OCTOBER 2021

Safe Routes to School

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

EAGLE CREEK, JACKSON, RED OAK, AND SUN PATH ELEMENTARY SCHOOLS; EAST AND WEST MIDDLE SCHOOLS; SHAKOPEE HIGH SCHOOL
SHAKOPEE, MN

DEPARTMENT OF TRANSPORTATION

MINNESOTA SAFE ROUTES TO SCHOOL

ACKNOWLEDGMENTS

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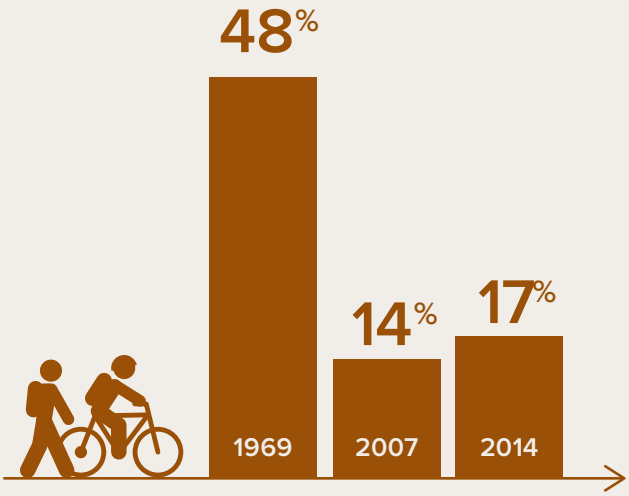
TABLE OF CONTENTS

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
- Are more likely to be a healthy body weight
- Are less likely to suffer from depression and anxiety
- Get most of the recommended 60 minutes of daily physical activity during the trip to and from school
- Demonstrate improved test scores and better school performance*

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

- Fewer students walking & biking to school
- More parents driving children to school
- Increased traffic at and around school
- Rising concern about safety of walking & biking

*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 students to walk and bike to school. These strategies are often called the "Six E's."

ENGAGEMENT

Listening to children, families, teachers, and school leaders and working with community partners and organizations to build intentional, ongoing engagement opportunities into the program structure.

EQUITY

Creating and implementing SRTS initiatives that benefit all demographic groups, with particular attention to ensuring positive outcomes for low-income students, Black students and students of color, students of all genders and sexual orientations, students with disabilities, and more.

ENGINEERING

Improving walking, biking, and rolling by making changes to the built environment.

EDUCATION

Providing children and community members with the skills safely walk and bike, educating them about the benefits active transportation, and teaching them about transportation options.

ENCOURAGEMENT

Building interest and enthusiasm for walking, biking, and rolling to school by using incentive programs, events, or classroom activities.

EVALUATION

Assessing which programs are more or less successful, ensuring that initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve to effectiveness of each activity or approach.

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 children moving.

INFRASTRUCTURE

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

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.

APPENDICES

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

The Vision

Walking, biking, and rolling to school is safe, comfortable, and fun for all students at Shakopee Public Schools.

This plan was made possible with support from the Minnesota Department of Transportation (MnDOT) and was developed in coordination with the Shakopee community. Recommendations within this plan are the result of workshops, discussion, and site visits involving city, county, and MnDOT staff as well as teachers, school administrators, students, caregivers, and other stakeholders.

The Shakopee SRTS Plan identifies program strategies to create a culture of walking, biking, and rolling and infrastructure recommendations to support a safe and comfortable environment for active transportation near campus. Some recommendations may be implemented almost immediately while others will require more planning, analysis, and funding. While not all of these recommendations can be implemented right away, achieving short-term successes where possible will help build momentum and lay the groundwork for more complex projects in the future.

EQUITY HIGHLIGHT

EQUITY IN SRTS

Equity in SRTS means that every student is able to safely, comfortably, and conveniently walk and bike to school, regardless of race, cultural identity, tribal affiliation, immigrant or refugee status, language, gender or sexual identity, income, religion, and whether or not a student receives special education, has a physical or mental disability, or is homeless or highly mobile.

An equity approach requires working with local partners to tailor programs and allocate resources to meet the unique needs of the community.

Plan Development

The Shakopee Public Schools SRTS Plan was a collaboration between stakeholders who work with students and transportation at Shakopee Public Schools and within the City of Shakopee. For more information related to the planning process, see Appendix C.

- **SRTS Planning Team:** The SRTS Planning Team included representatives from Shakopee Public Schools, the City of Shakopee, Scott County, the Minnesota Department of Transportation, the Shakopee Police Department, and caregivers. Stakeholders brought varying perspectives and expertise to the team including teaching and learning, school administration, urban planning, engineering, and public health.
- **Rapid Planning Workshop:** The SRTS Planning Team gathered for a virtual Rapid Planning Workshop in the winter of 2020. It brought together the local SRTS Team to identify issues and opportunities related to walking, biking, and rolling to school.
- **Caregiver Survey:** Surveys collected information from caregivers about habits and barriers related to walking, biking, and rolling to the Shakopee Public Schools campus.
- **Interactive Online Map:** An interactive online map allowed students, caregivers, and community stakeholders to identify destinations, routes, and barriers for walking, biking, and rolling.
- **Student Interns:** The SRTS Planning Team supported two SRTS student interns who were hosted out of the City of Shakopee's Planning Division. Interns conducted interviews and secondary research and developed a website with a class project for Shakopee students around SRTS programming and temporary infrastructure improvements. More details about these projects are available in Appendix C.

KEY TAKEAWAYS

Challenges

- Timely sidewalk maintenance is a challenge during the winter, preventing students from safely and comfortably walking and rolling to school year-round
- Wide and busy streets and intersections pose barriers for students walking and rolling to school, including 10th Ave E and 17th Ave E, among others

Opportunities

- City staff are considering a road diet along 10th Ave W to reduce crossing distances and devote right-of-way to other uses, and similar approaches to reducing lane and street widths could be implemented elsewhere
- Many schools have already implemented programs such as crossing guards and Walking School Buses / Bike Trains, and there are opportunities to expand these programs and offer additional SRTS programming district-wide

SHIFT IN THE PLANNING PROCESS

COVID-19 IMPACT

In early 2020, the COVID-19 Pandemic dramatically shifted the course of education, transportation, and the planning process.

Students no longer attended in-person classes and instead stayed home, completing coursework online. This shifted transportation needs as students no longer needed to leave their homes to receive their education.

COVID-19 also created big changes for the typical planning process. While typical transportation was not taking place, plans for the future still needed to be made, so virtual workshops and online data collection tools became the new norm for public engagement.

Shakopee in Context

The Shakopee schools for which program and infrastructure recommendations are presented in this plan include Sweeney, Pearson, Jackson, Sun Path, Eagle Creek, and Red Oak Elementaries; East and West Middle Schools; and Shakopee High School. With the exception of Eagle Creek and Red Oak, which are sited off of County Rd 21 / Herrgott Memorial Dr to the East, the schools are bounded by Eagle Creek Blvd to the East and divided by Highway 169. Each of the schools sits on at least one road that is four lanes or wider.

Major vehicular corridors in Shakopee include US Highway 169, Eagle Creek Blvd, Mystic Lake Dr / Canterbury Rd, County Road 78, and Highway 101. However, even many corridors with relatively little traffic are quite wide (e.g., 10th Ave), presenting crossing barriers for pedestrians and bicyclists and facilitating higher driver speeds.

Sweeney Elementary, West Middle, and Pearson Elementary are all sited along 10th Ave and are primarily surrounded by low-density single-family residential neighborhoods. Opposite Sweeney to the north is a correctional facility, while the West Middle campus abuts that of the City Community Center to the southwest. East Middle is located just one block south on 11th Ave and is abutted primarily by single-family residential neighborhoods, with some multi-family housing also located near to the school. East Middle is also close to a small commercial center with restaraunts, retail, and other commercial uses, which is just located southwest of the school campus.

Jackson Elementary and Shakopee High are both sited on 17th Ave W one block south of US Highway 169. They are mostly surrounded by newer single-family subdivisions, as well as some townhouse and multi-family developments, though to the south there are some older residential developments as well as more agricultural land. Commercial and medical uses are clustered around the intersection of 17th Ave and Marystown Rd to the west. Sun Path is on the eastern side of a commercial/medical cluster, with significant multi-family development immediately to the north on the opposite side of 17th Ave, and primarily single-family housing to the south.

Red Oak and Eagle Creek are sited less than a mile apart along County Rd 21 off the intersections with Southbridge Pkwy / County Rd 18 and Eagle Creek Blvd / County Rd 16, respectively. Red Oak abuts a mix of single- and multi-family housing, with a commercial cluster on the opposite side of Southbridge Pkwy, while Eagle Creek abuts agricultural lands and limited single-family development, and sits opposite the eponymous bus station and park-and-ride facility.

02

PROGRAMS

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 students basic safety skills, encouragement programs to highlight walking and bicycling to school as fun and normal, engagement tools to give all community members a voice, and evaluation of the impact of investments and non-infrastructure efforts. When planning and implementing SRTS programs, it is important to design events and activities that are inclusive of students of all backgrounds and abilities.

Often, programs that help to get more youth walking, biking, and rolling lead to increased public support for infrastructure projects - they can be an important first step towards building out the physical elements that make walking, biking, and rolling safer and more comfortable. And relative to certain infrastructure projects, most programs are very low cost.

Existing Programs

Shakopee Public Schools and the City of Shakopee have been actively working towards providing safe and inviting spaces around school campuses for students. This foundation of encouraging student travel safety provides a valuable baseline for expanding programs to encourage more students to walk and bike.

Programs already active or implemented in the past as Shakopee school campuses include:

- Walk/Bike to School Days
- Mountain Biking Club
- Crossing Guards
- Park & Walk
- School and District-Wide Communications

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 ethnicities, genders, 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 J.

Program Recommendations

The following programs are recommended to increase the awareness, understanding, and excitement for walking, biking, and rolling to school. Programs were selected through conversations with school and district staff, caregivers, students, community members, and city and county staff, and are tailored to meet the needs and interests of the school community in the near term (one to five years). Some build on existing programs while others will require new resources and partnerships.

Recommended programs include:

- Walk/Bike to School Days
- Park & Walk
- School Communications
- School Streets
- Walk! Bike! Fun!
- Walking School Bus & Bike Train
- In-school Curriculum & Activities

Programs have been prioritized into implementation timelines based on existing programs, input from local stakeholders, and readiness of the school to launch the program:

- Immediate implementation
- Short-term (1-2 years)
- Medium-term (2-3 years)
- Long-term (3-5 years)

Additional details about each recommended program including a brief description, suggested leads, and an explanation of why the program is recommended are provided on the following pages.

WALK/BIKE TO SCHOOL DAYS

National Walk to School Day and Bike to School Day attract millions of students and families to try walking, biking, and rolling to school every October and May. In addition, Minnesota celebrates Winter Walk to School Day in February. Additional education, encouragement, and enforcement programming can be used to promote the event, increase awareness, and expand participation. Walk/bike to school days can also take place more frequently (e.g., Walking Wednesdays) if there's interest and capacity.

Which schools: District-wide

Timeline: Immediate (within one year)

Program lead/partners: School district, school administration and staff, caregiver volunteers, students

Implementation considerations:

- Caregivers can participate and support, especially with more people working form home
- School prizes can be used to incentivize participation
- SHIP funding is available to support staff time and supplies expenses
- High school teams could help to develop messaging and promote event days

PARK & WALK

During a drop and walk event (also called park and walk or remote drop-off) bus drivers and caregivers 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: Eagle Creek, Sun Path, and Sweeney Elementary; Shakopee West Middle

Timeline: Short term (one to two years)

Program lead/partners: School district, school administration and staff, caregiver volunteers

Implementation considerations:

- There may be opportunities to integrate Park & Walk into school curricula
- Communicating benefits to students, caregivers, and staff is key to building buy-in
- Important to identify drop-off locations that don't require students to cross major roadways

WALK! BIKE! FUN!

Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum is a two-part curriculum designed specifically for Minnesota's schools. It is structured to meet Minnesota education standards and is an important part of the Safe Routes to School Program in Minnesota. Walk! Bike! Fun! helps students ages five to thirteen learn traffic rules and regulations, the potential hazards to traveling, and handling skills needed to bike and walk effectively, appropriately and safely through their community.

Which schools: Eagle Creek, Jackson, Red Oak, Sun Path, and Sweeney Elementary Schools

Timeline: Immediate (within one year) to short term (1-2 years)

Program lead/partners: School administrators and staff, school district

Implementation considerations:

- First step is to train staff at each school on the Walk!Bike!Fun! curriculum
- Physical education teachers can help to coordinate and implement curriculum
- A bike fleet could augment and support Walk!Bike!Fun! classes

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.dot.state.mn.us/mnsaferoutes/resources/demonstration_projects.html

WALKING SCHOOL BUS & BIKE TRAIN

A Walking School Bus is a group of students walking to school, often with one or more adults. Caregivers can take turns leading the bus, which follows the same route each time and picks up students from their homes or designated bus stops at specified times. Ideally, buses run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event. Bike Trains operate in much the same way, except that it includes a group of students biking to school. Bike Trains are typically more appropriate for middle and high school students.

Which schools: Walking school bus at Jackson, Red Oak, Sun Path, and Sweeney Elementary Schools; bike train at Shakopee West and and Shakopee East Middle Schools and Shakopee High

Timeline: Short term (one to two years)

Program lead/partners: School administrators and staff, caregiver volunteers, students

Implementation considerations:

- Can build on routes where caregivers already are walking their kids to school
- School-level volunteer coordinators can help to communicate about routes and organize caregivers to lead buses and trains
- SHIP funding can support stipend for staff coordinator

IN-SCHOOL CURRICULUM & ACTIVITIES

There are a variety of ways that SRTS-related curriculum and activities can be incorporated into the school day. Students can measure and evaluate walking and biking routes in math classes, calculate environmental impacts of different transportation options in science, or design and fabricate custom bike parking or bike shelters in engineering and shop classes. Middle and high school students can plan Walk & Bike to School Day events, lead Walking School Buses for younger students, or develop their own projects to make walking and biking an easier, safer, and more attractive option for their peers.

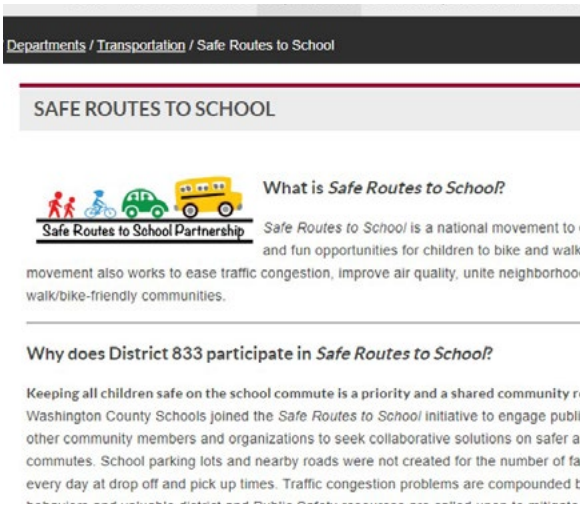
Which schools: East and West Middle Schools, Shakopee High School

Timeline: Immediate (within one year) to short term (one to two years)

Program lead/partners: School district, school administration and staff, City of Shakopee

Implementation considerations:

- District newsletter could update school communities about SRTS activities and opportunities
- District already has a dedicated website for SRTS that could be updated and expanded
- School-level communications can augment and provide school-specific SRTS details
- Beginning of the school year is a key time period for sharing information about walking and rolling



SCHOOL COMMUNICATIONS

Communication may include paper and electronic newsletters, video, social media blasts, parent workshops, and other outreach strategies to educate families about school transportation practices and promote walking and biking as an option. Outreach may include information on suggested routes and crossing locations, dressing for the weather, locking bikes, SRTS news and efforts to date, and opportunities to get involved in SRTS programs.

Which schools: District-wide

Timeline: Immediate (within one year)

Program lead/partners: School district, school administration and staff, City of Shakopee

Implementation considerations:

- District newsletter could update school communities about SRTS activities and opportunities
- District already has a dedicated website for SRTS that could be updated and expanded
- School-level communications can augment and provide school-specific SRTS details
- Beginning of the school year is a key time period for sharing information about walking and rolling

PROGRAMS

CAREGIVER SURVEYS AND STUDENT TRAVEL TALLIES

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

Caregiver Surveys: Recommended once every 2-3 years. A hard copy survey or link to an online version can be sent to caregivers to gather their perceptions of walking, biking, and rolling 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. These tallies were not completed during the planning process in 2020 into 2021 due to COVID-19.

03

INFRASTRUCTURE

Introduction to Infrastructure

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

The initial field review and subsequent meetings yielded specific recommendations to address the key identified barriers to walking and bicycling near the Shakopee Public Schools campuses.

This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. Instead, it calls attention to key conflict points and potential improvements. Recommendations range from simple striping changes and signing to more significant changes to the streets, intersections, and school infrastructure.

Engineering recommendations are shown and described on the following page. It should be noted that funding is limited and all recommendations are planning level concepts only. Additional planning and engineering study will be needed to confirm feasibility and costs for all projects.

Infrastructure improvements were prioritized according to multiple factors, including community and stakeholder input, traffic and roadway conditions, proximity to schools, and proximity to and use by equity priority populations. This prioritization process reflects a preliminary ranking; additional prioritization and project evlauation will be necessary as funding is identified and projects move toward implementation.

Existing Infrastructure

This section highlights existing infrastructure and challenge areas on and near the school campuses. Photos and observations were made by the Triton SRTS Team during the 2020 Rapid Planning Workshop and walk assessment that allowed the team to experience what it's like for students who walk and bike in the areas.

Above - left to right, from top left: *Eagle Creek Elementary School: sidepath along Eagle Creek Boulevard, and the intersection of Pike Lake Road and Woodward Avenue; Shakopee High School: enhanced crosswalk with RRFBs crossing 17th Avenue, and the sidepath on Koeper Avenue near the intersection with Caspian Lane; Sun Path Elementary School: students cross 17th Avenue at Dublin Lane, and French Trace Avenue at Quail Drive has no dedicated space to walk.*

Opposite - left to right, from top left: *A shared use path connects Sun Path Elementary School to residential areas and a park south of the school; Jackson Elementary School: the existing crossing of 17th Avenue at Lusitano Street, and the sidewalk connection and crossing at Lusitano Street north of 17th Avenue; Sweeney Elementary School: the existing four-way stop intersection at Adams Street and 10th Avenue, the crossing of Adams Avenue at 11th Avenue, and the existing school crossing of 10th Avenue near Clay Street.*

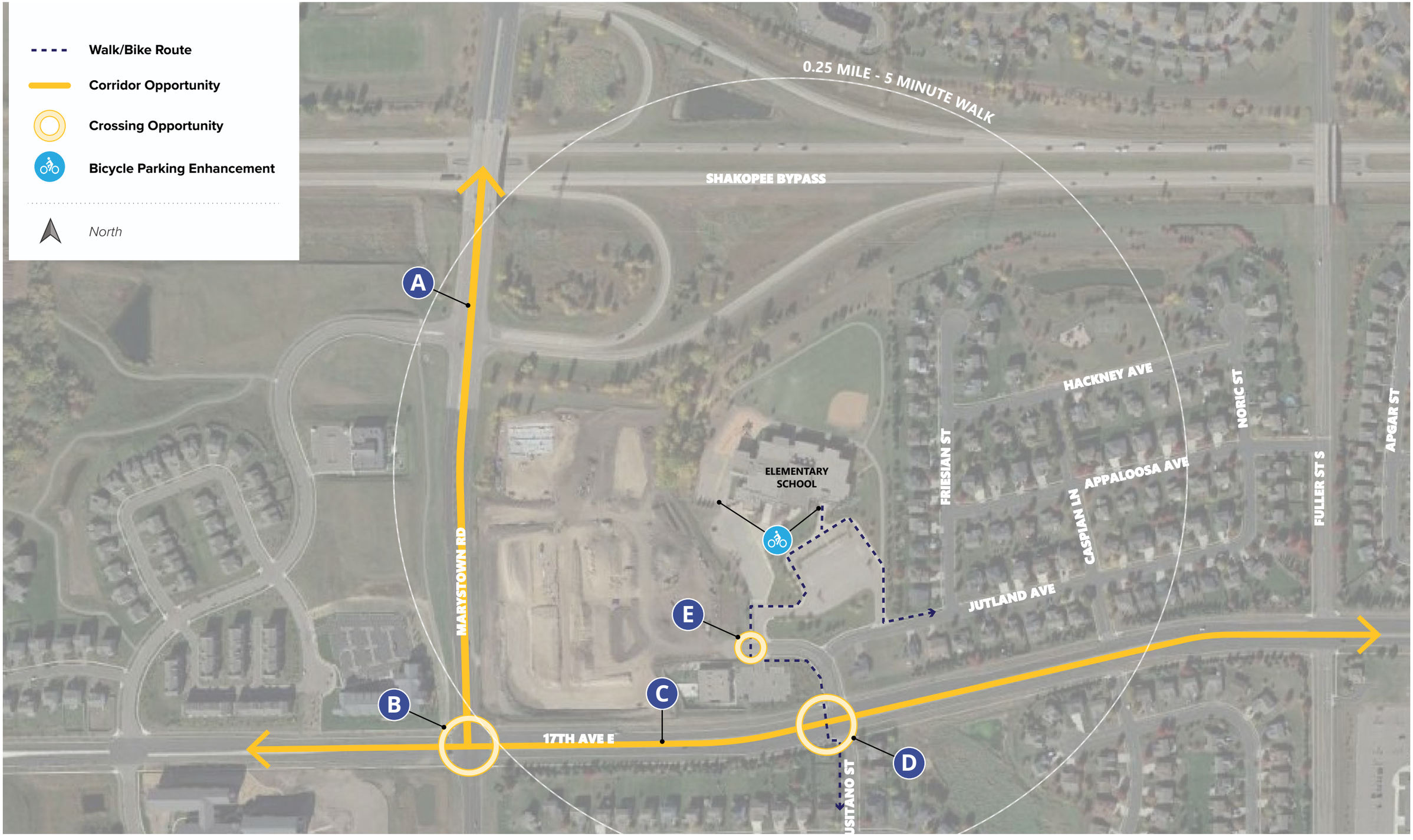
Left to right, from top left: *Shakopee West Middle School: an example of one of the marked and signed crossings of 10th Avenue, and a view of the 10th Avenue corridor looking to the east; Shakopee East Middle School: 11th Avenue north of the school, the driveway exit onto Marschall Road, and the pedestrian signal on Marschall Road; Red Oak Elementary School: the campus is connected with shared use paths that connect to Whitehall Road, County Road 21, and Old Carriage Court .*

Sweeney Elementary School Infrastructure Recommendations

Sweeney Elementary - Infrastructure Action Plan

	LOCATION	CHALLENGE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	10th Ave W & Adams St S	Primary student crossing; long crossing distances	Install curb extensions; coordinate with B and F	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists	City of Shakopee	Med
B	Adams St S	Concerns about traffic speeds; four lane undivided roadway with no shoulder; concerns about in-lane traffic queuing; opportunity to reconfigure traffic lanes	Implement four to three lane conversion with one through lane in each direction and a two-way center left turn lane	Reduce traffic speeds; encourage more predictable driver behavior; improve safety for all users; free up roadway space for pedestrian and bicycle safety improvements	City of Shakopee	Med
C	Adams St S & 11th Ave W	Students discouraged from crossing here; conflicts with caregiver queuing traffic; long crossing distance; opportunity to reduce crossing distance and update flashing beacon technology	Install median refuge island; upgrade flashing beacons to RRFB; coordinate with B	Reduce pedestrian crossing distances; improve driver yielding behavior; increase visibility between pedestrians and motorists	City of Shakopee	Med
D	10th Ave W between Adams St S and Clay St	Sidewalk gap; opportunity to add sidewalk and cross students that live north of 10th Ave and east of Adams St at Adams St S & 10th Ave W	Install sidewalk on north side of 10th Ave W; coordinate with B and H	Concentrate student crossings at 10th Ave W & Adams St S; increase comfort and safety for students who live northeast of campus	City of Shakopee	Med
E	On campus	Sidewalk gap along potential route to building that avoids vehicle conflict points	Install sidewalk along east and south side of staff parking lot	Create more direct route with fewer conflict points for students who live east of school	Shakopee Public Schools	Med
F	10th Ave W	Concerns about traffic speeds and driver behavior; wide roadway; no sidewalk on north side; undefined shoulder space; opportunity to reconfigure traffic lanes and improve pedestrian and bicycle connections	Near term: implement a four to three lane conversion with one through lane in each direction and a two-way center left turn lane; implement buffered or separated bike facilities; implement a striped walking lane where sidewalks are missing; consider using a demonstration project approach to pilot curb extensions or median refuge islands. Long term: reconstruct 10th Ave E to include sidewalks on both sides, separated bike lanes, planted boulevards, curb extensions/parking bays, a landscaped median where the two-way center left turn lane is not needed for turning traffic, pedestrian scale lighting, and enhanced pedestrian crossings at key intersections	Reduce traffic speeds; encourage more predictable driver behavior; improve safety for all users; increase pedestrian and bicycle connectivity, mobility, and comfort	City of Shakopee	High
G	Continuation of St Marks Rd S	Informal route that aligns with existing school crossing; opportunity to formalize pedestrian connection to neighborhood	Install trail between St Marks Rd S to 10th Ave W; coordinate with D, F, and H	Formalize pedestrian connection between 10th Ave W and neighborhood to the north if further study warrants connection	City of Shakopee	Low
H	10th Ave W crossing west of Clay St	Long crossing distance; concerns about traffic speeds and driver yielding behavior; non-ADA-compliant curb ramps; opportunity to enhance or relocate crossing in coordination with other changes	Near term: use a demonstration project approach to install temporary curb extensions and/or a median refuge island. Long term: evaluate crossing as part of a corridor-wide approach; consider removing, relocating, or upgrading the crossing including treatments such as curb extensions, a median refuge island, and RRFB ; coordinate with A and D	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; improve driver yielding behavior	City of Shakopee	Med
I	Land between Shakopee Aquatic Park and Pierce St	Circuitous route between campus and neighborhood to the southeast; opportunity to provide more direct connection	Study opportunities to create a trail connection from the between Pierce St and the south side of campus	Create more direct walking and biking route for students who live southeast of school	City of Shakopee	Low

Jackson Elementary School Infrastructure Recommendations



Jackson Elementary - Infrastructure Action Plan

	LOCATION	CHALLENGE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	Marystown Rd north of 17th Ave E	Potential future project including trail on one or both sides, traffic calming, and roundabouts at major intersections	Install trail on both sides of Marystown Rd; implement planted boulevard and pedestrian scale lighting; follow pedestrian-friendly roundabout design best practice, pedestrian refuge splitter islands, high visibility crosswalk markings, and roundabout aprons to minimize vehicle speeds	Create a new route for people walking and biking; reduce traffic speeds; increase pedestrian and bicycle comfort and safety; improve driver yielding behavior	City of Shakopee Scott County	Med
B	17th Ave E & Marystown Rd	Need to consider connection to Jackson from the west as development occurs; long crossing distance; traffic volumes expected to increase as development occurs	Minimize pedestrian crossing distances and corner radii; implement leading pedestrian interval	Reduce pedestrian crossing distances; reduce driver turning speeds; improve driver yielding behavior	Scott County	Med
C	17th Ave E	Concerns about traffic speeds and volumes; concerns about driver behavior including speeding and yielding; wide multi-lane roadway	Consider corridor-wide traffic calming measures; implement school speed zones as appropriate corridor-wide with flashing beacon and “WHEN FLASHING” signage; consider replacing RRFBs with pedestrian hybrid beacons; implement leading pedestrian intervals at signalized intersections	Reduce traffic speeds; improve driver yielding behavior; increase visibility between pedestrians and motorists	Scott County	Med
D	17th Ave E & Lusitano St	Long crossing distance; concerns about driver yielding behavior despite overhead RRFB and crossing guard presence	Provide driver education around pedestrian crossings and required yielding	Improve driver yielding behavior	Scott County City of Shakopee	Low
E	Lusitano St & School Driveway	Potential for increased conflicts between pedestrians and motorists as land directly west of campus develops	Consider installing a raised pedestrian crossing or RRFB; staff with an adult crossing guard during arrival/dismissal	Improve driver yielding behavior	City of Shakopee Shakopee Public Schools	Low

Sun Path Elementary School Infrastructure Recommendations

Sun Path Elementary - Infrastructure Action Plan

	LOCATION	CHALLENGE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	17th Ave E	Determine average vehicle speeds during school times; concerns about driver behavior including speeding and yielding; wide multi-lane roadway	Consider corridor-wide traffic calming measures such as reducing the width or number of lanes; implement school speed zones as appropriate corridor-wide with flashing beacon and "WHEN FLASHING" signage; implement leading pedestrian intervals at signalized intersections	Reduce traffic speeds; improve driver yielding behavior; increase visibility between pedestrians and motorists	Scott County	Med
B	Dublin Ln north of 17th Ave E	Sidewalk gap on west side where off-campus parent pick-up and drop-off occurs	Consider installing a sidewalk; encourage caregivers picking up or dropping off on Dublin Ln to load and unload on the east side of the street	Reduce conflicts between pedestrians and motorists	City of Shakopee Shakopee Public Schools	Low
C	17th Ave E & Dublin Ln	Long crossing distance; concerns about driver yielding behavior despite overhead RRFB and crossing guard presence	Consider upgrading existing RRFB to pedestrian hybrid beacon	Improve driver yielding behavior	Scott County City of Shakopee	High
D	French Trace Ave between Faribault Ct and Quail Ct	No sidewalk along French Trace Ave; primary walking route; off-campus pick-up and drop-off activity; concerns about conflicts between people walking and driving	Work to eliminate off-campus pick and drop-off in this area. Long term: install sidewalk	Increase pedestrian comfort and safety; create dedicated space for pedestrians in high-conflict area	City of Shakopee	High
E	School driveway at Quail Dr	Conflicts between pedestrians, motorists, and walkers; concerns about cut-through traffic; opportunity to limit access during school arrival and dismissal to manage traffic flow	Limit school driveway access during arrival and dismissal to allow pedestrian, bicycle, and school bus traffic only	Reduce traffic volumes in high-conflict area; discourage cut-through traffic	City of Shakopee Shakopee Public Schools	High
F	Lower parking lot crossing	Conflicts between pedestrians and motorists; no curb ramps on east side	Install high visibility crosswalk markings; install ADA compliant curb ramps; staff with an adult crossing guard/student patrols during arrival and dismissal	Increase pedestrian comfort and safety; increase route accessibility	Shakopee Public Schools	High
G	South side of lower lot	Sidewalk gap along lower parking lot	Install sidewalk	Create walking route with fewer potential vehicle conflicts	Shakopee Public Schools	Med

Eagle Creek Elementary School Infrastructure Recommendations

Eagle Creek Elementary - Infrastructure Action Plan

	LOCATION	CHALLENGE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	Eagle Creek Blvd (if School District removes 100% bussing policy)	Concerns about traffic speeds and volumes; concerns about driver behavior including speeding and yielding; wide multi-lane roadway	Evaluate opportunities to reduce overall roadway width and implement school speed zone; consider planting boulevard trees to visually narrow the corridor; coordinate with B	Reduce traffic speeds during school arrival and dismissal; increase awareness of potential student crossings	Scott County	Low
B	Eagle Creek Blvd & Pike Lake Rd (if School District removes 100% bussing policy)	No marked or controlled pedestrian crossing at primary intersection between student residences and campus; concerns about traffic speeds and volumes and driver yielding behavior; poor sight lines between pedestrians and westbound motorists	Install pedestrian hybrid beacon with advance warning for motorists; install high visibility crosswalk markings; reduce corner turning radii; consider installing median refuge island; align trail connection, pedestrian landings, and ADA compliant curb ramps; staff with an adult crossing guard during arrival and dismissal	Create an opportunity for students who live north of Eagle Creek Blvd to walk and bike to school; increase comfort and safety for people walking and biking; reduce pedestrian crossing distance	Scott County City of Shakopee	High
C	On campus	Sidewalk gap along most direct route from Pike Lake Rd to main school entrance	Install sidewalk along driveway and in parking lot	Fill sidewalk gap; create shorter route for students walking and biking to school	Shakopee Public Schools	Med
D	Eagle Creek Blvd between Pike Lake Rd and Foothill Trail	Trail extension planned in coordination with future residential development	Install trail in coordination with future residential development; extend trail to Foothill Trail to connect to existing shared use path	Fill trail gap; create new route for students walking and biking to school from the east	Scott County City of Shakopee	Med
E	Pike Lake Rd south of Woodward Ave	Trail gap between campus and future development to the east; opportunity to provide trail connection in coordination with residential development	Install trail along Pike Lake Rd in coordination with future residential development; consider installing trail on both sides of the street and/or providing enhanced crossings as appropriate	Create route for students walking and biking to school in coordination with new residential development	City of Shakopee	High
F	Rural land east of school	Planned residential development; opportunity to create walkable, bikeable routes to school	Install sidewalk and/or trail on at least one side of the street as part of future development; consider overall sidewalk/trail connectivity and secure easements to provide more direct routes between residences and Eagle Creek Elementary as opportunities arise	Increase number of students who are able to walk or bike to Eagle Creek Elementary School	City of Shakopee	Med

Red Oak Elementary School Infrastructure Recommendations

Red Oak Elementary - Infrastructure Action Plan

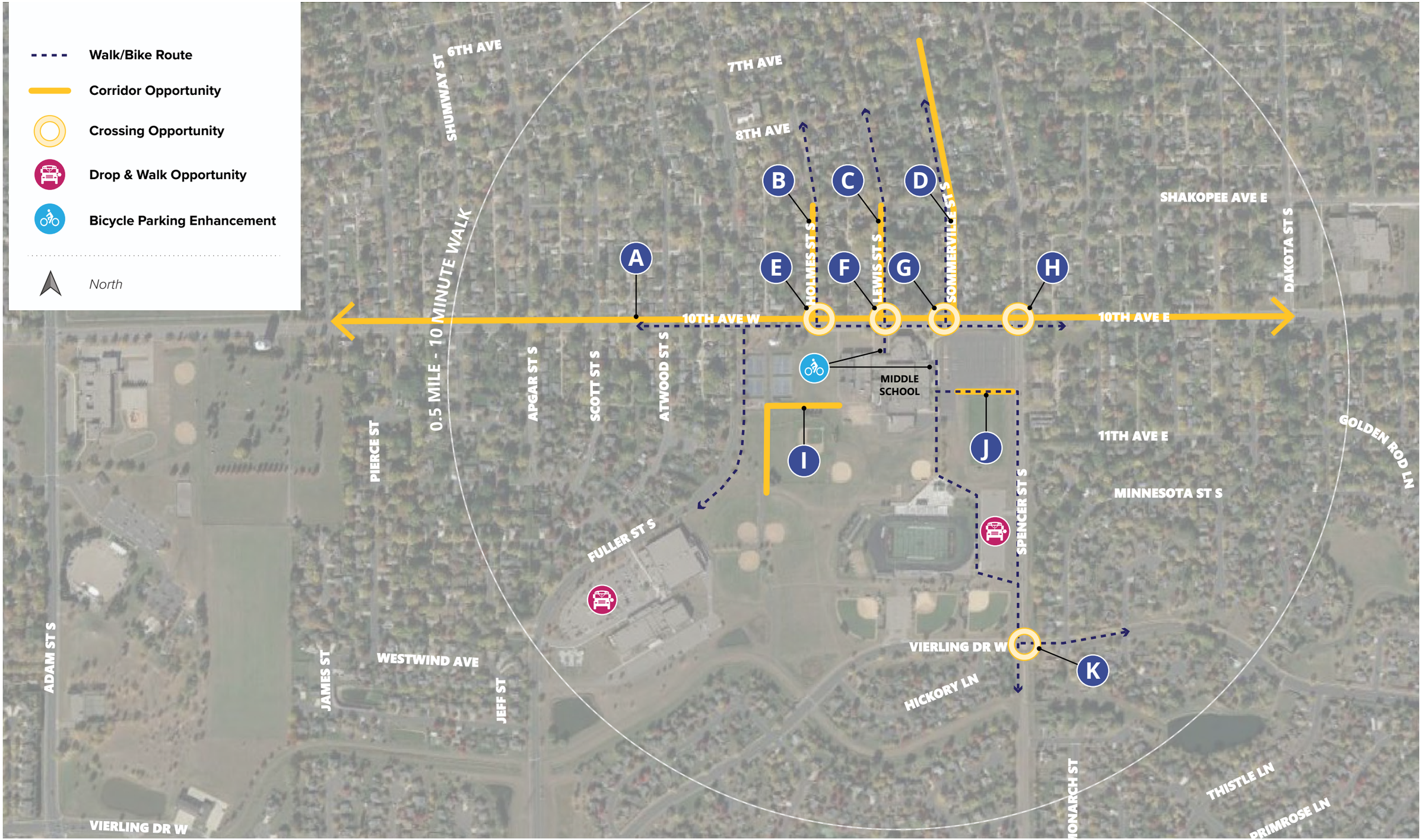
	LOCATION	CHALLENGE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	City right-of-way west of campus	Planned trail project*; opportunity to provide more direct route between residential neighborhood and campus *Note: this trail project was completed during development of this plan.	Install trail; consider pedestrian lighting to increase sense of safety and comfort at night; consider installing crossing treatments such as high visibility crosswalk markings, and trail crossing signage	Create more direct route for people walking and biking	City of Shakopee	High
B	Lower door	Bike parking not located near entrance; walker/biker door is not prominent or welcoming for students	Remodel walker/biker entrance to be more visible, prominent, and welcoming; install inverted-U bike parking and shelter near entrance; see Appendix # for bike parking best practice guidance	Celebrate walking and biking as an important and valued way for students to travel to school	Shakopee Public Schools	Med
C	Connection between Stratford Circle and campus	No direct sidewalk connection between multifamily housing and campus; opportunity to provide a shorter route for walkers and bikers who live next door to school	Install sidewalk connection between Stratford Village and the school parking lot/sidewalk system	Create more direct walking route for students who live in Stratford Village	Shakopee Public Schools Stratford Village	High
D	Southbridge Pkwy & Windsor Dr N	Long crossing distance; concerns about driver yielding behavior	Extend medians to provide median refuge island; install high visibility marked crosswalk; reduce corner radii. Review school walk zone and coordinate accordingly.	Reduce crossing distance; reduce traffic speeds; improve driver yielding behavior	City of Shakopee	Low

Shakopee East Middle School Infrastructure Recommendations

Shakopee East Middle School - Infrastructure Action Plan

	LOCATION	CHALLENGE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	Marschall Rd & Eagle Creek Blvd	Primary crossing along route to student residences and after-school destinations; skewed intersection with long crossing distances; concerns about driver speeding and yielding behavior	Implement leading pedestrian interval	Reduce driver turning speeds; increase visibility between pedestrians and motorists; improve driver yielding behavior	City of Shakopee Scott County	Med
B	Marschall Rd	Wide roadway; concerns about driver speeding and yielding	Upgrade school zone to include flasher and “WHEN FLASHING” signage	Improve school speed zone compliance; improve driver yielding behavior	Scott County	Med
C	Marschall Rd & 10th Ave E	Primary crossing along route to student residences and after-school destinations; long crossing distances; concerns about driver speeding and yielding behavior	Install curb extensions; implement leading pedestrian interval; coordinate with D	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; improve driver yielding behavior	City of Shakopee Scott County	Med
D	10th Ave E west of Marschall Rd	Concerns about traffic speeds and driver behavior; wide roadway; no sidewalk on north side west of Dakota St; undefined shoulder space; lack of boulevard contributes to winter maintenance and snow storage challenges	Near term: implement a four to three lane conversion with one through lane in each direction and a two-way center left turn lane; implement buffered or separated bike facilities; consider using a demonstration project approach to pilot curb extensions or median refuge islands. Long term: reconstruct 10th Ave E to include sidewalks on both sides, separated bike lanes, planted boulevards, curb extensions/parking bays, a landscaped median where the two-way center left turn lane is not needed for turning traffic, and enhanced pedestrian crossings at key intersections	Reduce traffic speeds; encourage more predictable driver behavior; improve safety for all users; increase pedestrian and bicycle connectivity, mobility, and comfort	City of Shakopee Scott County	Med
E	Marschall Rd mid-block crossing	Pedestrian-activated signal not heavily used by students; long crossing distance	Encourage students to cross to the west side of Marschall Rd at the mid-block crossing; provide education around signal use	Reduce pedestrian crossing distance; concentrate student crossings at preferred location	Scott County Shakopee Public Schools	High
F	Marschall Rd & school driveway	Conflicts between pedestrians, private vehicle traffic, and school bus traffic; poor driver compliance with left turn restrictions	Reduce width and corner radii of school driveway and bus driveway as much as feasible; adjust school driveway to allow right turn out only	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; reduce conflicts between pedestrians, family vehicles, and school buses	City of Shakopee Shakopee Public Schools Scott County	High
G	School parking lot	No direct route between Marschall Rd and south school entrance; sidewalk gap on north side of driveway between Marschall Rd and bus loop driveway; sidewalk gap along south side of parking lot	Install sidewalk and ADA compliant curb ramps along the north side of the school driveway between Marschall Rd and across the bus driveway; install sidewalk along the south side of the school driveway and parking lot	Create dedicated space for students walking	Shakopee Public Schools Scott County	Med
H	School field	No direct connection between existing trail system east/south of campus and school building	Install trail to connect the school sidewalk network to existing trails south and east of campus	Create more direct route with fewer conflicts for students who live south, southwest, and east of campus	Shakopee Public Schools	Med
I	11th Ave E between school property and Merrifield St	Sidewalk ends before intersection	Extend sidewalk connection to Merrifield St	Connect students to intersection before transitioning to shared road environment	City of Shakopee	Low

Shakopee West Middle School Infrastructure Recommendations



Shakopee West Middle School - Infrastructure Action Plan

	LOCATION	CHALLENGE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	10th Ave E/W	Concerns about traffic speeds and driver behavior; wide roadway; no sidewalk on north side; undefined shoulder space; opportunity to reconfigure traffic lanes and improve pedestrian and bicycle connections	Near term: implement a four to three lane conversion with one through lane in each direction and a two-way center left turn lane; implement buffered or separated bike facilities; implement a striped walking lane where sidewalks are missing; consider using a demonstration project approach to pilot curb extensions or median refuge islands. Long term: reconstruct 10th Ave E to include sidewalks on both sides, separated bike lanes, planted boulevards, curb extensions/parking bays, a landscaped median where the two-way center left turn lane is not needed for turning traffic, pedestrian scale lighting, and enhanced pedestrian crossings at key intersections	Reduce traffic speeds; encourage more predictable driver behavior; improve safety for all users; increase pedestrian and bicycle connectivity, mobility, and comfort	City of Shakopee	Med
B	Holmes St S from 10th Ave W to Shakopee Ave E	One block sidewalk gap to between Shakopee Ave E and school crosswalk	Install sidewalk where missing; install planted boulevard between sidewalk and roadway if feasible; install ADA compliant curb ramps at intersections; coordinate with E	Provide dedicated space for students walking	City of Shakopee	Med
C	Lewis St from 10th Ave E to Shakopee Ave E	One block sidewalk gap to between Shakopee Ave E and school crosswalk	Install sidewalk where missing; install planted boulevard between sidewalk and roadway if feasible; install ADA compliant curb ramps at intersections; coordinate with F	Provide dedicated space for students walking	City of Shakopee	Med
D	Sommerville St S from 10th Ave E to 7th Ave E	Three block sidewalk gap between Shakopee Ave E and school crosswalk	Install sidewalk where missing; install planted boulevard between sidewalk and roadway if feasible; install ADA compliant curb ramps at intersections; coordinate with G	Provide dedicated space for students walking	City of Shakopee	Med
E	10th Ave E & Holmes St S	Long crossing distance; concerns about driver yielding behavior; dual threat risk; no curb ramp on south side; no pedestrian landing on north side	Install curb extensions and a median refuge island; install pedestrian landings and ADA compliant curb ramps; consider installing an RRFB; coordinate with A and B and consider consolidating into a single crossing point	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; improve driver yielding behavior	City of Shakopee	Med
F	10th Ave E & Lewis St S	Long crossing distance; concerns about driver yielding behavior; dual threat risk; no pedestrian landing on north side; poor visibility between pedestrians and motorists; students must walk between buses to cross 10th Ave E	Install curb extensions and a median refuge island; install pedestrian landings and ADA compliant curb ramps; consider installing an RRFB; coordinate with A and C and consider consolidating into a single crossing point	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; improve driver yielding behavior	City of Shakopee	Med
G	10th Ave E & Sommerville St S	Long crossing distance; concerns about driver yielding behavior; dual threat risk; no pedestrian landing on north side; poor visibility between pedestrians and motorists; students walk between buses to cross 10th Ave E; inconsistent crosswalk markings on west and east side; crosswalk markings do not align with curb ramps on south side	Install curb extensions and a median refuge island; install pedestrian landings and ADA compliant curb ramps; consider installing an RRFB; coordinate with A and D and consider consolidating into a single crossing point	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; improve driver yielding behavior	City of Shakopee	Med
H	10th Ave E & Spencer St S	Long crossing distances, especially across 10th Ave E	Install curb extensions; coordinate with A	Reduce pedestrian crossing distances	City of Shakopee	Low
I	School field between Fuller St S and building	Opportunity to provide more direct pedestrian and bicycle route between campus, Fuller St, the community center, and the trail system to the southwest	Install trail connection to the southwest	Create more direct route between school, the community center, and student residences to the southwest	Shakopee Public Schools City of Shakopee	Low
J	School parking lot	No direct pedestrian connection along school driveway between building and Spencer St S	Install sidewalk along south side of driveway with planted boulevard between sidewalk and parking lot	Provide dedicated space for students walking along the school driveway to access Spencer St S	Shakopee Public Schools	High
K	Spencer St S & Vierling Dr W	Concerns about pedestrian, bicycle, and motorist conflicts in roundabout; concerns about driver understanding and navigation of roundabout	increase education on navigating the roundabout while walking, biking, and driving	Increase visibility between pedestrians and motorists; improve driver yielding behavior	Scott County City of Shakopee	Med

Shakopee High School Infrastructure Recommendations

Shakopee High School - Infrastructure Action Plan

	LOCATION	CHALLENGE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	17th Ave W	Concerns about traffic volumes; concerns about driver behavior including speeding and yielding; wide multi-lane roadway	Consider corridor-wide traffic calming measures; implement school speed zones as appropriate corridor-wide with flashing beacon and “WHEN FLASHING” signage; implement leading pedestrian intervals at signalized intersections	Reduce traffic speeds; improve driver yielding behavior; increase visibility between pedestrians and motorists	Scott County	Med
B	17th Ave W & Fuller St S	Concerns about traffic volumes and two-way stop control; long uncontrolled crossings for pedestrians crossing 17th Ave E; concerns about driver speeds, visibility, and yielding behavior	Implement full traffic signal; install high visibility crosswalk markings, median refuge islands, and leading pedestrian interval	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; improve safety and comfort for all users	Scott County City of Shakopee	High
C	17th Ave E & Shire St	Concerns about traffic volumes and driver yielding behavior; long crossing distance; concerns about signal timing on flashing beacon	Provide driver education around pedestrian crossings and required yielding	Improve driver yielding behavior	Scott County City of Shakopee	High
D	17th Ave E & Spencer St	Concerns about traffic volumes and driver yielding behavior; long crossing distances	Implement leading pedestrian interval; reduce corner radii; extend median to provide median refuge island	Reduce pedestrian crossing distances; reduce driver turning speeds; increase visibility between pedestrians and motorists; improve driver yielding behavior	Scott County City of Shakopee	Low
E	Koeper Ave & Caspian Ln	No marked crossing between residential neighborhood and school access point; opportunity to provide enhanced pedestrian crossing in coordination with potential re-striping of Koeper Ave	Install high visibility crosswalk markings, school crossing signage, and median refuge island on south leg; coordinate with F	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; improve driver yielding behavior	City of Shakopee	Med
F	Koeper Ave	Roadway currently being evaluated for re-striping with dedicated left turn lane at intersection of school and Caspian Lane	Re-stripe Koeper Ave to include left turn lanes; implement school speed zone with flashing beacon and “WHEN FLASHING” signage; use minimum recommended lane widths; consider implementing traffic calming measures; coordinate with E	Reduce traffic speeds; improve driver yielding behavior; reduce pedestrian crossing distances; increase visibility between pedestrians and motorists	City of Shakopee	Med
G	School driveway	Sidewalk gap between school building and Spencer St	Extend sidewalk along the school driveway to connect to Spencer St; consider marked driveway crosswalk for students walking or biking home to the south	Provide dedicated space for students walking along the school driveway to access Spencer St	Shakopee School District	Low

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04

HOW TO GET INVOLVED

Using this Plan

At the heart of every successful Safe Routes to School comprehensive program is a coordinated effort by caregiver 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 shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects.

Who are you?

Successful programs are achieved through the coordinated efforts of caregiver 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 STUDENT

Students can have incredible influence when advocating for change in their school and broader community. There are many ways that students can support and lead SRTS initiatives including: encourage safe walking, biking, and driving to, from, and near school; develop campaigns to generate enthusiasm for SRTS; volunteer time to lead a Walking School Bus or organize a bike drive; promote SRTS activities through newspaper and media courses; advocate for funding and infrastructure improvements at City Hall, and more.

I AM A CAREGIVER

Caregivers can use this report to understand the conditions at their child's school and to become familiar with the ways an SRTS program can work to make walking and bicycling safer. Concerned caregivers or city residents have a very important role in the Safe Routes to School process. Caregiver 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. Caregiver groups can also be key to ongoing success by helping to fundraiser for smaller projects and programs.

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 caregivers within school publications. Please read the SRTS talking points in Appendix B.

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 caregivers 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 TEACHER OR OTHER STAFF MEMBER

Other than caregivers, 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, biking, and rolling 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, biking, and rolling is a great way to start!

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 caregivers 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 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 LAW ENFORCEMENT

Police department staff can use this report to understand issues related to walking and bicycling to school and to lead and support education, encouragement, and enforcement activities that make it easier and safer for children to walk and bike to school. Enforcement efforts should focus on traffic safety education, rewarding positive behavior, and supporting school walk and bike events. Law enforcement representatives should be mindful of strategies that may disproportionately and negatively affect children and families of color, low wealth, or marginalized populations.

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.

Next Steps

With a SRTS Plan in place, it's time to shift attention to implementation.

The strategies identified in this plan may seem overwhelming at first. Just remember that anything you can do to make walking, biking, and rolling to school safer, easier, and more fun for students is a step in the right direction. Here are some things to remember:

START SMALL

Small actions can have a big impact, especially when it comes to building support, interest, and momentum for bigger initiatives.

FOCUS ON EQUITY

Not everyone has equal opportunities to walk and bike to school. Identify and prioritize strategies to address and overcome barriers that disproportionately impact the most vulnerable students.

BUILD PARTNERSHIPS

Look for opportunities to strengthen existing partnerships and build new ones. Reach out to caregivers, community members, local agencies and community organizations, and other stakeholders to expand capacity and support for Safe Routes to School initiatives.

EMPOWER STUDENTS AS LEADERS

Students-led initiatives can generate enthusiasm and improve social conditions for Safe Routes to School. Empower students to take ownership of programs to raise awareness, build excitement, and expand opportunities for their peers to walk and bike to school.

TRACK PROGRESS

Continue to track trips and survey caregivers and students about their experiences walking, biking, and rolling to school. Conducting regular evaluation will help your team understand what works and what doesn't work and allocate resources accordingly. Consider reporting annually on progress.

CELEBRATE SUCCESS

Take time to recognize efforts and celebrate progress. Whether it's changing travel habits, achieving a major milestone, implementing an infrastructure improvement, launching a new program, or hosting a successful event, recognize and celebrate success.


MINNESOTA
SAFE
ROUTES
TO SCHOOL

A APPENDICES

EAGLE CREEK, JACKSON, RED OAK, AND SUN PATH ELEMENTARY SCHOOLS; EAST AND WEST MIDDLE SCHOOLS; SHAKOPEE HIGH SCHOOL
SHAKOPEE, MN

OCTOBER 2021

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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
https://www.changelabsolutions.org/product/safe-routes-school-district-policy-workbook

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
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Kelly Corbin, Safe Routes to School Planner
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St. Paul, MN 55155
507-286-7590
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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/MinnesotaSafeRoutesto-School

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

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Appendix B. SRTS Talking Points

To ensure a successful SRTS program, it is crucial to get school principals and other school administration leaders the communications resources they need to share the importance of SRTS with caregivers. To get these leaders involved initially, in-person meetings are a great start and opportunity to share SRTS goals and potential activities for the year. This gives school leaders a chance to learn more about the program, but also share thoughts and ideas unique to their school. Share with them the academic benefits: students that walk or bike to school arrive awake, alert, and ready to learn, and physical activity before school increases academic performance and reduces student absences. If the principal is interested in getting involved with the program, or is already a supporter, point them to A Primer for School Boards and Principals for more resources on coordinating a successful program.

The following list of facts and statistics can be used by principals and other SRTS advocates in communications materials to share the benefits of a SRTS program. These points have been collected from national sources, and apply to all schools and school districts: big or small, urban or rural, etc.. They are intended to be used in communication materials such as school newsletters, emails, school websites, social media posts, signs, videos, and direct communications with caregivers (including handouts, emails, texts, automated calls, etc.). 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 students in grades K–8 live within one mile of school; 38 percent of these students walk or bike to school. You can travel one mile in about 20 minutes by foot or six minutes by bicycle.
- 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, biking, and rolling, more people feel comfortable walking and bicycling.
- Reducing the miles caregivers 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, biking, and rolling 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 students 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 rates have more than tripled in the past 30 years, while the number of children walking, biking, and rolling 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 students 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.
- 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.
- Eight bicycles can be parked in the space required for just one car.

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Appendix C. Planning Process

Planning for this SRTS plan began in the summer of 2020, after Shakopee Public Schools and the City of Shakopee were awarded a SRTS planning assistance grant from MnDOT. In fall 2020, the local team lead, members of the consulting team, and MnDOT staff formally kicked off the planning process and met to provide an overview of SRTS and the 6 E's, review the planning process and schedule, brainstorm engagement opportunities, and discuss challenges and recent efforts related to walking, biking, and rolling to school.

PROJECT SCHEDULE

Fall 2020: Project kickoff, data collection, Rapid Planning Workshop

Winter 2020-2021: Community engagement, identification of issues and opportunities

Spring 2021: Draft strategies and action steps

Summer-Fall 2021: Draft and final SRTS Plan

DATA COLLECTION

In fall of 2020, baseline data was collected through a variety of SRTS evaluation methods including tools from the National Center for Safe Routes to School and Minnesota Safe Routes to School Resource Center:

- **Student Travel Tallies:** Generally, a student hand tally identifies the most common way students travel to and from campus (school bus, family, walking, etc.). However, due to the COVID-19 pandemic, student hand tallies were not completed this year, but they are still a recommended way of collecting data in future years.
- **Caregiver Survey:** Surveys collected information from caregivers about perceptions, habits, and barriers related to walking, biking, and rolling to school, and changes that would make children more confident walking or biking. A total of 149 surveys were completed across all of the schools encompassed in this plan.
- **Interactive Online Map:** An interactive online map allowed children, caregivers, and community stakeholders to identify destinations, routes, and barriers for walking, biking, and rolling.
- **Student Engagement:** The local team met with a group of high school students during the Rapid Planning Workshop. Students shared things that they like and dislike about walking, biking, and rolling to school, identified challenges, and brainstormed ideas for improvement. They identified their walking, biking, and rolling routes as well as streets and intersections that are barriers for walking, biking, and rolling to school.
- **SRTS Internship projects:** The SRTS Planning Team supported two SRTS student interns who were hosted out of the City of Shakopee's Planning Division. Interns conducted interviews and secondary research and developed a website with a class project for Shakopee students around SRTS programming and temporary infrastructure improvements.

RAPID PLANNING WORKSHOP

In December 2020, a broad group of stakeholders met for an intensive, multi-day, hybrid Rapid Planning Workshop. This charrette-style event brought together school, city, county, and MnDOT staff, plus students, caregivers, and community members to discuss challenge and opportunities for walking, biking, and rolling to school.

The Rapid Planning Workshop included:

- Introduction to SRTS for all participants including programs, infrastructure, and the planning process
- Observations of student arrival and dismissal
- Walking audit of the streets surrounding the Shakopee Public Schools campuses
- Discussion of infrastructure issues, upcoming projects, and opportunities for improvement
- Brainstorm of existing and potential programs
- Meeting with a student panel to discuss routes, challenges, and opportunities

Information gathered during the Workshop was used to develop preliminary draft infrastructure and program recommendations for Shakopee. Preliminary recommendations were shared with the SRTS Team for input and refinement prior to identifying action steps and schedules for implementation.

DRAFT STRATEGIES AND ACTION PLAN MEETING

The Shakopee SRTS Team met in person in March 2021 to review draft program and infrastructure recommendations. Participants discussed near-term priorities as well as stakeholders and resources to help support and lead implementation.

DRAFT AND FINAL SRTS PLAN

Following the action plan meeting, the local planning team further reviewed recommendations in close coordination between the city and the county. Draft Shakopee SRTS Plan were shared with the local planning team for review and comment in fall of 2021. A final copy of the plan was delivered in October 2021.

Appendix D. Existing Conditions

The following is a summary of the existing conditions on and around the Shakopee Public Schools campuses.

SHAKOPEE PUBLIC SCHOOLS CONTEXT

Basic Information

Eagle Creek Elementary
Principal: Josie Koivisto
Grades: K-5
Number of students: 777
Arrival time: 9:05am
Dismissal time: 3:45pm

Jackson Elementary
Principal: Dr. Kevin Bjerken
Grades: K-5
Number of students: 847
Arrival time: 8:30am
Dismissal time: 3:10pm

Red Oak Elementary
Principal: Doug Schleif
Grades: K-5
Number of students: 567
Arrival time: 8:00am
Dismissal time: 3:30pm

Sun Path Elementary
Principal: Patrick Leonard
Grades: K-5
Number of students: 615
Arrival time: 8:30am
Dismissal time: 3:10pm

Sweeney Elementary
Principal: Derek Bell
Grades: K-5
Number of students: 646
Arrival time: 9:05am
Dismissal time: 3:45pm

East Middle School
Principal: Jim Miklausich
Grades: 6-8
Number of students: 856
Arrival time: 7:45am
Dismissal time: 1:55pm

West Middle School
Principal: Lori Link
Grades: 6-8
Number of students: 1147
Arrival time: 7:45am
Dismissal time: 1:55pm

Shakopee High School
Principal: Jeff Pawlicki
Grades: 9-12
Number of students: 2,605
Arrival time: 8:20am
Dismissal time: 2:30pm

Total number of students K-12: Approximately 8,000

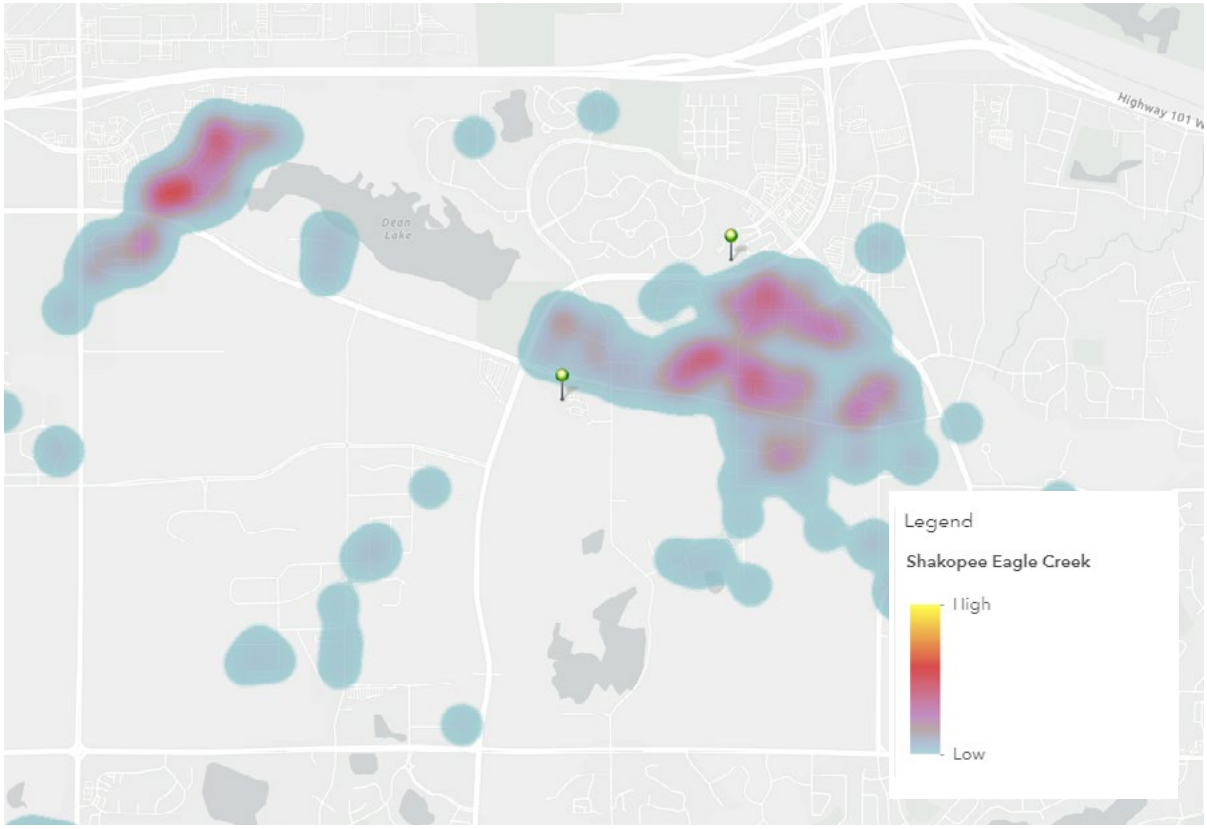
Student Locations and School Enrollment Boundary

The maps on the following pages show the locations of students attending Shakopee Public Schools during the 2020-2021 school year. The first map on each page shows a heat map of students who live closer to each campus, and the second map includes students who live further away. The campus locations are identified with a green pin.

School/Campus Layout

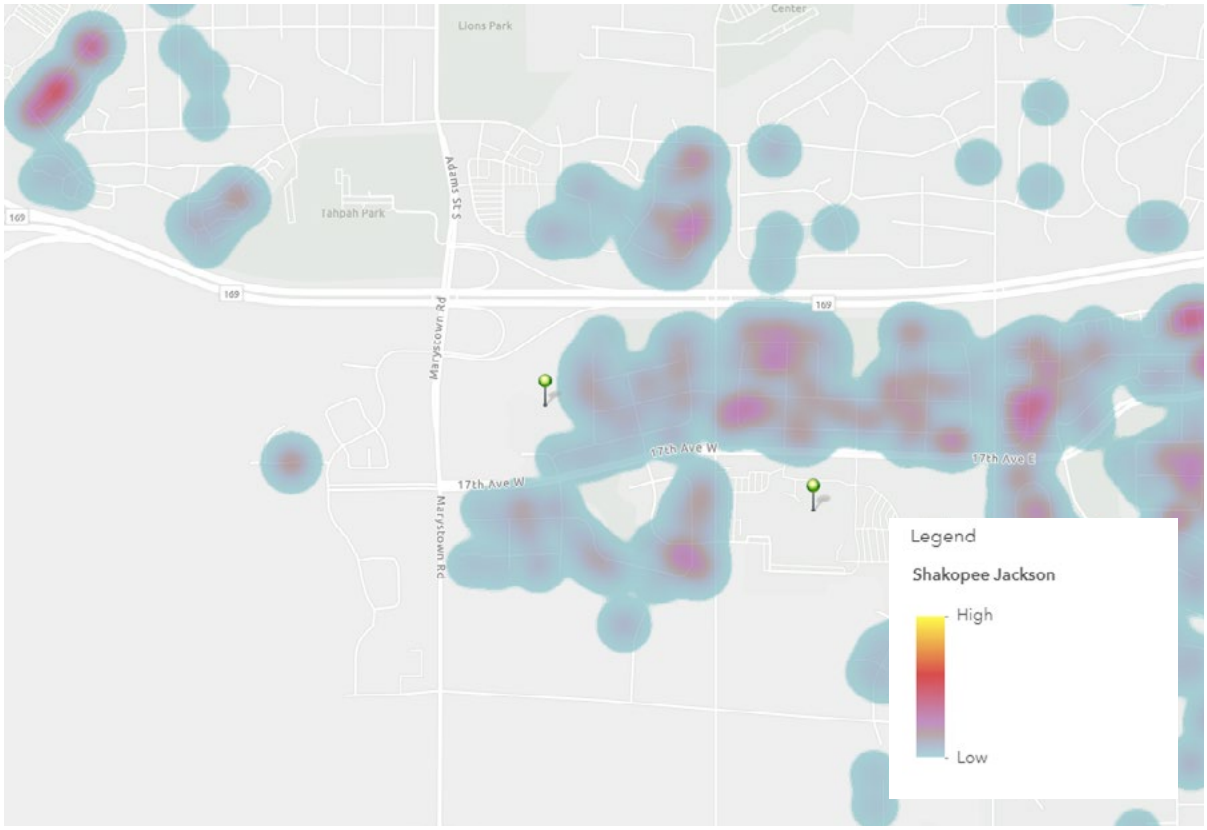
Eagle Creek Elementary: Eagle Creek Elementary is located on the east side of Shakopee, Minnesota off of Eagle Creek Blvd between Pike Lake Rd and Herrgott Memorial Dr. It is located just across Hergott Memorial Dr. from the Eagle Creek Transit Park and Ride lot. The school building has two primary entrances, both on the east side. Parking is provided in two lots, also on the east side of the building, with a bus and caregiver pickup loop as part of the southernmost lot. Sports fields are located east of the school parking lots, and a playground and retaining pond are located north of the school building. The campus is primarily surrounded by agricultural land and residential neighborhoods.

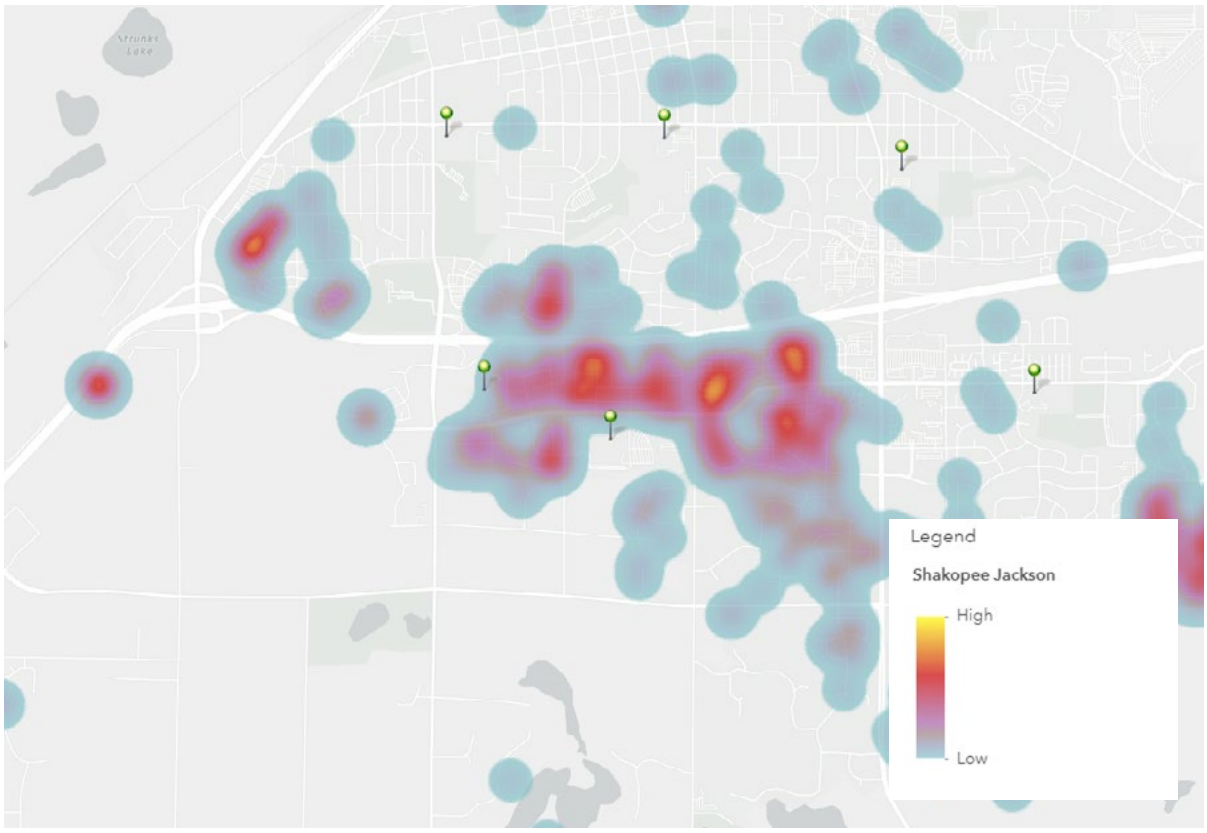
EAGLE CREEK ELEMENTARY



Source: ArcGIS online

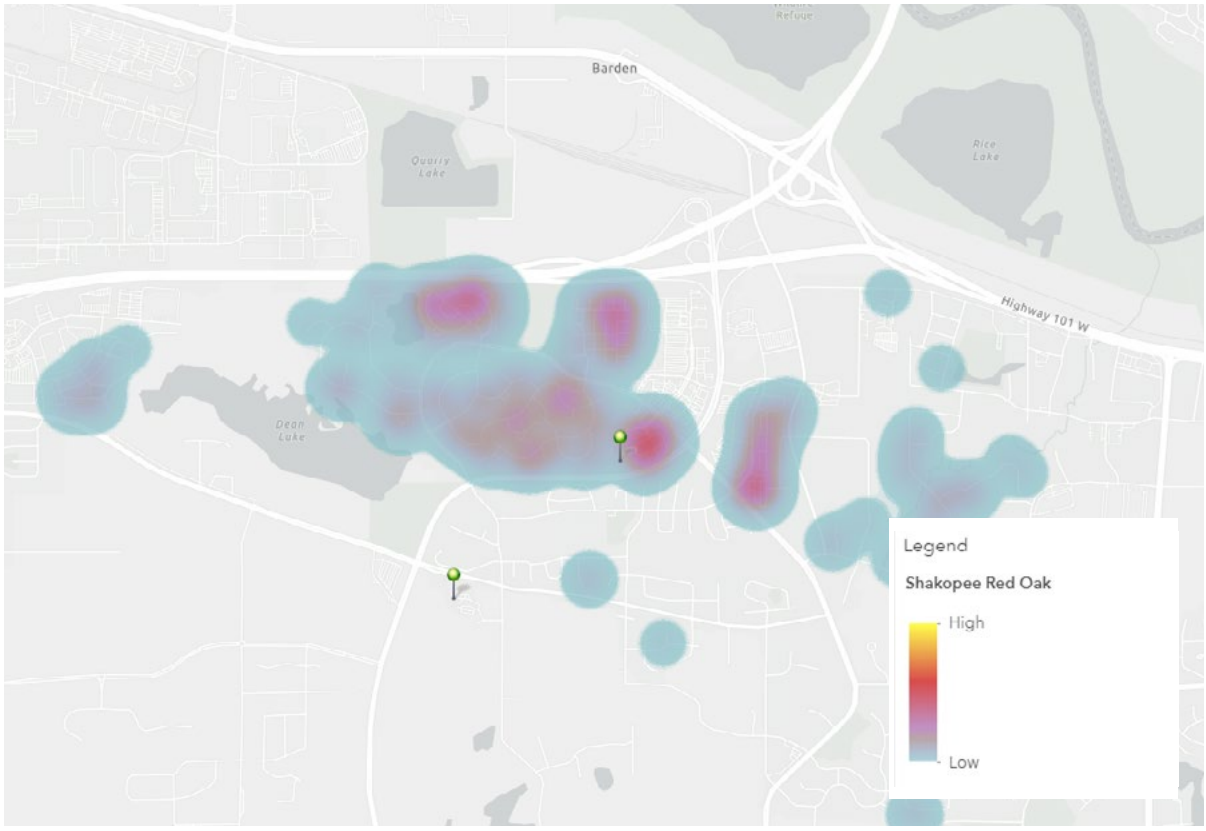
JACKSON ELEMENTARY





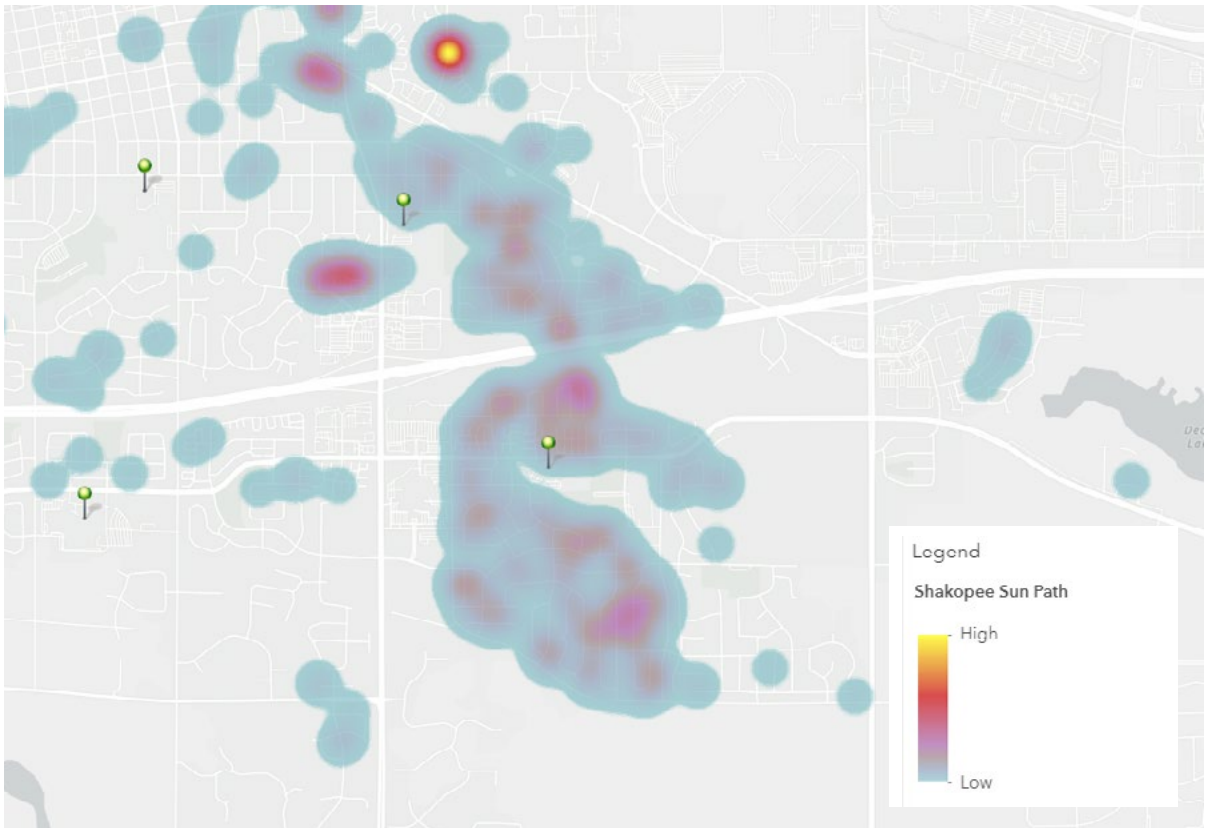
Source: ArcGIS online

RED OAK ELEMENTARY



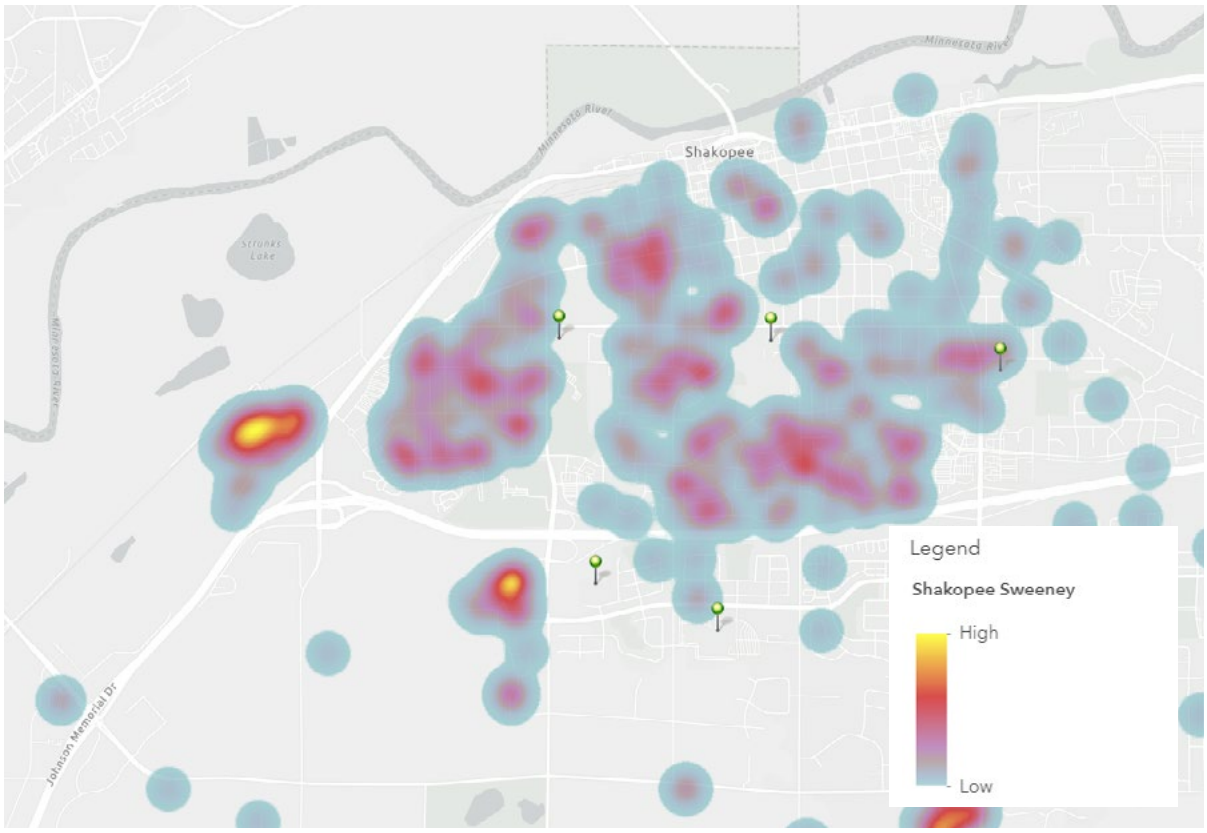
Source: ArcGIS online

SUN PATH ELEMENTARY



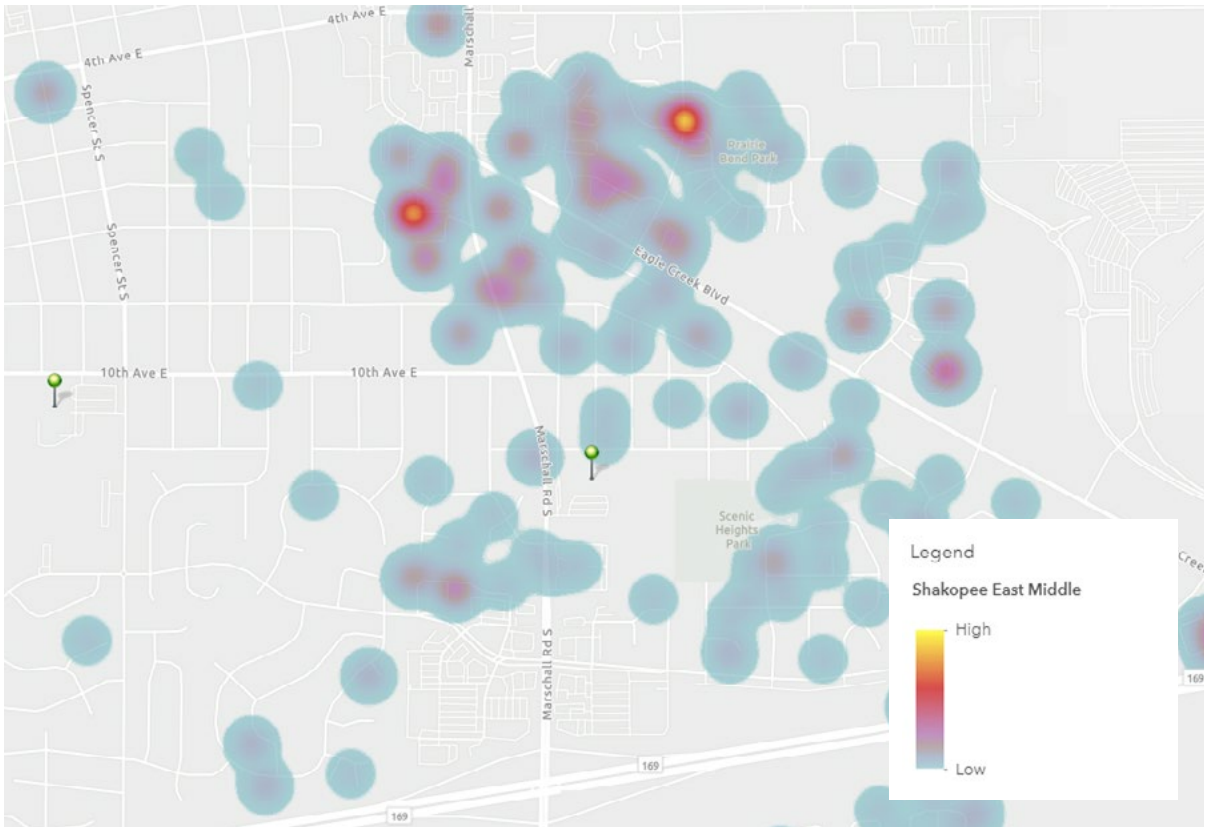
Source: ArcGIS online

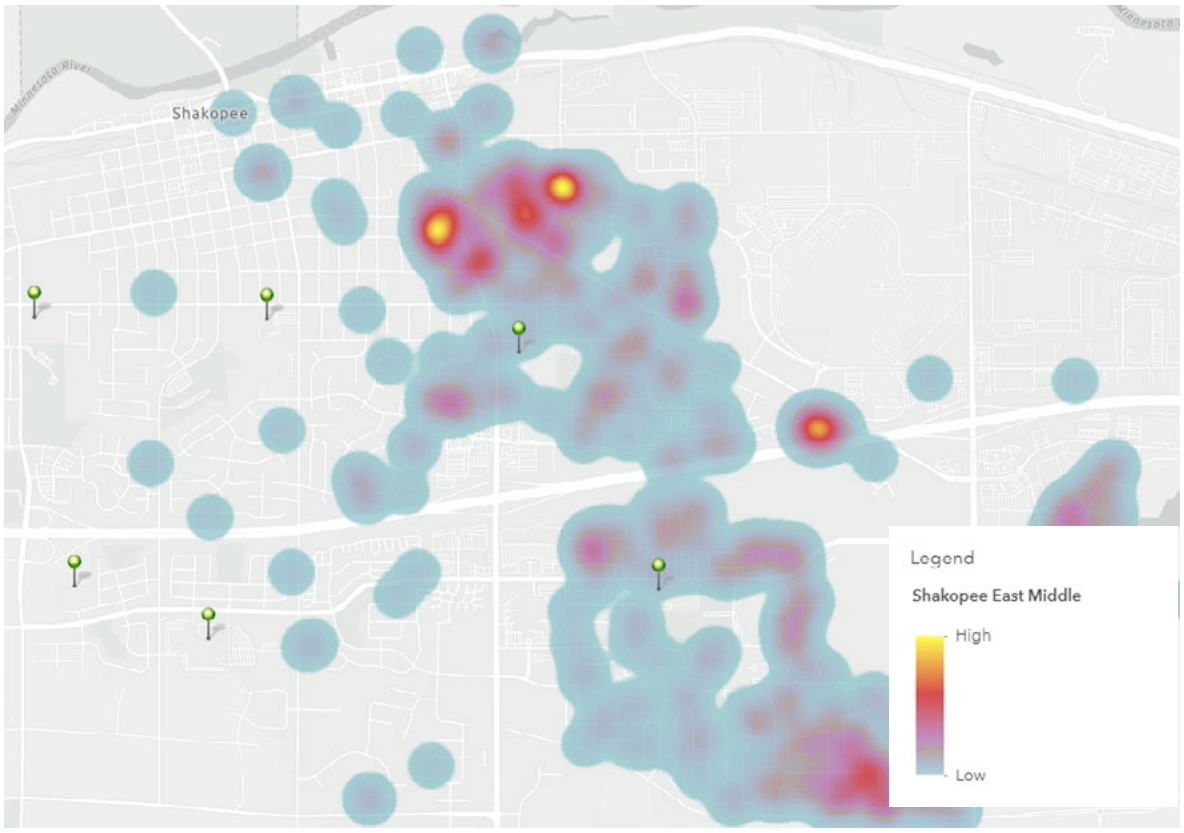
SWEENEY ELEMENTARY



Source: ArcGIS online

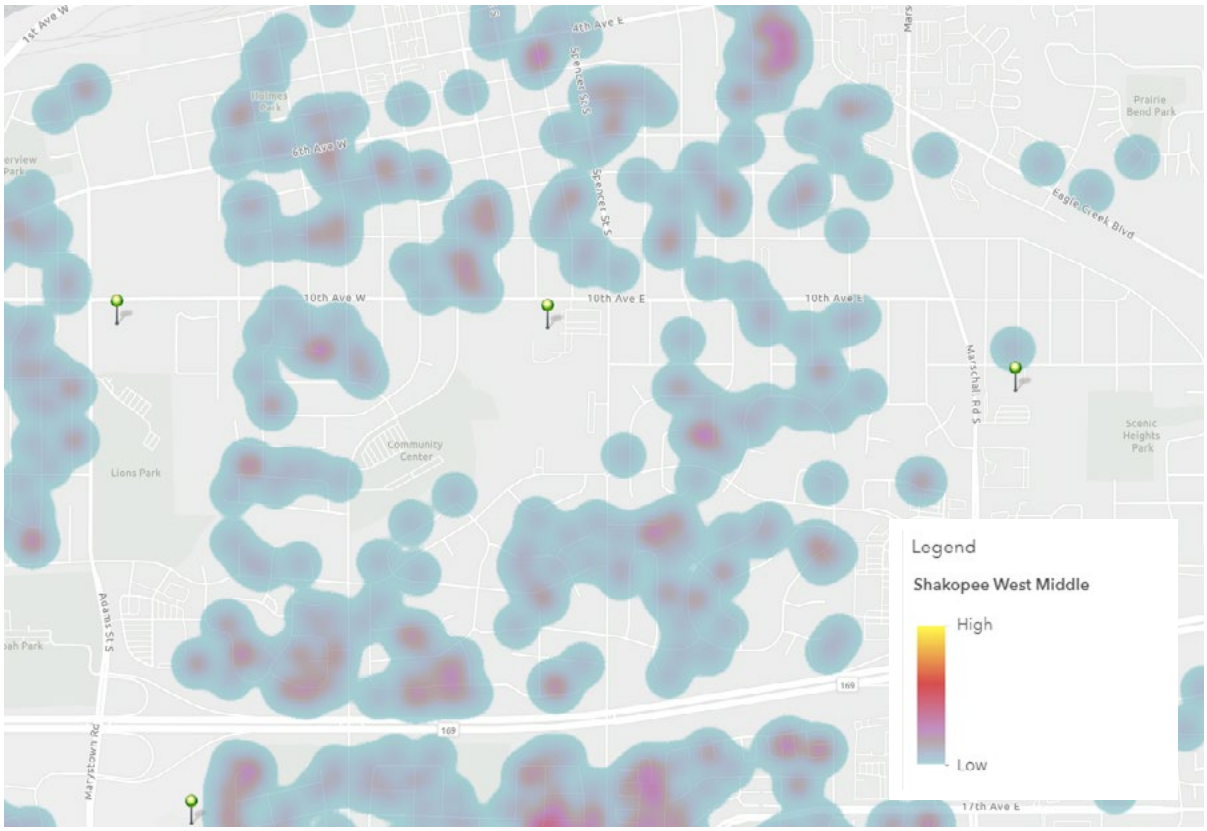
EAST MIDDLE SCHOOL

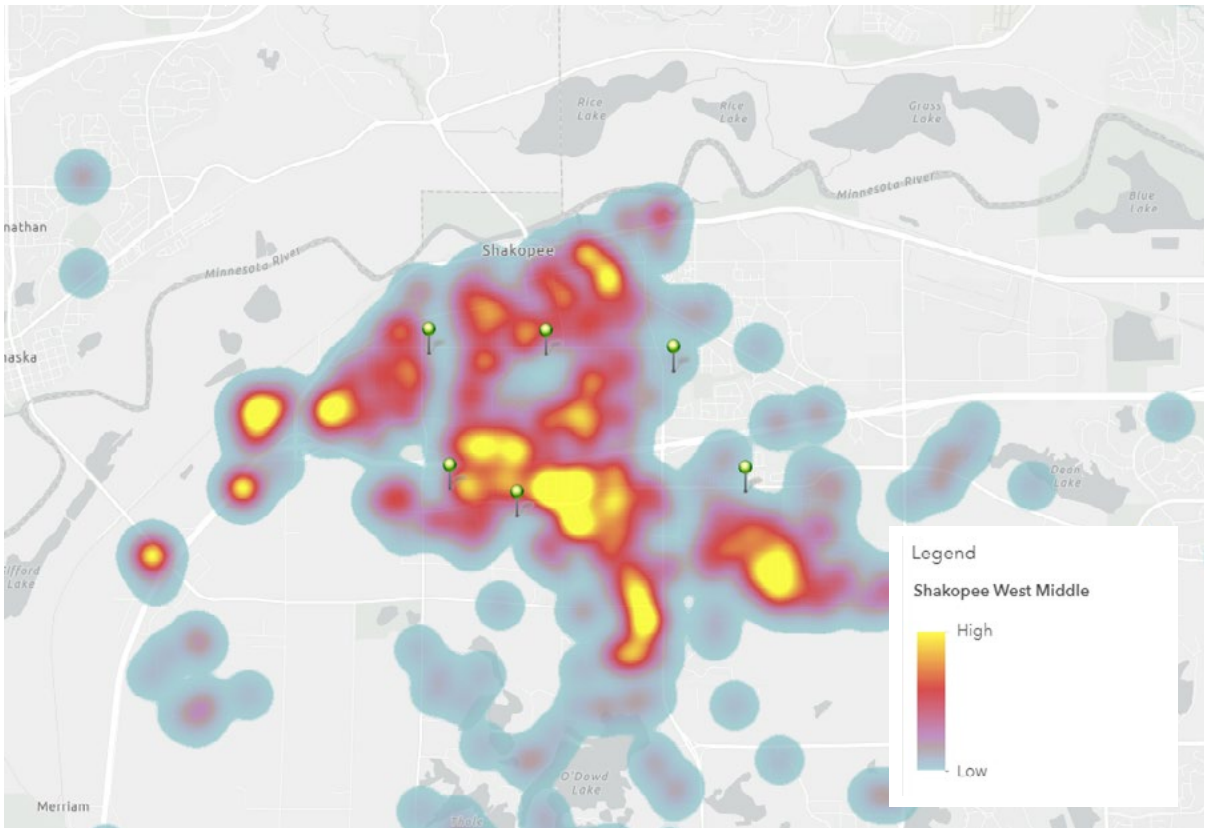




Source: ArcGIS online

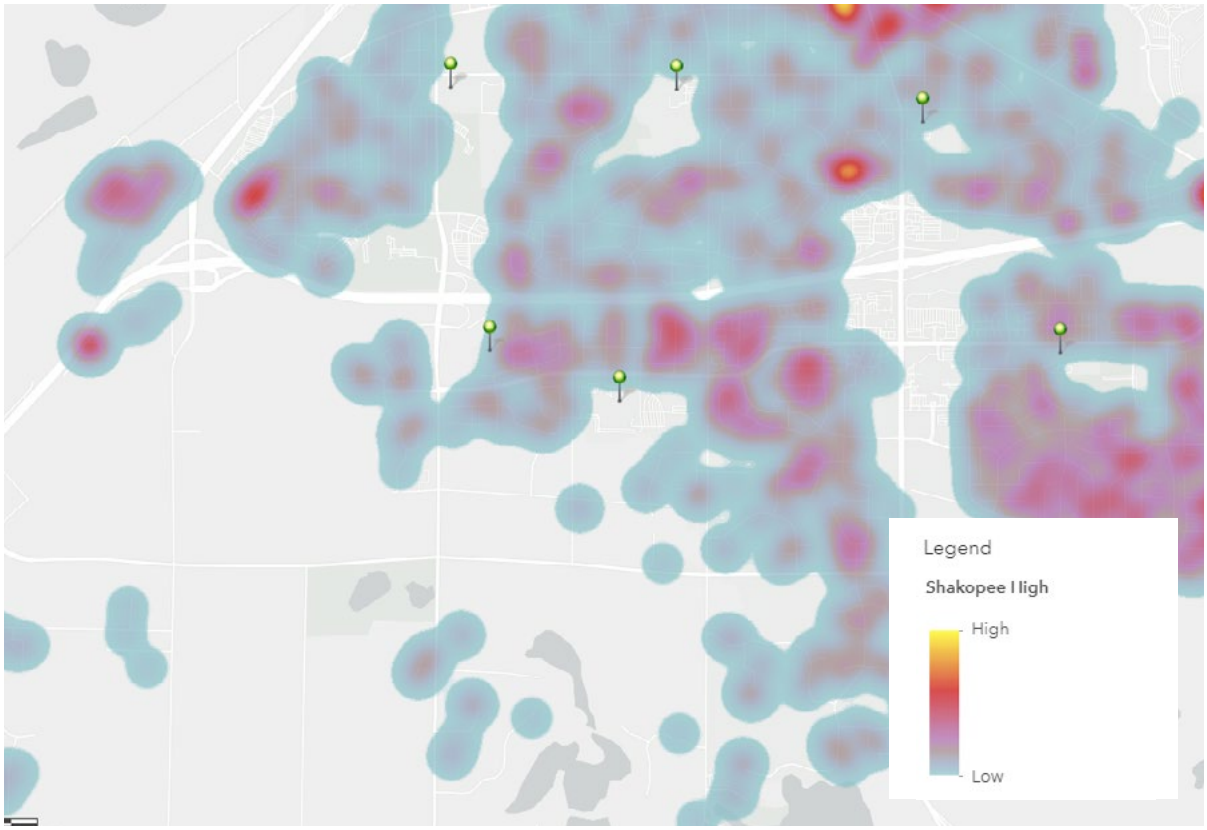
WEST MIDDLE SCHOOL

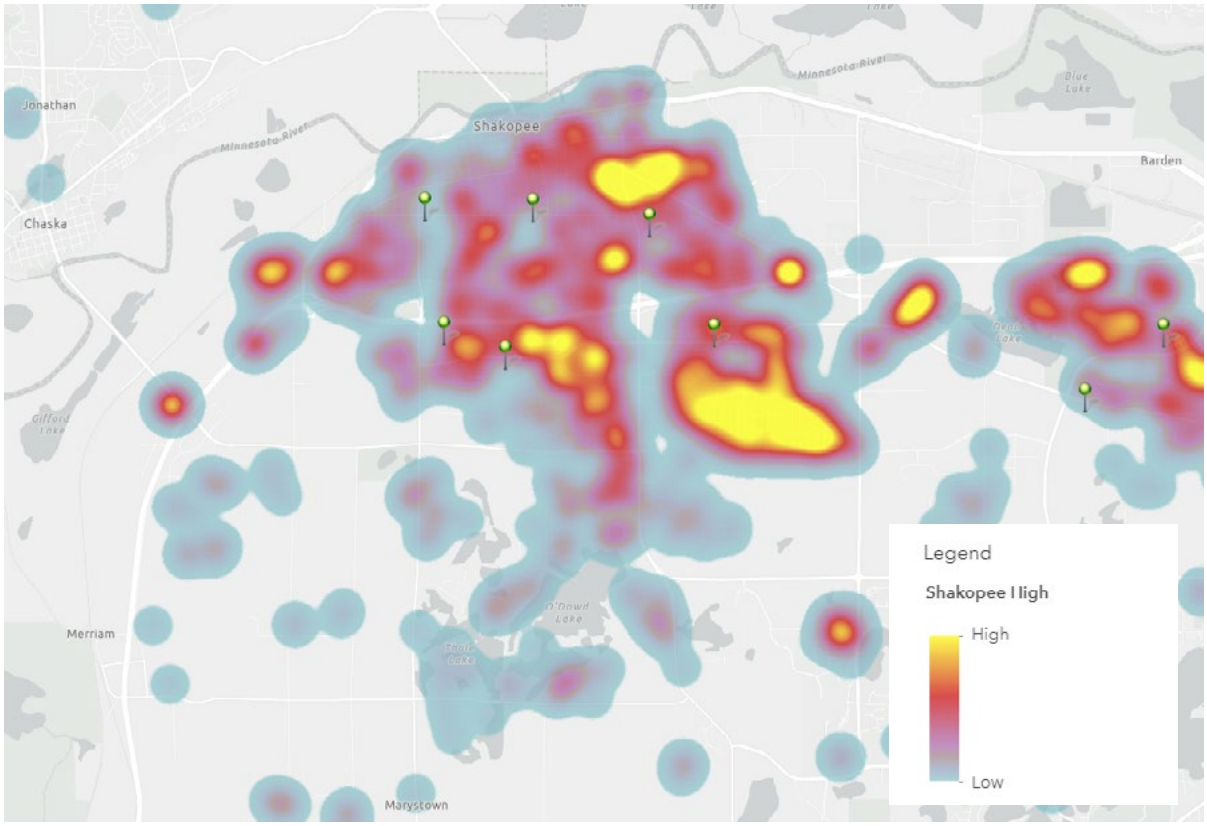




Source: ArcGIS online

SHAKOPEE HIGH SCHOOL





Source: ArcGIS online

Jackson Elementary: Jackson Elementary School is located on the western edge of Shakopee, Minnesota just northwest of Shakopee High School. The building sits at the junction of Lusitano St and Jutland Ave off of 17th Ave to the south and Marystown Rd to the west. The main entrance to the building is on the southwest corner, with staff parking south of the building. A playground and baseball field is located north of the building. The campus is primarily surrounded by housing, small parks (Hackney and Countryside Southwest), and Highway 169.

Red Oak Elementary: Red Oak Elementary is located on the east side of Shakopee, Minnesota, just west of a large shopping center area, and primarily surrounded by residential areas. The campus is located on Old Carriage Ct off of Southbridge Pkwy, and just north of Hwy 21. There are two large parking lots north of the building with loops for bus and car pickup/drop-off. A baseball field and playground are located just northwest of the building.

Sun Path Elementary: Sun Path Elementary School is located in central Shakopee off of 17th Ave and Dublin Ln. The campus is located in the middle of a large residential area, with the 17th Avenue Sports Complex and Shakopee Area Catholic School located just to the east. The building has main entrances on the north for those who walk/bike to school, and entrances on the south side for bus and car drop-off. Two parking lots are also located on the south side of the school, with loops provided for bus and car drop-off/pickup. Additionally, a playground and sports fields are located on the eastern edge of the campus.

Sweeney Elementary: Sweeney Elementary is located on the northwest side of Shakopee at the corner of Adams St to the west and 10th Ave to the north. Entrances to the building are located on the north and west sides off of two parking lots. The western parking lot also serves as a bus/car pickup and drop-off loop. Just east of the building is a playground and sports fields. The campus is primarily surrounded by residential areas, with SandVenture Aquatic Park to the South, Shakopee Catholic Cemetery east of the playground area, and the Minnesota Correctional Facility - Shakopee across 10th Ave to the north.

Shakopee East Middle: Shakopee East Middle School is located in central Shakopee at the corner of Marschall Rd to the west and 11th Ave to the north. There is a business district to the south of the campus, and residential areas surrounding the other edges. Entrances to the school are provided on the north and south sides of the building with a smaller entrance located on the west side. Parking lots are located on the west and south sides of the building, with a bus and car pickup/drop-off as part of the south parking lot. Bike parking is available on the west side of the building.

Shakopee West Middle: Shakopee West Middle School is located on the northwest side of Shakopee at the corner of Spencer St to the east and 10th Ave to the north. A variety of athletic facilities, including Vaughan Field, Neil Johnson Softball Fields, Muenchow ball fields, EdgeTek Hockey, tennis fields, a soccer field, Shakopee Skate Park, and the City of Shakopee Community Center are located on the southwest side of the school's campus. Residential areas surround the north and east sides of campus. The school building has entrances on each side of the school, with the primary entrance on the east side. Parking lots are located on the east and south sides of the school building, with a drop-off/pickup lane located in the east parking lot for cars and buses.

Shakopee High: Shakopee High School is located on the west side of Shakopee between Koeper Ave to the west, Townline Ave to the east, and 17th Ave to the north. The campus is located in the middle of primarily residential areas, with several small parks located nearby. The school building has entrances and parking lots on all sides, with a pickup/drop-off lane for cars and buses located in the northeast parking lot. The campus includes many athletic facilities, including tennis courts, a baseball field, soccer fields, and a football field to the southwest, and additional practice fields east of the easternmost parking lot.

Surrounding Land Use

Eagle Creek Elementary: Eagle Creek Elementary, part of an Urban Residential zone (which is also part of the Shakopee Mdewakanton Sioux Community), is primarily surrounded by other residential uses, including both Urban and Rural Residential. Beyond the residential areas is Agriculture Preservation land to the south and west. With a few businesses in the area, the majority of the land surrounding Eagle Creek is Rural Residential Development or agricultural land controlled by the SMSC.

Jackson Elementary: Located just south of Highway 169, Jackson Elementary School is located in a Medium Residential zone, and is surrounded primarily by Urban Residential use, with Highway Business (including...) just west and High Density Residential west of that. Mixed in with all of the housing in these residential zones are several parks and additional education and child care centers (Ladybug Child Care Center, New Horizon Academy, and Shakopee High School).

Red Oak Elementary: Red Oak Elementary is located within a Planned Residential District, and sits west of the intersection of County Roads 21 and 18. Surrounding the Planned Residential District is a large Urban Residential zone south and west, and Highway Business and Community Commercial across Hwy 18, with a variety of big box stores and new development.

Sun Path Elementary: Sun Path Elementary School is primarily surrounded by Urban Residential, Medium Residential, and Planned Residential District zoning. The school is located between the St. Francis Regional Medical Center and the 17th Ave Sports Complex.

Sweeney Elementary: Sweeney Elementary sits within an Urban Residential zone, but is surrounded by a wide variety of zones, including Agriculture Preservation, Multiple Family Residential, Old Shakopee Residential, and Highway Business. Because of the surrounding residential uses, the campus is primarily surrounded by homes, but immediately adjacent to the campus is also the Shakopee Catholic Cemetery, Lions Park, SandVenture Aquatic Center, and the Minnesota Correctional Facility of Shakopee.

Shakopee East Middle: Shakopee East Middle School is located in the middle of a large area of Urban Residential zoning. However, just to the south are several Office, High Density Residential, and Highway Business zones. These areas host chain stores, apartment complexes, and Hosanna Church.

Shakopee West Middle: Shakopee West Middle School is located in an Urban Residential zone, and is surrounded by Urban Residential as well on all sides except to the north, where there is a large swath of Old Shakopee Residential. Because of these zones, the campus is primarily surrounded by homes, but a large sports complex sits adjacent to the campus to the south and west.

Shakopee High: Similar to Jackson Elementary School, Shakopee High School is completely surrounded by Urban Residential use, with Planned Residential a few blocks to the east, and Medium Residential a few blocks to the west. Mixed in with all of the housing in these residential zones are several parks and additional education and child care centers (Jackson Elementary School and Ladybug Child Care Center and New Horizon Childcare Center).

Infrastructure for Walking, Biking, and Rolling

Eagle Creek Elementary: The streets surrounding Eagle Creek Elementary – Hergott Memorial Dr, Eagle Creek Blvd, and Pike Lake Rd – all have wide sidewalks running alongside them. These sidewalks connect to the school building at multiple points and are offset from the road by planted areas. Crosswalks are only available at the

Hergott Memorial and Eagle Creek intersection, and crossing Pike Lake Rd on the north side of Eagle Creek Blvd. This leaves no way to safely cross Eagle Creek Blvd on the east side of the school campus. ADA-accessible curb ramps are available at all intersections. Extending into the surrounding residential neighborhoods is a consistent sidewalk network of sidewalks on one, or more frequently, both sides of the street. There are no dedicated bike facilities surrounding the school campus.

Jackson Elementary: Sidewalks are located on Lusitano, Jutland, and 17th Ave surrounding the school campus, and a sidewalk networks runs throughout the neighboring residential areas. These sidewalks connect to the school building, and also loop around the baseball field area. However, to the west of the campus, Marystown Rd is lacking sidewalks. Crosswalks and ADA-accessible curb ramps are available at all of the designated intersections surrounding the campus. While there are no dedicated bike facilities surrounding the school campus, a designated trail is located two blocks east of the campus on Fuller St and connecting to 17th Ave, providing an opportunity for students to connect to more residential neighborhoods to the north.

Red Oak Elementary: Trail-width paths surround Red Oak Elementary, connecting from Whitehall Rd, Hwy 21, and Old Carriage Ct. These paths connect to the school building, and connect the surrounding residential areas to the campus. These residential areas have consistent sidewalk networks, but have minimal crosswalk markings or opportunities to connect across Hwy 21. The intersections along Southbridge Pkwy crossing Hwy 21 and Old Carriage Ct provide the safest opportunities for crossing to Red Oak Elementary, with marked crosswalks and proper ADA-accessible curb ramps.

Sun Path Elementary: Sun Path Elementary is surrounded by designated trails that connect right to the school building and also form a connection to many surrounding neighborhoods in Shakopee. A trail runs along 17th Ave, Independence Dr, Valley View Rd, and Sarazin St, forming a large, accessible loop to neighborhoods south of the school campus. However, once inside many of the neighborhoods, surrounding Sun Path, sidewalk networks are very limited if available at all. With a lack of sidewalks comes a lack of crosswalks as well.

Sweeney Elementary: The two main roads surrounding Sweeney Elementary School have adequate sidewalks on at least one side of the roadway, with marked crosswalks and ADA-accessible curb ramps at the main intersections along 10th Ave. These sidewalks connect directly to the school building. However, beyond these sidewalks, a consistent network does not continue into the surrounding neighborhoods. A strong bicycle network is not immediately adjacent to the school campus, but just south of the building, a segment of trail connects south to Vierling Dr, where many trail segments spur from into different neighborhoods.

Shakopee East Middle: Shakopee East Middle school sits along two roads with adequate sidewalks on at least one side, proper crosswalks and ADA-accessible curb ramps, and direct connection to the school building. However, these sidwalks do not continue into the surrounding neighborhoods, with more streets lacking sidewalks on either side or marked crosswalks. While sidewalks in the area are limited, a trail network just south of the school campus connects east and west through a large portion of Shakopee, providing a great opportunity for connection to school via walking or biking.

Shakopee West Middle: West Middle School shares many of the same characteristics noted for Sweeney Elementary due to their close proximity, though is more directly connected to a network of bike trails leading into adjacent neighborhoods and other surrounding areas.

Shakopee High: Shakopee High School sits along two main roadways with sidewalks on either side. The sidewalks connect up to the school building, and crosswalks are provided through the parking lots to highlight areas where students are crossing. While ADA-accessible curb ramps are also provided along these sidewalks, crosswalks are limited. The only marked crosswalks crossing 17th Ave are at the intersection of 17th and Townline Ave, making the walk to school not as safe for students who need to cross 17th at other locations.

Pedestrian and Bicycle-Involved Crashes

Pedestrian and bicycle-involved crashes were not tracked in 2020/2021 due to the COVID-19 pandemic since in-person classes were either not held or were very limited. This meant few students were traveling to and from school, and thus, crash data was not relevant.

SCHOOL TRAVEL PATTERNS

Student Hand Tallies

Generally, a student hand tally identifies the most common way students travel to and from campus (school bus, family, walking, etc.). However, due to the COVID-19 pandemic, student hand tallies were not completed this year, but they are still a recommended way of collecting data in future years.

Caregiver Survey Summary

Results from the 149 completed caregiver surveys at each school are summarized below. Detailed results from the parent surveys can be found in Appendix E.

Eagle Creek Elementary: 55 caregiver surveys were completed for Eagle Creek Elementary. Of those who responded, thirty percent of respondents reported living more than two miles from school and about a half of respondents reported living between one half and two miles from school. In terms of mode of travel to school, the majority of students take the school bus, while the others are dropped off by a family vehicle. When returning home from school, the same case is true, with slightly more students taking the school bus.

Since no caregivers noted that their student(s) walk or bike to school, it is important to look at the reasoning behind this. 20% of caregivers reported that they would not feel comfortable with their student(s) walking or biking to school at any grade level, indicating that traffic speeds and amount of traffic along the route in addition to unsafe intersections and a lack of crossing guards or student patrols prevent their student(s) from walking or biking. In general, safer intersections and crossings, lower traffic speeds, and the addition of crossing guards or student patrols would make caregivers feel more comfortable giving their student the option to walk or bike.

Jackson Elementary: 26 caregiver surveys were completed for Jackson Elementary School. Of those who responded, 30% live more than two miles away while the rest were spread evenly between less than 1/4 mile and 2 miles. For mode of travel to school, the majority are dropped off by a family vehicle while 25% walk, 20% take the school bus, and 5% carpool. In getting home from school, more students walk, while a few use public transit.

Caregivers noted that distance between home and school, amount of traffic along the route, and safety of intersections and crossings affect their decision about whether to allow their student to walk or bike to school. Safe intersections and crossings, Slower car speeds along the route, and having an adult or group of students to walk with along the route would make Jackson Elementary caregivers feel more comfortable giving their student the option to walk or bike.

Red Oak Elementary: One caregiver survey was completed for Red Oak Elementary. This caregiver noted that they live one half to one mile from Red Oak, and their child walks to and from school each day. While the caregiver did not select any barriers that prevent them from being comfortable letting their child bike or walk to school, they noted that safer intersections and crossings, better snow and ice removal, and slower car speeds along the route would make them feel more comfortable with their student's walking or biking route to school.

Sun Path Elementary: Six caregiver surveys were completed for Sun Path Elementary. Of those who responded, half estimated living 1/4 to 1/2 mile from school, with the other respondents living one half to one mile or less than 1/4 mile away. To get to school, 60%of the students walk while the rest are dropped off by a family vehicle. When returning home from school, all students walk.

Safety of intersections and crossings, fear of violence or crime, and a lack of adults to walk or bike with prevented caregivers from allowing their children to walk or bike to school. Having a group of students or an adult to walk or bike with better facilities and facility maintenance would make Sun Path caregivers more comfortable allowing their children to bike or walk to school.

Sweeney Elementary: Ten caregiver surveys were completed for Sweeney Elementary School. 50% of respondents estimated living one half to two miles from school while the rest live under 1/2 mile. When traveling to school, most students are driven by a family vehicle while the rest mostly walk or take the school bus. On the way home, more students walk than are driven by a family vehicle.

The caregivers noted that the safety of intersections and crossings is the overwhelming reason more students do not walk or bike to school, with the amount of traffic and lack of adults to walk/bike with also limiting this option. Safer intersections/crossings and the addition of crossing guards or student patrols would help caregivers feel more comfortable with their students biking or walking.

Shakopee East Middle: Three caregiver surveys were completed for Shakopee East Middle School, with one living one quarter to one half mile away from school, one living one to two miles away, and the other did not note a distance. When traveling to school, one walks, while the others are driven. But on the way home from school, all caregivers noted that their children walk.

Weather or climate are major deterrents from letting their children walk, as is the safety of intersections and crossings, the lack of a group to walk or bike with, fear of violence or crime, and access to a bike or bike lock. Better snow/ice removal, safer intersections and crossings, having a group to walk or bike with, and having access to a bike and bike lock would make caregivers more comfortable allowing their child to bike or walk to school.

Shakopee West Middle: 18 caregiver surveys were completed for West Middle School, with a majority living 1/2 to one mile from school, nearly 40% living over one mile away, and the rest under 1/2 mile. When traveling to school, 30% walk or bike, 13% take the school bus, and the rest (56%) are driven by a family vehicle. On the way home, more students walk or take the bus than are driven by a familly vehicle.

13% of caregivers reported that they would not feel comfortable letting their student walk or bike to school at any grade level, citing the safety of intersections, amount of traffic and speeds along routes, and the distance between home and school as the primary reasons. By improving the safety of intersections and crossings, encountering less traffic, and making sure roads/paths are maintained throughout the seasons, caregivers would feel more comfortable letting their students walk or bike to school.

Shakopee High: 27 caregiver surveys were completed for Shakopee High School. Of these respondents, over half live between one and two miles from school, while the rest are spread evenly between distance less than one mile and over two miles. In order to get to school, over 50% of students are driven by a family vehicle, and the rest are spread pretty even between walking, biking, taking the school bus, or carpooling. While the same primary modes are used on the return trip from school, slightly more students walk or carpool instead of being picked up by a family vehicle.

41% of caregivers noted that they would not feel comfortable with their student walking or biking to school, citing intersection and crossing safety, amount of traffic and traffic speeds, distance between home and school, and weather or climate limitations as their main concerns. Safer intersections or crosswalks, better snow and ice management, and routes with less and slower traffic would help caregivers feel more comfortable letting their students use these modes.

Appendix E. Caregiver Survey

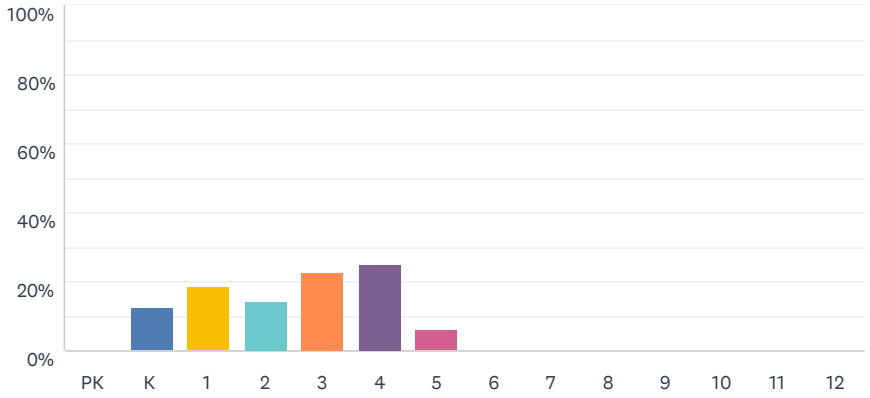
This appendix includes a summary of a survey sent home to caregivers in fall/winter of 2020. The surveys asks caregivers about walking, biking, and rolling habits, barriers, and attitudes. The summaries are direct exports from the National Safe Routes to School Data Collection System.

CAREGIVER SURVEY SUMMARY - EAGLE CREEK ELEMENTARY

Caregiver Survey About Walking and Biking to School

Q2 What is the grade of your child?

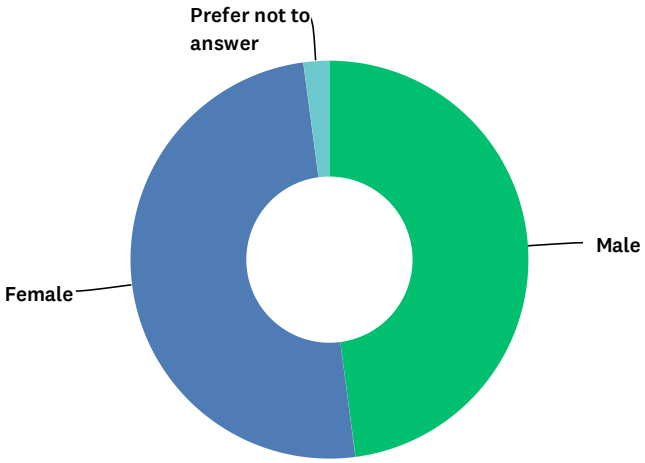
Answered: 48 Skipped: 7



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	13%	6
1	19%	9
2	15%	7
3	23%	11
4	25%	12
5	6%	3
6	0%	0
7	0%	0
8	0%	0
9	0%	0
10	0%	0
11	0%	0
12	0%	0
TOTAL		48

Q3 What is the gender of your child?

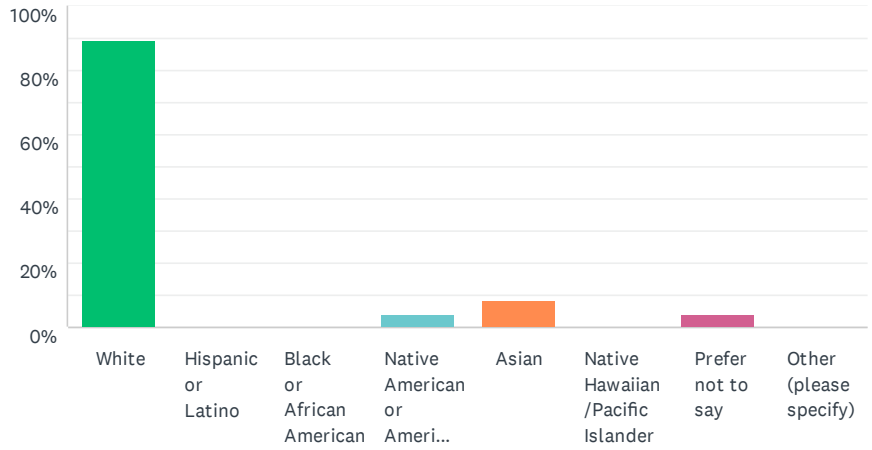
Answered: 48 Skipped: 7



ANSWER CHOICES	RESPONSES	
Male	48%	23
Female	50%	24
Other	0%	0
Prefer not to answer	2%	1
TOTAL		48

Q4 What is the race/ethnicity of your child? (check all that apply)

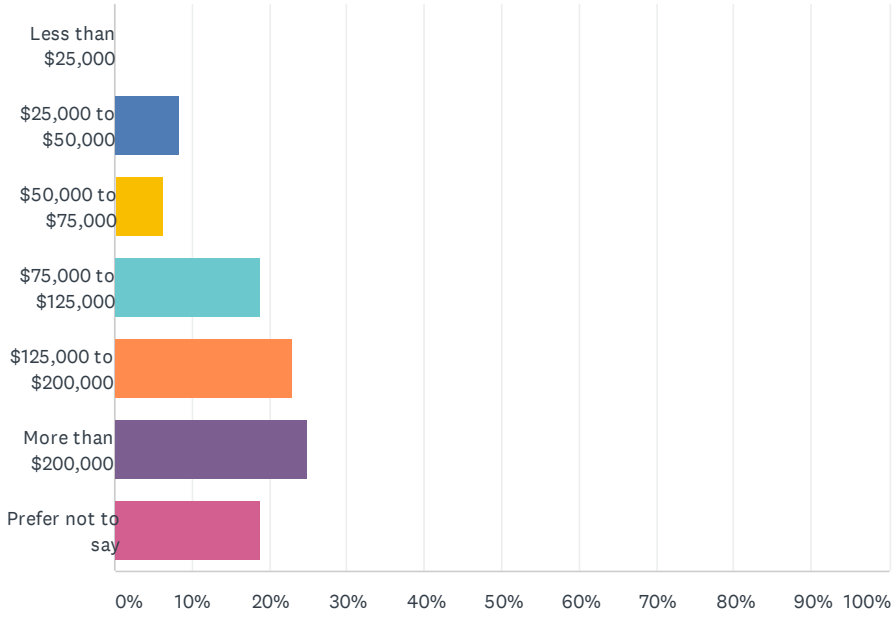
Answered: 48 Skipped: 7



ANSWER CHOICES	RESPONSES	
White	90%	43
Hispanic or Latino	0%	0
Black or African American	0%	0
Native American or American Indian	4%	2
Asian	8%	4
Native Hawaiian/Pacific Islander	0%	0
Prefer not to say	4%	2
Other (please specify)	0%	0
Total Respondents: 48		

Q5 What is your annual household income?

Answered: 48 Skipped: 7



ANSWER CHOICES	RESPONSES	
Less than $25,000	0%	0
$25,000 to $50,000	8%	4
$50,000 to $75,000	6%	3
$75,000 to $125,000	19%	9
$125,000 to $200,000	23%	11
More than $200,000	25%	12
Prefer not to say	19%	9
TOTAL		48

Q6 What language(s) do you speak at home? (check all that apply)

Answered: 47 Skipped: 8

ANSWER CHOICES	RESPONSES	
English	96%	45
Spanish	0%	0
Hmong	0%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0%	0
German	0%	0
Vietnamese	2%	1
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0%	0
French (includes Patois and Cajun)	0%	0
Russian	0%	0
Laotian	0%	0
Arabic	0%	0
Amharic	0%	0
Hindi	0%	0
Kru, Ibo, Yoruba	0%	0
Korean	0%	0
Mon-Khmer, Cambodian	0%	0
Tagalog	0%	0
Telegu	2%	1
Norwegian	0%	0
Ojibwa	0%	0
Karen	0%	0
Swahili	0%	0
Other (please specify)	2%	1
Total Respondents: 47		

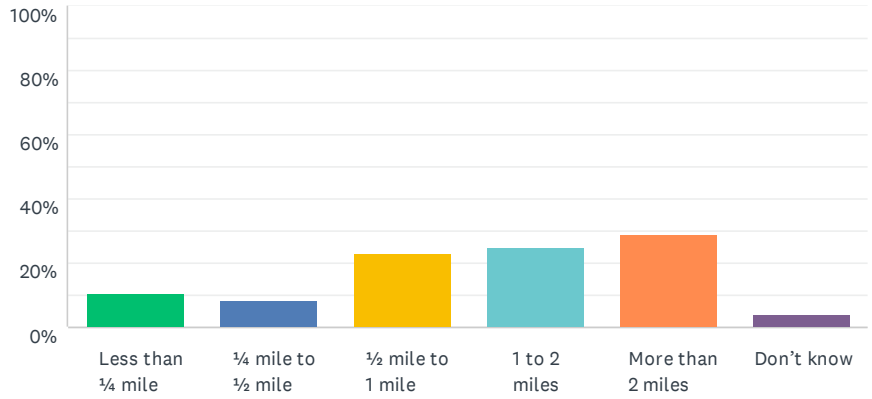
Q7 What is the street intersection nearest your home?

Answered: 45 Skipped: 10

NUMBER	STREET 1	STREET 2
1	Count Rd 21	County Rd 16
2	Whitney Street	
3	Pinnacle Circle NE	Crownline Drive
4	Bulrush blvd	Coneflower ln
5	Penstemon Lane	Crossings Blvd
6	First avenue	Minnesota st
7	Eagle creek blvd	County rd 18
8	Eagle creek	Spring Lake Drive
9	Eagle Creek	Foothill
10	River Bluff Ct	Oakridge
11	1828 Fescue Cir	Crossings blvd
12	Bass Court	Pike Lake Road
13	Pike lake	
14	Eastview circle	Shakopee ave
15	Spring Lake Drive	Spring Lake Lane
16	Switchgrass Ct	Crossings Blvd
17	Moraine Circle	Portage ln
18	Portage Ln	Eagle Creek Blvd
19	Crossings Blvd	County Rd 16
20	crossing blvd	fescue ct
21	Switchgrass Cir	Crossings Blvd
22	Spring lake drive	Eagle creek Blvd/ county road 16
23	Apex Way NE	Moonlight
24	Bulrush Blvd	Coneflower
25	Crossings boulevard	Highway 21
26	Oakridge Trail	River Bluff Ct
27	Eagle creek	21
28	Wyndam Dr	18th Ave
29	Spring Lake Dr	Spring Lake Ln
30	Spring lake dr	Spring lake lane
31	crossing blvd	fescue circle
32	Wyndam Dr	Omega Dr
33	Foothill Trail	Spring Lake Drive
34	Shakopee Ave E	Marschall Rd
35	Princeton	Liberty street
36	Foothill Trail	Crossings Blvd
37	Glacier dr	Omega dr
38	Crossing Blvd	Foothill Trail
39	Philipp Drive	17th Ave
40	Highway 21	Highway 18
41	3rd Ave E	Spencer
42	Red Oak Path	Oakridge trail
43	Philipp way	Philipp street
44	Bulrush Blvd	Savanna Drive
45	7th ave	Dakota Ave

Q8 How far does your child live from school?

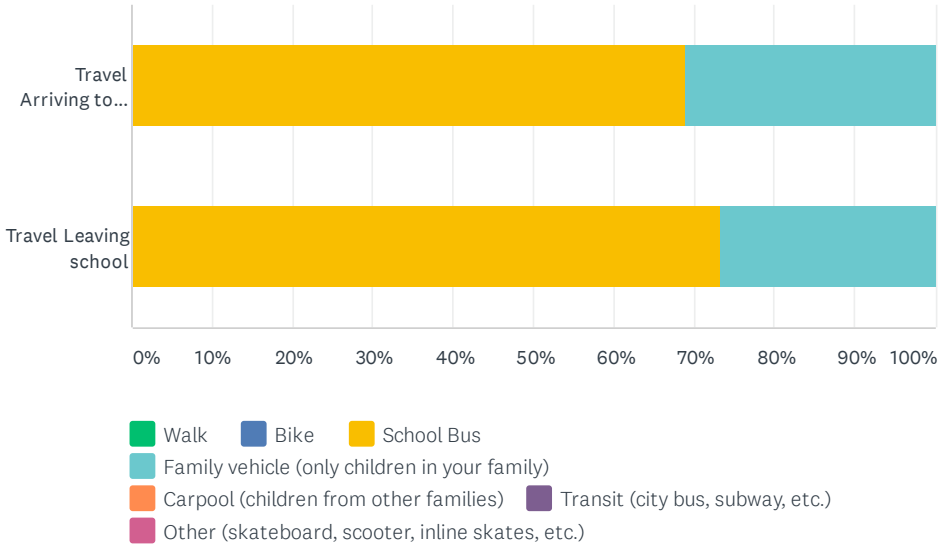
Answered: 48 Skipped: 7



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	10%	5
¼ mile to ½ mile	8%	4
½ mile to 1 mile	23%	11
1 to 2 miles	25%	12
More than 2 miles	29%	14
Don't know	4%	2
TOTAL		48

Q9 On most days, how does your child travel to and from school?

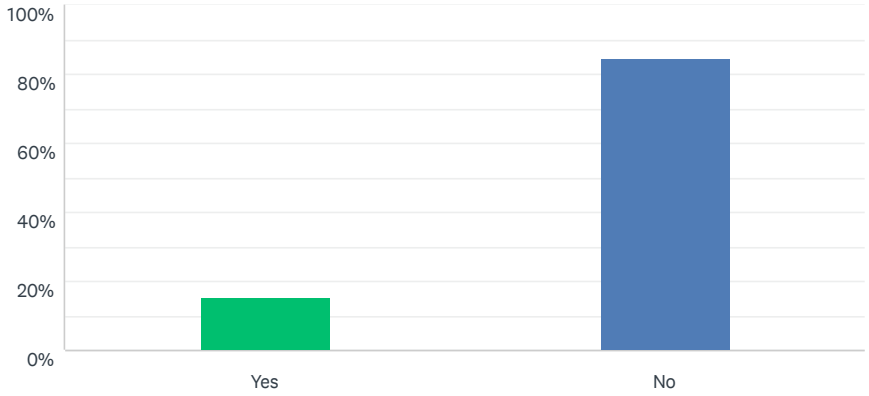
Answered: 45 Skipped: 10



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	0% 0	0% 0	69% 31	31% 14	0% 0	0% 0	0% 0	45
Travel Leaving school	0% 0	0% 0	73% 33	27% 12	0% 0	0% 0	0% 0	45

Q10 Has your child asked you permission to walk or bike to/from school in the last year?

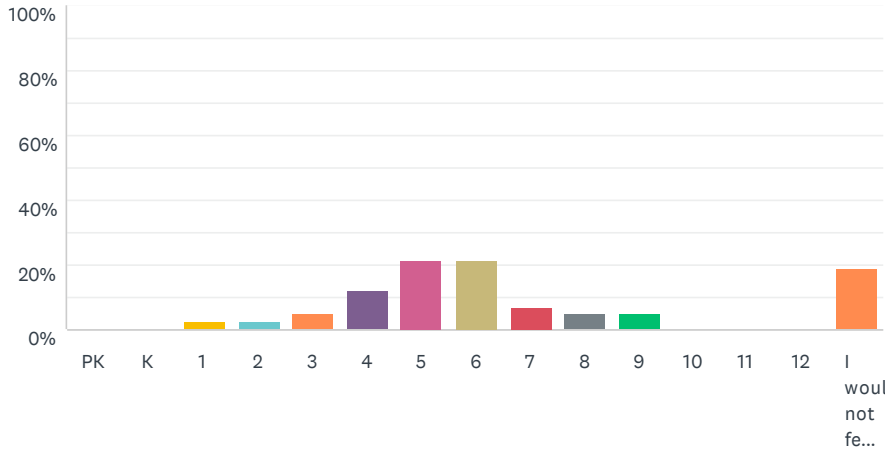
Answered: 45 Skipped: 10



ANSWER CHOICES	RESPONSES	
Yes	16%	7
No	84%	38
TOTAL		45

Q11 At what grade would you allow your child to walk or bike to/from school without an adult?

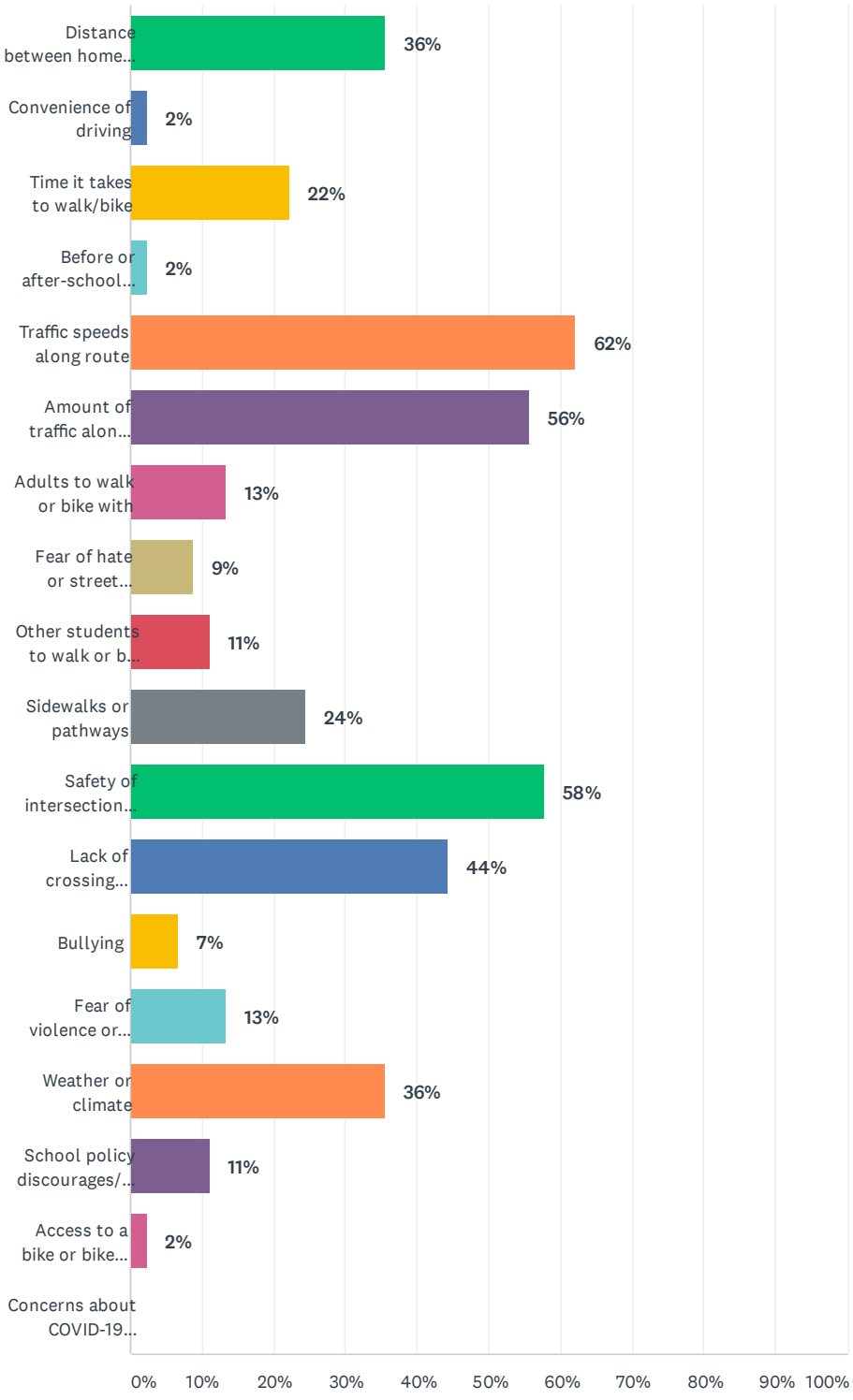
Answered: 42 Skipped: 13



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	2%	1
2	2%	1
3	5%	2
4	12%	5
5	21%	9
6	21%	9
7	7%	3
8	5%	2
9	5%	2
10	0%	0
11	0%	0
12	0%	0
I would not feel comfortable at any grade	19%	8
TOTAL		42

Q12 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 45 Skipped: 10

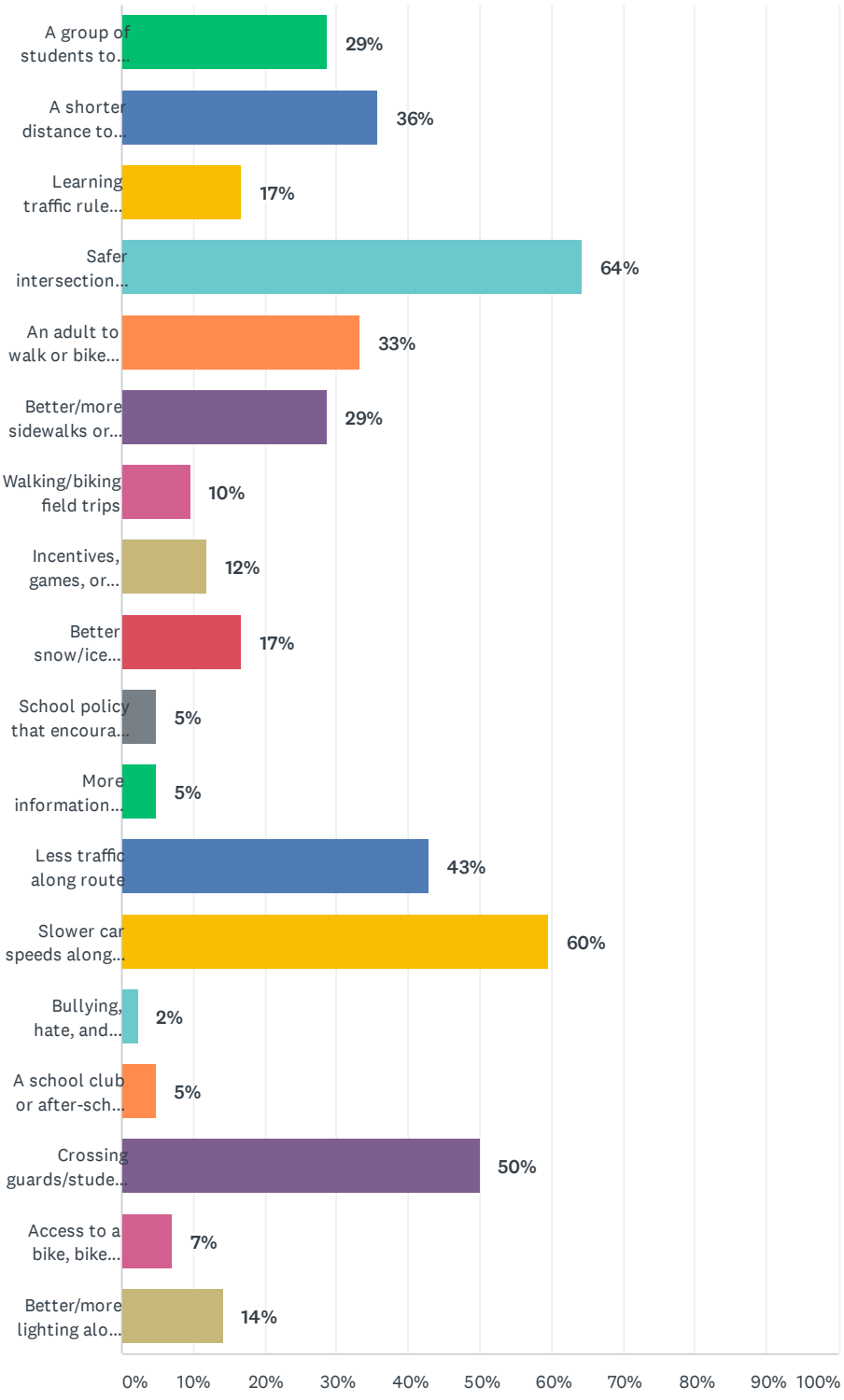


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
Distance between home and school	36%	16
Convenience of driving	2%	1
Time it takes to walk/bike	22%	10
Before or after-school activities	2%	1
Traffic speeds along route	62%	28
Amount of traffic along route	56%	25
Adults to walk or bike with	13%	6
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	9%	4
Other students to walk or bike with	11%	5
Sidewalks or pathways	24%	11
Safety of intersections and crossings	58%	26
Lack of crossing guards/student patrols	44%	20
Bullying	7%	3
Fear of violence or crime	13%	6
Weather or climate	36%	16
School policy discourages/prohibits walking/biking	11%	5
Access to a bike or bike lock	2%	1
Concerns about COVID-19 transmission	0%	0
Total Respondents: 45		

Q13 What would help your child walk or bike to/from/at school more often? (check all that apply)

Answered: 42 Skipped: 13

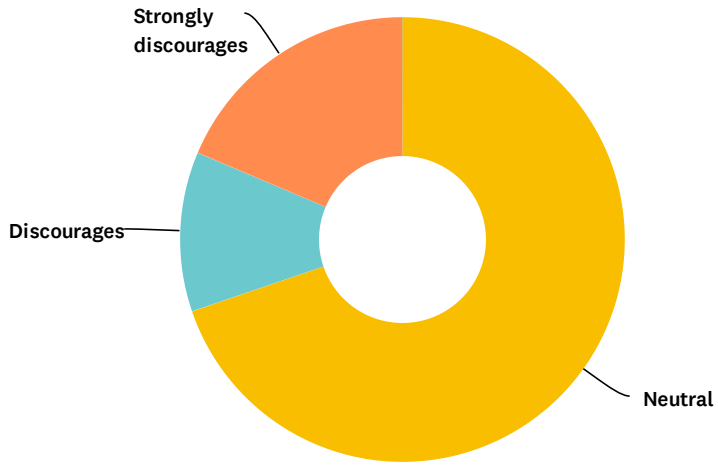


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	29%	12
A shorter distance to walk or bike	36%	15
Learning traffic rules and regulations and how to walk/bike safely	17%	7
Safer intersections/crossings	64%	27
An adult to walk or bike with	33%	14
Better/more sidewalks or pathways	29%	12
Walking/biking field trips	10%	4
Incentives, games, or rewards for walking/biking	12%	5
Better snow/ice removal in winter	17%	7
School policy that encourages walking/biking	5%	2
More information about walking and biking routes	5%	2
Less traffic along route	43%	18
Slower car speeds along route	60%	25
Bullying, hate, and harassment prevention and bystander intervention training	2%	1
A school club or after-school program	5%	2
Crossing guards/student patrols/corner captains	50%	21
Access to a bike, bike lock, or secure bike parking	7%	3
Better/more lighting along route	14%	6
Total Respondents: 42		

Q14 How much does your child's school encourage walking and biking to/from school?

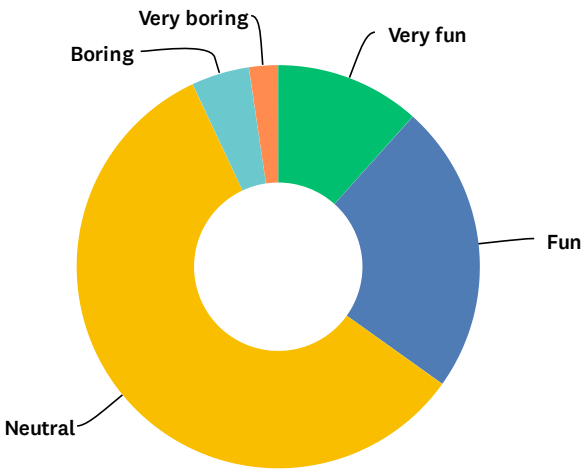
Answered: 43 Skipped: 12



ANSWER CHOICES	RESPONSES	
Strongly encourages	0%	0
Encourages	0%	0
Neutral	70%	30
Discourages	12%	5
Strongly discourages	19%	8
TOTAL		43

Q15 How much fun is walking or biking to/from school for your child?

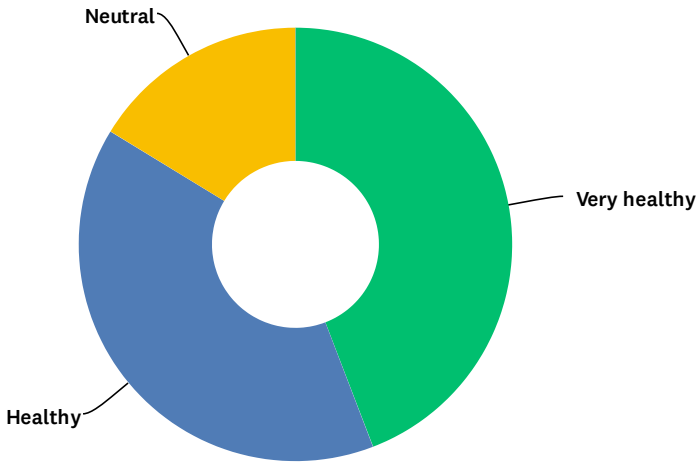
Answered: 43 Skipped: 12



ANSWER CHOICES	RESPONSES	
Very fun	12%	5
Fun	23%	10
Neutral	58%	25
Boring	5%	2
Very boring	2%	1
TOTAL		43

Q16 How healthy is walking or biking to/from school for your child?

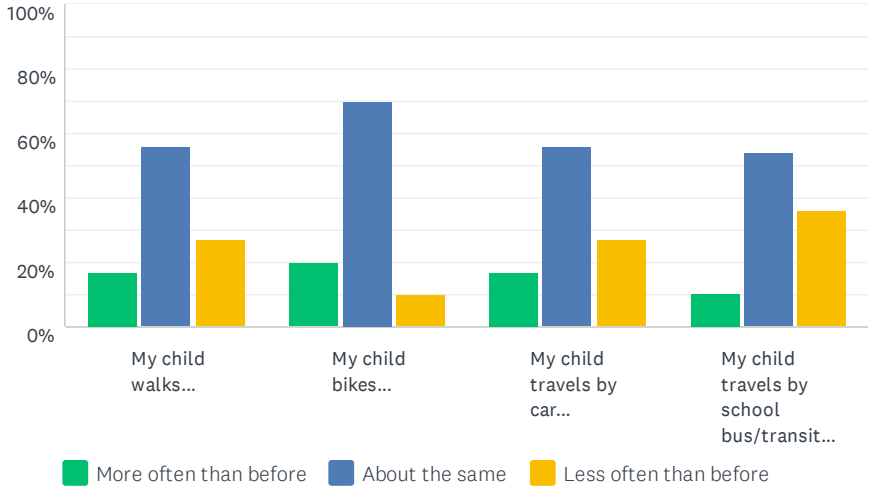
Answered: 43 Skipped: 12



ANSWER CHOICES	RESPONSES	
Very healthy	44%	19
Healthy	40%	17
Neutral	16%	7
Unhealthy	0%	0
Very unhealthy	0%	0
TOTAL		43

Q17 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

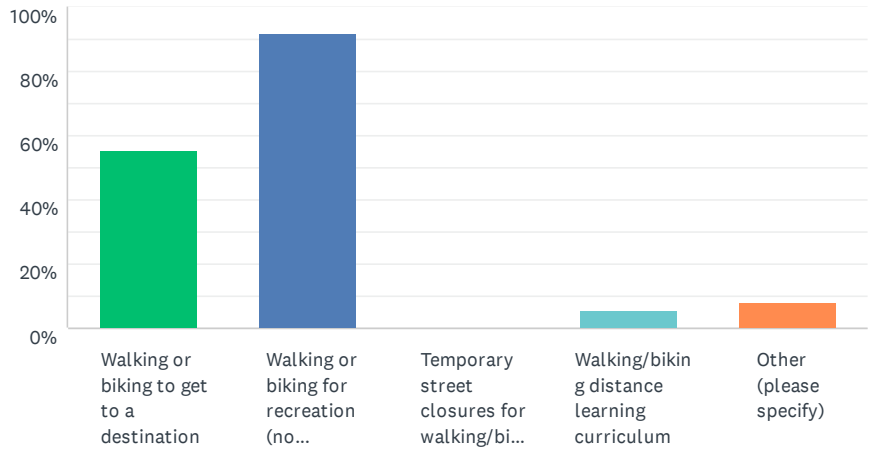
Answered: 43 Skipped: 12



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	17% 7	56% 23	27% 11	41
My child bikes...	20% 8	70% 28	10% 4	40
My child travels by car...	17% 7	56% 23	27% 11	41
My child travels by school bus/transit...	10% 4	54% 21	36% 14	39

Q18 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 38 Skipped: 17



ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	55%	21
Walking or biking for recreation (no destination)	92%	35
Temporary street closures for walking/biking	0%	0
Walking/biking distance learning curriculum	5%	2
Other (please specify)	8%	3
Total Respondents: 38		

Q19 To identify specific walking/biking routes, barriers, opportunities, and destinations at your child's school, visit the interactive project map:https://mnsaferoutesplanning.org/map/#/Please provide any additional comments below:

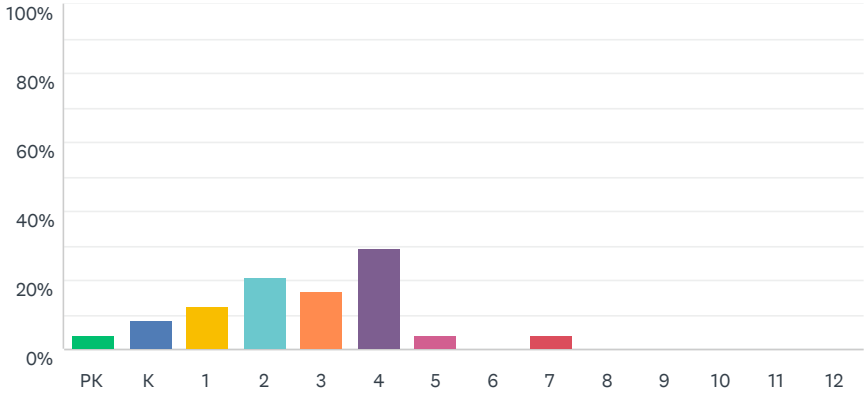
Answered: 5 Skipped: 50

#	RESPONSES	DATE
1	I would like to see a side walk the entire length of county rd 16 to county rd 18 on the same side of the street to minimize crossing and maximize safety	10/18/2020 4:36 PM
2	Eagle Creek is too dangerous of a road for my child to cross. If there was patrolling then I would be more comfortable. Otherwise I like the idea of my child getting more exercise!	10/17/2020 11:07 AM
3	55mph speed limit is way too high next to a school to allow waking or biking to school at Eagle Creek Elementary.	10/17/2020 5:47 AM
4	Our school is located on a road with a 50 mph speed limit, with nothing to protect walkers or riders crossing the intersection. Several things would need to be put in place for walking/bike riding to even become remotely safe: signs with safety cross walk lights, slower speed limit by the school, crossing guards during school arrival and dismissal times.	10/16/2020 7:22 AM
5	My child can go to school 0.7 miles away, but we are zoned for a school more than 5 miles away. There is no way she could ride or walk to school unless we are re-zoned.	10/15/2020 1:43 PM

Caregiver Survey About Walking and Biking to School

Q2 What is the grade of your child?

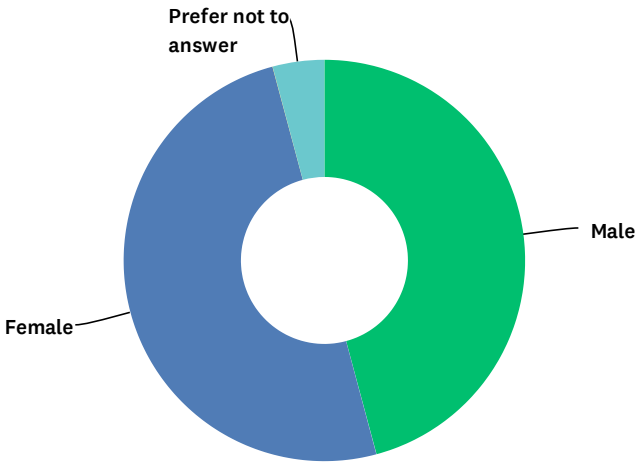
Answered: 24 Skipped: 2



ANSWER CHOICES	RESPONSES	
PK	4%	1
K	8%	2
1	13%	3
2	21%	5
3	17%	4
4	29%	7
5	4%	1
6	0%	0
7	4%	1
8	0%	0
9	0%	0
10	0%	0
11	0%	0
12	0%	0
TOTAL		24

Q3 What is the gender of your child?

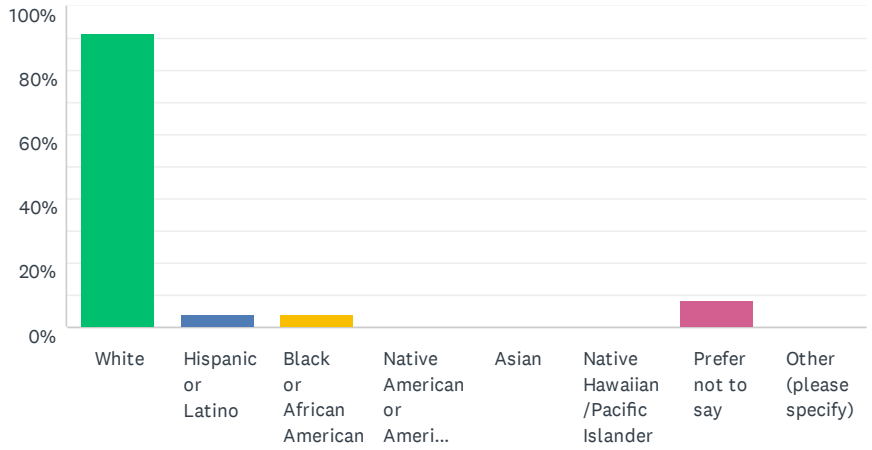
Answered: 24 Skipped: 2



ANSWER CHOICES	RESPONSES	
Male	46%	11
Female	50%	12
Other	0%	0
Prefer not to answer	4%	1
TOTAL		24

Q4 What is the race/ethnicity of your child? (check all that apply)

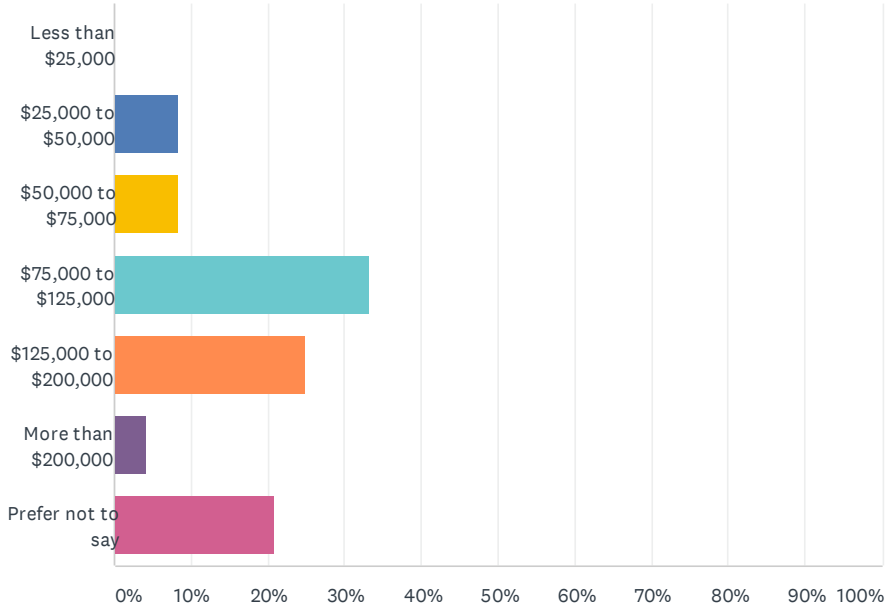
Answered: 24 Skipped: 2



ANSWER CHOICES	RESPONSES	
White	92%	22
Hispanic or Latino	4%	1
Black or African American	4%	1
Native American or American Indian	0%	0
Asian	0%	0
Native Hawaiian/Pacific Islander	0%	0
Prefer not to say	8%	2
Other (please specify)	0%	0
Total Respondents: 24		

Q5 What is your annual household income?

Answered: 24 Skipped: 2



ANSWER CHOICES	RESPONSES	
Less than $25,000	0%	0
$25,000 to $50,000	8%	2
$50,000 to $75,000	8%	2
$75,000 to $125,000	33%	8
$125,000 to $200,000	25%	6
More than $200,000	4%	1
Prefer not to say	21%	5
TOTAL		24

Q6 What language(s) do you speak at home? (check all that apply)

Answered: 24 Skipped: 2

ANSWER CHOICES	RESPONSES	
English	100%	24
Spanish	0%	0
Hmong	0%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0%	0
German	0%	0
Vietnamese	0%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0%	0
French (includes Patois and Cajun)	0%	0
Russian	0%	0
Laotian	0%	0
Arabic	0%	0
Amharic	0%	0
Hindi	0%	0
Kru, Ibo, Yoruba	0%	0
Korean	0%	0
Mon-Khmer, Cambodian	0%	0
Tagalog	0%	0
Telegu	0%	0
Norwegian	0%	0
Ojibwa	0%	0
Karen	0%	0
Swahili	0%	0
Other (please specify)	0%	0
Total Respondents: 24		

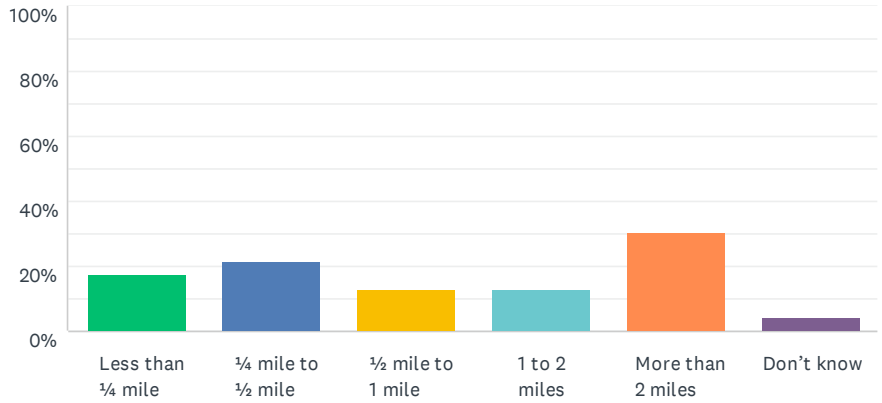
Q7 What is the street intersection nearest your home?

Answered: 19 Skipped: 7

NUMBER	STREET 1	STREET 2
1	Springfield Parkway	Sherry Lane
2	Belmont Street	4th Ave South
3	Brown St	
4	Plum	2nd
5	550th ave	840th st
6	715th street	
7	County road 17	870th street
8	5th	Grant
9	Riverside dr	North Highway
10	Milwaukee	Annis
11	Springfield Parkway	Bryon Road
12	Pond Drive	
13	Sayles Drive	North Pond
14	Broadway ave	Milwaukee
15	Danube Avenue	Pina Street
16	Fuller St	Caspian Lane
17	Caspian Lane and Fuller	Caspian Lane and 17th Avenue
18	Townline Ave	E. County Rd 78

Q8 How far does your child live from school?

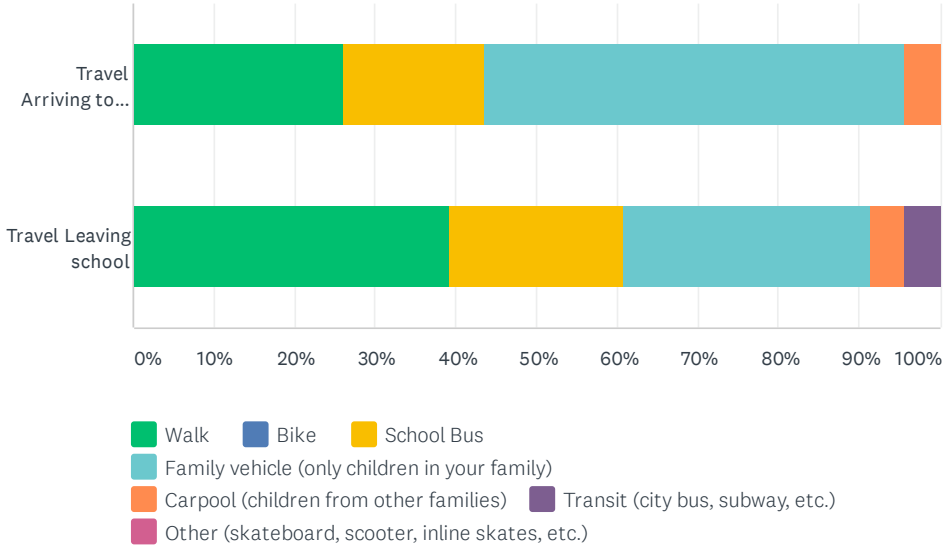
Answered: 23 Skipped: 3



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	17%	4
¼ mile to ½ mile	22%	5
½ mile to 1 mile	13%	3
1 to 2 miles	13%	3
More than 2 miles	30%	7
Don't know	4%	1
TOTAL		23

Q9 On most days, how does your child travel to and from school?

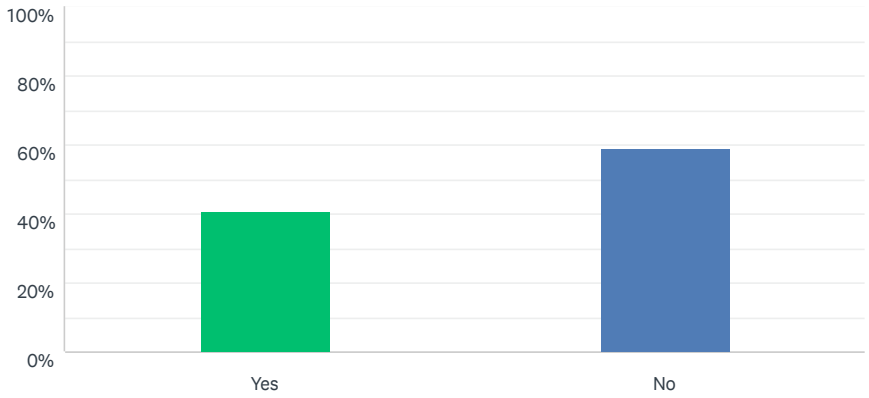
Answered: 23 Skipped: 3



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	26% 6	0% 0	17% 4	52% 12	4% 1	0% 0	0% 0	23
Travel Leaving school	39% 9	0% 0	22% 5	30% 7	4% 1	4% 1	0% 0	23

Q10 Has your child asked you permission to walk or bike to/from school in the last year?

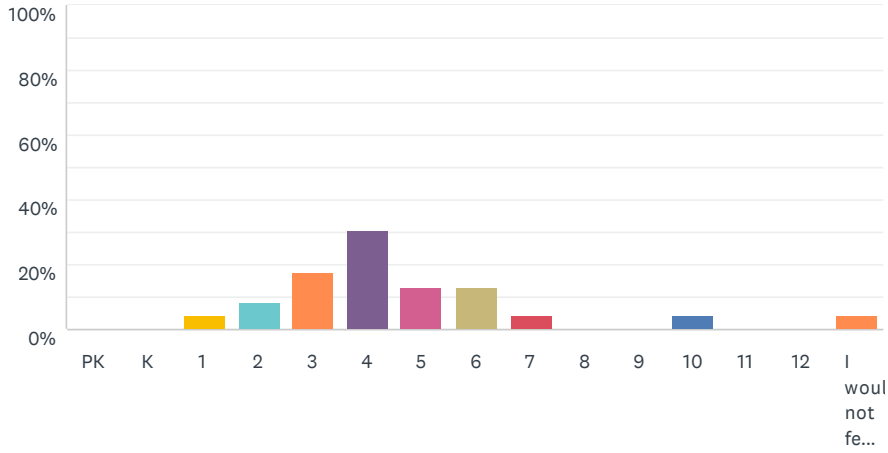
Answered: 22 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	41%	9
No	59%	13
TOTAL		22

Q11 At what grade would you allow your child to walk or bike to/from school without an adult?

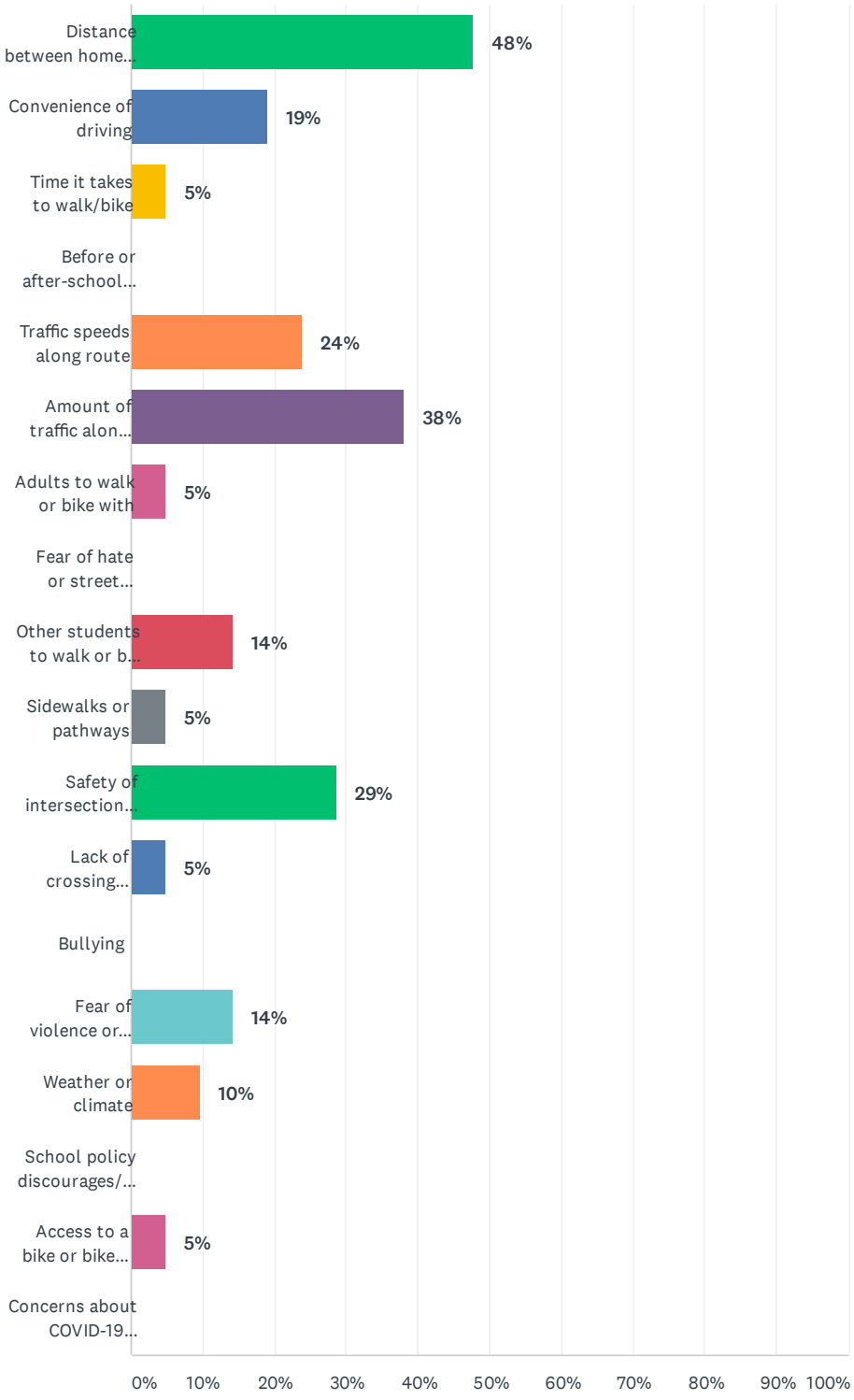
Answered: 23 Skipped: 3



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	4%	1
2	9%	2
3	17%	4
4	30%	7
5	13%	3
6	13%	3
7	4%	1
8	0%	0
9	0%	0
10	4%	1
11	0%	0
12	0%	0
I would not feel comfortable at any grade	4%	1
TOTAL		23

Q12 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 21 Skipped: 5

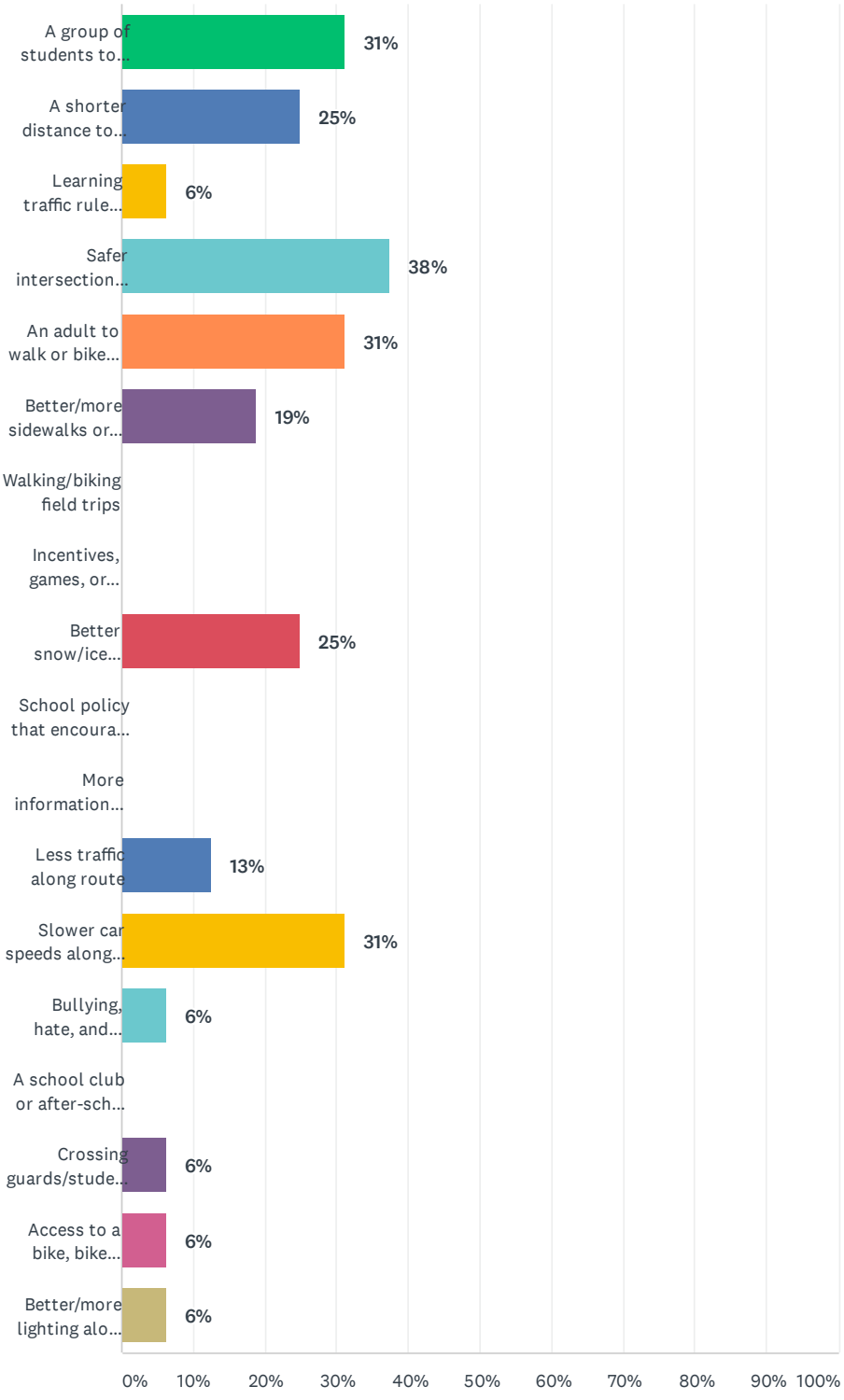


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
Distance between home and school	48%	10
Convenience of driving	19%	4
Time it takes to walk/bike	5%	1
Before or after-school activities	0%	0
Traffic speeds along route	24%	5
Amount of traffic along route	38%	8
Adults to walk or bike with	5%	1
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0%	0
Other students to walk or bike with	14%	3
Sidewalks or pathways	5%	1
Safety of intersections and crossings	29%	6
Lack of crossing guards/student patrols	5%	1
Bullying	0%	0
Fear of violence or crime	14%	3
Weather or climate	10%	2
School policy discourages/prohibits walking/biking	0%	0
Access to a bike or bike lock	5%	1
Concerns about COVID-19 transmission	0%	0
Total Respondents: 21		

Q13 What would help your child walk or bike to/from/at school more often? (check all that apply)

Answered: 16 Skipped: 10

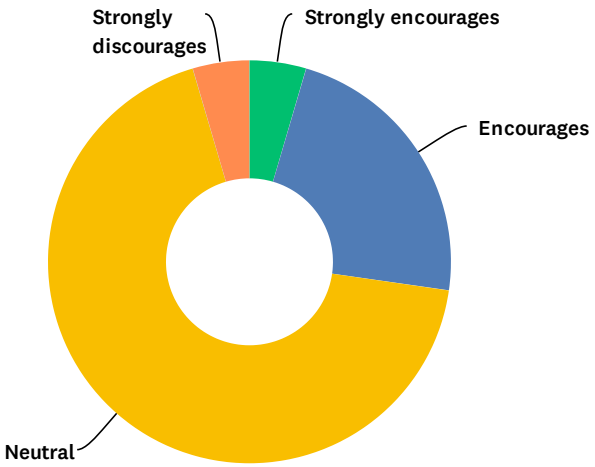


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	31%	5
A shorter distance to walk or bike	25%	4
Learning traffic rules and regulations and how to walk/bike safely	6%	1
Safer intersections/crossings	38%	6
An adult to walk or bike with	31%	5
Better/more sidewalks or pathways	19%	3
Walking/biking field trips	0%	0
Incentives, games, or rewards for walking/biking	0%	0
Better snow/ice removal in winter	25%	4
School policy that encourages walking/biking	0%	0
More information about walking and biking routes	0%	0
Less traffic along route	13%	2
Slower car speeds along route	31%	5
Bullying, hate, and harassment prevention and bystander intervention training	6%	1
A school club or after-school program	0%	0
Crossing guards/student patrols/corner captains	6%	1
Access to a bike, bike lock, or secure bike parking	6%	1
Better/more lighting along route	6%	1
Total Respondents: 16		

Q14 How much does your child's school encourage walking and biking to/from school?

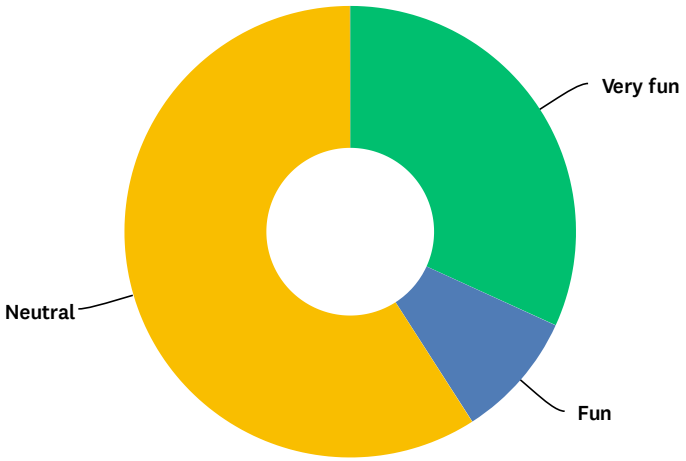
Answered: 22 Skipped: 4



ANSWER CHOICES	RESPONSES	
Strongly encourages	5%	1
Encourages	23%	5
Neutral	68%	15
Discourages	0%	0
Strongly discourages	5%	1
TOTAL		22

Q15 How much fun is walking or biking to/from school for your child?

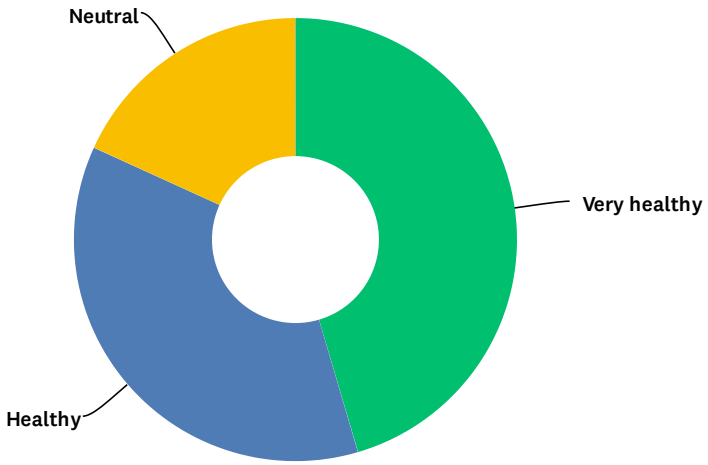
Answered: 22 Skipped: 4



ANSWER CHOICES	RESPONSES	
Very fun	32%	7
Fun	9%	2
Neutral	59%	13
Boring	0%	0
Very boring	0%	0
TOTAL		22

Q16 How healthy is walking or biking to/from school for your child?

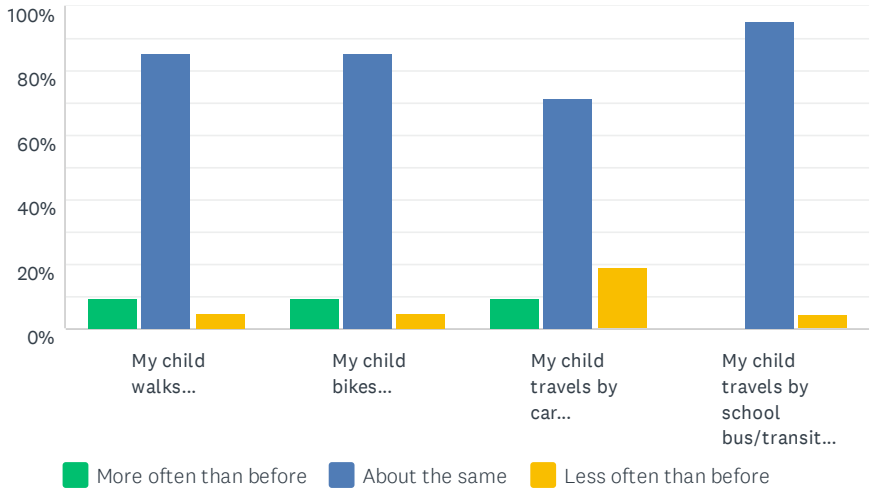
Answered: 22 Skipped: 4



ANSWER CHOICES	RESPONSES	
Very healthy	45%	10
Healthy	36%	8
Neutral	18%	4
Unhealthy	0%	0
Very unhealthy	0%	0
TOTAL		22

Q17 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

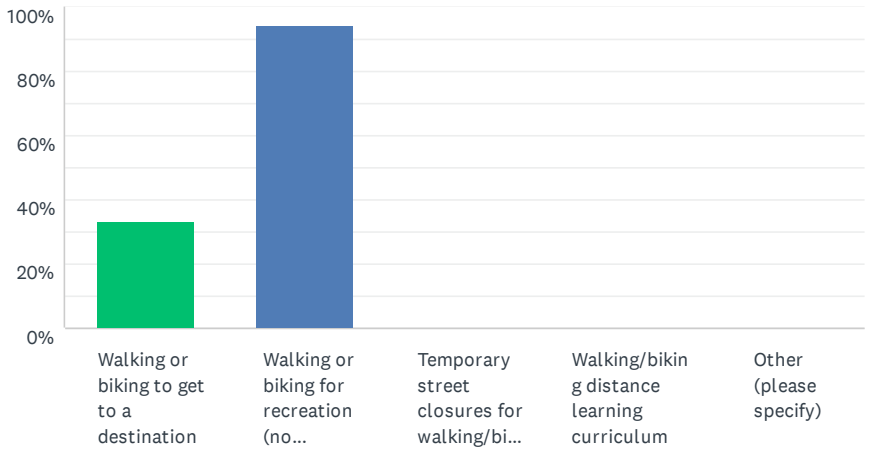
Answered: 23 Skipped: 3



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	10% 2	86% 18	5% 1	21
My child bikes...	10% 2	86% 18	5% 1	21
My child travels by car...	10% 2	71% 15	19% 4	21
My child travels by school bus/transit...	0% 0	95% 21	5% 1	22

Q18 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 18 Skipped: 8



ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	33%	6
Walking or biking for recreation (no destination)	94%	17
Temporary street closures for walking/biking	0%	0
Walking/biking distance learning curriculum	0%	0
Other (please specify)	0%	0
Total Respondents: 18		

Q19 To identify specific walking/biking routes, barriers, opportunities, and destinations at your child's school, visit the interactive project map:https://mnsaferoutesplanning.org/map/#/Please provide any additional comments below:

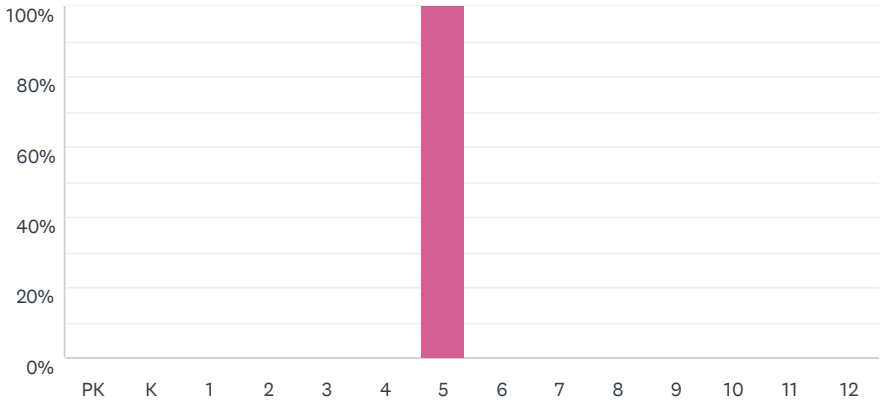
Answered: 4 Skipped: 22

#	RESPONSES	DATE
1	Crossing Mill Road near the beginning of the bike path is the most significant concern.	11/3/2020 7:50 AM
2	Crossing guards are only at one end of the school. There are no guards on the actual bike trail that leads directly to riverside. The traffic is busy, there is no change in speed and is hardly patrolled. There is only one small bike rack at one door which is the opposite of where children are encouraged to enter because of Covid.	11/2/2020 11:31 AM
3	I don't trust my child's bike being at school, already had an older si Kong's bike get stolen	11/2/2020 10:48 AM
4	The crossing at 17th Avenue to Jackson never seems very safe. Too many high school students driving/speeding through, and many other vehicles as well.	10/13/2020 2:48 PM

Caregiver Survey About Walking and Biking to School

Q2 What is the grade of your child?

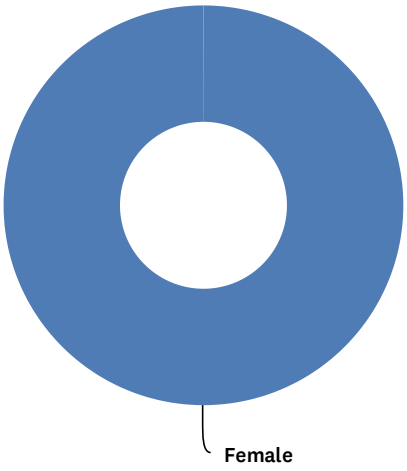
Answered: 1 Skipped: 1



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	0%	0
4	0%	0
5	100%	1
6	0%	0
7	0%	0
8	0%	0
9	0%	0
10	0%	0
11	0%	0
12	0%	0
TOTAL		1

Q3 What is the gender of your child?

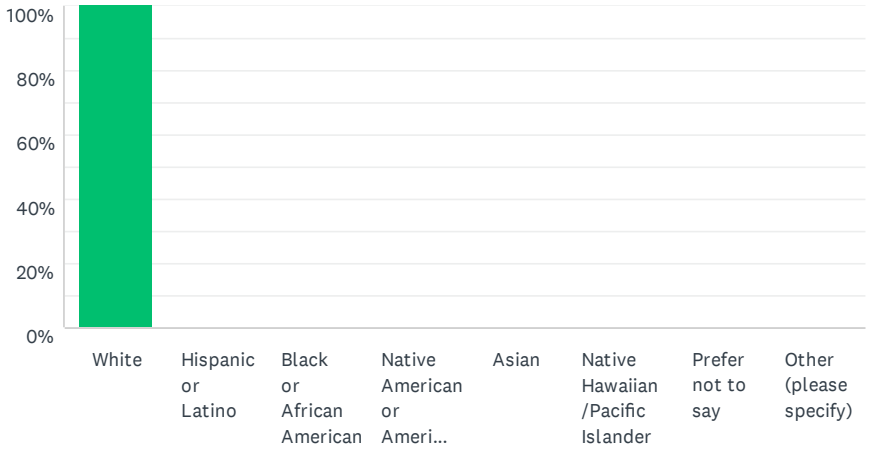
Answered: 1 Skipped: 1



ANSWER CHOICES	RESPONSES	
Male	0%	0
Female	100%	1
Other	0%	0
Prefer not to answer	0%	0
TOTAL		1

Q4 What is the race/ethnicity of your child? (check all that apply)

Answered: 1 Skipped: 1

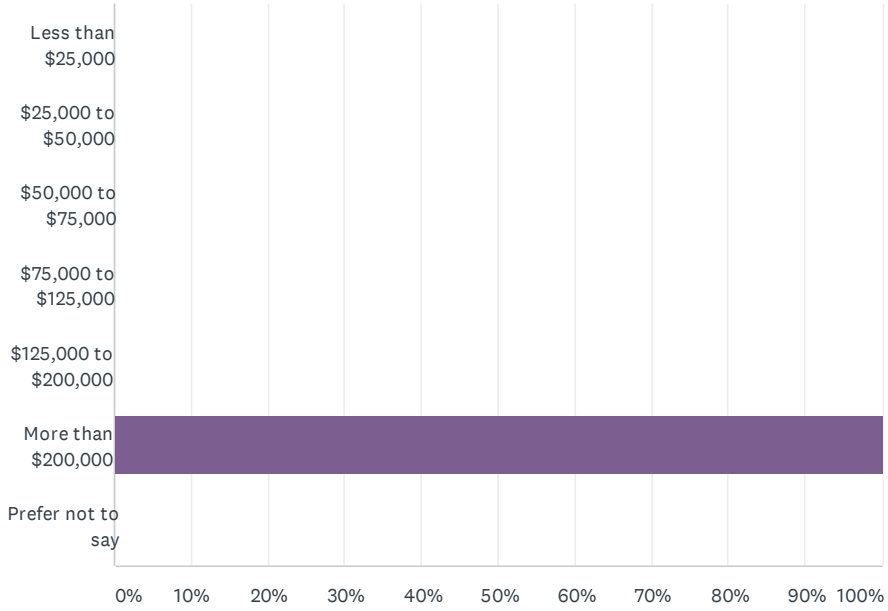


ANSWER CHOICES	RESPONSES	
White	100%	1
Hispanic or Latino	0%	0
Black or African American	0%	0
Native American or American Indian	0%	0
Asian	0%	0
Native Hawaiian/Pacific Islander	0%	0
Prefer not to say	0%	0
Other (please specify)	0%	0
Total Respondents: 1		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q5 What is your annual household income?

Answered: 1 Skipped: 1



ANSWER CHOICES	RESPONSES	
Less than $25,000	0%	0
$25,000 to $50,000	0%	0
$50,000 to $75,000	0%	0
$75,000 to $125,000	0%	0
$125,000 to $200,000	0%	0
More than $200,000	100%	1
Prefer not to say	0%	0
TOTAL		1

Q6 What language(s) do you speak at home? (check all that apply)

Answered: 1 Skipped: 1

ANSWER CHOICES	RESPONSES	
English	100%	1
Spanish	0%	0
Hmong	0%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0%	0
German	0%	0
Vietnamese	0%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0%	0
French (includes Patois and Cajun)	0%	0
Russian	0%	0
Laotian	0%	0
Arabic	0%	0
Amharic	0%	0
Hindi	0%	0
Kru, Ibo, Yoruba	0%	0
Korean	0%	0
Mon-Khmer, Cambodian	0%	0
Tagalog	0%	0
Telegu	0%	0
Norwegian	0%	0
Ojibwa	0%	0
Karen	0%	0
Swahili	0%	0
Other (please specify)	0%	0
Total Respondents: 1		

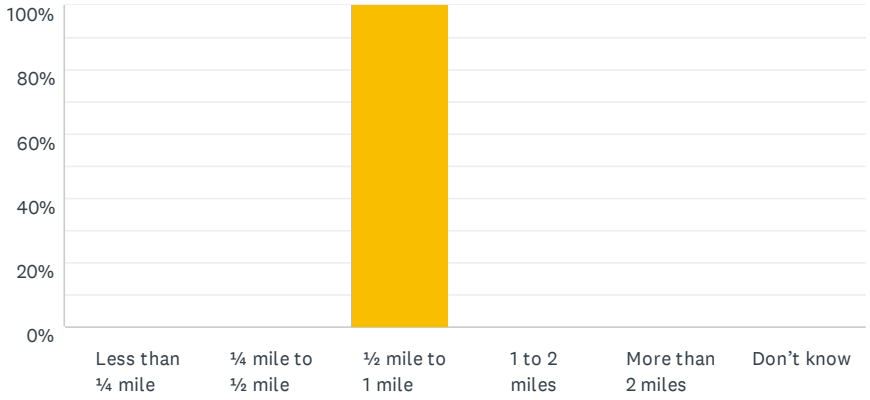
#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q7 What is the street intersection nearest your home?

NUMBER	STREET 1	STREET 2
1	Windsor Dr. S	Whitehall

Q8 How far does your child live from school?

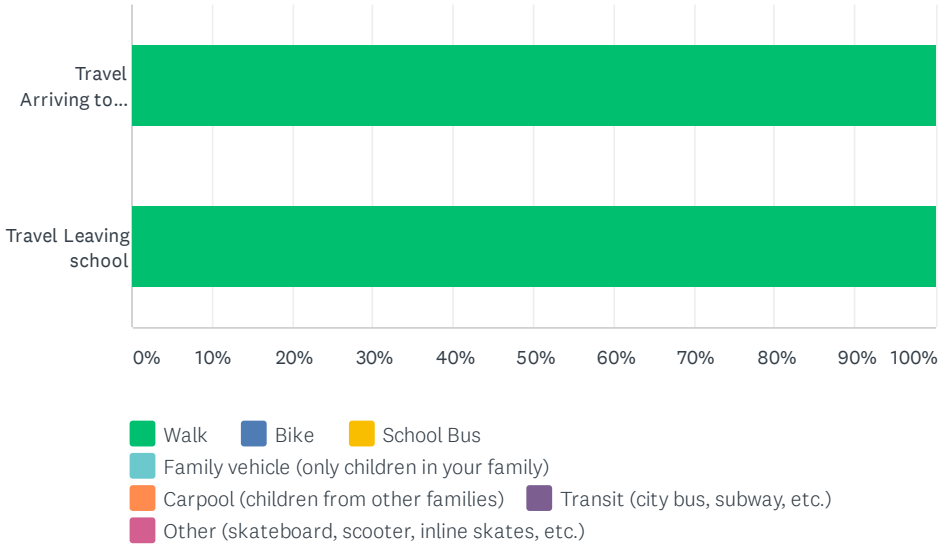
Answered: 1 Skipped: 1



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	0%	0
¼ mile to ½ mile	0%	0
½ mile to 1 mile	100%	1
1 to 2 miles	0%	0
More than 2 miles	0%	0
Don't know	0%	0
TOTAL		1

Q9 On most days, how does your child travel to and from school?

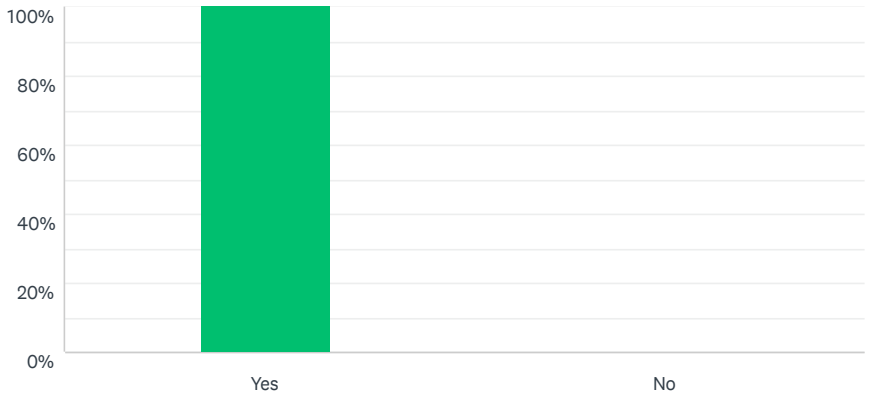
Answered: 1 Skipped: 1



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	100% 1	0% 0	0% 0	0% 0	0% 0	0% 0	0% 0	1
Travel Leaving school	100% 1	0% 0	0% 0	0% 0	0% 0	0% 0	0% 0	1

Q10 Has your child asked you permission to walk or bike to/from school in the last year?

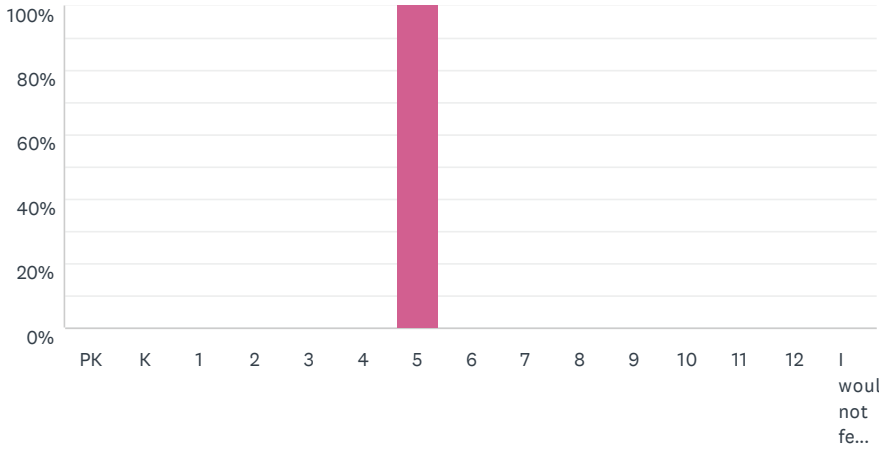
Answered: 1 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	100%	1
No	0%	0
TOTAL		1

Q11 At what grade would you allow your child to walk or bike to/from school without an adult?

Answered: 1 Skipped: 1



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	0%	0
4	0%	0
5	100%	1
6	0%	0
7	0%	0
8	0%	0
9	0%	0
10	0%	0
11	0%	0
12	0%	0
I would not feel comfortable at any grade	0%	0
TOTAL		1

Q12 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

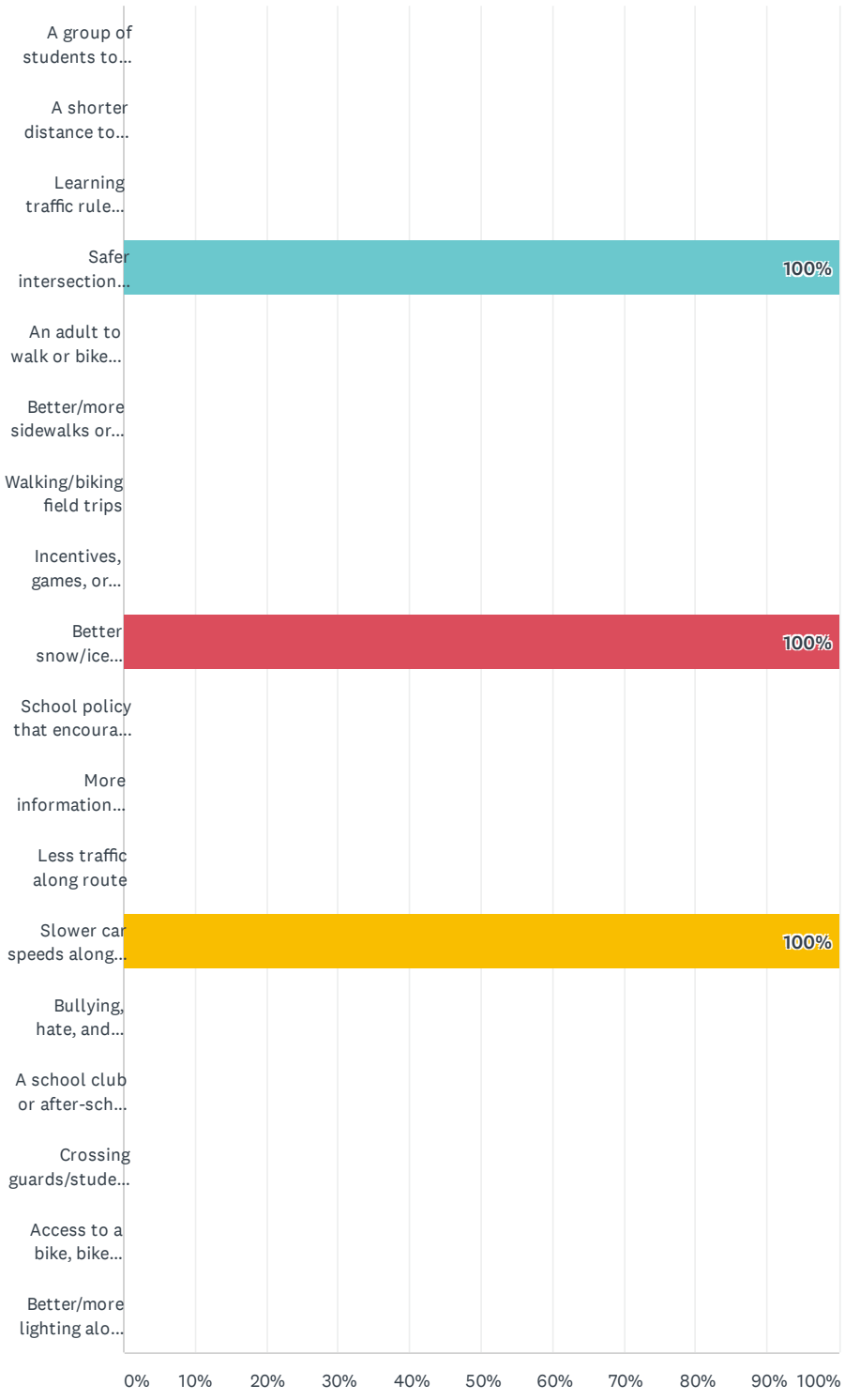
Answered: 0 Skipped: 2

⚠ No matching responses.

ANSWER CHOICES	RESPONSES	
Distance between home and school	0%	0
Convenience of driving	0%	0
Time it takes to walk/bike	0%	0
Before or after-school activities	0%	0
Traffic speeds along route	0%	0
Amount of traffic along route	0%	0
Adults to walk or bike with	0%	0
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0%	0
Other students to walk or bike with	0%	0
Sidewalks or pathways	0%	0
Safety of intersections and crossings	0%	0
Lack of crossing guards/student patrols	0%	0
Bullying	0%	0
Fear of violence or crime	0%	0
Weather or climate	0%	0
School policy discourages/prohibits walking/biking	0%	0
Access to a bike or bike lock	0%	0
Concerns about COVID-19 transmission	0%	0
Total Respondents: 0		

Q13 What would help your child walk or bike to/from/at school more often? (check all that apply)

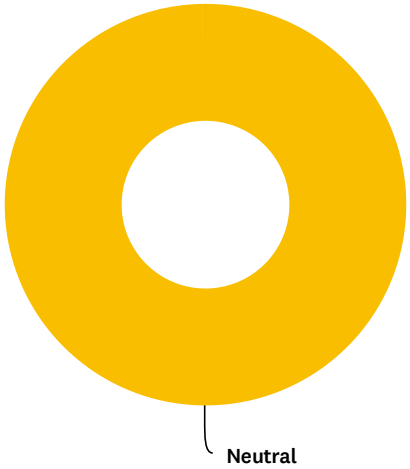
Answered: 1 Skipped: 1



ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	0%	0
A shorter distance to walk or bike	0%	0
Learning traffic rules and regulations and how to walk/bike safely	0%	0
Safer intersections/crossings	100%	1
An adult to walk or bike with	0%	0
Better/more sidewalks or pathways	0%	0
Walking/biking field trips	0%	0
Incentives, games, or rewards for walking/biking	0%	0
Better snow/ice removal in winter	100%	1
School policy that encourages walking/biking	0%	0
More information about walking and biking routes	0%	0
Less traffic along route	0%	0
Slower car speeds along route	100%	1
Bullying, hate, and harassment prevention and bystander intervention training	0%	0
A school club or after-school program	0%	0
Crossing guards/student patrols/corner captains	0%	0
Access to a bike, bike lock, or secure bike parking	0%	0
Better/more lighting along route	0%	0
Total Respondents: 1		

Q14 How much does your child's school encourage walking and biking to/from school?

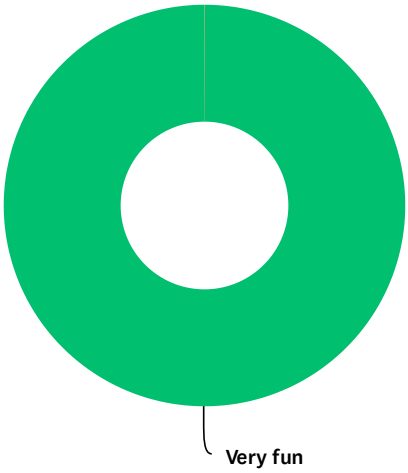
Answered: 1 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly encourages	0%	0
Encourages	0%	0
Neutral	100%	1
Discourages	0%	0
Strongly discourages	0%	0
TOTAL		1

Q15 How much fun is walking or biking to/from school for your child?

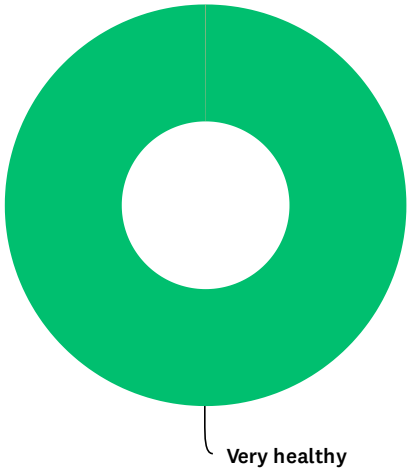
Answered: 1 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very fun	100%	1
Fun	0%	0
Neutral	0%	0
Boring	0%	0
Very boring	0%	0
TOTAL		1

Q16 How healthy is walking or biking to/from school for your child?

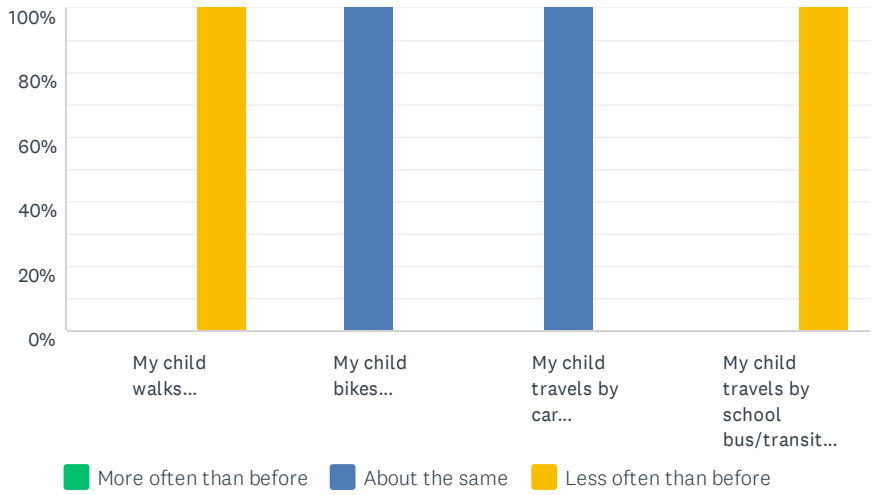
Answered: 1 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very healthy	100%	1
Healthy	0%	0
Neutral	0%	0
Unhealthy	0%	0
Very unhealthy	0%	0
TOTAL		1

Q17 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

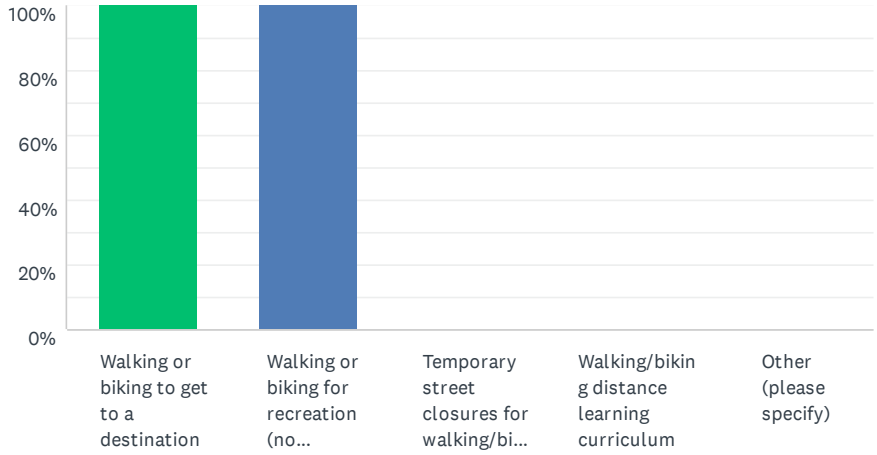
Answered: 1 Skipped: 1



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	0% 0	0% 0	100% 1	1
My child bikes...	0% 0	100% 1	0% 0	1
My child travels by car...	0% 0	100% 1	0% 0	1
My child travels by school bus/transit...	0% 0	0% 0	100% 1	1

Q18 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 1 Skipped: 1



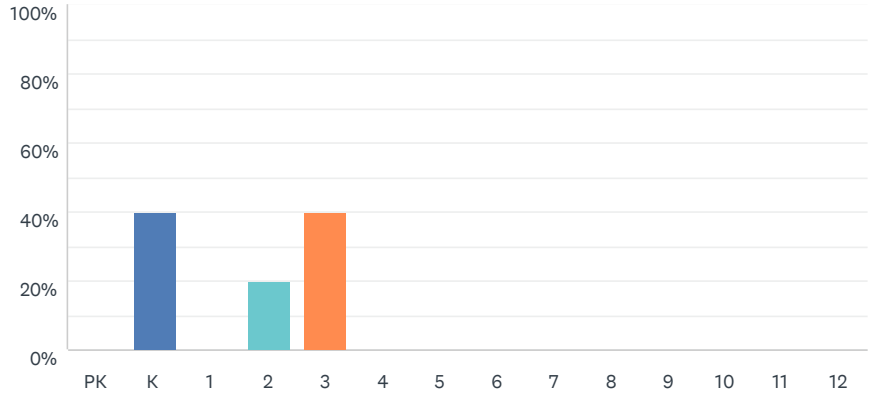
ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	100%	1
Walking or biking for recreation (no destination)	100%	1
Temporary street closures for walking/biking	0%	0
Walking/biking distance learning curriculum	0%	0
Other (please specify)	0%	0
Total Respondents: 1		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Caregiver Survey About Walking and Biking to School

Q2 What is the grade of your child?

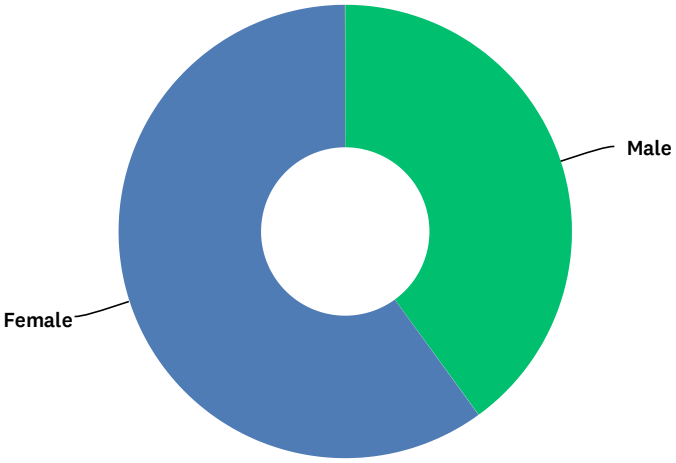
Answered: 5 Skipped: 1



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	40%	2
1	0%	0
2	20%	1
3	40%	2
4	0%	0
5	0%	0
6	0%	0
7	0%	0
8	0%	0
9	0%	0
10	0%	0
11	0%	0
12	0%	0
TOTAL		5

Q3 What is the gender of your child?

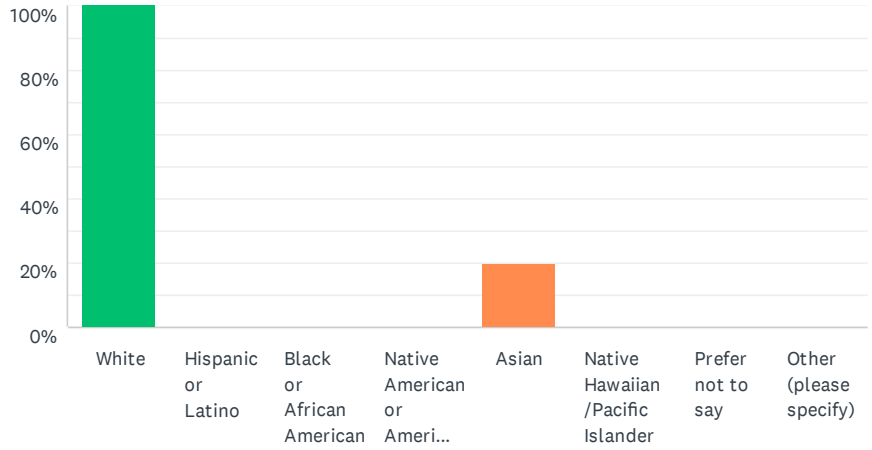
Answered: 5 Skipped: 1



ANSWER CHOICES	RESPONSES	
Male	40%	2
Female	60%	3
Other	0%	0
Prefer not to answer	0%	0
TOTAL		5

Q4 What is the race/ethnicity of your child? (check all that apply)

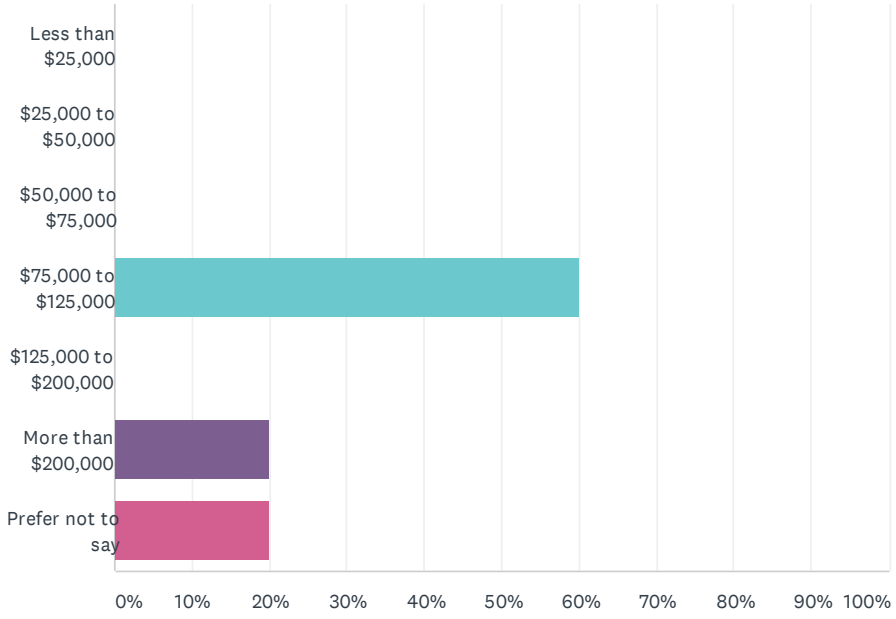
Answered: 5 Skipped: 1



ANSWER CHOICES	RESPONSES	
White	100%	5
Hispanic or Latino	0%	0
Black or African American	0%	0
Native American or American Indian	0%	0
Asian	20%	1
Native Hawaiian/Pacific Islander	0%	0
Prefer not to say	0%	0
Other (please specify)	0%	0
Total Respondents: 5		

Q5 What is your annual household income?

Answered: 5 Skipped: 1



ANSWER CHOICES	RESPONSES	
Less than $25,000	0%	0
$25,000 to $50,000	0%	0
$50,000 to $75,000	0%	0
$75,000 to $125,000	60%	3
$125,000 to $200,000	0%	0
More than $200,000	20%	1
Prefer not to say	20%	1
TOTAL		5

Q6 What language(s) do you speak at home? (check all that apply)

Answered: 5 Skipped: 1

ANSWER CHOICES	RESPONSES	
English	100%	5
Spanish	0%	0
Hmong	0%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0%	0
German	0%	0
Vietnamese	0%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0%	0
French (includes Patois and Cajun)	0%	0
Russian	0%	0
Laotian	0%	0
Arabic	0%	0
Amharic	0%	0
Hindi	0%	0
Kru, Ibo, Yoruba	0%	0
Korean	0%	0
Mon-Khmer, Cambodian	0%	0
Tagalog	0%	0
Telegu	0%	0
Norwegian	0%	0
Ojibwa	0%	0
Karen	0%	0
Swahili	0%	0
Other (please specify)	0%	0
Total Respondents: 5		

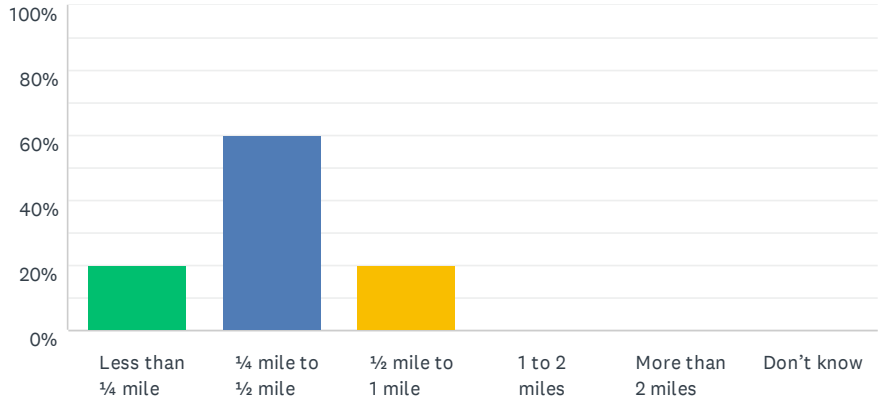
Q7 What is the street intersection nearest your home?

Answered: 5 Skipped: 1

NUMBER	STREET 1	STREET 2
1	Queen Ave	England Way
2	Dublin Court	Downing Avenue
3	Pheasant Run Street	Quail Drive
4	Thrush St	Ormond St
5	Francis Ct	St. Francis Ave

Q8 How far does your child live from school?

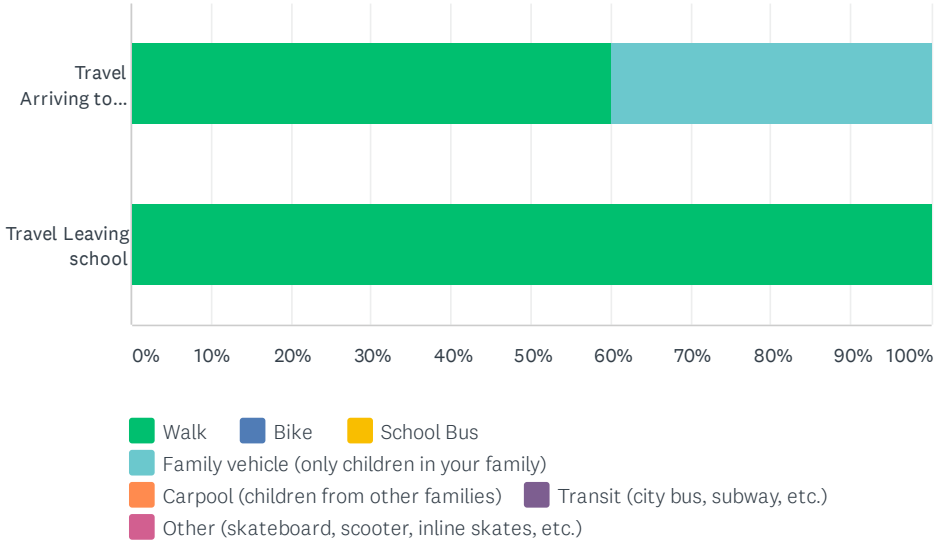
Answered: 5 Skipped: 1



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	20%	1
¼ mile to ½ mile	60%	3
½ mile to 1 mile	20%	1
1 to 2 miles	0%	0
More than 2 miles	0%	0
Don't know	0%	0
TOTAL		5

Q9 On most days, how does your child travel to and from school?

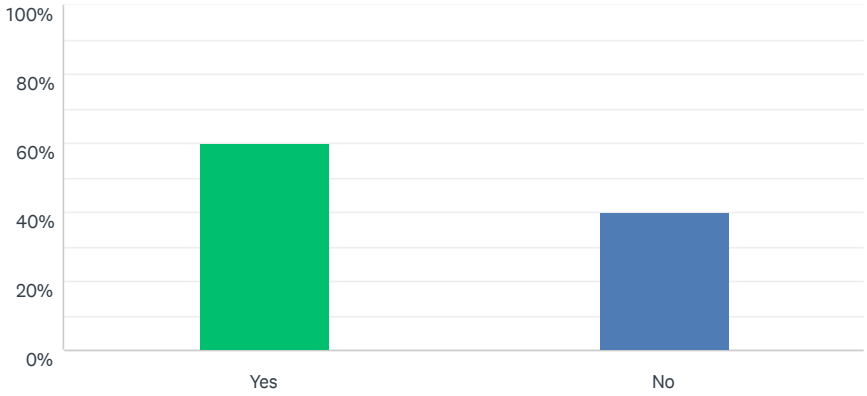
Answered: 5 Skipped: 1



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	60% 3	0% 0	0% 0	40% 2	0% 0	0% 0	0% 0	5
Travel Leaving school	100% 5	0% 0	0% 0	0% 0	0% 0	0% 0	0% 0	5

Q10 Has your child asked you permission to walk or bike to/from school in the last year?

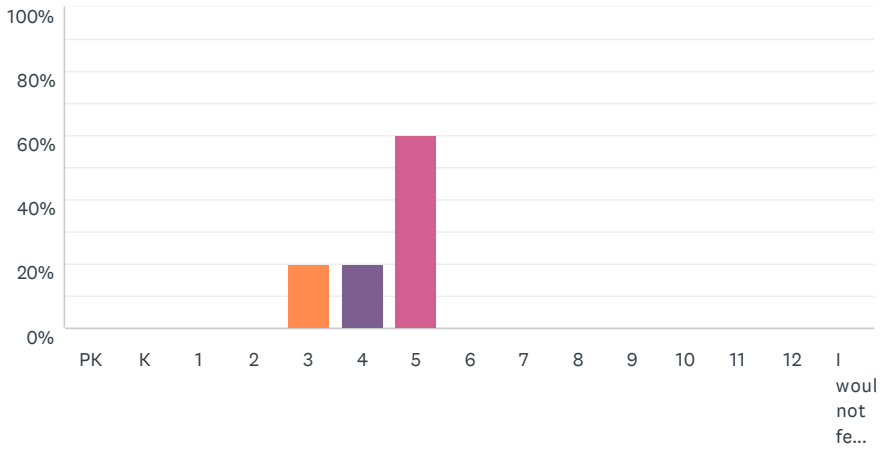
Answered: 5 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	60%	3
No	40%	2
TOTAL		5

Q11 At what grade would you allow your child to walk or bike to/from school without an adult?

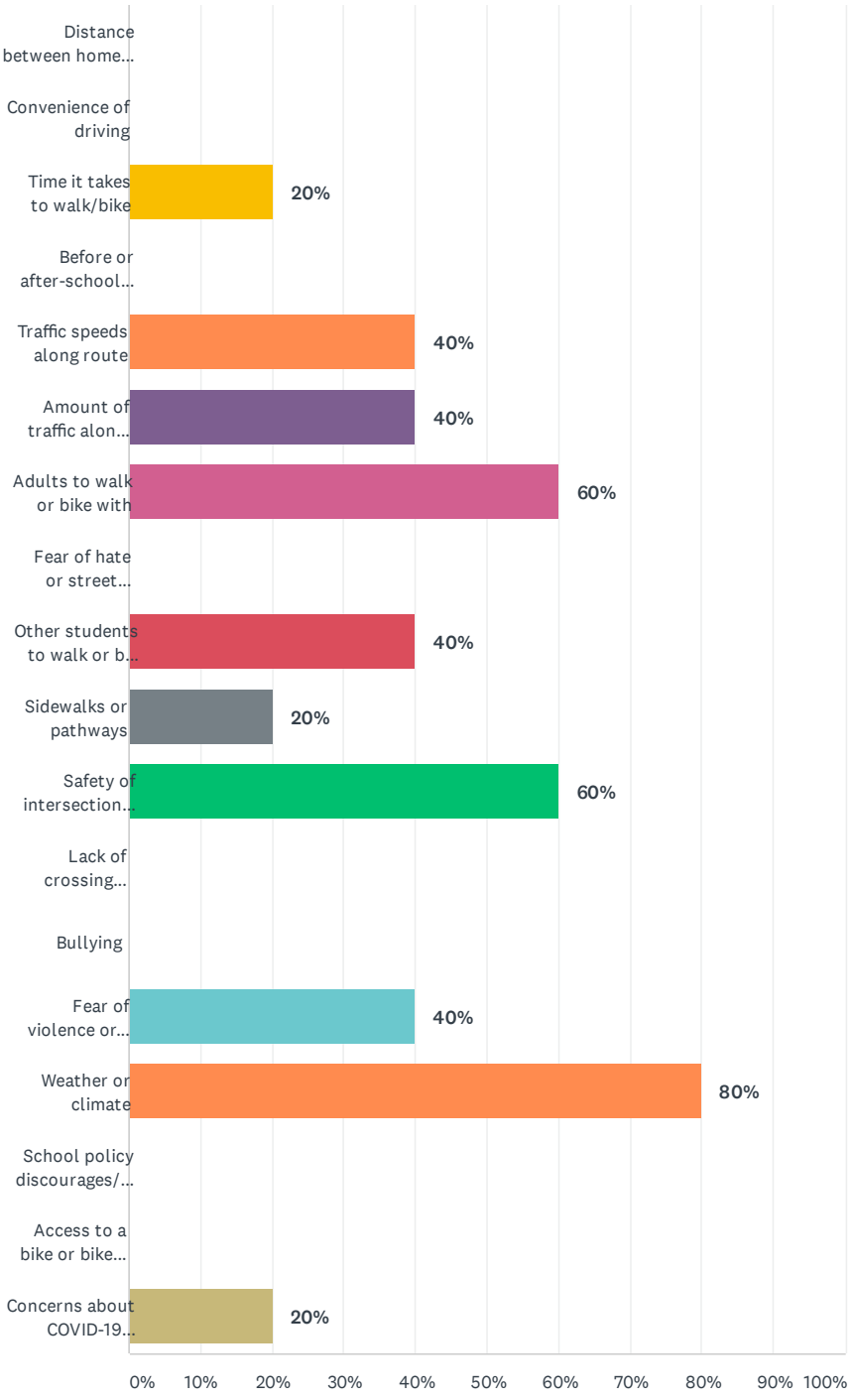
Answered: 5 Skipped: 1



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	20%	1
4	20%	1
5	60%	3
6	0%	0
7	0%	0
8	0%	0
9	0%	0
10	0%	0
11	0%	0
12	0%	0
I would not feel comfortable at any grade	0%	0
TOTAL		5

Q12 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 5 Skipped: 1



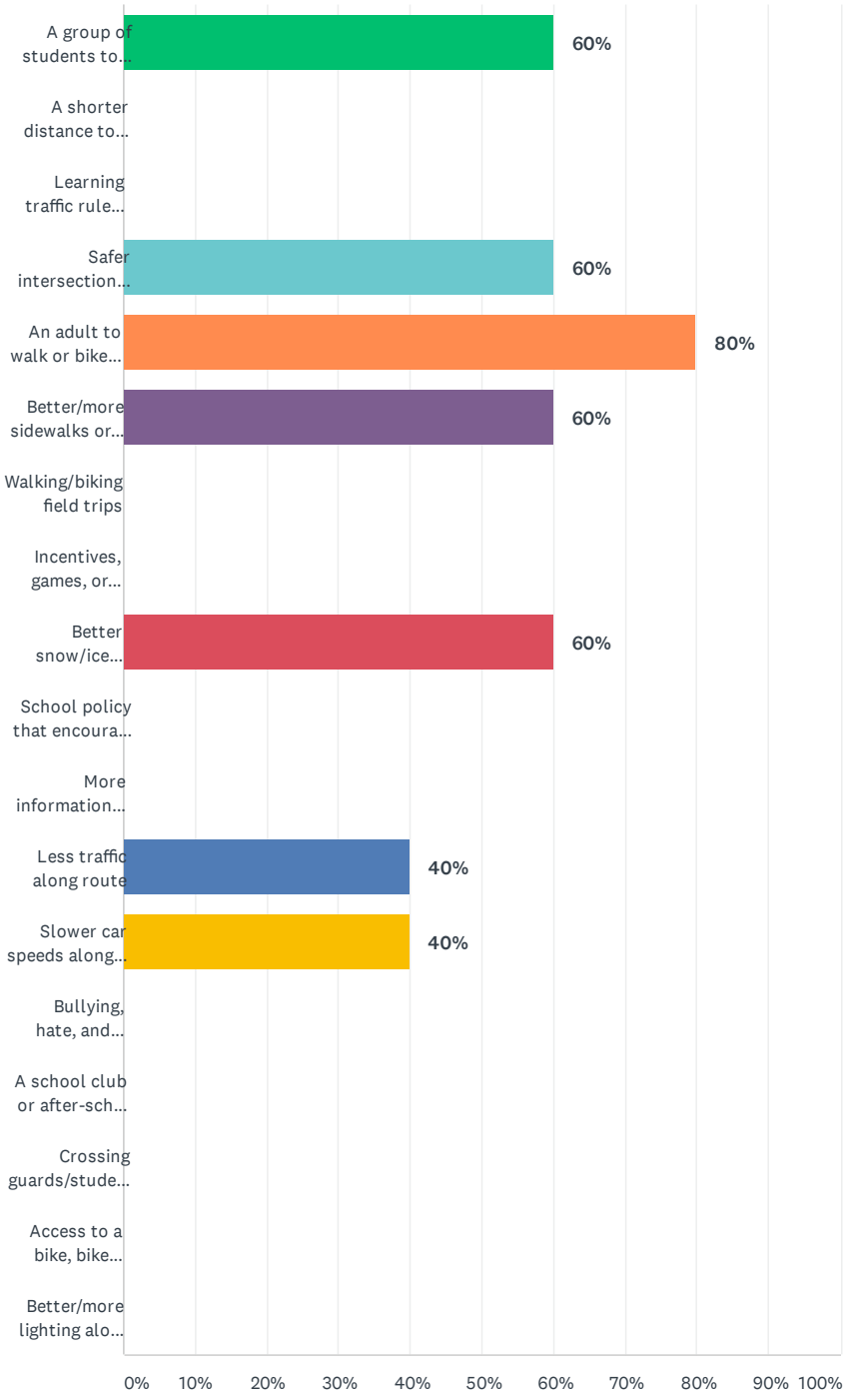
Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
Distance between home and school	0%	0
Convenience of driving	0%	0
Time it takes to walk/bike	20%	1
Before or after-school activities	0%	0
Traffic speeds along route	40%	2
Amount of traffic along route	40%	2
Adults to walk or bike with	60%	3
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0%	0
Other students to walk or bike with	40%	2
Sidewalks or pathways	20%	1
Safety of intersections and crossings	60%	3
Lack of crossing guards/student patrols	0%	0
Bullying	0%	0
Fear of violence or crime	40%	2
Weather or climate	80%	4
School policy discourages/prohibits walking/biking	0%	0
Access to a bike or bike lock	0%	0
Concerns about COVID-19 transmission	20%	1
Total Respondents: 5		

Q13 What would help your child walk or bike to/from/at school more often? (check all that apply)

Answered: 5 Skipped: 1

Caregiver Survey About Walking and Biking to School

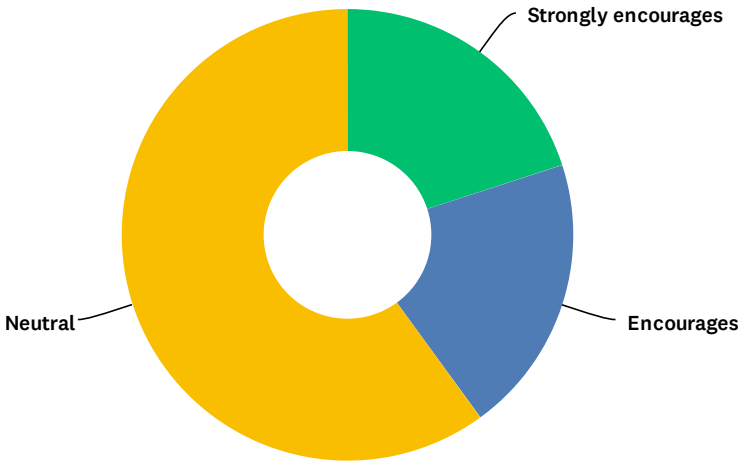


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	60%	3
A shorter distance to walk or bike	0%	0
Learning traffic rules and regulations and how to walk/bike safely	0%	0
Safer intersections/crossings	60%	3
An adult to walk or bike with	80%	4
Better/more sidewalks or pathways	60%	3
Walking/biking field trips	0%	0
Incentives, games, or rewards for walking/biking	0%	0
Better snow/ice removal in winter	60%	3
School policy that encourages walking/biking	0%	0
More information about walking and biking routes	0%	0
Less traffic along route	40%	2
Slower car speeds along route	40%	2
Bullying, hate, and harassment prevention and bystander intervention training	0%	0
A school club or after-school program	0%	0
Crossing guards/student patrols/corner captains	0%	0
Access to a bike, bike lock, or secure bike parking	0%	0
Better/more lighting along route	0%	0
Total Respondents: 5		

Q14 How much does your child's school encourage walking and biking to/from school?

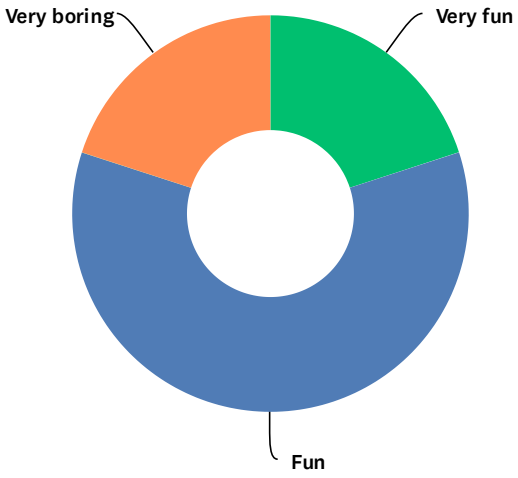
Answered: 5 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly encourages	20%	1
Encourages	20%	1
Neutral	60%	3
Discourages	0%	0
Strongly discourages	0%	0
TOTAL		5

Q15 How much fun is walking or biking to/from school for your child?

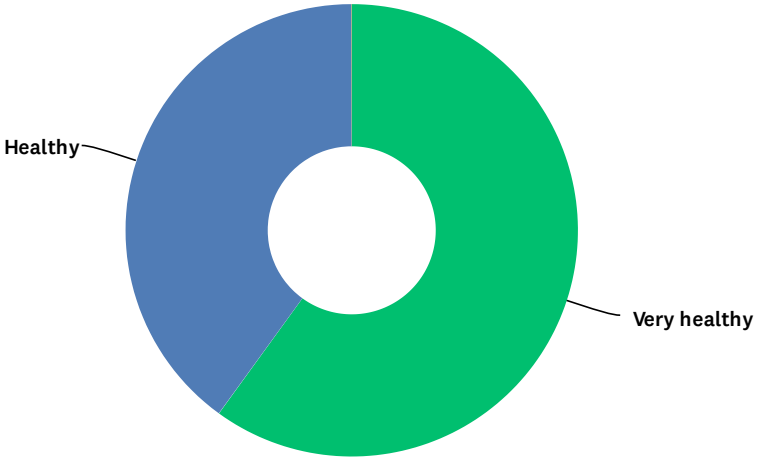
Answered: 5 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very fun	20%	1
Fun	60%	3
Neutral	0%	0
Boring	0%	0
Very boring	20%	1
TOTAL		5

Q16 How healthy is walking or biking to/from school for your child?

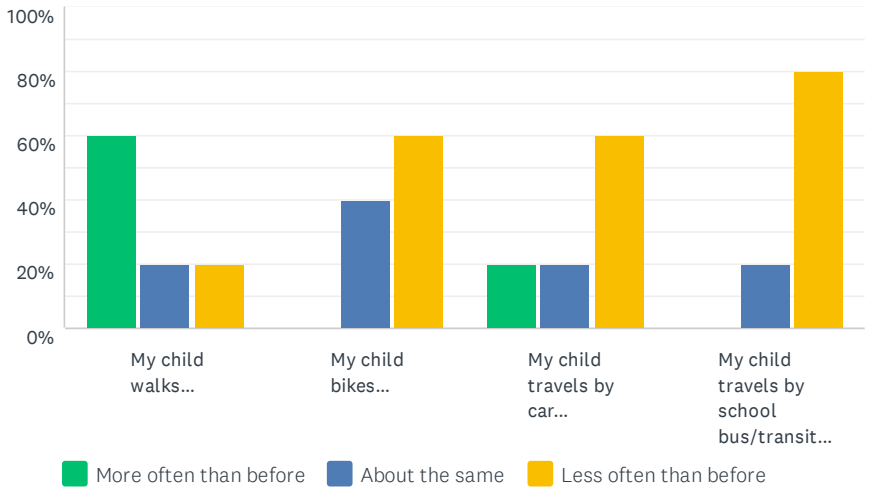
Answered: 5 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very healthy	60%	3
Healthy	40%	2
Neutral	0%	0
Unhealthy	0%	0
Very unhealthy	0%	0
TOTAL		5

Q17 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

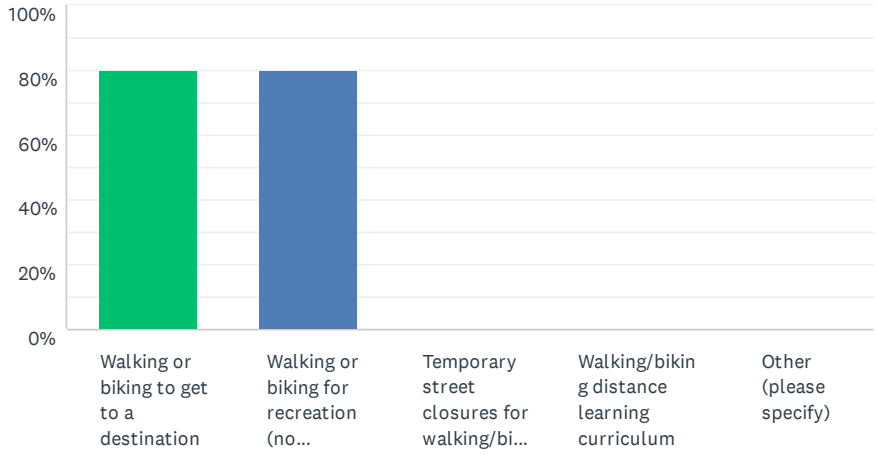
Answered: 5 Skipped: 1



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	60% 3	20% 1	20% 1	5
My child bikes...	0% 0	40% 2	60% 3	5
My child travels by car...	20% 1	20% 1	60% 3	5
My child travels by school bus/transit...	0% 0	20% 1	80% 4	5

Q18 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 5 Skipped: 1



ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	80%	4
Walking or biking for recreation (no destination)	80%	4
Temporary street closures for walking/biking	0%	0
Walking/biking distance learning curriculum	0%	0
Other (please specify)	0%	0
Total Respondents: 5		

Q19 To identify specific walking/biking routes, barriers, opportunities, and destinations at your child's school, visit the interactive project map:https://mnsaferoutesplanning.org/map/#/Please provide any additional comments below:

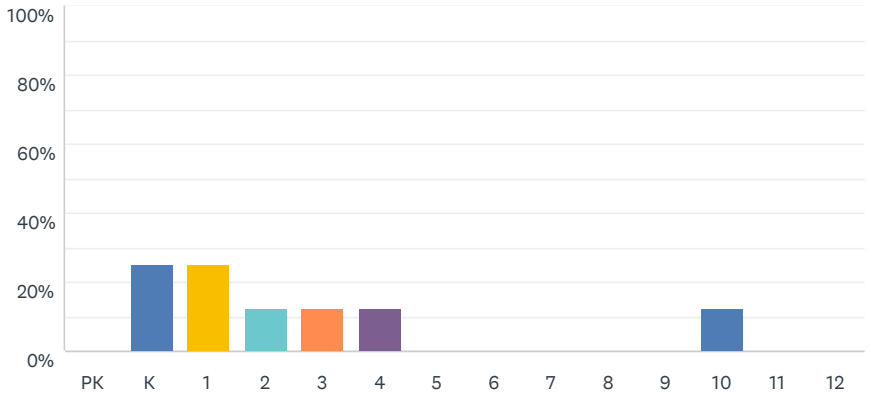
Answered: 2 Skipped: 4

#	RESPONSES	DATE
1	It was VERY difficult to get to school the first snowfall because the trail on 17th was NOT plowed. 17th is WAY to busy to walk on the road.	10/29/2020 4:46 PM
2	There needs to be a safer crossing across 17th Ave. Cars don't slow down and don't pay attention to the flashing lights.	10/29/2020 1:45 PM

Caregiver Survey About Walking and Biking to School

Q2 What is the grade of your child?

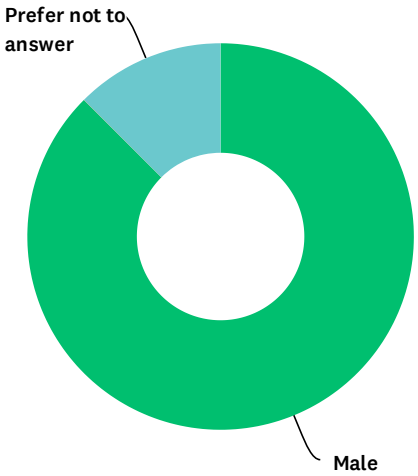
Answered: 8 Skipped: 2



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	25%	2
1	25%	2
2	13%	1
3	13%	1
4	13%	1
5	0%	0
6	0%	0
7	0%	0
8	0%	0
9	0%	0
10	13%	1
11	0%	0
12	0%	0
TOTAL		8

Q3 What is the gender of your child?

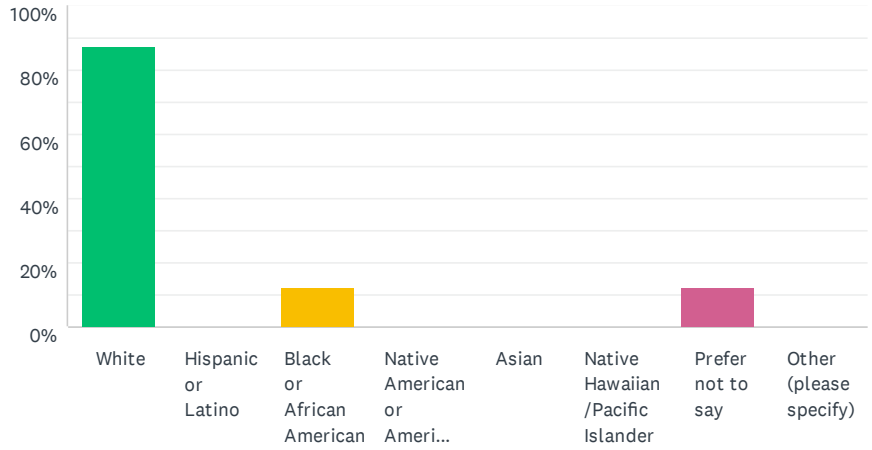
Answered: 8 Skipped: 2



ANSWER CHOICES	RESPONSES	
Male	88%	7
Female	0%	0
Other	0%	0
Prefer not to answer	13%	1
TOTAL		8

Q4 What is the race/ethnicity of your child? (check all that apply)

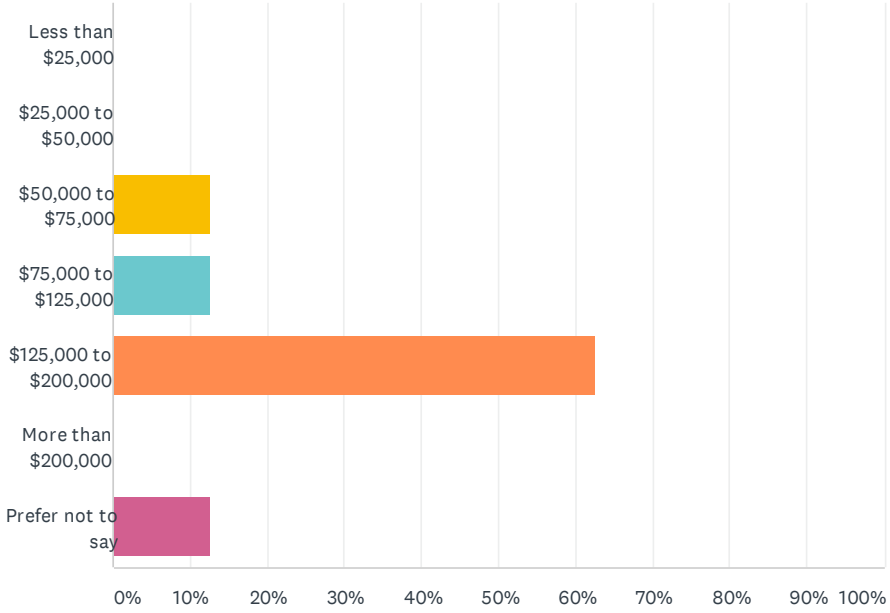
Answered: 8 Skipped: 2



ANSWER CHOICES	RESPONSES	
White	88%	7
Hispanic or Latino	0%	0
Black or African American	13%	1
Native American or American Indian	0%	0
Asian	0%	0
Native Hawaiian/Pacific Islander	0%	0
Prefer not to say	13%	1
Other (please specify)	0%	0
Total Respondents: 8		

Q5 What is your annual household income?

Answered: 8 Skipped: 2



ANSWER CHOICES	RESPONSES	
Less than $25,000	0%	0
$25,000 to $50,000	0%	0
$50,000 to $75,000	13%	1
$75,000 to $125,000	13%	1
$125,000 to $200,000	63%	5
More than $200,000	0%	0
Prefer not to say	13%	1
TOTAL		8

Q6 What language(s) do you speak at home? (check all that apply)

Answered: 8 Skipped: 2

ANSWER CHOICES	RESPONSES	
English	100%	8
Spanish	0%	0
Hmong	0%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0%	0
German	0%	0
Vietnamese	0%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0%	0
French (includes Patois and Cajun)	0%	0
Russian	0%	0
Laotian	0%	0
Arabic	0%	0
Amharic	0%	0
Hindi	0%	0
Kru, Ibo, Yoruba	0%	0
Korean	0%	0
Mon-Khmer, Cambodian	0%	0
Tagalog	0%	0
Telegu	0%	0
Norwegian	0%	0
Ojibwa	0%	0
Karen	0%	0
Swahili	0%	0
Other (please specify)	0%	0
Total Respondents: 8		

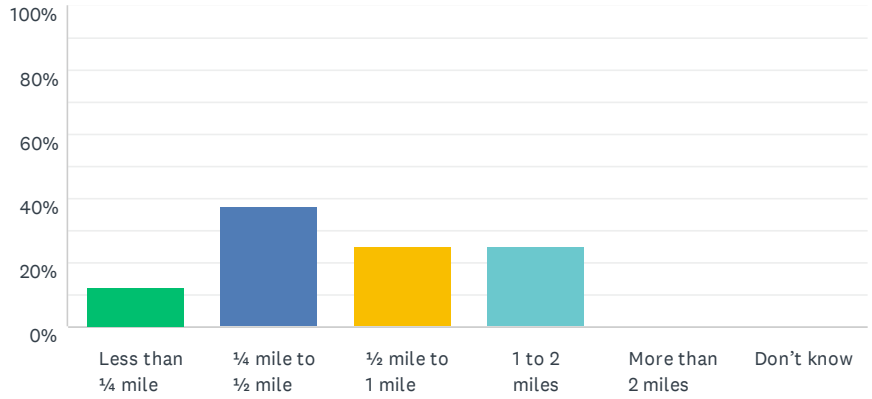
Q7 What is the street intersection nearest your home?

Answered: 8 Skipped: 2

NUMBER	STREET 1	STREET 2
1	amelia	astoria
2	Fuller St	Vierling Dr
3	Jefferson	12 Ave
4	10th Ave	Jackson St
5	10th Street	Shumway st
6	10th Avenue	Jackson St.
7	Fuller	Vierling
8	Van Buren Street	11th Avenue

Q8 How far does your child live from school?

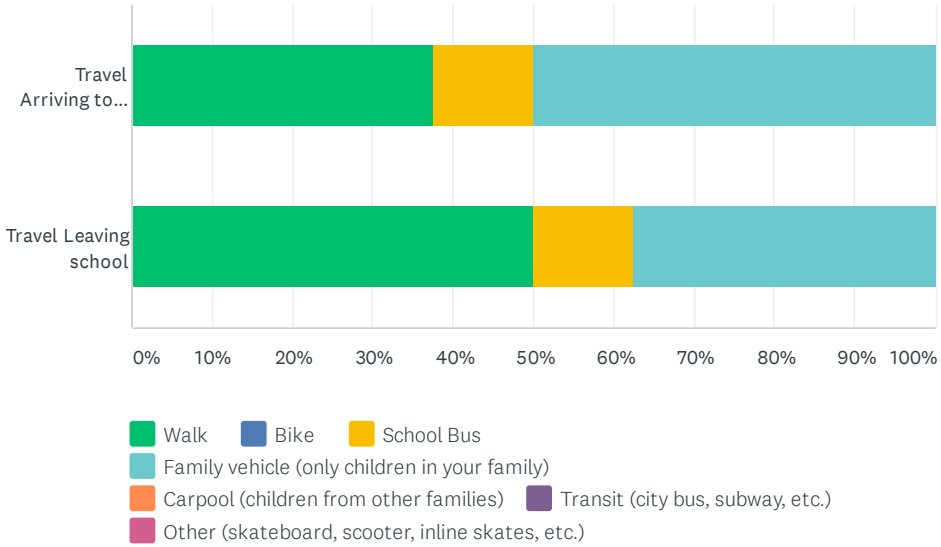
Answered: 8 Skipped: 2



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	13%	1
¼ mile to ½ mile	38%	3
½ mile to 1 mile	25%	2
1 to 2 miles	25%	2
More than 2 miles	0%	0
Don't know	0%	0
TOTAL		8

Q9 On most days, how does your child travel to and from school?

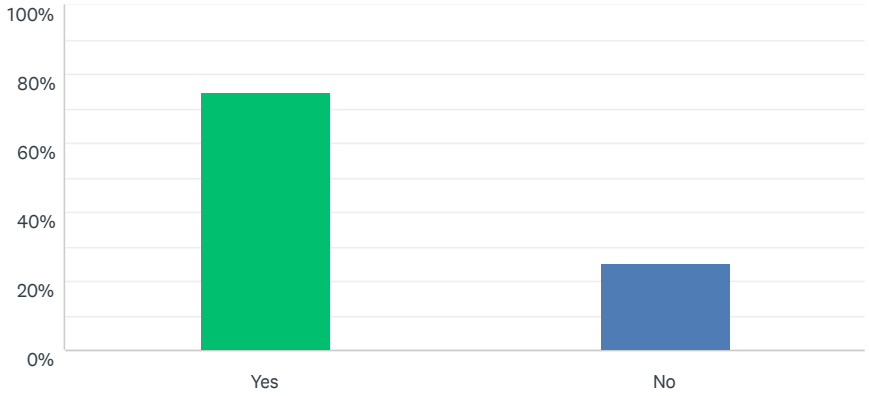
Answered: 8 Skipped: 2



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	38% 3	0% 0	13% 1	50% 4	0% 0	0% 0	0% 0	8
Travel Leaving school	50% 4	0% 0	13% 1	38% 3	0% 0	0% 0	0% 0	8

Q10 Has your child asked you permission to walk or bike to/from school in the last year?

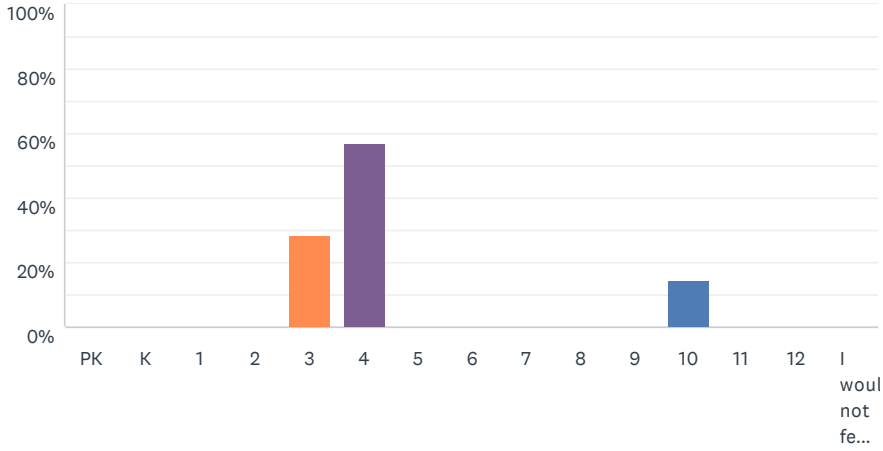
Answered: 8 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	75%	6
No	25%	2
TOTAL		8

Q11 At what grade would you allow your child to walk or bike to/from school without an adult?

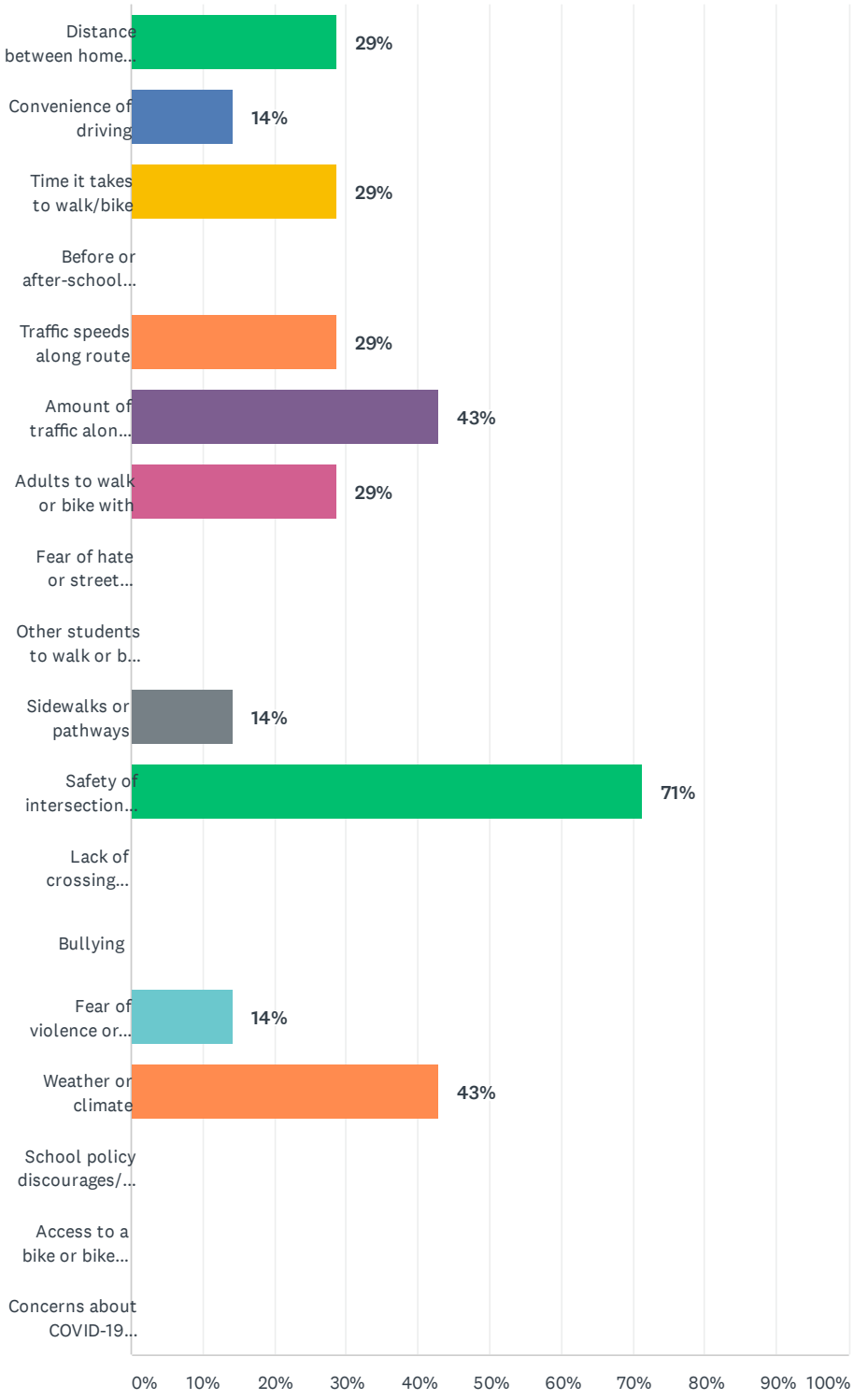
Answered: 7 Skipped: 3



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	29%	2
4	57%	4
5	0%	0
6	0%	0
7	0%	0
8	0%	0
9	0%	0
10	14%	1
11	0%	0
12	0%	0
I would not feel comfortable at any grade	0%	0
TOTAL		7

Q12 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 7 Skipped: 3

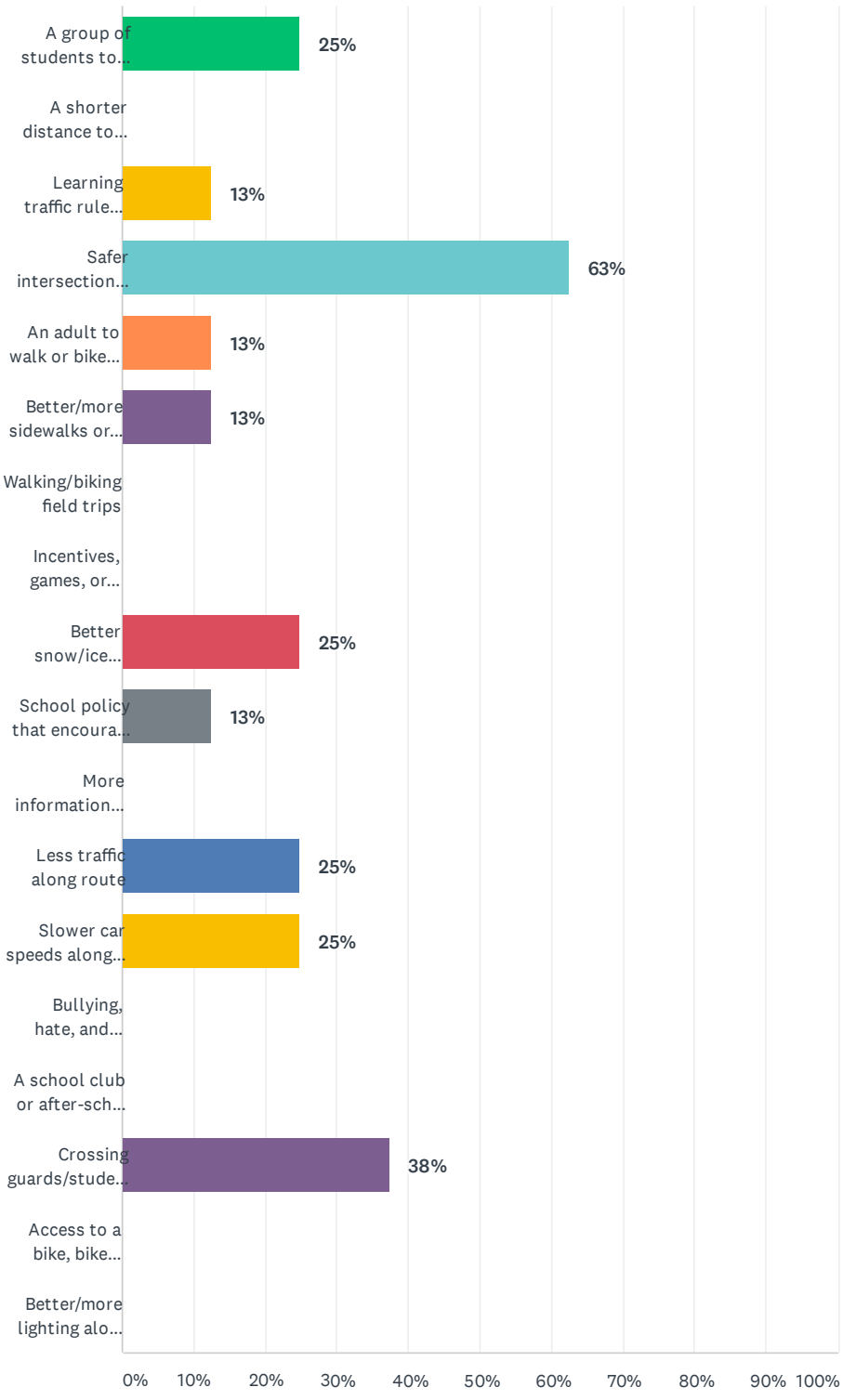


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
Distance between home and school	29%	2
Convenience of driving	14%	1
Time it takes to walk/bike	29%	2
Before or after-school activities	0%	0
Traffic speeds along route	29%	2
Amount of traffic along route	43%	3
Adults to walk or bike with	29%	2
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0%	0
Other students to walk or bike with	0%	0
Sidewalks or pathways	14%	1
Safety of intersections and crossings	71%	5
Lack of crossing guards/student patrols	0%	0
Bullying	0%	0
Fear of violence or crime	14%	1
Weather or climate	43%	3
School policy discourages/prohibits walking/biking	0%	0
Access to a bike or bike lock	0%	0
Concerns about COVID-19 transmission	0%	0
Total Respondents: 7		

Q13 What would help your child walk or bike to/from/at school more often? (check all that apply)

Answered: 8 Skipped: 2

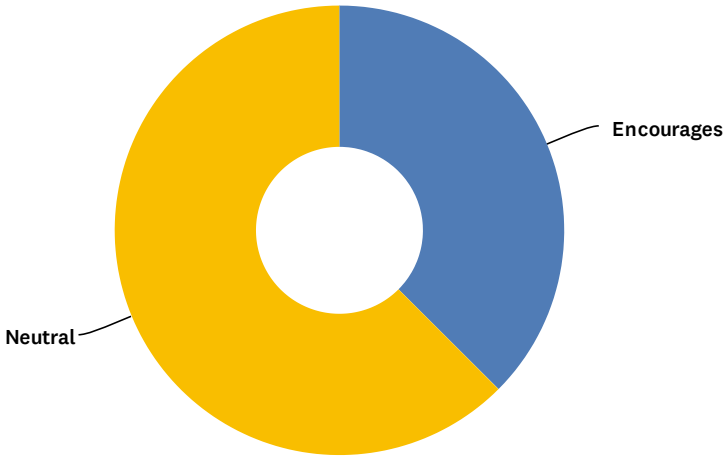


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	25%	2
A shorter distance to walk or bike	0%	0
Learning traffic rules and regulations and how to walk/bike safely	13%	1
Safer intersections/crossings	63%	5
An adult to walk or bike with	13%	1
Better/more sidewalks or pathways	13%	1
Walking/biking field trips	0%	0
Incentives, games, or rewards for walking/biking	0%	0
Better snow/ice removal in winter	25%	2
School policy that encourages walking/biking	13%	1
More information about walking and biking routes	0%	0
Less traffic along route	25%	2
Slower car speeds along route	25%	2
Bullying, hate, and harassment prevention and bystander intervention training	0%	0
A school club or after-school program	0%	0
Crossing guards/student patrols/corner captains	38%	3
Access to a bike, bike lock, or secure bike parking	0%	0
Better/more lighting along route	0%	0
Total Respondents: 8		

Q14 How much does your child's school encourage walking and biking to/from school?

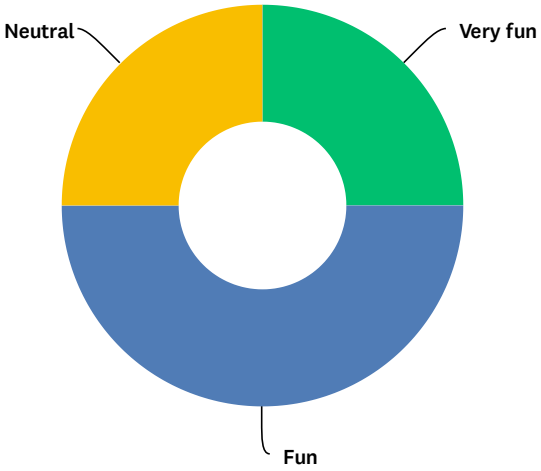
Answered: 8 Skipped: 2



ANSWER CHOICES	RESPONSES	
Strongly encourages	0%	0
Encourages	38%	3
Neutral	63%	5
Discourages	0%	0
Strongly discourages	0%	0
TOTAL		8

Q15 How much fun is walking or biking to/from school for your child?

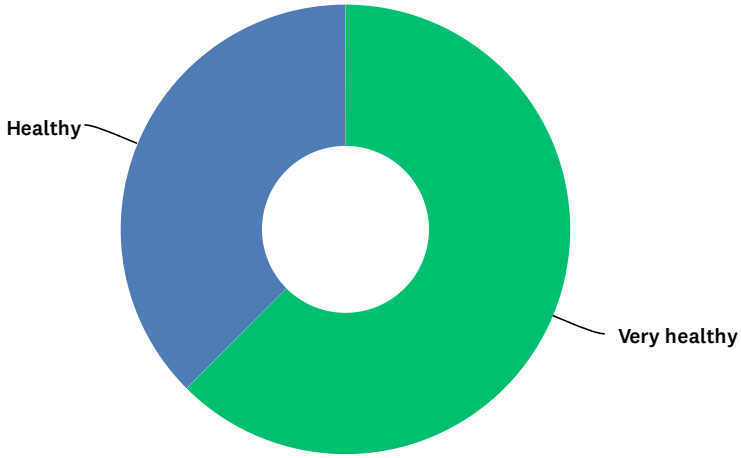
Answered: 8 Skipped: 2



ANSWER CHOICES	RESPONSES	
Very fun	25%	2
Fun	50%	4
Neutral	25%	2
Boring	0%	0
Very boring	0%	0
TOTAL		8

Q16 How healthy is walking or biking to/from school for your child?

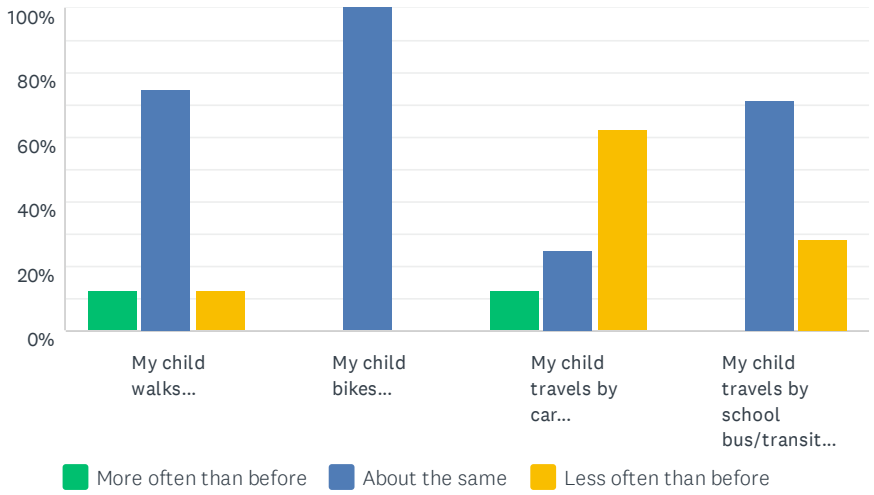
Answered: 8 Skipped: 2



ANSWER CHOICES	RESPONSES	
Very healthy	63%	5
Healthy	38%	3
Neutral	0%	0
Unhealthy	0%	0
Very unhealthy	0%	0
TOTAL		8

Q17 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

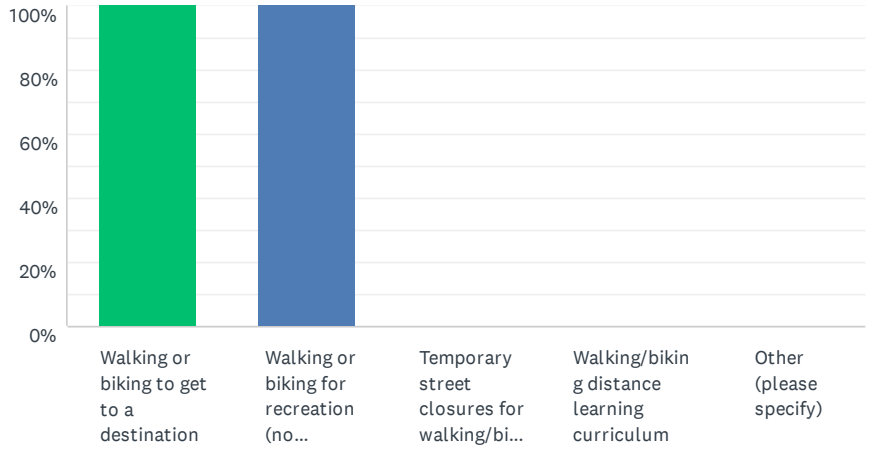
Answered: 8 Skipped: 2



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	13% 1	75% 6	13% 1	8
My child bikes...	0% 0	100% 8	0% 0	8
My child travels by car...	13% 1	25% 2	63% 5	8
My child travels by school bus/transit...	0% 0	71% 5	29% 2	7

Q18 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 6 Skipped: 4



ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	100%	6
Walking or biking for recreation (no destination)	100%	6
Temporary street closures for walking/biking	0%	0
Walking/biking distance learning curriculum	0%	0
Other (please specify)	0%	0
Total Respondents: 6		

Q19 To identify specific walking/biking routes, barriers, opportunities, and destinations at your child's school, visit the interactive project map:https://mnsaferoutesplanning.org/map/#/Please provide any additional comments below:

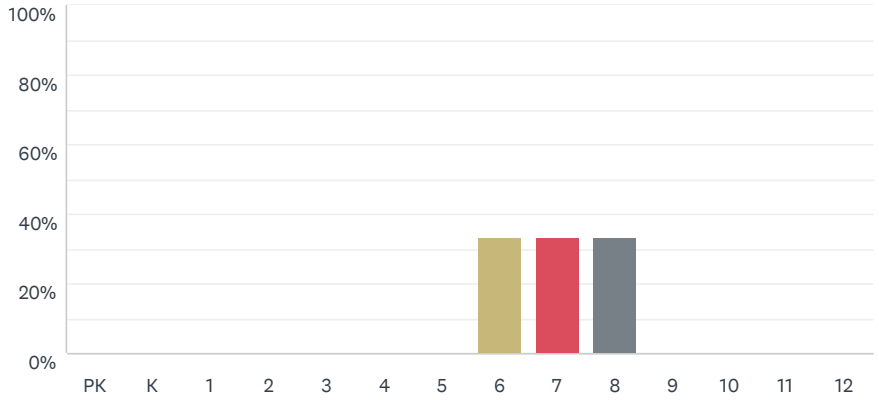
Answered: 1 Skipped: 9

#	RESPONSES	DATE
1	We could also use a sidewalk/biking trail between 169 and valleyfair along canterbury	10/15/2020 7:07 PM

Caregiver Survey About Walking and Biking to School

Q2 What is the grade of your child?

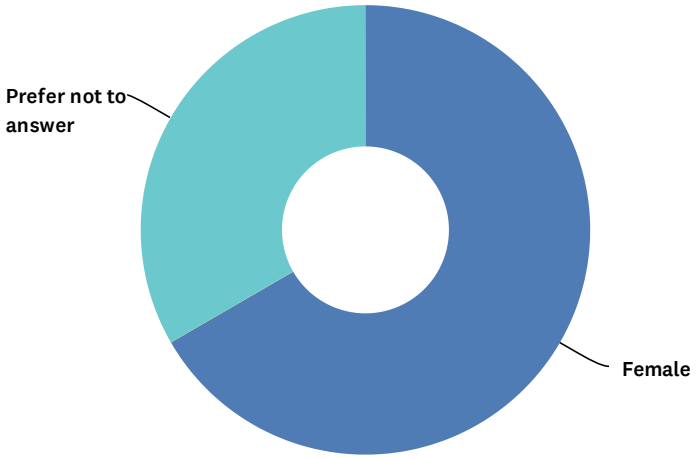
Answered: 3 Skipped: 2



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	0%	0
4	0%	0
5	0%	0
6	33%	1
7	33%	1
8	33%	1
9	0%	0
10	0%	0
11	0%	0
12	0%	0
TOTAL		3

Q3 What is the gender of your child?

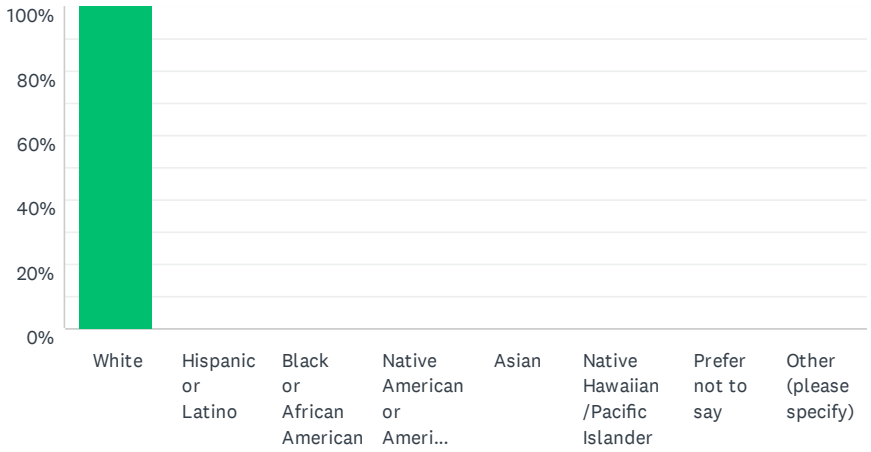
Answered: 3 Skipped: 2



ANSWER CHOICES	RESPONSES	
Male	0%	0
Female	67%	2
Other	0%	0
Prefer not to answer	33%	1
TOTAL		3

Q4 What is the race/ethnicity of your child? (check all that apply)

Answered: 3 Skipped: 2

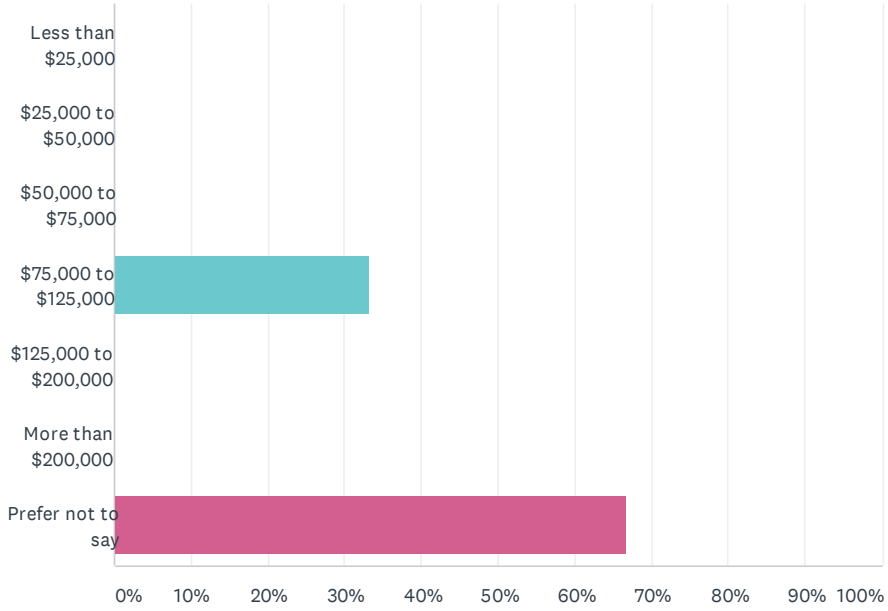


ANSWER CHOICES	RESPONSES	
White	100%	3
Hispanic or Latino	0%	0
Black or African American	0%	0
Native American or American Indian	0%	0
Asian	0%	0
Native Hawaiian/Pacific Islander	0%	0
Prefer not to say	0%	0
Other (please specify)	0%	0
Total Respondents: 3		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q5 What is your annual household income?

Answered: 3 Skipped: 2



ANSWER CHOICES	RESPONSES	
Less than $25,000	0%	0
$25,000 to $50,000	0%	0
$50,000 to $75,000	0%	0
$75,000 to $125,000	33%	1
$125,000 to $200,000	0%	0
More than $200,000	0%	0
Prefer not to say	67%	2
TOTAL		3

Q6 What language(s) do you speak at home? (check all that apply)

Answered: 3 Skipped: 2

ANSWER CHOICES	RESPONSES	
English	100%	3
Spanish	0%	0
Hmong	0%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0%	0
German	0%	0
Vietnamese	0%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0%	0
French (includes Patois and Cajun)	0%	0
Russian	0%	0
Laotian	0%	0
Arabic	0%	0
Amharic	0%	0
Hindi	0%	0
Kru, Ibo, Yoruba	0%	0
Korean	0%	0
Mon-Khmer, Cambodian	0%	0
Tagalog	0%	0
Telegu	0%	0
Norwegian	0%	0
Ojibwa	0%	0
Karen	0%	0
Swahili	0%	0
Other (please specify)	0%	0
Total Respondents: 3		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

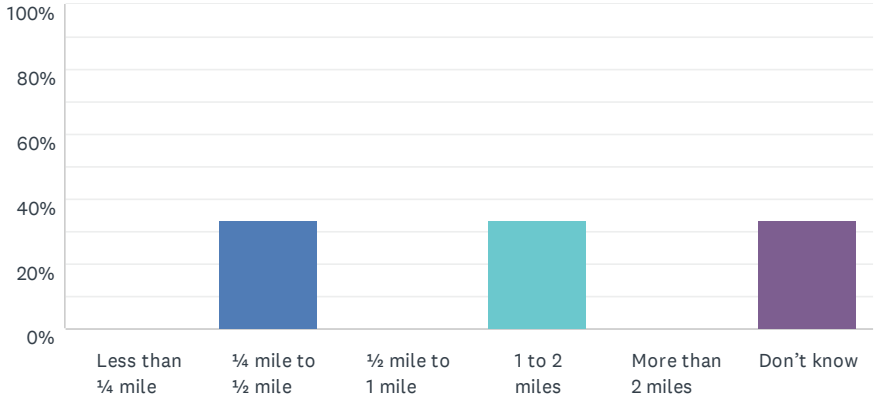
Q7 What is the street intersection nearest your home?

Answered: 2 Skipped: 3

NUMBER	STREET 1	STREET 2
1	Vierling	Heritage
2	Murphy	Heritage

Q8 How far does your child live from school?

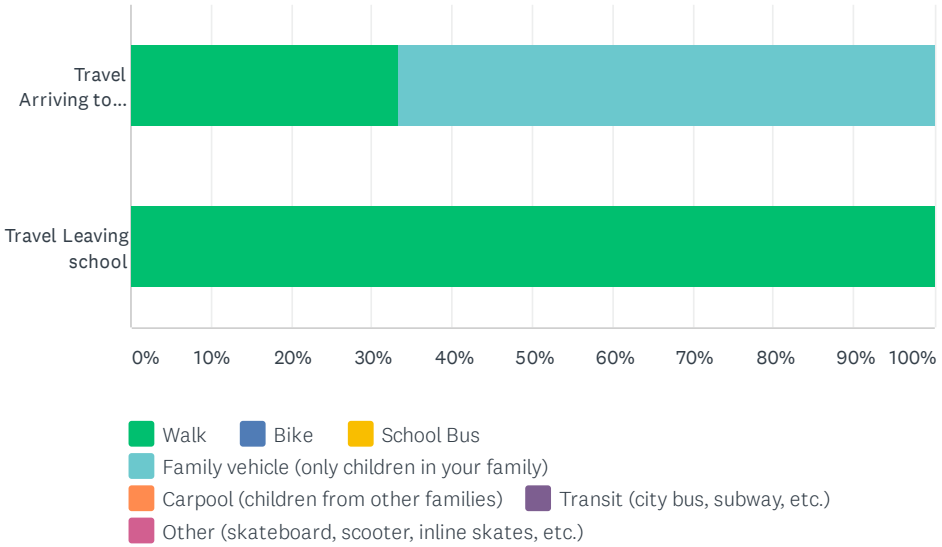
Answered: 3 Skipped: 2



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	0%	0
¼ mile to ½ mile	33%	1
½ mile to 1 mile	0%	0
1 to 2 miles	33%	1
More than 2 miles	0%	0
Don't know	33%	1
TOTAL		3

Q9 On most days, how does your child travel to and from school?

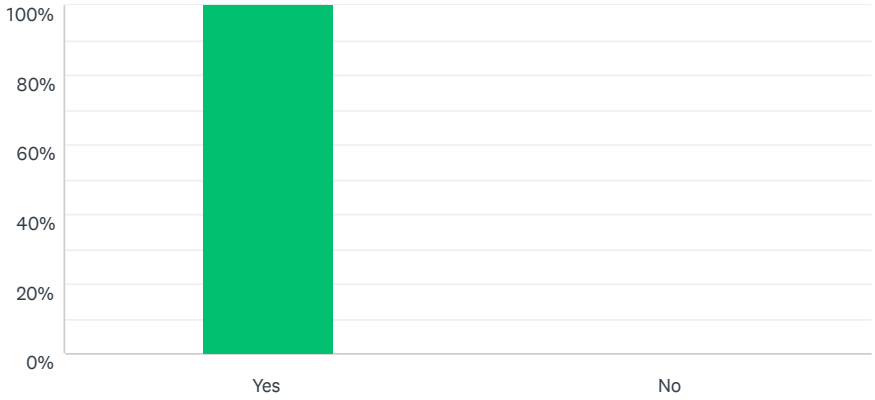
Answered: 3 Skipped: 2



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	33% 1	0% 0	0% 0	67% 2	0% 0	0% 0	0% 0	3
Travel Leaving school	100% 3	0% 0	0% 0	0% 0	0% 0	0% 0	0% 0	3

Q10 Has your child asked you permission to walk or bike to/from school in the last year?

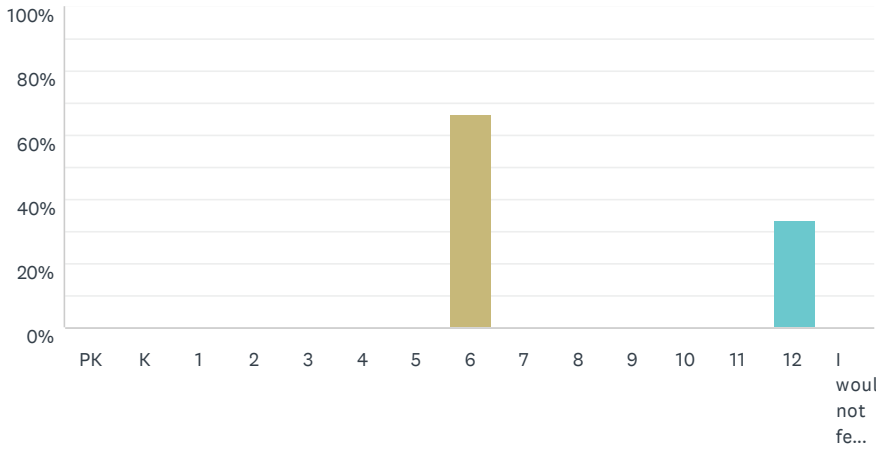
Answered: 2 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	100%	2
No	0%	0
TOTAL		2

Q11 At what grade would you allow your child to walk or bike to/from school without an adult?

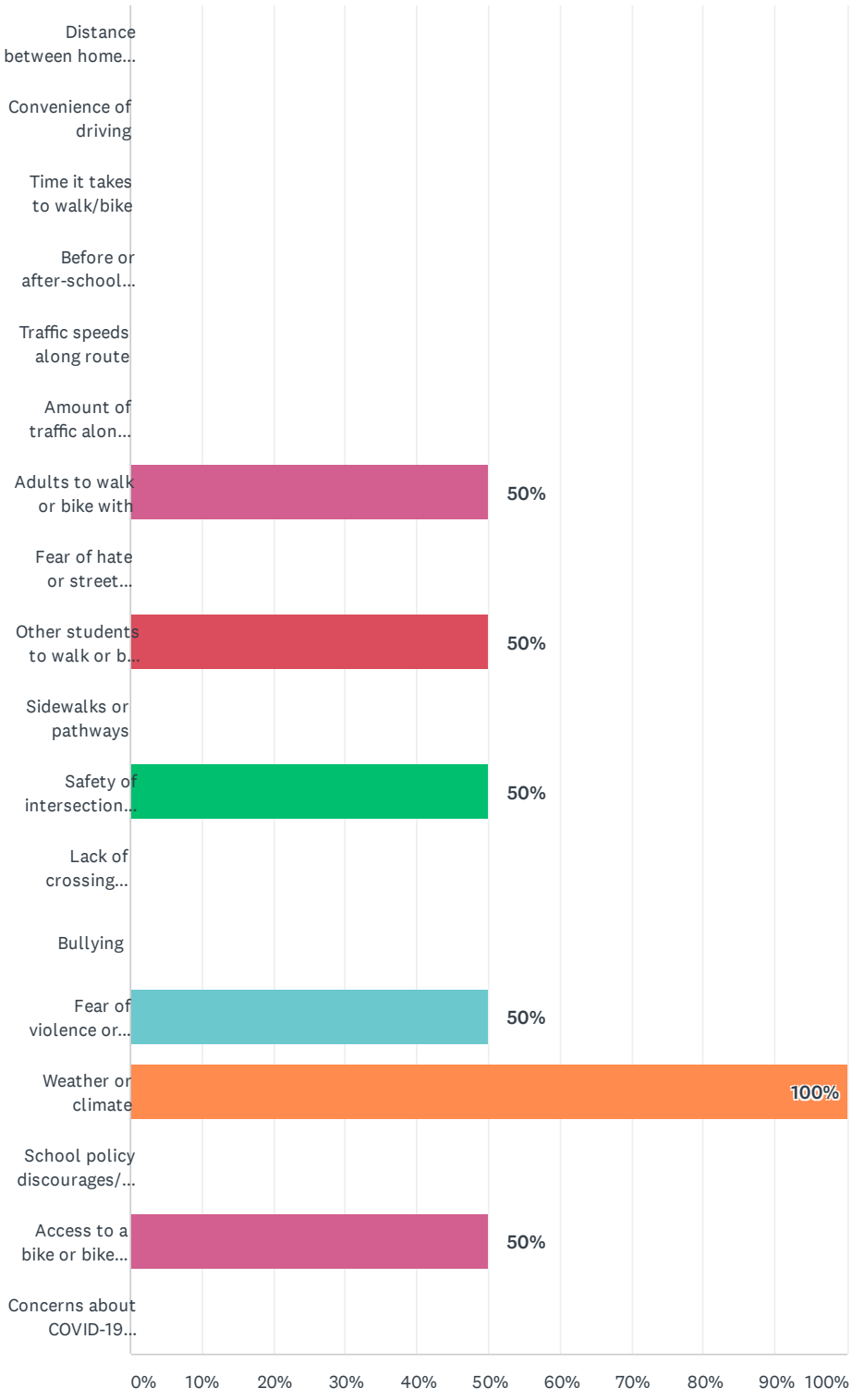
Answered: 3 Skipped: 2



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	0%	0
4	0%	0
5	0%	0
6	67%	2
7	0%	0
8	0%	0
9	0%	0
10	0%	0
11	0%	0
12	33%	1
I would not feel comfortable at any grade	0%	0
TOTAL		3

Q12 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 2 Skipped: 3

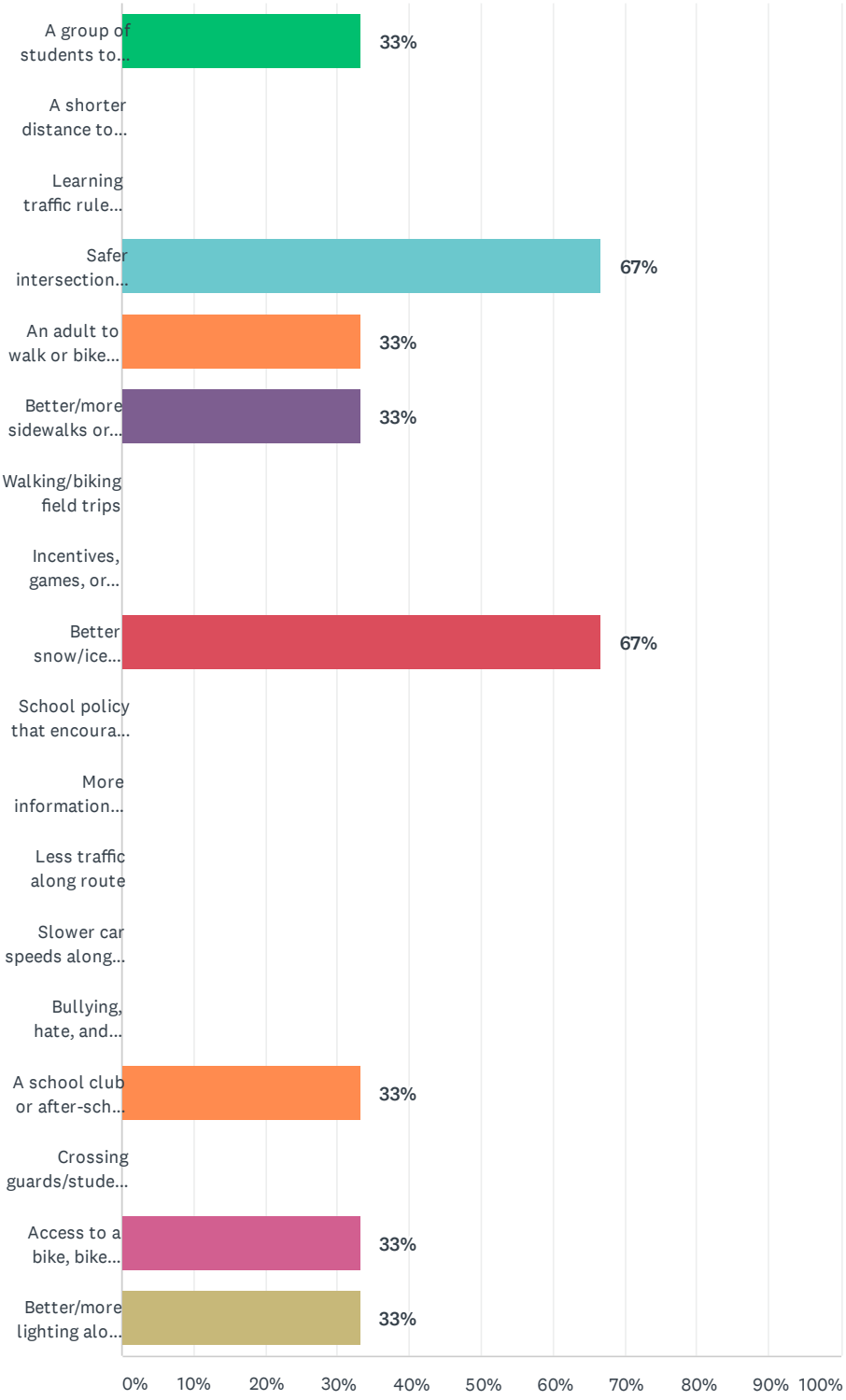


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
Distance between home and school	0%	0
Convenience of driving	0%	0
Time it takes to walk/bike	0%	0
Before or after-school activities	0%	0
Traffic speeds along route	0%	0
Amount of traffic along route	0%	0
Adults to walk or bike with	50%	1
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0%	0
Other students to walk or bike with	50%	1
Sidewalks or pathways	0%	0
Safety of intersections and crossings	50%	1
Lack of crossing guards/student patrols	0%	0
Bullying	0%	0
Fear of violence or crime	50%	1
Weather or climate	100%	2
School policy discourages/prohibits walking/biking	0%	0
Access to a bike or bike lock	50%	1
Concerns about COVID-19 transmission	0%	0
Total Respondents: 2		

Q13 What would help your child walk or bike to/from/at school more often? (check all that apply)

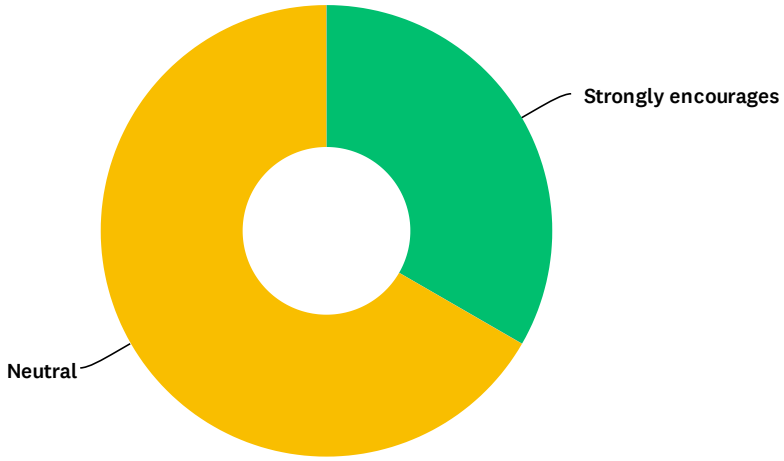
Answered: 3 Skipped: 2



ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	33%	1
A shorter distance to walk or bike	0%	0
Learning traffic rules and regulations and how to walk/bike safely	0%	0
Safer intersections/crossings	67%	2
An adult to walk or bike with	33%	1
Better/more sidewalks or pathways	33%	1
Walking/biking field trips	0%	0
Incentives, games, or rewards for walking/biking	0%	0
Better snow/ice removal in winter	67%	2
School policy that encourages walking/biking	0%	0
More information about walking and biking routes	0%	0
Less traffic along route	0%	0
Slower car speeds along route	0%	0
Bullying, hate, and harassment prevention and bystander intervention training	0%	0
A school club or after-school program	33%	1
Crossing guards/student patrols/corner captains	0%	0
Access to a bike, bike lock, or secure bike parking	33%	1
Better/more lighting along route	33%	1
Total Respondents: 3		

Q14 How much does your child's school encourage walking and biking to/from school?

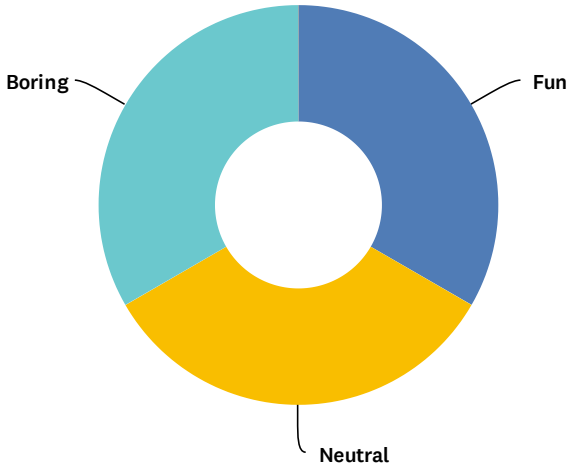
Answered: 3 Skipped: 2



ANSWER CHOICES	RESPONSES	
Strongly encourages	33%	1
Encourages	0%	0
Neutral	67%	2
Discourages	0%	0
Strongly discourages	0%	0
TOTAL		3

Q15 How much fun is walking or biking to/from school for your child?

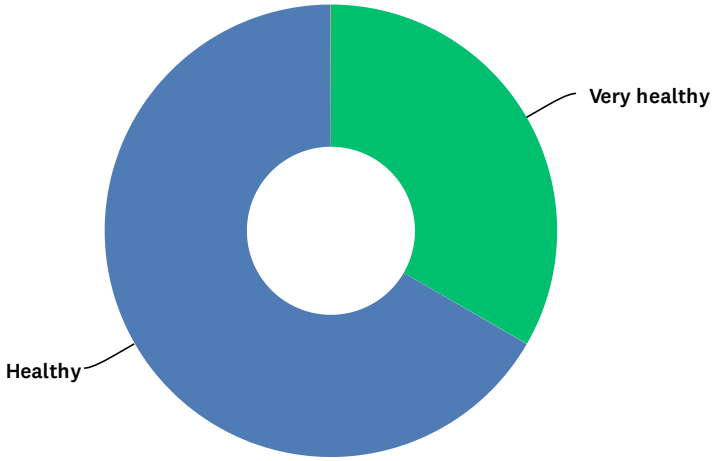
Answered: 3 Skipped: 2



ANSWER CHOICES	RESPONSES	
Very fun	0%	0
Fun	33%	1
Neutral	33%	1
Boring	33%	1
Very boring	0%	0
TOTAL		3

Q16 How healthy is walking or biking to/from school for your child?

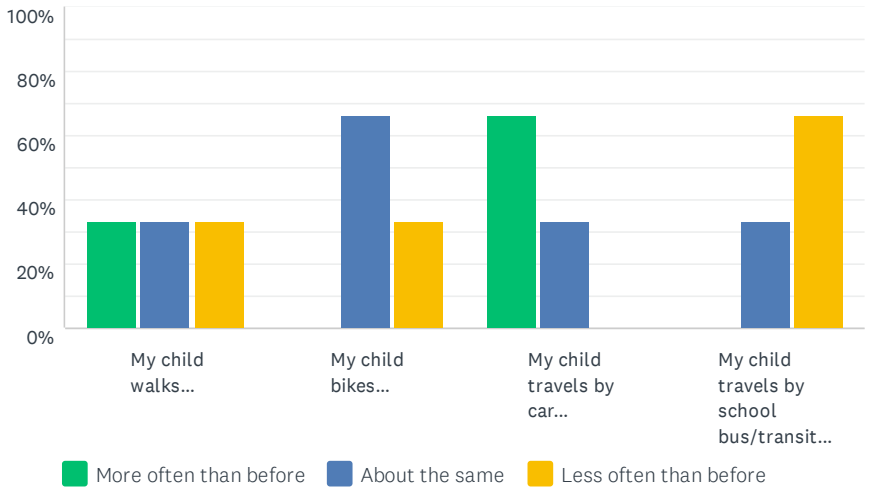
Answered: 3 Skipped: 2



ANSWER CHOICES	RESPONSES	
Very healthy	33%	1
Healthy	67%	2
Neutral	0%	0
Unhealthy	0%	0
Very unhealthy	0%	0
TOTAL		3

Q17 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

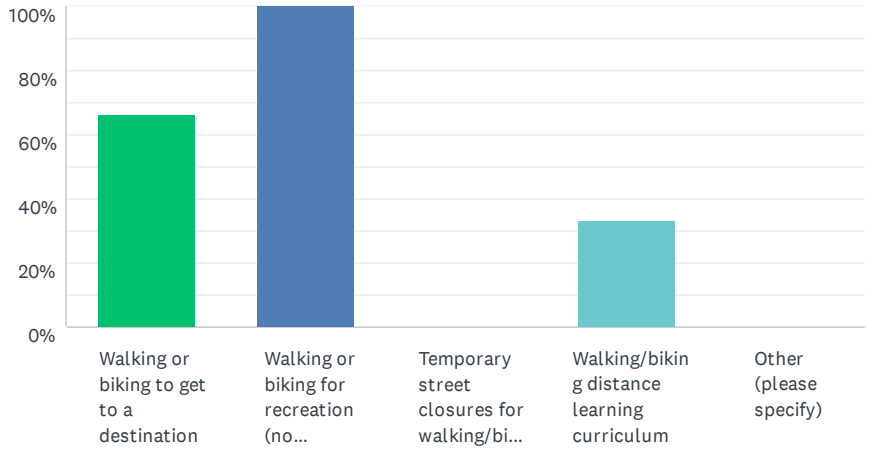
Answered: 3 Skipped: 2



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	33% 1	33% 1	33% 1	3
My child bikes...	0% 0	67% 2	33% 1	3
My child travels by car...	67% 2	33% 1	0% 0	3
My child travels by school bus/transit...	0% 0	33% 1	67% 2	3

Q18 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 3 Skipped: 2



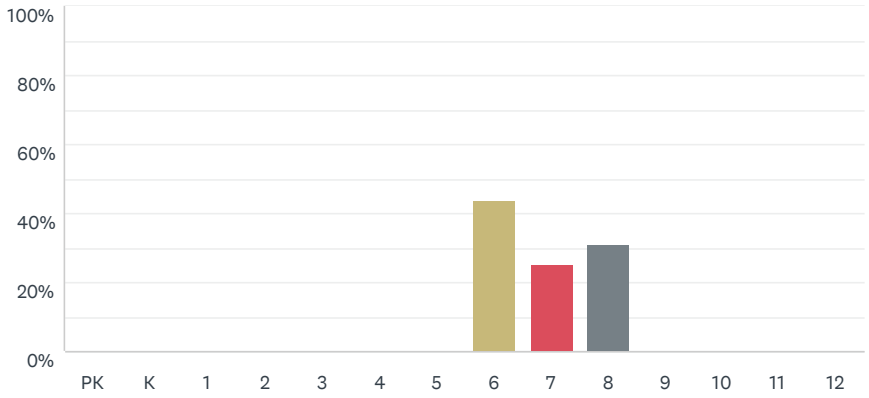
ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	67%	2
Walking or biking for recreation (no destination)	100%	3
Temporary street closures for walking/biking	0%	0
Walking/biking distance learning curriculum	33%	1
Other (please specify)	0%	0
Total Respondents: 3		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Caregiver Survey About Walking and Biking to School

Q2 What is the grade of your child?

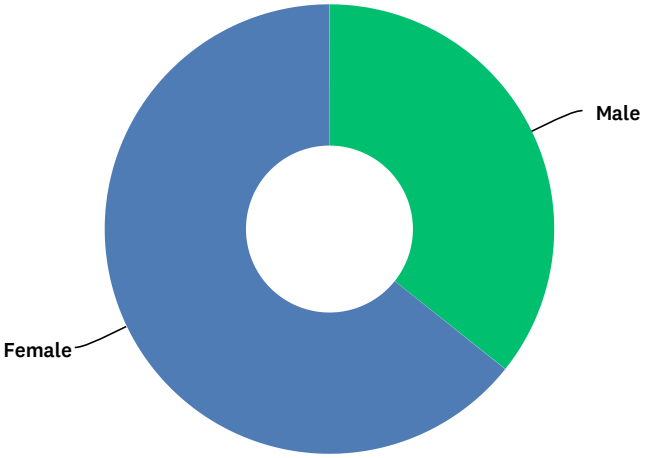
Answered: 16 Skipped: 2



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	0%	0
4	0%	0
5	0%	0
6	44%	7
7	25%	4
8	31%	5
9	0%	0
10	0%	0
11	0%	0
12	0%	0
TOTAL		16

Q3 What is the gender of your child?

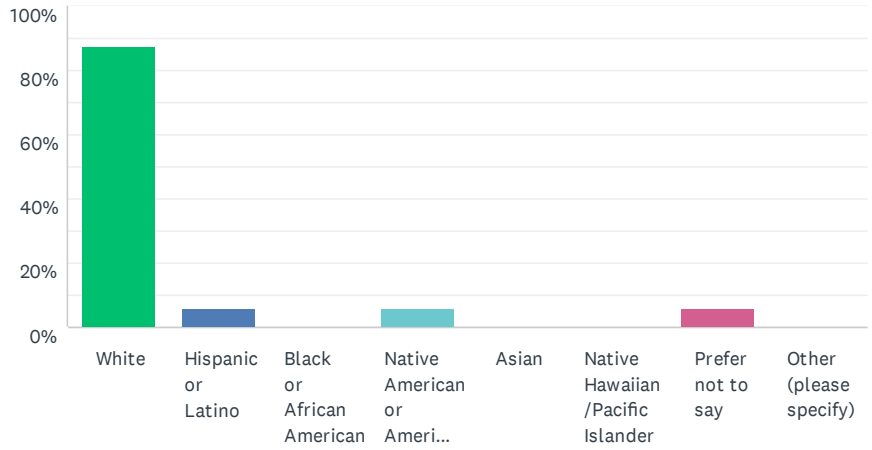
Answered: 14 Skipped: 4



ANSWER CHOICES	RESPONSES	
Male	36%	5
Female	64%	9
Other	0%	0
Prefer not to answer	0%	0
TOTAL		14

Q4 What is the race/ethnicity of your child? (check all that apply)

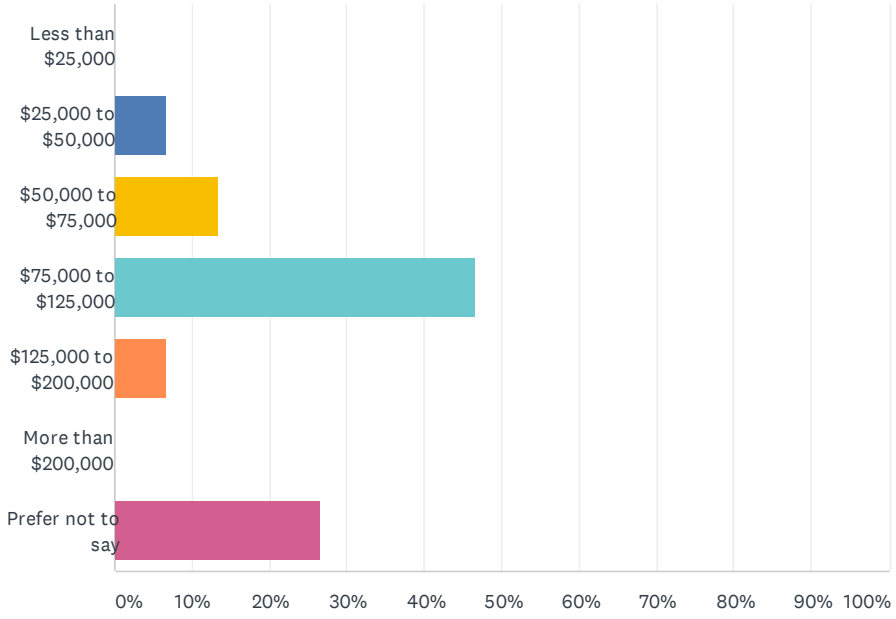
Answered: 16 Skipped: 2



ANSWER CHOICES	RESPONSES	
White	88%	14
Hispanic or Latino	6%	1
Black or African American	0%	0
Native American or American Indian	6%	1
Asian	0%	0
Native Hawaiian/Pacific Islander	0%	0
Prefer not to say	6%	1
Other (please specify)	0%	0
Total Respondents: 16		

Q5 What is your annual household income?

Answered: 15 Skipped: 3



ANSWER CHOICES	RESPONSES	
Less than $25,000	0%	0
$25,000 to $50,000	7%	1
$50,000 to $75,000	13%	2
$75,000 to $125,000	47%	7
$125,000 to $200,000	7%	1
More than $200,000	0%	0
Prefer not to say	27%	4
TOTAL		15

Q6 What language(s) do you speak at home? (check all that apply)

Answered: 16 Skipped: 2

ANSWER CHOICES	RESPONSES	
English	100%	16
Spanish	6%	1
Hmong	0%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0%	0
German	0%	0
Vietnamese	0%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0%	0
French (includes Patois and Cajun)	0%	0
Russian	0%	0
Laotian	0%	0
Arabic	0%	0
Amharic	0%	0
Hindi	0%	0
Kru, Ibo, Yoruba	0%	0
Korean	0%	0
Mon-Khmer, Cambodian	0%	0
Tagalog	0%	0
Telegu	0%	0
Norwegian	0%	0
Ojibwa	0%	0
Karen	0%	0
Swahili	0%	0
Other (please specify)	0%	0
Total Respondents: 16		

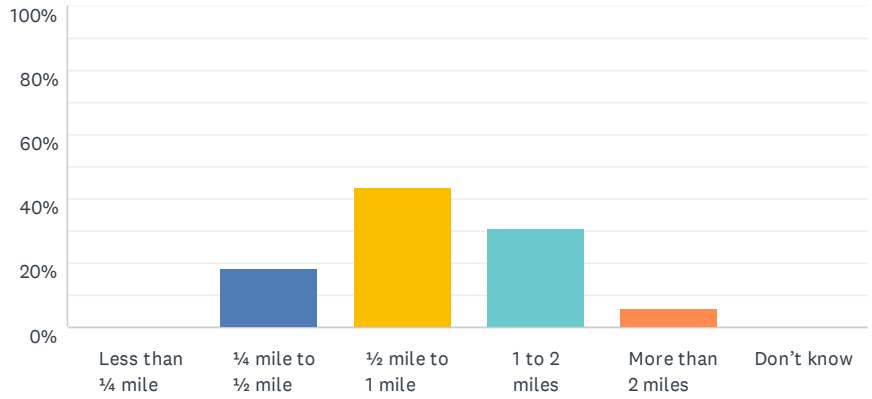
Q7 What is the street intersection nearest your home?

Answered: 15 Skipped: 3

NUMBER	STREET 1	STREET 2
1	10th Ave	Dakota St S
2	Spencer	Bluestem Ave
3	Spencer	Bluestem Ave
4	Sage Ln	Vierling
5	17th Ave	Spencer St
6	vierling	spencer
7	vierling	spencer
8	Vierling	Fuller
9	Sage Ln	Vierling Dr
10	Vierling	Sage
11	DAKOTA ST	MINNESOTA ST
12	Vierling Dr	Vierling Ct
13	10 street	Spenser
14	Mathis	Cardinal
15	78	Marschall Rd

Q8 How far does your child live from school?

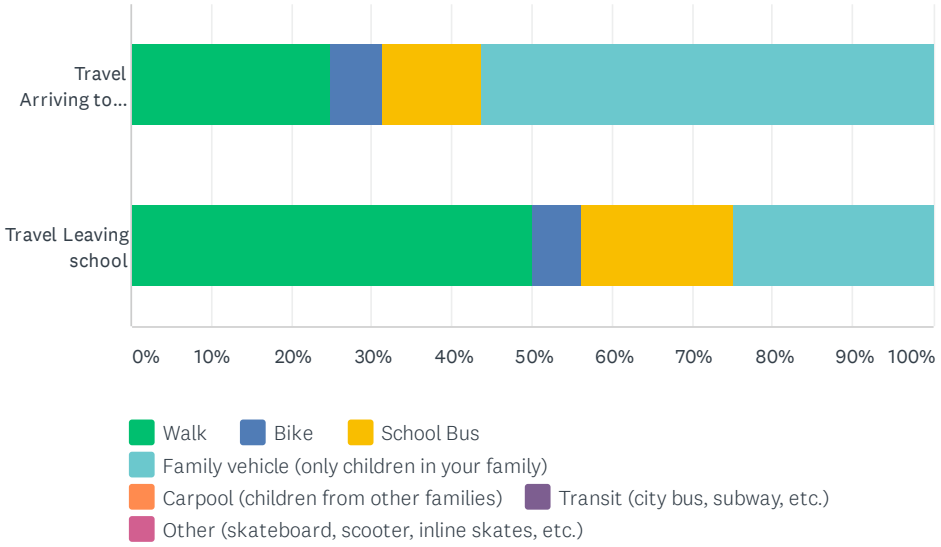
Answered: 16 Skipped: 2



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	0%	0
¼ mile to ½ mile	19%	3
½ mile to 1 mile	44%	7
1 to 2 miles	31%	5
More than 2 miles	6%	1
Don't know	0%	0
TOTAL		16

Q9 On most days, how does your child travel to and from school?

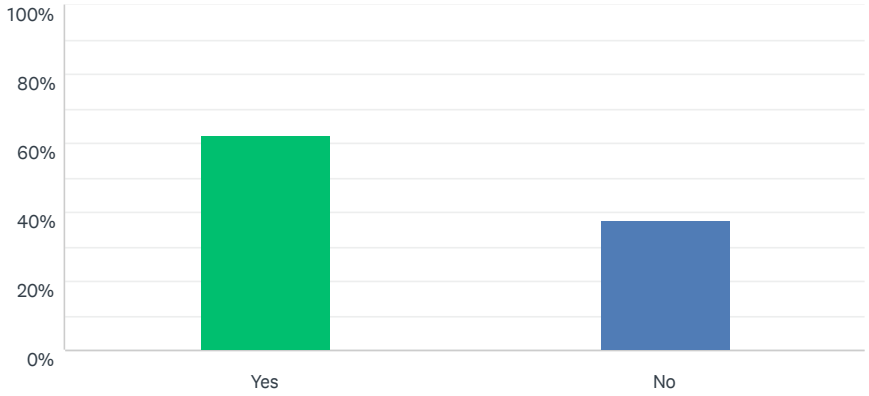
Answered: 16 Skipped: 2



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	25% 4	6% 1	13% 2	56% 9	0% 0	0% 0	0% 0	16
Travel Leaving school	50% 8	6% 1	19% 3	25% 4	0% 0	0% 0	0% 0	16

Q10 Has your child asked you permission to walk or bike to/from school in the last year?

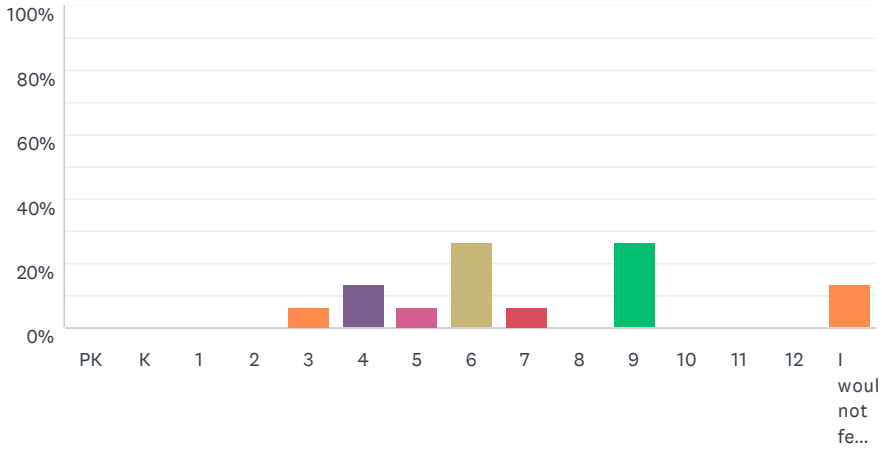
Answered: 16 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	63%	10
No	38%	6
TOTAL		16

Q11 At what grade would you allow your child to walk or bike to/from school without an adult?

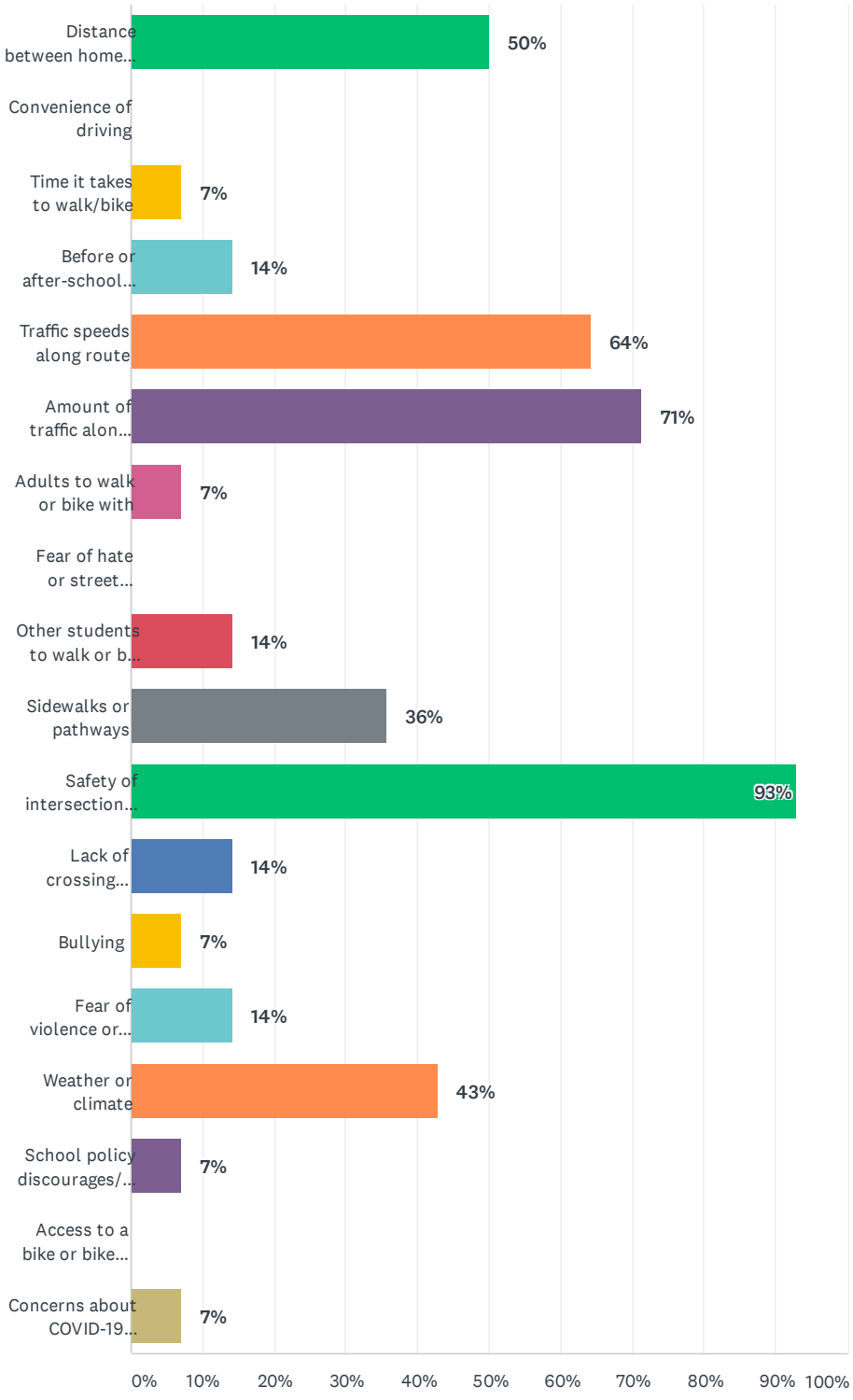
Answered: 15 Skipped: 3



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	7%	1
4	13%	2
5	7%	1
6	27%	4
7	7%	1
8	0%	0
9	27%	4
10	0%	0
11	0%	0
12	0%	0
I would not feel comfortable at any grade	13%	2
TOTAL		15

Q12 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 14 Skipped: 4

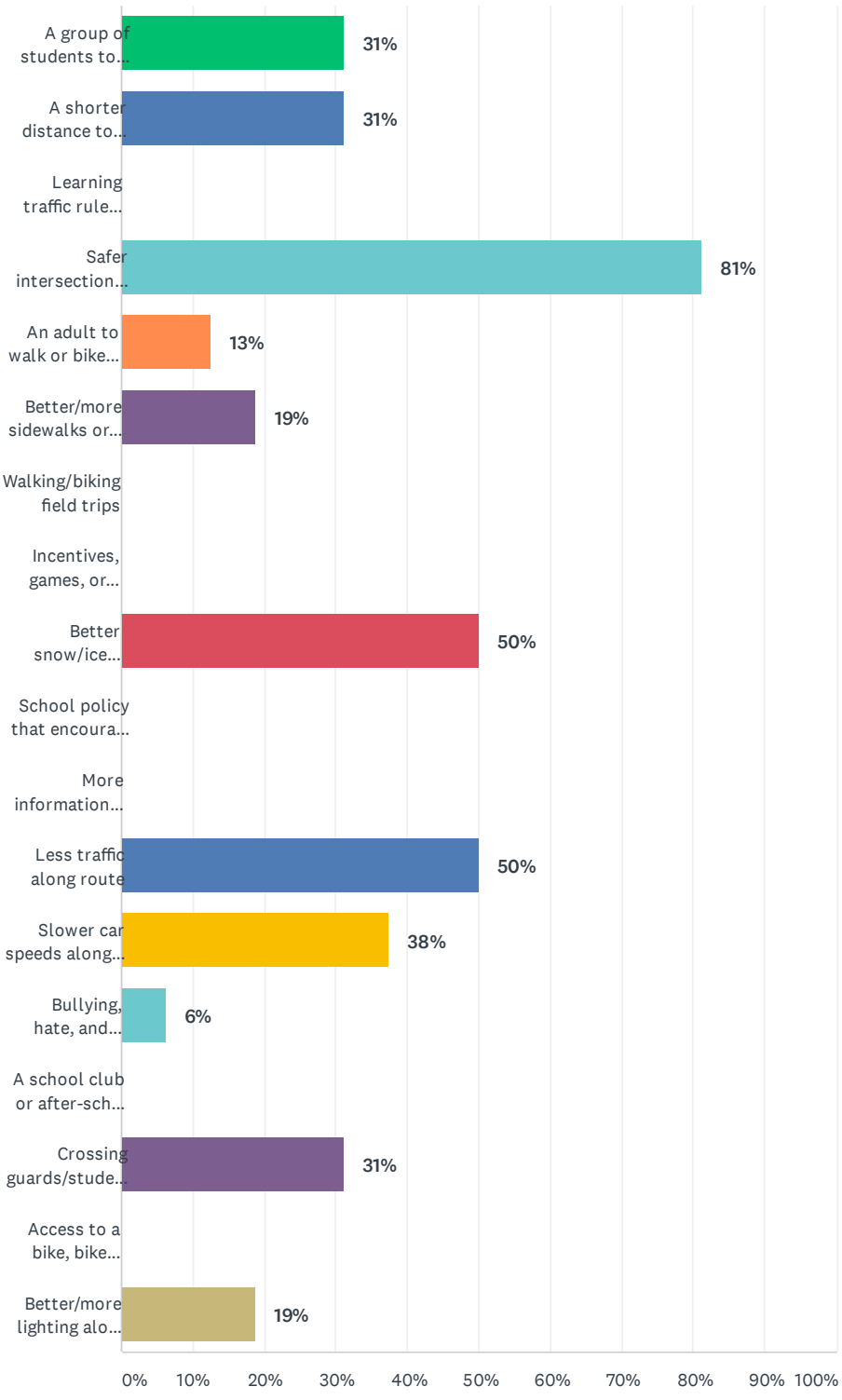


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
Distance between home and school	50%	7
Convenience of driving	0%	0
Time it takes to walk/bike	7%	1
Before or after-school activities	14%	2
Traffic speeds along route	64%	9
Amount of traffic along route	71%	10
Adults to walk or bike with	7%	1
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0%	0
Other students to walk or bike with	14%	2
Sidewalks or pathways	36%	5
Safety of intersections and crossings	93%	13
Lack of crossing guards/student patrols	14%	2
Bullying	7%	1
Fear of violence or crime	14%	2
Weather or climate	43%	6
School policy discourages/prohibits walking/biking	7%	1
Access to a bike or bike lock	0%	0
Concerns about COVID-19 transmission	7%	1
Total Respondents: 14		

Q13 What would help your child walk or bike to/from/at school more often? (check all that apply)

Answered: 16 Skipped: 2

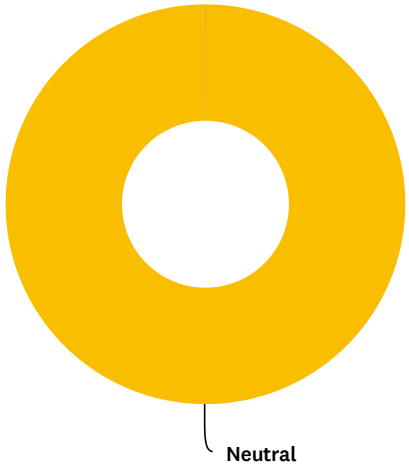


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	31%	5
A shorter distance to walk or bike	31%	5
Learning traffic rules and regulations and how to walk/bike safely	0%	0
Safer intersections/crossings	81%	13
An adult to walk or bike with	13%	2
Better/more sidewalks or pathways	19%	3
Walking/biking field trips	0%	0
Incentives, games, or rewards for walking/biking	0%	0
Better snow/ice removal in winter	50%	8
School policy that encourages walking/biking	0%	0
More information about walking and biking routes	0%	0
Less traffic along route	50%	8
Slower car speeds along route	38%	6
Bullying, hate, and harassment prevention and bystander intervention training	6%	1
A school club or after-school program	0%	0
Crossing guards/student patrols/corner captains	31%	5
Access to a bike, bike lock, or secure bike parking	0%	0
Better/more lighting along route	19%	3
Total Respondents: 16		

Q14 How much does your child's school encourage walking and biking to/from school?

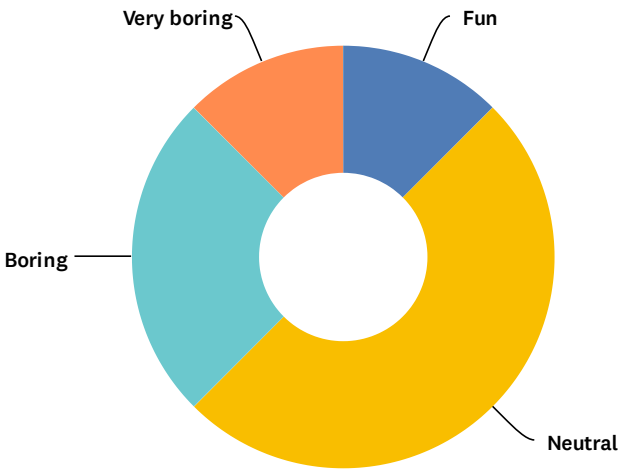
Answered: 15 Skipped: 3



ANSWER CHOICES	RESPONSES	
Strongly encourages	0%	0
Encourages	0%	0
Neutral	100%	15
Discourages	0%	0
Strongly discourages	0%	0
TOTAL		15

Q15 How much fun is walking or biking to/from school for your child?

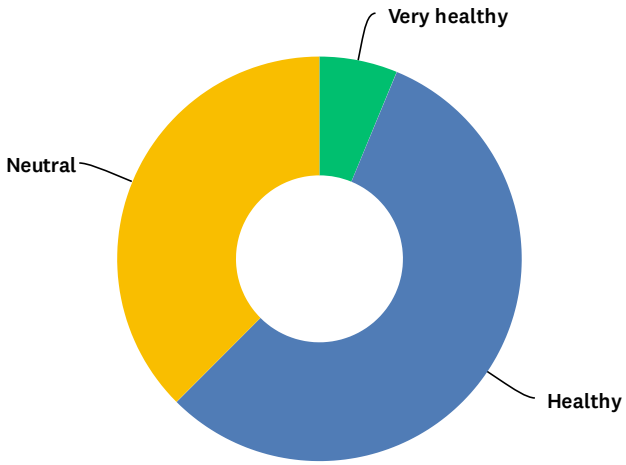
Answered: 16 Skipped: 2



ANSWER CHOICES	RESPONSES	
Very fun	0%	0
Fun	13%	2
Neutral	50%	8
Boring	25%	4
Very boring	13%	2
TOTAL		16

Q16 How healthy is walking or biking to/from school for your child?

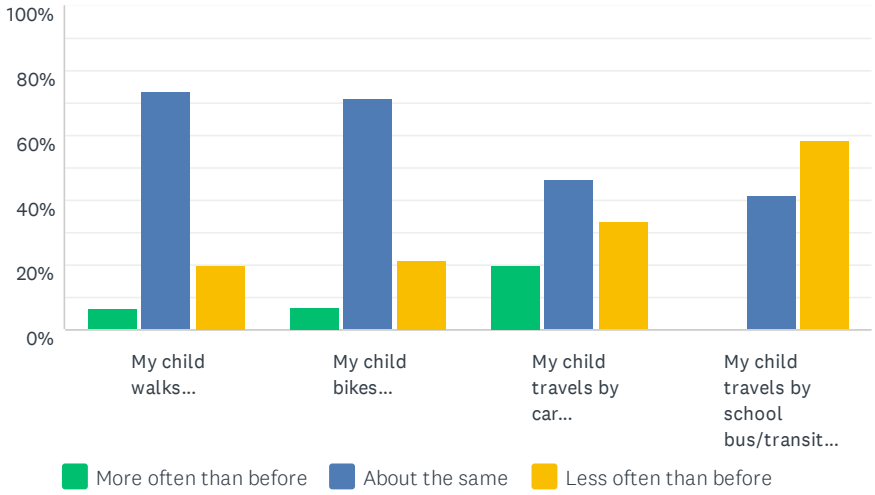
Answered: 16 Skipped: 2



ANSWER CHOICES	RESPONSES	
Very healthy	6%	1
Healthy	56%	9
Neutral	38%	6
Unhealthy	0%	0
Very unhealthy	0%	0
TOTAL		16

Q17 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

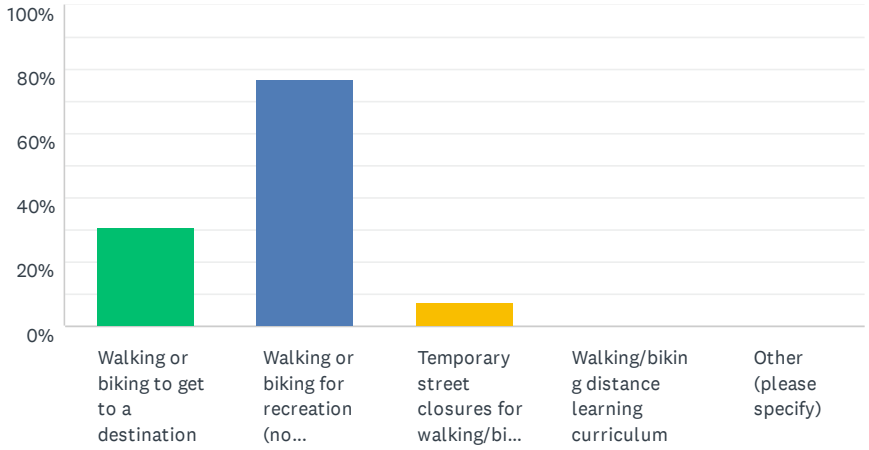
Answered: 15 Skipped: 3



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	7% 1	73% 11	20% 3	15
My child bikes...	7% 1	71% 10	21% 3	14
My child travels by car...	20% 3	47% 7	33% 5	15
My child travels by school bus/transit...	0% 0	42% 5	58% 7	12

Q18 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 13 Skipped: 5



ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	31%	4
Walking or biking for recreation (no destination)	77%	10
Temporary street closures for walking/biking	8%	1
Walking/biking distance learning curriculum	0%	0
Other (please specify)	0%	0
Total Respondents: 13		

Q19 To identify specific walking/biking routes, barriers, opportunities, and destinations at your child's school, visit the interactive project map:https://mnsaferoutesplanning.org/map/#/Please provide any additional comments below:

Answered: 4 Skipped: 14

#	RESPONSES	DATE
1	The round about on spencer/vierling is not safe. Cars speed and don't stop and its far to dark in the morning for these kids to be crossing. Also, when it snows the sidewalks are not cleared fast enough. Sometimes days...if you make our kids walk, at least provide them with a safe route.	10/29/2020 10:14 PM
2	Shakopee should change its bussing radius to provide more students rides. My son has to go through the round a bout at vierling and Spencer on his way home. That is a huge hazard, a grown woman was the victim of a hit and run there! It is not safe for middle school students to cross. there's needs to be a crosswalk with a light. Also, we are .9 miles from school we should get bussing. When not in distance learning my son has to walk home, we can't pick him up. The Roundabout is not safe!!!!!!	10/27/2020 10:34 AM
3	I am very upset that my child has to walk to school - alone - a distance of .999 so he's been deemed ineligible to ride a bus that picks up five houses away from ours on sidewalks that are not plowed, cars speeding and barely stopping if at all for pedestrians and again, ALONE. So upset with Shakopee schools and the busing policy. It's ridiculous. You do not take our children's safety seriously.	10/27/2020 10:12 AM
4	The roundabout on Spencer St and Vierling is a death trap!! Cars do not stop for students trying to cross on Spencer or on vierling!!!!!	10/27/2020 9:58 AM

Caregiver Survey About Walking and Biking to School

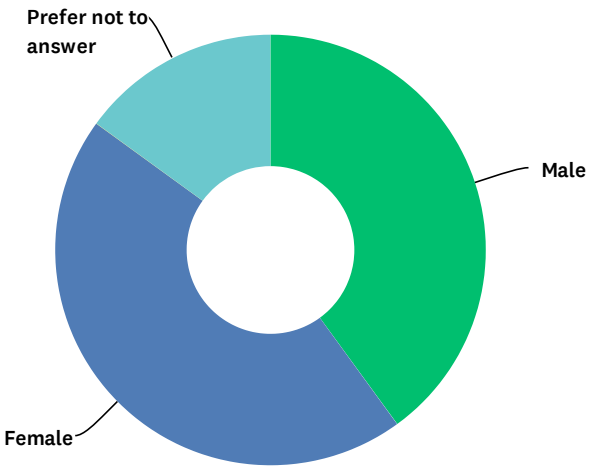
Q2 What is the grade of your child?

Answered: 20 Skipped: 7

ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	0%	0
4	0%	0
5	0%	0
6	0%	0
7	0%	0
8	0%	0
9	25%	5
10	50%	10
11	10%	2
12	15%	3
TOTAL		20

Q3 What is the gender of your child?

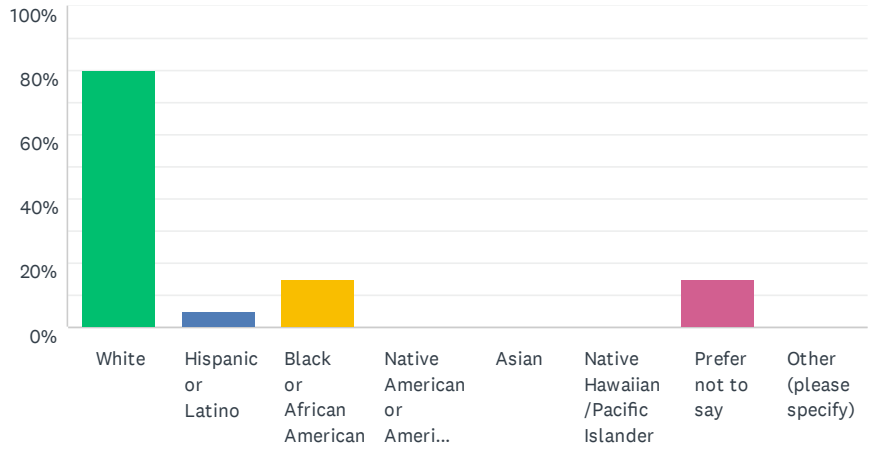
Answered: 20 Skipped: 7



ANSWER CHOICES	RESPONSES	
Male	40%	8
Female	45%	9
Other	0%	0
Prefer not to answer	15%	3
TOTAL		20

Q4 What is the race/ethnicity of your child? (check all that apply)

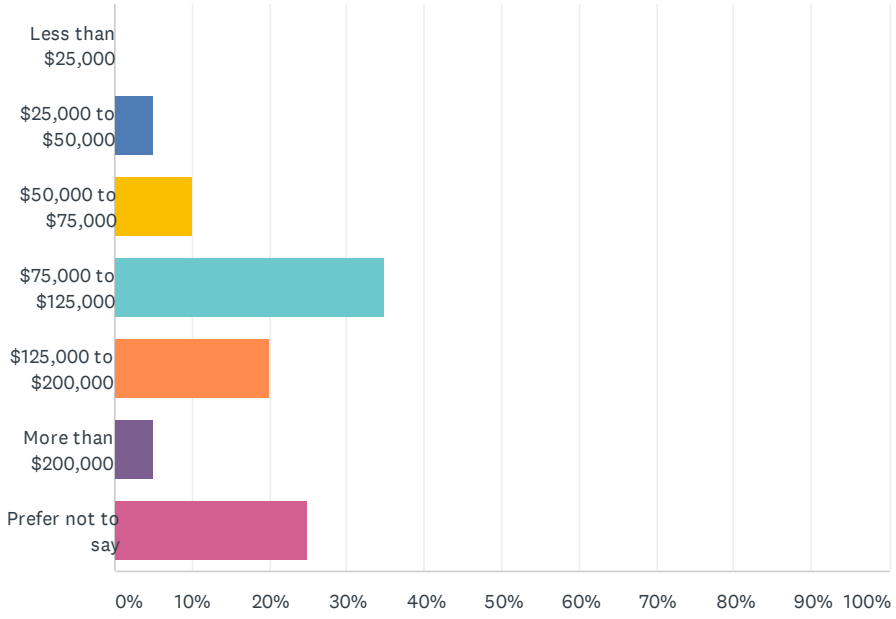
Answered: 20 Skipped: 7



ANSWER CHOICES	RESPONSES	
White	80%	16
Hispanic or Latino	5%	1
Black or African American	15%	3
Native American or American Indian	0%	0
Asian	0%	0
Native Hawaiian/Pacific Islander	0%	0
Prefer not to say	15%	3
Other (please specify)	0%	0
Total Respondents: 20		

Q5 What is your annual household income?

Answered: 20 Skipped: 7



ANSWER CHOICES	RESPONSES	
Less than $25,000	0%	0
$25,000 to $50,000	5%	1
$50,000 to $75,000	10%	2
$75,000 to $125,000	35%	7
$125,000 to $200,000	20%	4
More than $200,000	5%	1
Prefer not to say	25%	5
TOTAL		20

Q6 What language(s) do you speak at home? (check all that apply)

Answered: 20 Skipped: 7

ANSWER CHOICES	RESPONSES	
English	95%	19
Spanish	5%	1
Hmong	0%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0%	0
German	0%	0
Vietnamese	0%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0%	0
French (includes Patois and Cajun)	0%	0
Russian	0%	0
Laotian	0%	0
Arabic	0%	0
Amharic	0%	0
Hindi	0%	0
Kru, Ibo, Yoruba	0%	0
Korean	0%	0
Mon-Khmer, Cambodian	0%	0
Tagalog	0%	0
Telegu	0%	0
Norwegian	0%	0
Ojibwa	0%	0
Karen	0%	0
Swahili	0%	0
Other (please specify)	0%	0
Total Respondents: 20		

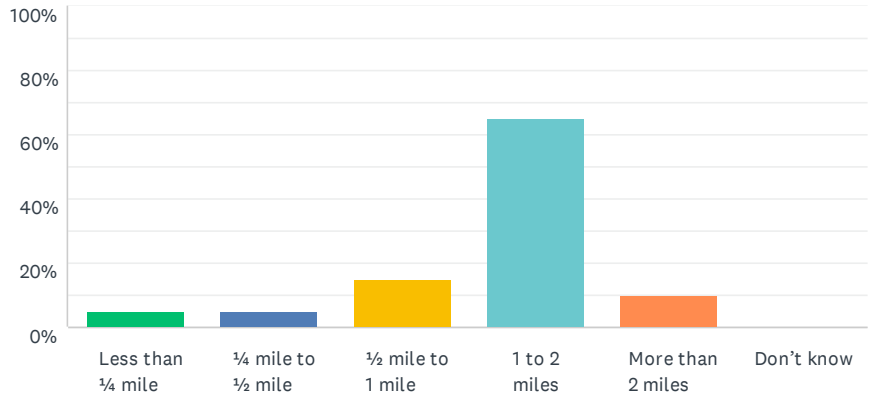
Q7 What is the street intersection nearest your home?

Answered: 18 Skipped: 9

NUMBER	STREET 1	STREET 2
1	Fuller Street	Monnens Ave.
2	Spencer	Bluestem Ave
3	17th Ave	Marschall
4	12th	Monroe
5	Valley View Road	17th Avenue
6	Marshall	
7	Fuller	17th
8	Quail	Groveland way
9	17th Ave	Marystown road
10	Vierling Dr	Swift St
11	Providence Dr	Countryside Dr
12	Naumkeag	10th
13	Westchester Ave	Bernese Pl
14	England	17th Ave
15	Cambridge Way	Fairhaven Drive
16	Mooers	Mathias
17	Van Buren Street	11th Avenue
18	Coneflower	Woodland

Q8 How far does your child live from school?

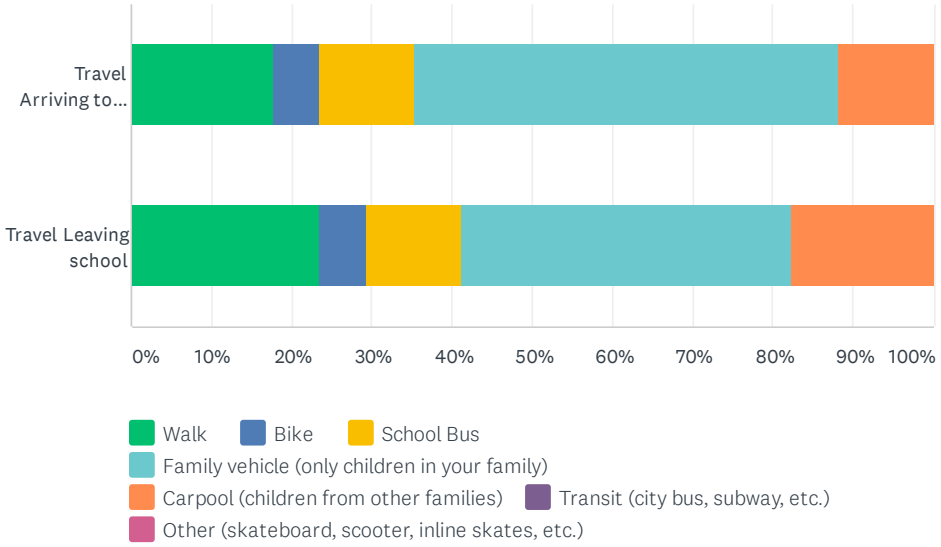
Answered: 20 Skipped: 7



ANSWER CHOICES	RESPONSES	
Less than ¼ mile	5%	1
¼ mile to ½ mile	5%	1
½ mile to 1 mile	15%	3
1 to 2 miles	65%	13
More than 2 miles	10%	2
Don't know	0%	0
TOTAL		20

Q9 On most days, how does your child travel to and from school?

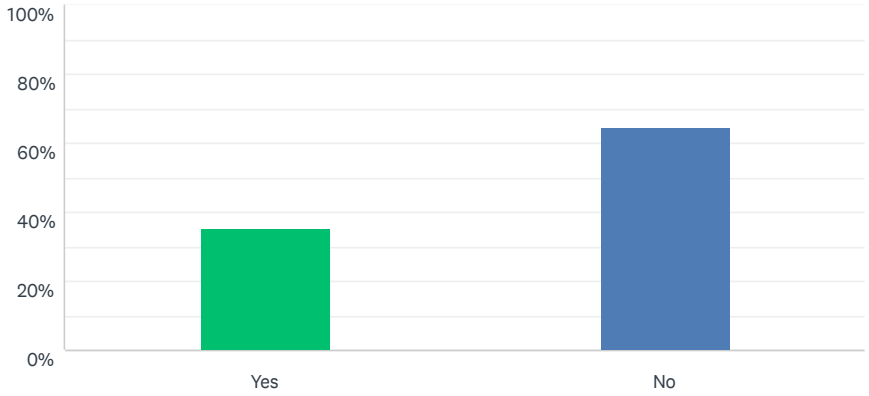
Answered: 17 Skipped: 10



	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	18% 3	6% 1	12% 2	53% 9	12% 2	0% 0	0% 0	17
Travel Leaving school	24% 4	6% 1	12% 2	41% 7	18% 3	0% 0	0% 0	17

Q10 Has your child asked you permission to walk or bike to/from school in the last year?

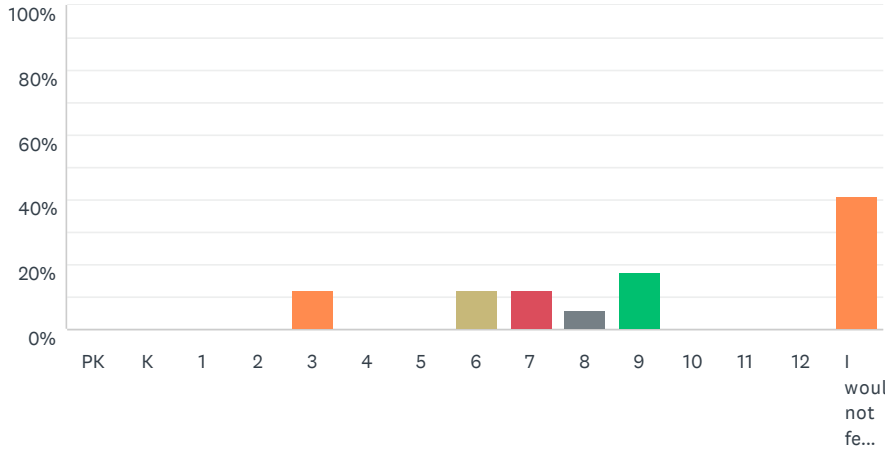
Answered: 17 Skipped: 10



ANSWER CHOICES	RESPONSES	
Yes	35%	6
No	65%	11
TOTAL		17

Q11 At what grade would you allow your child to walk or bike to/from school without an adult?

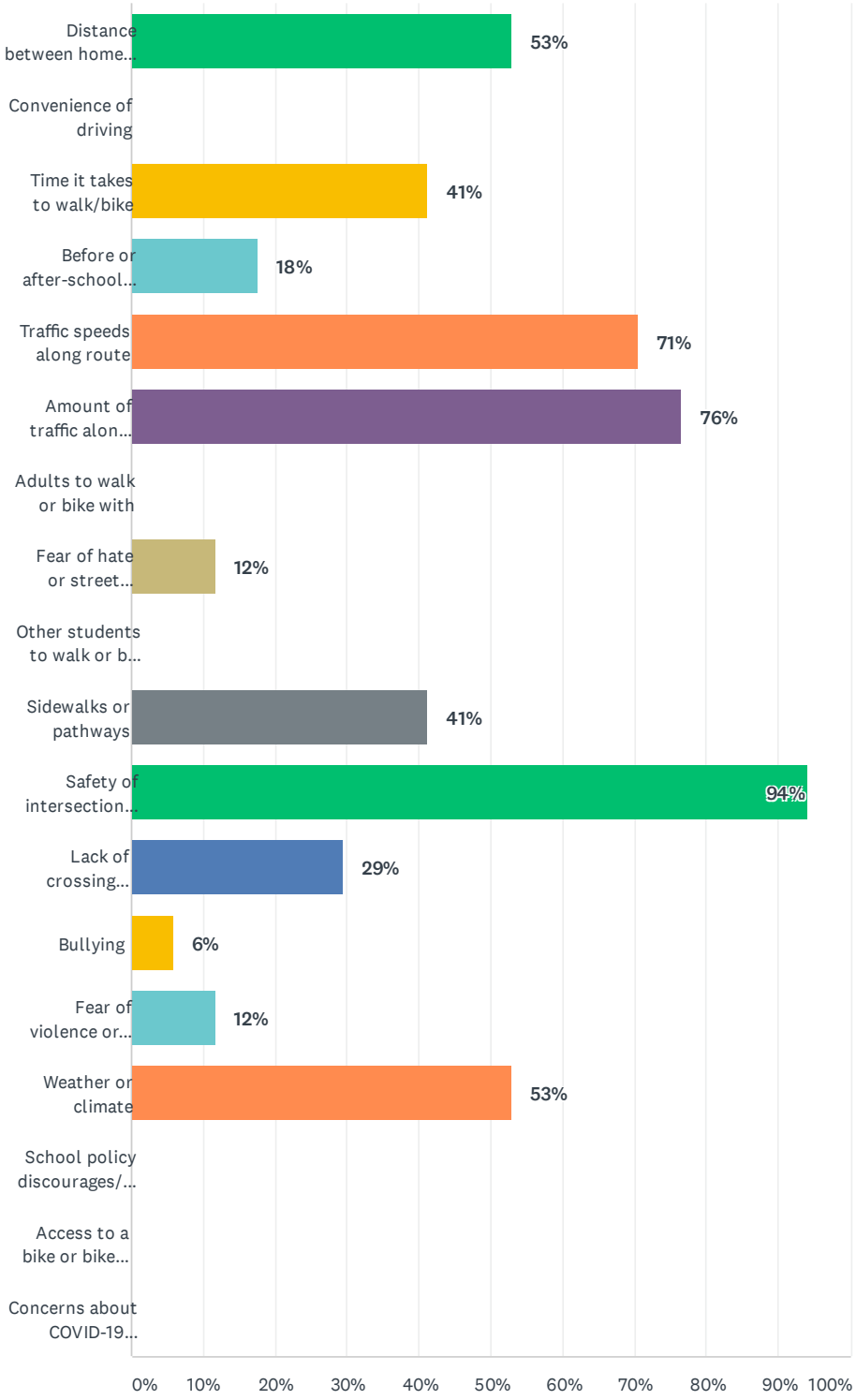
Answered: 17 Skipped: 10



ANSWER CHOICES	RESPONSES	
PK	0%	0
K	0%	0
1	0%	0
2	0%	0
3	12%	2
4	0%	0
5	0%	0
6	12%	2
7	12%	2
8	6%	1
9	18%	3
10	0%	0
11	0%	0
12	0%	0
I would not feel comfortable at any grade	41%	7
TOTAL		17

Q12 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 17 Skipped: 10

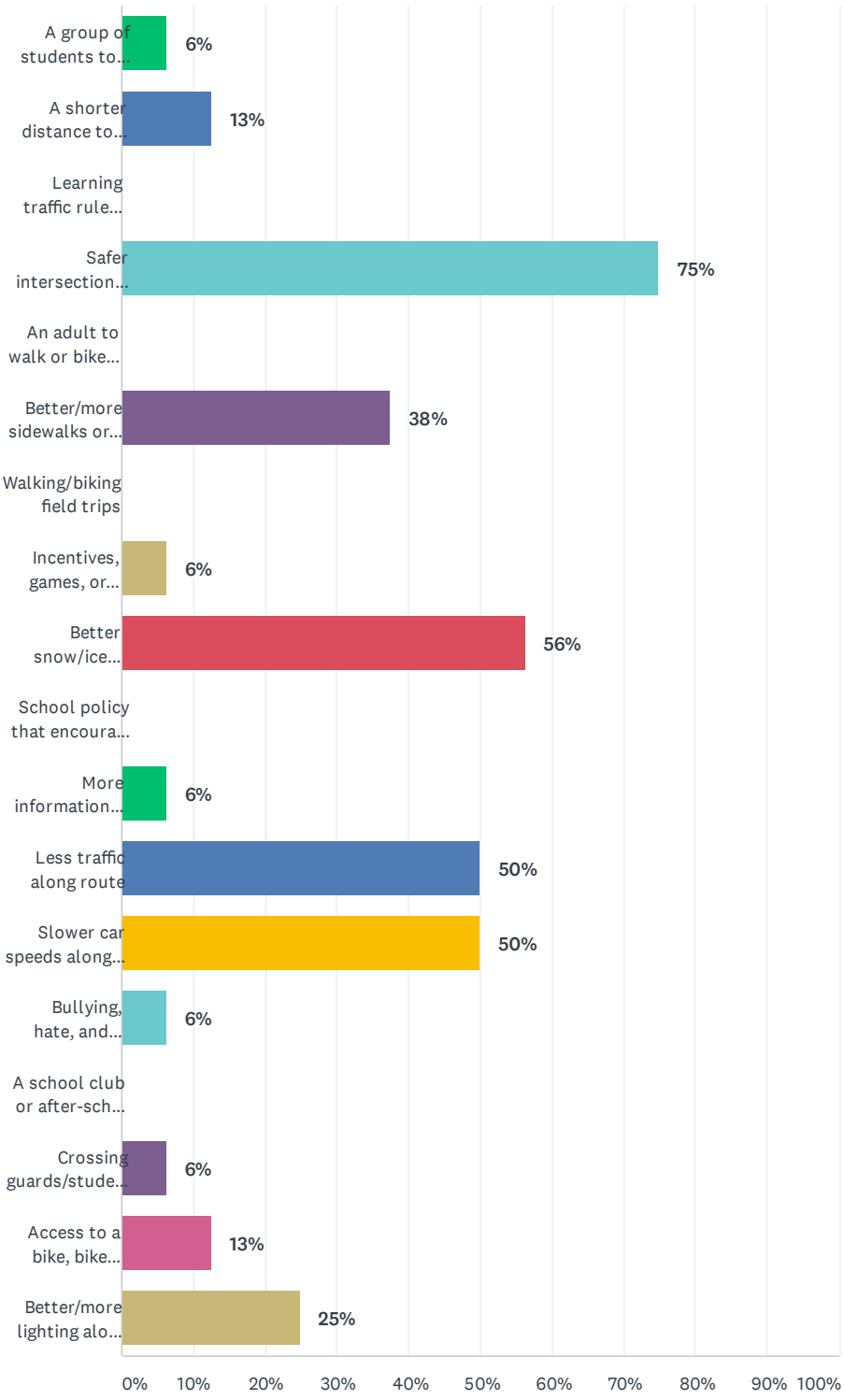


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
Distance between home and school	53%	9
Convenience of driving	0%	0
Time it takes to walk/bike	41%	7
Before or after-school activities	18%	3
Traffic speeds along route	71%	12
Amount of traffic along route	76%	13
Adults to walk or bike with	0%	0
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	12%	2
Other students to walk or bike with	0%	0
Sidewalks or pathways	41%	7
Safety of intersections and crossings	94%	16
Lack of crossing guards/student patrols	29%	5
Bullying	6%	1
Fear of violence or crime	12%	2
Weather or climate	53%	9
School policy discourages/prohibits walking/biking	0%	0
Access to a bike or bike lock	0%	0
Concerns about COVID-19 transmission	0%	0
Total Respondents: 17		

Q13 What would help your child walk or bike to/from/at school more often? (check all that apply)

Answered: 16 Skipped: 11

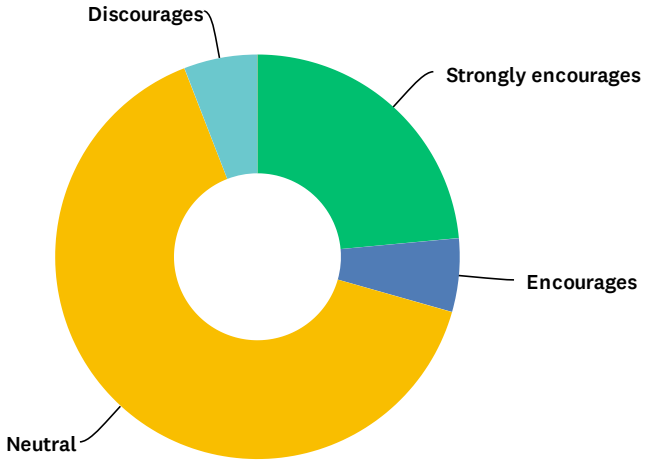


Caregiver Survey About Walking and Biking to School

ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	6%	1
A shorter distance to walk or bike	13%	2
Learning traffic rules and regulations and how to walk/bike safely	0%	0
Safer intersections/crossings	75%	12
An adult to walk or bike with	0%	0
Better/more sidewalks or pathways	38%	6
Walking/biking field trips	0%	0
Incentives, games, or rewards for walking/biking	6%	1
Better snow/ice removal in winter	56%	9
School policy that encourages walking/biking	0%	0
More information about walking and biking routes	6%	1
Less traffic along route	50%	8
Slower car speeds along route	50%	8
Bullying, hate, and harassment prevention and bystander intervention training	6%	1
A school club or after-school program	0%	0
Crossing guards/student patrols/corner captains	6%	1
Access to a bike, bike lock, or secure bike parking	13%	2
Better/more lighting along route	25%	4
Total Respondents: 16		

Q14 How much does your child's school encourage walking and biking to/from school?

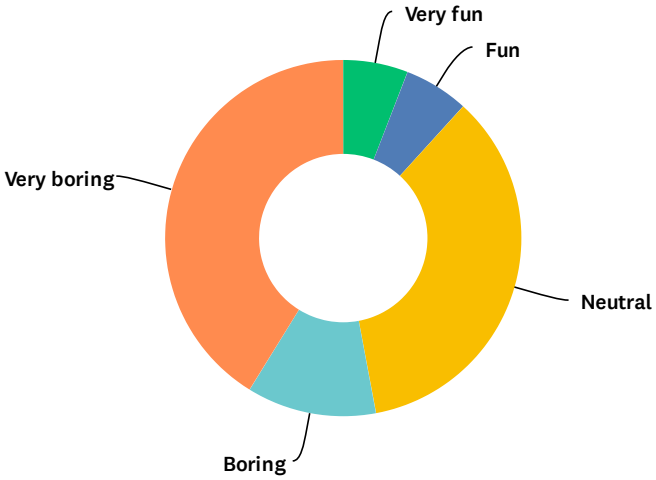
Answered: 17 Skipped: 10



ANSWER CHOICES	RESPONSES	
Strongly encourages	24%	4
Encourages	6%	1
Neutral	65%	11
Discourages	6%	1
Strongly discourages	0%	0
TOTAL		17

Q15 How much fun is walking or biking to/from school for your child?

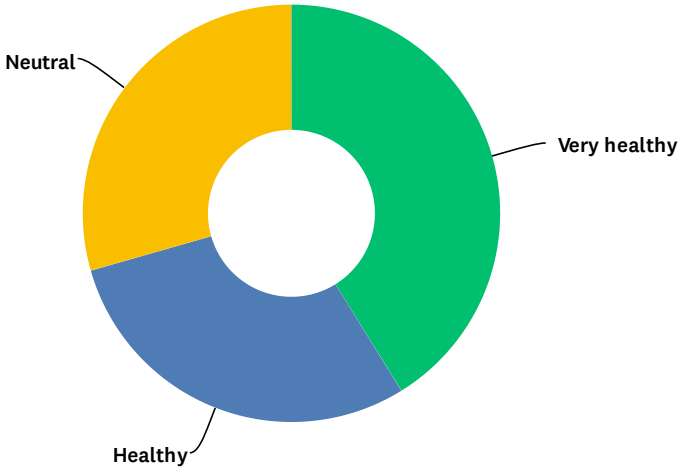
Answered: 17 Skipped: 10



ANSWER CHOICES	RESPONSES	
Very fun	6%	1
Fun	6%	1
Neutral	35%	6
Boring	12%	2
Very boring	41%	7
TOTAL		17

Q16 How healthy is walking or biking to/from school for your child?

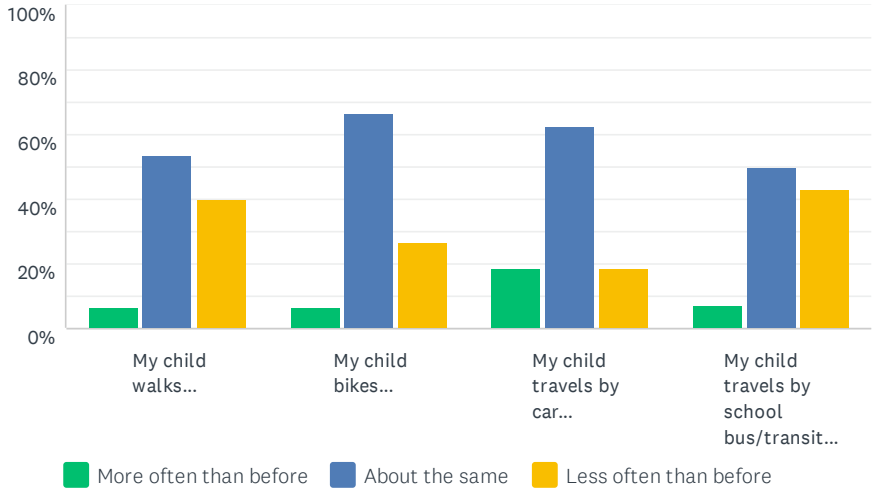
Answered: 17 Skipped: 10



ANSWER CHOICES	RESPONSES	
Very healthy	41%	7
Healthy	29%	5
Neutral	29%	5
Unhealthy	0%	0
Very unhealthy	0%	0
TOTAL		17

Q17 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

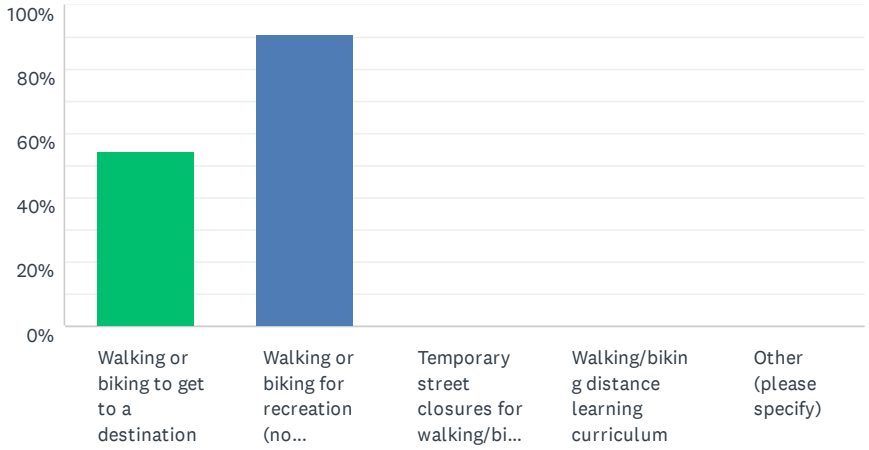
Answered: 16 Skipped: 11



	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	7% 1	53% 8	40% 6	15
My child bikes...	7% 1	67% 10	27% 4	15
My child travels by car...	19% 3	63% 10	19% 3	16
My child travels by school bus/transit...	7% 1	50% 7	43% 6	14

Q18 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 11 Skipped: 16



ANSWER CHOICES	RESPONSES	
Walking or biking to get to a destination	55%	6
Walking or biking for recreation (no destination)	91%	10
Temporary street closures for walking/biking	0%	0
Walking/biking distance learning curriculum	0%	0
Other (please specify)	0%	0
Total Respondents: 11		

Q19 To identify specific walking/biking routes, barriers, opportunities, and destinations at your child's school, visit the interactive project map:https://mnsaferoutesplanning.org/map/#/Please provide any additional comments below:

Answered: 7 Skipped: 20

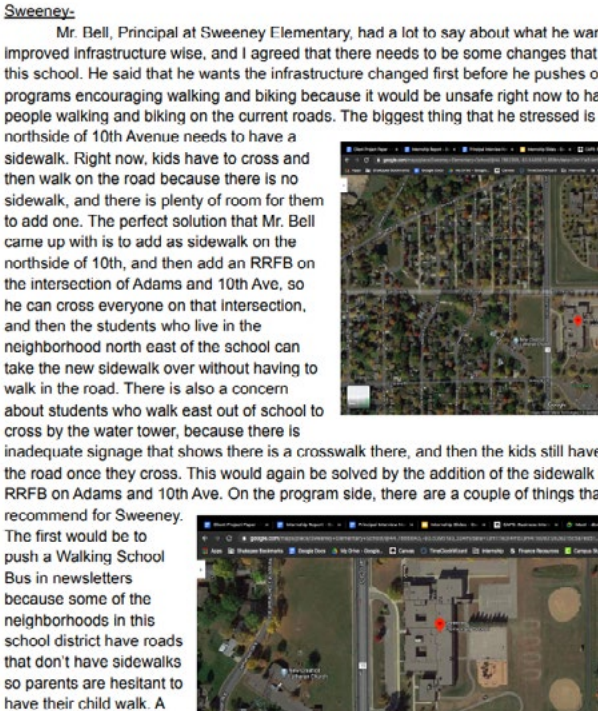
#	RESPONSES	DATE
1	The intersections by school need another cross walk with flashing lights and it needs to be a four way not just two way. Intersection is fuller and 17.	10/27/2020 7:14 PM
2	This survey is to encourage our children to walk to school?! We live exactly 2 miles from the high school in our area. No bussing is provided for 10th grade and up. Even if a ninth grader lives On our street. My child gets Plenty of exercise through sports, working and just being an active teenager. I don't think any student in the district, regardless of age should have to walk more than 1 mile to school. Any longer distance is a ridiculous amount of time for someone to get to school. We live in Minnesota where the weather is cold 5-6 months out of the school year. Our highschool doesn't have enough lockers for kids as it is. Where do they expect kids to put the extra gear they have to wear in the winter? The sidewalks in the city are not cleaned off in a timely matter so a lot of these kids I do see walking are walking on the roadways. Not safe. There is no incentive big enough to risk my child's safety to allow him to walk 2 miles to school in Shakopee.	10/27/2020 1:20 PM
3	The distance of 2 miles for middle school and high schoolers is too far. It takes too long and in winter is unsafe with cold temperatures. This needs to change.	10/27/2020 9:18 AM
4	The path my student would walk Is along a busy road. Winter weather prevents the sidewalks from being cleared to the surface. This forces the student to either walk on an uncleared many times icy path or to walk along the side of the road with traffic alongside them.	10/27/2020 9:06 AM
5	The city needs to a MUCH better job of clearing the snow from the major sidewalks around Shakopee High School and 17th Ave (south side). They are terrible during the winter and dangerous for walking.	10/23/2020 12:19 PM
6	The high school has a map on their website that determines distance for walking/bussing which would make my kids bussers. When I called to have them bussed, they told me they don't use that map to determine and that my kids have to walk. Very disappointing as a parent.	10/7/2020 12:35 PM
7	17/16 and 16/83 are not safe for kids to cross. pedestrian bridge crossing would be great! make pedestrians the priority! :-) thank you	10/7/2020 11:23 AM

Appendix F. SRTS Internships

The SRTS Team hosted and supported two student interns during the planning process, each of whom led a project focused on supporting walking and rolling to schools in Shakopee.

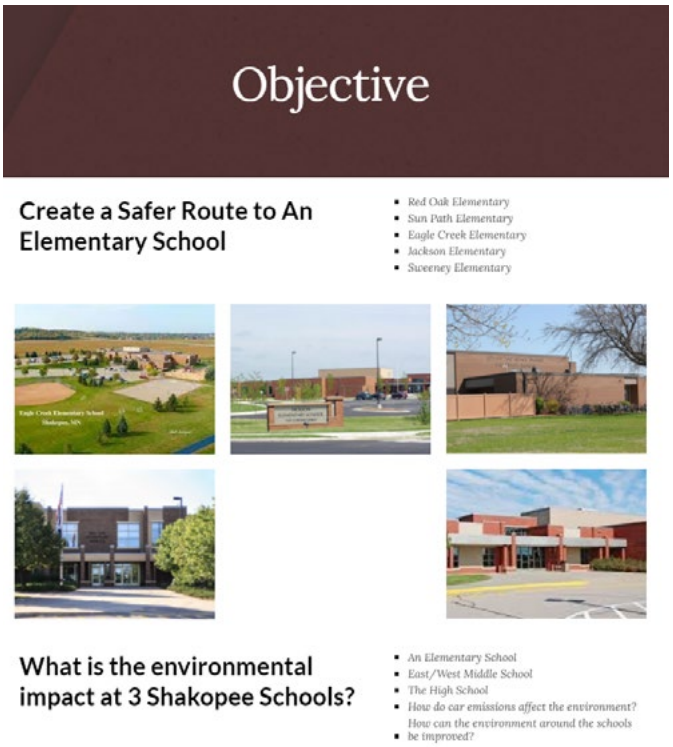
One internship entailed a mix of qualitative interviews with SRTS team staff and school principals combined with secondary research. The project's goal was to develop a set of recommendations around programming and infrastructure improvements for the District and individual schools. The report's conclusions stressed the importance of communications and awarenss among parents of opportunities for their students to walk and roll to school, as well as programs and built environment improvements,

The other internship resulted in a dedicated website with background information about Safe Routes to School initiatives in Minnesota and across the country, as well as a set of class projects to engage Shakopee students in evaluating the safety of walking and rolling routes to Shakopee schools and planning for improvements to existing infrastructure. Projects offered students the opportunity to test their design solutions through low-cost and temporary interventions, such as chalk, paint, tape, and cones, in parallel to the philosophy and approach underlying Safe Routes to School demonstration projects.



Sweeney-

Mr. Bell, Principal at Sweeney Elementary, had a lot to say about what he war improved infrastructure wise, and I agreed that there needs to be some changes that this school. He said that he wants the infrastructure changed first before he pushes o programs encouraging walking and biking because it would be unsafe right now to ha people walking and biking on the current roads. The biggest thing that he stressed is northside of 10th Avenue needs to have a sidewalk. Right now, kids have to cross and then walk on the road because there is no sidewalk, and there is plenty of room for them to add one. The perfect solution that Mr. Bell came up with is to add as sidewalk on the northside of 10th, and then add an RRFB on the intersection of Adams and 10th Ave, so he can cross everyone on that intersection, and then the students who live in the neighborhood north east of the school can take the new sidewalk over without having to walk in the road. There is also a concern about students who walk east out of school to cross by the water tower, because there is inadequate signage that shows there is a crosswalk there, and then the kids still have the road once they cross. This would again be solved by the addition of the sidewalk RRFB on Adams and 10th Ave. On the program side, there are a couple of things tha recommend for Sweeney. The first would be to push a Walking School Bus in newsletters because some of the neighborhoods in this school district have roads that don't have sidewalks so parents are hesitant to have their child walk. A



Appendix G. Infrastructure Toolbox

This infrastructure toolbox provides an overview of different infrastructure projects, separated by pedestrian facilities/enhancements, bike facilities, and street transformations. 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.

PEDESTRIAN FACILITIES/ENHANCEMENTS

TRAINED 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: 52-54
- MnDOT Minnesota SRTS: 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: 11-14
- 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 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 – Page: 11, and included throughout
- 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.

PEDESTRIAN HYBRID BEACON SYSTEMS (PHB OR HAWK)

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: 46-48
- 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, biking, and rolling 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: 4-7
- 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: 28-30
- 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: 8-10
- 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: 18-21
- 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

RECTANGULAR RAPID FLASHING BEACON (RRFB)

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: 49-51
- 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

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: 65-66
- 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

BIKE FACILITIES

BICYCLE BOULEVARDS

Description

A bicycle boulevard is a local street or series of connected local street segments that has been designated for use by bicycles and modified to provide priority treatment for bicyclists, while discouraging the use of these facilities by through traffic. Bicycle boulevards are intended to create conditions favored by bicyclists by taking advantage of bicycle-friendly characteristics that are typically found on local/residential streets—low traffic volumes and low vehicle operating speeds.

A bicycle boulevard can be tested through a demonstration project with paint, traffic tape, and bollards.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 76-78
- AASHTO Guide for the Development of Bicycle Facilities

Estimated Costs[I]

- The most likely revisions would involve moving STOP signs and adding guide signs, both of which could be done at very low cost. Other improvements involving crossing arterials would be $15,000 to $30,000 for adding median pedestrian refuge islands, $5,000 to $10,000 for curb extensions, and $10,000 to $120,000 for pedestrian, traffic control, such as rectangular rapid flash beacons or traffic signals

BUFFERED BIKE LANES

Description

Buffered bike lanes are conventional bicycle lanes paired with a designated, painted buffer space, separating the bicycle lane from the adjacent motor vehicle travel lane and/or parking lane.

Buffered bike lanes can be tested through a demonstration project with the use of paint and/or marking tape.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Page: 70-72
- MnDOT Bikeway Facility Design Manual – Pages: 123-168
- AASHTO Guide for the Development of Bicycle Facilities – Chapter 5
- NACTO Urban Bikeway Design Guide
- MnDOT Demonstration Project Implementation Guide Page – 24

Estimated Costs[J]

- $2 per linear foot, bike lane with diagonal line striping (accounting for $0.69 per lane foot)

SEPARATED BIKE LANES

Description

Separated bike lanes (also known as protected bike lanes or cycletracks) are bike lanes that are physically separated from vehicle and pedestrian traffic.

Separated bike lanes are known to be safer for people walking, biking, and driving. They are more attractive and comfortable to a wider range of people than traditional painted bike lanes because they provide physical separation from motor vehicles. Separated bike lanes are typically implemented as one-way facilities on either side of the roadway. In some cases, a two-way separated bikeway may be used.

Separated bike lanes can be tested through a demonstration project with the use of paint, marking tape, stencils, and flexible posts or other solid objects that physically separate the bike lane from moving traffic.

Estimated Costs[G]

- Average $133,170 per mile

Resources

- FHWA-SA-18-077: Bikeway Selection Guide
- FHWA-HEP-15-025: Separated Bike Lane Planning and Design Guide
- FHWA-HEP-16-005: Achieving Multimodal Networks: Applying Design Flexibility and Reducing Conflicts
- MnDOT Bicycle Facility Design Manual
- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Page: 83-85
- MnDOT Demonstration Project Implementation Guide Page – 24

SHARED USE PATH

Description

Shared-use paths provide off-road connections for people walking, biking, and rolling. 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 comfortable for users of all ages and abilities.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 79-82
- 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

STREET TRANSFORMATIONS

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.

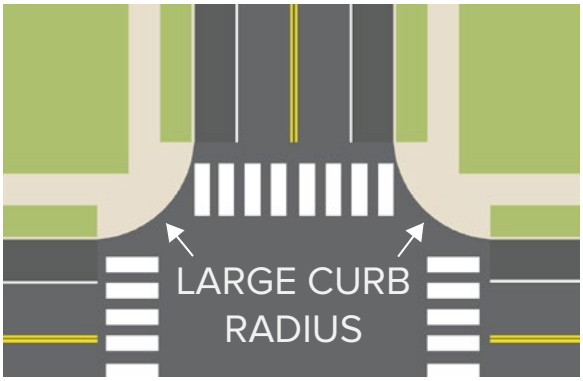
Estimated Costs[A,E]

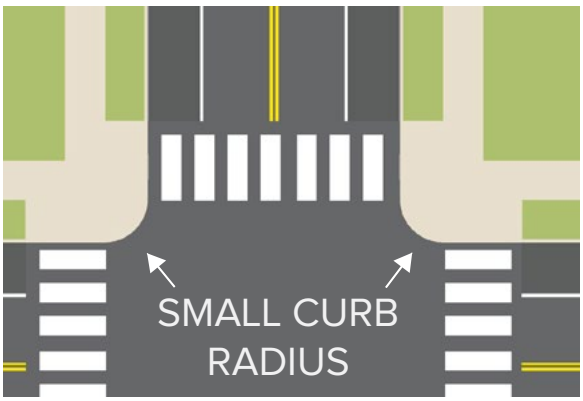
- $8.50 per linear foot; $85 for a ten foot travel lane

Resources

- Reducing Conflicts Between Motor Vehicles and Pedestrians: The Separate and Combined Effects of Pavement Markings and a Sign Prompt
- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Page: 7
- 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

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

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: 62-64
- 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 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

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: 37-39
- 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
I: https://www.lrrb.org/pdf/201322.pdf
J: https://activelivingresearch.org/sites/activelivingresearch.org/files/Dill_Bicycle_Facility_Cost_June2013.pdf

Appendix H. 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!

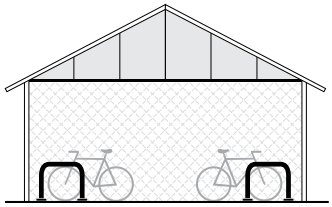
WHERE SHOULD PARKING BE LOCATED?

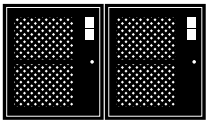
Well-located bike parking will be:

- 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 caregivers to conveniently pick up their children on their bikes

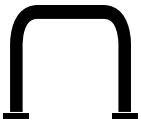
CAN MY SCHOOL PROVIDE ADDITIONAL AMENITIES?

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

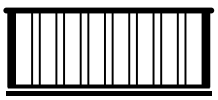
POST & RING

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!

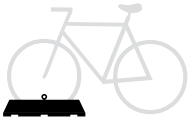
WHICH RACKS ARE NOT RECOMMENDED?

WAVE



COMB

SPIRAL

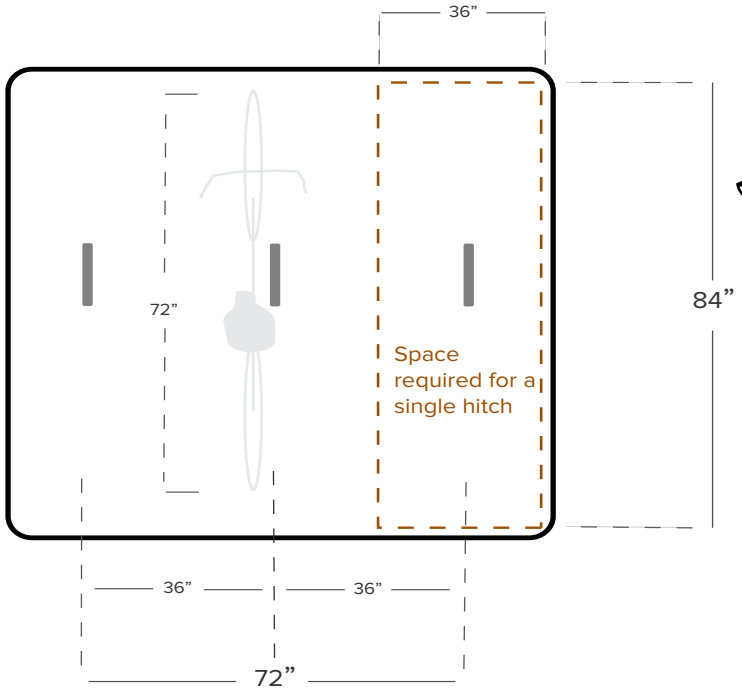


WHEELWELL

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!

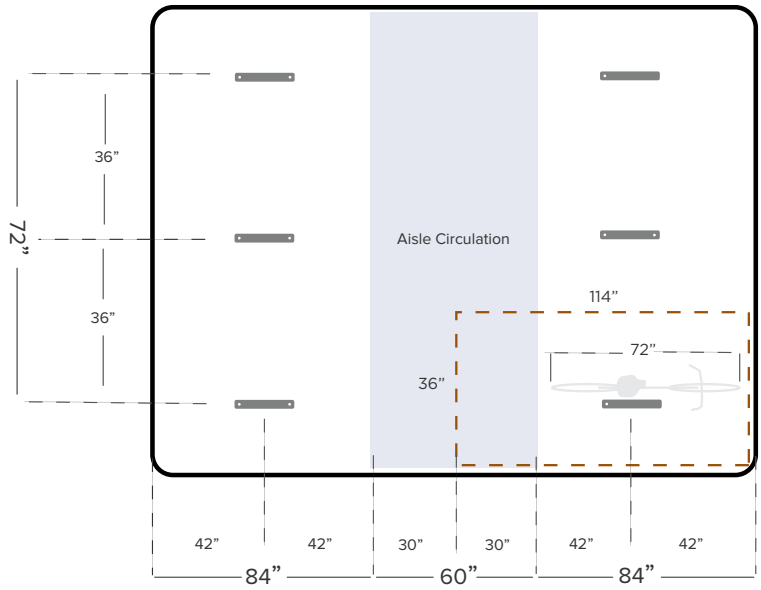
Graphics courtesy of Association of Pedestrian and Bicycle Professionals Essentials of Bike Parking report (2015).

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 I. Equity in SRTS Planning

When planning and implementing your SRTS programming, it is essential to design events and activities that are inclusive of students of all backgrounds and abilities. This appendix identifies potential obstacles to student participation and suggests creative outreach strategies, low-cost solutions, and flexible program additions that aim to:

- Reduce language and/or cultural barriers
- Engage students with disabilities
- Address personal safety concerns related to hate, harassment, and discrimination based on identity (race, ethnicity, language use, gender identity, sexual orientation, and other characteristics)
- Limit barriers related to school distance
- Mitigate the impact of any other unique challenges limiting a students ability to take part in a SRTS program

LANGUAGE AND/OR CULTURAL BARRIERS

To encourage families that do not speak English, are learning English, or are more comfortable conversing in another language to participate in Safe Routes to School programs, it is important to address any concerns and communicate how the program can benefit families. Hiring multilingual staff is the best way to communicate and form relationships with a diverse community.

Provide Materials in Multiple Languages

Some concepts change meaning unintentionally when translated literally, resulting in confusion. Also, words may have different meanings depending on different regional dialects.

- Ask families with native speakers to help communicate SRTS messages to others.
- Use images to supplement words so that handouts are easy to understand for all.

Use a Variety of Media

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

- Use a variety of mechanisms to communicate the benefits of walking and bicycling to caregivers.
- Have students perform to their caregivers, such as through a school play.
- Encourage youth-produced PSAs to educate caregivers on why walking, biking, and rolling are fun and healthy ways to get around.
- Provide emails, print materials, etc., in multiple languages.
- Use phone call/text trees, PTA meetings, or school events to reach caregivers.
- Work with staff members who speaks multiple languages to speak with caregivers at events.
- Employ staff from similar ethnic backgrounds to families at the school.
- Families increasingly use texting more than emails. Find out how families at the school communicate with each other and incorporate the methods they use in your messaging.

Meet People Where They Are

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

- Build partnerships with community groups, such as places of worship, food banks, public/affordable housing communities, and other groups, to reach those who might not be part of PTA 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.).

Host Caregiver Workshops

All caregivers want their children to be successful when it comes to school. Caregiver workshops are a good opportunity to work through any barriers and articulate how SRTS services and programs can help them be successful.

- Create simple ways for caregivers to get involved with SRTS and help put on events and activities with their children, who can often help navigate the situation.
- Hold a "Caregiver University," or workshops where concerns with SRTS programming can be voiced.
- Listen to and act on concerns and suggestions to build trust in the community.
- 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 caregivers who would like to volunteer may not be able to pass background checks.

Oftentimes, working adults have limited time to volunteer with their student's schools. The hours and benefits associated with many jobs can make it challenging 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 and Environmental Benefits

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

- Publicize to caregivers that walking, biking, and rolling to school provides great exercise and that it is fun, like an additional recess for students.
- Encourage caregivers to attend health fairs that highlight walking, biking, and rolling 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.

Address Clothing Choices

Some families might not have the resources to provide their student(s) with the proper clothing, outerwear, or footwear to make the walk or bike ride to school comfortable. There also may be a learning curve for knowing how to dress appropriately for different weather scenarios when a family moves from a different climate.

- Host a clothing drive or partner with local organizations that could provide necessary SRTS outfitting for those in need. This is especially important in winter—ensuring all students participating in SRTS have the necessary outerwear to stay warm in the colder months.
- Work with students who wear traditional cultural dress, religious head coverings, or select hairstyles who want to bike to school to make sure their bike is set up in a way that will not interfere with their clothing and that larger helmets or proper helmet fittings are provided.
- Include recommended layering strategies in SRTS communications and events to help students and families learn how to dress to be most comfortable, especially during the winter months.
- In the darker months, include education about the value of wearing bright clothing made with reflective materials or carrying reflective objects that make students walking or biking to/from school visible. Look for funding or groups willing to donate reflective pins for backpacks or coats, and/or bike reflectors. Safe Routes Utah provides some additional recommendations for dressing appropriately in winter months: https://saferoutes.utah.gov/winter-wear-for-walking-to-school/

STUDENTS WITH DISABILITIES

Some students may not be able to walk or bike to school, or for longer distances, because of mobility, auditory, physical-visual, cognitive-neurodiversity, or emotional behavior disabilities, but they still need to be included, welcomed, and accommodated in SRTS programs.

Look at Route and Program Improvements

- Invite students with disabilities to participate in school infrastructure audits to learn how to improve school access for all.
- Host focus groups or meetings with families that have a student or students with disabilities to gather feedback on how to make the SRTS routes or programs more inclusive of their specific disability.
- 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 caregivers of disabled students in the planning and implementation of these programs to better determine the needs of students with disabilities.

Normalize All Students Having Access to SRTS Programs

- 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.
- Talk about the differences in access to SRTS programs between students with and without disabilities to normalize the different ways that students can be considered pedestrians or bicyclists. There is no “one size fits all” definition.
- Work with local bike programs/shops to access adaptive bikes for students with disabilities that inhibit their mobility to make sure any student can bike to school if they would like to.

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, or an individual’s ability to go about their everyday life free from the threat or fear of psychological, emotional, or physical harm from others, can feel limited by concerns about hate and harassment, resulting in a significant barrier to walking and bicycling. These attacks on personal safety are often a result of differences in identity, including race, ethnicity, language use, gender identity, sexual orientation, and other identity characteristics.

Concerns about other criminal activity in the area, such as violence, dogs, drug use, and other deterrents can take precedence over SRTS activities in some communities. Higher-crime neighborhoods may also lack spaces like sidewalks or other facilities that offer highly visible, safe access for walking, biking, and rolling to school. This is a further deterrent for walking or biking to school.

Creating Safer Routes

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 caregivers to voice concerns to start the conversation about making improvements. Listen to their concerns, help caregivers prioritize, and connect them with the responsible agency to address the concerns.
- Encourage staff or caregiver 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 caregiver 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, cultural events, 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 caregivers confidence that their issues can be addressed.

Neighborhood Watch Programs

Establishing community-led safety efforts, safety ambassadors, and safety zones can involve the community in addressing personal safety concerns as supervision reduces the risk of bullying, crime, and other unsafe behavior. It is important to remember that while police officers have historically been involved in these roles, increased police presence does not invoke the same feeling of safety for all communities, and may actually deter walking, biking, and rolling.

- Set up safety ambassadors (recruited and paid caregivers, youth, or community members) to roam areas of concern. Make sure these ambassadors match the diversity of students at the school so students have leaders that are similar to themselves to look up to. Safe Passages or Corner Greeter programs station caregiver 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 ambassadors.
- Provide walkie-talkies to allow caregivers to radio for help if they are confronting a situation they are not able to resolve.
- Work to identify "safe places" like a home along the route where children can go to in 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 associated with 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 https://sparetheairyouth.org/. More information about organizing a Walking School Bus or Bike Train is available online at https://sparetheairyouth.org/program-resources/events/walking-school-buses-bike-trains.

Sponsor Neighborhood Beautification Projects

Work with community members to identify what they want their neighborhood to look like, and determine what types of identity-building beautification projects could benefit them. Sustaining clean, community-maintained neighborhoods 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 safety issues that might be present on the route to school. Caregivers may not want students to walk or bike if they are not confident in their child's ability to handle certain difficult situations.

Safety Information for Students

- Use time at school, such as during recess, PE, or no-cost after school programs, to teach students how to bike and walk safely.
- Utilize either existing curricula or bring in volunteer instructors from local advocacy groups and non-profit organizations.
- Teach students what to do in the event of an emergency and where to report suspicious activity or bullying. Look to community responders that do not get the police involved immediately to avoid escalating situations that could be handled with the right people/groups stepping in. https://dontcallthepolice.com/minneapolis/ provides a list of non-police emergency response groups in Minnesota that can be utilized for different types of emergencies.

- Providing 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 for teaching new skills in the street.

Safety Information for Caregivers

- 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. Create a series of maps in multiple languages and a map that uses primarily colors and symbols to provide legibility for students or family members who are unable to read. These maps could also incorporate tips for getting to school safely, share what to do in emergency situations, and mark safe places to go along the route should an emergency situation arise.
- Identify informal shortcuts and cut-throughs 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 city planners and local property owners to improve the route.
- Provide flyers for caregivers about how to find other families or groups to commute with or what to do in the event of an emergency to educate themselves and their children. Reference https://dontcallthepolice.com/minneapolis/ for a list of non-police emergency response groups that can be contacted for different types of emergencies.
- Offer pedestrian safety training walks. Make these fun and interactive and address caregivers' 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 or experience housing instability that leads to consistently changing routes, making walking or biking to school seem impossible. 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 caregivers 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 points and walk with students at a designated time to ensure they arrive to school safely and on time.
- Remote drop-off sites can be places such as underutilized parking lots at churches or grocery stores that give permission for their property to be used for this program.
- Identify potential remote drop-off 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 in groups to walk to a centrally located bus stop, which may translate into fewer needed bus stops since more students will be boarding at each stop.

Frequent Walker Programs

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

Appendix J. 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 walking routes should be evaluated annually and repainted every other year or more often as needed.

SEASONAL PLANNING AND MAINTENANCE

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

In the winter, snow removal and maintenance of school routes should be prioritized since clear pathways are 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 often 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.

While it is important to prioritize maintenance, additional planning should be employed to create new opportunities to encourage students to spend more time outside 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, proper lighting, and providing infrastructure that supports desired winter activities.

Lighting is important year-round, but becomes increasingly important in the darker months of winter for creating more inviting winterscapes for pedestrians and bicyclists. Lighting can induce 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

Safe Routes Partnership - Let It Snow: Ways to Help Walking in the Winter Months
https://www.saferoutespartnership.org/blog/let-it-snow-ways-help-walking-winter-months

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