

SEPTEMBER 2021

RIVERVIEW  
ELEMENTARY

# Safe Routes to School

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

**SAINT PAUL PUBLIC SCHOOLS - WEST SIDE**  
CHEROKEE HEIGHTS ELEMENTARY  
RIVERVIEW WEST SIDE SCHOOL OF EXCELLENCE  
OPEN WORLD LEARNING COMMUNITY  
HUMBOLDT HIGH

**m** DEPARTMENT OF  
TRANSPORTATION



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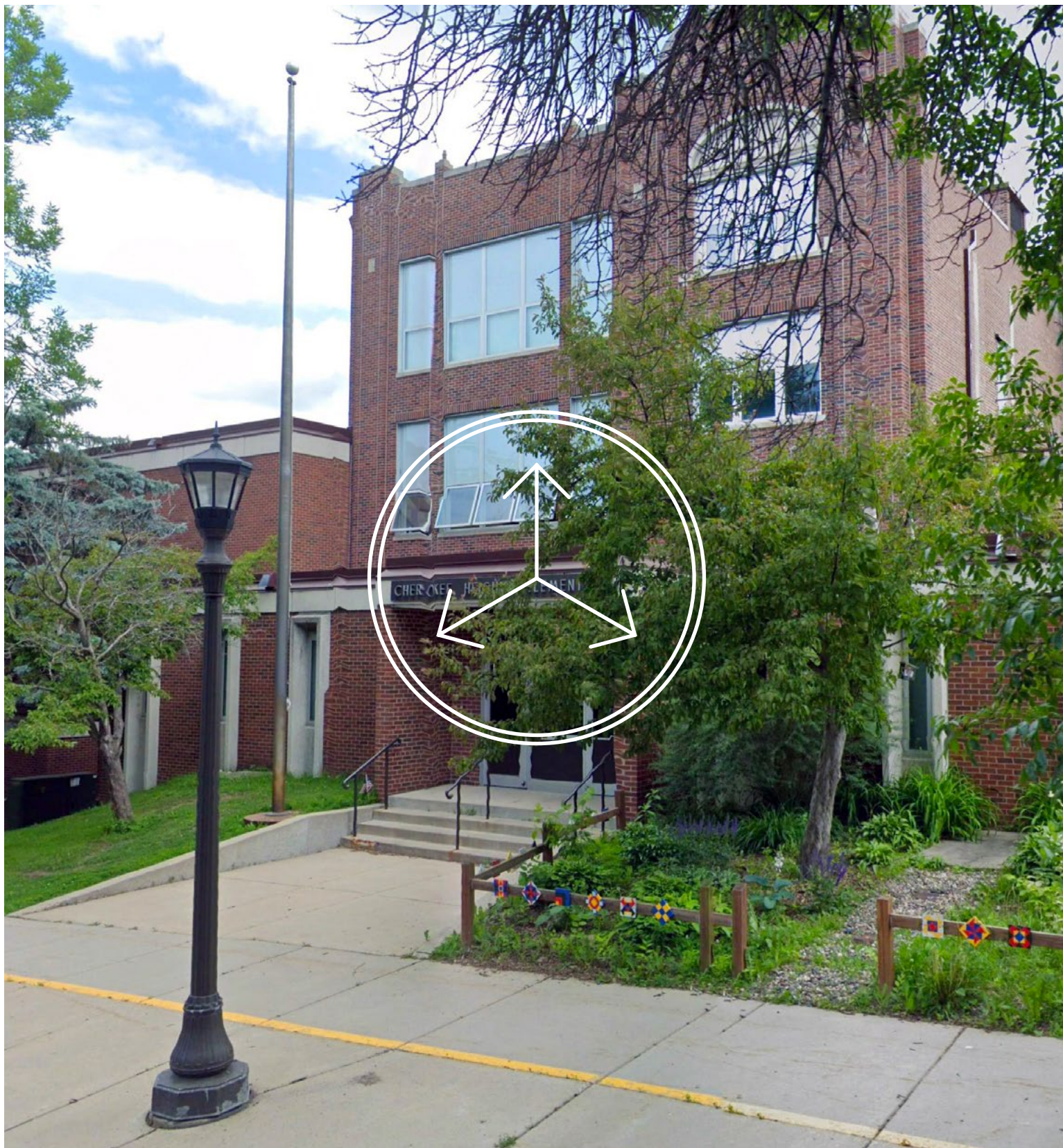
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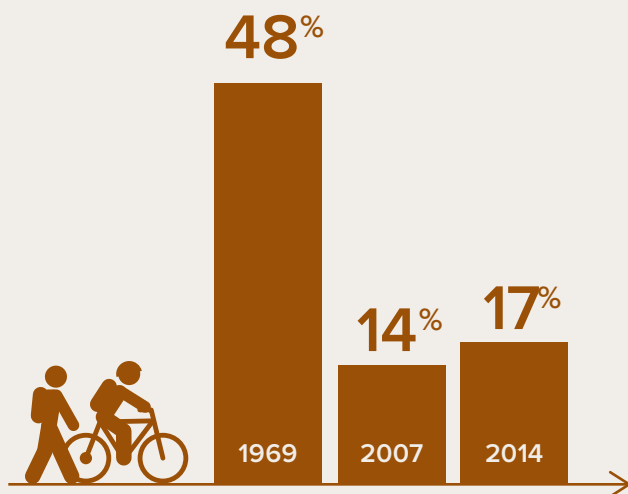




01

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 E'S

Safe Routes to School (SRTS) programs use a variety of strategies to make it easy, fun, and safe for students to walk and bike to school. These strategies are often called the "Six E's."



### ENGAGEMENT

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



### EDUCATION

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



### EQUITY

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



### ENCOURAGEMENT

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



### ENGINEERING

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



### EVALUATION

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

## NAVIGATING THIS PLAN

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



### PROGRAMS

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



### HOW TO GET INVOLVED

The more people involved with a local SRTS 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 children on their trips to and from school means upgrading streets. See this section for suggestions to improve the safety, comfort, and convenience of walking, biking, and rolling, including paint, signage, and signals.



### APPENDICES

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



## The Vision

*Walking, biking, and rolling to school is safe, comfortable, and fun for all students on Saint Paul's West Side.*

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

The West Side SRTS Plan identifies strategies to support a safe, comfortable, and inviting environment for active transportation around Cherokee Heights Elementary, Riverview West Side School of Excellence, Open World Learning Community, and Humboldt High. Some recommendations may be implemented almost immediately while others will require more planning, analysis, and funding. While not all of these recommendations can be implemented right away, achieving short-term successes where possible will help build momentum and lay the groundwork for more complex projects in the future.

### EQUITY HIGHLIGHT

#### EQUITY IN SRTS

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

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

# Plan Development

The West Side SRTS Plan was a collaboration between stakeholders who work with students and transportation at Saint Paul Public Schools, City of Saint Paul, Ramsey County, and MnDOT. For more information related to the planning process, see Appendix C.

- **SRTS Planning Team:** The SRTS Planning Team included representatives from Cherokee Heights Elementary, Riverview West Side School of Excellence (Riverview Elementary), Open World Learning Community (OWL), Humboldt High, Saint Paul Public Schools, the City of Saint Paul, Ramsey County, and MnDOT. Stakeholders brought varying perspectives and expertise to the team including teaching and learning, school administration, urban planning, engineering, and public health.
- **Informational Videos:** SRTS staff recorded informational presentations in English and Spanish for Riverview Elementary to distribute to families through the school newsletter.
- **Rapid Planning Workshop:** The SRTS Planning Team gathered for a virtual Rapid Planning Workshop in the fall of 2020. It brought together the local SRTS Team to identify issues and opportunities related to walking, biking, and rolling to school.
- **Caregiver Survey:** Surveys collected information from caregivers about habits and barriers related to walking, biking, and rolling to school on the Saint Paul's West Side.
- **Interactive Online Map:** An interactive online map allowed students, caregivers, and community stakeholders to identify destinations, routes, and barriers for walking, biking, and rolling.
- **Youth Engagement:** SRTS staff worked seventh graders at OWL to survey their peers on how OWL can improve walking and biking for students. SRTS staff presented to OWL students to introduce the peer survey project, and OWL teachers led students through in-class curriculum that taught students how to create, administer, and summarize the survey as part of math and English curriculum.

## • KEY TAKEAWAYS

### Challenges

- Distance and construction impacts were identified as issues that prevent more students from walking, biking, and rolling to school
- Busy streets and intersections pose barriers for walking and biking on the West Side, including: S Robert Street, George Street W, and others

### Opportunities

- Major barriers like S Robert Street are currently being planned for reconstruction
- Students are interested in walking, biking, and rolling to, from, and during school more often
- Schools can collaborate on program implementation across campuses and grade levels

#### SHIFT IN THE PLANNING PROCESS

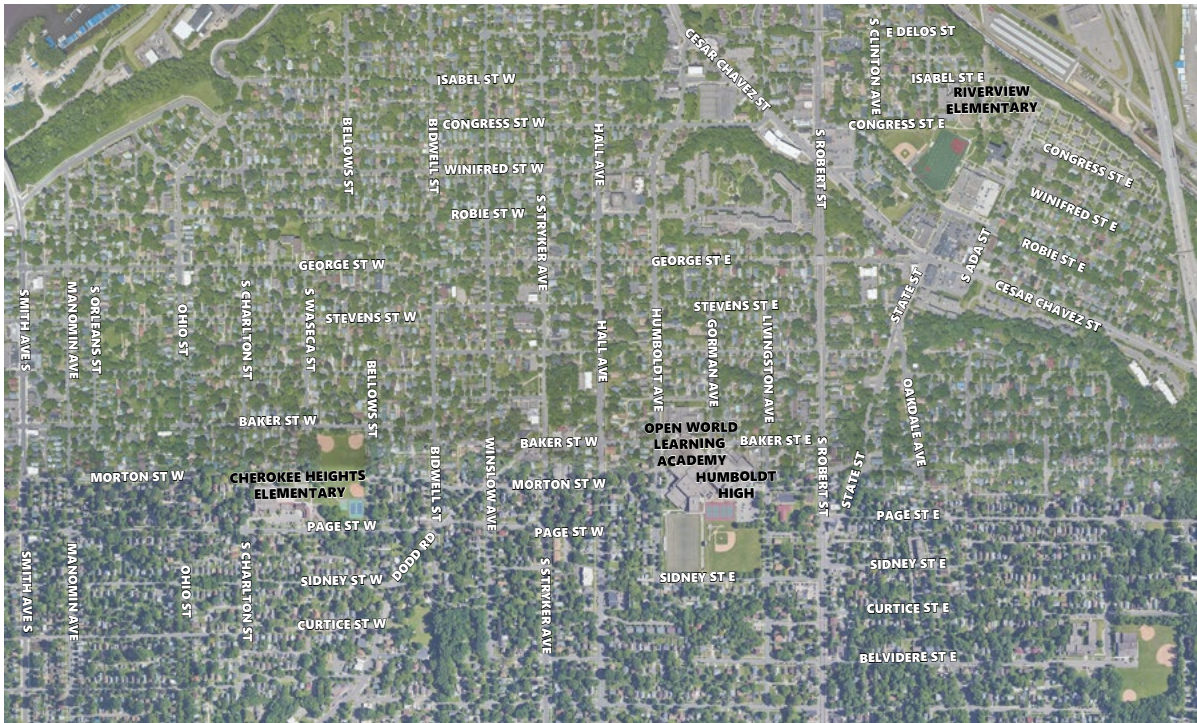
### COVID-19 IMPACT

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

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

COVID-19 also changed the typical planning process. The West Side SRTS Plan relied on virtual workshops and online data collection tools to engage with community members. Going forward, opportunities to engage with families in person will help to inform and strengthen future SRTS planning and project implementation.





## Saint Paul's West Side Schools in Context

The West Side SRTS Plan includes program and infrastructure recommendations for Cherokee Heights Elementary, Riverview School of Excellence, Open World Learning Community, and Humboldt High.

Saint Paul's West Side is located south of downtown Saint Paul and north of West Saint Paul. The Mississippi River forms the west, north, and east boundaries of the neighborhood.

Major vehicular corridors include US Highway 52, Robert Street S (MN Hwy 3), and Smith Avenue S (MN Hwy 149). Robert Street in particular poses a challenge for pedestrian and bicycle connections to school. MnDOT is planning significant improvements to Robert Street on the West Side in 2025 or 2026, presenting opportunities to enhance pedestrian and bicycle connections along and across the corridor.

The West Side bluff area is primarily residential with commercial activities centered along major roadways and intersections. Outdoor recreation and industrial activities make up the flats area on the east end of the West Side and along the Mississippi River.

Cherokee Heights Elementary is a PreK-5 Montessori

school. It's surrounded by residential streets, shares a building with the West Side Community Organization, and abuts Baker Park. Cherokee Heights' student body primarily live on the West Side.

Riverview West Side School of Excellence is located in the center of Saint Paul's Hispanic cultural center. It serves grades PreK-5 and has a Spanish-English dual language immersion program. Riverview students primarily live on the West Side. South Robert Street (MN Hwy 3) and Cesar Chavez Street are located west and south of Riverview, respectively. Both roads carry high vehicle traffic volumes and present barriers to pedestrian and bicycle mobility.

Humboldt High and OWL share a single campus nestled in a residential area one block west of S Robert Street. OWL serves 450 students grades 6-12 through an Expeditionary Learning model. Humboldt High is an Environmental Science magnet for grades 6-12. Both OWL and Humboldt enroll students from across the City of Saint Paul.

A comprehensive existing conditions map is provided in Appendix D and is available online [here](#).







## Introduction to Programs

*The SRTS movement acknowledges that infrastructure changes are necessary for shifting school travel behavior, but are insufficient on their own. Programs are a necessary component of any successful SRTS plan.*

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

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





## Existing Programs

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

### Existing programs at schools on the West Side:

- Walk and Bike to School Day
- Bike Mechanics Classes
- Walk! Bike! Fun!
- In-Class Curriculum and After-School Programs

### EQUITY HIGHLIGHT

#### EQUITY IN PROGRAMMING

When planning and implementing SRTS programs, it is important to design events and activities that are inclusive of students of all ethnicities, genders, backgrounds, and abilities. Language and cultural barriers, physical abilities, personal safety concerns, and infrastructure barriers can all create potential obstacles to participation. Creative outreach, low-cost solutions, and flexible implementation can help overcome obstacles and enable more students and families to participate.

For more information about equity in SRTS planning, see Appendix I.



## Program Recommendations

The following programs are recommended to increase the awareness, understanding, and excitement for walking, biking, and rolling to school. Programs were selected through conversations with school and district staff, caregivers, students, community members, and city and county staff, and are tailored to meet the needs and interests of the school community in the near term (one to five years). Some build on existing programs while others will require new resources and partnerships. In-person engagement with families, which was impeded by COVID-19 this past year, will be a critical tool for informing program rollout, understanding program impacts, and improving program implementation.

### Recommended programs include:

- Inter-School Partnership
- Walk & Bike to School Events
- School Communications
- Bike Mechanic Classes
- Park & Walk

- Walking School Bus & Bike Train
- Walk & Bike Field Trips
- Walk! Bike! Fun!
- Walk & Bike Route Map
- In-School Curriculum & Activities
- School Streets

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

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

Additional details about each recommended program including a brief description, suggested leads, and implementation considerations are provided on the following pages.





## INTER-SCHOOL PARTNERSHIP

West Side schools are uniquely positioned to build and leverage partnerships between campuses to increase the number of students who are able to walk and bike to and from school or during the school day. School staff and administrators can work together to develop and implement a coordinated approach to SRTS programs.

**Which schools:** All schools

**Timeline:** Immediate (within one year)

**Lead/support:** School administrators and staff

### Implementation considerations:

- Model after previous inter-schools partnership
- Focus on schools as centers within the community
- Partner on volunteer recruitment, implementation, and area-wide coordination and perspective
- Consider opportunities to collaborate across schools and age groups on pedestrian and bike safety and education
- Consider inviting students to mentor younger students and peers to meet service requirements

## WALK & BIKE TO SCHOOL EVENTS

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

**Which schools:** All schools

**Timeline:** Immediate (within one year)

**Lead/support:** School administrators and staff, Saint Paul Public Schools, caregivers and community volunteers, students

### Implementation considerations:

- Excellent first step for school that are new to SRTS
- Identify opportunities to build on previous efforts and engage youth in event organization
- Partner with neighborhood organizations to promote events and scale up area-wide
- Coordinate inter-school "West Side Walks" day to help with recruitment, promotion, and collaboration
- Consider piloting a Slow Roll as part of an event





## SAFE ROUTES TO SCHOOL

### — What is Safe Routes to School

Safe Routes to School is a national movement to create safe, convenient and fun opportunities for children to bike and walk to and from schools. The movement also works to ease traffic congestion, improve air quality, unite neighborhoods and contribute to more walk/bike communities.

#### + Why Does SoWashCo Schools Participate in Safe Routes to School

#### + Rethink Your School Commute

#### + Get Involved with Safe Routes to School

#### + What are Walk and Bike to School Days

#### + Benefits of Safe Routes to School Choices

Image: <https://www.sowashco.org/services/transportation#saferoutes>

## SCHOOL COMMUNICATIONS

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

**Which schools:** All schools

**Timeline:** Immediate (up to one year)

**Lead/support:** School administrators, Saint Paul Public Schools

### Implementation considerations:

- Include walking and biking information with annual bus safety week communications
- District can support schools in developing walking and biking communications for websites
- Use social media and neighborhood communications to build support and awareness for SRTS beyond the immediate school community

## DEMONSTRATION PROJECTS

### FURTHER READING

Demonstration projects are an approach to neighborhood building using short-term, low-cost, and scalable interventions to catalyze long-term change for safer streets and healthier, more vibrant communities.

Many infrastructure improvements near schools can start as demonstration projects in order to test installations and build support for more long term improvements. More information about demonstration projects near schools can be found at the link below.

[http://www.dot.state.mn.us/mnsaferoutes/resources/demonstration\\_projects.html](http://www.dot.state.mn.us/mnsaferoutes/resources/demonstration_projects.html)



## BIKE MECHANIC CLASSES & COMMUNITY BIKE REPAIR

Bike mechanic classes provide students with hands-on skills to fix bicycles. Classes can be offered as an after-school extracurricular class or as an elective similar to shop classes. Earn-a-Bike programs are bike mechanic classes where students get to keep the bike they fix when the class is complete.

**Which schools:** OWL, possible expansion to Humboldt

**Timeline:** Immediate (up to one year) or short term (1-2 years)

**Lead/support:** School administrators and staff, Saint Paul Public Schools, local bike shops

### Implementation considerations:

- Build off of OWL's existing Project Bike Tech bike mechanic program
- Focus on developing and promoting OWL Hub & Spoke community bike repair and after school program to serve as West Side bike hub
- Build community and student skills by allowing students to work with adults on bike repairs
- Humboldt has garage, storage, and shop spaces, and OWL has a shipping container, that can be used for storage
- Consider opportunities to develop a district-wide bike mechanic program over time



## PARK & WALK

A Park & Walk (also called a Remote Bus Drop & Walk by Saint Paul Public Schools) takes place before school when school buses and family vehicles drop students at an established location a few blocks from school. Students are greeted by school staff, caregivers, or other volunteers and are supervised on their walk to school.

**Which schools:** Cherokee Heights and Riverview Elementary

**Timeline:** Short term (1-2 years)

**Lead/support:** Saint Paul Public Schools, school administrators and staff, caregivers and community volunteers

### Implementation considerations:

- Coordinate with District SRTS lead
- Partner with West Side businesses for support
- Invite high school students to provide supervision
- Collaborate with PTOs to support event organization and implementation
- Consider combining with School Streets program
- Potential drop sites are identified on the map in the Infrastructure chapter



## WALKING SCHOOL BUS & BIKE TRAIN

A Walking School Bus is a group of children who walk to school with one or more adults. A Bike Train is a group of students biking to school with adults. Walking School Buses and Bike Trains are typically led by caregivers or trusted adults. Walking and biking routes run along a designated route with an established schedule and meet-up spots. They often begin as one-time events but can happen on a recurring basis as interest and capacity allows. Once a route has been established, Walking School Buses and Bike Trains may be led by older students.

**Which schools:** Walking school bus at Cherokee Heights and Riverview Elementary, bike train at OWL and Humboldt High

**Timeline:** Short term (1-2 years)

**Lead/support:** School administrators and staff, Saint Paul Public Schools, caregivers, volunteers, Bike MN

### Implementation considerations:

- Collaborate with Attendance Matters
- Pursue funding for a paraprofessional stipend to compensate route leaders
- Student expressed interest in walking and biking groups in the OWL peer survey
- BikeMN could help train route leaders
- Reference Randolph Heights' student walking lines

## PROGRAMS

### CAREGIVER SURVEYS AND STUDENT TRAVEL TALLIES

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

**Caregiver Surveys:** Recommended once every 2-3 years. A hard copy survey or link to an online version can be sent to caregivers to gather their perceptions of walking, biking, and rolling to school. Surveys can be distributed through newsletters, school websites, or at conferences.

**Student Travel Tally:** Recommended in fall and spring of every year. In-class tallies ask students how they traveled to and from school on a given day. These tallies were not completed during the planning process in 2020 into 2021 due to COVID-19.





## WALK & BIKE FIELD TRIPS

A field trip made by foot or by bicycle gives students a supportive environment in which to practice their pedestrian safety or bicycling skills. Walk/bike field trips can also showcase the many benefits of walking and bicycling for transportation including health and physical activity, pollution reduction, and cost savings. The destination of the field trip may vary, or the field trip could be the ride or walk itself.

**Which schools:** All schools

**Timeline:** Short term (1-2 years)

**Lead/support:** School administrators and staff, Saint Paul Public Schools

### Implementation considerations:

- Potential destinations include Robert Pira Regional Trail and Harriet Island
- Opportunity for West Side group ride modeled after Minneapolis Public School's annual Bike to School Day Ride



## WALK! BIKE! FUN!

Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum is a three-part curriculum designed specifically for Minnesota's schools. It helps children and youth learn traffic rules and regulations, the potential hazards to traveling, and handling skills needed to bike and walk effectively, appropriately and safely through their community. Other educational curricula, including one under development by BikeMN, cover similar topics and are tailored to older students. Pedestrian and bicycle safety modules can also be integrated into driver education courses so that new drivers understand how to properly interact with people walking and biking when operating a motor vehicle.

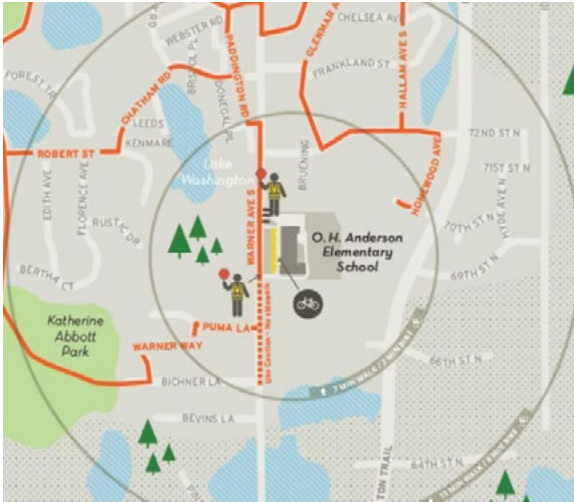
**Which schools:** All schools

**Timeline:** Short term (1-2 years)

**Lead/support:** School administrators and staff, Saint Paul Public Schools, Saint Paul Parks & Recreation

### Implementation considerations:

- Continue using existing district bike fleet
- Train additional staff in Walk! Bike! Fun!
- Partner with BikeMN to provide training and activities
- Provide pedestrian and bicycle education to middle and high school students too



## WALK/BIKE ROUTE MAP

A walking and biking route map suggests safe and low-stress routes and crossings for students and families traveling to school and other destinations in the community. Maps can identify existing sidewalks and sidewalk gaps, dedicated bikeways, controlled or enhanced crossing locations, and estimated distances and travel times to school. Google Maps can easily be used to create, edit, and share suggested route maps using the “My Maps” tool. Maps designed for print can include rules of the road, pedestrian and bicycle safety tips, and other messaging to build confidence for students walking or biking to school.

**Which schools:** All schools

**Timeline:** Short term (1-2 years)

**Lead/support:** School administrators and staff, Saint Paul Public Schools, students

### Implementation considerations:

- Students noted that many people do not know about the best routes for walking or biking to school
- Maps could be created for each school or for the entire West Side
- Consider collaborating with students to develop and promote walking and biking route maps

### FOR MORE INFORMATION

## MN SRTS Resource Center

There are many great resources already available on the Minnesota Safe Routes to School Resource Center. You can find answers to many common questions, information about upcoming events, and even promotional material that can easily be customized for your community’s SRTS event.

The MN SRTS Resource Center is a great way to stay engaged throughout the year!

[mnsaferoutestoschool.org](http://mnsaferoutestoschool.org)



### PROGRAMS

## FURTHER READING

For a complete list of all potential programs and descriptions, see

<http://mndotsrts.altaprojects.net/>



## IN-SCHOOL CURRICULUM & ACTIVITIES

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

**Which schools:** All schools

**Timeline:** Short term (1-2 years) or medium term (3-4 years)

**Lead/support:** School administrators and staff

### Implementation considerations:

- Build on existing activities including OWL Spring Week, student elected curriculum, and Story Walks
- Promote education through Loppet partnership
- Encourage walking meetings and regular walks around school tracks
- Evaluate impact of morning activity on discipline and attention throughout the day



## SCHOOL STREETS

School Streets are temporary car-free zones adjacent to or leading up to a school that are strategically closed to vehicle traffic and opened to children walking, biking, and rolling. School Streets help manage traffic and improve safety during school by eliminating vehicle congestion in front of schools and creating an environment where students can safely walk, bike, roll, play, and learn before, during, and after school.

**Which schools:** OWL/Humboldt High and Riverview Elementary

**Timeline:** Short term (1-2 years) or medium term (3-4 years)

**Lead/support:** School administrators and staff, City of Saint Paul

### Implementation considerations:

- City interested in supporting School Streets pending school and school district leadership and district transportation involvement
- A block party permit from the Saint Paul Police Department would be required
- Potential candidates include Gorman Ave/Baker St E near OWL/Humboldt and S Clinton Ave near Riverview
- Consider combining with Park & Walk programming





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## Introduction to Infrastructure

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

The initial field review and subsequent meetings yielded specific recommendations to address the key identified barriers to walking and bicycling on the West Side.

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

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

Infrastructure improvements were prioritized according to multiple factors, including community and stakeholder input, traffic and roadway conditions, proximity to schools, and proximity to and use by equity priority populations. This prioritization process reflects a preliminary ranking; additional prioritization and project evaluation will be necessary as funding is identified and projects move toward implementation. School community and family engagement in developing this plan was limited by the COVID-19 pandemic and the prioritization may change once additional engagement is completed.



# Existing Infrastructure

This section highlights existing infrastructure and challenge areas on and near campus. Photos and observations were made by the West Side SRTS Team during a fall 2019 Rapid Planning Workshop and walk assessment that allowed the team to experience what it's like for students who walk and bike in the area.







**Opposite - left to right, from top left:** The intersection of S Charlton St and Page St W is a two-way stop with parallel line crosswalk markings on the north side only; the sidewalk on Morton St W approaching Baker Park; a staircase connects Baker Park to the Cherokee Heights campus; the SRTS Team conducts a walk assessment at Cherokee Heights; the intersection of George St W and S Stryker Ave; the intersection of George St W and Humboldt Ave.

**Above - left to right, from top left:** The main entrance of OWL on Humboldt Ave; the intersection of Humboldt Ave and Baker St S; Gorman Ave and Baker St E in front of OWL and Humboldt High; steps leading to the new main entrance of Humboldt High; S Robert St and Page St E; the SRTS Team gathers at S Robert St and Curtice St E.

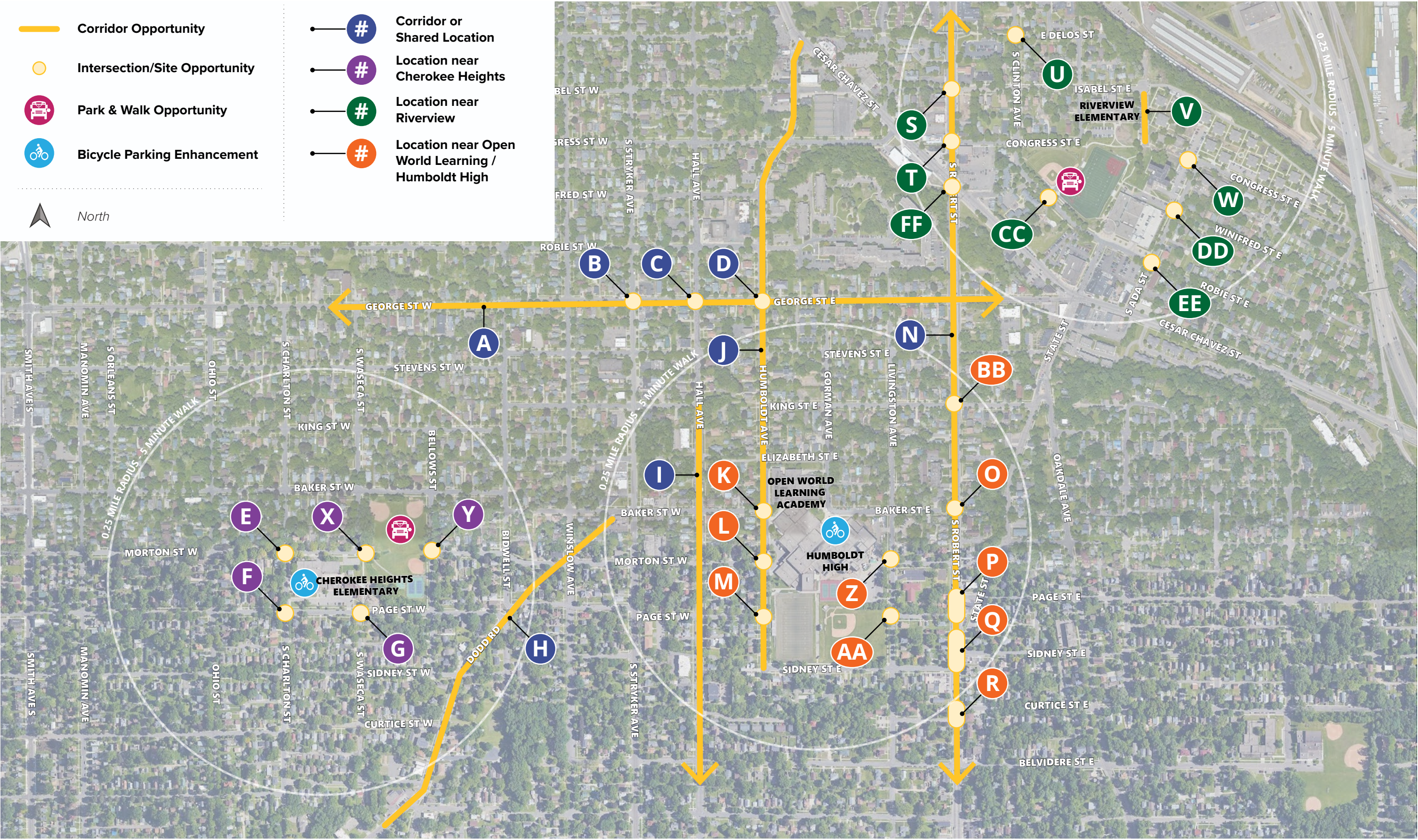




**Left to right, from top left:** A pedestrian bridge connects students over S Robert St to S Clinton Ave; the intersection of S Clinton Ave and E Delos St does not include curb ramps or marked crosswalks; a trail through athletic fields connects S Clinton Ave to Riverview West Side School of Excellence; sidewalks connect Riverview West Side School of Excellence to single and multi-family housing to the east; there is not a clear or accessible route through the housing agency's eastern parking lot; Riverview West Side School of Excellence shares a narrow parking lot with the adjacent public housing development that does not include any accessible spaces.



# West Side Infrastructure Recommendations





# West Side Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION*	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	George St W	Concerns about traffic speeds and volumes; poor driver yielding behavior; long distances between marked and/or controlled pedestrian crossings; curb ramps are not ADA compliant; history of pedestrian and bicycle collisions	Consider corridor-wide approach to pedestrian and bicycle improvements including traffic calming, enhanced pedestrian crossings, pedestrian-scale lighting, and ADA compliant pedestrian signals and curb ramps; coordinate with B, C, and D	Reduce traffic speeds; increase pedestrian comfort, safety, and mobility; improve driver yielding behavior; improve visibility between pedestrians and motorists; increase corridor accessibility; increase in students walking from north of George St W	City of Saint Paul	High
B	George St W & S Stryker Ave	Pedestrian signal heads, push buttons, and curb ramps are not ADA compliant; history of pedestrian and bicycle collisions	Install ADA compliant signal heads, push buttons, and curb ramps; implement leading pedestrian interval and/or no right turn on red; coordinate with A, C, and D	Increase intersection accessibility; increase pedestrian safety and comfort	City of Saint Paul	Medium
C	George St W & Hall Ave	Poor driver yielding behavior; curb ramps are not ADA compliant; poor visibility between pedestrians and motorists; history of pedestrian and bicycle collisions	Install curb extensions and ADA compliant curb ramps; coordinate with A, B and D	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; improve driver yielding behavior; increase intersection accessibility	City of Saint Paul	Medium
D	George St E & Humboldt Ave	Curb ramps are not ADA compliant; no marked crosswalk on south leg; poor visibility between pedestrians and motorists	Install curb extensions and ADA compliant curb ramps; evaluate intersection for marked crosswalk on south leg; coordinate with A, B, and C	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; highlight pedestrian crossing locations; increase intersection accessibility	City of Saint Paul	High
E	Morton St W & S Charlton St	Concerns about low light conditions; marked crosswalk on north side only with no connection to campus	Consider additional pedestrian lighting; evaluate intersection for marked crosswalks on all legs with preference to south and east legs that connect to campus	Increase pedestrian comfort and safety; highlight pedestrian crossing locations	City of Saint Paul	Medium
F	Page St W & S Charlton St	Concerns about low light conditions; marked crosswalk on north side only	Consider implementing additional pedestrian lighting; evaluate intersection for marked crosswalks on all legs with preference to north and east legs that connect to campus	Increase pedestrian comfort and safety; highlight pedestrian crossing locations	City of Saint Paul	Medium
G	Page St W & S Waseca St	No marked crosswalks at crossing to main entrance; poor visibility between pedestrians and motorists	Implement curb extensions with special consideration on the north side where parking is prohibited; evaluate the intersection for adding marked crosswalks	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; increase pedestrian comfort and safety; passively enforce parking restriction	City of Saint Paul	Medium
H	Dodd Rd between Annapolis St W and Baker St W	Concerns about traffic speeds and volumes; sidewalk gaps between Sidney St W/Bidwell St and between Page St/Baker St.	Install sidewalks where missing; consider corridor-wide approach to traffic calming	Increase local sidewalk network; increase pedestrian comfort, safety, and mobility; reduce traffic speeds	City of Saint Paul	Low
I	Hall Ave south of King St	Long crossing distances; wide roadway; poor driver yielding behavior; curb ramps are not ADA compliant; concerns about traffic speeds; Hall Ave identified as a future bicycle boulevard in the Saint Paul Bike Plan; planned for reconstruction in 2026-2027	As part of planned reconstruction: reduce overall roadway width; implement traffic calming measures such as curb extensions, mini traffic circles, speed humps, etc; implement bicycle boulevard markings and signage; install ADA compliant curb ramps; consider other enhancements to increase pedestrian and bicycle comfort and safety	Reduce pedestrian crossing distances; reduce traffic speeds; increase driver yielding behavior; increase corridor accessibility; improve pedestrian and bicycle comfort and safety	City of Saint Paul	Medium
J	Humboldt Ave	Long crossing distances; wide roadway; concerns about driver speeding; poor visibility between pedestrians and motorists; curb ramps are not ADA compliant; opportunity to make Humboldt more consistent with residential street design	Install ADA compliant curb ramps; install traffic calming treatments, e.g., curb extensions, speed humps, pedestrian refuge islands; explore opportunities to implement school gateway treatments or temporary demonstration projects, such as placement of crossing signs along centerline and edge of roadway; coordinate with K, L, and M	Reduce pedestrian crossing distances; reduce traffic speeds; improve visibility between pedestrians and motorists; increase corridor accessibility; increase in students walking and biking to school, the library, and other destinations	City of Saint Paul	Medium
K	Humboldt Ave & Baker St W	Long crossing distances; poor visibility between pedestrians and motorists; concerns about low light conditions; curb ramps are not ADA compliant; Baker St W identified as a future bicycle boulevard in the Saint Paul Bike Plan; school district owns R1-6 signs that may be available	Implement curb extensions; evaluate pedestrian and traffic flows at intersection for marked crosswalk eligibility; consider implementing additional pedestrian lighting and markings/signage to transition onto future Baker St W bicycle boulevard; consider placing R1-6 pedestrian crossing sign; coordinate with J, L, and M	Reduce pedestrian crossing distances; improve visibility between pedestrians and motorists; increase pedestrian comfort and safety	City of Saint Paul	High
L	Humboldt Ave & Morton St W	Long crossing distances; poor visibility between pedestrians and motorists; concerns about low light conditions; curb ramps are not ADA compliant; school district owns R1-6 signs that may be available	Implement curb extensions; evaluate pedestrian and traffic flows at intersection for marked crosswalk eligibility; consider implementing additional pedestrian lighting; install ADA compliant curb ramps; consider placing R1-6 pedestrian crossing sign; coordinate with J, K, and M	Reduce pedestrian crossing distances; improve visibility between pedestrians and motorists; increase pedestrian comfort and safety; increase intersection accessibility	City of Saint Paul	High

\* Potential solutions/recommendations include a list of potential improvements. Additional analysis must be conducted before final design decisions can be made.

	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION*	ANTICIPATED OUTCOME	LEAD	PRIORITY
M	Humboldt Ave & Page St W	Long crossing distances; poor visibility between pedestrians and motorists; concerns about low light conditions; curb ramps are not ADA compliant; school district owns R1-6 signs that may be available	Implement curb extensions; evaluate pedestrian and traffic flows at intersection for marked crosswalk eligibility; consider implementing additional pedestrian lighting; install ADA compliant curb ramps; consider placing R1-6 pedestrian crossing sign; coordinate with J, K, and L	Reduce pedestrian crossing distances; improve visibility between pedestrians and motorists; increase pedestrian comfort and safety; increase intersection accessibility	City of Saint Paul	Low
N	S Robert St	Concerns about traffic speeds and volumes; poor driver yielding behavior; long crossing distances; long distances between controlled pedestrian crossings; frequent offset intersections; signals and curb ramps are not ADA compliant	Consider corridor-wide approach to pedestrian and bicycle improvements including speed reduction, traffic calming, enhanced pedestrian crossings, placemaking, and pedestrian lighting; install ADA compliant signals and curb ramps; coordinate with O, P, Q, R, S, T, BB and FF.	Reduce traffic speeds; increase pedestrian comfort, safety, and mobility; improve driver yielding behavior; improve visibility between pedestrians and motorists; increase corridor accessibility; increase sense of place; increase in students walking and biking from east of S Robert St	MnDOT City of Saint Paul	High
O	S Robert St & Baker St E	Long crossing distances; concerns about traffic speeds and volumes; poor driver yielding behavior; poor visibility between pedestrians and motorists; curb ramps are not ADA compliant; existing MnDOT demonstration project site	Review and evaluate results of temporary demonstration project; consider using a combination of treatments such as high visibility crosswalk markings, curb extensions, a median refuge island, and an RRFB or pedestrian hybrid beacon; install ADA compliant curb ramps; coordinate with N, P, Q, R, S, T, and BB.	Reduce pedestrian crossing distances; reduce traffic speeds; increase driver yielding behavior; highlight pedestrian crossing locations; improve visibility between pedestrians and motorists; increase intersection accessibility	MnDOT City of Saint Paul	High
P	S Robert St & Page St	Long crossing distances; concerns about traffic speeds and volumes; offset crossing; poor driver yielding behavior; south crosswalk does not align with curb ramp on east side; curb ramps are not ADA compliant	Evaluate consolidating or relocating pedestrian crossings as part of corridor-wide approach; if pedestrian crossings remain, consider using a combination of treatments such as high visibility crosswalk markings, curb extensions, a median refuge island, and an RRFB or pedestrian hybrid beacon; install ADA compliant curb ramps; coordinate with N, O, Q, R, S, T, and BB	Reduce pedestrian crossing distances; reduce traffic speeds; increase driver yielding behavior; improve pedestrian connectivity; highlight pedestrian crossing locations; improve visibility between pedestrians and motorists; increase intersection accessibility	MnDOT City of Saint Paul	High
Q	S Robert St & Sidney St E/State St	Long crossing distances; concerns about traffic speeds and volumes; offset crossing; free-flow right turn movement from S Robert St to State St; east porkchop challenging to navigate; poor visibility between pedestrians and motorists; curb ramps are not ADA compliant	Evaluate opportunities to realign State St access and provide an enhanced pedestrian crossing as part of corridor-wide approach; if an enhanced pedestrian crossing is installed, consider using a combination of treatments such as high visibility crosswalk markings, curb extensions, a median refuge island, and an RRFB or pedestrian hybrid beacon; install ADA compliant curb ramps; coordinate with N, O, P, R, S, T, and BB.	Reduce pedestrian crossing distances; reduce traffic speeds; increase driver yielding behavior; improve pedestrian connectivity; highlight pedestrian crossing locations; improve visibility between pedestrians and motorists; increase intersection accessibility	MnDOT City of Saint Paul	High
R	S Robert St & Curtice St E	Long crossing distances; concerns about traffic speeds and volumes; offset signalized intersection; pedestrian push buttons and marked crosswalks are not along natural walking path; curb ramps are not ADA compliant	Evaluate opportunities to modify Curtice St E signal and pedestrian crossing treatments as part of corridor-wide approach; consider using a combination of treatments such as high visibility crosswalk markings, curb extensions, and median refuge islands; if the Curtice St E signal is removed, consider implementing an RRFB or pedestrian hybrid beacon; install ADA compliant signal and curb ramps; coordinate with N, O, P, Q, S, T, and BB.	Reduce pedestrian crossing distances; reduce traffic speeds; increase driver yielding behavior; improve pedestrian connectivity; highlight pedestrian crossing locations; improve visibility between pedestrians and motorists; increase intersection accessibility	MnDOT City of Saint Paul	High
S	S Robert St & Isabel St E	Long crossing distances; concerns about traffic speeds and volumes; poor driver yielding behavior; curb ramps are not ADA compliant; existing MnDOT demonstration project site	Consider implementing treatments such as high visibility crosswalk markings, curb extensions, a median refuge island, and RRFB or pedestrian hybrid beacon; install ADA compliant curb ramps; coordinate with N, O, P, Q, R, T, and BB.	Reduce pedestrian crossing distances; reduce traffic speeds; increase driver yielding behavior; highlight pedestrian crossing locations; improve visibility between pedestrians and motorists; increase intersection accessibility	MnDOT City of Saint Paul	High
T	S Robert St & Congress St E	Long crossing distances; concerns about traffic speeds and volumes; poor driver yielding behavior; curb ramps are not all ADA compliant	Consider implementing treatments such as high visibility crosswalk markings, curb extensions, a median refuge island, and RRFB or pedestrian hybrid beacon; install ADA compliant curb ramps; coordinate with N, O, P, Q, R, S, and BB	Reduce pedestrian crossing distances; reduce traffic speeds; increase driver yielding behavior; highlight pedestrian crossing locations; improve visibility between pedestrians and motorists; increase intersection accessibility	MnDOT City of Saint Paul	High
U	S Clinton Ave & E Delos St	Primary crossing to access pedestrian bridge over S Robert St; curb ramps are missing or not ADA compliant	Shift the trail to align with pedestrian crossing locations; consider installing curb extension on west side; evaluate intersection for marked crosswalks; implement ADA compliant curb ramps	Improve pedestrian and bicycle mobility; highlight pedestrian crossing locations; increase intersection accessibility; passively enforce parking restriction	City of Saint Paul	High
V	East School Parking Lot	No accessible parking spaces or ADA compliant ramp; tight parking lot with frequent minor collision as motorists enter/exit spaces	Install accessible parking space and ADA compliant curb ramp; consider potential changes to the parking lot design to improve safety and navigability including angled parking spaces or a turnaround at the south end	Increase school and parking lot accessibility; increase parking lot safety for all users	Saint Paul Public Schools  Saint Paul Public Housing Authority	Medium

\* Potential solutions/recommendations include a list of potential improvements. Additional analysis must be conducted before final design decisions can be made.



	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION*	ANTICIPATED OUTCOME	LEAD	PRIORITY
W	Dunedin Terrace Parking Lot	Curb ramps are missing or not ADA compliant; sight lines are poor and children may not be expected in the parking lot	Install ADA compliant curb ramps; consider installing high visibility crosswalk markings	Increase accessibility for people walking or biking through the parking lot; highlight pedestrian route through lot	Saint Paul Public Housing Authority	Medium
X	Sidewalk and stairway between Cherokee Heights and Baker Park	Concerns about winter maintenance responsibilities and care	Clarify winter maintenance responsibilities and procedures between Cherokee Heights/Saint Paul Public Schools and Saint Paul Parks & Recreation Department	Increase quality and reliability of winter maintenance; improve pedestrian safety, comfort, and access year round	Saint Paul Public Schools City of Saint Paul	Medium
Y	Bellows St & Morton St W	Poor visibility between pedestrians and motorists; skewed pedestrian crossing across Bellows St	Install curb extension on west side; relocate ADA compliant curb ramps and straighten pedestrian crossing	Reduce pedestrian crossing distances; improve visibility between pedestrians and motorists	City of Saint Paul	Low
Z	Livingston Ave & E Morton St	Poor visibility between pedestrians and motorists; curb ramps are not ADA compliant; school district owns R1-6 signs that may be available	Install curb extensions; install ADA compliant curb ramps; consider placing R1-6 pedestrian crossing sign	Reduce pedestrian crossing distances; improve visibility between pedestrians and motorists; improve intersection accessibility	City of Saint Paul	Low
AA	Livingston Ave & Page St E	Poor visibility between pedestrians and motorists; curb ramps are not ADA compliant; school district owns R1-6 signs that may be available	Install curb extensions; install ADA compliant curb ramps; consider placing R1-6 pedestrian crossing sign	Reduce pedestrian crossing distances; improve visibility between pedestrians and motorists; improve intersection accessibility	City of Saint Paul	Low
BB	S Robert St & King St E	Confusing roadway geometry; poor visibility between pedestrians and motorists due to viaduct; raised median and curb ramps are not ADA compliant	Evaluate opportunities to realign roadway geometry and enhance pedestrian crossing as part of corridor approach; if an enhanced pedestrian crossing is installed, consider combining treatments such as high visibility crosswalks, curb extensions, a median refuge island, and an RRFB; install ADA compliant curb ramps; coordinate with N, O, P, Q, R, S, and T	Improve intersection legibility for all users; reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; increase crossing accessibility	MnDOT City of Saint Paul	High
CC	Clinton Ave at trail between Parque Castillo and El Rio Vista Rec Center athletic fields	Pedestrian desire line between Parque Castillo and El Rio Visa Recreation Center athletic fields; no marked or ADA accessible crossing; poor visibility between pedestrians and motorists; opportunity to formalize mid-block crossing	Implement mid-block crossing; consider installing treatments such as high visibility crosswalk markings, curb extensions, and a raised crossing; install ADA compliant curb ramps	Formalize existing mid-block pedestrian crossing; reduce pedestrian crossing distance; improve visibility between pedestrians and motorists; reduce traffic speeds; increase driver yielding behavior; increase crossing accessibility	City of Saint Paul	Medium
DD	S Ada St & Winifred St E	Curb ramps are not ADA compliant	Install ADA compliant curb ramps	Increase intersection accessibility	City of Saint Paul	Low
EE	S Ada St & Robie St E	Curb ramps are not ADA compliant	Install ADA compliant curb ramps	Increase intersection accessibility	City of Saint Paul	Low
FF	S Robert St & Cesar Chavez St	Multiple convergences of traffic (Robert St Service Rd and Winifred St); long crossing distances	Evaluate opportunities to reduce number of lanes at the intersection; evaluate opportunities for curb extensions; coordinate with N	Improve intersection legibility for all users; reduce pedestrian crossing distances; increase visibility between pedestrians and motorists	City of Saint Paul	Medium
	Baker Park and El Rio Vista Recreation Center	Many students are not able to walk to school from their homes due to distance, streets or intersections that are barriers to walking, and other factors	Park & Walk programs take place before school when school buses and caregivers drop students at a designated location a few blocks to school and are chaperoned by staff, parents, or other volunteers as they walk the rest of the way. More information about Park & Walk programs is included in the Programs Chapter.	Increase the number of students who are able to walk at least part of the way to school; increase physical activity among students before school; improved behavior and increased focus during the school day	Saint Paul Public Schools	See Program Chapter
	Cherokee Heights Elementary, OWL, and Humboldt High	Existing bicycle parking is not consistent with bike parking best practice due to the style or location of bike parking, or does not meet student demand	Upgrade, relocate, or expand bicycle parking to provide secure, convenient, and high quality parking for students who bike to school. More information about bike parking best practice is available in Appendix #.	Increase the number of students and staff who bike to school at least some of the time	Saint Paul Public Schools	High

\* Potential solutions/recommendations include a list of potential improvements. Additional analysis must be conducted before final design decisions can be made.



# Related Projects

Two major initiatives that impact walking and biking to school on the West Side include the City-wide speed limit reduction and upcoming reconstruction of S Robert Street.

## SPEED REDUCTION

In 2020, the Cities of Saint Paul and Minneapolis worked together on a coordinated effort to lower speed limits on city-owned streets. Slower speed limits improve traffic safety for all users and reduce the likelihood that a crash results in a death or life-changing injury.

New speed limits are 20 mph for local residential streets; 25 mph for larger arterial and collector city-owned streets, and 30 mph on a few select city-owned streets.

Visit the program website for more information:

[www.stpaul.gov/departments/public-works/traffic-lighting/speed-limits](http://www.stpaul.gov/departments/public-works/traffic-lighting/speed-limits)

## ROBERT STREET RECONSTRUCTION

Robert Street was identified as a major challenge for walking and biking to school at Riverview, OWL, and Humboldt due to roadway design, traffic conditions, and driver behavior.

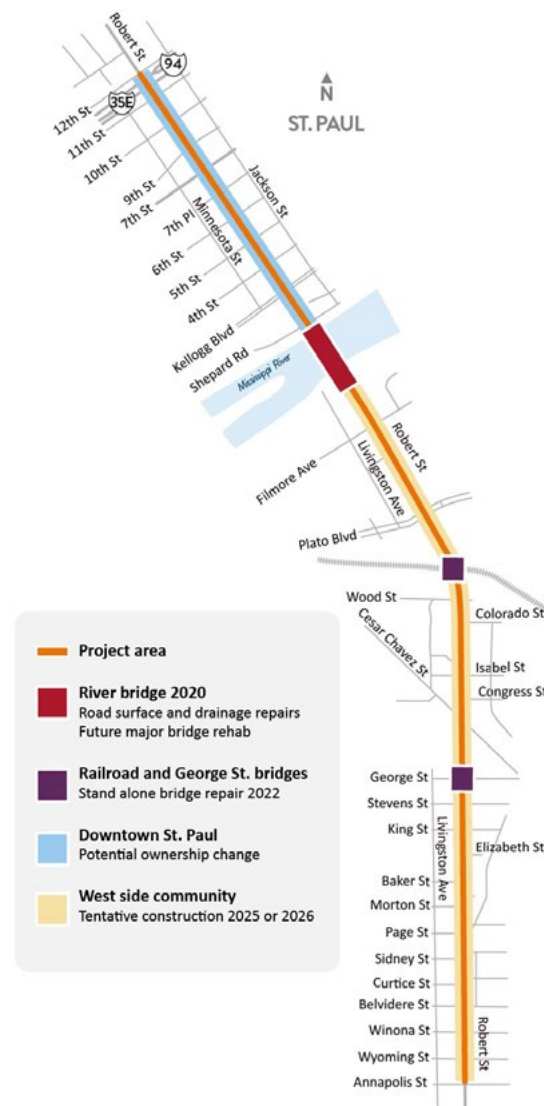
Fortunately, MnDOT is planning significant changes to Robert Street on Saint Paul's West Side in 2025 or 2026. As part of the Robert Street planning process, MnDOT sought community feedback through an online survey, interactive map, virtual meetings, and temporary demonstration projects. The following desires emerged from the Robert Street engagement process: improve sidewalks, crosswalks, and transit facilities; add bike dedicated facilities; reduce traffic speeds; address issues around turn lanes, medians, and U-turns.

Observations and recommendations from this plan should be considered as part of the Robert Street redesign and construction.

Visit the project website for more information:

[www.dot.state.mn.us/metro/projects/robertstreet/](http://www.dot.state.mn.us/metro/projects/robertstreet/)

**From top to bottom:** "20 is Plenty" yard signs and stickers were distributed to residents and community members to help educate others about the new lower speed limits; the Robert Street reconstruction project area on the West Side.











## Using this Plan

*At the heart of every successful SRTS comprehensive program is a coordinated effort by caregiver volunteers, school staff, local agency staff, law enforcement, public health, and community advocates.*

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

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



## Who are you?

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

### I AM A STUDENT

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

### I AM A CAREGIVER

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

### I AM A SCHOOL ADMINISTRATOR

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



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

## I WORK FOR THE SCHOOL DISTRICT

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

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

## I AM A TEACHER OR OTHER STAFF MEMBER

Other than caregivers, teachers might interact with students the most. Teachers can include bicycle and pedestrian safety in lesson plans (see *Walk! Bike! Fun!*). Sharing books in your classroom that promote walking, biking, and rolling is a good way to get kids interested at an early age. Teachers can also arrange for field trips within walking distance of school and incorporate informal lessons about safety along the way. In general, being positive and encouraging about walking, biking, and rolling is a great way to start!

## I AM A COMMUNITY MEMBER

Community residents, even if they don't currently have children enrolled in school, can play an important role in supporting implementation of the plan. They can use this report to better understand where there may be opportunities to participate in programming initiatives and infrastructure improvements. Community members, including seniors or retirees who may have more flexible schedules than caregivers with school-aged children, may volunteer in established programs or work with school staff or community partners to start new programs recommended in this plan.

## I WORK FOR THE CITY OR COUNTY

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

- MnDOT SRTS grants
- Federal SRTS grants
- Statewide Health Improvement Partnership (SHIP)

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

## I WORK FOR LAW ENFORCEMENT

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

## I WORK IN PUBLIC HEALTH

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







## Next Steps

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

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

### START SMALL

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

### FOCUS ON EQUITY

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

### BUILD PARTNERSHIPS

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

### EMPOWER STUDENTS AS LEADERS

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

### TRACK PROGRESS

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

### CELEBRATE SUCCESS

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



