

# Safe Routes to School

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

**FARNSWORTH AEROSPACE**

Saint Paul Public Schools, Saint Paul, MN

JUNE 2017





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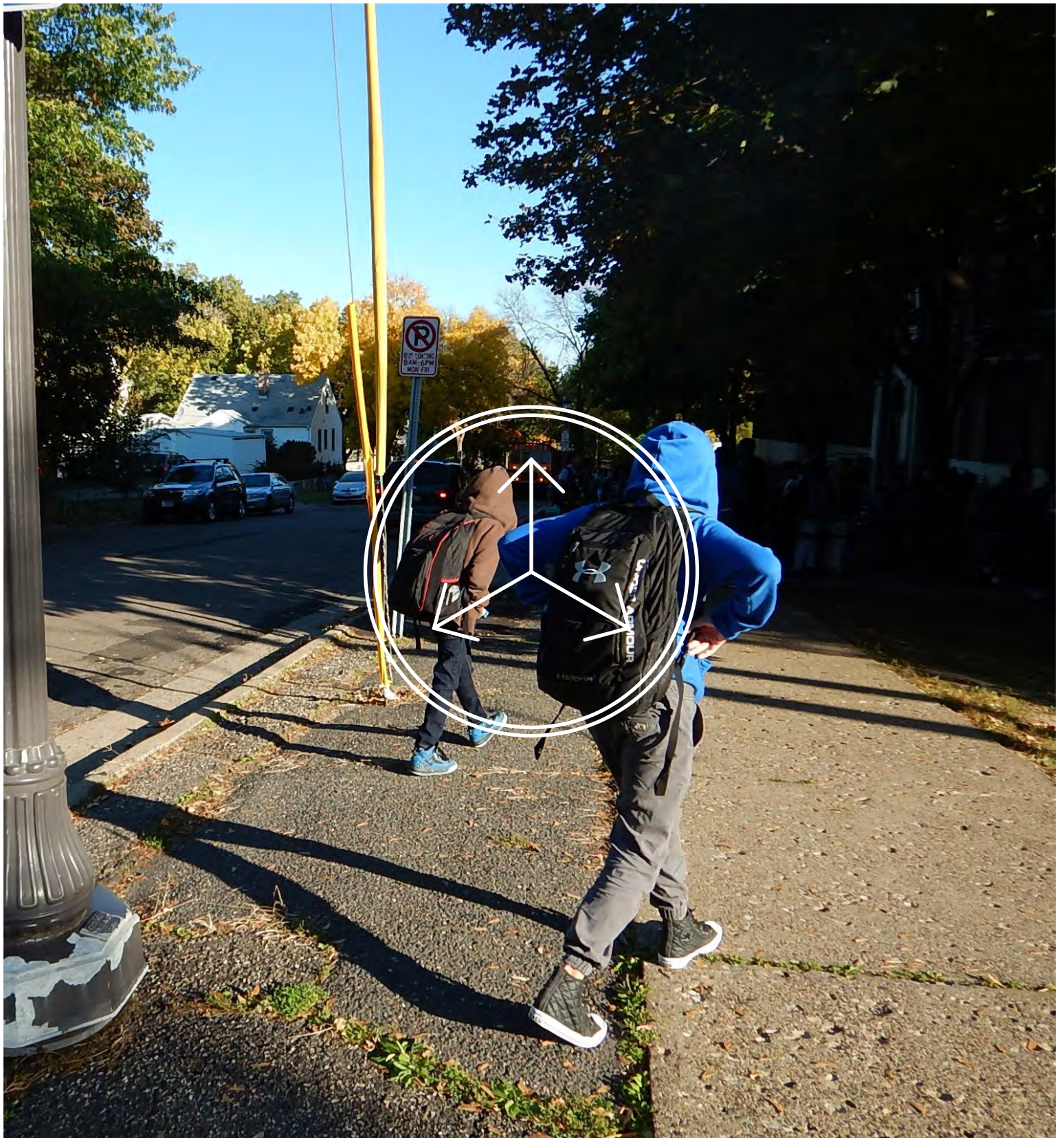
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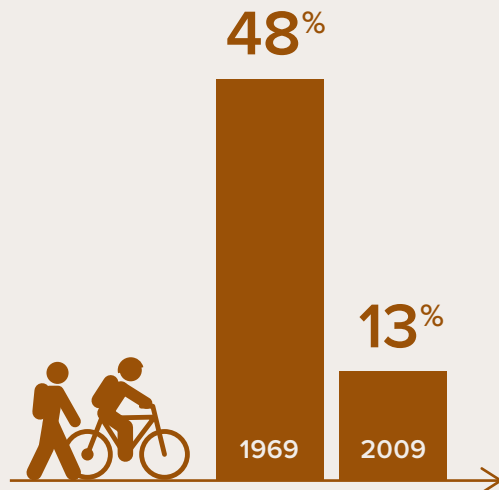




01

INTRODUCTION + CONTEXT

# Why Safe Routes to School?



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



MOST KIDS ARE NOT GETTING ENOUGH PHYSICAL ACTIVITY



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

## KIDS WHO WALK OR BIKE TO SCHOOL:



Arrive alert and able to focus on school



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



Are more likely to be a healthy body weight



Demonstrate improved test scores and better school performance\*



Are less likely to suffer from depression and anxiety

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

Fewer students walking & biking to school

More parents driving children to school

Rising concern about safety of walking & biking

Increased traffic at and around school



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





## The Six Es

Safe Routes to School programs use a variety of strategies to make it easy, fun and safe for children to walk and bike to school. These strategies are often called the “Six Es.”



### Education

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



### Encouragement

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



### Engineering

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



### Enforcement

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



### Evaluation

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



### Equity

Is an overarching concept that applies to all of the E's, ensuring that all residents have access to and can take advantage of the resources provided through the program.



## Navigating this Plan

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



### Programs

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



### Infrastructure

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



### How to get involved

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



### Appendices

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





## The Vision

In the spring of 2016, the City of Saint Paul and Saint Paul Public Schools (SPPS) were awarded a Minnesota Department of Transportation (MnDOT) Safe Routes to School (SRTS) planning assistance grant to develop an SRTS Plan. In addition to Farnsworth Aerospace, Bruce Vento Elementary and Chelsea Heights Elementary were selected to receive this planning assistance.

This plan was made possible by support from MnDOT and developed in coordination with the city and the school district. It is the product of several meetings and visits to Saint Paul, plus discussions with city employees, teachers, school staff, students, and community members. The plan offers recommendations on how to make it easy, fun and safe for children to walk and bike to school.

The following pages offer both program and infrastructure suggestions - all of which fall under the 6 E's model described on page 6. All recommendations are intended to be on an approximate five-year timeline. While not all of these recommendations can be implemented immediately, it is important to achieve short-term successes while laying the groundwork for progress toward some of the larger and more complex projects.



### APPENDIX

#### FURTHER READING

The main body of this plan is intended to be concise in an effort to provide the most pertinent information to the reader. There are several resources in the appendix section for those interested in learning more about SRTS, including specific roles for implementing SRTS, the SRTS planning process at a glance, existing conditions, and talking points to effectively communicate messages related to SRTS.





## Farnsworth Aerospace in Context

Farnsworth Aerospace sits northeast of downtown Saint Paul. Payne Avenue NE runs to the west of campus and Arcade Street runs to the east of campus, both which serve as busy north-south passages through the area. During the 2016-2017 school year, there were 620 students enrolled. Farnsworth is a STEM magnet school and draws from all of Saint Paul.

The majority of parents report their children traveling to and from school by school bus (90%), while the rest walk (6.6%) or use a family vehicle (2.4%) These percentages vary by distance from school. More than thirty-eight percent of students living within a half mile of school report walking and 61.5% report receiving a ride in a family vehicle. As the distance from school increases to one mile or greater, the share of walking trips shifts to school bus trips (97.6%).

Arcade Street, Payne Avenue, Case Avenue, and Maryland Avenue are significant barriers to walking and biking to Farnsworth Aerospace. Between 2006 and 2015, 108 crashes involving vehicles and a bicyclist or pedestrian were reported within a one-half mile radius of the school. Half of these crashes were along Maryland Avenue and Arcade Street, both of which are common routes for students traveling to after school programs at nearby Johnson High School. Eighty-six percent of parents reported distance and violence or crime while 80% reported weather or climate as factors that affected their decision to allow their children to walk or bike to school.

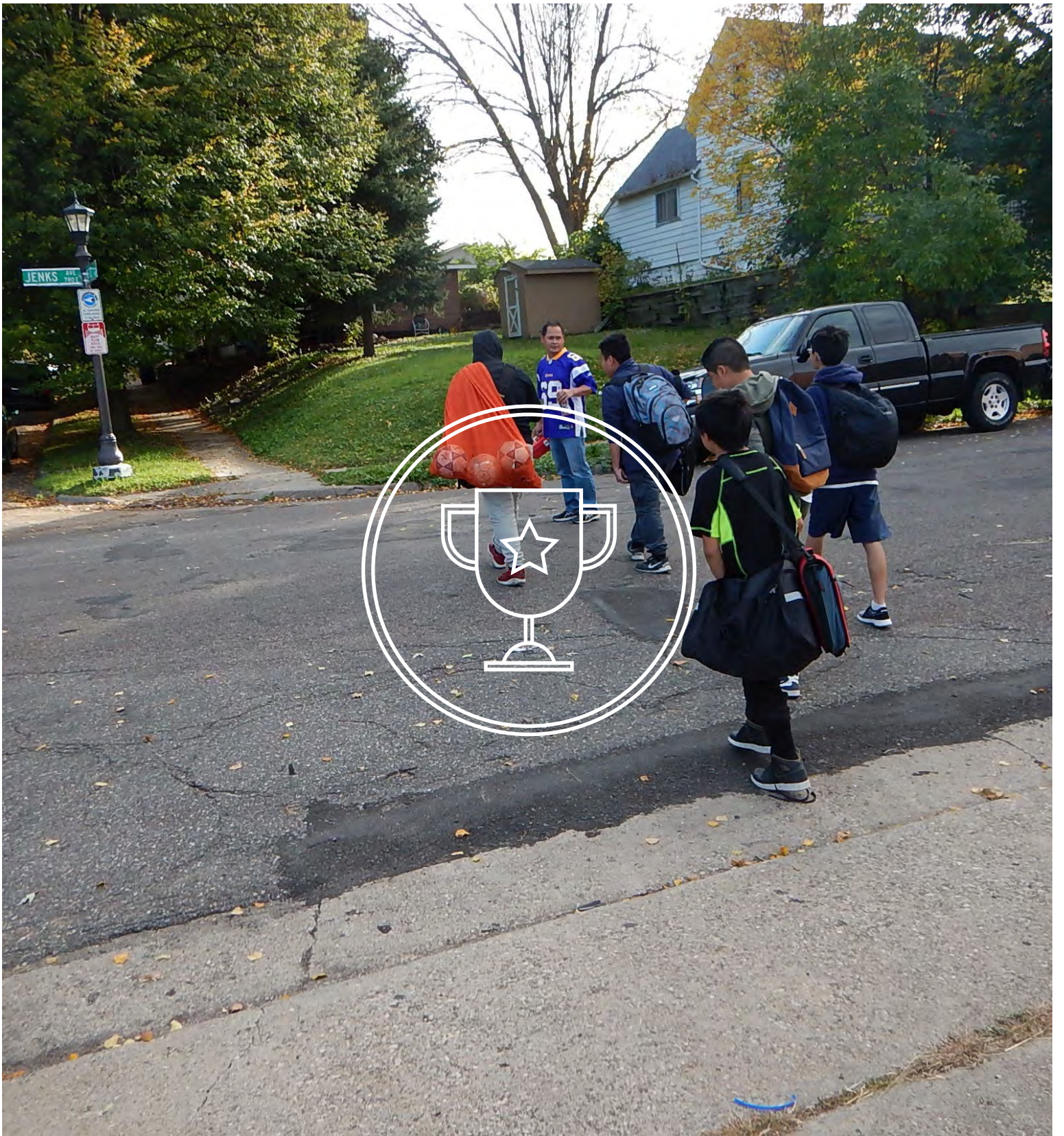


### APPENDIX

#### FURTHER READING

The summary on this page takes information from a more detailed existing conditions report found in the appendix. There you'll find a report that talks about how students and parents report traveling to and from school, a map showing pedestrian and bicyclist-involved crashes, and a map of residences of students who attend Farnsworth Aerospace. This information helped planners and community stakeholders develop the best strategies for increasing safety and comfort for students walking and biking to school.









## Introduction to Programs

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

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

## Existing Programs

The City of Saint Paul, Saint Paul Public Schools, and Farnsworth Aerospace have actively been working towards providing safe and inviting spaces around school for students. This foundation of encouraging student travel safety is valuable for expanding programs to encourage more students to walk and bike. Here are a few programs that exist and could offer support in Saint Paul and at Farnsworth Aerospace:

### **Programs existing at other schools and/or City wide:**

- Bus Drop and Walk/Park and Walk at other SPPS schools
- Bike/Walk to School Day at other SPPS schools
- Annual bus safety training for all SPPS students
- District Bike Rodeo at select schools
- Citywide “Stop for Me” campaign
- Speed feedback readers used citywide

### **Program already active at Farnsworth:**

- Flipside Programs: after school programs for Farnsworth students
- Take a Lap bike ride and bike giveaway
- Bicycle fleet for use by Farnsworth students
- Girls on the Run: female students at Farnsworth ran a 5k



## Program Recommendations

The following programs were identified as priority programs by the local SRTS team for Farnsworth Aerospace during the SRTS planning process. These programs were selected to meet the interest and needs of the school community in the near term (one to five years). Some were recommended to build on existing support and resources from the school and District. During the planning process, programs were discussed with stakeholders to determine compatibility with the school.

### Recommended Programs List

- Walk/Bike to School Day
- Bus Drop and Walk/Park and Walk
- Bicycle Maintenance Training
- Law Enforcement
- Walking Route Maps
- Classroom Competitions
- Earn-a-Bike Program
- Walk! Bike! Fun! Curriculum

Each recommended program table shows the “E” it falls under and includes a program description, the lead and support implementers, the intended audience who would be participating in the program, tips for including all students, and resources and example programs. In addition, next steps for implementing the program and a priority timeline for implementation are shown.

### Priority Timeline

Programs have been prioritized into the following implementation timelines, based on stakeholder feedback, the existing programs already at the school, and the readiness of the school to launch the program:

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



### FURTHER READING

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





## WALK AND BIKE TO SCHOOL DAY - ENCOURAGEMENT

DESCRIPTION	Walk and Bike to School Days are events that encourage students and their families to try walking or bicycling to school.
IMPLEMENTER	Lead: St. Paul Public Schools; Partners: School staff, parent volunteers
AUDIENCE	All ages
INCLUDING EVERY-ONE	<ul style="list-style-type: none"> <li>Walk and Bike to School days can be combined with other programs such as Bus Drop and Walk/ Park and Walk for those students that live too far from school to walk or bike.</li> <li>Collaborate with District translation services to provide materials in multiple languages.</li> </ul>
RESOURCES AND EXAMPLES	<ul style="list-style-type: none"> <li>International Walk to School: <a href="http://www.iwalktoschool.org/">www.iwalktoschool.org/</a></li> <li>Walk Bike to School: <a href="http://www.walkbiketoschool.org/">www.walkbiketoschool.org/</a></li> <li>Washington Safe Routes to School: <a href="http://www.saferouteswa.org/schools.aspx">www.saferouteswa.org/schools.aspx</a></li> <li>Schools in Davidson, NC celebrates “Walking and Wheeling Day” every Friday: <a href="http://www.saferoutesinfo.org/program-tools/success-stories/mooresville-north-carolina-walking-and-wheeling-success">www.saferoutesinfo.org/program-tools/success-stories/mooresville-north-carolina-walking-and-wheeling-success</a></li> <li>BMX School Assemblies: <a href="http://dialeddactionsportsteam.com/bmx-school-assemblies/bicycle-safety-programs/">http://dialeddactionsportsteam.com/bmx-school-assemblies/bicycle-safety-programs/</a></li> </ul>
NEXT STEPS	Start with participating in the statewide Walk to School Day in the fall. Once momentum builds with students and families, consider organizing a similar event every spring and fall - even winter! Involve parents and promote the events at parent functions
PRIORITY	Immediately

## WALKING ROUTE MAPS - EDUCATION/ENCOURAGEMENT

DESCRIPTION	Route maps show signs, signals, crosswalks, sidewalks, paths, crossing guard locations, and hazardous locations around a school. They identify the best way to walk or bike to school. Liability concerns are sometimes cited as reasons not to publish maps; while no route will be completely free of safety concerns, a well-defined route should provide the greatest physical separation between students and traffic, expose students to the lowest traffic speeds, and use the fewest and safest crossings.
IMPLEMENTER	Lead: St. Paul Public Schools; Partners: St. Paul Public Works, School staff
AUDIENCE	All; middle and high school maps can focus on a 2-mile radius from school. Tips and resources on route map documents should be tailored to the age of students.
INCLUDING EVERY-ONE	<ul style="list-style-type: none"> <li>Translate maps into multiple languages</li> <li>Make sure to include routes to areas with multi-family housing</li> <li>Include Park &amp; Walk locations</li> <li>Consider including other destinations such as community centers, grocers, libraries, etc., in order to increase the usefulness of the maps to more communities</li> </ul>
RESOURCES AND EXAMPLES	<ul style="list-style-type: none"> <li>National Center for Safe Routes to School’s Map-a-Route Tool: <a href="http://maps.walkbiketoschool.org/">http://maps.walkbiketoschool.org/</a></li> <li>Pico Rivera, CA: <a href="http://www.pico-rivera.org/depts/ced/planning/srts/schoolmaps.asp">www.pico-rivera.org/depts/ced/planning/srts/schoolmaps.asp</a></li> <li>Minnesota Walking Route Map webinar: <a href="http://www.dot.state.mn.us/mnsaferoutes/resources/mapping.html">www.dot.state.mn.us/mnsaferoutes/resources/mapping.html</a></li> </ul>
NEXT STEPS	Collaborate with St. Paul Public Works to create the maps. Engage with students to identify the routes they currently use and any routes to avoid. Create a list of tips and resources for the backside of the map.
PRIORITY	Immediately

## BICYCLE MAINTENANCE TRAINING - EDUCATION

DESCRIPTION	A bicycle maintenance training course teaches students how to take care of their bicycles to ensure proper and safe function. Topics can range from basic adjustments and changing of flat tires to more advanced procedures.
IMPLEMENTER	Lead: Farnsworth staff organize; Partners: trained mechanic from local bike shop or community
AUDIENCE	Middle school students
INCLUDING EVERY-ONE	Ensure tools are kept at the school; allow students to work on bikes even if they don't have access to one themselves
NEXT STEPS	Farnsworth already has access to a fleet of bicycles, several replacement parts, and a few tools. The Flipside Program is a great platform on which to recruit a possible mechanic. Call local bicycle shops and coordinate with the Flipside Coordinator at school. Partner with mechanics/robotics teacher David Barrett and health teacher Renee Combs. As students are trained, allow those with experience to educate peers who are not trained.
PRIORITY	Short term (1-2 years)

## PARTNERING WITH LAW ENFORCEMENT - ENFORCEMENT

DESCRIPTION	Local law enforcement can assist with safety campaigns near schools that include crosswalk law enforcement events, education, and parent outreach to remind motorists how to drive near schools. Law enforcement can also coordinate with Public Works for placement of a speed feedback sign that can be used to display approaching vehicle speeds and posted speed limits on roadways.
IMPLEMENTER	Lead: St. Paul Police Department
AUDIENCE	All; may be more effective near elementary schools where younger students are present.
INCLUDING EVERY-ONE	<ul style="list-style-type: none"> <li>• Provide outreach materials in multiple languages</li> <li>• Any images should be representative of the community</li> <li>• Ensure that the benefits/burdens of additional enforcement are spread throughout the community</li> </ul>
RESOURCES AND EXAMPLES	<ul style="list-style-type: none"> <li>• Role of the Enforcement Officer (SRTS): <a href="http://guide.saferoutesinfo.org/enforcement/role_of_the_enforcement_officer.cfm">http://guide.saferoutesinfo.org/enforcement/role_of_the_enforcement_officer.cfm</a></li> <li>• School Safety Campaign (Pasadena, CA): <a href="http://www.altaplanning.com/projects/pasadena-safe-routes-to-school-program/">www.altaplanning.com/projects/pasadena-safe-routes-to-school-program/</a></li> </ul>
NEXT STEPS	Contact the police department about this effort. Officer Jeremy Ellison has been involved with SRTS planning efforts.
PRIORITY	Short term (1-2 years)





## BUS DROP AND WALK/PARK AND WALK - ENCOURAGEMENT

DESCRIPTION	A Bus Drop and Walk is designed to give those who ride the bus or commute with a parent a chance to get physical exercise before school. School administration should choose a location a quarter to half mile away from school where drop off from buses and parent vehicles can occur on the day of the event. A Park and Walk program encourages families to park several blocks from school and walk the rest of the way to school. It is a good way to include students who live too far to walk or bike to school.
IMPLEMENTER	Lead: St. Paul Public Schools; Partners: School staff, parent volunteers
AUDIENCE	All ages, with a focus on schools with larger numbers of students who live too far to conveniently walk or bike to school
INCLUDING EVERY-ONE	Meet at a community or neighborhood gathering place to make sure all community members feel comfortable participating
RESOURCES AND EXAMPLES	<ul style="list-style-type: none"> <li>National Center for Safe Routes to School Guide: <a href="http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm">http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm</a></li> <li>Bus Stop &amp; Walk (Minneapolis, MN): <a href="http://nutritionservices.mpls.k12.mn.us/bus_stop_walk">http://nutritionservices.mpls.k12.mn.us/bus_stop_walk</a></li> </ul>
NEXT STEPS	The Eastside YMCA was identified as a potential location - see infrastructure map, Recommendation K. Coordinate with District Transportation and Wellness staff who have helped organize these events at SPPS schools in the past. Coordinate with Eastside YMCA.
PRIORITY	Short term (1-2 years)

## CLASSROOM COMPETITIONS - ENCOURAGEMENT

DESCRIPTION	Competitions and contests reward students by tracking the number of times they walk, bike, carpool or take transit to school. Contests can be individual, classroom competitions, school wide, or between schools. Students and classrooms can compete for prizes and bragging rights. Inexpensive incentives - such as stickers, bike helmets, or class parties - can be used as rewards for participation. Examples include a Golden Sneaker Award classroom competition or a Walk and Bike to School Day challenge.
IMPLEMENTER	Lead: Farnsworth staff; Partners: St. Paul Public Schools
AUDIENCE	All; grades or classrooms can compete with one another
INCLUDING EVERY-ONE	<ul style="list-style-type: none"> <li>Integrate with a Park and Walk program, so students who live far from school can participate</li> <li>Address barriers to participation (lack of a bike, lock, helmet) before launching competitions</li> <li>Allow mileage to be counted towards total that is walked or biked at home, as part of Girls on the Run, Take a Lap, or Bus Stop and Walk</li> </ul>
RESOURCES AND EXAMPLES	<ul style="list-style-type: none"> <li>Page 5-7 of this encouragement guide: <a href="http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Encouragement.pdf">http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Encouragement.pdf</a></li> <li>Walk + Bike Challenge (Oregon): <a href="https://btaoregon.org/area/walknbike/">https://btaoregon.org/area/walknbike/</a></li> <li>Golden Sneaker Award Guidebook (Marin County, CA): <a href="http://www.tam.ca.gov/Modules/ShowDocument.aspx?documentid=494">www.tam.ca.gov/Modules/ShowDocument.aspx?documentid=494</a></li> </ul>
NEXT STEPS	Start with posters promoting the competition around school. Make simple tally sheets in homeroom classrooms for students to report their weekly or daily totals. Spray paint a sneaker a gold color that travels to each monthly winning classroom. Use existing competitions on campus (e.g., Girls on the Run and Take a Lap) to integrate classroom competitions
PRIORITY	Medium term (2-3 years)

## EARN -A- BIKE PROGRAM - ENCOURAGEMENT

DESCRIPTION	Through bike repair and earn-a-bike programs, students learn about bike maintenance, as well as teamwork skills, problem solving, and community building. Students who participate in earn-a-bike programs may not otherwise have access to a bike. Working independently, with peers and a trained mechanic, students learn a marketable and practical skill and take pride in their work.
IMPLEMENTER	Lead: Farnsworth staff to organize; Partners: Local bike shop or trained mechanic
AUDIENCE	Middle school students
INCLUDING EVERY-ONE	Ensure tools are kept at the school; allow students to work on bikes even if they don't have access to one themselves
RESOURCES AND EXAMPLES	Earn-a-Bike Training Manual: <a href="https://bikesnotbombs.org/resources/earn-a-bike-training-manual">https://bikesnotbombs.org/resources/earn-a-bike-training-manual</a>
NEXT STEPS	Farnsworth already has access to a fleet of bicycles, several replacement parts, and a few tools. The Flipside Program is a great platform on which to recruit a possible mechanic. Call local bicycle shops and coordinate with the Flipside Coordinator at school. Partner with mechanics/robotics teacher David Barrett and health teacher Renee Combs. As students are trained, allow those with experience to educate peers who are not trained. Students who work the most on maintaining the fleet should be allowed to rent out a bike within the fleet for a semester or full year.
PRIORITY	Medium term (2-3 years)

## WALK BIKE FUN CURRICULUM - EDUCATION

DESCRIPTION	Walk! Bike! Fun! Curriculum is available to all teachers in Minnesota and includes in-classroom and skills training lessons. The in-class curriculum teaches students about traffic rules and regulations, sign identification, and how to safely walk and bike in a city. The skills training provides students with the chance to practice walking and biking skills in a safe environment. The Bicycle Alliance of Minnesota offers free trainings to teachers who are interested in teaching the curriculum to their students.
IMPLEMENTER	Lead: St. Paul Public Schools; Partners: School staff, parent volunteers
AUDIENCE	The bicycle training is targeted to middle school students, but walking instruction may be useful, too.
INCLUDING EVERY-ONE	<ul style="list-style-type: none"> <li>• Provide adaptive bicycles for students with physical challenges</li> <li>• Provide bicycles</li> </ul>
RESOURCES AND EXAMPLES	<ul style="list-style-type: none"> <li>• Minnesota Walk! Bike! Fun! Curriculum - <a href="http://www.bikemn.org/education/srts-education-curriculum">www.bikemn.org/education/srts-education-curriculum</a></li> <li>• Safe Routes for Kids Bicycle Safety Program (Bicycle Transportation Alliance) - <a href="http://www.btaoregon.org/bicycle-safety/">www.btaoregon.org/bicycle-safety/</a></li> <li>• Spanish language tip sheets - <a href="http://www.saferoutesinfo.org/program-tools/education-tip-sheets">www.saferoutesinfo.org/program-tools/education-tip-sheets</a></li> </ul>
NEXT STEPS	Become trained in the Walk! Bike! Fun! curriculum or find other teachers at your school who are already trained by contacting the Bicycle Alliance of Minnesota. Identify bikes to use for the skills training and other supplies you may need. Decide on the best time of year to hold the in-classroom and skills training lessons.
PRIORITY	Medium term (2-3 years)





## EVALUATION

### PARENT SURVEYS AND STUDENT TRAVEL TALLIES

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

**Parent Surveys:** Recommended to be done once every 2-3 years. A hard copy survey or link to the survey can be sent to parents which asks their perceptions of walking and biking to school. Have a computer survey or clipboards with hard copies at conferences for parents to take while standing in line!

**Student Travel Tally:** Recommended to be done fall and spring of every year. These in-class tallies ask students how they travel to and from school.

More information on both the parent survey and the student travel tally can be found at <http://guide.saferoutesinfo.org/evaluation/>





03

INFRASTRUCTURE





# Introduction to Infrastructure

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

The initial field review and subsequent meetings yielded specific recommendations to address the key identified barriers to walking and bicycling at Farnsworth Aerospace. To increase safety for those students most likely to walk and bike, recommendations were focused in the neighborhoods adjacent to school, as well as areas connecting students to after school destinations. In general, middle school students living within one mile of school are encouraged to walk. However, those living greater distances should feel empowered, too!

During the planning process, consultants led an assessment of existing conditions in the area of the school. City, District, and Farnsworth staff, public health professionals and community members participated in this assessment. Barriers to safe walking and biking near school were compiled through observation and discussion with these stakeholders, and reviewed with City technical staff.

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

All engineering recommendations are shown on the Recommended Infrastructure Improvements Map on page 19 and described in the table on page 20. Assigned priorities for each recommendation (high, medium, low) were decided through observed or potential conflicts, student travel patterns, and the relative impact a recommendation could have if implemented. It should be noted that funding is limited and all recommendations made are planning-level concepts only. Additional engineering studies will be needed to confirm feasibility and final costs for projects.



## WINTER MAINTENANCE

### FURTHER READING

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



## APPENDIX

### FURTHER READING

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



## OTHER CITY PLANS

### ST. PAUL CITYWIDE SRTS PLAN

A citywide SRTS policy plan is currently in development that will create formal policies to address school speed zones, intersection crossings near schools, and the use of RRFBs. Be sure to reference this plan when considering infrastructure improvements!

## EXISTING INFRASTRUCTURE



View of intersection of Maryland Ave and Arcade St. For students traveling from Farnsworth to Johnson High School for after-school sports or programs, this is a frequently crossed intersection.



View of rear campus exit, on Weide St and Jenks Ave.



View of crossing at Walsh St and Case Ave.

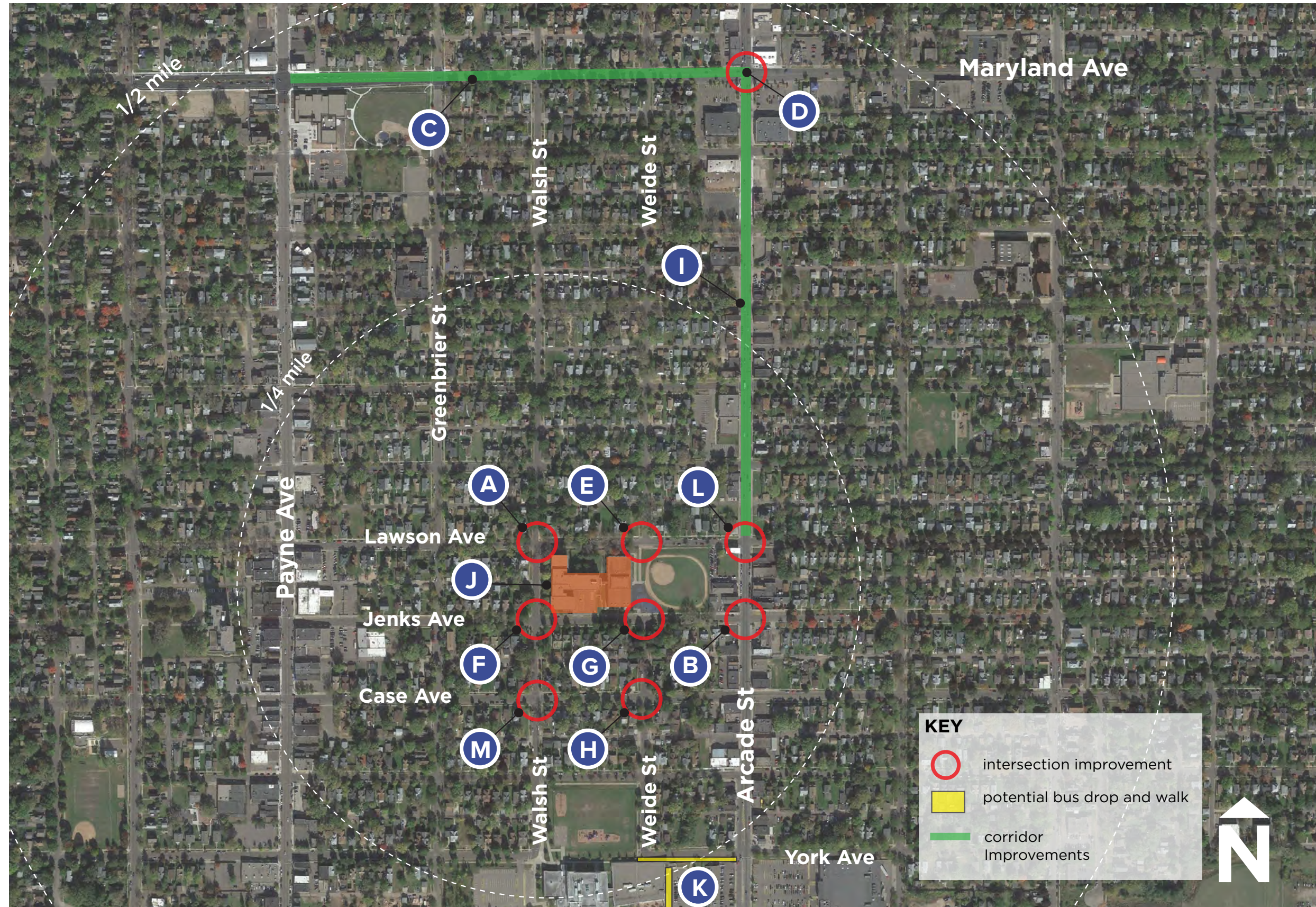


View of Arcade St, north of Jessamine Ave.



# RECOMMENDED INFRASTRUCTURE IMPROVEMENTS

## FARNSWORTH AEROSPACE





	LOCATION	PROBLEM/ISSUE	POTENTIAL OPTIONS FOR IMPROVEMENT	STANDALONE PROJECTS	PROJECTS IN CONJUNCTION WITH OTHER PROJECTS	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	Lawson Ave and Walsh St	Uncomfortable crossing of a primary walking route to the north and west; drivers not anticipating people crossing	Install curb extensions (priority given to crossing of Lawson Ave on the east side of the intersection); construct ADA compliant curb ramps; install high visibility crosswalks; consider stop control on Lawson Ave	Install high visibility crosswalks on east and south legs	Install curb extensions (priority given to crossing of Lawson Ave on the east side of the intersection); construct ADA compliant curb ramps;	Increased safety, comfort and visibility of people crossing; help to guide people walking and encourage more people to walk	City of St. Paul	High
B	Jenks Ave and Arcade St	Long and uncomfortable crossing of Arcade St on a primary walking route; drivers traveling at high speeds and not anticipating people crossing	Install temporary curb extensions on all four corners; when funding becomes available, install permanent curb extensions; install high visibility crosswalks; align north crossing of Arcade to be perpendicular; provide landing area at NE corner of the intersection; install RRFB (specific RRFB guidance is being developed as part of the Citywide SRTS Policy Plan)	Install temporary curb extensions on all four corners; install high visibility crosswalks	Install curb extensions; install RRFB; align north crossing of Arcade to be perpendicular; provide landing area on NE corner of intersection	Increased safety, comfort and visibility of people crossing; help to guide people walking and encourage more people to walk; slower vehicle speeds at a more legible crossing	City of St. Paul with MnDOT	High
C	Maryland Ave	Drivers are traveling at high speeds; "hidden threat" collision potential from two lanes of traffic in each direction; uncomfortable walking environment	Reduce number of lanes from four to three; construct curb extensions and/or median crossing islands, and high visibility crosswalks with ADA compliant curb ramps, at intersections from Greenbrier to Arcade; install RRFB at Walsh St (specific RRFB guidance is being developed as part of the Citywide SRTS Policy Plan)	N/A	N/A	Increased safety, comfort and visibility of people crossing Maryland Ave and walking along Maryland Ave	Ramsey County with City of St. Paul	High
D	Maryland Ave and Arcade St	Uncomfortable and uninviting crossings; limited and uncomfortable queue space for people waiting to cross the intersection	Provide additional sidewalk space for people waiting to cross; install leading pedestrian intervals (LPI); install curb extensions in coordination with four-three lane conversions; install advance stop bars	N/A	Provide additional sidewalk space for people waiting to cross; install leading pedestrian intervals (LPI); install curb extensions in coordination with four-three lane conversions; install advance stop bars	Increased safety, comfort and visibility of people crossing the intersection and waiting to cross	Ramsey County with MnDOT	High
E	Lawson Ave and Weide St	Uncomfortable crossing; drivers not anticipating people crossing; obscured visibility	Install curb extensions for crossing Lawson Ave; construct ADA compliant curb ramps; install high visibility crosswalk; restrict parking farther in advance of crosswalk	install high visibility crosswalks	Install curb extensions for crossing Lawson Ave; construct ADA compliant curb ramps; restrict parking farther in advance of crosswalk	Increased safety, comfort and visibility of people crossing; help to guide people walking and encourage more people to walk	City of St. Paul	Medium
F	Jenks Ave and Walsh St	Uncomfortable crossing of this primary walking route to the south and west; drivers not anticipating people crossing	Install curb extensions; construct ADA compliant curb ramps; install high visibility crosswalks	Install high visibility crosswalks	Install curb extensions; construct ADA compliant curb ramps	Increased safety, comfort and visibility of people crossing; help to guide people walking and encourage more people to walk	City of St. Paul	Medium
G	Jenks Ave and Weide S	Uncomfortable crossing of this primary walking route to the south; drivers not anticipating people crossing; obscured visibility	Install curb extensions; construct ADA compliant curb ramps; install high visibility crosswalks; restrict parking in intersection and in advance of crosswalks	Install high visibility crosswalks	Install curb extensions for crossing Jenks Ave; construct ADA compliant curb ramps; restrict parking farther in advance of crosswalk	Increased safety, comfort and visibility of people crossing; help to guide people walking and encourage more people to walk	City of St. Paul	Medium
H	Case Ave and Weide St	Uncomfortable crossing of Case Ave on a primary walking route to the south; drivers not anticipating people crossing	Install temporary curb extensions crossing Case Ave; when funding becomes available, install permanent curb extensions; install ADA compliant curb ramps, and high visibility crosswalk	Install single temporary curb extensions on Case; install high visibility crosswalks	Install permanent curb extensions; install ADA compliant curb ramps	Increased visibility, safety and comfort of people crossing	City of St. Paul	Medium
I	Arcade St from Lawson Ave to Maryland Ave	Drivers are traveling at high speeds adjacent to the sidewalk; uncomfortable space to walk on this primary walking route to the north	Widen sidewalk area and increase buffer between area where people walk and the driving area; reduce number of vehicle travel lanes	Work with MnDOT; test solutions using temporary delineators	Widen sidewalk area and increase buffer between area where people walk and the driving area; reduce number of vehicle travel lanes	More comfortable and inviting space for walking	MnDOT with City of St. Paul	Medium
J	Farnsworth campus	Medium quality bicycle parking present, but does not meet standards shown in Appendix J; sited on soft surface.	Install bicycle parking that meets the guidance shown in Appendix J	N/A	N/A	More people biking to school	St. Paul Public Schools	Medium
K	Eastside YMCA	Students being dropped off by bus or parents do not have the opportunity to walk to school	Coordinate with YMCA for periodic use of parking lot for Bus/Park and Walk activity	N/A	N/A	Opportunity for students to walk to school who live too far away to walk from home	St. Paul Public Schools	Medium
L	Lawson Ave and Arcade St	Long and uncomfortable crossings; drivers are traveling at high speeds on Arcade St	Install temporary curb extensions on all four corners; when funding becomes available, install permanent curb extensions and high visibility crosswalks	Install temporary curb extensions at all four corners and high visibility crosswalks	Install permanent curb extensions	Increased visibility of people walking; slower vehicle speeds	City of St. Paul with MnDOT	Low
M	Case Ave and Walsh St	Uncomfortable crossing of Case Ave; drivers not anticipating people crossing	Install temporary curb extensions, when funding becomes available, install permanent curb extension; install ADA compliant curb ramps, high visibility crosswalk; install school crossing and advance signage at crossing	Install school crossing and advance signage; install temporary curb extension on Case; install high visibility crosswalk	Install permanent curb extensions, ADA compliant curb ramps	Increased visibility, safety and comfort of people crossing	City of St. Paul	Low



## RECOMMENDED IMPROVEMENTS

Concept illustrations of selected improvement areas



**Recommendation B.** Intersection of Jenks Ave and Arcade St. Current (left) and recommended (right). These improvements would make the crossing distance shorter and would bring more visibility to pedestrians.



**Recommendation G.** Jenks Ave at Weide St. Current (left) and recommended (right). Narrowing the roadway lowers vehicular speeds and provides a shorter crossing distance for pedestrians.



NATIONAL RESOURCES from SRTS NATIONAL PARTNERSHIP

### FURTHER READING - TACTICAL URBANISM AND SAFE ROUTES TO SCHOOL

Not all infrastructure needs to be expensive. Before installing permanent concrete, your community can make temporary improvements to streets that are less expensive, while still increasing safety. Tactical urbanism is a term often used to describe low-cost improvements to create safe and comfortable spaces for people walking and biking.

The SRTS National Partnership offers two guides with ideas for how you and your community can use tactical urbanism or “pop-up” strategies to make it safer and more inviting for children to walk and bike to school.

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





04

HOW TO GET INVOLVED





## Using this Plan

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

This plan provides an overview of Safe Routes to School with specific recommendations for a 6 E's approach to improve the safety and the health and wellness of students. The specific recommendations in this plan are intended to support improvements and programs over the next 5 years. These recommendations include both long- and short-term infrastructure improvements as well as programmatic recommendations.

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



## Who are You?

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

### I AM A PARENT

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

### I AM A COMMUNITY MEMBER

Community residents, even if they don't currently have children enrolled in school, can play an important role in supporting implementation of the plan. They can use this report to better understand where there may be opportunities to participate in programming ini-

tiatives and infrastructure improvements. Community members, including seniors or retirees who may have more flexible schedules than parents with school-aged children, may volunteer in established programs or work with school staff or community partners to start new programs recommended in this plan.

### I WORK FOR THE SCHOOL DISTRICT

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

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

### I AM A SCHOOL ADMINISTRATOR

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





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

## I WORK FOR THE CITY OR COUNTY

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

- MnDOT Safe Routes to School (SRTS) grants
- Federal Safe Routes to School (SRTS) grants
- Statewide Health Improvement Program (SHIP)

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

## I WORK FOR THE POLICE DEPARTMENT

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

## I WORK IN PUBLIC HEALTH

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