and encouragement programs.

I WORK IN PUBLIC HEALTH

Public health staff can use this report to identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors in school children and their families.



Final Thoughts

This process brought together local stakeholders with a shared vision for students traveling to school by foot and by bicycle.

The information and recommendations in this plan are merely a starting point. Though implementing them may seem overwhelming, the important thing to remember is that anything you can do to make it safer and more comfortable for walking and biking in Monticello, no matter how small, is a step in the right direction. Here are some things to remember:

THINK ABOUT EQUITY

Some students and families experience more barriers than others to walking and biking to school. When thinking about improvements and programs, make sure to consider this and prioritize investments and resources to give the most vulnerable students a safe and comfortable walk and roll to school.

TALK ABOUT SRTS

A lot of people don't know about SRTS. And that's okay! Continue talking about it and telling people why it's important. There are talking points in Appendix B for reference.

CELEBRATE SUCCESS

When a staff, parent, student, or community member takes a positive step towards more walking and biking to school, recognize them for it! This encourages others to do the same while giving the person a pat on the back.

PARTNER WITH EXISTING ACTIVITIES

Don't feel like you have to do it alone! There are many great community events that relate to walking and biking in Monticello. These are great opportunities to promote SRTS without organizing an event of your own.

CONTINUE TO EVALUATE

Evaluation is the best way to understand the impacts of your efforts. Talking to parents and community members about new improvements, activities, and programs will tell you if you should stay the course or change direction.

CONTINUE MEETING AS A SRTS TEAM

One of the best ways to continue momentum is meet as a team — even twice a year would be a way to check in with others and learn of successes. Sharing stories inspires others to do good and allows for collaboration and teamwork.

