Safe Routes To School
Glenwood/Minnewaska

Minnewaska Area Elementary
Reward School
2012

West Central Initiative
2013-2014
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Executive Summary

The Safe Routes to School planning process began in September 2013 and ended in March 2014. During this time a team was tasked with numerous responsibilities including school observations, conducting surveys and hosting a community meeting. Throughout the process we learned that Glenwood/ Minnewaska Elementary School has a strong base of community support for walking/bicycling and an active life style. For them this plan is about getting children safely to school and about creating the change necessary to make active living an integral part of daily life in Glenwood. Overall, getting children to walk and bike to school requires a combination of adding additional infrastructure and improving safety, as well as education and encouragement efforts. These efforts can take many forms and are meant to be fun and enjoyable for kids. Safe Routes to School can bring people in the community together, help improve the health of children, ease congestion caused by drivers of motor vehicles and help make air quality around schools better by decreasing the amount of vehicle emissions. The goal of Safe Routes to School is get children walking and biking where it is safe to do and where it is not safe the goal is to make it safe. To accomplish this goal a list of recommendations was developed by the committee to address safety and create enthusiasm in the areas of engineering, education, encouragement, enforcement, and evaluation.
Safe Routes to School Program

Background and Overview

The following sections detailing the Safe Routes to School background and overview as well as the 5 E’s are taken from National Center for Safe Routes to School information. Please note that the data represented in these sections is national data and may or may not reflect conditions in Glenwood.

(Source: National Center for Safe Routes to School, Fact Sheet)

Safe Routes to School (SRTS) is a national and international movement to create safe, convenient, and fun opportunities for children to bicycle and walk to and from schools. The program has been designed to reverse the decline in children walking and bicycling to schools. Safe Routes to School can also play a critical role in reversing the alarming nationwide trend toward childhood obesity and inactivity. In 1969, approximately 50% of children walked or bicycled to school, with approximately 87% of children living within one mile of school walking or bicycling. Today, fewer than 15% of school children walk or bicycle to school. As a result, kids today are less active, less independent, and less healthy. As much as 10 to 14% of morning traffic can be generated by parents driving their children to schools, and traffic-related crashes are the top cause of death and major injury for children in the U.S. ages 1 to 17.

Concerned by the long-term health and traffic consequences of this trend, in 2005, the U.S. Congress approved $612 million in funding for five years of state implementation of SRTS programs. In 2012 under MAP-21, the Safe Routes to School program was restructured to be included as part of the Transportation Alternatives Program (TAP) where it had previously been a stand-alone program. This made funding more of a challenge; however, commitments have been made to the continued funding of this program in all 50 states and the District of Columbia. Communities are using this funding to construct new bike lanes, pathways, and sidewalks, as well as to launch Safe Routes to School education, promotion and enforcement campaigns in K-8 schools. Safe Routes to School programs are built on collaborative partnerships among many stakeholders that include educators, parents, students, elected officials, engineers, city planners, business and community leaders, health officials, and bicycle and pedestrian advocates. The most successful SRTS programs incorporate the five E’s—evaluation, education, encouragement, engineering, and enforcement. The goal of Safe Routes to School is to get more children bicycling and walking to schools safely every day.

Helpful Statistics on Safe Routes to School

Traffic Congestion: Neighborhoods are becoming increasingly clogged by traffic. By boosting the number of children walking and bicycling, Safe Routes to School projects reduce traffic congestion.
Within the span of one generation, the percentage of children walking or bicycling to school has dropped precipitously, from approximately 50% in 1969 to just 13% in 2009.

While distance to school is the most commonly reported barrier to walking and bicycling, private vehicles still account for half of school trips between 1/4 and 1/2 mile—a distance easily covered on foot or bike.

- In 2009, American families drove 30 billion miles and made 6.5 billion vehicle trips to take their children to and from schools, representing 10-14 percent of traffic on the road during the morning commute.
- A California study showed that schools that received infrastructure improvements through the Safe Routes to School program yielded walking and bicycling increases in the range of 20 to 200%.

**Safety:** Safe Routes to School projects focus on infrastructure improvements, student traffic education, and driver enforcement that improve safety for children, many of whom already walk or bicycle in unsafe conditions.

- Pedestrians are more than twice as likely to be struck by a vehicle in locations without sidewalks.
- In 2009, approximately 23,000 children ages 5-15 were injured and more than 250 were killed while walking or bicycling in the United States.
- From 2000-2006, 30% of traffic deaths for children ages 5-15 occurred while walking or bicycling.
- The medical costs for treating children’s bicycle and pedestrian fatalities cost $839 million in 2005 and another $2.2 billion in lifetime lost wage costs.
- A safety analysis by the California Department of Transportation estimated that the safety benefit of the SRTS was up to a 49% decrease in the childhood bicycle and pedestrian collision rates.

**Health and Obesity:** Children today are simply not getting enough physical activity, contributing to growing rates of obesity and obesity-related health problems, such as diabetes. Safe Routes to School projects make it safer for more children to walk and bicycle to school, which will help address this obesity crisis among children by creating increases in physical activity.

Over the past 40 years, rates of obesity have soared among children of all ages in the United States, and approximately 25 million children and adolescents—more than 33%—are now overweight or obese or at risk of becoming so.

- Kids are less active today, and 23% of children get no free time physical activity at all.
- The prevalence of obesity is so great that today’s generation of children may be the first in over 200 years to live less healthy and have a shorter lifespan than their parents.
- Today, approximately one-quarter of health care costs in the United States are attributable to obesity, and health care costs just for childhood obesity are estimated at approximately $14 billion per year.
- People living in auto-oriented suburbs drive more, walk less, and are more obese than people living in walkable communities. For each hour of driving per day, obesity increases 6%, but walking for transportation reduces the risk of obesity.
- Walking one mile to and from school each day would account for two-thirds of the recommended sixty minutes of physical activity a day. Children who walk to school have higher levels of physical activity throughout the day.

**Environment:** Safe Routes to School projects increase the number of children walking and bicycling to school, which also cuts down on the number of cars. As cars emit pollutants for each mile traveled, reducing traffic can improve the quality of air that children breathe in and around their schools.

- Children exposed to traffic pollution are more likely to have asthma, permanent lung deficits, and a higher risk of heart and lung problems as adults.
- Over the last 25 years, among children ages 5 to 14, there has been a 74% increase in asthma cases. In addition, 14 million days of school are missed every year due to asthma.
- One-third of schools in “air pollution danger zones.”
- Schools that are designed so children can walk and bicycle have measurably better air quality.
- A 5% increase in a neighborhood’s “walkability” reduces vehicle miles traveled by 6%.
- Returning to 1969 levels of walking and bicycling to school would save 3.2 billion vehicle miles, 1.5 million tons of carbon dioxide and 89,000 tons of other pollutants—equal to keeping more than 250,000 cars off the road for a year.

**Bus Transportation Costs:** Schools often make cutbacks in bus routes to save money—meaning that more children will be walking and bicycling in potentially unsafe conditions, or more parents will drive their children, which increases traffic congestion and air quality concerns.

- Approximately 55% of children are bused, and we spend $21.5 billion nationally each year on school bus transportation, an average of $854 per child transported per year.
- Eliminating one bus route, based on average per-pupil expenditure and average number of pupils per bus, would save a school district approximately $45,000 per year.
- Nationwide, approximately 22% of school districts made busing reductions during the 2010-2011 school year due to fuel price increases.

**About the Safe Routes to School National Partnership**

Launched in August 2005, the Safe Routes to School National Partnership is a fast-growing network of hundreds of organizations, government agencies and groups working to set goals, share best practices, secure funding, and provide educational materials to agencies that implement Safe Routes to School programs. The Safe Routes to School National Partnership’s mission is to serve a diverse national community of organizations that advocates for safe bicycling and walking to and from schools throughout the United States.

[www.saferoutespartnership.org](http://www.saferoutespartnership.org)
Tips for Walking Safely to School

Walking is fun, but you need to be safe while doing it. Follow these tips to make sure you get to and from school without any problems.

Walk together
Younger children should always walk with an adult. Tell your parents that walking is great exercise and a nice way to spend time together.

If your parents say that you can walk to school on your own, remember these tips:

- Walk with a friend when possible.
- Ask your parents to help you pick a safe route to school; one that avoids dangers.
- Stick to the route you picked with your parents. Don’t let friends talk you into shortcuts that are more dangerous.
- When you are near the street, don’t push, shove, or chase each other.
- Never hitchhike or take rides from people not arranged by your parents.
- Talk to your parents and teacher about any bullying that may happen during your walk.

Be seen
Remember, drivers may not be able to see you well. Always wear bright-colored clothes and if it is dark or hard to see, carry flashlights or wear reflective gear.

Look for traffic
Watch out for cars and trucks at every driveway and intersection on your walk to school. Look for drivers in parked cars. They may be getting ready to move.

Cross the street safely
1. Stop at the curb or edge of the street.
2. Look left, right, left and behind you and in front of you for traffic.
3. Wait until no traffic is coming and begin crossing.
4. Keep looking for traffic until you have finished crossing.
5. Walk, don’t run across the street.

Obey traffic signs, signals and adult school crossing guards

For more resources and information on Safe Routes to School, please visit the National Center for Safe Routes to School Web site at www.saferoutesinfo.org.
Ride Your Bike Safely

Bicycling can be a fun way to get to school. Review these safety points before you ride.

**Before riding your bike**

- **Talk with your parents.** Are you allowed to ride by yourself or with friends? What route will you ride to school?
- **Practice riding the route to school with your parents.** Doing so will help you know where to stop, signal, and walk your bike.
- **Dress to be seen.** Wear brightly colored clothes and reflective gear, such as a reflective vest, book bag tags, or pant leg straps. Remember, just because you can see a driver doesn’t mean the driver can see you.
- **Tie and tuck.** Loosen laces and pant legs can get caught up in your bike and cause you to crash. Tie shoe laces and tuck the hanging ends into your shoe, and tie wide pant legs with a reflective strap or tuck them into socks.
- **Check your bike for safety.** Make sure the tires have enough air, the brakes and gears work, the chain isn’t loose, and the wheels and bolts are tight. You should also have reflective gear on your bicycle. Have your parents help you fix anything that’s not right.
- **Put on your helmet.** Make sure it’s properly adjusted, fitted, and buckled. See sidebar for instructions on checking helmet fit.

**While riding your bike**

- **Look and listen for traffic.** Also, look for things that could make you fall, like potholes and storm grates. Never use a cell phone or wear headphones.
- **Watch for vehicles going in and out of driveways.**
- **Keep both hands on the handlebars, except when signaling.** Carry books and other items in a backpack or bag designed to fit on a bicycle.
- **Stop before crossing the street, entering a road, or turning.** Look left, right, left, and behind you for traffic, including pedestrians, bicycles, and cars.

If you are allowed to ride in the street,

- **Ride single file and in the same direction as cars.**
- **Ride to the right side of the road, but far enough from parked cars to avoid any car doors that suddenly open.**
- **Obey traffic laws.** Follow all traffic signs, signals, and lane markings.
- **Be predictable.** Ride in a straight line, not in and out of cars. Use hand signals.

**Take the helmet fit test**

Put your helmet flat on your head. If it moves when you shake your head, you need to tighten your helmet or get a smaller one. Check:

- **Eyes:** The helmet should sit low on your forehead — two finger widths above your eyebrows.
- **Ears:** With the helmet buckled, the straps should meet just below the ears.
- **Mouth:** When buckled, you should be able to fit no more than two fingers between the buckle and chin.

These tips include concepts from the National Highway Traffic Safety Administration, Safe Kids Worldwide and Bicycle Coalition of Maine.

Developed by the National Center for Safe Routes to School of the University of North Carolina Highway Safety Research Center and funded by the U.S. Department of Transportation.
THE 5 E’s

(Source: National Center for Safe Routes to School)

Engineering strategies include planning and implementing physical improvements that make it safer and more attractive to walk and bicycle to school. Engaging planners and engineers is crucial to successfully implementing safety improvements. It’s also important to reach out to the community to educate neighbors about the benefits and importance of any proposed improvements. Examples include:

- Completing a school walking and bicycling audit and a school travel plan
- Adding traffic calming, crosswalks, sidewalks, bicycle lanes or other infrastructure that improves safety for walking and bicycling
- Installing bike racks at schools

Education about SRTS helps build support among kids, parents, teachers and community members. To craft education messages, first identify your goals and audiences. Do people need to know more about the benefits of walking or bicycling? Would maps of routes to the school help more people walk or bicycle? Would walking or bicycling safety information get kids and parents more excited about walking and bicycling? Examples include:

- SRTS maps that show suggested routes to walk and bicycle to school
- School bicycle rodeo that teaches safe bicycling skills
- Curriculum focused on the benefits of walking and bicycling
- Seminars or events that educate parents about the benefits of walking and bicycling
- Traffic safety education
- Public education for safety improvements

Encouragement is closely tied to education strategies, but is more focused on getting people to try walking and bicycling to school and celebrating and rewarding people for their efforts. Encouragement activities are more effective if the physical environment works for walking and bicycling to school. Examples include:

- Organizing events such as “Walk and Bike to School Day” to encourage families to try walking & bicycling to school
- Creating walking school buses that allow kids to walk together with adult volunteers
- Utilizing contests or incentives to encourage walking and bicycling to school

Enforcement strategies help reduce unsafe behaviors by drivers, pedestrians and bicyclists and encourage all road users to obey traffic laws and share the road safely. Enforcement can be expensive, so it is best used strategically in conjunction with the other strategies. Examples include:

- Partnership with law enforcement to target problem intersections for enforcement
- Educational “stings” that teach motorists about laws regarding yielding to pedestrians
- Installation of digital speed signs that display travel speed of passing vehicles
Evaluation is very important to a successful SRTS initiative and should be considered from the very beginning of planning. Ask yourself, how do we define success for our efforts and how can we measure or document our progress? Evaluation will likely include a combination of quantitative information, such as counts of how many children are walking and bicycling, and more qualitative information, such as success stories from families who have chosen to walk and bicycle more. Examples include:

- A school walking and bicycling audit and a school travel plan that includes specific goals
- Bicycle and pedestrian counts that show bicycling and walking rates over time
- Data about vehicle crashes near the school, traffic speeds or traffic volumes
Glenwood Background and Overview

Current Conditions
Of the four major routes of pedestrian traffic or bicycle traffic only one sidewalk route exists to accommodate travelers. This leaves travelers on the remaining routes vulnerable to traffic. Pedestrian walkways are poorly illuminated and poorly marked. Sidewalks which currently exist on these routes are cracked, heaved, and in a poor state of repair, and are non-ADA compliant.

Because of the poor state of repair of the sidewalks on the route, many students who walk to school are forced to walk down busy streets where vehicles are parked, and traffic often exceeds 30 miles per hour. Adding to this issue, the same students walk side-by-side on the street with bus and vehicle traffic. Many of the pedestrian pathways are not currently connected to the elementary school or to regional trails. While we as a school district and a community support efforts to fight childhood obesity it is difficult to encourage these practices when so many routes are either in poor repair or in most instances non-existent.

As a school district we have worked hard to help pedestrian traffic stay safe. In the afternoon we delay walkers/cyclists until after all the buses and the majority of the vehicles have left the elementary school. We have spray painted many heaved and cracked sidewalks at the elementary school to warn pedestrian traffic of uneven surfaces.

Many of the elementary schools sidewalks are also heaved, broken and in disrepair. Adding to the difficulty the Minnewaska Area Elementary School pickup and drop-off locations are difficult for pedestrian and bike traffic to navigate due to the tremendous amount of bus and vehicular traffic.

Partnerships
This Safe Routes plan will work to address several key issues facing our community. These issues include the lack of safe walking and biking routes to Minnewaska Area Elementary, due to poor lighting, heaved cracked sidewalks and traffic flow. Also of concern, are the non-ADA compliant walkways and poorly marked pedestrian crossings along State Highway 28 in Glenwood. These concerns are also followed closely by the rise in childhood obesity rates, and the lack of infrastructure to access regional trails and parks.

Having observed these issues, Minnewaska Area Elementary School formed a SRTS team in Oct 2013. The team has grown from concerned school district administration to include the following members: Minnewaska Area Elementary Principal, a concerned cross section of Minnewaska Area School Staff Members, Minnewaska Area Elementary parents, Pope County Public Health and the City of Glenwood Public Utilities Director, Glenwood Chamber of Commerce, Pope County Highway Department and Representatives of Glacial Ridge Health System Staff.

Our cause has many champions, each with a critical stake in the success of this project. Our Elementary Principal and facility management team are concerned with the health and safety of each student as they walk or bicycle to school. Our local public health department and our physical education staff are key partners in the project as they champion healthy living and assist local residents in developing healthy lifestyles. The City of Glenwood is another stakeholder as they work to develop sustainable community action plans geared toward
assisting students and parents successfully and safely navigate to Minnewaska Area Elementary School, Barsness Park, and other city parks and regional trails; while developing safe and healthy lifestyles.

Many of our team members have attended SRTS training workshops and webinars which will assist us in developing a comprehensive plan.

In addition our SRTS team has already compiled a vast amount of data. Over 100 families who live within walking distance of the elementary school were surveyed. The majority of the families responded overwhelmingly that the following barriers influenced them to find alternative modes of travel to the elementary school for their children. The reported barriers include the current condition of the sidewalks or lack of sidewalks, and speed and amount of traffic on the designated routes. The same families suggested that if these barriers were addressed they would consider allowing their children to walk to school.

The City of Glenwood, Minnewaska Area Schools, and Pope County are all committed to working with MnDOT and West Central Initiative to develop and implement a plan to address these barriers.

The City of Glenwood has implemented a number of local ordinances which encourage the development and sustainability of policies that support the planning process. Examples include residential ordinances for snow removal, sidewalk upkeep and damage to city sidewalks.

Safe Routes to School has generated a tremendous amount of support from local community members who have written letters encouraging this project. Currently, we have received more letters of support then we could include in the SRTS planning application. The letters came from local doctors, bankers, educators, daycare providers and many other local citizens and businesses.

We also will continue to work with programs such as Statewide Health Improvement Program (SHIP), Minnesota Department of Health, Pope County Public Health, the City of Glenwood, Farm to School programs, WCI, and other organizations to aide in the implementation of a solid plan to encourage healthy lifestyles. We also plan to continue to survey parents, students, and neighbors as they utilize the safe routes.

**Existing Policies**

Minnewaska Area Schools and its partners in both City and County governments provide and encourage recreational opportunities within the community. As a part of its physical education curriculum, Minnewaska Area Schools offers a fun run for students in the spring. Students in kindergarten through fourth grade participate by running a predetermined course within the school vicinity. Minnewaska Area Schools also provides bike racks which can be used by students who choose to utilize this mode of transportation. We as a school district also encourage our students and community members to utilize our newly remodeled playground.

Through the schools wellness policy students are encouraged to eat healthy and live healthy through diet and exercise. The following is an excerpt from our wellness plan “We realize students need opportunities for physical activity and to fully embrace regular physical activity
as a personal behavior. Toward that end, health reducing sedentary activities such as watching television should be reduced; Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.”

Currently, any student can be picked up anywhere on our busing network within a quarter miles of MAES, due to many of the barriers listed above. Pedestrian routes are either non-existent or in poor condition in many of the areas surrounding the school.

Sidewalks within the City of Glenwood are the responsibility of the home owners for repair. In extreme cases the city will issue a request for the home owner to repair or replace a sidewalk. If the homeowner fails to comply with the request the city does have the authority to assess the home owner. Once a sidewalk is in place it is a violation of city ordinance to remove a sidewalk. Sidewalks are required within the city limits for all new subdivisions. The homeowner is also responsible for snow removal on the sidewalks. The city does enforce its snow removal policies.

Support
Throughout the planning process, our plan will focus on five strategies which will ensure both successful planning and eventual implementation.

The first step will be to evaluate using a number of resources obtained from the SRTS website. Our team has already begun the process by conducting early evaluations to establish benchmark data. We have surveyed our parents, surveys our neighborhoods, and tallied data about students who choose to walk or bicycle to and from the elementary school. Based upon this data we believe further assistance from West Central Initiative will assist us in developing a holistic approach to provide our community with the appropriate walking and biking infrastructure.

Second we need to encourage. Encouragement will come from a variety of sources. The following are some strategies that will be considered during the planning phase. Encourage people to join our cause and develop a grass root initiative devoted to promoting wellness and healthy lifestyles and encourage individuals to join our SRTS program through volunteering. Many volunteer opportunities exist within the program such as walking school buses, crossing guards and monitors.

Next we will educate community members, parents, and students about the advantages of living a healthy lifestyle. Our education process would focus on adapting wellness policies and physical education to include connecting SRTS routes and regional trails. Our education process will ultimately focus on reducing the risk of serious health effects due in part to a sedentary lifestyle. Our third goal is “to encourage community members and students to practice healthy living. We want to encourage bicycling and walking to school to help establish a healthy, active lifestyle for children at an early age. (Physical activity, or lack of, is a key factor in the development of childhood obesity and overweight children. Children and adults who are overweight or obese are at risk for a variety of other chronic health related issues including heart disease, high blood pressure, joint problems, diabetes, and self-esteem issues.)”

Minnewaska Area Schools as a whole have done many things to encourage its students toward improved health. We have adopted new federal school lunch regulations and removed
sugary drinks, energy drinks and other sources of poor nutrition form our schools. Currently we are exploring a pilot program which will encourage our students to drink clean drinking water instead of unhealthy drinks. Our elementary school each year trains for a fun run which encourages all elementary school students K-4 to enjoy a day outside walking/running.

Fourth, in conjunction with the City of Glenwood, we will work to reduce levels of speed and careless driving while in the hazard zones. We will also verify the effectiveness of our wellness and physical education standards through numerous evaluation methods which will likely include SHIP.

Finally the key to the hazard zones becoming safe and effective will be done through a quality engineering plan. A quality engineered program lends credulity to those parents who have indicated the existence of barriers preventing students from walking and biking to school. These barriers include the limited amount of sidewalks available to pedestrians, the state of current sidewalks, and limited facilities for cyclists.

**Measuring Success**
Evaluation will be conducted both before and after using the following six steps and the MnDOT recommended tools to evaluate the program. First, we will plan the program and collect information. Then we will clearly write our the objectives. Next we will decide what, how and when to measure our progress. Fourth, we will conduct the program and monitor implementation progress. Then we will collect information and interpret the data. Finally, we will use the results to implement an effective SRTS program in our community.

**Existing Infrastructure**
Although Glenwood has a large number of sidewalks throughout the community, the area around the school is missing some key connections. Overall the sidewalks in Glenwood are in good condition, although ADA improvements should be done as necessary. Aside from sidewalks, crosswalks and several miles of trail, Glenwood does not have other types of pedestrian or bike improvements. While this is common for a city this size we have included in the recommendations section the need for some additional enhancements. Following is the sidewalk inventory, along with pictures from around the City of Glenwood to help illustrate the current condition.
A location that might benefit from a connection such as a walking/biking path
This shows a corner near the school. Crosswalks are present but could be repainted. Additional markings or solid crossing areas might be impactful.
This view shows the main bus exit as well as parent drop-off area
A view of the front of the school
Sidewalks are needed in several areas around the school
School Background and Overview

Current Condition

(Summary from Linda Schmidt, Principal, Minnewaska Area Elementary School)

Tucked into the rolling hills of Pope County, Lake Minnewaska is one of the jewels of West Central Minnesota. The Minnewaska Area Schools have students from many historic communities including Farwell, Glenwood, Long Beach, Lowry, Sedan, Starbuck and Villard. We have approximately 1030 students K-12. We are unique in that we also house a Day Treatment Program with students coming from 15 different communities. Minnewaska Area Elementary School houses students in grades K-4 with nearly 400 students. We pride ourselves on high student achievement and in 2012, were named a “Reward School” by the Minnesota Department of Education as one of Minnesota’s top 15% for academic achievement.

The team of staff members, families and community work together to make this Positive Action School a great place for students! We are committed to providing differentiated instruction, research-based interventions, progress monitoring and a balanced literacy program along with hands-on learning. We have Reading Corp as additional support for students who are not reading at grade-level.

Classroom teachers are working towards the Gradual Release Model of Reading Instruction, including explicit teaching, scaffolding of instruction, coaching and supporting learners, observing, conferring and engaging students in interactive conversations about reading. By using this model of instruction, students actively respond to instruction, have focused attention on tasks, participate in the development of tools which foster engagement in the learning, can demonstrate their understanding of skills and are better able to work independently by applying the strategies learned.

We have a lot to be proud of and want the success of our students to continue. For this to happen, they need to be able to get to school safely.

School Name: Minnewaska Elementary
School Population: 400
Grades at school site: K-4
SRTS Planning Process

Safe Routes to School Vision & Goals

SRTS Overall Vision
The City of Glenwood and Minnewaska Elementary School envision a Safe Routes to School program that enables students to walk or bike safely; and increase the amount of physical activity students receive.

SRTS Overall Goals
1) We want to ensure all drivers, bicyclists and pedestrians are obeying traffic laws and sharing the road safely.
2) As a community we desire to improve infrastructure, to enhance and ensure accessibility and connectivity to sidewalks, trails, and parks near the school.
3) We want to encourage bicycling and walking to school to help establish a healthy, active lifestyle for children at an early age. (Physical activity, or lack of it, is a key factor in the development of childhood obesity and overweight children. Children and adults who are overweight or obese are at risk for a variety of other chronic health related issues including heart disease, high blood pressure, joint problems, diabetes, and self-esteem issues.)
4) As a community we acknowledge that our infrastructure is antiquated, and that it poses a safety risk for current users. With the help of the planning grant, we envision collaborating with local government to repair, replace, and update walking routes to school. The current sidewalks are dangerous and do not meet current construction standards or federal ADA guidelines.

Planning Process – Kick off Meeting

On Thursday September 10th, 2013 a Kick-off Meeting was held. It was attended by seven persons who form the core of the Safe Routes Planning Team. At this meeting the team discussed the purpose of Safe Routes to School, shared strengths and discussed initial issues.

Glenwood Kick-off meeting SWOT

Concerns
Highway 28
- kids crossing
Narrow shoulders
Drop-off at elementary includes older kids
Staff park on the street and home owners on the street
Drop off area is not marked
Congestion on 4th Street, 4th Avenue, and 3rd Street
Lack of sidewalks
- Kids walk in the street
Sidewalks not typically added with new construction
Strangers or strange people is a concern
Lack of marked crosswalks
Air quality issues where the buses idle
    - they pick-up kids up to the school door

**Strengths**
Resources such as the park, lake, and other recreation
People
    - Long-time residents
Opportunities for outdoor activities
    - walking, biking, running, boating
Tourism
Superintendent bikes currently
Excellent school system
Elementary is located in residential neighborhood
Principal and staff greet kids every morning and afternoon
PTA and other local groups such as rotary, chamber, and businesses
Community support
Annual 5k fun run for the kids K-4
Community makes fitness a priority
**Planning Process – School Observation 2013**

School observation was held on Thursday October 3rd, 2013. On this day volunteers observed students arriving to school in the morning and leaving in the afternoon. Volunteers were placed at several locations around the school in order to observe students who were truly walking and biking to school and not just walking to or from a vehicle. The conditions on this day, according to weather.com were slightly rainy (although it was not raining at the time of our observation) with a high of 55°F and a Low of 49°F. On this day the volunteers observed a number of student walkers and cyclists and witnessed students walking in all directions around the school.

During the morning observation children were observed coming from every direction around the school. The crossing at 4th Avenue and 4th Street is a busy one along with the 4th Avenue and 3rd Street crossing. In the area around the school there are many streets where the students must walk in the street due to lack of sidewalks. Parked vehicles along the roadway sometimes force students to walk in the travel lane. Although there was no snow at the time of observation it was reported that snow narrows the road and also reduces the visibility of the children because of snow piles at the corners. Driver behavior was also observed, and speed as well as stop sign compliance was seen to be an issue.

In the afternoon the students who are walking and biking all meet in a room at the school and wait there until the buses and traffic have gone. It was reported that the kids enjoy this time and use it for socializing. When they are dismissed the children disperse in all directions around the school. As with the morning a large number cross at the 4th Avenue and 4th Street crossing. Also it was observed that students are cutting through yards and between houses to get to 6th Avenue.

During both the morning and afternoon observation a team member was placed on State Highway 28. No students were observed crossing this roadway, although a large portion of the community is located across this road.

See the Attachments section for several maps from our observation day. There were a total of 15 maps from both the morning and afternoon observation but several have been selected that best illustrate the experience that day.

**Data collection Process**

One of the important steps in this process was getting input from parents about the concerns or barriers they saw. These concerns may need to be addressed to help encourage kids to walk and bike to school. To accomplish this, a “parent survey” was sent home with students in Grades K-4 in the Minnewaska Elementary School located in Glenwood. Surveys were also sent to grades 5-8 at the Minnewaska High School asking if they walked or biked to get to the bus pick-up at the elementary. However, only one survey for grades 5-8 was returned and therefore we have not included that information.

In addition teachers were also asked to conduct a “tally survey” using the form provided on the National Safe Routes to School website. For the tally survey students were asked to raise their hand indicating how they arrived and departed from school each day. A total of three
consecutive days was preferred; however the majority of the teachers completed it a two consecutive day period. An analysis of the survey results is located in the Findings and Data subsection below. For the complete survey results and the forms used please see the attachments section.

**Crash and Ticket Data**

Safe Routes to School is about more than just building new sidewalks. The planning process examined current safety conditions for pedestrians and bicyclists within the City of Glenwood.

An inquiry to the Glenwood Police Department revealed that during the timeframe of 2010–2013 the city averaged 48 motor vehicle crashes a year and had no fatal crashes during this time period. For January - June 2014 the city had 23 motor vehicle crashes, and no fatalities. The majority of motor vehicle crashes occurred within a four-block radius of the intersection of Highways 28 and 29, with most crashes occurring along the highways.

The number and frequency of these crashes are relatively low so no specific recommendations are needed. If this becomes an issue additional steps could be taken.

There were no reported crashes involving bicycles or pedestrians during the timeframe analyzed. There were also no reported issues with vehicle speeds in the area near the elementary school.

**Team Meetings**

Throughout this process team meetings were held nearly monthly. The input of the team was paramount in the formation of this plan. At the meetings the team discussed visioning, proposed projects, next steps, and priorities for Safe Routes to School in the community of Glenwood.

**Community Meeting**

On Tuesday November 12th, 2013, a SRTS community input meeting was held. The purpose of this meeting was to receive community input related to the SRTS planning effort and hear what types of improvements residents of Glenwood and the Minnewaska School District would like to see made. At this meeting a short presentation was given explaining Safe Routes to School. Participants were then divided into small groups, each with a map, to discuss the strengths, weaknesses, opportunities and challenges that they saw in Glenwood. There were several main themes that were heard throughout this meeting.

**Strengths**

- Staggered release – walkers held until parents and bus traffic departs
- Bus system is good
- Law enforcement present at school in the morning
- School is well-located in a neighborhood with low traffic
- Empty lot near school-could be utilized for parent drop-off/pick-up
- Principal is outside almost everyday during bus time – she is interested in improving safety
Police come and stand; say “hi” to kids during am/pm pick-up/drop-off
School located in good neighborhood
School owns empty lot that could become staff parking to open up space for parent drop-off
Good bus system
People want kids to be safe
Sense of community/community support
Great committee looking at kids getting to school safely
People do shovel off their sidewalks
City takes care of sidewalks for route to school.
Left turn only by parent drop-off/bus exit area.
Sidewalk for school and nursing home residents to get to park, especially picnic area
Speed zones around schools
One-way streets around schools
Remote drops
Staggered release
Good start on sidewalk network
This program is hard to argue community
A well-balanced safe routes team
School owns empty lot by the school
Could be staff parking
4th Avenue left turn only
Make parent drop-off area outside loop
Keep parents out of the bus loop entirely
Need to educate the community
Staggered release times help kids be safe.

Weaknesses
Some blocks do not have sidewalks
Traffic bottleneck in front of elementary in the morning
State Highway 28 truck traffic-speed
Barrier to crossing
Lack of sidewalk connectivity around the school
Not all curbs are ADA compliant (have the curb cutouts)
Hard for strollers, walkers, etc
No Complete Streets policy
So many cars-one reason parents want to drive to keep their kids out of traffic mess.
Change bus departures-to loop
Additional sidewalks around schools
Busing policy-buses pick up at houses around town.
Sidewalk red on map (indicates poor condition)
Need marked crosswalks around the school
Fill in sidewalk connections around the school
Bump-outs and crossing enhancements across the highway.
Ped activated lights to help cross
Highway is too wide
Extend the work they are doing in 2018 to include 4th?
Improve this for peds/bikes
When there is snow, no sidewalk and children walk in the street.
Current drop off area-put in crosswalk & sidewalk on far side-crosswalk closer to playground
Add sidewalk to eliminate kids going through the fence
Crosswalk with blinking lights-school zone need to be watching
Lot of speeding cars
Need pedestrian-activated crosswalk signal on Highway 28 corner by Casey’s
Promotion-early childhood-get that group of parents used to walking
Add to grant applications to add cutouts to curbs to encourage sidewalk use
Snow removal-keep the snow piles low so cars can see around corners at the school

Opportunities
Complete Streets project on Highway 28-signal at 2nd or 3rd?
Enhanced crossing at 3rd or 4th on Highway 28
School speed zone on Highway 28 or in neighborhood around school?
One-way streets around school?
Remote drop at park/parent drop on 5th up the hill
Separate bus/parent traffic
Sidewalk in green around the school
Bike rack at school-move to high visibility area
Blinking lights at the three corners around the school
Marked crosswalks
City should enforce sidewalk clearing ordinances
City is considering taking on maintenance of sidewalks
Left turn only coming out of the school drop
Could do a remote drop in the park
Incorporate early childhood

Concerns
Some running of stop signs
Perceived speed in neighborhoods
Findings and data

Analysis of Parent Survey Data

In September 2013 two types of data collection surveys were done for children in grades K-4 at the Minnewaska Elementary. The first was a student tally where students were asked to raise their hands to indicate how they arrived to school that morning and also how they planned to get home that evening. This was done for 2-3 consecutive days and as part of this tally the weather on each of those days was noted. The findings from the student tally as well as a copy of the form used can be found in the Attachments section.

In addition to the student tally, a form was also sent home for parents to fill out. Analysis of the Parent Survey Data includes a total of 285 responses from a total of around 400 questionnaires for grades K-4.

Summary of the findings: (Data from Grades K-4)

Getting to and from school:

- Students most often get to school by motorized vehicle;
  - bus (58%)
  - car (35%)
  - walk (7%)
  - bicycle (0%)
- Students most often get home from school by motorized vehicle;
  - bus (71%)
  - car (19%)
  - walk (9%)
  - bicycle (0%)

Top barriers to walking or riding bicycle to school: (Parents were allowed to select more than one)

- Distance - too far from school (85%)
  - 31% of respondents live within 1 mile
- Amount of Traffic Along Route (54%)
- Speed of Traffic Along Route (49%)
- Safety of Intersections and Crossings (43%)
- Weather – too cold in winter (40%)
- Time (30%)
- Lack of Sidewalks or Pathways (22%)
- Lack of Adults to Bike/Walk with (14%)
- Violence or Crime (14%)
- Lack of Crossing Guards (13%)
- Convenience of Driving (12%)
Child’s Participation in After School Programs (11%)

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

- Less than 1/4 miles
  - School Bus (43%)
  - Family Vehicle (12.5%)
  - Walk (44%)
  - Bike (0%)
- 1/4- 1/2 mile
  - School Bus (45.5%)
  - Family vehicle (36.5%)
  - Walk (18%)
  - Bike (0%)
- 1/2 – 1 mile
  - School Bus (75%)
  - Family Vehicle (23%)
  - Walk (0%)
  - Bike (0%)
- 1 mile up to 2 miles
  - School Bus (60%)
  - Family vehicle (38.5%)
  - Walk (1.5%)
  - Bike (0%)
- More then 2 miles
  - School Bus (71.5%)
  - Family Vehicle (26.5%)
  - Walk (1.5%)
  - Bike (0%)

Things that would help students walk or ride bicycle more often from analysis of the parent survey data:

- Top things that would help students walk or ride bicycle more often:
  - Traffic conditions (approximately half of the survey responses indicated either Speed or Amount of traffic along the route was a barrier)
    - This is due to actual circumstances in some areas around town and perception in others
    - Hwy 28/ Minnesota Ave is likely part of the reason for some of these answers
    - Traffic calming measures could be implemented to help reduce speed and the provide for pedestrian safety along unsafe roadways
  - Nothing, I live too far from school (69% of those who responded live more then 1 mile from school)
- 85% indicated distance as a barrier
  - Safety improvements to infrastructure (65% indicated either unsafe intersections and crossings or lack of sidewalks/pathways as a barrier)
    - Improvements such as enhanced crossings or separate pedestrian facilities could be useful in correcting this
  - Weather (40% indicated it was a barrier)
    - This is an issue of perception and should be addressed with Education and Encouragement
    - If this is also related to parents not being able to provide their child with warm clothing then steps should be taken to assist with this
Recommendations

The 5 E’s

As funding becomes available the City of Glenwood is positioned to implement strategies from all areas of the 5 E’s. The planning process along with some policy change will lay the groundwork for the addition of new sidewalks and trails as well as education and encouragement efforts. The Safe Routes to School team has discussed the strategies they believe will be most beneficial for the community of Glenwood. The team also strongly considered the opinions brought forth at the public meeting conducted as part of the SRTS planning effort. Although considerable thought went into these recommendations it is understood that situations change as do funding sources and flexibility may be necessary when choosing projects to implement in the future.

Creating a new task force or continuing to meet with the current Safe Routes to School Team is highly recommended due to the ongoing nature and need for continuing support of Safe Routes to School.

It should also be noted that these recommendations are not at an engineering level and each location should be evaluated by a qualified person to recommend specific improvements and engineering treatments.

For the purposes of this plan, items labeled long and short term refer to the relative ease and resources needed to make a specific project happen. It doesn’t necessarily indicate a specific timeline in which these items should be completed.
Engineering

Engineering strategies including planning and implementing physical improvements that make it safer and more attractive to walk and bicycle to school. Engaging planners and engineers is crucial to successfully implementing safety improvements. It's also important to reach out to the community to educate neighbors about the benefits and importance of any proposed improvements.

Objective 1: Examine current City Ordinances and School policies.

- Consider implementing a Complete Street Policy (short-term)
- Review current sidewalk ordinance (short-term)
  - protect key routes
    - Do not allow for the removal of sidewalks
    - Unless condition or other issues permit
    - Enforce replacement if sidewalk is removed
  - consider mandating sidewalks in all new development
- Review/modify sidewalk maintenance ordinance
  - Currently homeowners are responsible for snow removal and maintenance
  - Consider that a more equitable arrangement from a mode shift perspective may be for the City to share or take on this responsibility
- Review/modify busing practice (short-term)
  - community pick up locations versus pick up at each home
  - discuss implementing minimum distance requirement for bus service
- Reclaim City right-of-way throughout town

Objective 2: Identify and modify existing infrastructure to improve safety.

- Identify key intersections and create pedestrian enhancements (short-term)
  - Flashing lights or school zone/crossing as well as crosswalks could be added at key intersections (short-term)
  - For a list of “Pedestrian Enhancements” see next section
- Add sidewalks along key identified routes (see map) (short-term)
  - Assure ADA compliance with all new sidewalks
- Repair sidewalks along key identified routes (see map) (short-term)
  - These could include making them ADA compliant
  - Along with regular upkeep
- Discuss the need for better flow around pick-up and drop-off at the elementary school (Short-term)
  - Additional discussion is needed around possible solutions
    - More kids walking and biking is a solution in itself
    - This could be accomplished by walking school bus or use of crossing guards around the school (assuming the area immediately around the school is the biggest deterrent to walking/biking)
- Hold a remote drop where kids who are bused are dropped several blocks from the school and allowed to walk
  - A suggested location could be Barsness Park
- Maintain sidewalk network to ensure safe access for all (long-term)
- The City of Glenwood should encourage the hospital to continue to allow pedestrian access across their property. (short-term)
Glenwood Elementary School Area

Legend:
- Blue: Existing Sidewalks
- Proposed Sidewalks
- Improved Crossing
- Future Trail

Remote Bus Drop in Park
Minnewaska Elementary

Cartography by:
Greg Wagner
West Central Initiative

CITY OF GLENWOOD & MINNEWASKA ELEMENTARY SCHOOL - SAFE ROUTES TO SCHOOL PLAN
**Pedestrian Enhancement Considerations**

Several of the recommendations above suggest enhancing pedestrian crossings at certain locations. The specific type of enhancement should be evaluated per project and designed with maximum safety in mind.

Some examples of pedestrian enhancements include:

- Pedestrian activated lights at crossings
- Crosswalks
- Bulb-outs, also known as curb extensions
- ADA curb cuts
- Pedestrian islands
- Narrowing road widths
- Parking setbacks from crosswalks
- Advance yield markings
  - These show vehicles where to stop if a pedestrian is in the crosswalk
  - Stopping further back allows other vehicles to see the pedestrian as well
Community Impact considerations

A sidewalk can be a way to increase safety for pedestrians of all ages. When sidewalks are available, children are less likely to walk or bike in the street. This is of particular concern wherever parked vehicles are present because children entering the street from between parked vehicles are often obscured from the vision of drivers. Additionally, sidewalks tend to result in pedestrian crossing activity that is more predictable. When this occurs, more effective signing and pavement marking strategies can be implemented. Further, crossing activity is often more focused to key locations resulting in greater visibility to drivers.

Sidewalks also can help encourage people to be more active within their community. This activity can have a positive health impact on the individual as well as a community building impact on the neighborhood.

When taking on an infrastructure project that involves sidewalks understand that while some residents may be excited, others may be opposed. Some of the things to consider when siting a sidewalk are:

- Impacts on trees and landscaping
- Maintenance responsibilities
- Right of way and setbacks
- Perceived lack of need
- Cost burden

When considering constructing a new sidewalk, stakeholders affected by the improvements should be notified and solicited for input in the process.

A suggestion is to accommodate stakeholders by allowing the sidewalk location to vary within the right of way, hopefully avoiding some of the unwanted impacts mentioned above.
Education

Providing education about SRTS helps build support among kids, parents, teachers and community members. To craft education messages, first the community should identify their goals and audiences. Some questions to ask might include: Do people need to know more about the benefits of walking or bicycling? Would maps of routes to the school help more people walk or bicycle? Would walking or bicycling safety information get kids and parents more excited about walking and bicycling?

It is suggested that a specific group be tasked with reviewing and implementing these for maximum effectiveness.

Objective 1. Review list of suggestions below and work on these projects or similar education projects.

- Identify community groups to work with on these projects (short-term)
  - Active Living Committee, School Wellness Committee, etc.
  - These groups could work with an identified partner like SHIP to help addresses these topics and others that promote the health of the community.
- Host International Bike/Walk to school day event in spring and fall (short-term)
- Host a yearly bike rodeo (short-term)
  - Consider adding additional partners or pairing with another event (short-term)
- Host a bike safety 101 course (short-term)
- Start a SRTS Facebook page or a community healthy living page
  - Could be run by HS students
- Teach safe walking and biking to kids at a level appropriate for their age (short-term)
  - Use the Bike, Walk, Fun! Safe Routes curriculum
- Encourage the use of smart phone apps and technology programs that promote health and active living (short-term)
- Put SRTS info on school and city websites (short-term)
  - Link to the national SRTS and other resources
Encouragement

Encouragement is closely tied to education strategies, but is more focused on getting students to try walking and bicycling to school, and celebrating and rewarding them for their efforts. Encouragement activities are more effective if the physical environment works for walking and bicycling to school.

It is suggested that a specific group be tasked with reviewing and implementing these for maximum effectiveness.

Objective 1. Review list of suggestions below and work on these projects or similar encouragement projects.

- Host a Walk to School Day (short-term)
- Start Walking School bus (short-term)
- Host a community bike ride (short-term)
- Hold a SRTS logo contest (short-term)
  - Have all the students design a logo and then pick winner and have t-shirts printed with this logo
- Punch card program for kids who walk or bike to school (short-term)
- Have class by class competitions (short-term)
  - Drawings for prizes
- Start a bike rental program
  - A local business might be interested in running this
- Prizes for bikes in the bike racks (short-term)
  - Attach them to the bikes
  - Maybe just for the 1st month of school or specified time period
- Host a bike/walk contest or challenge (short-term)
  - Challenge kids from a rival school district!
- Have a remote drop off day one day a month for all students (short-term)
  - Increase frequency over time
- Introduce “Walking Wednesdays” (short-term)
  - Every Wednesday children have a special activity around walking
- Host an Open Streets Event (short-term)
Enforcement

Enforcement strategies help reduce unsafe behaviors by drivers, pedestrians and bicyclists and encourage all road users to obey traffic laws and share the road safely. Enforcement can be expensive, so it is best used strategically in conjunction with the other strategies.

**Objective 1. Review list of suggestions below and work on these projects or similar Enforcement projects.**

- Teach bicycle and pedestrian safety to high school drivers (short-term)
  - Could be incorporated into driver’s education classes
- Provide additional enforcement around stop sign compliance near the school
- Enforcement around yielding to pedestrians (short-term)
Evaluation Plan

Evaluation planning is very important to a successful SRTS initiative and should be considered from the very beginning of the planning process. Questions for the community to consider would include: how do we define success for our efforts and how can we measure or document our progress? Evaluation will likely include a combination of quantitative information, such as counts of how many children are walking and bicycling, and more qualitative information, such as success stories from families who have chosen to walk and bicycle more.

It is suggested that a specific group be tasked with reviewing and implementing these for maximum effectiveness.

Objective 1. Review list below and work on these projects and similar Evaluation projects as a key part of Safe Routes to School. Implement this list of recommended activities:

- Complete tally forms for grades K-8 (min) each year (short-term)
- Complete parent survey forms for grades K-8 every other year (short-term)
- Review the Safe Routes to School plan bi-annually and update as necessary (short-term)
- Continue to meet as a Safe Routes to School team regularly (short-term)
  - At least quarterly
  - Alternatively a group such as the PTA or other community group could be tasked with this

Objective 2. These tasks are important in the evaluation of Safe Routes to School; consider adding them to the evaluation of Safe Routes to School as time allows.

- Have community members conduct walk audits (short-term)
- Conduct bike/ped counts (short-term)
  - Can be done anywhere, by school or trails, etc
  - Refer to MnDOT for instructions and counting form
- Key informant interviews with community members and business owners to find out what they are interested in (short-term)
- Consider working with SHIP (short-term)
  - To help complete tallies and surveys
  - To accomplish other objectives as identified
Quick Wins

Quick Wins are those activities that Glenwood/Minnewaska Elementary School can complete relatively easily with little, no, or currently available funding. These activities should also be chosen for maximum impact in order to generate support and enthusiasm around the Safe Routes to School Program.

- Apply for future SRTS funding as it becomes available
- Seek out other sources of funding for SRTS projects
- Host bike rodeo yearly
- Participate in Bike or walk to school week
- Identify key sidewalk routes
  - Protect these key routes by policy
- Adopt a Complete Streets policy
- Educate community and students about pedestrian and bicycling safety
- Relocate bike rack by the school to a location visible to the students
  - In front of the school would be a desirable location
  - Add additional racks as needed
Next Steps

Safe Routes planning is meant to identify strategies that Glenwood and Minnewaska Elementary School can use to continue this work towards creating a community where walking and biking to school is a viable and safe choice. It is important that this work be ongoing in order to help create a cultural shift in the community to more fully embrace walking and biking to school. Where it is safe we want to encourage children to walk and bike, and where it is not safe we want to work to make it safe.

Some recommendations for moving forward with this program are as follows:

- Seek out appropriate funding sources to complete the engineering improvements outlined above
  - Safe Routes to Schools funds
  - Transportation Alternatives Program (TAP) Funds
  - Minnesota State Highway Funds
  - DNR Trail Funding
  - Funding from organizations such as Bikes Belong
  - Local Funds
- Identify projects that the school would like to take on in an effort to encourage a healthy active lifestyle and increase walking and biking
- View bike/pedestrian infrastructure as an integrated part of Glenwood’s transportation system
- Continue meeting as a SRTS team or task another team to completing non-infrastructure projects related to SRTS
- Look into creating a paid position at the school
  - Apply for SRTS non-infrastructure implementation to help fund
SAFE ROUTES TO SCHOOL COMMUNITY MEETING

AGENDA

6pm – 6:30 Open House   
This is a time to have an informal visit with your local SRTS team and community leaders.

6:30-7:10 Presentation   
Introductions- Why are you attending tonight?  
Introduction of local SRTS Team  
SRTS Presentation  
SRTS Video  
Overview of Planning Process

7:10-7:55 Small Group   
Strengths, Weakness, Opportunity Challenges  
Visioning- What would you like your community to look like

7:55- 8:00 Wrap up

End at 8pm Sharp   
The SRTS team will be available after the meeting to answer any questions.
Safe Routes to School
community input meeting

Wednesday, Jan 9, 2013
7:30pm
Barnesville High School Library

- Meet the Barnesville SRTS team
- Learn more about SRTS
- Share ways to create a safer, healthier community through SRTS

For more information, contact Kayla Rossiter at West Central Initiative, 800.735.2239, kayla@wcif.org
## Parent Survey About Walking and Biking to School

**Dear Parent or Caregiver,**

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

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

Thank you for participating in this survey!

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

### School Name:

|                                                                 |
|________________________________________________________________|

1. What is the grade of the child who brought this survey?

<table>
<thead>
<tr>
<th>Grade (PK, K, 1, 2, 3, etc.)</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Street 1</th>
<th>Street 2</th>
</tr>
</thead>
</table>

**Place a clear ‘X’ inside box. If you make a mistake, fill the entire box, and then mark the correct box.**

5. How far does your child live from school?

<table>
<thead>
<tr>
<th>Distance</th>
</tr>
</thead>
</table>

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

**Arrive at school**

<table>
<thead>
<tr>
<th>Method</th>
</tr>
</thead>
</table>

**Leave from school**

<table>
<thead>
<tr>
<th>Method</th>
</tr>
</thead>
</table>

**Place a clear ‘X’ inside box. If you make a mistake, fill the entire box, and then mark the correct box.**

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

**Travel time to school**

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
</table>

**Travel time from school**

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
</table>

**Place a clear ‘X’ inside box. If you make a mistake, fill the entire box, and then mark the correct box.**
8. Has your child asked you for permission to walk or bike to/from school in the last year?  ☐ Yes  ☐ No

9. At what grade would you allow your child to walk or bike to/from school without an adult? (Select a grade between PK, K, 1, 2, 3...)
   ☐ grade  ☐ (or)  ☐ I would not feel comfortable at any grade

10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)
    ☐ Distance........................................................................................................... ☐ Yes  ☐ No  ☐ Not Sure
    ☐ Convenience of driving..................................................................................... ☐ Yes  ☐ No  ☐ Not Sure
    ☐ Time.................................................................................................................. ☐ Yes  ☐ No  ☐ Not Sure
    ☐ Child’s before or after-school activities............................................................... ☐ Yes  ☐ No  ☐ Not Sure
    ☐ Speed of traffic along route................................................................................. ☐ Yes  ☐ No  ☐ Not Sure
    ☐ Amount of traffic along route............................................................................. ☐ Yes  ☐ No  ☐ Not Sure
    ☐ Adults to walk or bike with................................................................................... ☐ Yes  ☐ No  ☐ Not Sure
    ☐ Sidewalks or pathways.......................................................................................... ☐ Yes  ☐ No  ☐ Not Sure
    ☐ Safety of intersections and crossings................................................................. ☐ Yes  ☐ No  ☐ Not Sure
    ☐ Crossing guards.................................................................................................... ☐ Yes  ☐ No  ☐ Not Sure
    ☐ Violence or crime................................................................................................... ☐ Yes  ☐ No  ☐ Not Sure
    ☐ Weather or climate.............................................................................................. ☐ Yes  ☐ No  ☐ Not Sure

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)
    ☐ My child already walks or bikes to/from school

12. In your opinion, how much does your child’s school encourage or discourage walking and biking to/from school?
    ☐ Strongly Encourages  ☐ Encourages  ☐ Neither  ☐ Discourages  ☐ Strongly Discourages

13. How much fun is walking or biking to/from school for your child?
    ☐ Very Fun  ☐ Fun  ☐ Neutral  ☐ Boring  ☐ Very Boring

14. How healthy is walking or biking to/from school for your child?
    ☐ Very Healthy  ☐ Healthy  ☐ Neutral  ☐ Unhealthy  ☐ Very Unhealthy

15. What is the highest grade or year of school you completed?
    ☐ Grades 1 through 8 (Elementary)  ☐ College 1 to 3 years (Some college or technical school)
    ☐ Grades 9 through 11 (Some high school)  ☐ College 4 years or more (College graduate)
    ☐ Grade 12 or GED (High school graduate)  ☐ Prefer not to answer

16. Please provide any additional comments below.
# Student Tally (Form Used)

## Safe Routes to School Students Arrival and Departure Tally Sheet

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

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

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

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

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

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

### Key

<table>
<thead>
<tr>
<th>Weather</th>
<th>Student Tally</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>S = sunny</td>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>Only with</td>
<td>Riding</td>
<td></td>
<td>City bus,</td>
</tr>
<tr>
<td>R = rainy</td>
<td></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>children from</td>
<td>other</td>
<td></td>
<td>subway, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>your family</td>
<td>families</td>
<td></td>
<td>Skateboard, scooter, etc.</td>
</tr>
</tbody>
</table>

#### Sample AM

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S N</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Sample PM

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R 1</td>
<td>19</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### Tues. AM

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
</table>

### Tues. PM

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<table>
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<tr>
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<th></th>
</tr>
</thead>
</table>

### Wed. AM

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<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
</table>

### Wed. PM

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<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
</table>

### Thurs. AM

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
</table>

### Thurs. PM

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
</table>

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

Parent Survey Report: One School in One Data Collection Period

School Name: Minnewaska Area Elementary School
School Group: Safe Routes to School
School Enrollment: 0
% Range of Students Involved in SRTS: Don't Know
Number of Questionnaires Distributed: 0
Set ID: 10642
Month and Year Collected: October 2013
Date Report Generated: 11/05/2013
Tags:
Number of Questionnaires Analyzed for Report: 265

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

Sex of children for parents that provided information

- Male
- Female

44% Male
56% Female
Grade levels of children represented in survey

<table>
<thead>
<tr>
<th>Grade in School</th>
<th>Responses per grade</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td>70</td>
<td>25%</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>59</td>
<td>21%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>50</td>
<td>18%</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>49</td>
<td>17%</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>57</td>
<td>20%</td>
</tr>
</tbody>
</table>

No response: 0
Percentages may not total 100% due to rounding.
Parent estimate of distance from child’s home to school

<table>
<thead>
<tr>
<th>Distance between home and school</th>
<th>Number of children</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>36</td>
<td>13%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>22</td>
<td>8%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>27</td>
<td>10%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>35</td>
<td>12%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>164</td>
<td>58%</td>
</tr>
</tbody>
</table>

Don't know or No response: 1
Percentages may not total 100% due to rounding.
Typical mode of arrival at and departure from school

<table>
<thead>
<tr>
<th>Time of Trip</th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>285</td>
<td>7%</td>
<td>0%</td>
<td>58%</td>
<td>34%</td>
<td>0.7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Afternoon</td>
<td>276</td>
<td>9%</td>
<td>0%</td>
<td>71%</td>
<td>17%</td>
<td>1%</td>
<td>0.7%</td>
<td>0%</td>
</tr>
</tbody>
</table>

No Response Morning: 0
No Response Afternoon: 9
Percentages may not total 100% due to rounding.
Typical mode of school arrival and departure by distance child lives from school.
Typical mode of school arrival and departure by distance child lives from school

### School Arrival

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number within Distance</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>36</td>
<td>44%</td>
<td>0%</td>
<td>39%</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>22</td>
<td>18%</td>
<td>0%</td>
<td>32%</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>27</td>
<td>0%</td>
<td>0%</td>
<td>70%</td>
<td>30%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>35</td>
<td>0%</td>
<td>0%</td>
<td>57%</td>
<td>43%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>164</td>
<td>0%</td>
<td>0%</td>
<td>64%</td>
<td>35%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

### School Departure

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number within Distance</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1/4 mile</td>
<td>36</td>
<td>44%</td>
<td>0%</td>
<td>47%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/4 mile up to 1/2 mile</td>
<td>22</td>
<td>18%</td>
<td>0%</td>
<td>59%</td>
<td>23%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/2 mile up to 1 mile</td>
<td>25</td>
<td>0%</td>
<td>0%</td>
<td>80%</td>
<td>16%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1 mile up to 2 miles</td>
<td>35</td>
<td>3%</td>
<td>0%</td>
<td>63%</td>
<td>34%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>More than 2 miles</td>
<td>157</td>
<td>3%</td>
<td>0%</td>
<td>79%</td>
<td>15%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Don't know or No response: 10
Percentages may not total 100% due to rounding.
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

<table>
<thead>
<tr>
<th>Distance between Home and School</th>
<th>&lt; 1/4 mile</th>
<th>1/4 to 1/2 mile</th>
<th>1/2 to 1 mile</th>
<th>1 to 2 miles</th>
<th>&gt; 2 miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 1/4 mile</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1/4 to 1/2 mile</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>1/2 to 1 mile</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>1 to 2 miles</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>&gt; 2 miles</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Asked Permission?</th>
<th>Number of Children</th>
<th>Less than 1/4 mile</th>
<th>1/4 mile up to 1/2 mile</th>
<th>1/2 mile up to 1 mile</th>
<th>1 mile up to 2 miles</th>
<th>More than 2 miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>47</td>
<td>54%</td>
<td>40%</td>
<td>12%</td>
<td>17%</td>
<td>7%</td>
</tr>
<tr>
<td>No</td>
<td>231</td>
<td>46%</td>
<td>50%</td>
<td>88%</td>
<td>63%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Don't know or No response: 7
Percentages may not total 100% due to rounding.
Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school

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

<table>
<thead>
<tr>
<th>Issue</th>
<th>Child does not walk/bike to school</th>
<th>Child walks/bikes to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>85%</td>
<td>62%</td>
</tr>
<tr>
<td>Amount of Traffic Along Route</td>
<td>54%</td>
<td>27%</td>
</tr>
<tr>
<td>Speed of Traffic Along Route</td>
<td>49%</td>
<td>0%</td>
</tr>
<tr>
<td>Safety of Intersections and Crossings</td>
<td>43%</td>
<td>36%</td>
</tr>
<tr>
<td>Weather or climate</td>
<td>40%</td>
<td>16%</td>
</tr>
<tr>
<td>Time</td>
<td>30%</td>
<td>36%</td>
</tr>
<tr>
<td>Sidewalks or Pathways</td>
<td>22%</td>
<td>36%</td>
</tr>
<tr>
<td>Adults to Bike/Walk With</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Violence or Crime</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Crossing Guards</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Convenience of Driving</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Child's Participation in After School Programs</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Number of Respondents per Category</strong></td>
<td><strong>189</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

No response: 85

Note:
- Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
- Each column may sum to > 100% because respondent could select more than issue.
- The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school

- 83% Neither
- 12% Encourages
- 2% Discourages
- 3% Strongly Discourages
- 3% Strongly Encourages

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

- 66% Neutral
- 24% Fun
- 2% Boring
- 2% Very Boring
- 0% Very Fun
Parents' opinions about how healthy walking and biking to/from school is for their child:

- 31% Healthy
- 30% Very Healthy
- 29% Neutral
<table>
<thead>
<tr>
<th>SurveyID</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1090731</td>
<td>We live 15+ miles from school.</td>
</tr>
<tr>
<td>1090503</td>
<td>My girls walk because it is such a short distance, but the lack of sidewalks and the number of cars dropping kids off make it dangerous, especially in the winter.</td>
</tr>
<tr>
<td>1090540</td>
<td>This survey is not made for rural areas.</td>
</tr>
<tr>
<td>1090551</td>
<td>Its 13 miles to school one way.</td>
</tr>
<tr>
<td>1090595</td>
<td>I do feel there is a huge need for sidewalks near the school, as picking up/dropping off my kids is so difficult. There are kids everywhere, all over the roads and I have seen so many times where an accident was too close. Change is much needed!</td>
</tr>
<tr>
<td>1090640</td>
<td>We live more than 10 miles away</td>
</tr>
<tr>
<td>1090694</td>
<td>Too many kids are all over the streets after and before school. With no sidewalks, it is incredibly dangerous, especially for the amount of traffic. Quite scary and nerve-wracking!</td>
</tr>
<tr>
<td>1092995</td>
<td>9. Highway too busy.</td>
</tr>
<tr>
<td>1093497</td>
<td>Sidewalks to the school and crossing guards on Minnesota Ave.</td>
</tr>
<tr>
<td>1093711</td>
<td>We live more than 10 miles from town. Some of these questions I was not able to answer.</td>
</tr>
<tr>
<td>1093723</td>
<td>We live 7 miles from Glenwood so this doesn't happen. If we lived in town, might be more help.</td>
</tr>
<tr>
<td>1090469</td>
<td>I don't feel my children are responsible enough to walk safely to school yet. They are too young. The definitely will in a few years.</td>
</tr>
<tr>
<td>1090504</td>
<td>We live too far out for my child to bike/walk to school.</td>
</tr>
<tr>
<td>1090572</td>
<td>Too young to walk alone.</td>
</tr>
<tr>
<td>1090632</td>
<td>We are about 10 miles from school.</td>
</tr>
<tr>
<td>1090690</td>
<td>I wish there was a bike path along the highway that would connect Glenwood and Starbuck. It is unsafe to walk or bike to the high school.</td>
</tr>
<tr>
<td>1090996</td>
<td>11. All of these would need to change together (or a large number of them) for our kids at our current location. It's not feasible for us, but I think it could be improved for kids who live considerably closer.</td>
</tr>
<tr>
<td>1092918</td>
<td>13. Son's opinion that it is very boring.</td>
</tr>
<tr>
<td>1089600</td>
<td>7th St SE needs to be added to a GPS sat. system. Traffic needs to slow down.</td>
</tr>
<tr>
<td>1089734</td>
<td>Would allow child to walk or ride in a couple years if distance was not involved.</td>
</tr>
<tr>
<td>1090540</td>
<td>It is far easier to bring my kids to school in my personal vehicle. I know for sure that they are safe and on time. Nothing can be done differently to change that. I feel there is nothing wrong with the way things are now.</td>
</tr>
<tr>
<td>1090507</td>
<td>We are barely in the city limits - 3 miles to school that is mostly on a major highway. Walking is fun and healthy but not realistic for most in a rural community.</td>
</tr>
<tr>
<td>1090519</td>
<td>Too many kidnappings and sexual predators out there in this world.</td>
</tr>
<tr>
<td>1090508</td>
<td>We live 3 miles from school but have to be on the bus at 7 AM, more than an hour before they need to be there. Last year, they sat at an intersection waiting for Yokums Daily for 20 mins to see if they were riding that day or not. Crazy!</td>
</tr>
<tr>
<td>1090841</td>
<td>8. I walk with her.</td>
</tr>
<tr>
<td>1090895</td>
<td>We live 12 miles from school so my children will never walk or bike to school.</td>
</tr>
<tr>
<td>ID</td>
<td>Comment</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1086039</td>
<td>We live 16 miles from school. Can’t walk to school.</td>
</tr>
<tr>
<td>1086042</td>
<td>An eight mile walk is way too far!</td>
</tr>
<tr>
<td>1086959</td>
<td>We do not live far from my child’s school. He is an only child and I do not feel comfortable with him walking alone. I wish, somehow, he could also be aware of kidnapping. Even though our town is not like that, you never know. Better safe than sorry!</td>
</tr>
<tr>
<td>1089753</td>
<td>Would love the option to bike/walk to school but live too far.</td>
</tr>
<tr>
<td>1090513</td>
<td>Driven to school from home. Walks to daycare/Grandma’s after school.</td>
</tr>
<tr>
<td>1090605</td>
<td>Crossing the highway is a big concern. People do not even stop for adults in the crosswalks. Are they stopping for kids…?</td>
</tr>
<tr>
<td>1090606</td>
<td>Until 6th grade, children should not walk or ride bike to school. In fact, my daughter is in the 7th grade and this was the first summer she was allowed in our yard alone. I am a very protective mom.</td>
</tr>
<tr>
<td>1090607</td>
<td>Additional sidewalks needed and better drop-off area for students riding to school with their parents.</td>
</tr>
<tr>
<td>1090608</td>
<td>We live in Lowry MN about 8 miles from school. It is too far to bike to his school in Glenwood, MN.</td>
</tr>
<tr>
<td>1090609</td>
<td>We do walk to daycare, but it would be nice to walk on sidewalks. Not a school issue though-city of Glenwood.</td>
</tr>
<tr>
<td>1090615</td>
<td>I don’t feel Question 15 applies to my child biking or walking to school.</td>
</tr>
<tr>
<td>1090707</td>
<td>As it stands, the grade school parking/drop-off/walking areas are too congested, not safe and of very poor design!</td>
</tr>
<tr>
<td>1090812</td>
<td>We are barely in the city limits. 2.5-3 miles to school that is mostly major highway. Walking is fun and healthy but not realistic for most in a rural community.</td>
</tr>
<tr>
<td>1090816</td>
<td>We are barely in the city limits. 2.5-3 miles to school that is mostly major highway. Walking is fun and healthy but not realistic for most in a rural community.</td>
</tr>
<tr>
<td>1090817</td>
<td>We live in the country.</td>
</tr>
<tr>
<td>1090818</td>
<td>We live 10 miles from school. Biking or walking is not an option for my kids.</td>
</tr>
<tr>
<td>1090854</td>
<td>Survey does not apply to us.</td>
</tr>
<tr>
<td>1090855</td>
<td>My children receive a ride into the morning from father and take bus home or to grandparent. Only walk 1/2 a block from the bus stop.</td>
</tr>
<tr>
<td>1090856</td>
<td>I don’t like these surveys.</td>
</tr>
<tr>
<td>1090907</td>
<td>Two hour bus ride-way too long. The bus rounds are way too long! Couldn’t one bus drop off town kids? Also, I thought that the bus pick/drop kids at the county line, not driving miles into Douglas County.</td>
</tr>
<tr>
<td>1090909</td>
<td>He is brought to Starbucks and then to the high school in the special ed van. 9. He is special needs. 10. The only reason I don’t is because he is special needs and requires door-to-door assistance.</td>
</tr>
<tr>
<td>1091054</td>
<td>4. In Starbucks School in in Glenwood. We live in Starbucks.</td>
</tr>
<tr>
<td>1091055</td>
<td>4. We live in Lowry.</td>
</tr>
<tr>
<td>1091057</td>
<td>Survey does not apply to us.</td>
</tr>
<tr>
<td>1091058</td>
<td>This is not an option for those of us who live in a separate town from the school.</td>
</tr>
<tr>
<td>1091061</td>
<td>I believe it is very healthy for the kids to walk, but safety is a huge issue. I don’t let my kids go around a few blocks by themselves until after they’re 10 years of age so this would never happen.</td>
</tr>
<tr>
<td>1091095</td>
<td>Our family lives too far away from school to worry about walking.</td>
</tr>
<tr>
<td>Code</td>
<td>Response</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1093175</td>
<td>Child has a ride in the morning and a bus ride home or to grandparents. Survey for us is nonfactor.</td>
</tr>
<tr>
<td>1093178</td>
<td>4. In Lowry</td>
</tr>
<tr>
<td>1093239</td>
<td>Walks to grandma's after school</td>
</tr>
<tr>
<td>1093407</td>
<td>School is in Glenwood. We live in Starbucks</td>
</tr>
<tr>
<td>1093480</td>
<td>We live out in the country and this survey doesn't apply to our situation</td>
</tr>
<tr>
<td>1000542</td>
<td>We live too far out. 15 miles</td>
</tr>
<tr>
<td>1093134</td>
<td>Walk to parent's job</td>
</tr>
<tr>
<td>1093491</td>
<td>We live in the country. Biking/walking would be pointless.</td>
</tr>
</tbody>
</table>
Student Tally Results

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

School Name: Minnewaska Area Elementary School
School Group: Safe Routes to School
School Enrollment: 0
% of Students reached by SRTS activities: 0-25%
Number of Classrooms included in Report: 10

Set ID: 13463
Month and Year Collected: October 2013
Date Report Generated: 11/05/2013
Tags:

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

Morning and Afternoon Travel Mode Comparison

<table>
<thead>
<tr>
<th>Mode</th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>414</td>
<td>413</td>
</tr>
<tr>
<td>School Bus</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Family Vehicle</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Carpool</td>
<td>58%</td>
<td>63%</td>
</tr>
<tr>
<td>Transit</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.
Morning and Afternoon Travel Mode Comparison by Day

<table>
<thead>
<tr>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Carpool</th>
<th>School Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday AM</td>
<td>207</td>
<td>4%</td>
<td>0%</td>
<td>62%</td>
<td>33%</td>
<td>0.5%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Tuesday PM</td>
<td>207</td>
<td>6%</td>
<td>0%</td>
<td>65%</td>
<td>26%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Wednesday AM</td>
<td>207</td>
<td>5%</td>
<td>0%</td>
<td>55%</td>
<td>25%</td>
<td>4%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>Wednesday PM</td>
<td>206</td>
<td>8%</td>
<td>0%</td>
<td>61%</td>
<td>22%</td>
<td>2%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Thursday AM</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Thursday PM</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.
Travel Mode by Weather Conditions

<table>
<thead>
<tr>
<th>Weather Condition</th>
<th>Number of Trips</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunny</td>
<td>236</td>
<td>8%</td>
<td>0%</td>
<td>64%</td>
<td>26%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Rainy</td>
<td>357</td>
<td>5%</td>
<td>0%</td>
<td>60%</td>
<td>27%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Overcast</td>
<td>264</td>
<td>4%</td>
<td>0%</td>
<td>57%</td>
<td>27%</td>
<td>2%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Snow</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Percentages may not total 100% due to rounding.
Observation Maps & Narratives
Morning Observation

Walkers

Bikers

Google

CITY OF GLENWOOD & MINNEWASKA ELEMENTARY SCHOOL - SAFE ROUTES TO SCHOOL PLAN
Morning Observation

<table>
<thead>
<tr>
<th>Drop Off Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Car stopped &amp; got out (1 employee parking there)</td>
</tr>
<tr>
<td>4. Kids crossed - no walk sign!</td>
</tr>
<tr>
<td>7. Kids pull up on 3rd</td>
</tr>
<tr>
<td>3. Adult &amp; adults walk to cross 3rd</td>
</tr>
</tbody>
</table>

Lots of Car Traffic

1. Can stopped mid-road to drop off student (employee parked on N side of street) |

S crossing can't see beyond employee parked far |

Cars leaving parking lot turn right or left - may be only |

Should only left so not over proposed crosswalk?

Lots of cars at same time in small area |

Another employee parking on north side - no more parent drop off |

Cars driving fast to stop sign - on 4th St NE areas |

Parking lot - walkers cross when buses are leaving |

1. Can pulled up on wrong side of street to walk student across |

3. Kids walked/crossing - 2 cars coming |

Cars leaving parking lot turning right - 1 car pulling |

Away from drop off |

* Winter is worse when narrow roads need x-walk w/ light
CITY OF GLENWOOD & MINNEWASKA ELEMENTARY SCHOOL - SAFE ROUTES TO SCHOOL PLAN

1. Students walk North onto 2nd St.
2. Students walk West then Furnace onto 2nd St.
3. Teachers walk 2nd St. East at the corner of 2nd & 2nd.

- Rolling stop 2nd St traveling S to turn E onto 4th Ave.
- Rolling stop turning onto 2nd St from 4th Ave.
- Bus rolling stop on 4th Ave.; 2nd St S - Never let straight.
- Rolling stop from 4th Ave onto 2nd St N.
- Kids very good at stopping - looking to be sure traffic stops before crossing on 4th Ave 2nd.
- Rolling stop 2nd St S traveling North.
- Texting/using phone while driving. 4th Ave traveling W to E.
- Speed limit is 20 on 2nd; travel 5 to 10.
- Speed 2nd St S to N.

Morning Observation

Corner of 2nd & 2nd.