

JUNE 2021



# JACKSON COUNTY CENTRAL SCHOOLS JACKSON SAFE ROUTES TO SCHOOL PLAN

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

# ACKNOWLEDGMENTS

The following key people/entities participated in the Safe Routes to School (SRTS) planning efforts for the Jackson County Central Schools (JCC) SRTS Plan in Jackson. Their creativity, energy, and commitment were critical to the success of this effort.

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Check out more Safe Routes programs and resources:  
<http://www.dot.state.mn.us/mnsaferoutes/>.

Check out more information on regional development:  
[www.swrdc.org](http://www.swrdc.org).

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# 01

## EXECUTIVE SUMMARY

## EXECUTIVE SUMMARY

The JCC Safe Routes to School (SRTS) Committee has completed a planning process culminating in the Jackson Safe Routes to School Plan. SRTS Plans are guides meant to identify strategies to increase walking and biking to school as well as the safety of students who choose to do so. The plans also function as a way to increase the physical activity levels and health of students. SRTS plans are an essential first step to understanding the barriers that currently exist to safe walking and biking before effective changes can be implemented.

The SRTS Team was comprised of representatives from the Jackson County Central Public School District, school administration, the City of Jackson, the Jackson County Friends of the Trails Committee, transportation staff, the county engineer, municipal public works, law enforcement, teachers, school nursing staff, and public health representatives. The Southwest Regional Development Commission (SRDC) provided planning assistance to the planning team in the development of the SRTS Plan, including team coordination and meeting facilitation. The JCC SRTS Plan established seven main strategies to increase walking and biking to school as safely as possible in Jackson with associated recommended action items under each strategy. These action steps are meant to be tangible action steps to improve the safety of students walking and biking to the schools and throughout the City of Jackson.

Jackson County Central Schools and the City of Jackson took part in the SRTS planning process during a 10-month period of the 2020-2021 academic year (August 2020 through May 2021).

Using the data gathering and assessment activities, recommended action items were developed for each goal through the “6E” approach for the district. The 6 Es are: Education, Encouragement, Enforcement, Engineering, Evaluation, and Equity. Every action step falls under at least one of the “6 Es” and all 6 Es are covered by at least one strategy. See the Strategies section for detailed descriptions of each of the strategies and their associated action steps.

The action steps ranged from short- to long-term and some were intended to be ongoing initiatives. As such, SRTS plans should be viewed as living documents that reflect the needs of the community throughout time. The planning team also ranked the action steps in order of priority for implementation purposes. The action items were incorporated into the implementation matrix included in the plan maintenance section of the plan.

### WHAT IS SAFE ROUTES TO SCHOOL PLANNING?

SRTS programs examine conditions around schools and conduct projects and activities that work to improve safety and accessibility and reduce traffic and air pollution near schools. Thus, these programs help make bicycling and walking to school safer and more appealing transportation choices thus encouraging a healthy and active lifestyle from an early age.

### HOW DOES SRDC ASSIST WITH SRTS PLANNING?

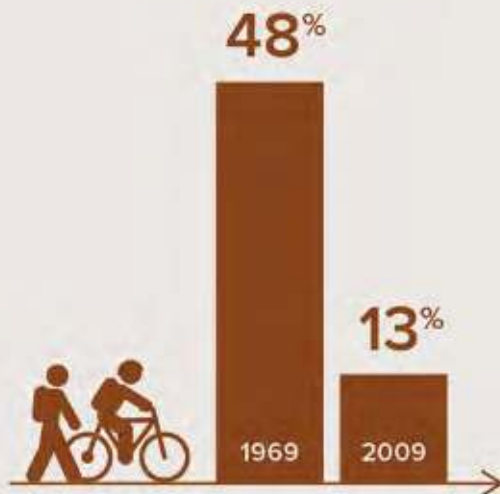
Southwest Regional Development Commission (SRDC) has successfully developed numerous Safe Routes to School Plans for communities throughout the nine-county region of Southwest Minnesota over many years. SRDC assists local units of governments or schools in all aspects of SRTS planning, including developing a planning team, facilitating public information meetings, facilitating planning team work sessions, administering both student and parent surveys, conducting walk-audits, drafting the planning document, assisting in the adoption process, and much more.



# 02

## INTRODUCTION

# Why Safe Routes to School?



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



MOST KIDS ARE NOT GETTING ENOUGH PHYSICAL ACTIVITY



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

## KIDS WHO WALK OR BIKE TO SCHOOL:



Arrive alert and able to focus on school



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



Are more likely to be a healthy body weight



Demonstrate improved test scores and better school performance\*



Are less likely to suffer from depression and anxiety

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

Fewer students walking & biking to school

More parents driving children to school

Rising concern about safety of walking & biking

Increased traffic at and around school



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

# INTRODUCTION TO SAFE ROUTES TO SCHOOL

## PURPOSE

Safe Routes to School (SRTS) planning grants are awarded by the Minnesota Department of Transportation (MnDOT) with the intent to identify barriers and opportunities for youth to walk and bicycle to school. The planning process engages community stakeholders and lays out strategies for them to leverage significant investments in infrastructure and non-infrastructure solutions to increasing the number of students that walk and bike to school.

The time period for the completion of this planning grant was July 1, 2020 through June 30, 2021. Jackson County Central Public Schools and the City of Jackson participated in the planning process and are included in this plan. The planning process was conducted by the Southwest Regional Development Commission and appropriate stakeholders in accordance with current guidelines provided by MnDOT.

## BENEFITS

Through promoting a safer and healthier environment in which students can walk and bike, there are a number of benefits. These include, but are not limited to:

- Reduced traffic congestion near schools
- Enhanced air quality around schools
- A safer community for all residents
- Community building and connectedness
- Transportation cost savings for the school district

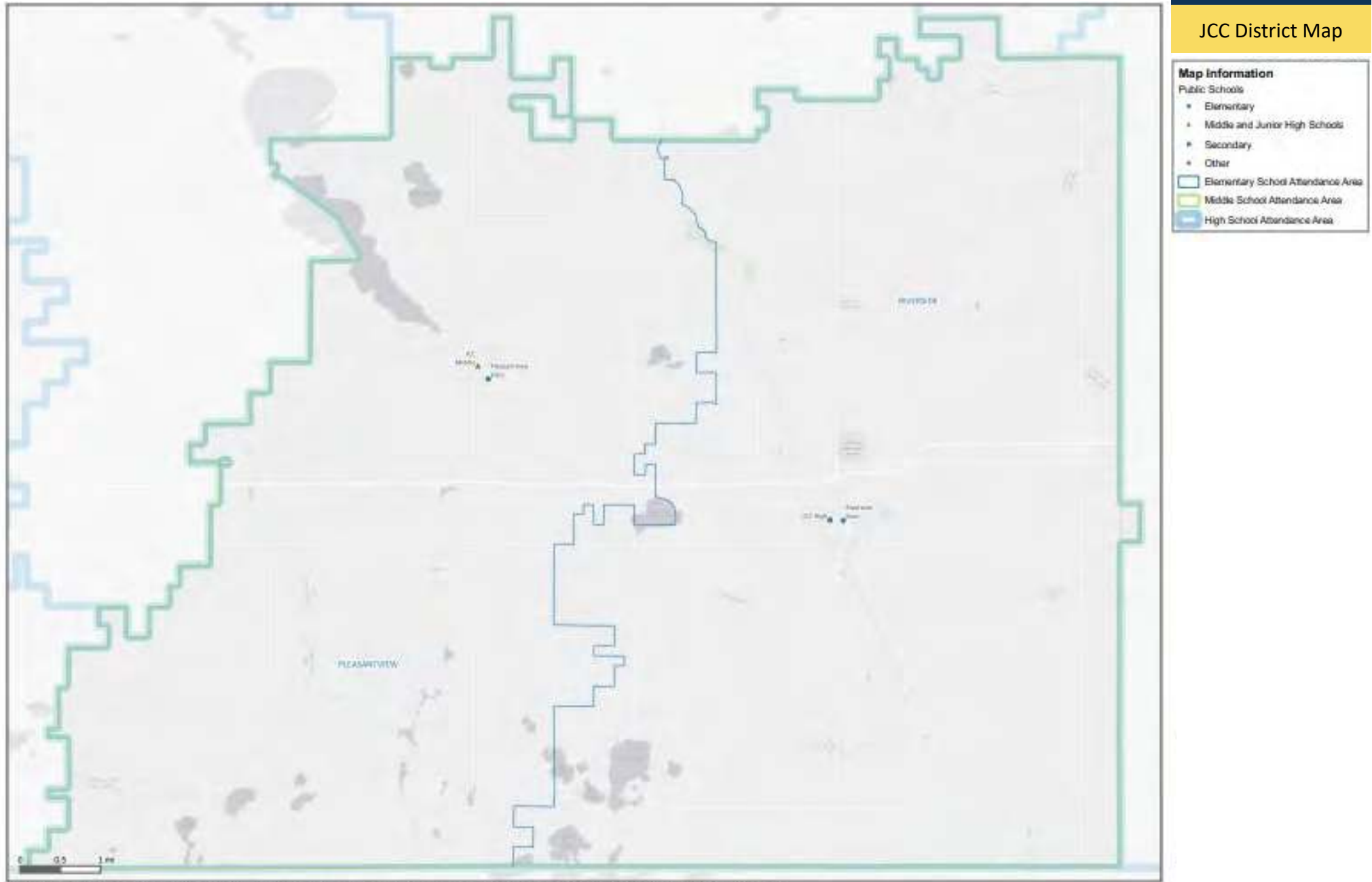
Incorporating daily physical activity into the routines of students of all ages has additional benefits, including:

- Healthier students and community
- Focused students who are prepared to learn
- An increased sense of independence among students
- Establishing lifelong healthy habits

## DISTRICT GEOGRAPHIC LOCATION

The City of Jackson is situated in Southwest Minnesota around the point of intersection of U.S. Highway 71, Interstate 90, and the Des Moines River. Jackson is located in the eastern section of Jackson County. The county's boundaries are joined by Cottonwood County to the north, Martin County to the east, Nobles County to the west, and the Minnesota/ Iowa border to the south. To the traveler passing through Jackson for the first time, the community's natural setting is characterized by steep wooded hills, broad valley, and a meandering river. The topography contributes greatly to the variety and overall appeal of the community.





Created using QGIS Geographic Information System by the Open Source Geospatial Foundation Project. Basemap Credits: Esri, HERE, DeLorme, © OpenStreetMap contributors, and the GIS user community.

Figure 1: Map of the JCC Public School District Attendance Areas and Locations



Left: Riverside Elementary  
Right: JCC High School


## SCHOOL PROFILE

The Jackson County Central (JCC) School District is a rural district encompassing the majority of Jackson County. The JCC School District includes the City of Jackson, the county seat along U.S. Highway 71, along with the communities of Lakefield, Alpha, Petersburg, and Sioux Valley. The school district is cut in half by U.S. Interstate 90, which travels east-west directly through the middle of the district. The Jackson County Central School District encompasses 440.03 square miles within Jackson County.

The district includes: JCC High School, JCC Middle School, Pleasantview Elementary, Riverside Elementary, and Early Childhood Family Education. JCC High School is located at 1128 North Highway in Jackson, Minnesota. The JCC Middle School is located at 205 4th Ave. North in Lakefield, Minnesota, which is 12 miles from Jackson. Please notes that the new middle school, scheduled for completion for the 2022-23 school year, will be adjacent to Pleasantview Elementary. Pleasantview Elementary is located at 110 Milwaukee Street in Lakefield, Minnesota. Riverside Elementary is located at 820 Park Street in Jackson, Minnesota.

The Jackson SRTS Plan is for Riverside Elementary and the JCC High School. Riverside Elementary serves the community of Jackson and the surrounding rural area.

**JACKSON SCHOOLS**  
.....



**757**  
STUDENTS

**RIVERSIDE**  
.....

Enrollment: 395

Living within 1 Mile from School: 23%

Free/Reduced Price Lunch: 36%

**JCC HIGH**  
.....

Enrollment: 395

Living within 1 Mile from School: 23%

Free/Reduced Price Lunch: 36%

According to the Minnesota Department of Education, the 2020-2021 total enrollment in the Jackson schools located in the City of Jackson was 757 students.

Jackson County High School maintains multiple active amenities for students to participate in (or cooperates with other school districts to do so), including:

- Football
- Volleyball
- Basketball
- Track
- Golf
- Softball
- Baseball
- Gymnastics
- Theater
- Speech
- Band
- Choir
- FFA
- Honor Society
- Knowledge Bowl
- Math League
- Student Council

The contact information for Jackson Public Schools is:  
1128 North Highway, Jackson, MN 56143  
Phone: 507-847-3608



# 03

## PLANNING PROCESS



## PLANNING PROCESS

The SRTS planning process is a comprehensive approach designed to bring together the school and community stakeholders around a shared vision to improve pedestrian safety and increase the number of students who choose and parents who allow walking and biking to school. Because the plan will be implemented by the community, it is critical to get their input throughout the entire process.

### SMART GOALS

This plan will offer recommendations for programs and infrastructure that are consistent with the concept of SMART Goals, which provide a framework for an effective and sustainable SRTS plan. SMART Goals for this plan will be:

- **Specific:** the recommendations will communicate what needs to be accomplished and by whom.
- **Measurable:** the outcomes from the recommendations will be quantifiable.
- **Attainable:** the recommendations will be ambitious but reasonable.
- **Relevant:** the recommendations will be responsive to the needs of the school and community.
- **Timely:** the recommendations will have a specific timeline.



### VISION STATEMENT

One of the first tasks undertaken by the Jackson SRTS Team was to craft a vision statement. This guiding statement lays out the sort of work the team hopes to see implemented at the schools and city through the continuous development of the Safe Routes to School plan.

2013 JCC Vision Statement:

***Fostering partnerships to develop healthy, active, and connected life styles for people of all ages and ability.***

NEW 2022 JCC Vision Statement:

***Building on past successes to promote healthy, active, and connected lifestyles for students and their families regardless of age or ability.***

## THE SIX “E” APPROACH

The planning process is based around “The 6 Es” approach. Each of the “Es” is detailed below.



### EDUCATION

Providing education about SRTS helps build support among children, parents, teachers, and community members. The team should assess where education might be needed, and craft their messages to meet the needs of target audiences. Examples of education can include in-classroom and/or out-of-school walking and bicycling education for students, educating parents on the benefits of walking and biking, educating parents and the public about right-of-way laws and sharing the road with bicyclists, and informing students and parents about which routes are safe to take through the community. Often times this is where teachers and public health workers can lend their skills along with other community partners who have regular contact with the public, such as law enforcement.



### ENCOURAGEMENT

Though closely tied to education, encouragement is focused on influencing people to make the choice to walk and bike to school through incentives and rewarding efforts. Encouragement activities work better if the physical environment already lends itself to walking and bicycling to school. Some examples of encouragement activities might be: organizing a “Walk and Bike to School Day,” creating walking school buses or bike trains with adult volunteers, utilizing in-classroom incentives to encourage students to walk and bike. Often, encouragement is done in partnership with school staff, though community volunteer involvement is frequently needed.



### ENFORCEMENT

Enforcement strategies correct and reduce unsafe behavior by drivers, pedestrians, and bicyclists. This creates paths and roads that are inviting and safe for all intended users.

These strategies can include partnerships with law enforcement; enforcing policies and procedures to ensure students, parents, and others are knowledgeable about appropriate transportation protocols; and signage enhancements.



### ENGINEERING

The built environment is often a large determinant of whether or not students are able or allowed to walk to school. For example, a large, unmarked intersection across a highway might dissuade some parents from allowing their child to walk to school. Additionally, having little or no sidewalks also makes walking dangerous. These sorts of solutions can include traffic calming techniques, sidewalks, bicycle lanes, bike racks, and signage.



### EVALUATION

In order to define both the starting point and goals, the team must have data from which to begin. Evaluation is where the SRTS planning process begins, and ideally where it returns on a regular basis to document progress. In the following pages, you will be more in-depth data that was gathered, such as traffic volumes, crash data, and surveys. Additional examples are conducting regular student tallies or walk audits in order to track the change in walking and biking to school over time.



### EQUITY

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



## PARTICIPANTS & PUBLIC INVOLVEMENT

The SRTS planning process takes a very structured approach to engaging the school and community. Each member plays a very specific role and they are meant to be a diverse group so that there are as many avenues for implementation success as possible. A list of participants can be found on Acknowledgment page of the this plan (page 1).

## PLANNING PROCESS

The Jackson Safe Routes to School planning process took place over the 10-month period of the 2020-2021 academic year (August 2020 through May 2021). Each step are detailed in the sidebar.

The SRTS kick-off meeting was held via Zoom. The meeting started with a round of introductions along with sharing how they got to school. Staff then presented about the Safe Routes to School program, its purpose, benefits and the process of creating a comprehensive Safe Routes to School Plan. Staff then opened up the conversation to hear attendee’s perspectives on the benefits to the community of having more students walking to school.

The Jackson SRTS team collected information on school enrollment, bus routes and policy, drop-off and pick-up policy, pedestrian and bicycle safety programs, current plans pertaining to trails, street profiles, walking and bicycle zones on streets and around schools, street profiles, pedestrian and bicycle facilities, and a variety of other topics. Along with analyzing existing policy, plans, and current infrastructure, the Jackson SRTS team conducted a walk audit and administered a caretaker survey. Synthesizing this information will help the Jackson SRTS team create a concrete plan for addressing the issues related to walking and bicycling in Jackson.

### PLANNING STEPS

#### **Kickoff meeting**

September 30, 2020

#### **Walk Audit**

October 21, 2020

#### **Caretaker Surveys**

October 14 – November 5, 2020

#### **Assessment of Issues and Barriers**

September – December 2020

#### **Meeting #2, Data & Draft Strategies Review**

March 16, 2021

#### **Draft Strategies**

March – April 2021

#### **Draft Plan**

February – May 2021

#### **Meeting #3, Draft Plan Review**

April 28, 2021

#### **Plan Finalization**

May – June 2021



# 04

## EXISTING CONDITIONS

## EXISTING CONDITIONS

### EXISTING POLICIES & EDUCATION INITIATIVES

At the elementary school level, teachers talk about walking & bike safety in the K-3 level in Physical Education classes, but they don't talk a lot about it beyond that, and this could be improved. There is a community bike rodeo in Jackson during Town & Country Days. There also used to be a bike rodeo at the school and that could be renewed.

The city's snow removal policy is to remove snow within 24 hours of the end of an accumulating snowfall. The city has added incentives for residents to do this themselves and has raised the fee to a minimum of \$60 for the city to remove snow. The city administrator reported fewer problems or complaints during the 2020-21 winter season, but the city had also experienced less snow than normal. During this same winter season, the city plowed snow on the safe routes to school trails, Dewey St., Springfield Park Trail and North Highway. A Jackson Trails group member noted that the trail cleaning was better this year, but that sometimes the day after it snowed the trail wouldn't be cleaned, but the next day it would be. Trails that are not routes to school, however, are not cleared. The city administrator noted, when asked about the budget impact for the trail snow clearing on the city, that the impact was mostly staff time and they did need to get a new bucket that was better for clearing sidewalks.

### HEALTH ISSUES

Though the main focus of Safe Routes to School is safety, health is related. Many students do not receive the recommended daily amount of physical activity, which can lead to lack of focus in school and also poor health. Safe Routes to School can be considered more than just an approach to safe walking and biking – it can also be a way for students to stay healthy and active, which are essential for academic success.

GRADE 5	2016	2019	GRADE 8	2016	2019	GRADE 9	2016	2019	GRADE 11	2016	2019
Active for at least 60 minutes/day for at least 5 days per week.	71%	46%	Active for at least 60 minutes/day for at least 5 days per week.	52%	73%	Active for at least 60 minutes/day for at least 5 days per week.	61%	52%	Active for at least 60 minutes/day for at least 5 days per week.	40%	70%
Overweight/Obese	NA	NA	Overweight/Obese	23%	37%	Overweight/Obese	37%	41%	Overweight/Obese	25%	48%
Felt down, depressed or hopeless more than half the days of each week.	NA	NA	Felt down, depressed or hopeless more than half the days of each week.	23%	10%	Felt down, depressed or hopeless more than half the days of each week.	23%	11%	Felt down, depressed or hopeless more than half the days of each week.	16%	14%

Figure 2: Health data for Jackson County from the 2016 & 2019 Minnesota Student Survey



## TRAFFIC VOLUMES

The Minnesota Department of Transportation records traffic volumes on trunk highways, County State Aide Highways (CSAH) and other roadways that are classified as collectors and arterials. The data for Jackson’s highways are from 2012-2018 and is used to draft adjusted average daily traffic (AADT) for available highway segments.

In Jackson, both schools are located between Springfield parkway and North Highway. Springfield parkway has an AADT 2,150 vehicles per day. Although there is no traffic volume data available for North Highway, it is noted anecdotally as a busy street as it is used by residents in Jackson to access Riverside Elementary and Jackson County Central High School. US-71 is located near the center of Jackson and runs north-south. In order to access the schools in Jackson, this roadway must be crossed by residents of the east side of town. US-71 has a AADT of 7,500 and is the most traveled roadway in Jackson.



Figure 3: Traffic counts in Jackson

## CRASH DATA

From 2015-2020 there were 126 crashes in Jackson. Of those crashes, 106 were property only crashes and seven resulted in minor injuries. There was one crash that resulted in serious injury and one in a fatality. Most crashes with available diagrams consisted of cars running off of the road (31) right angle crashes (20) followed by rear-end crashes (21) and sideswiping crashes (10). Crashes most frequently occurred on Mondays, Tuesdays and Thursdays. Most crashes occurred on Local municipal roadways (63) and where speed limits were of 30 mph (140). Roadways with the most crashes included US 71, I-90, River Street, Thomas Hill Road, North Hwy and Sherman Street. During this time there were no crashes with bicyclists and one crash involving a pedestrian.

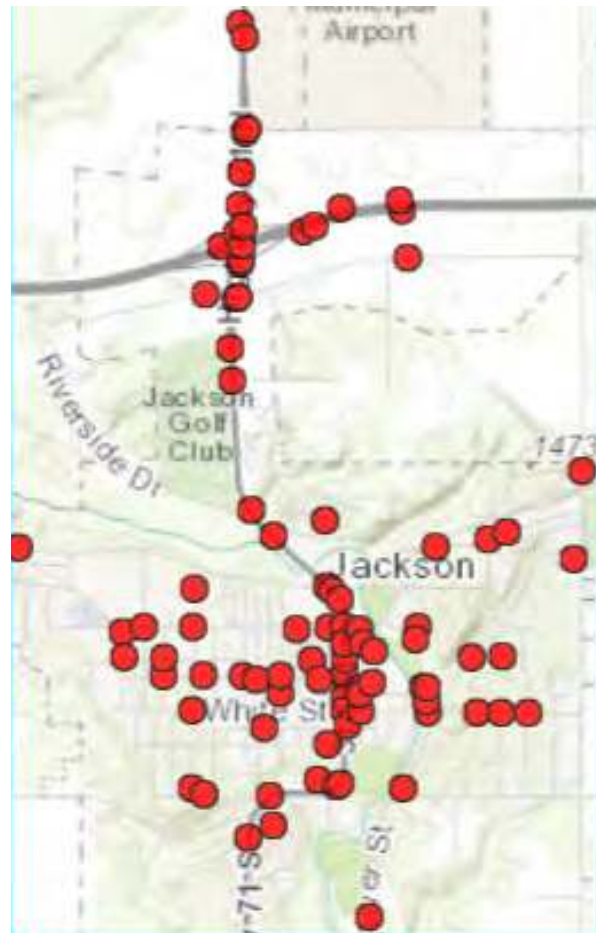


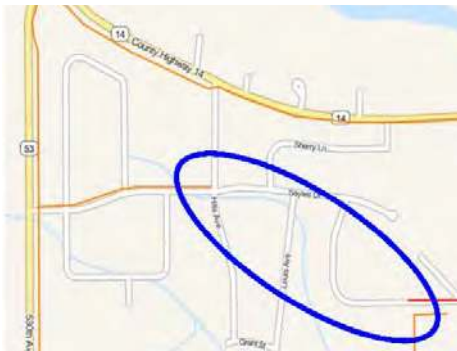
Figure 4: Map of crashes in Jackson between 2015-2020  
CITATION: MnCMAT 2- January 2015-December 2020

## SIDEWALKS & BICYCLE INFRASTRUCTURE

The City of Jackson has a network of pedestrian and bicycle infrastructure that is in various stages of maintenance and repair. Crosswalks are located at most intersections along North Highway where Jackson Center High School and Riverside Elementary School are located. Currently the crosswalks are painted once a year during the spring and are less visible as the year goes on. The majority of the city's sidewalks that are in "good" or "excellent" condition are located along the north side of the city. South of North Highway, sidewalks noted to be in "fair" condition have patches of pavement that are in disrepair and are in need of immediate maintenance or reconstruction. Students walking on these sidewalks may need to leave the sidewalk and walk on the roadway for some or all of their trip due to these sections of disrepair. There are identified sidewalk gaps on Thomas Hill Road, South Highway, North Highway west of the Sanford clinic, and S Highway.

The city recently applied for and was awarded a Transportation Alternatives grant to construct a sidewalk along US 71 from Muir Avenue to the Nelson Creek Trail. Once completed, Sunrise estates will be connected to the rest of the city.

The 2013 Jackson SRTS Plan and 2015 Jackson Active Living Plan identified several projects to fill infrastructure gaps in the city. After review of these project goals, the 2021 SRTS Team identified the following: **North Hwy**



**West sidewalk gap** will be done during the 2021 construction season.



**Jackson County High school sidewalk gap** is still there, but during events, people park on that hill.



**Dewey Street sidewalk gap** is complete.




**Thomas Hill Road sidewalk gap** to Patterson Park is still there. SRTS Team noted that a lot of kids walk on that road even where there's sidewalks. The road has less traffic, which is probably one of the reasons. If the gap is public space, it could be a request with the city.



**Des Moines Trail Crossing at Dann's Island Park** is not a safe visual curve. If Memorial Parks gets more popular, use will increase.



**Bluff Avenue gap** to Nelson Creek Trail has a lot of traffic at the bottom of the hill, but it's more than a 10% grade & is a dangerous route. If anything is going to be done it would need to go through the city.

Sidewalk / Trail Gap 

## ROADS

The City of Jackson has 4.74 square miles of land. All of the roadways in Jackson are municipal roadways with 5.2 miles of County State Aide Highways (CSAH), 5.5 miles of US Trunk Highways, and 2.1 miles of interstate highways. CSAHs filter in rural traffic from east and west of the city. Interstate 90 passes through the north side of town in an east-west direction. US-71 facilities north-south travel through Jackson. Most roadways follow a grid pattern that is oriented around US 71. Other roadways such as Springfield Parkway and River Street are aligned with geographic features such as rivers.

## BUS STOPS & PUBLIC TRANSIT

All bus route stops, addresses, times and procedures can be found at <https://www.jccschools.com/transportation>.

## ARRIVAL & DISMISSAL PROCEDURES

Below is from the 2020-2021 Riverside Elementary Student Handbook.

### School Hours (Schedule may be subject to change due to Covid-19 regulations.)

Monday, Tuesday, Thursday, Friday Schedule	Students starting their day at Riverside grades 4-5	Students starting their day at Riverside grades PK-3
Breakfast Available	8:05-8:15 (Pleasantview)	7:35-8:15 (at Riverside)
Transfer Bus Leaves Riverside	7:45	
Transfer Bus Arrives at Riverside from Pleasantview	8:05	
School Begins (first bell)	8:15	8:15
School Ends	3:05	3:05
Lakefield Bus Leaves Riverside	3:10	3:10
Transfer Buses Arrives Riverside	3:30	3:30
Route Buses Begin	3:35	3:35

Wednesday Schedule	Students starting their day at Riverside grades 4-5	Students starting their day at Riverside grades PK-3
Breakfast Available	8:05-8:15 (at Pleasantview)	7:35-8:15 (at Riverside)
Transfer Bus Leaves Riverside	7:45	
Transfer Bus Arrives at Riverside from Pleasantview	8:05	
School Begins (first bell)	8:15	8:15
School Ends	2:00	2:00
Lakefield Bus Leaves Riverside	2:10	2:10
Transfer Buses Arrives Riverside	2:30	2:30
Route Buses Begin Routes	2:35	2:35

Wednesday PM Students Attending Release in Jackson Schedule	
Transfer Bus Arrives Riverside and then Transfers to Churches	1:20
Bus Returns Students to Riverside	2:30

## SPEED LIMITS, SIGNAGE, & ZONES

There is a school zone speed limit of 20 mph on North Highway from 4th Street to West. School Zone speed limit signs are located at: 4th and North Highway, North Highway and Park Street, West and North Highway, and at the high school. US 71 has a speed limit of 60 mph outside of city limits. Within city limits, the speed limit is lowered to 45 mph and then drops to 30 mph in the city's developed core. The rest of the residential roadways in Jackson have a speed limit of 30 mph.

## SCHOOL PATROL

The SRTS team feels that having high school students assisting with patrols during drop-off and pick-up at the elementary school would increase the safety for the students and improve traffic flow efficiency for the parents. Additionally, the high school students would gain valuable leadership skills. Having a student safety patrol program at a school requires approval by the school and a committed teacher or parent volunteer to coordinate the student trainings and patrols. Adding a school safety patrol is an action step that is found in the Strategies section of this plan.

## COMMUNITY OUTREACH & WALK AUDIT COMMENTS

The JCC SRTS team conducted a walk audit on October 21, and conducted a caretaker survey to identify and to gain further insight into the pedestrian, bike, and safety needs in Jackson.



*Dewey St & North Highway under construction, October 2020.*



*Intersection of Park St & North Highway*



*Intersection of North Highway & US 71*

### Problem Intersections

- Dewy Street and North Highway
- Morison Avenue and Grant Street
- Ashley and 2nd Street
- North Highway and US 71

### Frequently Crossed Intersections

- Dewy and North Highway
- Park Street and North Highway
- Sherman Street and Butler Ave
- White Street and N Sverdrup Avenue

### Crossing Issues

- Ashley Street and US 71

### Sidewalk Gaps

- Thomas Hill near Paterson Park
- Morison/S. Morrison Ave from South Hwy to White Street

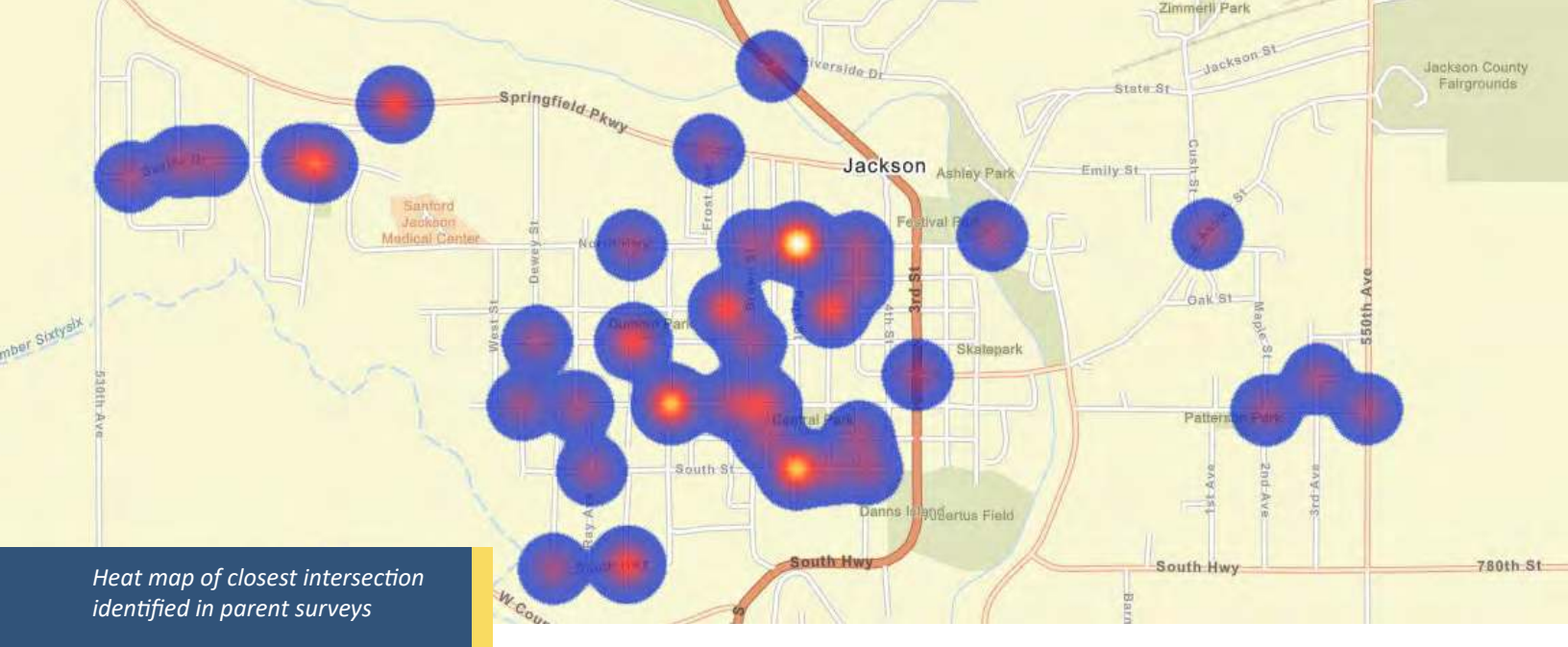
### Heavy Traffic

- US 71/3rd Street
- North Highway from West Street to US 71/3rd Street
- Springfield Parkway
- Ashley Street
- River Street

### Walk Audit Comments

During the walk audit and hazard observations participants noted that sidewalks, crosswalks and signage nearest to the school were in-place and in good repair overall. The further south that participants walked, the less prevalent the sidewalks and crosswalks became and the more maintenance was needed on existing sidewalks.

Due to schedule changes at the schools, traffic at the high school was abnormal and did not provide a good baseline from which to judge future arrival and dismissal patterns. At Riverside elementary; however, participants observed the waves of busses shuttling between Jackson and Lakefield with two school staff serving as outside supervisors. Participants also observed parent drop-offs, noting some congestion during the busiest time between 7:40 and 7:50 am. As for pedestrians, only a few students were observed arriving via bicycle or walking.



Heat map of closest intersection identified in parent surveys

## PARENT SURVEY RESULTS

### JCC High School (Grades 9-12)

There were 31 total survey responses for the Jackson county Center High School. Due to the small number of respondents, results are presented as numbers rather than percentages. A majority of survey responses (12) came from caretakers of 9th graders. Grades 10 and 11 were roughly evenly represented with 7 and 8 responses respectively and only 4 respondents were caretakers of 12th graders. Most respondents (14) state that they lived more than 2 miles away from the school and 13 noted that they lived within ½ a mile. This distance from school is reflected when respondents were asked about the issues that prevent their children from walking and biking to/from school. Even though 21 total caretakers stated that they would allow their children to walk or bike to/from school before 9th grade, only 7 said that their child had asked permission to do and 4 caretakers said that their children walk or biked to/from school, and most students travel to/from school by family/carpool or bus (25).

When asked about the issues that prevented their child from walking or biking to/from school, caretakers noted the distance between home and school as the biggest obstacle. Other notable obstacles include weather/climate issues and the convenience of driving. In turn, when asked about, what would help their child walk or bike to/from school more often, 12 caretakers cited a shorter distance to walk or bike, 9 cited better snow/ice removal during the winter, and 5 cited a group of students to walk/bike with.

Despite feeling generally neutral about the school’s encouragement of walking and being to/from school and their children’s enjoyment doing so, 21 caretakers perceived this activity as either “healthy” or “very Healthy.”

## STUDENT TALLY RESULTS

Due to COVID-19 regulations student tallies were not conducted as part of this SRTS planning process.



05

STRATEGIES

# STRATEGIES

The SRTS Team developed a series of strategies and action steps following the research and observations compiled in the previous sections. The strategies and action steps listed below are meant to encompass all 6 Es. The planning team also rated the priority of each strategy. Each goal was ranked by the team during the planning process and these rankings can be found in the work plan. In these rankings, number 1 is the highest-rated goal by the team with the rest in descending order. This does not mean that the low-ranked goals are less important to implement, nor does it mean number 1 must be implemented first, followed by number 2, and so on. Rather, the ranking is meant to focus time and funds as to which issues are the most feasible and pressing to implement at the current time. Due to scarce resources, it may be necessary to start with a lower-ranked action step that requires little or no money and engineering expertise.

The Safe Routes to School Plan should be a living document, meaning that the team can update it as needed – whether the changes are amendments or new strategy and action step additions. The malleability of this document will allow for it to reflect the changing needs of the community and school as time goes on or as conditions change as the plan is implemented. Because these are recommendations, the team might see the need to modify an action step during implementation.



Education



Encouragement



Enforcement



Engineering



Evaluation



Equity

## STRATEGY 1: Encourage students to walk and bike to school through school curriculum and developing resources.

**Action 1:** Determine which teachers, if any, are using the Walk! Bike! Fun! Curriculum at Jackson Public School, and then implement a coordinated effort to expand the use of the curriculum.

**Action 2:** Integrate bike repair into the curriculum.

1. Walking and biking education can be easily incorporated into classrooms through existing curricula. One example of these is the Walk! Bike! Fun! curriculum from the Bicycle Alliance of Minnesota. This sort of free and pre-written curriculum makes it easy for physical education or classroom teachers to weave walking and bicycling safety into their lesson plans. The Walk! Bike! Fun! curriculum specifically is separated into two sections: “Walk Fun!” for younger elementary students who are not able to bike safely alone followed by “Bike Fun!” for older elementary students. In the walking curriculum, students learn about traffic, street crossing, intersections, and visual barriers, among others. In the bicycling portion, students learn about helmet use, flat tires, how to start and stop on a bicycle, riding on the road, and other topics. In both sections of the curriculum, students are taken outside for walking and bicycling around town or in a designated area to practice the skills they learned.



Walk! Bike! Fun! Curriculum

2. A few years ago, Kiwanis did a bike fix-it day as part of a family resources day. The idea is to explore integrating bike repair into the classroom.



Education



Encouragement



Enforcement



Engineering



Evaluation



Equity

## STRATEGY 2: Ensure safety through infrastructure improvements.

**Action 1:** Educate parents on proper drop-off/pick-up line procedures at the new school via student handouts, newsletters, emails, text messages, etc.

**Action 2:** Maintain key pedestrian infrastructure and construct new sidewalks when feasible.

**Action 3:** Widen the sidewalk at the front of Riverside Elementary where parents drop off their children.

**Action 4:** Research and implement the best method(s) to ensure that crosswalk paint remains visible throughout the year.

**Action 5:** Ensure completion of the Transportation Alternatives project along HWY 71 to connect Sunrise Estates Townhomes to the Jackson Trail Network (figure 5).

1. The new school will have brand new drop-off/pick up procedures that will need to be advertised. It is important to educate not only transportation staff and school staff about drop-off/pick-up procedures, but to continually educate parents and students. It might be advantageous to send out a newsletter with policies and maps depicting them as well as adding resources to the school website. Policies and procedures along with maps can also be included in the student handbook sent out at the beginning of the year.
2. A high priority is to ensure that well maintained sidewalk infrastructure is built where there are gaps and maintained where it already exists.
  - Connect the sidewalk along Butler Ave with the school sidewalk along the east of JCC HS (see pg 18).
  - Connect the two section of the sidewalk on Thomas Hill Road (see pg 18).
3. The bus drop off/pickup is on the east side of Riverside Elementary, and it would be good to have a wider sidewalk where parents drop off/pickup at the front of Riverside.



*Well maintained sidewalk & crosswalk infrastructure*



*Infrastructure in need of maintenance*



4. The city paints crosswalks in the fall, but by spring, the paint is worn. The city administrator noted that the city tried a new paint this past fall (2020), so this spring (2021) they will be able to tell if it was better maintained through the winter. Many members of Jackson SRTS team commented that they'd like to see the painting done in the spring, or twice per year. One member noted that by the school the crosswalks have taken a beating by May and that summer is the busiest time for kids walking and that's when the paint is at its worst. Another member noted it would be helpful for the community if painting was done in the spring. One idea was to have Husky paw prints painted at crosswalks, but they'd have to be white if done to comply with transportation regulations in Minnesota.

5. Currently, pedestrians are often observed walking alongside HWY 71 with little protection or space to avoid high speed traffic. To address this safety need, Jackson successfully applied for a Transportation Alternatives Project grant through MnDOT. Once completed, pedestrians will be able to use sidewalks and a new crossing to get from Sunrise Estates to the trails. This project is scheduled to be completed either in FY 2024 or FY 2025.

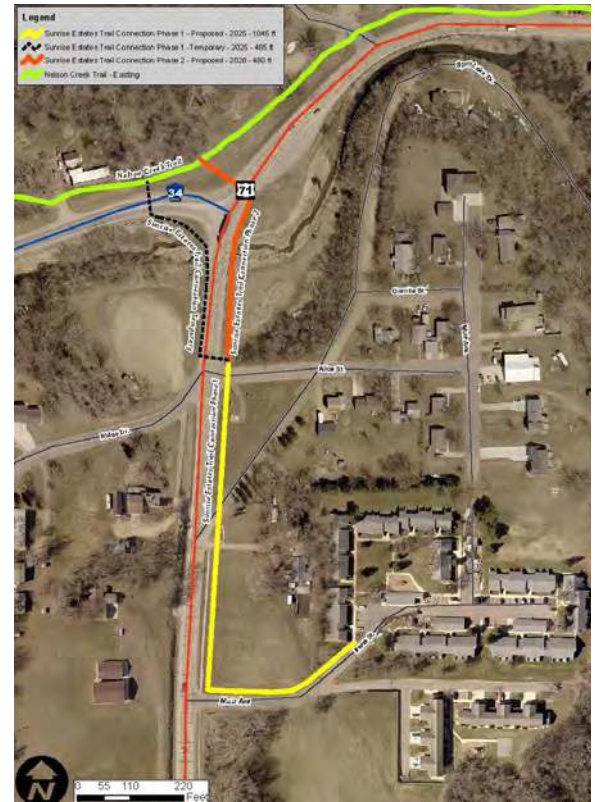


Figure 5: Sunrise Estates Trail Extension  
Photo Credit: City of Jackson



Education



Encouragement



Enforcement



Engineering



Evaluation



Equity

### STRATEGY 3: Utilize strategic partnerships with community stakeholders for education and programming purposes.

**Action 1:** Work with existing bike rodeo efforts to encourage follow-up in walking/biking to school.

**Action 2:** Partner with the Sheriff's department to promote their community-wide effort to give out Dairy Queen tickets to kids "caught" wearing their helmets.

**Action 3:** Partner with the Toward Zero Deaths (TZD) group in Jackson to combine resources for encouraging seatbelt wearing.

1. The city has hosted bike rodeos in the past and the SRTS team plans to collaborate on this event and use it to promote other priority initiatives.
2. The Sheriff's department has done this "ticketing" program for over a decade. The SRTS team wants to ensure that it continues and is widely promoted.
3. The TZD group has a variety of resources to help promote the use of seatbelt wearing. The SRTS will partner with this group on promotional activities.



Riverside Fun Run in 2019  
Credit: Jackson County Sheriff's Office



Education



Encouragement



Enforcement



Engineering



Evaluation



Equity

## STRATEGY 4: Encourage students to walk/bike to school through school programming.

**Action 1:** Continue to host at least two walk/bike to school days per year.

**Action 2:** Renew the Walking Wednesdays/walking school bus program.

**Action 3:** Use intra- or inter-classroom competitions and/or recognition for distances students have walked/ biked to school.

**Action 4:** Host an annual Kid Run at Riverside Elementary.

1. Walk to School Days and Bike to School Days (changed to Walk/Bike to Anywhere Days during COVID) are events held several times per year to encourage an active living lifestyle at a large-scale. The Minnesota Safe Routes to School website provides a full marketing toolkit, ideas for activities, and ways to share photos and highlights from your event.
2. Walking Wednesdays were done in the past; thus, the SRTS team will explore community interest in bringing it back. A walking school bus is a group of children walking to school with one or more adults. Similarly, a bike train is where students bicycle along a pre-planned route and are accompanied by one or more adults. Routes for both the walking school bus and bike train can originate in a particular neighborhood and the adult volunteer will lead the group from neighborhood to neighborhood, picking up students along the way to school at designated times. Though ideally held every day, these initiatives could be held on a less frequent, but regular, schedule so that parents can rely on the bus or train picking up their students on certain dates and at the same time.
3. Challenge incentives within classrooms can also work well. This might look like a physical education teacher having students mark how many steps, blocks, or miles they have walked throughout the week, with the winning student(s) receiving a reward. Competitions can be held between classrooms to collect miles or days of walking and biking to school with the winning classroom receiving a party or other incentive.
4. Alyssa usually hosts a Kid Run every year with parents invited to attend, but COVID prevented her from organizing the event during the 2020-21 school year. The hope is that she can bring the event back in the 2021-22 school year and beyond.



School zone signage near JCC High School



Education



Encouragement



Enforcement



Engineering



Evaluation



Equity

## STRATEGY 5: Increase safety through more effective enforcement and signage.

**Action 1:** Increase the number of pedestrian signs from three to at least six.

**Action 2:** Explore creating a school zone on Springfield Parkway near Riverside Elementary – adding new signage and reducing the speed limit to 20 mph.

**Action 3:** Create a student safety patrol with high school students coming to Riverside Elementary.

1. Three signs are left and these are often put up in summer near the library and up north highway. It would be nice to have more, but one was stolen and two were broken and/or lost.
2. Springfield Parkway is a heavily traveled road during school arrival and dismissal times. The speed limit is currently 30 mph. A school zone would increase visibility that pedestrians are present and decrease the speeds to make the area safer.
3. The SRTS team feels that having high school students assisting with patrols during drop-off and pick-up at the elementary school would increase the safety for the students and improve traffic flow efficiency for the parents. Additionally, the high school students would gain valuable leadership skills. Having a student safety patrol program at a school requires approval by the school and a committed teacher or parent volunteer to coordinate the student trainings and patrols.



Example of moveable pedestrian signage



*Sidewalk in Jackson reconstructed as part of the city's sidewalk reconstruction program*



Education



Encouragement



Enforcement



Engineering



Evaluation



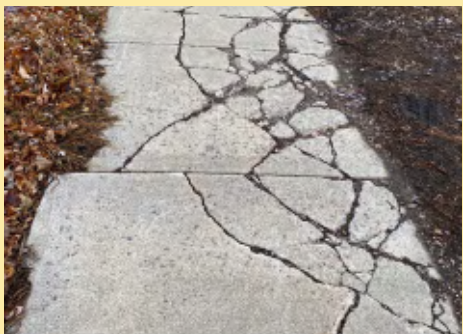
Equity

## STRATEGY 6: Leverage policies to Jackson's benefit.

**Action 1:** Promote the city's sidewalk maintenance program.

**Action 2:** Ensure continued enforcement of the city's snow removal policy.

1. The City of Jackson has created a "sidewalk reconstruction program." The City has \$4,500 available to match owners of residential property who wish to replace/repair public sidewalks that are in a state of disrepair. The match is set at 70% (Property owner) to 30% (City). The amount of the City's match will not exceed \$400 or \$800 for properties with sidewalks on more than one side.
2. The city's snow removal policy is to remove snow within 24 hours of the end of an accumulating snowfall. The city has added incentives for residents to do this themselves and has raised the fee to a minimum of \$60 for the city to do. The city administrator reported fewer problems or complaints during the 2020-21 winter season, but they have also had less snow than normal. During this same winter season, the city plowed snow on the safe routes to school trails, Dewey St., Springfield Park Trail and North Highway. A Jackson Trails group member noted that the trail cleaning was better this year, but that sometimes the day after it snowed the trail wouldn't be cleaned, but the next day it would be. Trails that are not routes to school, however, are not cleared. The city administrator noted, when asked about the budget impact for the trail snow clearing on the city, that the impact was mostly time and they did need to get a new bucket that was better for sidewalks.



*Sidewalks rated in poor condition during the Jackson walk audit that would benefit from the city's sidewalk reconstruction program*



Education



Encouragement



Enforcement



Engineering



Evaluation



Equity

## STRATEGY 7: Ensure all students in Jackson are considered when making decisions about pedestrian, bicycle and other active transportation infrastructure and policies

**Action 1:** Ensure ADA compliance for all pedestrian and bicycle infrastructure across the City of Jackson.

**Action 2:** Conduct targeted outreach to groups who face extra barriers to safe walking and biking, when making transportation decisions. These include groups such as: low-income students without access to bikes, students in neighborhoods with no sidewalks, students with special needs.

**Action 3:** In messaging to students that live far from the school, clarify that many of them will still walk in Jackson for various reasons, such as walking downtown, or to a friend’s home, or to a local restaurant or convenience store or to a community event.

1. Infrastructural compliance with the Americans with Disabilities Act is essential to ensuring that Jackson is a place where all students can walk, bike, or roll to school. There are some areas of Jackson that do not have ADA compliant infrastructure (figure 6). These areas should be a priority when reconstructing streets and sidewalks.
2. Safe Routes to School should ensure all students have access to safe walking and biking opportunities. Thus, it is necessary to take into consideration students that face additional barriers. In Jackson these groups of equity concern may include:
  - Low-income students who often have less access to bicycles and live within isolated neighborhoods .
  - Neighborhoods in Jackson that have no pedestrian infrastructure or the infrastructure is in poor condition.

The team should work to ensure their efforts take these and other groups into consideration so that all students in Jackson can reap the benefits of a more active lifestyle. The team should proactively reach out to these groups rather than wait for grievances to be brought to the team’s attention after-the-fact.

3. One of the most popular comments in the Caregiver survey was that their child would never walk or bike to school because of the distance they live from the school. This action step emphasizes that students will still be pedestrians in Jackson even if they are bussed or dropped off.



Figure 6: Infrastructure that does not meet ADA compliance standards.



Education



Encouragement



Enforcement



Engineering



Evaluation



Equity

## STRATEGY 8: Use data to inform SRTS decisions and effectiveness.

**Action 1:** Conduct tallies in the fall during year one to establish a baseline and then conduct them biennially afterward.

**Action 2:** Assess the success of each action after it has been completed and make appropriate alterations for future implementation

**Action 3:** Purchase a trail counter to gather data year-round on use of the trail routes that go to the school.

1. Since all students at all grade levels would be attending a new school beginning in Fall 2021, the SRTS team decided not to conduct tallies because the data would not be relevant going forward. Thus, it's important to conduct tallies in 2021-22 to have a baseline of information to know whether strategies and action steps are having a positive effect over time.
2. After each action has been implemented, the team should assess how impactful the action was and if changes should be made to made subsequent iterations more effective. The team can use both qualitative and quantitative data to assess how effective an action was.
3. Continuous data would enable the SRTS team to assess, in real-time, whether their efforts are having an impact on pedestrian traffic on the trail to the school.



# 06

## PLAN MAINTENANCE



## COMMITTEE FORMATION

At the conclusion of the planning process, the planning team will move into the implementation phase. An integral part of this phase is forming a Safe Routes to School Committee who will be responsible for implementation of the plan as well as tracking the progress that is made. Because it might prove to be inefficient for the entire team to work on one action step at a time, the committee can try forming subcommittees or delegating specific action steps in which members are responsible for implementing only their assigned goals. The committee should meet regularly on a schedule that is acceptable to the members.

The committee should ensure that evaluation measures are put in place. These evaluation measures are laid out in Strategy ##. They include checking annually what action steps have been completed, what improvements have been made, updating the plan if necessary, replacing any members who have left their positions, and assessing if the committee is on track to meet its goals.

## UPDATING THE PLAN

If and when the committee feels the time has come to update the plan, they can do so via the editable format of this document. Scenarios under which the plan might need to be updated are if a new strategy has been agreed upon, a school is built, another school building within the district would like to join in these efforts, a new travel tally has been conducted, or a similar large development. In particular, if the team feels that the new school presents a walking, biking, or safety challenge, the plan can and should be updated to reflect the needs and proposed solutions. In the event a new strategy needs to be added to the plan, the committee should update the Strategies section along with any applicable existing conditions that are relevant or that may have changed. If a school is relocated or an addition is built, then the team may want to replicate the planning process for that school, including surveys, tallies, walk audits, issue assessments, and any mapping necessary followed by drafting strategies and action steps. This data can be inserted into the correct sections of the plan. When new travel tallies are conducted, the team can use the new data to create visuals of how walking and bicycling have changed over time at the schools in Jackson. This data could be inserted into the existing conditions section or added as an appendix to the plan.

## IMPLEMENTATION MATRIX & TIMELINE

On the following pages of this section are the implementation work plan and timeline for the Jackson SRTS strategies and action steps. This is meant to be a more visual layout of all the action steps so that the committee can better track implementation progress. The work plan can and should be updated as progress is made on various goals and action steps. All action steps have had their ranking indicated as well as which of the 6 Es they fall under. Additionally, responsible partners have been listed for each action to ensure various stakeholders are aware of their roles – these responsibilities can change as the team sees fit.



# IMPLEMENTATION MATRIX

STRAT	SRTS ACTION	WHICH "E"	LEADERS	RANK	TIMELINE	STATUS	OUTCOME
1	A1: Determine which teachers, if any, are using the Walk! Bike! Fun! Curriculum at Jackson Public School, and then implement a coordinated effort to expand the use of the curriculum.	Education	JCC Schools	4.2	Short-Term & Ongoing	Introduce to teachers in Fall 2021	
1	A2: Integrate bike repair into the curriculum.	Education	JCC Schools, Kiwanis Club	3.6	Ongoing		
2	A1: Educate parents on proper drop-off/pick-up line procedures at the new school via student handouts, newsletters, emails, text messages, etc.	Education	JCC Schools	3.8	Short-Term		
2	A2: Maintain key pedestrian infrastructure and construct new sidewalks when feasible.	Engineering	City of Jackson, Jackson County	3.8	Ongoing		
2	A3: Widen the sidewalk at the front of Riverside Elementary where parents drop off their children.	Engineering	JCC Schools, City of Jackson	3.8	Long-Term		
2	A4: Research and implement the best method(s) to ensure that crosswalk paint remains visible throughout the year.	Engineering	City of Jackson Public Works, Jackson County	4.0	Ongoing		
2	A5: Ensure completion of the Transportation Alternatives project along HWY 71 to connect Sunrise Estates Townhomes to the Jackson Trail Network.	Engineering Equity	City of Jackson, Jackson County	4.6	Mid-Term		
3	A1: Work with existing bike rodeo efforts to encourage follow-up in walking/biking to school.	Education Encouragement	Trails Committee, SHIP	3.4	Short-Term & Ongoing		
3	A2: Partner with the Sheriff's department to promote their community-wide effort to give out Dairy Queen Tickets to kids "caught" wearing their helmets.	Encouragement Enforcement	Trails Committee, Sheriff's Dept.	4.4	Ongoing		
3	A3: Partner with the Toward Zero Deaths (TZD) group in Jackson to combine resources for encouraging seatbelt wearing.	Encouragement Enforcement	Law Enforcement, Trails Committee, TZD Group	4.0	Ongoing		
4	A1: Continue to host at least two walk/bike to school days per year.	Encouragement	JCC Schools, Trails Committee	4.2	Ongoing		
4	A2: Renew the Walking Wednesdays/walking school bus program.	Encouragement	JCC Schools, Trails Committee	3.8	Short-Term		
4	A3: Use intra- or inter-classroom competitions and/or recognition for distances students have walked/biked to school.	Encouragement	JCC Schools, Trails Committee	3.6	Short-Term		

**Es:** Education, Encouragement, Engineering, Enforcement, Evaluation, Equity

**RANK:** 1 = Low, 5 = High

**TIMELINE:** Short-Term = 1-2 years, Mid-Term = 2-5 years, Long-Term = 5+ years

STRAT	SRTS ACTION	WHICH “E”	LEADERS	RANK	TIMELINE	STATUS	OUTCOME
4	A4: Host an annual Kid Run at Riverside Elementary.	Encouragement	JCC Schools, Trails Committee	4.4	Short-Term		
5	A1: Increase the number of pedestrian signs from three to at least six.	Enforcement	City of Jackson	3.6	Short-Term		
5	A2: Explore creating a school zone on Springfield Parkway near Riverside Elementary – adding new signage and reducing the speed limit to 20 mph.	Enforcement Engineering	City of Jackson, Law Enforcement	2.0	Long-Term		
5	A3: Create a student safety patrol with high school students coming to Riverside Elementary.	Encouragement Enforcement	JCC Schools	3.8	Short-Term		
6	A1: Promote the city’s sidewalk maintenance program.	Encouragement Engineering Equity	City of Jackson, Trails Committee	4.2	Ongoing		
6	A2: Ensure continued enforcement of the city’s snow removal policy.	Enforcement Equity	City of Jackson	3.6	Ongoing		
7	A1: Ensure ADA compliance for all pedestrian and bicycle infrastructure across the City of Jackson.	Engineering Equity	City of Jackson, Jackson County	4.0	Ongoing		
7	A2: Conduct targeted outreach to groups who face extra barriers to safe walking and biking, when making transportation decisions. These include groups such as: low-income students without access to bikes, students in neighborhoods with no sidewalks, students with special needs.	Equity Encouragement	SRTS Team	3.8	Ongoing		
7	A3: In messaging to students that live far from the school, clarify that many of them will still walk in Jackson for various reasons, such as walking downtown, or to a friend’s home, or to a local restaurant or convenience store or to a community event.	Encouragement Equity	JCC Schools, Trails Committee, Park Board	4.0	Ongoing		
8	A1: Conduct tallies in the fall during year one to establish a baseline and then conduct them biennially afterward.	Evaluation	SRDC, JCC Schools	3.4	Short-Term & Ongoing		
8	A2: Assess the success of each action after it has been completed and make appropriate alterations for future implementation.	Evaluation	SRTS Team, Trails Committee, JCC Schools Wellness Committee	3.8	Ongoing		
8	A3: Purchase a trail counter to gather data year-round on use of the trail routes that go to the school.	Evaluation	SHIP, City of Jackson	3.4	Short-Term & Ongoing		

**Es:** Education, Encouragement, Engineering, Enforcement, Evaluation, Equity

**RANK:** 1 = Low, 5 = High

**TIMELINE:** Short-Term = 1-2 years, Mid-Term = 2-5 years, Long-Term = 5+ years





## CONCLUSION

The Jackson Safe Routes to School Plan, with a robust process of public engagement and data gathering, will be an indispensable tool in increasing both the number of students who walk and bike to the schools in Jackson as well as increasing safety in the City of Jackson. When making land use decisions and investments for the future, it is imperative that the SRTS Team, JCC School District, and the City of Jackson consider more than just the cost of construction. There are costs associated with the inactivity that comes with an environment unsuitable for pedestrians and bicyclists. Decision makers should ask themselves the following questions when considering future plans:

- How will my decision affect health?
- How will my decision impact connectivity for pedestrians and bicyclists?
- Will my decision make the community more or less inviting to pedestrians and bicyclists?
- Were all roadway users considered when making this decision?
- Is there any way to make this development encourage physical activity?

In order to make implementation easier, a funding resources section to this plan has been added in Appendix F. Though not exhaustive, this section can be used as a starting point for exploring various funding sources for SRTS infrastructure and programming.



# 08

## APPENDICES

The following appendices to this plan have been included for the purposes of providing detailed information and resources to the team. All appendices are referenced in the body of this plan where applicable.

- A. Walk Audit Notes & Maps
- B. Parent Survey Results
- C. State SRTS Funds Subdivision Regulation & Sample Resolution
- D. Funding Resources for Active Transportation Infrastructure



# SCHOOL ZONE HAZARD OBSERVATION TOOL

1. SCHOOL NAME: Riverside Elementary
2. GRADE: \_\_\_\_\_
3. ARRIVAL START TIME: 730am END TIME: 810am  
 DISMISSAL START TIME: 2pm END TIME: 240pm
4. CIRCLE APPLICABLE WEATHER CONDITIONS:  
 SUNNY RAINY OVERCAST SNOW OTHER: \_\_\_\_\_
5. APPROXIMATE TEMPERATURE: 34F in the AM and 37F in the PM

	YES	NO
6. IS THERE AN APPOINTED SCHOOL STAFF MEMBER OR VOLUNTEER DIRECTING TRAFFIC FLOW? School support staff helps direct students.	<input type="checkbox"/>	<input type="checkbox"/>
7. IS THERE A SPECIFIED DROP-OFF / PICK-UP AREA? Yes	<input type="checkbox"/>	<input type="checkbox"/>
8. IS THE DROP-OFF / PICK-UP ZONE SEPARATE FROM OTHER VEHICLES? Yes	<input type="checkbox"/>	<input type="checkbox"/>
9. IS THERE A SPECIFIED BIKE ARRIVAL / DISMISSAL AREA? Bike racks available	<input type="checkbox"/>	<input type="checkbox"/>

Print a map of your school area. If one does not exist use an online map such as Google Maps. Outline the observation area of each location where you are conducting the observations. Assign a location number to each observation area using the numbers listed in the table below. Then complete the remaining columns in each row with the corresponding observer name, whether the listed traffic control devices are present (enter Y or N) and whether the location is at midblock or an intersection (enter M or I). You can have up to six observation areas. It may be helpful to have observers document their observation area by taking pictures of their area from where they are standing.

Location Number	Observer Name	Which of the following traffic control devices are present at the observation area? (Mark an X in the column for each device that is present)							Midblock (M) or Intersection (I)
		Crosswalk Present	Pedestrian Crossing	Signal	Stop Sign	Crossing Guard	School Patrol	Other (specify)	
1	Luke Ewald/ Front Office Area (Park Street).	X	X	No	X	No	Used to have School Patrol		No
2	Lynne Anderson, Bus Drop Off/Pick Up (Springfield Parkway)	X	X	No		Not on this side of school	Not on this side of school		No
3									
4									
5									
6									

OBSERVER NAME: \_\_\_\_\_

LOCATION: \_\_\_\_\_

DATE: \_\_\_\_\_

AM / PM (CIRCLE)

Total Drivers		Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Other:
A D U L T	N/A						
T E E N S	N/A						
Total Pedestrians		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Other:
Counted 101 students at bus pickup/drop off area; contact Palmer Bus Services to get exact student numbers.					Six buses unload students near Springfield Parkway (School Blacktop)	All students dropped off are "Bus" students only.	Students were well behaved (they had to stay in proper lines as directed by school support staff).
Total Bicyclists		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Other:
No bicycles counted during assessment.							



Total Drivers		Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Other:
A D U L T	There were 25 motorists, all adult.					Motorists pick up students along Park Street.	
T E E N S	No teen drivers.						
Total Pedestrians		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Other:
There were 83 pedestrians.			Hard to tell due to students wearing winter hats.	Some students sprinted down sidewalks.	All students getting picked up would get on right side of automobile (sidewalk school property).	Some older students came to walk home younger students.	
Total Bicyclists		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Other:
No bicyclists observed.							

1. SCHOOL NAME: Jackson County High School
2. GRADE: 9-12<sup>th</sup> grade
3. ARRIVAL START TIME: 730am END TIME: 810am  
 DISMISSAL START TIME: 240pm END TIME: 310pm
4. CIRCLE APPLICABLE WEATHER CONDITIONS:  
 SUNNY RAINY OVERCAST SNOW OTHER: \_\_\_\_\_
5. APPROXIMATE TEMPERATURE: 46F in the AM and 77F in the PM

	YES	NO
6. IS THERE AN APPOINTED SCHOOL STAFF MEMBER OR VOLUNTEER DIRECTING TRAFFIC FLOW? No, not at high school	<input type="checkbox"/>	<input type="checkbox"/>
7. IS THERE A SPECIFIED DROP-OFF / PICK-UP AREA? Door one and two	<input type="checkbox"/>	<input type="checkbox"/>
8. IS THE DROP-OFF / PICK-UP ZONE SEPARATE FROM OTHER VEHICLES? Yes	<input type="checkbox"/>	<input type="checkbox"/>
9. IS THERE A SPECIFIED BIKE ARRIVAL / DISMISSAL AREA? Bike racks available	<input type="checkbox"/>	<input type="checkbox"/>

Print a map of your school area. If one does not exist use an online map such as Google Maps. Outline the observation area of each location where you are conducting the observations. Assign a location number to each observation area using the numbers listed in the table below. Then complete the remaining columns in each row with the corresponding observer name, whether the listed traffic control devices are present (enter Y or N) and whether the location is at midblock or an intersection (enter M or I). You can have up to six observation areas. It may be helpful to have observers document their observation area by taking pictures of their area from where they are standing.

Location Number	Observer Name	Which of the following traffic control devices are present at the observation area? (Mark an X in the column for each device that is present)							Midblock (M) or Intersection (I)
		Crosswalk Present	Pedestrian Crossing	Signal	Stop Sign	Crossing Guard	School Patrol	Other (specify)	
1	Luke Ewald/ Front Office Area (Doors 1 and 2).	X	X	No	X	No	No		Yes
2	Lynne Anderson & Matt Skaret (Intersection of Dewey Street & Springfield Parkway)	X	X	No	X	No	No		No
3									
4									
5									
6									

Total Drivers (Door One and Two Counts AM).		Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Other:
A D U L T	There were adult 73 drivers.	Parent had cat crawling on neck/body.				Construction going on at North Highway.	
T E E N S	There were youth drivers.					Quick acceleration into school.	Some students would sit in their cars for prolonged periods of time before school.
Total Pedestrians		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Other:
There were 100 total pedestrians (kids carpooling and/or getting dropped off by caregiver).			Some students had headphones on while walking.		Bike parking available at doors one and two.	One pedestrian was using medical equipment; the center median has a crosswalk, but the sidewalk leading up to the school isn't ADA compliant.	
Total Bicyclists		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Other:
There were three bicyclists.				Students were bicycling on school crosswalks.	All students were not wearing helmets.	Bicyclists likely parked at other designed bicycle parking at school (bicyclists didn't park at doors one or two racks).	

Total Drivers (Door One and Two Counts PM)		Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Other:
A D U L T	There were 23 adult drivers.					Question was asked if there is/are any designated drop off/pick up location at the school by a caregiver.	
T E E N S	There were 31 youth drivers.						
Total Pedestrians		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Other:
There were 82 pedestrians.					North Highway has been under construction for the past months; should be completed before December 2020.		
Total Bicyclists		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Other:
No bicyclists observed.							

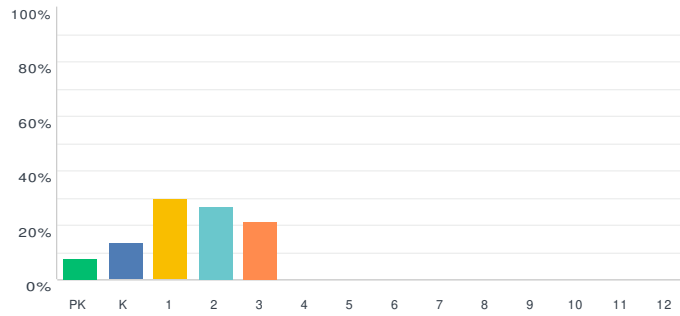
Total Drivers (Dewey Street/Springfield PKWY Counts AM)		Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Other:
A D U L T	Vehicles were only counted if they were turning into or leaving Dewey Street; there were 35 adult drivers.	One using phone, looked distracted; one driver with two dogs causing visual distractions.				Two school bus drivers were observed not wearing masks.	There were five construction vehicles going through Dewey Street.
T E E N S	There were 28 youth drivers.	One using phone; one had very loud radio.					
Total Pedestrians		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Other:
One pedestrian (walking dog).					One adult walking dog.		
Total Bicyclists		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Other:
There were four bicyclists.						Bicyclists parked at designated racks.	

Total Drivers (Dewey Street/Springfield PKWY Counts AM)		Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Other:
A D U L T	There were 27 adult drivers.					Several drivers were speeding through Dewey Street.	Drivers were cautious coming into Dewey Street (construction signs may have helped this).
T E E N S	There were 35 teen drivers.	Some teens had loud music blaring out of vehicles.				Several youth accelerating and abruptly stopping.	
Total Pedestrians		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Other:
There were two total pedestrians.							
Total Bicyclists		Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Other:
There were four total bicyclists.						There was one motorcyclist.	

Caregiver Survey About Walking and Biking to School  
**Riverside Elementary**

Q20 What is the grade of your child?

Answered: 37 Skipped: 7

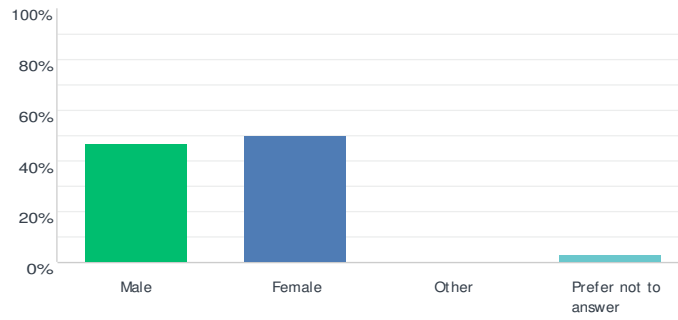


ANSWER CHOICES	RESPONSES	
PK	8.11%	3
K	13.51%	5
1	29.73%	11
2	27.03%	10
3	21.62%	8
4	0.00%	0
5	0.00%	0
6	0.00%	0
7	0.00%	0
8	0.00%	0
9	0.00%	0
10	0.00%	0
11	0.00%	0
12	0.00%	0
<b>TOTAL</b>		<b>37</b>

## Caregiver Survey About Walking and Biking to School

### Q21 What is the gender of your child?

Answered: 36 Skipped: 8



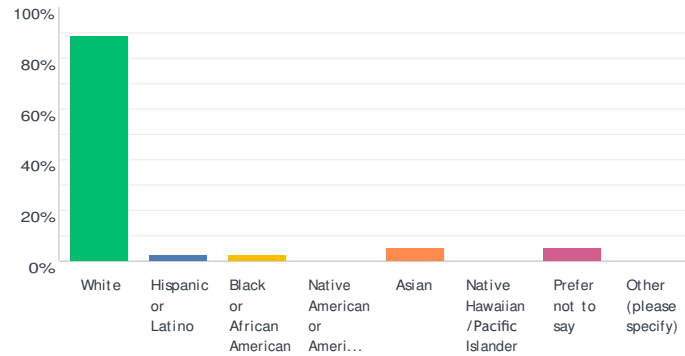
ANSWER CHOICES	RESPONSES	
Male	47.22%	17
Female	50.00%	18
Other	0.00%	0
Prefer not to answer	2.78%	1
<b>TOTAL</b>		<b>36</b>



## Caregiver Survey About Walking and Biking to School

### Q22 What is the race/ethnicity of your child? (check all that apply)

Answered: 37 Skipped: 7



ANSWER CHOICES		RESPONSES	
White		89.19%	33
Hispanic or Latino		2.70%	1
Black or African American		2.70%	1
Native American or American Indian		0.00%	0
Asian		5.41%	2
Native Hawaiian/Pacific Islander		0.00%	0
Prefer not to say		5.41%	2
Other (please specify)		0.00%	0
Total Respondents: 37			
#	OTHER (PLEASE SPECIFY)	DATE	
	There are no responses.		

## Caregiver Survey About Walking and Biking to School

### Q23 What is your annual household income?

Answered: 37 Skipped: 7

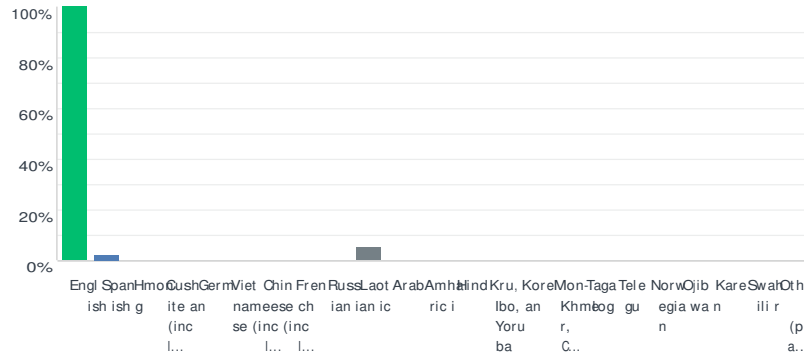


ANSWER CHOICES	RESPONSES	
Less than \$25,000	5.41%	2
\$25,000 to \$50,000	27.03%	10
\$50,000 to \$75,000	10.81%	4
\$75,000 to \$125,000	29.73%	11
\$125,000 to \$200,000	8.11%	3
More than \$200,000	5.41%	2
Prefer not to say	13.51%	5
<b>TOTAL</b>		<b>37</b>

## Caregiver Survey About Walking and Biking to School

### Q24 What language(s) do you speak at home? (check all that apply)

Answered: 37 Skipped: 7



ANSWER CHOICES	RESPONSES
English	100.00% 37
Spanish	2.70% 1
Hmong	0.00% 0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0.00% 0
German	0.00% 0
Vietnamese	0.00% 0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0.00% 0
French (includes Patois and Cajun)	0.00% 0
Russian	0.00% 0
Laotian	5.41% 2
Arabic	0.00% 0
Amharic	0.00% 0
Hindi	0.00% 0
Kru, Ibo, Yoruba	0.00% 0
Korean	0.00% 0
Mon-Khmer, Cambodian	0.00% 0
Tagalog	0.00% 0
Telegu	0.00% 0
Norwegian	0.00% 0
Ojibwa	0.00% 0
Karen	0.00% 0
Swahili	0.00% 0
Other (please specify)	0.00% 0
Total Respondents: 37	

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

## Caregiver Survey About Walking and Biking to School

### Q25 What is the street intersection nearest your home?

Answered: 31 Skipped: 13

ANSWER CHOICES	RESPONSES	
Street 1	100.00%	31
Street 2	77.42%	24

#	STREET 1	DATE
1	Morgan Street	11/5/2020 7:45 AM
2	Brown st	11/4/2020 5:47 PM
3	1219 Sherman Street	11/4/2020 12:38 PM
4	1219 Sherman Street	11/4/2020 12:28 PM
5	Ashley	11/4/2020 10:56 AM
6	Avenue A	11/3/2020 8:20 AM
7	Sherry Lane	11/3/2020 7:53 AM
8	Milwaukee	11/2/2020 7:58 PM
9	Dewey St	11/2/2020 6:43 PM
10	Terrace drive	11/2/2020 6:02 PM
11	Milwaukee	11/2/2020 5:32 PM
12	840th st	11/2/2020 5:11 PM
13	Sherman	11/2/2020 4:55 PM
14	South st	11/2/2020 3:44 PM
15	480th Avenue	11/2/2020 3:05 PM
16	South Street	11/2/2020 3:04 PM
17	Highway 71	11/2/2020 1:51 PM
18	910th st	11/2/2020 1:25 PM
19	5th Street	11/2/2020 1:17 PM
20	Becky Dr.	11/2/2020 1:13 PM
21	Park st	11/2/2020 12:54 PM
22	840th Street and 340 Ave, Brewtser, MN 56119	11/2/2020 12:53 PM
23	Sayles/Louis Jackson	11/2/2020 12:46 PM
24	south griffin	11/2/2020 12:37 PM
25	South Highway	11/2/2020 12:22 PM
26	Springfield Parkway	11/2/2020 11:49 AM
27	Grant	11/2/2020 11:46 AM
28	10th Ave	11/2/2020 11:45 AM
29	menage	11/2/2020 11:45 AM
30	470th Ave	11/2/2020 11:45 AM
31	S. Morrison Ave	11/2/2020 11:44 AM

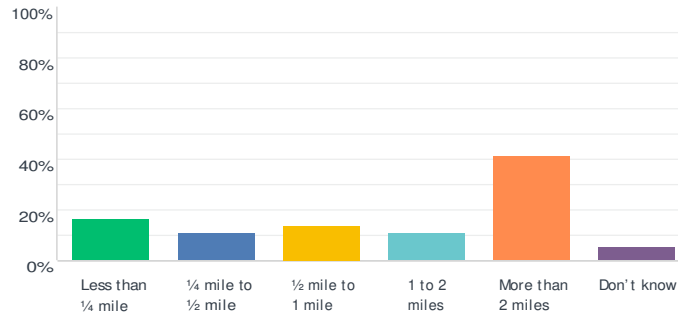
## Caregiver Survey About Walking and Biking to School

#	STREET 2	DATE
1	White st	11/4/2020 5:47 PM
2	3rd	11/4/2020 10:56 AM
3	White Street	11/3/2020 8:20 AM
4	Springfield Parkway	11/3/2020 7:53 AM
5	3rd ave	11/2/2020 7:58 PM
6	White St	11/2/2020 6:43 PM
7	South street	11/2/2020 6:02 PM
8	3rd	11/2/2020 5:32 PM
9	Hwy 9	11/2/2020 5:11 PM
10	North hwy	11/2/2020 4:55 PM
11	Avenue b	11/2/2020 3:44 PM
12	900th Street	11/2/2020 3:05 PM
13	6th Street	11/2/2020 3:04 PM
14	490th ave	11/2/2020 1:25 PM
15	N Highway	11/2/2020 1:17 PM
16	Thomas Hill	11/2/2020 1:13 PM
17	North highway	11/2/2020 12:54 PM
18	1st ave s	11/2/2020 12:37 PM
19	1st Avenue	11/2/2020 12:22 PM
20	Sverdrup	11/2/2020 11:46 AM
21	820th Ave	11/2/2020 11:45 AM
22	griffin	11/2/2020 11:45 AM
23	810th St	11/2/2020 11:45 AM
24	South St.	11/2/2020 11:44 AM

## Caregiver Survey About Walking and Biking to School

### Q26 How far does your child live from school?

Answered: 36 Skipped: 8

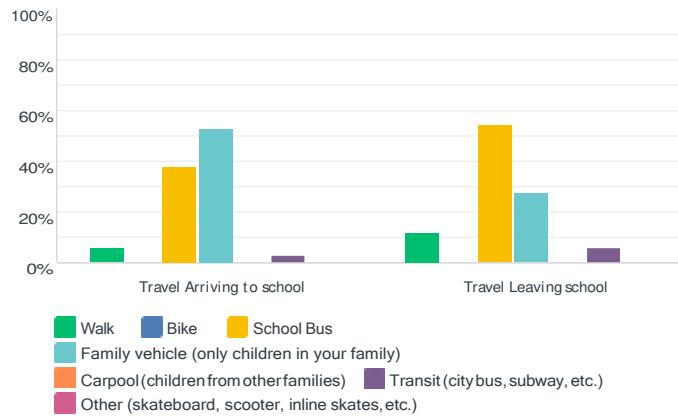


ANSWER CHOICES	RESPONSES	
Less than 1/4 mile	16.67%	6
1/4 mile to 1/2 mile	11.11%	4
1/2 mile to 1 mile	13.89%	5
1 to 2 miles	11.11%	4
More than 2 miles	41.67%	15
Don't know	5.56%	2
<b>TOTAL</b>		<b>36</b>

## Caregiver Survey About Walking and Biking to School

### Q27 On most days, how does your child travel to and from school?

Answered: 34 Skipped: 10

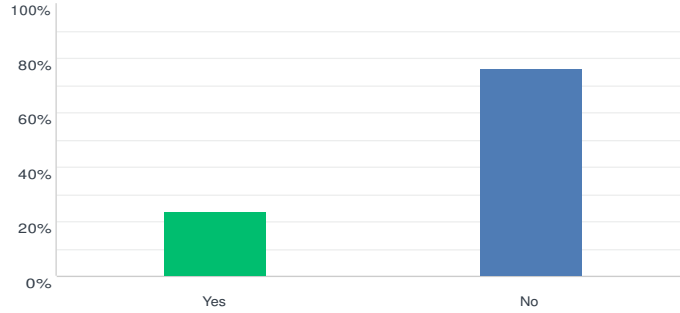


	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	5.88% 2	0.00% 0	38.24% 13	52.94% 18	0.00% 0	2.94% 1	0.00% 0	34
Travel Leaving school	12.12% 4	0.00% 0	54.55% 18	27.27% 9	0.00% 0	6.06% 2	0.00% 0	33

## Caregiver Survey About Walking and Biking to School

Q28 Has your child asked you permission to walk or bike to/from school in the last year?

Answered: 34 Skipped: 10



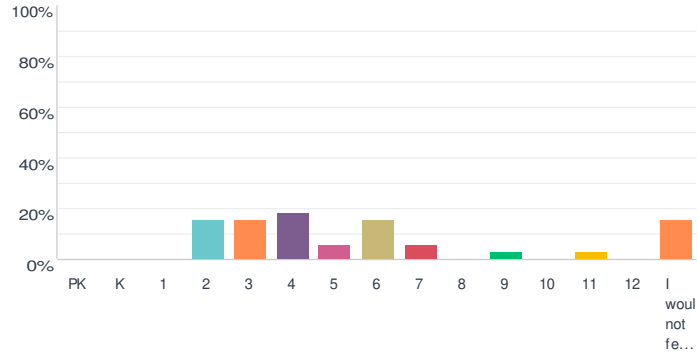
ANSWER CHOICES	RESPONSES	
Yes	23.53%	8
No	76.47%	26
TOTAL		34



## Caregiver Survey About Walking and Biking to School

Q29 At what grade would you allow your child to walk or bike to/from school without an adult?

Answered: 32 Skipped: 12

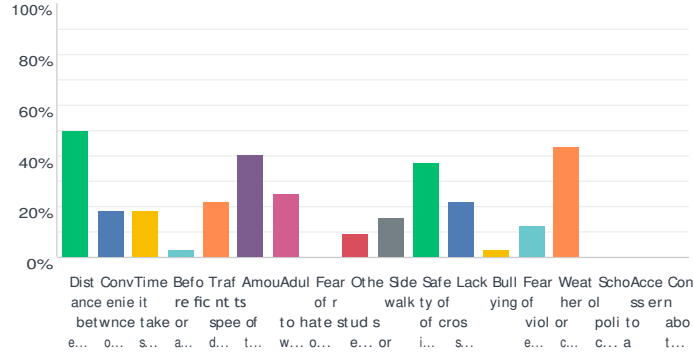


ANSWER CHOICES	RESPONSES	
PK	0.00%	0
K	0.00%	0
1	0.00%	0
2	15.63%	5
3	15.63%	5
4	18.75%	6
5	6.25%	2
6	15.63%	5
7	6.25%	2
8	0.00%	0
9	3.13%	1
10	0.00%	0
11	3.13%	1
12	0.00%	0
I would not feel comfortable at any grade	15.63%	5
<b>TOTAL</b>		<b>32</b>

## Caregiver Survey About Walking and Biking to School

### Q30 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 32 Skipped: 12

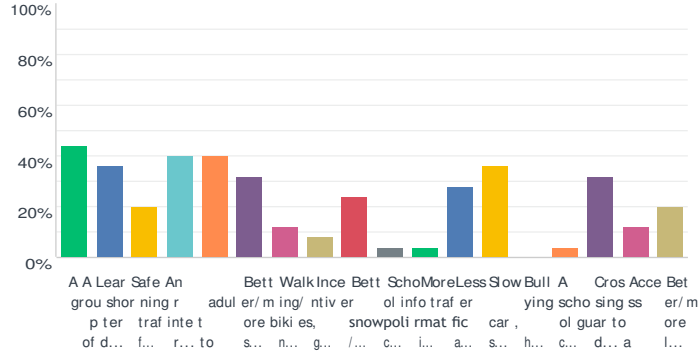


ANSWER CHOICES	RESPONSES	
Distance between home and school	50.00%	16
Convenience of driving	18.75%	6
Time it takes to walk/bike	18.75%	6
Before or after-school activities	3.13%	1
Traffic speeds along route	21.88%	7
Amount of traffic along route	40.63%	13
Adults to walk or bike with	25.00%	8
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0.00%	0
Other students to walk or bike with	9.38%	3
Sidewalks or pathways	15.63%	5
Safety of intersections and crossings	37.50%	12
Lack of crossing guards/student patrols	21.88%	7
Bullying	3.13%	1
Fear of violence or crime	12.50%	4
Weather or climate	43.75%	14
School policy discourages/prohibits walking/biking	0.00%	0
Access to a bike or bike lock	0.00%	0
Concerns about COVID-19 transmission	0.00%	0
Total Respondents: 32		

## Caregiver Survey About Walking and Biking to School

### Q31 What would help your child walk or bike to/from/at school more often? (check all that apply)

Answered: 25 Skipped: 19

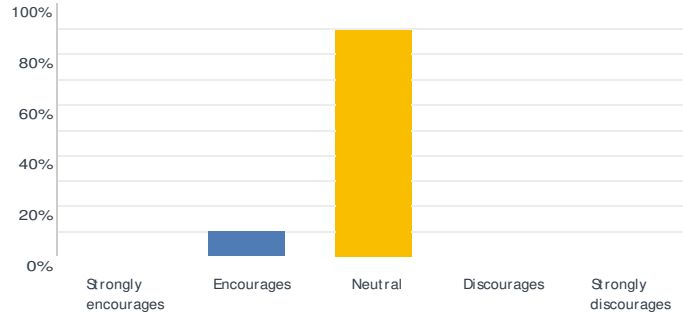


ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	44.00%	11
A shorter distance to walk or bike	36.00%	9
Learning traffic rules and regulations and how to walk/bike safely	20.00%	5
Safer intersections/crossings	40.00%	10
An adult to walk or bike with	40.00%	10
Better/more sidewalks or pathways	32.00%	8
Walking/biking field trips	12.00%	3
Incentives, games, or rewards for walking/biking	8.00%	2
Better snow/ice removal in winter	24.00%	6
School policy that encourages walking/biking	4.00%	1
More information about walking and biking routes	4.00%	1
Less traffic along route	28.00%	7
Slower car speeds along route	36.00%	9
Bullying, hate, and harassment prevention and bystander intervention training	0.00%	0
A school club or after-school program	4.00%	1
Crossing guards/student patrols/corner captains	32.00%	8
Access to a bike, bike lock, or secure bike parking	12.00%	3
Better/more lighting along route	20.00%	5
Total Respondents: 25		

## Caregiver Survey About Walking and Biking to School

### Q32 How much does your child's school encourage walking and biking to/from school?

Answered: 32 Skipped: 12

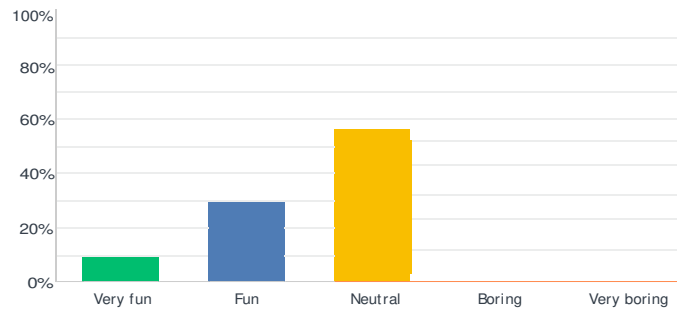


ANSWER CHOICES	RESPONSES	
Strongly encourages	0.00%	0
Encourages	12.50%	4
Neutral	87.50%	28
Discourages	0.00%	0
Strongly discourages	0.00%	0
<b>TOTAL</b>		<b>32</b>

## Caregiver Survey About Walking and Biking to School

### Q33 How much fun is walking or biking to/from school for your child?

Answered: 32 Skipped: 12

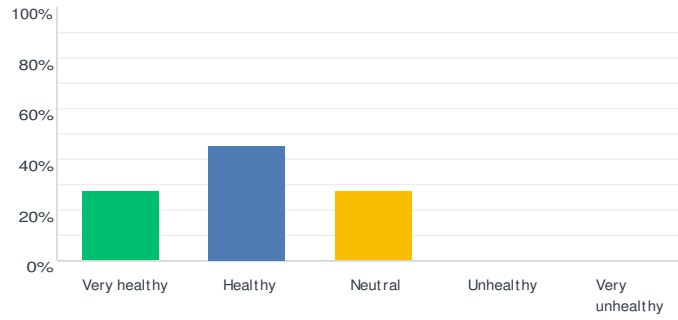


ANSWER CHOICES	RESPONSES	
Very fun	9.38%	3
Fun	28.13%	9
Neutral	56.25%	18
Boring	3.13%	1
Very boring	3.13%	1
<b>TOTAL</b>		<b>32</b>

## Caregiver Survey About Walking and Biking to School

### Q34 How healthy is walking or biking to/from school for your child?

Answered: 33 Skipped: 11

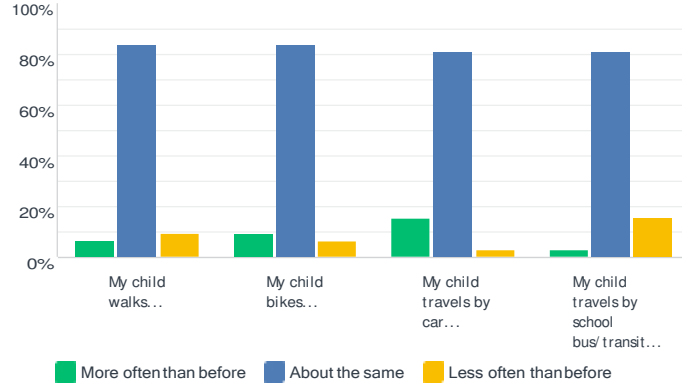


ANSWER CHOICES	RESPONSES	
Very healthy	27.27%	9
Healthy	45.45%	15
Neutral	27.27%	9
Unhealthy	0.00%	0
Very unhealthy	0.00%	0
<b>TOTAL</b>		<b>33</b>

## Caregiver Survey About Walking and Biking to School

Q35 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

Answered: 33 Skipped: 11

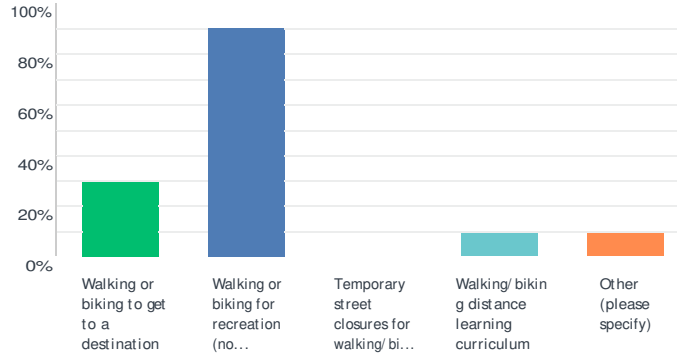


	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	6.45% 2	83.87% 26	9.68% 3	31
My child bikes...	9.68% 3	83.87% 26	6.45% 2	31
My child travels by car...	15.63% 5	81.25% 26	3.13% 1	32
My child travels by school bus/transit...	3.13% 1	81.25% 26	15.63% 5	32

## Caregiver Survey About Walking and Biking to School

Q36 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 21 Skipped: 23



ANSWER CHOICES	RESPONSES
Walking or biking to get to a destination	28.57% 6
Walking or biking for recreation (no destination)	90.48% 19
Temporary street closures for walking/biking	0.00% 0
Walking/biking distance learning curriculum	9.52% 2
Other (please specify)	9.52% 2
Total Respondents: 21	

#	OTHER (PLEASE SPECIFY)	DATE
1	None	11/4/2020 12:40 PM
2	None	11/4/2020 12:35 PM



## Caregiver Survey About Walking and Biking to School

### Q37 Please provide any additional comments below:

Answered: 5 Skipped: 39

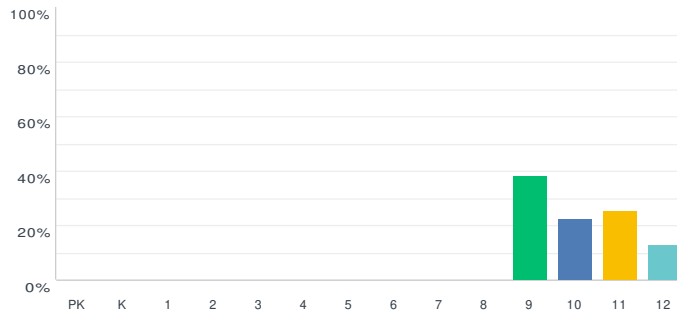
#	RESPONSES	DATE
1	Would really love to see more stop signs along my childrens route instead of just yeild signs.	11/4/2020 5:50 PM
2	I don't expect my children to walk or bike at such young age and also during bad weather or as weather permits.	11/4/2020 12:36 PM
3	Our home is 25 miles from daycare. Daycare is 30 miles from school. Walking and biking are not options for us.	11/3/2020 10:39 AM
4	This is a very rural community, we live well over 2 miles from school (about 8 miles) there will never be a same reason to walk or bike that far. Especially in a Minnesota winter!	11/2/2020 6:10 PM
5	We live out of district and will never walk to school due to that.	11/2/2020 1:27 PM

Caregiver Survey About Walking and Biking to School

JCC High School

Q20 What is the grade of your child?

Answered: 31 Skipped: 4

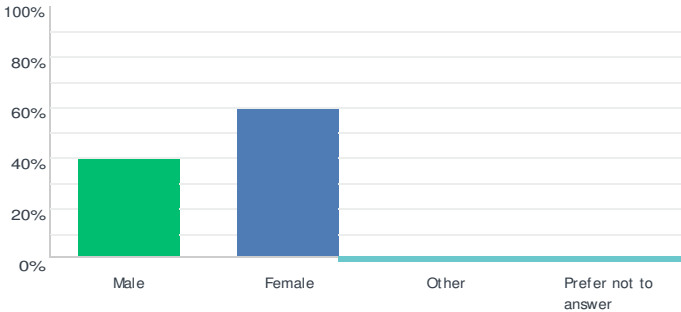


ANSWER CHOICES	RESPONSES	
PK	0.00%	0
K	0.00%	0
1	0.00%	0
2	0.00%	0
3	0.00%	0
4	0.00%	0
5	0.00%	0
6	0.00%	0
7	0.00%	0
8	0.00%	0
9	38.71%	12
10	22.58%	7
11	25.81%	8
12	12.90%	4
<b>TOTAL</b>		<b>31</b>

Caregiver Survey About Walking and Biking to School

Q21 What is the gender of your child?

Answered: 31 Skipped: 4

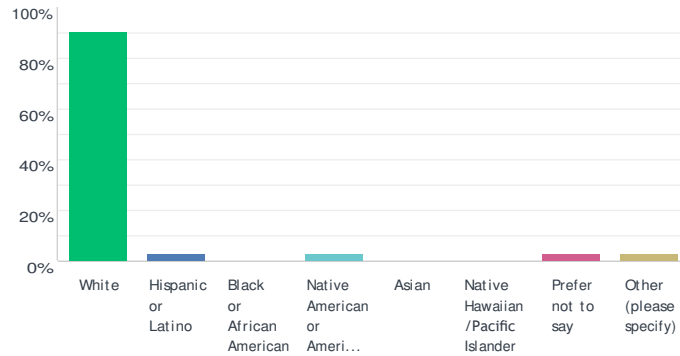


ANSWER CHOICES	RESPONSES	
Male	38.71%	12
Female	58.06%	18
Other	0.00%	0
Prefer not to answer	3.23%	1
<b>TOTAL</b>		<b>31</b>

## Caregiver Survey About Walking and Biking to School

### Q22 What is the race/ethnicity of your child? (check all that apply)

Answered: 31 Skipped: 4



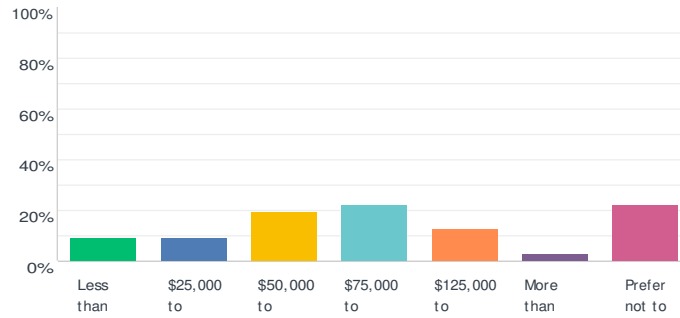
ANSWER CHOICES	RESPONSES	
White	90.32%	28
Hispanic or Latino	3.23%	1
Black or African American	0.00%	0
Native American or American Indian	3.23%	1
Asian	0.00%	0
Native Hawaiian/Pacific Islander	0.00%	0
Prefer not to say	3.23%	1
Other (please specify)	3.23%	1
Total Respondents: 31		

#	OTHER (PLEASE SPECIFY)	DATE
1	Human	11/2/2020 11:57 AM

## Caregiver Survey About Walking and Biking to School

### Q23 What is your annual household income?

Answered: 31 Skipped: 4

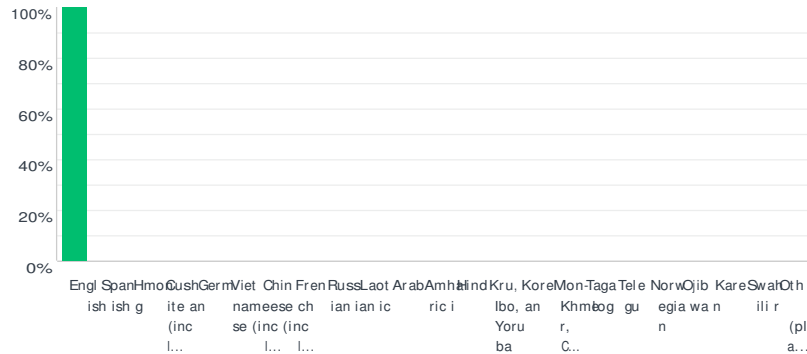


ANSWER CHOICES	RESPONSES	
Less than \$25,000	9.68%	3
\$25,000 to \$50,000	9.68%	3
\$50,000 to \$75,000	19.35%	6
\$75,000 to \$125,000	22.58%	7
\$125,000 to \$200,000	12.90%	4
More than \$200,000	3.23%	1
Prefer not to say	22.58%	7
<b>TOTAL</b>		<b>31</b>

## Caregiver Survey About Walking and Biking to School

### Q24 What language(s) do you speak at home? (check all that apply)

Answered: 31 Skipped: 4



ANSWER CHOICES		RESPONSES	
English		100.00%	31
Spanish		0.00%	0
Hmong		0.00%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)		0.00%	0
German		0.00%	0
Vietnamese		0.00%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)		0.00%	0
French (includes Patois and Cajun)		0.00%	0
Russian		0.00%	0
Laotian		0.00%	0
Arabic		0.00%	0
Amharic		0.00%	0
Hindi		0.00%	0
Kru, Ibo, Yoruba		0.00%	0
Korean		0.00%	0
Mon-Khmer, Cambodian		0.00%	0
Tagalog		0.00%	0
Telegu		0.00%	0
Norwegian		0.00%	0
Ojibwa		0.00%	0
Karen		0.00%	0
Swahili		0.00%	0
Other (please specify)		0.00%	0
Total Respondents: 31			
#	OTHER (PLEASE SPECIFY)	DATE	
	There are no responses.		

## Caregiver Survey About Walking and Biking to School

### Q25 What is the street intersection nearest your home?

Answered: 26 Skipped: 9

ANSWER CHOICES	RESPONSES
Street 1	96.15% 25
Street 2	80.77% 21

#	STREET 1	DATE
1	Kimball	11/5/2020 7:03 PM
2	Bush	11/4/2020 2:14 PM
3	Terrace dr	11/4/2020 12:52 PM
4	grant	11/3/2020 6:01 PM
5	570th Ave	11/3/2020 4:18 PM
6	Springfield Parkway	11/3/2020 12:11 PM
7	north highway	11/2/2020 7:01 PM
8	Grant	11/2/2020 5:35 PM
9	607 Ménage Ave	11/2/2020 5:08 PM
10	Highway 71	11/2/2020 1:55 PM
11	830th Street	11/2/2020 1:55 PM
12	Highway 51	11/2/2020 1:50 PM
13	Plum Street	11/2/2020 1:45 PM
14	790th st	11/2/2020 1:34 PM
15	Plum St	11/2/2020 1:24 PM
16	Cush St	11/2/2020 12:47 PM
17	North Highway	11/2/2020 12:43 PM
18	550th Ave	11/2/2020 12:33 PM
19	Sverdrup	11/2/2020 11:59 AM
20	Riverside dr	11/2/2020 11:57 AM
21	Springfield Parkway	11/2/2020 11:57 AM
22	Springfield Parkway	11/2/2020 11:56 AM
23	OConnor Street	11/2/2020 11:54 AM
24	Sverdrup	11/2/2020 11:50 AM
25	LOGAN	11/2/2020 11:45 AM

## Caregiver Survey About Walking and Biking to School

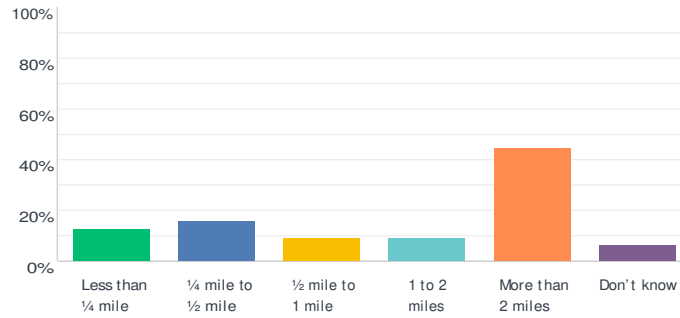
#	STREET 2	DATE
1	South	11/5/2020 7:03 PM
2	4th Ave	11/4/2020 2:14 PM
3	South st	11/4/2020 12:52 PM
4	logan	11/3/2020 6:01 PM
5	800th St	11/3/2020 4:18 PM
6	park	11/2/2020 7:01 PM
7	115 4th Street	11/2/2020 6:27 PM
8	6th	11/2/2020 5:35 PM
9	Thomas hill	11/2/2020 1:50 PM
10	5th Avenue	11/2/2020 1:45 PM
11	4th Ave	11/2/2020 1:24 PM
12	Ashley St	11/2/2020 12:47 PM
13	Butler	11/2/2020 12:43 PM
14	880th St	11/2/2020 12:33 PM
15	White	11/2/2020 11:59 AM
16	Highway 71	11/2/2020 11:57 AM
17	Sherry Lane	11/2/2020 11:57 AM
18	Frost St	11/2/2020 11:56 AM
19	3rd Ave North	11/2/2020 11:54 AM
20	White	11/2/2020 11:50 AM
21	GRANT	11/2/2020 11:45 AM



## Caregiver Survey About Walking and Biking to School

### Q26 How far does your child live from school?

Answered: 31 Skipped: 4

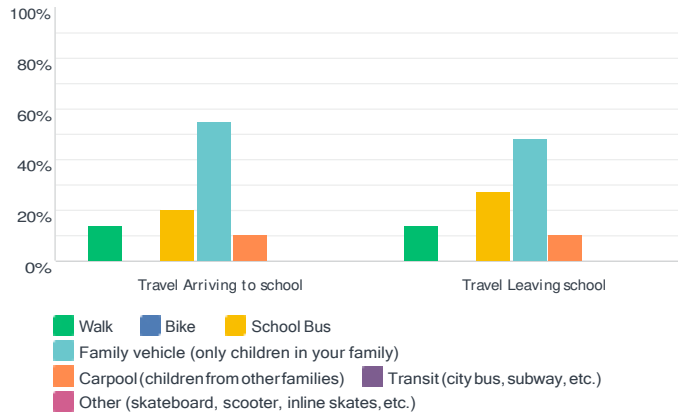


ANSWER CHOICES	RESPONSES	
Less than 1/4 mile	12.90%	4
1/4 mile to 1/2 mile	16.13%	5
1/2 mile to 1 mile	9.68%	3
1 to 2 miles	9.68%	3
More than 2 miles	45.16%	14
Don't know	6.45%	2
<b>TOTAL</b>		<b>31</b>

## Caregiver Survey About Walking and Biking to School

### Q27 On most days, how does your child travel to and from school?

Answered: 29 Skipped: 6

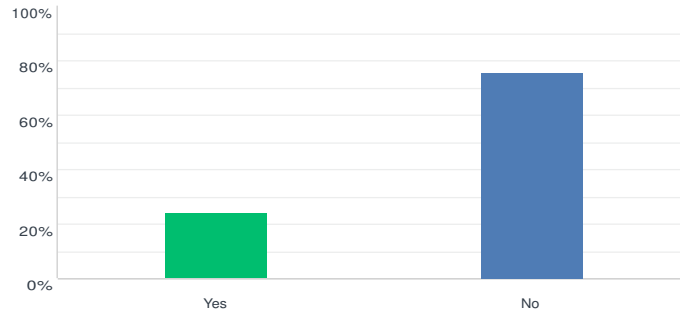


	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)	CARPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	13.79% 4	0.00% 0	20.69% 6	55.17% 16	10.34% 3	0.00% 0	0.00% 0	29
Travel Leaving school	13.79% 4	0.00% 0	27.59% 8	48.28% 14	10.34% 3	0.00% 0	0.00% 0	29

## Caregiver Survey About Walking and Biking to School

Q28 Has your child asked you permission to walk or bike to/from school in the last year?

Answered: 29 Skipped: 6

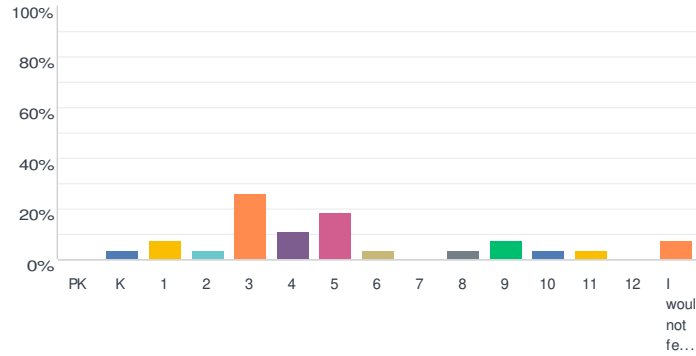


ANSWER CHOICES	RESPONSES	
Yes	24.14%	7
No	75.86%	22
TOTAL		29

## Caregiver Survey About Walking and Biking to School

Q29 At what grade would you allow your child to walk or bike to/from school without an adult?

Answered: 27 Skipped: 8

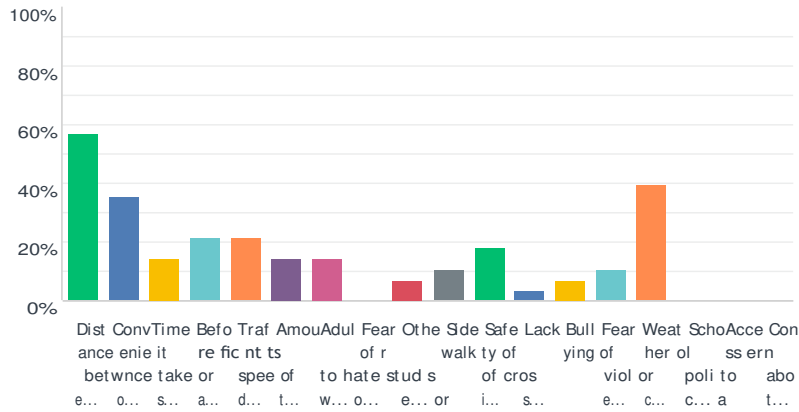


ANSWER CHOICES	RESPONSES	
PK	0.00%	0
K	3.70%	1
1	7.41%	2
2	3.70%	1
3	25.93%	7
4	11.11%	3
5	18.52%	5
6	3.70%	1
7	0.00%	0
8	3.70%	1
9	7.41%	2
10	3.70%	1
11	3.70%	1
12	0.00%	0
I would not feel comfortable at any grade	7.41%	2
<b>TOTAL</b>		<b>27</b>

## Caregiver Survey About Walking and Biking to School

### Q30 Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 28 Skipped: 7

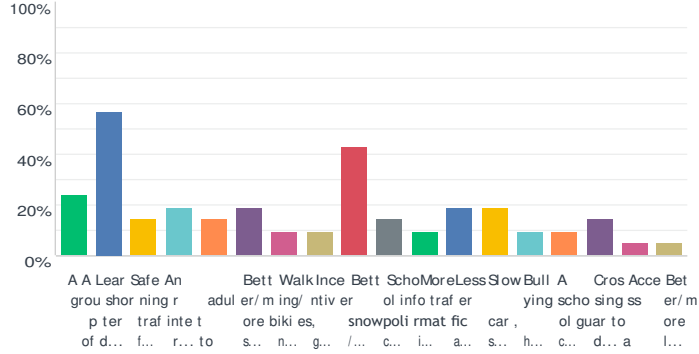


ANSWER CHOICES	RESPONSES	
Distance between home and school	57.14%	16
Convenience of driving	35.71%	10
Time it takes to walk/bike	14.29%	4
Before or after-school activities	21.43%	6
Traffic speeds along route	21.43%	6
Amount of traffic along route	14.29%	4
Adults to walk or bike with	14.29%	4
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0.00%	0
Other students to walk or bike with	7.14%	2
Sidewalks or pathways	10.71%	3
Safety of intersections and crossings	17.86%	5
Lack of crossing guards/student patrols	3.57%	1
Bullying	7.14%	2
Fear of violence or crime	10.71%	3
Weather or climate	39.29%	11
School policy discourages/prohibits walking/biking	0.00%	0
Access to a bike or bike lock	0.00%	0
Concerns about COVID-19 transmission	0.00%	0
Total Respondents: 28		

## Caregiver Survey About Walking and Biking to School

### Q31 What would help your child walk or bike to/from/at school more often? (check all that apply)

Answered: 21 Skipped: 14

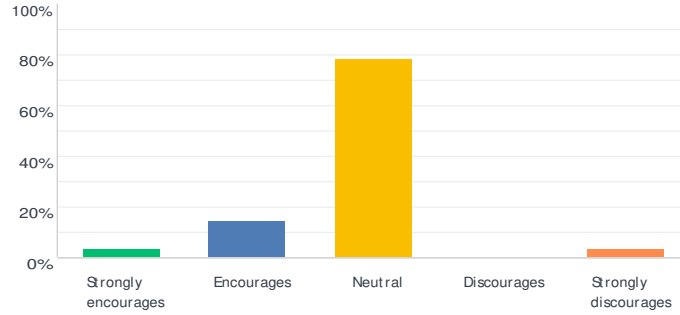


ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	23.81%	5
A shorter distance to walk or bike	57.14%	12
Learning traffic rules and regulations and how to walk/bike safely	14.29%	3
Safer intersections/crossings	19.05%	4
An adult to walk or bike with	14.29%	3
Better/more sidewalks or pathways	19.05%	4
Walking/biking field trips	9.52%	2
Incentives, games, or rewards for walking/biking	9.52%	2
Better snow/ice removal in winter	42.86%	9
School policy that encourages walking/biking	14.29%	3
More information about walking and biking routes	9.52%	2
Less traffic along route	19.05%	4
Slower car speeds along route	19.05%	4
Bullying, hate, and harassment prevention and bystander intervention training	9.52%	2
A school club or after-school program	9.52%	2
Crossing guards/student patrols/corner captains	14.29%	3
Access to a bike, bike lock, or secure bike parking	4.76%	1
Better/more lighting along route	4.76%	1
Total Respondents: 21		

## Caregiver Survey About Walking and Biking to School

### Q32 How much does your child's school encourage walking and biking to/from school?

Answered: 28 Skipped: 7

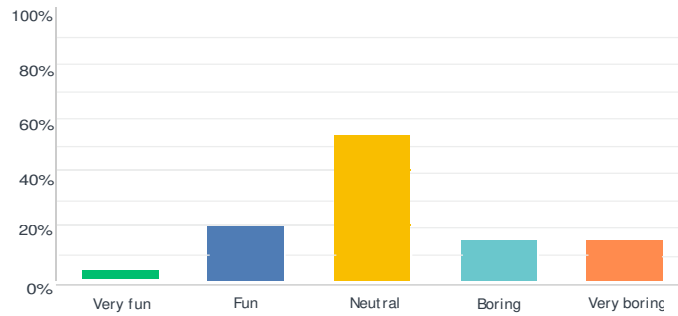


ANSWER CHOICES	RESPONSES	
Strongly encourages	3.57%	1
Encourages	14.29%	4
Neutral	78.57%	22
Discourages	0.00%	0
Strongly discourages	3.57%	1
<b>TOTAL</b>		<b>28</b>

## Caregiver Survey About Walking and Biking to School

### Q33 How much fun is walking or biking to/from school for your child?

Answered: 26 Skipped: 9



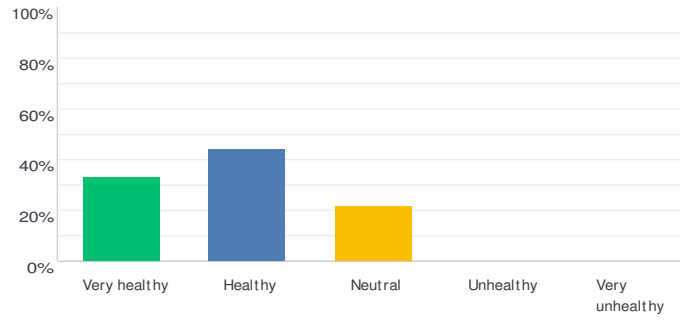
ANSWER CHOICES	RESPONSES	
Very fun	3.85%	1
Fun	15.38%	4
Neutral	53.85%	14
Boring	11.54%	3
Very boring	15.38%	4
<b>TOTAL</b>		<b>26</b>



## Caregiver Survey About Walking and Biking to School

### Q34 How healthy is walking or biking to/from school for your child?

Answered: 27 Skipped: 8

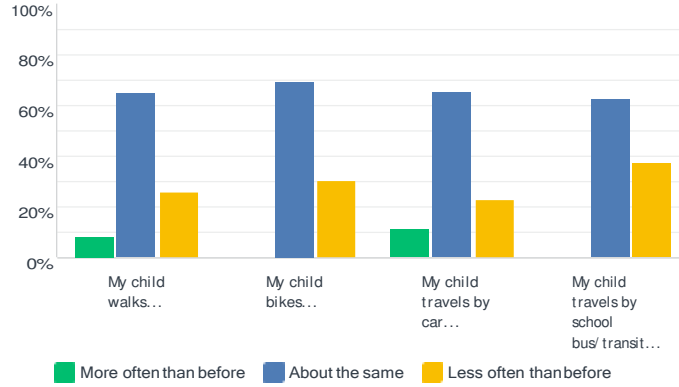


ANSWER CHOICES	RESPONSES	
Very healthy	33.33%	9
Healthy	44.44%	12
Neutral	22.22%	6
Unhealthy	0.00%	0
Very unhealthy	0.00%	0
<b>TOTAL</b>		<b>27</b>

## Caregiver Survey About Walking and Biking to School

Q35 How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day?

Answered: 27 Skipped: 8

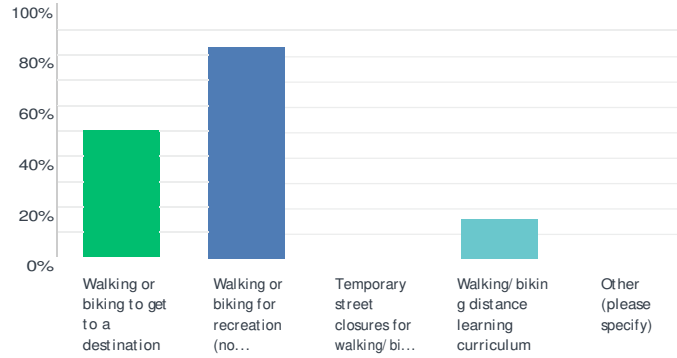


	MORE OFTEN THAN BEFORE	ABOUT THE SAME	LESS OFTEN THAN BEFORE	TOTAL
My child walks...	8.70% 2	65.22% 15	26.09% 6	23
My child bikes...	0.00% 0	69.57% 16	30.43% 7	23
My child travels by car...	11.54% 3	65.38% 17	23.08% 6	26
My child travels by school bus/transit...	0.00% 0	62.50% 15	37.50% 9	24

## Caregiver Survey About Walking and Biking to School

Q36 Which of the following distance learning/social distancing activities have you participated in? (check all that apply)

Answered: 19 Skipped: 16



ANSWER CHOICES	RESPONSES
Walking or biking to get to a destination	52.63% 10
Walking or biking for recreation (no destination)	84.21% 16
Temporary street closures for walking/biking	5.26% 1
Walking/biking distance learning curriculum	15.79% 3
Other (please specify)	5.26% 1
Total Respondents: 19	

#	OTHER (PLEASE SPECIFY)	DATE
1	only drives as we live in the country	11/2/2020 11:52 AM

## Caregiver Survey About Walking and Biking to School

### Q37 Please provide any additional comments below:

Answered: 12 Skipped: 23

#	RESPONSES	DATE
1	Since my child has a drivers license it is hard to encourage her to walk.. However she does sometimes.	11/3/2020 6:05 PM
2	We wish the crossing guards would be put back in place on North Hwy. Many "near misses" have been seen and talked about amongst parents.	11/2/2020 7:05 PM
3	My child's school is 10 miles away. Walking/biking is not an option.	11/2/2020 1:47 PM
4	living in county impossible to walk or ride biking over 10 miles away.	11/2/2020 1:36 PM
5	none	11/2/2020 1:25 PM
6	Most of this does not apply to our family due to the distance from school. COVID has not impacted this.	11/2/2020 12:48 PM
7	We are over 10 miles from the school, so walking/biking is a realistic option. My daughter does enjoy walking to school with friends who live in town and I do sometimes drop her off there rather than at school. Both for the added activity and time spent with friends.	11/2/2020 12:38 PM
8	The school district really should advocate on behalf of the children who live on streets within the city limits that are actually county roads. The county refuses to remove snow on these county road sidewalks. It is unfortunate that the students who live on Springfield parkway - kids who can see the school from their homes - cannot walk to school in the winter because it's too dangerous to walk in the road because the county will not clear the sidewalks.	11/2/2020 12:06 PM
9	She rides with her sister who is a senior.	11/2/2020 12:02 PM
10	Even though the bike path goes in front of our house to the school, it is not cleared in the winter at all which means unsafe walking to school on the main road of Springfield Parkway in the winter months. This could be 5-6, months of school. The road has high traffic and speeds and is icy in the winter. I wish that a safe path was cleared for students to walk on as their is also no sidewalk access at our house.	11/2/2020 12:01 PM
11	Once they get their license it becomes moot with jobs and sports having priority.	11/2/2020 11:55 AM
12	n/a	11/2/2020 11:52 AM

We all have a stake in **A to B**

## Safe Routes to School Eligibility Changes for State Funds

### 2015 Eligibility Changes

In 2015, the following eligibility requirement was added to the state SRTS program:

[Minnesota Statutes 174.40, subd. 4a](#)

Subd. 4a. Eligibility. A statutory or home rule charter city, county, or town is eligible to receive funding under this section only if it has adopted subdivision regulations that **require safe routes to school infrastructure in** developments authorized on or after June 1, 2016.

### How does the change affect eligibility for non-infrastructure grants?

This eligibility requirement does not apply to non-infrastructure funds. There is no change to eligibility for mini-grants, bicycle fleets, or planning assistance grants.

### How does the change affect eligibility for infrastructure grants?

The eligibility requirement will be added to statewide SRTS infrastructure solicitations when state funds are available. To prepare for future solicitations, MnDOT recommends communities review their subdivision regulations with their SRTS team, local planners, attorneys and elected officials to see if they meet the requirements or should adopt new subdivision regulations.

### What is SRTS infrastructure?

A definition for SRTS infrastructure was not provided under [Minnesota Statutes 174.40](#). Since the program is modeled after the federal program, eligible SRTS infrastructure –related projects and improvements for non-motorized transportation under the [federal SRTS program](#) may be considered SRTS infrastructure. For examples of typical SRTS infrastructure projects in Minnesota funded through the SRTS program, check out projects previously awarded projects under the grant history section on the [grants page](#).

### What will a city or town need to include in an application?

The city or town applying for infrastructure funds will be asked to provide a signed resolution by their governing board acknowledging and confirming compliance with the requirements under [Minnesota Statutes 174.40, subd. 4a](#).

### What will a county sponsor need to include in an application?

The county sponsor is acting on behalf of the city or town and will be asked to certify that the city or town receiving the funding assistance has met the statute requirements.

Note: This does not have any impact on the 2015 statewide SRTS solicitation with federal funds. Visit the [MnDOT SRTS website](#) for more information.



**WHEREAS**, the City of Rushford currently has a Subdivision Regulations Ordinance regulating the subdivision and platting of land within the corporate limits of the City of Rushford, MN, providing for the installation or guarantee of installation of utilities, street pavements and other essential development by the subdivider; and

**WHEREAS**, this Subdivision Ordinance also establishes minimum requirements to protect the public health, safety, morals, comfort, convenience and general welfare of the people; and

**WHEREAS**, the City wishes to include pedestrian safety into transportation infrastructure planning to encourage and ensure the safety of the growing pedestrian and cyclist population; and

**WHEREAS**, the City wishes to take advantage of any federal or state grant funding which may become available for infrastructure improvements;

**NOW, THEREFORE**, the following amendment to the Subdivision Regulations Ordinance will further clarify definitions and establish standards for the City to be eligible to participate in Safe Routes to School Programs and funding opportunities:

**THE CITY OF RUSHFORD ORDAINS:**

**SECTION 1.** The following sections of that certain ordinance dated August 11, 1997, and amended in November 1997, February 2000, May 2000, June 2001, July 2006, August 2010, and September 2015 entitled City of Rushford Zoning Ordinance, **Subdivision Regulations Ordinance** is hereby amended:

**CITY OF RUSHFORD, MINNESOTA SUBDIVISION REGULATIONS**

**CHAPTER 3. DEFINITIONS**

A. The following definitions shall pertain to works used in this ordinance.

**31. Safe Routes to School Program:** A federal program under Title 1, Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU) of 2005, Public Law 109-59

**32. Safe Routes to School Program Funding:** The State of Minnesota has established an account consisting of state bond proceeds and other funds as appropriated to the Commissioner to be expended on eligible costs of a project receiving financial assistance. Assistance may be offered for acquisition of land or permanent easements, pre-design, design, preliminary and final engineering, environmental analysis, construction and reconstruction of publicly owned infrastructure with a useful life of at least ten years that provides for nonmotorized transportation to and from a school; preparation of land for which a route to school is established, including demolition of structures and remediation of any hazardous conditions on the land; and the unpaid principal on debt issued by a political subdivision for a safe route to school project.

**33. Safe Routes to School Program Administration:** The Commissioner has established program requirements and a competitive process for financial assistance following MN Statutes 174.40; establishing criteria to evaluate capital improvements of transportation infrastructure that improves safety and encourages nonmotorized transportation to and from a school.

**34. Safe Routes to School Infrastructure:** A safe and appealing nonmotorized means of transportation to and from a school.

## CHAPTER 7. REQUIRED IMPROVEMENTS

### 7.60 STREETS:

**H.** In order to insure eligibility for Safe Routes to School Program Funding, it is required that any subdivision development authorized in the City of Rushford on or after June 1, 2016, will incorporate safe routes to school infrastructure in the subdivision development plans.


### SECTION 2. EFFECTIVE DATE

This ordinance amendment becomes effective upon its passage and publication according to law.

Adopted by the City Council of the City of Rushford this 13<sup>th</sup> day of Oct., 2015.

  
\_\_\_\_\_  
Chris Hallum, Mayor

Attest:

  
\_\_\_\_\_  
Kathy Zacher, City Clerk/Treas.

Publication Date: 10-22-15

SRTS & Active Transportation Funding Resources in Greater Minnesota

	Funder	Website	Eligible Applicants	Average Amounts	Local Cost Share	Items Funded													
						Sidewalk	Trails	Signage	Trail Maintenance	Trailhead Facilities	Education/Programming	Land Acquisition	Bike Facilities	Traffic Calming	Planning	Engineering	Advocacy	Shelters	General Health/Wellness
State & Federal Funds	Local Trail Connections Program	<a href="http://dnr.state.mn.us/grants/recreation/trails_local.html">dnr.state.mn.us/grants/recreation/trails_local.html</a>	Local units of government	\$100,000- \$120,000	25% Required		X							X					
	Federal Recreational Trail Program	<a href="http://dnr.state.mn.us/grants/recreation/trails_federal.html">dnr.state.mn.us/grants/recreation/trails_federal.html</a>	Units of Government	\$75,000	25-50% Required		X		X	X	X								
	Greater MN Regional Legacy Grants	<a href="http://gmrptcommission.org">gmrptcommission.org</a>	Regionally significant, publicly-owned trails and parks as determined by the GMRPTC	\$400,000- \$750,000	None Required		X	X		X	X								
	MN Safe Routes to School Infrastructure Grants	<a href="http://dot.state.mn.us/saferoutes/infrastructure.html">dot.state.mn.us/saferoutes/infrastructure.html</a>	Units of government, federally-recognized tribes, educational institutions	\$5,000 - \$250,000	20% Required	X	X	X						X	X				
	Outdoor Recreation Grant Program	<a href="http://dnr.state.mn.us/grants/recreation/outdoor_rec.html">dnr.state.mn.us/grants/recreation/outdoor_rec.html</a>	Local units of government, federally recognized tribes	\$100,000	50% Required		X							X			X		X
	Regional Trail Grant Program	<a href="http://dnr.state.mn.us/grants/recreation/trails_regional.html">dnr.state.mn.us/grants/recreation/trails_regional.html</a>	Local units of government	\$150,000- \$200,000	25% Required		X							X					
	Transportation Alternatives	<a href="http://www.dot.state.mn.us/ta/">www.dot.state.mn.us/ta/</a>	Local units of government, federally recognized tribes, educational institutions	\$50,000+			X	X	X							X			



SRTS & Active Transportation Funding Resources in Greater Minnesota

					Items Funded															
Funder	Website	Eligible Applicants	Average Amounts	Local Cost Share	Sidewalk	Trails	Signage	Trail Maintenance	Trailhead Facilities	Education/Programming	Land Acquisition	Bike Facilities	Traffic Calming	Planning	Engineering	Advocacy	Shelters	General Health/Wellness	General Con-servation/Rec	
Ped/Bike/Trail-Specific Funds	International Mountain Biking Association	<a href="http://imba.com">imba.com</a>	501(c)3	2000+		X		X												
	American Hiking Society: National Trails Fund	<a href="http://americanhiking.org/national-trails-fund">americanhiking.org/national-trails-fund</a>	501(c)3 members of the American Hiking Society	\$500-\$3,000	None Required		X													
	Specialized Bike Dealers	<a href="http://specializedfoundation.org">specializedfoundation.org</a>	Schools							X										
	People for Bikes Community Grants	<a href="http://peopleforbikes.org/ourwork/community-grants">peopleforbikes.org/ourwork/community-grants</a>	501(c)3, units of government	\$4,500-\$8,000	50% Required		X					X					X			
Foundations	Bremer Foundation	<a href="http://ottobremer.org">ottobremer.org</a>	<a href="#">501(c)3. local units of government (priority for Bremer Bank communities)</a>	\$75,000		X		X												
	Shakopee Mdewakanton	<a href="http://shakopeedakota.org/charitable-giving/donation-request-form">shakopeedakota.org/charitable-giving/donation-request-form</a>	Tribes (Preference to Minnesota & Great Plains)	Up to \$2.5 million		X		X												
	McKnight Foundation	<a href="http://mcknight.org">mcknight.org</a>	Generally non-profits, governments only for "innovative projects"	\$15,000-\$500,000						X				X						
Utility Companies	Xcel Energy	<a href="http://www.xcelenergy.com">www.xcelenergy.com</a>	Non-profits	\$5,000-\$30,000				X												X
	MN Energy Resources	<a href="http://accel.minnesotaenergyresources.com/company/foundation.aspx">accel.minnesotaenergyresources.com/company/foundation.aspx</a>	Non-profit priority																X	
	Great River Energy	<a href="http://www.greatriverenergy.com/we-are-a-cooperative/community-support">www.greatriverenergy.com/we-are-a-cooperative/community-support</a>	Non-profits generally within Great River Energy service area	\$500-\$2,500																X
	Surdna Foundation, NY	<a href="http://www.surdna.org">www.surdna.org</a>	501(c)3	25,000+						X				X			X			

SRTS & Active Transportation Funding Resources in Greater Minnesota

					Items Funded															
Funder	Website	Eligible Applicants	Average Amounts	Local Cost Share	Sidewalk	Trails	Signage	Trail Maintenance	Trailhead Facilities	Education/ Programming	Land Acquisition	Bike Facilities	Traffic Calming	Planning	Engineering	Advocacy	Shelters	General Health/ Wellness	General Con- servation/ Rec	
<b>Community Foundations</b>	inFaith Community Foundation	<a href="http://www.infaithfound.org">www.infaithfound.org</a>	By invite only																	
	Initiative Foundations	<a href="http://www.greaterminnesota.net">www.greaterminnesota.net</a>	Non-profits and units of government	Varies (check your local Initiative Founda- tion)																
<b>Railroads</b>	BNSF	<a href="http://www.bnsffoundation.org">www.bnsffoundation.org</a>	Organizations and commu- nities in close proximity to a BNSF line or with high BNSF employee participation or requests related to railroad industry.	\$2,500- \$5,000															X	
	Union Pacific	<a href="http://www.up.com?found">www.up.com?found</a>	No specification (grants for “local needs” and “commu- nity spaces”)	\$2,500- \$25,000															X	
<b>Large Private Employers</b>	Walmart Foundation	<a href="http://www.walmartstores.com/Com- munityGiving/203.aspx">www.walmartstores.com/Com- munityGiving/203.aspx</a>	Communities where Walmarts are located and where employees live/work	\$250- \$5,000																
	BCBS Center for Pre- vention	<a href="http://www.centerforpreventionmn. com/">www.centerforpreventionmn. com/</a>					X	X		X			X	X		X				

SRTS & Active Transportation Funding Resources in Greater Minnesota

						Items Funded															
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Environmental	Tread Lightly: Resto- ration for Recreation Program	<a href="http://www.treadlightly.org">www.treadlightly.org</a>	Units of Government?	Under \$500	?			X	X	X			X								
	The Conservation Alliance	<a href="http://www.conservationalliance.com/grants">www.conservationalliance.com/grants</a>	501(c)3. Landscape-scale projects with clear habitat and rec benefits. The project should seek to secure last- ing/quantifiable protection of specific land or waterway	\$20,000- \$50,000	?								X								
Tourism	Explore Minnesota Tourism	<a href="http://www.exploreminnesota.com">www.exploreminnesota.com</a>	501(c)6 or 501(c)3																		
Health	Sanford Health Foun- dation	<a href="http://sanfordhealth.org/">sanfordhealth.org/</a>	Communities in Sanford service areas		None required															X	
	Avera Foundation	<a href="http://www.avera.org">www.avera.org</a>	Service area (Western MN)																	X	
	US Federal Government	<a href="http://www.grants.gov/">www.grants.gov/</a>	(Varies by grant)	(Varies by grant)	(Varies)																
	Statewide Health Im- provement Partnership (SHIP)	<a href="http://www.health.state.mn.us">www.health.state.mn.us</a>						X		X	X		X	X	X	X	X		X	X	
Other	Recreational Equip- ment, Inc. (REI)	<a href="http://www.rei.com/stewardship/creat- ing-access">www.rei.com/stewardship/creat- ing-access</a>	Non-profits	\$10,000			X		X		X										X



Check out more Safe Routes programs and resources:  
<http://www.dot.state.mn.us/mnsaferoutes/>.

Check out more information on regional development:  
[www.swrdc.org](http://www.swrdc.org).