

Safe Routes to School

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

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The following key people/entities participated in the Safe Routes to School (SRTS) plan efforts for Bruce Vento Elementary and Saint Paul Public Schools. Their creativity, energy, and commitment were critical to the success of this effort.

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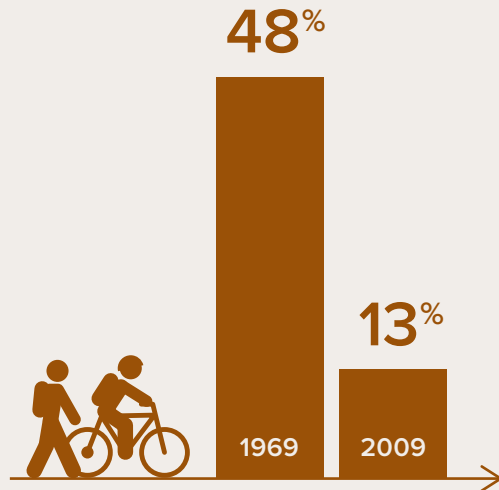
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01

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:



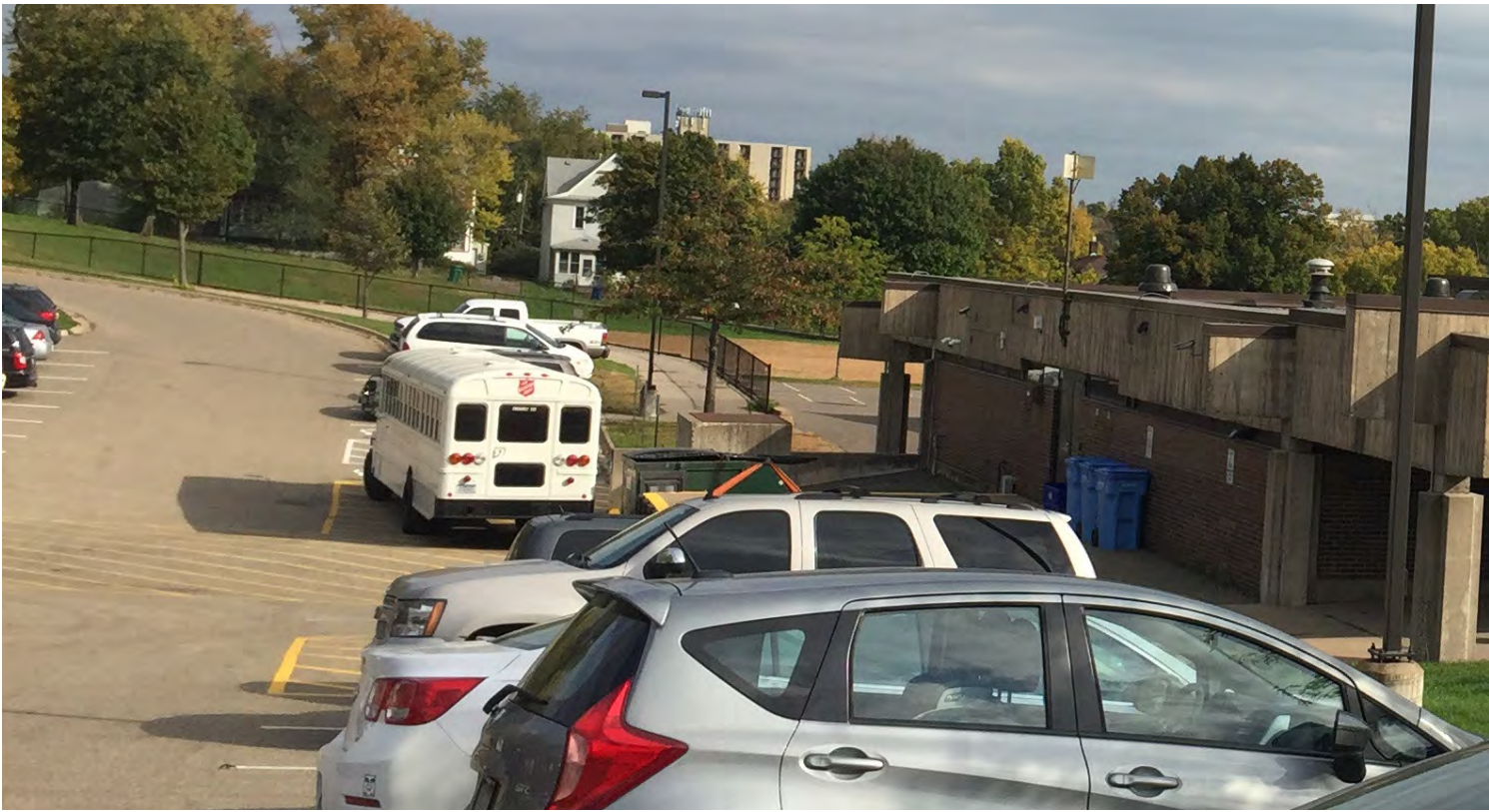
Fewer students walking & biking to school

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.



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.



Infrastructure

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



Appendices

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



The Vision

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



Bruce Vento Elementary in Context

Bruce Vento Elementary sits northeast of downtown Saint Paul. Directly to the west of campus is I-35E, a key artery through the metropolitan area. During the 2016-2017 school year, there were 516 students enrolled. The school draws students from within Area C, which includes downtown Saint Paul and parts of the North End, Frogtown/Thomas-Dale, Dayton's Bluff, and Payne-Phalen Planning Districts.

The majority of parents report their children traveling to and from school by school bus (71%) or walking (21.5%), while a very few use a family vehicle (7.5%) or transit (0.6%) and none bike. These percentages vary by distance from school. Half of students living within a half mile of school report walking (51.3%), 33.8% take the school bus, 15% report receiving a ride in a family vehicle, and none take transit or ride their bikes. As the distance from school increases to one mile or greater, the share of walking trips greatly decreases to less than 0.03%, family vehicle trips decrease to 8%, and school bus trips increase to 92%.

Interstate 35E, Maryland Avenue E, Case Avenue E, and Phalen Blvd are significant barriers to walking and biking to Bruce Vento Elementary. Between 2006 and 2015, 87 crashes involving vehicles and a bicyclist or pedestrian were reported within a one-half mile radius of the school. Seventy-eight percent parents reported violence or crime while 76% reported the safety of intersections and crossings and weather or climate as factors that affected their decision to allow their children to walk or bike to school.

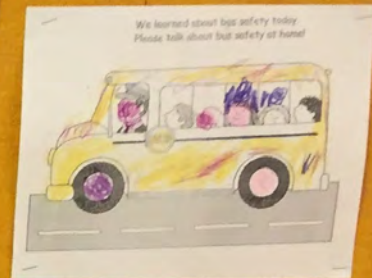


APPENDIX

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 Vento Elementary. This information helped planners and community stakeholders develop the best strategies for increasing safety and comfort for students walking and biking to school.

To School Today?



Afternoon
Class

walk

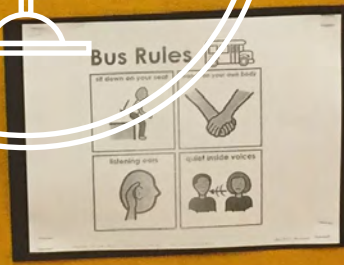
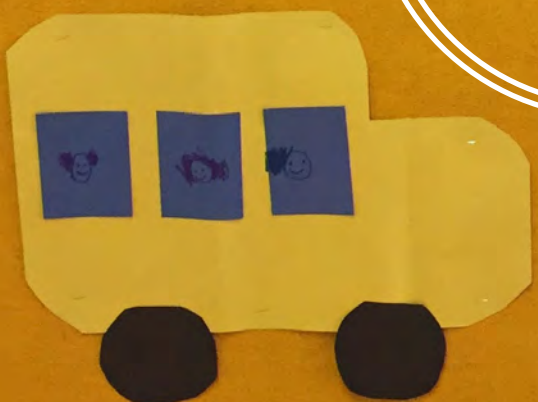
1	Ma Kong
2	Alexa
3	

car

1	Lucy
2	
3	

- bus
- 1 Magdaline
 - 2 Rayyan
 - 3 Christopher K
 - 4 Anastasia
 - 5 Oluwatobi
 - 6 Malaysia
 - 7 Mussie
 - 8 Cherry
 - 9 Hsa Kler

 - 10 Michael
 - 11 Orion
 - 12 Su Meh
 - 13 Sarah
 - 14 Christopher S
 - 15 Justin





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 Vento Elementary have actively been working towards providing safe and inviting spaces around school for students. Currently, because of concerns related to personal and road safety of students, biking to and from school is not allowed at Vento. However, there is a foundation of encouraging student travel safety, which 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 Vento Elementary:

Programs existing at other schools and/or City wide:

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

Programs already active at Vento:

- Bus Drop and Walk
- Adult and student crossing guards at arrival and dismissal
- Rec Check at nearby Wilder Recreation Center
- Partnerships with Police Department and community garden
- Annual Track and Field Day
- Walk to School Day
- Walking field trips
- Monthly communication sent home to parents in multiple languages
- East Side Learning Center engages students at school



Program Recommendations

The following programs were identified as priority programs by the local SRTS team for Vento Elementary 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
- Parent Communication
- Walking Route Maps
- Student-led Campaign
- Bus Drop and Walk/Park and Walk
- Bike Rodeo
- Law Enforcement
- 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"> • 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. • Collaborate with community based organizations to provide materials and walking school bus leads who speak multiple languages.
RESOURCES AND EXAMPLES	<ul style="list-style-type: none"> • International Walk to School: www.iwalktoschool.org/ • Walk Bike to School: www.walkbiketoschool.org/ • Washington Safe Routes to School: www.saferouteswa.org/schools.aspx • Schools in Davidson, NC celebrates “Walking and Wheeling Day” every Friday: www.saferoutesinfo.org/program-tools/success-stories/mooresville-north-carolina-walking-and-wheeling-success • BMX School Assemblies: http://dialeddactionsportsteam.com/bmx-school-assemblies/bicycle-safety-programs/
NEXT STEPS	Continue promoting the event at Vento. 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

PARENT COMMUNICATION - EDUCATION

DESCRIPTION	Since parents are usually the ones deciding whether their children walk or bike to school, integrating information sharing into other parent or family events can provide the tools, resources, and support needed to begin walking or biking for transportation. Having information available during parent teacher conferences, food distribution nights, and evening events can help start a discussion around safe walking and biking to Vento. Topics could include starting a walking school bus, carpool matching, launching a safety campaign, how to be a responsible driver, or organizing an event, such as Walk and Bike to School Day.
IMPLEMENTER	Lead: School staff; Partners: St. Paul Public Schools
AUDIENCE	Parents and caregivers
INCLUDING EVERY-ONE	Leverage the translation services available at both Vento and the District. It will be important that communication be in multiple languages.
RESOURCES AND EXAMPLES	<ul style="list-style-type: none"> • Spare the Air Youth Climate Change Education: www.sparetheairyouth.org/climate-change-education • Spare the Air Youth Health & Air Quality Education: www.sparetheairyouth.org/health-air-quality • Alameda County SRTS: http://alamedacountysr2s.org/plan-an-event/activities-and-resources/?-type=education
NEXT STEPS	Communication through send-home letters and through email is a great way to start educating parents on safe behaviors around school. A paragraph or two in existing communication and coming from a familiar name at school can be well received. Just letting parents know of the SRTS process is an excellent initial step. At conferences, consider setting up a table with information about SRTS.
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; elementary school maps can focus on the 1-mile radius from school. Tips and resources should be tailored to the age of students.
INCLUDING EVERY-ONE	<ul style="list-style-type: none"> • Translate maps into multiple languages • Make sure to include routes to areas with multi-family housing • Include Park & Walk locations • Consider including other destinations such as community centers, grocers, libraries, etc., in order to increase the usefulness of the maps to more communities
RESOURCES AND EXAMPLES	<ul style="list-style-type: none"> • National Center for Safe Routes to School's Map-a-Route Tool: http://maps.walkbiketoschool.org/ • Pico Rivera, CA: www.pico-rivera.org/depts/ced/planning/srts/schoolmaps.asp • Minnesota Walking Route Map webinar: www.dot.state.mn.us/mnsaferoutes/resources/mapping.html
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

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 elementary 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"> • National Center for Safe Routes to School Guide: http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm • Bus Stop & Walk (Minneapolis, MN): http://nutritionservices.mpls.k12.mn.us/bus_stop_walk
NEXT STEPS	Wilder Playground / Community Recreation Center was identified as a potential location - see infrastructure map. To set up this program, contact your school principal, the PTA, and the transportation office to identify the best route from Wilder to school. Coordinate the kick-off with walk and bike to school days. As interest grows, Bus Drop and Walk/Park and Walk programs can be held as often as capacity allows.
PRIORITY	Short term (1-2 years)



BIKE RODEO - EDUCATION/ENCOURAGEMENT

DESCRIPTION	Bicycle Rodeos are events that offer bicycle skills and safety stations for children - and sometimes parents - to visit (e.g., obstacle course, bicycle safety check, helmet fitting, instruction about the rules of the road, etc.). Bicycle rodeos can be held as part of a larger event or on their own, and either during the school day or outside of school. Adult volunteers can administer rodeos, or they may be offered through the local police or fire department.
IMPLEMENTER	Lead: St. Paul Police Department Western District Bicycle Unit; Partners: School staff, St. Paul Public Schools, parent volunteers
AUDIENCE	Elementary school: focus on basics, signage, rules of the road Middle school: include decision-making, lights, cargo Family: discuss family biking, modeling good behavior
INCLUDING EVERYONE	<ul style="list-style-type: none"> • Bike rodeos can be customized to initiate first-time riders or act as refresher courses for older, more experienced students. • Provide adaptive bicycles for students with physical challenges • Have bicycles available for students to use, so those who don't own a bike can participate • Pursue partnerships to provide free or low-cost bicycles, helmets, locks, and lights to students who cannot afford them.
RESOURCES AND EXAMPLES	<ul style="list-style-type: none"> • Organizer's Guide to Bicycle Rodeos (Cornell University): www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf • Safe Routes to School Rodeo Manual (Marin County): www.saferoutestoschools.org/pdfs/lesson-plans/RodeoManualJune2006.pdf • Organizing a Bike Skills Rodeo: www.codot.gov/programs/bikeped/safe-routes/training-curriculum/training/bicycle-rodeo • Kidical Mass: www.kidicalmass.org/
NEXT STEPS	Reach out to the police department to and school staff to identify key people to run the program. Ensure there are enough bikes and helmets for all students.
PRIORITY	Short term (1-2 years)

PARTNERING WITH LAW ENFORCEMENT - ENFORCEMENT

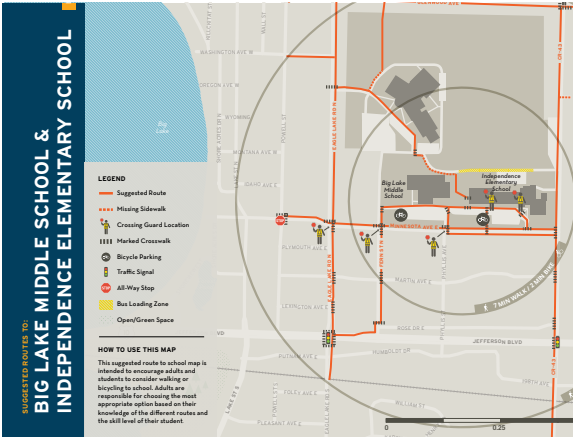
DESCRIPTION	Local law enforcement can assist with safety campaigns near schools that include crosswalk law enforcement events, education, and parent outreach to remind motorists how to drive near schools. Law enforcement can also coordinate with Public Works for placement of a speed feedback sign that 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 EVERYONE	<ul style="list-style-type: none"> • Provide outreach materials in multiple languages • Any images should be representative of the community • Ensure that the benefits/burdens of additional enforcement are spread throughout the community
RESOURCES AND EXAMPLES	<ul style="list-style-type: none"> • Role of the Enforcement Officer (SRTS): http://guide.saferoutesinfo.org/enforcement/role_of_the_enforcement_officer.cfm • Greenville, NC, participated in a distracted driving research project, neighborhood speed watch program, installed speed feedback signs, and increased law enforcement before and after school: www.saferoutesinfo.org/sites/default/files/resources/srts_gettingresults_drivingbehavior_0.pdf • School Safety Campaign (Pasadena, CA): www.altaplanning.com/projects/pasadena-safe-routes-to-school-program/
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)

STUDENT-LED CAMPAIGN - EDUCATION

DESCRIPTION	Involving students in campaigns directed towards neighbors and parents can have a large impact on communicating the benefits of SRTS outside the school community. Elementary-aged students can make posters, yard signs, videos, and t-shirts that provide positive messaging about walking and biking to school, and educate parents about harmful vehicle idling during pick up and drop off.
IMPLEMENTER	Lead: School staff; Partners: parent volunteers
AUDIENCE	All ages, but different activities can be handled by different students. Vento students can make posters, yard signs, or banners to hang outside school encouraging safe and healthy behavior around school
INCLUDING EVERY-ONE	Host a competition for homeroom and provide materials and support to students
RESOURCES AND EXAMPLES	<ul style="list-style-type: none"> MnDOT SRTS Poster contest: http://www.dot.state.mn.us/mnsaferoutes/programs/poster_contest.html
NEXT STEPS	Start at school by making posters to be hung inside school encouraging walking and biking. Include the District in distributing the posters around the district to other schools, and in City-wide communication. Reach out to city council for assistance distributing to businesses around the neighborhood. Recruit parents to help with outreach. Coordinate with Assistant Principal Amanda Musachio for school-led programs; Kirsten Saylor with the University of MN Extension may also be able to provide school leadership around SRTS programs.
PRIORITY	Short term (1-2 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	All ages at Vento; instruction should focus on walking safety
INCLUDING EVERY-ONE	<ul style="list-style-type: none"> Provide adaptive bicycles for students with physical challenges Use age appropriate curriculum to a range of ages and grade levels Provide bicycles
RESOURCES AND EXAMPLES	<ul style="list-style-type: none"> Minnesota Walk! Bike! Fun! Curriculum: www.bikemn.org/education/srts-education-curriculum Safe Routes for Kids Bicycle Safety Program (Bicycle Transportation Alliance): www.btaoregon.org/bicycle-safety/ Spanish language tip sheets: www.saferoutesinfo.org/program-tools/education-tip-sheets
NEXT STEPS	Become trained in the Walk! Bike! Fun! curriculum and find other teachers at your school who are interested in becoming trained. 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

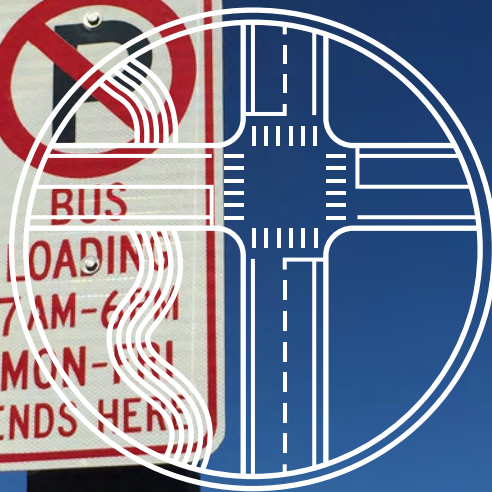
PARENT SURVEYS AND STUDENT TRAVEL TALLIES

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/>





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 Bruce Vento Elementary. Recommendations were focused in the neighborhoods adjacent to school to increase safety for those students most likely to walk and bike. In general, elementary students living within a half-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 Bruce Vento 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 Vento and SPPS.



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!

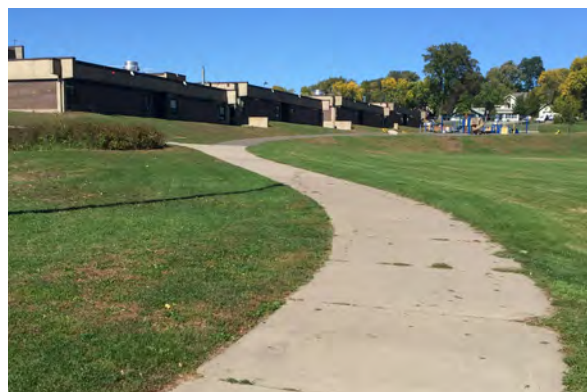
EXISTING INFRASTRUCTURE



View of intersection of Case Ave and Desoto St looking south



View of sidewalk bordering campus along Lawson Ave



View of pedestrian access from Case Ave through recreation fields on the east side of school grounds.







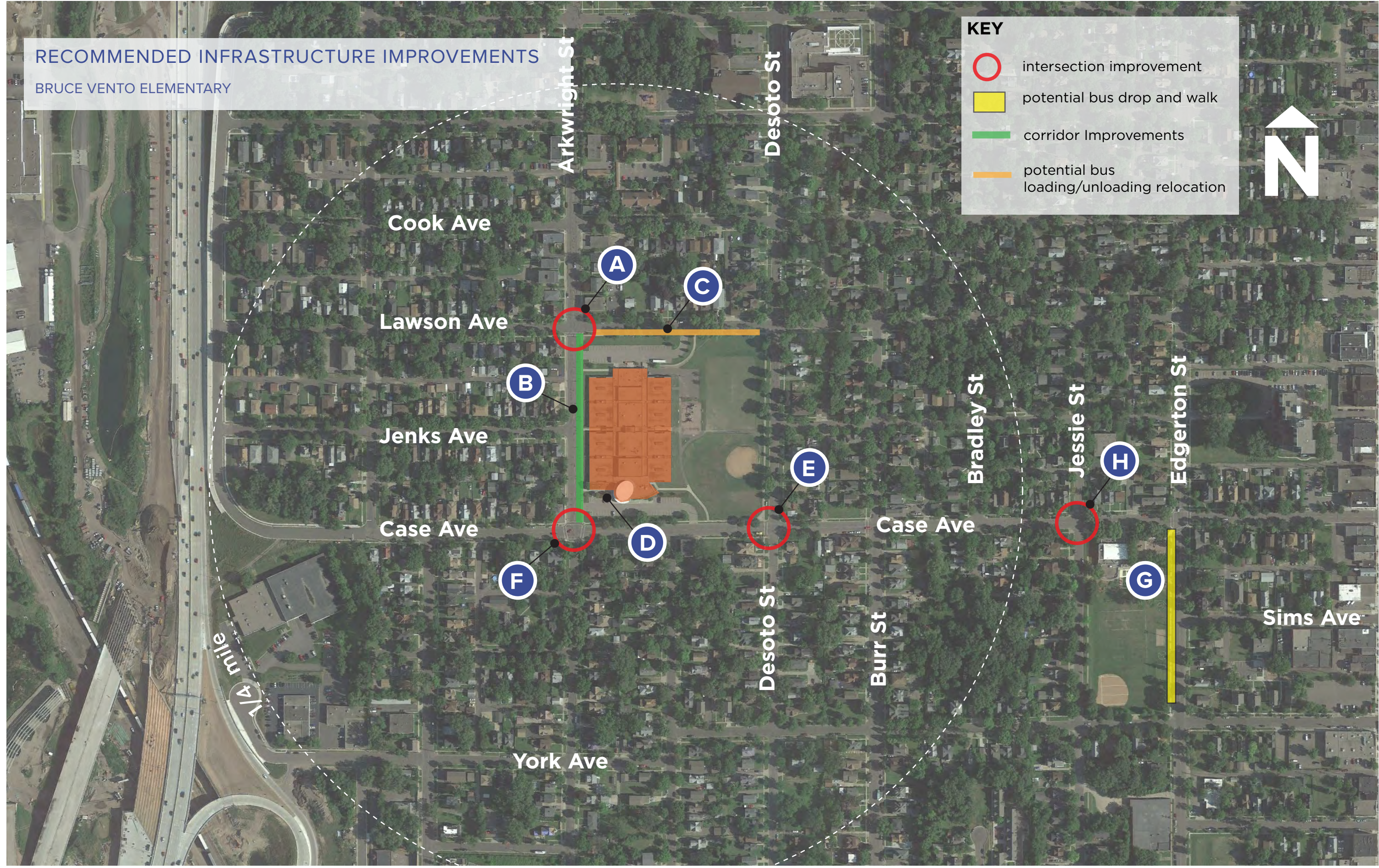
View of intersection of Case and Payne Aves

RECOMMENDED INFRASTRUCTURE IMPROVEMENTS

BRUCE VENTO ELEMENTARY

KEY

-  intersection improvement
-  potential bus drop and walk
-  corridor Improvements
-  potential bus loading/unloading relocation



Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE	POTENTIAL OPTIONS FOR IMPROVEMENT	STANDALONE PROJECTS	PROJECTS IN CONJUNCTION WITH OTHER PROJECTS	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	Lawson Ave and Arkwright St	Long and uncomfortable crossings; drivers are traveling at high speeds on Arkwright St	Install temporary curb extensions on all four corners; when funding becomes available, install permanent curb extensions; construct ADA compliant curb ramps; install high visibility crosswalks (priority for south crossing of Arkwright St and east crossing of Lawson Ave); install school crossing and advanced warning signs	install high visibility crosswalks (priority for south crossing of Arkwright St and east crossing of Lawson Ave); install temporary curb extensions on all four corners; install school crossing and advanced warning signs	Install permanent curb extensions; construct ADA compliant curb ramps at remaining corners	Increased safety, comfort and visibility of people crossing; help to guide people walking and encourage more people to walk; drivers from the north identify the intersection as a gateway to the school and drive at slower speeds	City of St. Paul	High
B	Arkwright St from Case Ave to Lawson Ave	Narrow sidewalk between motorized vehicles and a steep embankment creates an uncomfortable and unwelcoming place to walk on the east side of the street adjacent to the school campus; no dedicated space for riding a bicycle	Construct a wide sidewalk on the east side of the street; coordinate with the St. Paul Bicycle Plan to create a low-stress bicycle facility for north-south travel along Arkwright St; coordinate with SPPS to relocate school buses from Arkwright St (see Location C)	N/A	Construct a wide sidewalk on the east side of the street	Increased comfort and safety of people walking and bicycling on Arkwright St; better air quality near the school building and along this primary walking area along the west side of the street	City of St. Paul with St. Paul Public Schools	High
C	Lawson Ave between Arkwright St and Desoto St	School buses are currently loading and unloading along the east side of Arkwright, adjacent to the primary walking route to and from school	Relocate school buses to the south side of Lawson Ave for loading and unloading	N/A	N/A	Relieve congestion and increase comfort and safety of people walking along Arkwright adjacent to school; increased physical activity for students taking the bus to/from school	St. Paul Public Schools	High
D	Vento Campus, near primary entrance	No bicycle parking racks	Install bicycle parking that meets the guidance shown in Appendix J	N/A	N/A	People bicycling to school	St. Paul Public Schools	High
E	Case Ave and Desoto St	Long and uncomfortable crossings; drivers are traveling at high speeds on Case Ave	Install curb extensions; construct ADA compliant curb ramps; install high visibility crosswalks (priority for north crossing of Desoto St and west crossing of Case Ave); install school crossing signs with advance warning signs	Install school crossing signs with advance warning signs; remark existing west crosswalk with high visibility markings; install single curb extensions on Case	Install single curb extensions on Desoto; construct ADA compliant curb ramps at remaining corners	Increased safety, comfort and visibility of people crossing; help to guide people walking and encourage more people to walk; drivers from the east identify the intersection as a gateway to the school and drive at slower speeds	City of St. Paul	Medium
F	Case Ave and Arkwright St	Long crossings and uncomfortable intersection for walking	Install temporary curb extensions; construct ADA compliant curb ramps; install high visibility crosswalks (priority for north crossing of Arkwright Ave and east crossing of Case Ave)	Install high visibility crosswalks; install temporary curb extensions on Case and Arkwright	Install double curb extensions at all four corners; construct ADA compliant curb ramps	Increased safety, comfort and visibility of people crossing; help to guide people walking and encourage more people to walk through this intersection, which is closest to the primary school entrance	City of St. Paul	Medium
G	Edgerton St between Case Ave and York Ave, near Wilder Playground	Students being dropped off by bus or parents do not have the opportunity to walk to school	Coordinate with the Wilder Community Recreation Center to coordinate a periodic 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
H	Case Ave and Jessie St	Drivers are traveling at high speeds on Case Ave and don't anticipate people crossing Case Ave at Jessie St; uncomfortable and long crossings at this intersection	Install temporary curb extension on Case; when funding becomes available, install permanent curb extensions; construct ADA compliant curb ramps; remark existing west crosswalk with high visibility markings; install high visibility crosswalk on south crossing of Jessie St	Remark existing west crosswalk with high visibility markings; install single temporary curb extensions on Case	Install permanent curb extensions; construct ADA compliant curb ramps	Increased comfort and visibility of people walking between Vento and Wilder Community Recreation Center; slower vehicle speeds near the Recreation Center; drivers anticipate people crossing Case Ave	City of St. Paul	Low

RECOMMENDED IMPROVEMENTS

Concept illustrations of selected improvement areas



Recommendations E. Case Ave and Desoto Ave, before (top), as recommended (bottom). Intersection improvements increase safety, comfort, and visibility for those crossing.



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>





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.