

SAFE ROUTES TO SCHOOL

A holistic plan to improve the safety and accessibility of walking and biking to school, while empowering students to walk and bike independently at school and in their own neighborhoods

ST. PAUL, MINNESOTA

Nokomis Montessori - South Campus

Harding Senior High School

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Acknowledgments

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Table of Contents

01. WHY SAFE ROUTES TO SCHOOL?	6
02. INFRASTRUCTURE	14
03. PROGRAMS	24
04. WORKING FOR CHANGE	32
05. APPENDICES	38

ORGANIZATION OF THIS REPORT

This report is designed to support and be accessible to multiple groups of people involved with Safe Routes to School around Harding and Nokomis, including students, caregivers, teachers, school administrators, public works staff, elected officials, and county and state employees. This plan focuses on key information and recommendations, while the appendices document additional participation, analysis, resources, and deliberation that shaped the development of the plan.

THE VISION

A holistic plan to improve the safety and accessibility of walking and biking to school, while empowering students to walk and bike independently at school and in their own neighborhoods.

THE 6 Es

Safe Routes to School (SRTS) programs rely on six core strategies, called the “Six Es,” to work toward their vision.



EQUITY – THE OVERARCHING E

Prioritizing positive outcomes for students from lower-income households; Black, Indigenous, and other students of color; students with disabilities; and other students who face disproportionate barriers to walking, biking, and rolling to school because of their group membership. This plan uses the term “priority populations” to refer to disproportionately impacted groups of students and other community members.



ENGAGEMENT

Working with students, families, school staff, and community members and organizations, especially those from priority populations, to identify needs, better understand barriers, and create solutions together for walking, biking, and rolling.



EVALUATION

Measuring how Safe Routes to School initiatives are implemented (process evaluation) and what their impacts are (outcome evaluation), especially how initiatives Engage with and support priority populations.



EDUCATION

Providing students and other community members, especially those from priority populations, with skills and knowledge about walking, biking, and rolling.



ENCOURAGEMENT

Normalizing a culture of walking, biking, and rolling through incentive programs, events, and activities that center priority populations.



ENGINEERING

Developing Equity-focused changes to the built environment that support youth travel, designed and prioritized through community Engagement.

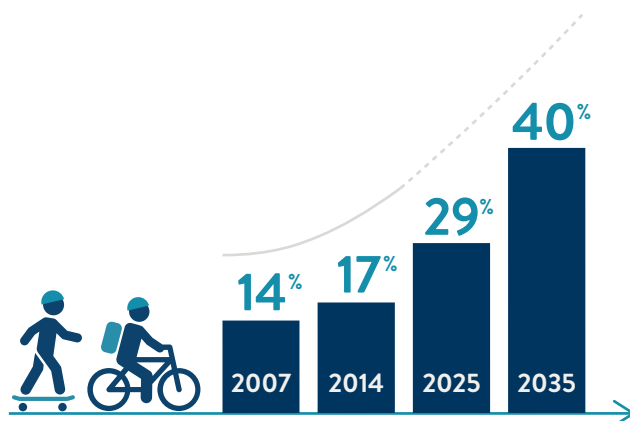




01. WHY SAFE ROUTES TO SCHOOL?

Why Safe Routes to School?

Today, less than 20% of K-8 students walk or bike to school, but as recently as 1970, nearly 50% of students walked or biked to school. Where schools and housing are located, how roads are designed, and how automobiles are regulated have all contributed to this decline. Through policy changes, infrastructure improvements, and programs, Safe Routes to School helps create physical and social environments that empower students, their families, and their communities to walk and bike more often. Communities that participate in Safe Routes to School also benefit from less air, noise, and water pollution; lower road maintenance costs; and more pleasant streetscapes for pedestrians, bicyclists, and drivers alike.



SRTS initiatives are contributing to more students and families walking and biking to school.



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 their recommended daily physical activity just from traveling to and from school



Feel better about their physical health



Have better school performance and test scores



Are more likely to have good mental health

A REINFORCING CYCLE OF WALKING AND BIKING TO SCHOOL



More students walking and biking to school

Greater focus on policies, infrastructure, and programs to support walking and biking

Better air quality and more pleasant bike and pedestrian environments

Safer and easier routes to and from school

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



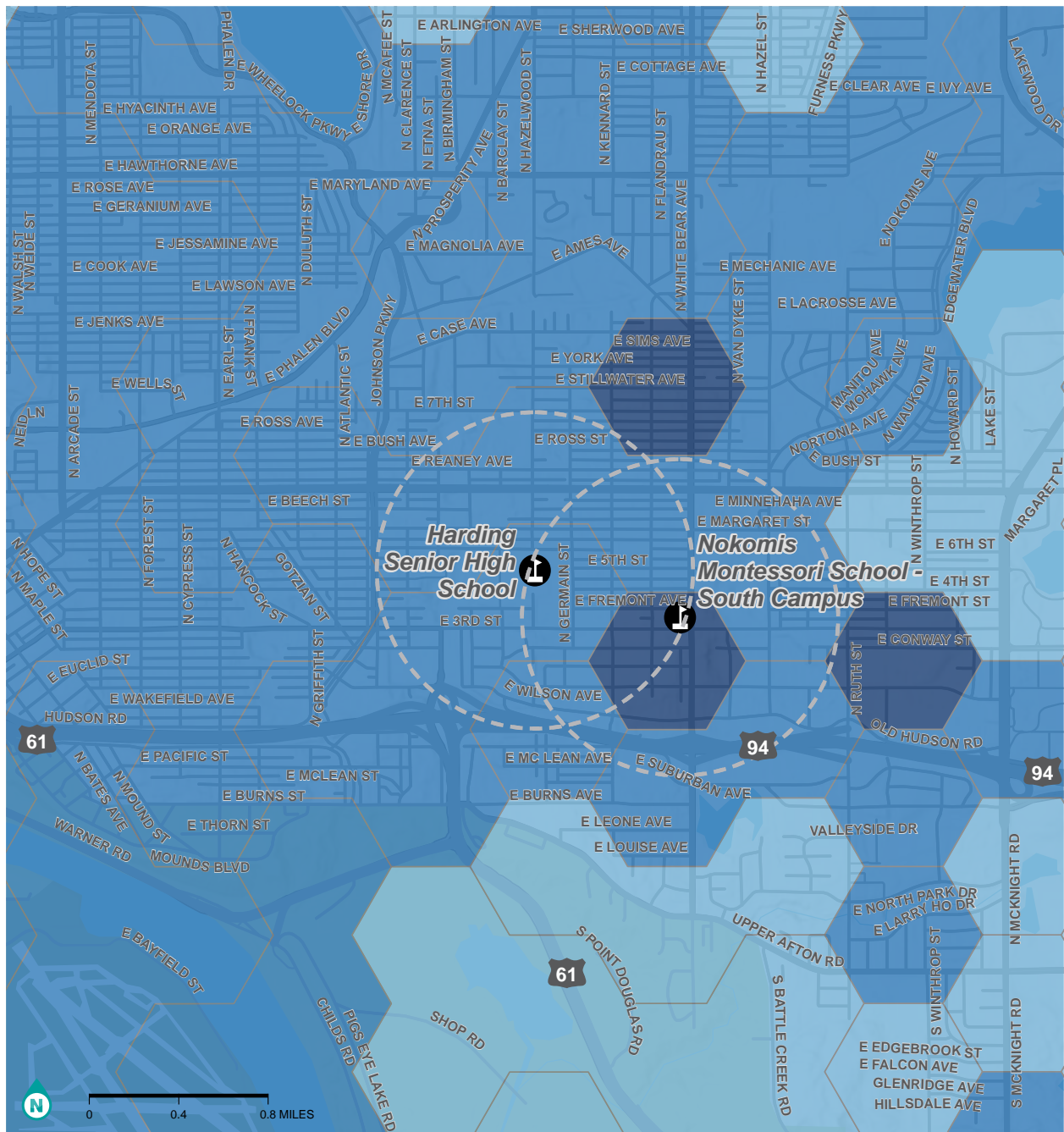
Equity in SRTS

Disparities in access to resources such as high-quality jobs, schools, parks, healthcare, food, and a full range of transportation choices impact the health and well-being of communities. These differences are not random—they are the results of government policy and funding in the past and present, which has worked to the benefit of some and to the disadvantage of others.

Equity in Safe Routes to School is impacted by transportation system inequities—such as limited access to high-quality walking and biking infrastructure or the presence of highways or busy roads in lower-income neighborhoods and neighborhoods with more BIPOC (Black, Indigenous, and People of Color) individuals—as well as inequities in related systems. For example, racial wealth inequities and racial discrimination in housing mean that BIPOC or lower-income students may live further away from schools

than their white peers and those from higher-income families.

Safe Routes to School works to address these inequities through programs, infrastructure, and policy improvements that help priority populations. Priority populations include individuals, groups, and communities who are more likely to rely on walking, biking, or transit for transportation; are more vulnerable to unsafe traffic conditions; or have suffered historic disinvestment in safe, comfortable, walking and biking infrastructure. By looking at demographic data, examining existing transportation services and policies, and speaking with members of the community, the Harding and Nokomis Safe Routes to School team worked to develop recommendations that support equity in walking and biking to school.



PRIORITY EQUITY AREAS

HARDING & NOKOMIS
SAFE ROUTES TO SCHOOL PLAN

alta



--- 15-Minute Walk Buffer

Active Transportation Equity Score

- 0 - 3
- 4 - 6
- 7 - 9
- 10 - 12
- 13 - 15

Refer to Appendix H for a description of the methods used to produce this map.



Nokomis Montessori South Campus

SITE CIRCULATION



Pedestrians and Bicyclists: While relatively few students walk or bike to school from their homes, many students and caregivers walk alongside the east side of the school between the trees and the building to get to parked cars on Fremont Avenue East or to their residences. There are student crossing guards at the 3rd Street East and White Bear Avenue intersection. Some students cross White Bear Avenue at Fremont Avenue East.

School Buses: School buses line up on 3rd Street East on the south side of the school. School staff walk students to their buses.

Vehicles: Students are picked up by caregivers at the east school entrance. The small parking lot on the east side of the school quickly gets congested at drop-off and pick-up times. Even with school staff's well-organized efforts to

direct student pick-up, the line backs up onto Fremont Avenue East for nearly half a block. With parked cars on either side of the street, through traffic on Fremont Avenue East is reduced to one lane for up to half a block.

SCHOOL CONTEXT:*

Nokomis Montessori South



ENROLLMENT:

264

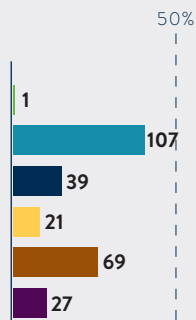


GRADES SERVED:

PreK-5

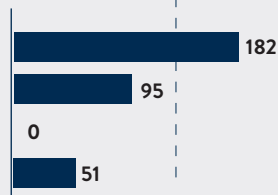
DEMOGRAPHICS

American Indian/Alaska Native
Asian
Black/African American
Hispanic/Latinx
White
Two or More Races



SOCIOECONOMIC

Free and Reduced Price Lunch
English Learner
Experiencing Homelessness
Receiving Special Education



STUDENT DEMOGRAPHICS:

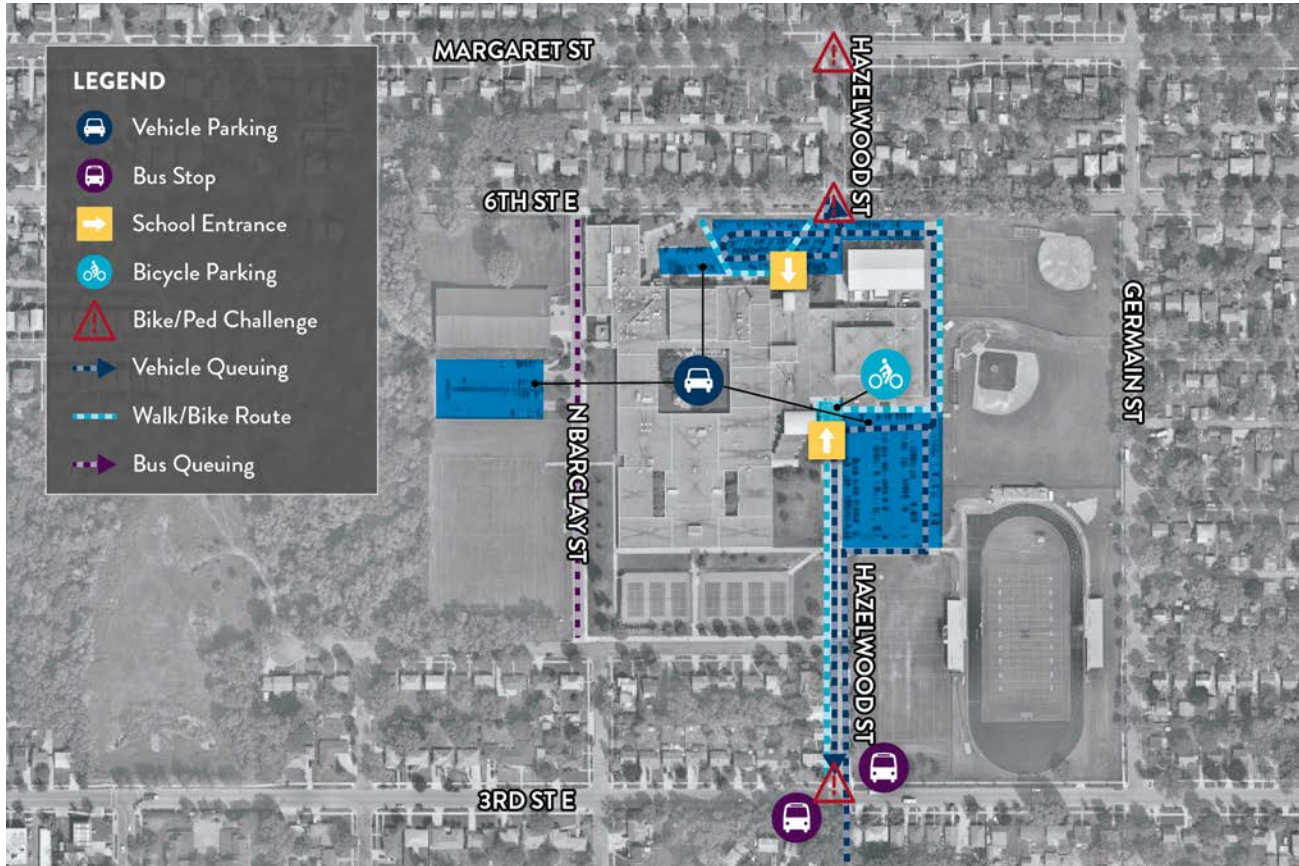
- The Nokomis Montessori South student population is racially diverse, with subsets of students who are Asian, white, Black, two or more races, and Latinx. The demographics of the student population are reflective of the diversity of surrounding neighborhoods.
- Nokomis Montessori has a high percentage of free and reduced price lunch-eligible students (69%) compared to the state of Minnesota (40%).
- Almost one-third of Nokomis Montessori students speak a language other than English at home.

*Source: SY 22-23 student enrollment data from the Minnesota Department of Education.



Harding Senior High

SITE CIRCULATION



Pedestrians: Many students walk between school and home or nearby bus stops, or to meet parents/caregivers. Students use both the north and south school entrances. Students using the north entrance make their way through the parking lot to reach destinations to the north, including bus stops on East 7th Street. There is no formalized path through the parking lot.

Other students walk from the south entrance to bus stops on either side of 3rd Street East. There can be conflicts between cars making turns from Hazelwood Street onto 3rd Street East and students crossing the intersection.

Bicyclists: Several students ride bicycles to and from Harding, locking their bicycles at locations that are convenient to their destination, including along the fence on the northeast side of the school and at the bike racks on the south side of the school.

School Buses: Students use Metro Transit for school transportation. Students walk to Metro Transit stops on 3rd Street East and East 7th Street. Students who have busing as part of their IEP are dropped off near the accessible school entrance on North Barclay Street. Yellow buses will return for all students outside the walk zone for the '23-'24 school year.

Vehicles: Students use parking lots on either side of the school. These lots are connected by an access aisle along the east side of the school. Drop-off and pick-up happens in the south parking lot and is not formally organized. Since the parking lots are connected, people driving can speed through the access aisle and the parking lot. North Barclay Street is a private road that is signed "School Property - No Thru Traffic," but drivers sometimes use this road as a cut-through.

SCHOOL CONTEXT:*

Harding Senior High



ENROLLMENT:

1,717

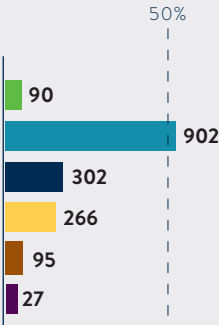


GRADES SERVED:

9-12

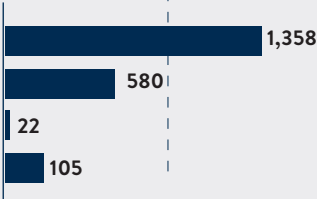
DEMOGRAPHICS

American Indian/Alaska Native
Asian
Black/African American
Hispanic/Latinx
White
Two or More Races



SOCIOECONOMIC

Free and Reduced Price Lunch
English Learner
Experiencing Homelessness
Receiving Special Education



STUDENT DEMOGRAPHICS:

- The majority of Harding Senior High student population is Asian, with a significant number of students who are Latinx or Black/African American, and relatively small subsets of students who are white, American Indian/Alaska Native, or two or more races.
- Harding has a high percentage of free and reduced price lunch-eligible students (79%) compared to the state of Minnesota (40%).
- Over two-thirds of Harding students speak a language other than English at home.

*Source: SY 22-23 student enrollment data from the Minnesota Department of Education.





02. INFRASTRUCTURE



Introduction to Infrastructure

Physical changes to the streetscape are essential to making walking, biking, and rolling to school safer and more comfortable.

An in-person walk audit and discussions with the Safe Routes to School Team, school and district staff, caregivers, students, community members, and city and county staff informed recommendations to address key barriers to walking and biking around Harding and Nokomis schools.

Recommendations are prioritized on the basis of community and stakeholder input, traffic and roadway conditions, cost, number of students impacted, and benefit to priority populations. This planning process was designed to address historical and contemporary

inequities in who benefits from and who is burdened by transportation systems, and equity considerations accordingly played a central role in the prioritization of infrastructure recommendations. Especially in the winter months, improved maintenance and lighting can contribute to improving equitable access to walking and biking routes, even where a sidewalk or path is present.

WINTER MAINTENANCE

For students and community members with disabilities, winter maintenance is key to accessing sidewalks and trails during snowy months. This is also true for students and families who walk and roll as their primary means of transportation, either because they cannot afford or choose not to own a vehicle, or because other transportation options aren't accessible to them. Cities can adopt policies that prioritize winter maintenance

of existing infrastructure and make it easier for the most vulnerable users of our transportation system—including students—to get around in winter. These policies increase transparency and improve reliability for the active transportation network.

For example, cities can:

- Adopt policies that prioritize snow clearing and removal on active transportation facilities
- Prioritize clearing of routes that provide access to transit
- Develop and share information publicly regarding sidewalk and shared use pathway snow clearing and removal practices
- Hold a winter maintenance forum or conduct a survey around specific winter engagement concerns
- Work with schools to establish volunteer groups of residents to clear sidewalks on priority routes to school

LIGHTING AND VISIBILITY

Similarly, lighting for people walking and biking is important for both actual and perceived sense of safety and security. In winter climates like Minnesota's, where darker days mean school arrival and dismissal can occur in the dark, lighting is especially important for mitigating safety concerns and encouraging active transportation throughout the year.

While lighting can sometimes be seen as a costly investment, it is an important step for ensuring equitable access to walking and biking routes. Lighting should be seen as a necessary component of bicycle and pedestrian safety improvements, not seen as a potential add-on or “nice-to-have” feature.

Communities can consider:

- Creating a lighting plan for priority pedestrian routes to install trail or sidewalk lighting over time
- Partnerships with or requirements for private



development to provide lighting

- Incorporating high-visibility safety vests into crossing guard and Walking School Bus events
- Giveaways that help kids access winter gear such as clothing or bike lights

HOW TO USE THIS PLAN

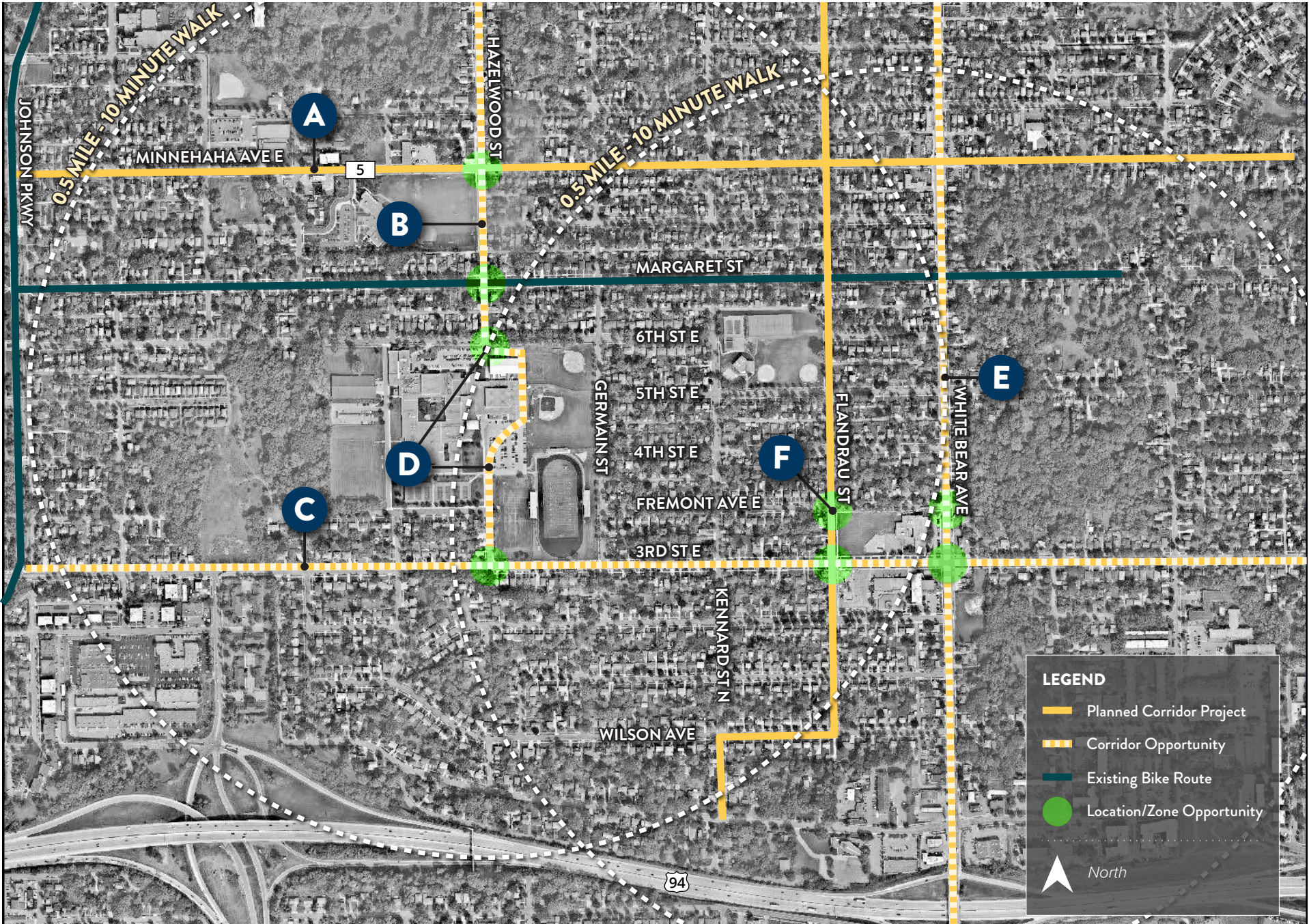
This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. Instead, it calls attention to key conflict points and potential improvements.

Recommendations range from simple striping changes to more significant changes to streets, intersections, and school infrastructure.

Recommendations identified in this plan are not necessarily endorsed by MnDOT but are planning-level concepts that will require additional engineering design.

Infrastructure Recommendations

HARDING SENIOR HIGH AND NOKOMIS MONTESSORI SOUTH CAMPUS



MINNEHAHA AVE E / HWY 5



PRIORITY High ●○○

Stakeholders and community members were supportive of this project, it will benefit priority populations, will serve a large number of students, and will provide significant safety and comfort benefits to users.

WHO WILL MAKE THIS HAPPEN?

MnDOT

HAZELWOOD ST



PRIORITY Medium ○●○

Stakeholders and community members were supportive of this project, it stands to provide safety and comfort benefits to users, and it will serve a large number of students. It may provide modest benefits to priority populations.

WHO WILL MAKE THIS HAPPEN?

City of St. Paul, St. Paul Public Schools

RECOMMENDATION

Include crossing enhancements such as curb extensions and high-visibility crosswalks at intersections. Explore installing RRFBs. At Flandrau St, include vehicle traffic diversion and intersection crossing treatments as described in the Flandrau Street Bicycle Boulevard Plan.

WHY IS THIS RELEVANT?

This is a busy road that is difficult to cross on neighborhood streets, including Flandrau St and Hazelwood St. There is an upcoming MnDOT project on Minnehaha Ave E (Hwy 5), including some of these intersections. This project will include curb extensions at the intersection with Hazelwood St and signal revision at White Bear Ave (a Ramsey County road).

HOW WILL THIS ADDRESS EQUITY?

There is a higher-priority equity area north of Minnehaha Ave E, which serves as a barrier for access to schools and other destinations.

RECOMMENDATION

Implement crossing improvements on Hazelwood St at 6th St E, Minnehaha Ave E, and 7th St E, including curb extensions at 6th St E. Consider improvements on Hazelwood St in conjunction with Recommendation D (creating a designated walking path through the north parking lot). Consult the St. Paul Department of Public Works policy on crosswalk markings when considering marked crosswalks.

WHY IS THIS RELEVANT?

Changes have been made to these intersections, but there is congestion and conflicts between people driving and students walking and biking during school arrival and dismissal. The intersection of Hazelwood St and 6th St E with the north parking lot has congestion at school arrival and dismissal times. School staff were concerned about people driving encroaching on the curb ramps at the Hazelwood St and Margaret St intersection due to the traffic circle.

HOW WILL THIS ADDRESS EQUITY?

Reducing conflicts and congestion during arrival and dismissal could improve access for students walking from residences and bus stops north of Harding.

3RD ST E



PRIORITY High ●○○

Stakeholders and community members were supportive of this project, it stands to provide significant safety and comfort benefits to users, and it will serve a large number of students, including priority populations.

WHO WILL MAKE THIS HAPPEN?

City of St. Paul

RECOMMENDATION

Improve intersection with Flandrau St in coordination with recommendations in the Flandrau Street Bicycle Boulevard Plan. At Hazelwood St, evaluate placement of high-visibility crosswalks and whether additional improvements are needed. Consider installing demonstration project crossing improvements ahead of permanent construction. See Appendix L for draft demonstration project concept at the Flandrau St intersection.

WHY IS THIS RELEVANT?

Fast-moving traffic along 3rd St E makes intersections with neighborhood streets challenging to cross. At Hazelwood St and 3rd St E, high school students cross to get to bus stops, which can prove challenging and hazardous. The crosswalk is angled slightly away from the bus stop, but some students cut across in a straight line toward the bus stop. A student was hit by a car in recent years while crossing to the bus stop.

HOW WILL THIS ADDRESS EQUITY?

3rd St E connects the two schools with higher-priority equity areas and areas with high concentrations of student residences. Safety improvements along this corridor could increase access to school and other destinations.

HARDING SENIOR HIGH SCHOOL PARKING LOTS



PRIORITY Medium ○●○

This project will serve a large number of students, will address on-campus accessibility and safety concerns, and is likely to be relatively low cost. However, funding is not currently available, and no upcoming projects are planned.

WHO WILL MAKE THIS HAPPEN?

St. Paul Public Schools

RECOMMENDATION

Mark a designated walking route through the north parking lot. Close the cut-through on the east side of the school during arrival and dismissal. This improvement can be paired with crossing improvements at Hazelwood St and 6th St (Recommendation B). Install additional bike parking near the north school entrance.

In the south parking lot, mark a designated walking path, drop-off lane, passing lane, and a no-stopping zone in front of the school entrance. Publicize changes in school communications, and enlist volunteers to assist during drop-off and pick-up.

Making these changes in the near term would require identifying and seeking additional funding

WHY IS THIS RELEVANT?

Students walking fan out and wind their way through the parking lots, causing safety concerns. There isn't an organized or coordinated system for drop-off and pick-up and there is significant vehicle congestion.

HOW WILL THIS ADDRESS EQUITY?

This project will improve access for students walking from residences and bus stops.

WHITE BEAR AVE



PRIORITY High ●○○

Stakeholders supported this project, which will serve a large number of students, will provide significant safety and comfort benefits, and is likely to be moderately expensive.

WHO WILL MAKE THIS HAPPEN?

Ramsey County, St. Paul Public Schools

FLANDRAU ST AND FREMONT AVE E



PRIORITY Medium ○●○

This project will serve a moderate number of students, will provide moderate safety and comfort benefits, and is likely to be moderately expensive, but will not specifically benefit priority populations.

WHO WILL MAKE THIS HAPPEN?

City of St. Paul

RECOMMENDATION

Explore traffic calming and traffic safety considerations along the corridor, including an evaluation of a 4-to-3 lane conversion, installation of hardened centerlines, and treatments at the intersection with 3rd St E. Consider installing a sidewalk on school property to connect students to Fremont Ave E.

WHY IS THIS RELEVANT?

The entrance of Nokomis Montessori faces White Bear Ave. It is a busy road with fast-moving traffic. Intersections feel uncomfortable to cross. Students cross at Fremont Ave, but there is not a crosswalk. The 3rd St E and White Bear Ave intersection feels wide and uncomfortable to walk across. There is also a lack of accessible pedestrian access along the front of the school to connect students to Fremont Ave E.

HOW WILL THIS ADDRESS EQUITY?

There are higher-priority equity areas on either side of White Bear Ave, which is a barrier for access to school and other destinations. Improving sidewalks and curb ramps around the school(s) improves safety for people walking, including those who live in equity priority areas and people with disabilities.

RECOMMENDATION

In coordination with recommendations in the Flandrau Street Bicycle Boulevard Plan, employ treatments such as curb radii reductions, curb extensions, a traffic circle, or other designs to calm traffic, reduce crossing distances, and increase pedestrian visibility. Consult the St. Paul Department of Public Works policy on crosswalk markings when considering marked crosswalks.

WHY IS THIS RELEVANT?

While a large number of students live within the walk zone for the school, there are currently few families who walk. This specific intersection has come up as a barrier for families who live nearby. The City of St. Paul is currently developing plans for a bike boulevard on Flandrau St, and this intersection is included in a “school street zone.”

HOW WILL THIS ADDRESS EQUITY?

While improving this intersection will promote active transportation, it will not have specific equity benefits.

COMPLETE SIDEWALK NETWORK



PRIORITY High ●○○

This project will serve a large number of students, will provide significant safety benefits, and is likely to be moderately expensive.

WHO WILL MAKE THIS HAPPEN?

City of Saint Paul

RECOMMENDATION

Ensure streets near the school(s) have sidewalks in good condition by filling sidewalk gaps, repairing or replacing sidewalks in poor condition, and installing ADA-compliant curb ramps where needed.

WHY IS THIS RELEVANT?

City of Saint Paul staff have data on sidewalk gaps and ADA compliant curb ramps near the school. See Appendix D for maps. Although a full audit of existing sidewalk conditions near the school was not completed as part of this planning process, it is estimated that about half the sidewalk network citywide is deficient and needs repair based on historical projects and segmented inspections. More information is needed to determine the existing sidewalk condition within a half mile radius of the school.

HOW WILL THIS ADDRESS EQUITY?

Improving sidewalks and curb ramps around the school(s) improves safety for people walking, including those who live in equity priority areas and people with disabilities.

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03. PROGRAMS



Introduction to Programs

Programs are opportunities to increase awareness, understanding, and excitement around walking, biking, and rolling to school.

Programs are focused on educating students, families, and the broader community about walking and biking. Programs also help to build a culture that supports and normalizes walking and biking to school and other destinations. Because programs are low cost and can often be implemented quickly by an individual school or the school district, they represent an important Safe Routes to School strategy that complements longer-term strategies, including infrastructure improvements and policy changes.

Program Recommendations



EXISTING PROGRAMS

Saint Paul Public Schools Safe Routes to School, Harding Senior High, and Nokomis Montessori have been actively working toward providing safe and inviting spaces around school for students. This work provides a valuable baseline for expanding programs to encourage more students to walk and bike.

Active or previously implemented programs include:

- School safety patrol
- Bike parking at both schools
- Drop and walk at Nokomis South

PROGRAM RECOMMENDATIONS

Conversations with school and district staff, caregivers, students, community members, and city and county staff led to the following program recommendations. Programs were identified to meet the needs, capacities, and interests of the community and were prioritized based on existing programs, input from local stakeholders, the extent to which the program would serve priority populations, and the readiness of the school to launch the program.

Recommended programs:

- Walk, Bike, and Roll to School Days
- Enhanced School Communications
- Walk and Bike Field Trips
- Walk! Bike! Fun! Curriculum
- Green Transportation Challenge
- Bike Mechanic Classes
- Crossing Guards/School Safety Patrol
- Walking School Bus or Bike Train
- Suggested Route Map

EQUITABLE IMPLEMENTATION CONSIDERATIONS

Each of the recommended programs can be implemented to benefit priority populations. In some cases, programs are inherently beneficial, but other times they require intentional thought to make sure they are implemented equitably and reach students who could benefit the most from them.

When working to start a new or update an old program, school staff and partners should ask themselves:

- Who could benefit the most from this program?
- Are there any barriers to participating in this program, including cultural, social, or financial?
- Are there any school resources that can help reduce barriers to participation?
- Are there community partners who could help us spread the word about this program, or help make it more effective?

After an event, it is also important to think about what went well and what could be improved in the future. Helpful questions to consider include:

- Is this a one-off program, or is there a way to provide ongoing support for it?
- Were any student or family groups absent? Is there something that could help them participate in the future?
- What did students think of the event? Families? Staff?

Taking a few minutes before and after an event to check in on these questions can make a big difference in building a culture of walking and biking that is accessible to all students and families.



WALK, BIKE, AND ROLL TO SCHOOL DAYS

National Walk and Bike to School Days engage millions of students and families every October and May. Minnesota also celebrates Winter Walk to School Day in February. Education and encouragement programming can increase awareness and expand participation. Events can also take place more frequently (e.g., Walking Wednesdays) if there's interest and capacity.

When, where, and how will this be implemented?

On district-wide Walk, Bike, and Roll to School Days, including promotion and celebrations for participants, drop-and-walk events, or bike trains. This could be combined with a "Green Transportation Challenge" at Harding.

Why is this relevant and recommended?

District-wide events are held each year; a champion at each school could continue coordinating participation.

How will this address transportation inequities?

Coordinated events can make walking and biking accessible to students disproportionately impacted by unsafe crossings.

How will this be evaluated?

Student participation counts.

Who needs to be involved to make this happen?

Students, PTO, school and district staff.

What is the timeline for implementation?

Short term (1 year).





ENHANCED SCHOOL COMMUNICATIONS

Existing communication channels can highlight the benefits of active school travel for students and families. Sharing regular SRTS updates and events throughout the school year will keep the benefits top-of-mind for families, gradually shift perceptions about safety and convenience, and contribute to a school culture that supports walking and biking.

When, where, and how will this be implemented?

- Include walking and biking in all school communications about transportation, including website, open house events, student handbook, etc.
- For high school, include messages about how walking and biking can help address climate change.

Why is this relevant and recommended?

This will build upon the district's strong communications resources.

How will this address transportation inequities?

Connecting families with each other and with information will provide support to those who are new to the school or trying walking or bicycling for the first time.

How will this be evaluated?

Number of families reached.

Who needs to be involved to make this happen?

District communications staff, PTO, school staff.

What is the timeline for implementation?

Short term (1 year).

WALK AND 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 and showcases 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 itself.

When, where, and how will this be implemented?

Elementary and/or high school students can use bikes from one of the available fleets and ride on the trails and bikeways that surround the schools. High school students could volunteer to accompany elementary field trips.

Why is this relevant and recommended?

Available bike fleets and nearby trails are resources that can be used on a walking or biking field trip to help build confidence walking and biking and community awareness.

How will this address transportation inequities?

This will support student knowledge of and comfort with walking/biking, regardless of students' access to resources outside school.

How will this be evaluated?

Participation counts; number of events held.

Who needs to be involved to make this happen?

Elementary and high school staff and students, volunteers.

What is the timeline for implementation?

Medium term (2-3 years)



WALK! BIKE! FUN! CURRICULUM

Walk! Bike! Fun! is a two-part curriculum designed to meet Minnesota education standards. Walk! Bike! Fun! helps students ages 5-13 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.

When, where, and how will this be implemented?

PE teachers can integrate Walk! Bike! Fun! in their curriculum for students of all ages. Harding is adding a Unified PE class, which would allow bike education inclusive of students with disabilities. It could also be taught as part of a bike mechanic class.

Why is this relevant and recommended?

Walk! Bike! Fun! is tailored to meet education standards for students in Minnesota. Access to nearby bicycle facilities provides a unique opportunity to extend the classroom beyond the school campus.

How will this address transportation inequities?

Curriculum empowers students to walk and bike, regardless of a student's access to resources outside school. It can be tailored to address personal safety or adaptations for students with special needs.

How will this be evaluated?

Number of students with access to bike/walk education.

Who needs to be involved to make this happen?

School staff, students.

What is the timeline for implementation?

Medium term (2-3 years).



GREEN TRANSPORTATION CHALLENGE

High school students can take leadership roles in creating or sustaining environmental or bike clubs, and/or putting on a school-wide "Green Transportation Challenge," in which students are encouraged to get to school without using a car.

When, where, and how will this be implemented?

Teachers or staff at Harding can champion these clubs or events and support students working on green transportation as a way to address climate change. Explore opportunities to work with student groups, clubs, and/or classes to develop programming, create communication tools, and advocate for change. Look to other peer-to-peer models from public health (like tobacco work and Rethink Your Drink) as examples.

Why is this relevant and recommended?

Student engagement identified climate impacts of transportation choices as a priority for Harding students.

How will this address transportation inequities?

This program will support student engagement in making transportation choices that benefit the health of their environment and community.

How will this be evaluated?

Student participation counts.

Who needs to be involved to make this happen?

Teachers, school staff, students.

What is the timeline for implementation?

Medium term (2-3 years).



BIKE MECHANIC CLASSES

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. Earn-a-Bike programs are bike mechanic classes where students get to keep the bike they fix when the class is complete.

When, where, and how will this be implemented?

School staff or volunteers can lead mechanic classes as a conventional class or an after-school opportunity.

Why is this relevant and recommended?

Mechanic classes can teach students relevant, hands-on technical skills while providing students with bikes (Earn-a-Bike) and/or addressing bike fleet maintenance needs. Saint Paul Public Schools (SPPS) has a bike mechanic class at Open World Learning that could be used as a model.

How will this address transportation inequities?

These programs address inequities in bike access and ensure that a malfunctioning bike doesn't become a transportation barrier because of repair costs. The East Side of St. Paul does not have a bike shop, so increasing access for students within their neighborhoods is important.

How will this be evaluated?

Participation counts, student surveys, educator feedback.

Who needs to be involved to make this happen?

Staff, students, local advocacy groups, local bike shops.

What is the timeline for implementation?

Medium term (2-3 years).



CROSSING GUARDS / SCHOOL SAFETY PATROL

Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students with crossing the street. School safety patrols are trained student volunteers responsible for enforcing drop-off and pick-up procedures and assisting with street crossing.

When, where, and how will this be implemented?

Existing school safety patrols at Nokomis Montessori South Campus can be augmented by additional student safety patrols and/or adult crossing guards.

Why is this relevant and recommended?

Intersections near Nokomis South are seen as barriers to walking and biking by families who live in the neighborhood.

How will this address transportation inequities?

This program will support student safety and comfort with walking/biking; crossing guards or safety patrol can be positioned to support routes for priority populations.

How will this be evaluated?

Driver yielding tallies; student travel tallies to measure modal change over time.

Who needs to be involved to make this happen?

School administration or PTA, teachers, school staff, local government, local law enforcement, volunteers.

What is the timeline for implementation?

Medium term (2-3 years).



WALKING SCHOOL BUS OR BIKE TRAIN

A Walking School Bus or Bike Train is a group of children walking or bicycling to school with one or more adults. Parents or caregivers can take turns leading the group, which follows the same route every time and picks up children from their homes or bus stops at designated times.

When, where, and how will this be implemented?

The school and SRTS team could help recruit adult leaders to establish walking school buses and bike trains.

Why is this relevant and recommended?

These events build enthusiasm for walking and biking, and help families try out new transportation options/routines. Walking/biking in a group also helps parents and caregivers feel more confident in their child's safety.

How will this address transportation inequities?

The school could prioritize recruitment in areas where there are transportation inequities.

How will this be evaluated?

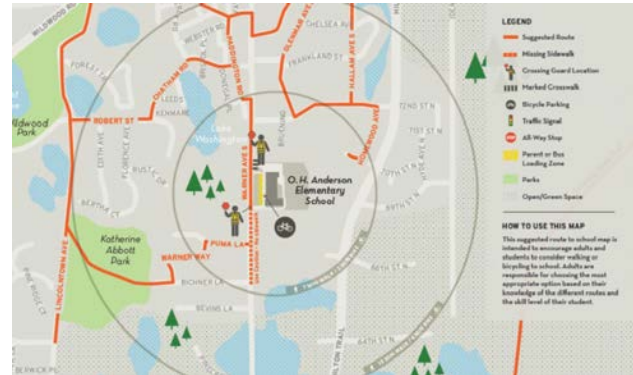
Annual caregiver survey about transportation preferences.

Who needs to be involved to make this happen?

School staff, students, parents.

What is the timeline for implementation?

Short term (1 year).



SUGGESTED ROUTE MAP

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. 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.

When, where, and how will this be implemented?

Route maps and lawn signs that highlight safe routes to school can be developed and updated as safety improvements are implemented.

Why is this relevant and recommended?

Route maps can help guide students along relatively safe routes and to navigate difficult crossings safely.

How will this address transportation inequities?

This program can provide families with a shared baseline understanding of conditions, even if they do not feel confident in that knowledge on their own. Routes can be tailored to focus on access for priority populations.

How will this be evaluated?

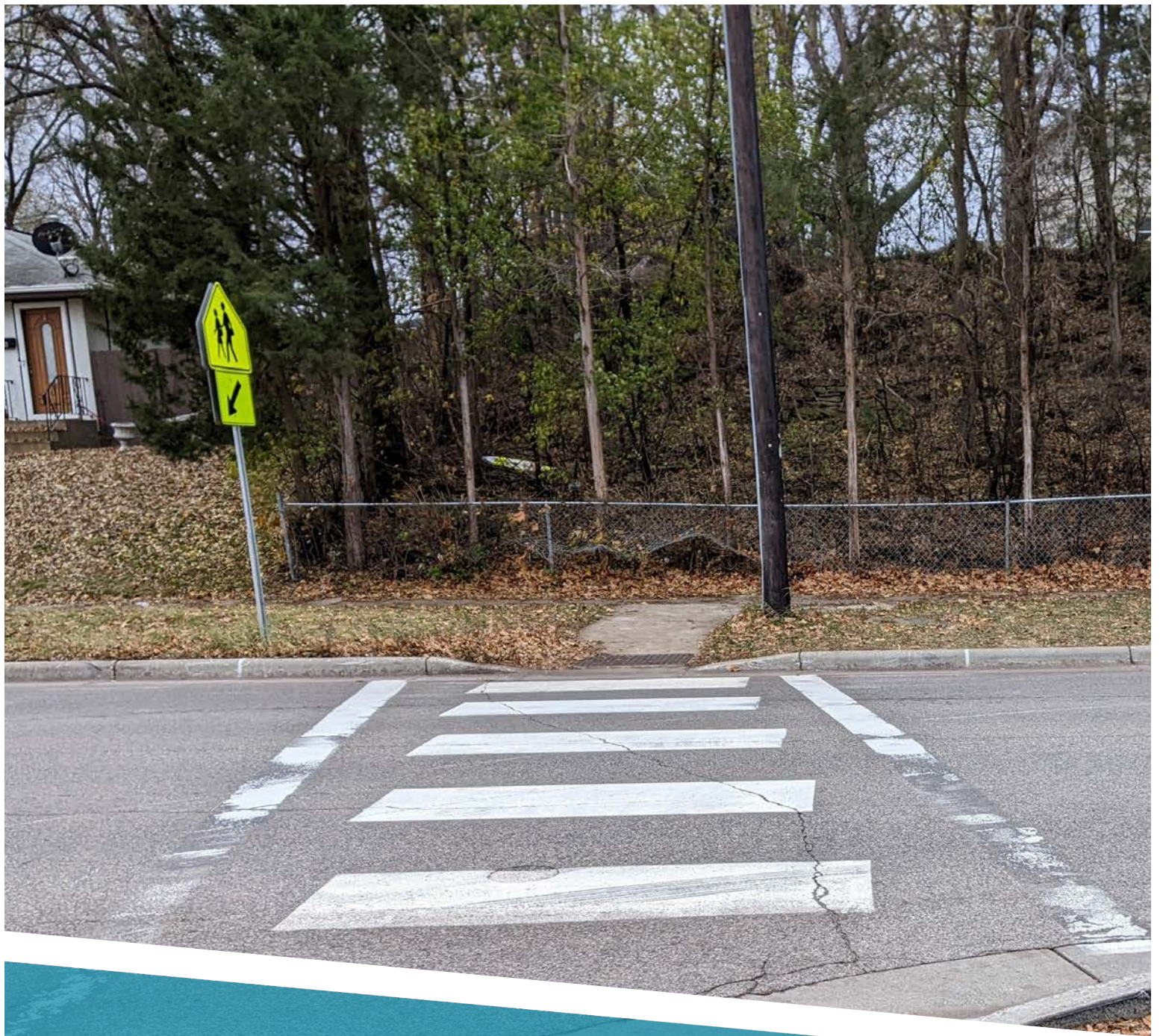
Counts of students walking and biking, annual caregiver survey about transportation preferences.

Who needs to be involved to make this happen?

School and city staff.

What is the timeline for implementation?

Short term (1 year).



04. WORKING FOR CHANGE



Action Steps

This plan provides two critical ingredients for creating a more equitable transportation system around Harding and Nokomis: a prioritized set of infrastructure and program recommendations. To make these recommendations a reality, all members of the community can play a role. The following text provides ideas for where to start.

PRIORITY SRTS INITIATIVES

- Coordinate with City of Saint Paul on Flandrau Bike Boulevard project to include intersection improvements at intersections with Fremont Ave E, 3rd St E, and Minnehaha Ave E
- Install a demonstration project at Flandrau St and 3rd St E to evaluate placement of curb extensions and high visibility crosswalks
- Identify and pursue funding for improvements to Harding Senior High School parking lots for walking and biking
- Identify a staff member to participate in training for and teach Walk! Bike! Fun! curriculum in PE at Nokomis Montessori
- Continue Drop-and-Walk events at Nokomis Montessori
- Celebrate Walk, Bike, and Roll to School Days

IMPLEMENTING INFRASTRUCTURE CHANGES

DEMONSTRATION PROJECTS

Before investing in a long-term infrastructure change, cities and partners may implement a demonstration project to test out an idea. These temporary projects are quick, have a relatively low installation cost, and build support for a long-term permanent change. Demonstration projects can also help engineers and designers make sure that design details are worked out before any new concrete is installed, such as making sure school buses have enough room to turn.

Demonstration projects can be paired with programming or educational events to encourage additional behavior change. For example, new curb extensions may be paired with a crossing guard to bring additional attention to tricky crossing locations. Or a school may organize a Walk, Bike, and Roll to School Day after installing a demonstration project to encourage students and families to try out the new infrastructure.

See Appendix L for draft demonstration project concept.

DEMONSTRATION PROJECT EXAMPLES

Demonstration projects can take many forms, with a few examples shown here. In previous SRTS efforts, communities have installed a shared use path on the street where there are no sidewalks (top left photo below), curb extensions at wide and uncomfortable intersections (top right and bottom photos below), and a number of other creative solutions.

Demonstration projects are typically installed in the spring or fall to have enough time to observe their effects before winter arrives. In some cases, a community may be specifically interested in a component of winter maintenance and may design the project to stay in place through the winter.





TAKING COMMUNITY ACTION

A more equitable transportation system that prioritizes safe, comfortable, and fun opportunities to walk, bike, and roll benefits everyone. While this plan is focused on addressing connections to schools, many improvements will benefit people with no relationship to the schools because we all share the same streets, sidewalks, and trails. Likewise, many needed changes, such as reducing speed limits and normalizing walking and biking, extend far beyond the school system.

Your number one role as a community member is to advocate for changes that make walking, biking, and rolling safer, more comfortable, and more fun. Speak to elected officials, show up to community meetings, talk about walking and biking at school events and with school administrators, and organize and vote for candidates who support walking, biking, and public transit.

I AM A STUDENT, CAREGIVER, OR COMMUNITY MEMBER

Students, families, neighborhood associations, advocacy groups, and local businesses can have incredible influence when advocating for change in their school and broader community. This is true both as individuals, as well as when community members come together into groups, such as a Parent Teacher Organization or disability advocacy groups. For example, students, caregivers, and community members can support and lead SRTS initiatives including:

- Advocating for policy change and funding at City Hall
- Developing campaigns to generate enthusiasm and improve social conditions for SRTS
- Volunteering time to lead a Walking School Bus or organize a bike drive
- Fundraising for SRTS programs and small infrastructure projects

I AM A SCHOOL DISTRICT EMPLOYEE

School district staff bring an important perspective and voice to advocating for a more equitable transportation system. By describing the challenges and opportunities their students face around walking and biking, and by petitioning local elected officials for improvements, school district employees can support policy and infrastructure improvements that benefit their students and the broader community. Staff are also ideally positioned to implement the recommendations in this plan, whether it be a classroom-level curriculum or school district-wide policy around walking and biking.

I WORK FOR THE CITY OR COUNTY

As members of the governments that own, regulate, and maintain the roads, city and county staff can be instrumental in reorienting transportation policies and infrastructure around walking and biking to schools and other destinations. City and county staff can leverage their expertise to identify, advocate for, and implement changes that contribute toward a more equitable transportation system. Key policies that staff can support include:

- Reducing lane widths and vehicular speed limits
- Reducing minimum parking requirements
- Revising land use regulations to promote denser and more integrated land uses that promote walkable and bikeable trips
- Prioritizing municipal maintenance and snow clearing of all pedestrian and bike facilities
- Requiring complete streets infrastructure as part of all road resurfacing and reconstruction projects

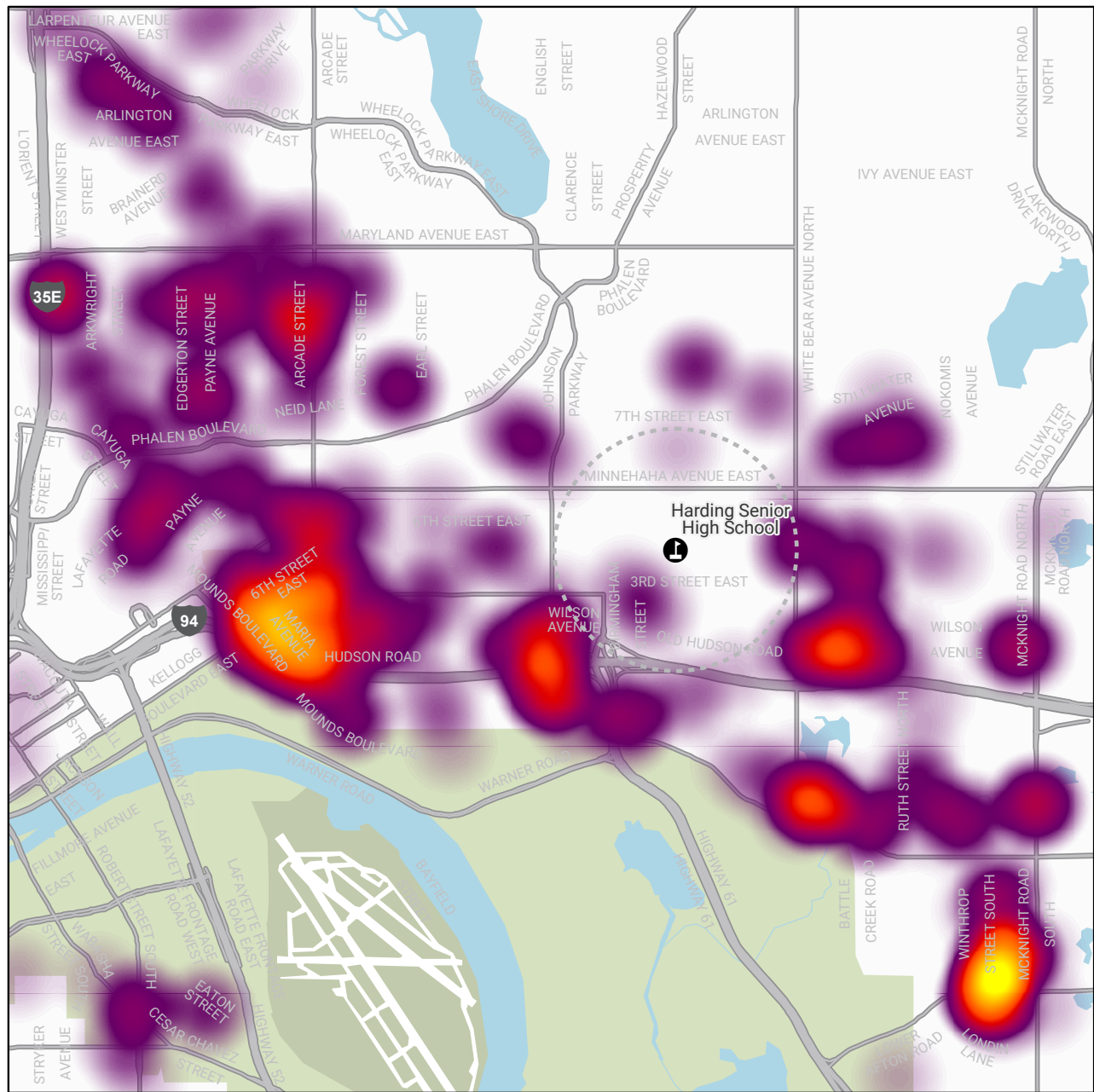
City staff can also use this report to support Safe Routes to School funding applications to programs such as MnDOT SRTS grants, federal infrastructure grants, and the Statewide Health Improvement Program (SHIP).





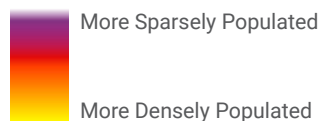
05. APPENDICES

Appendix A: Student Residential Density - Harding Senior High



STUDENT RESIDENTIAL
LOCATIONS

CONCENTRATION OF
STUDENTS

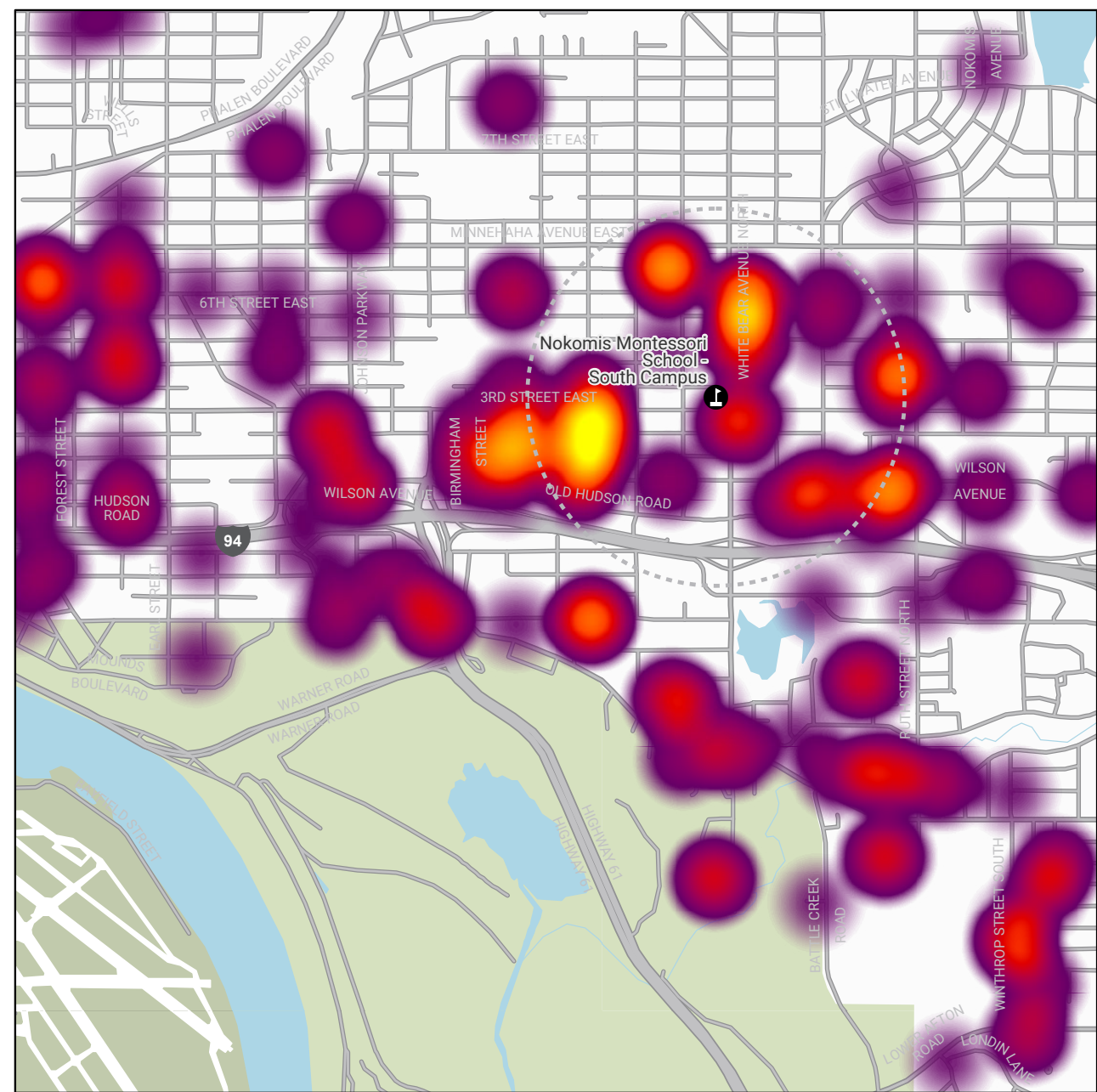


alta 0 0.6 1.2 MILE

Refer to Appendix H for a description of the methods used to produce this map.

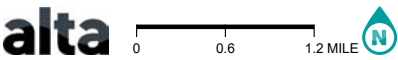
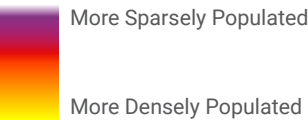


Appendix A Continued: Student Residential Density - Nokomis Montessori - South School



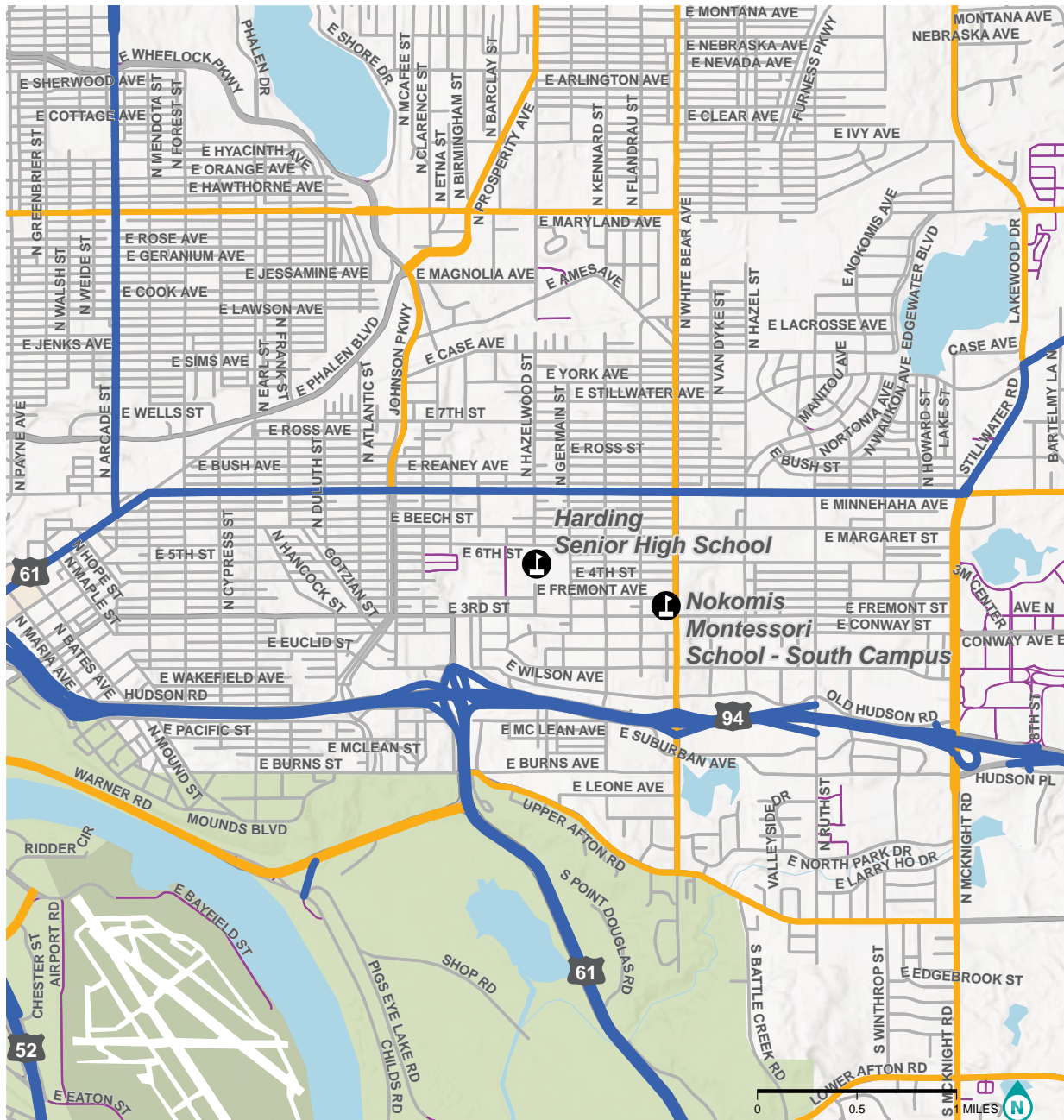
STUDENT RESIDENTIAL
LOCATIONS

CONCENTRATION OF
STUDENTS



Refer to Appendix H for a description of the methods used to produce this map.

Appendix B: Road Ownership



ROAD OWNERSHIP

HARDING AND NOKOMIS SAFE ROUTES TO SCHOOL PLAN

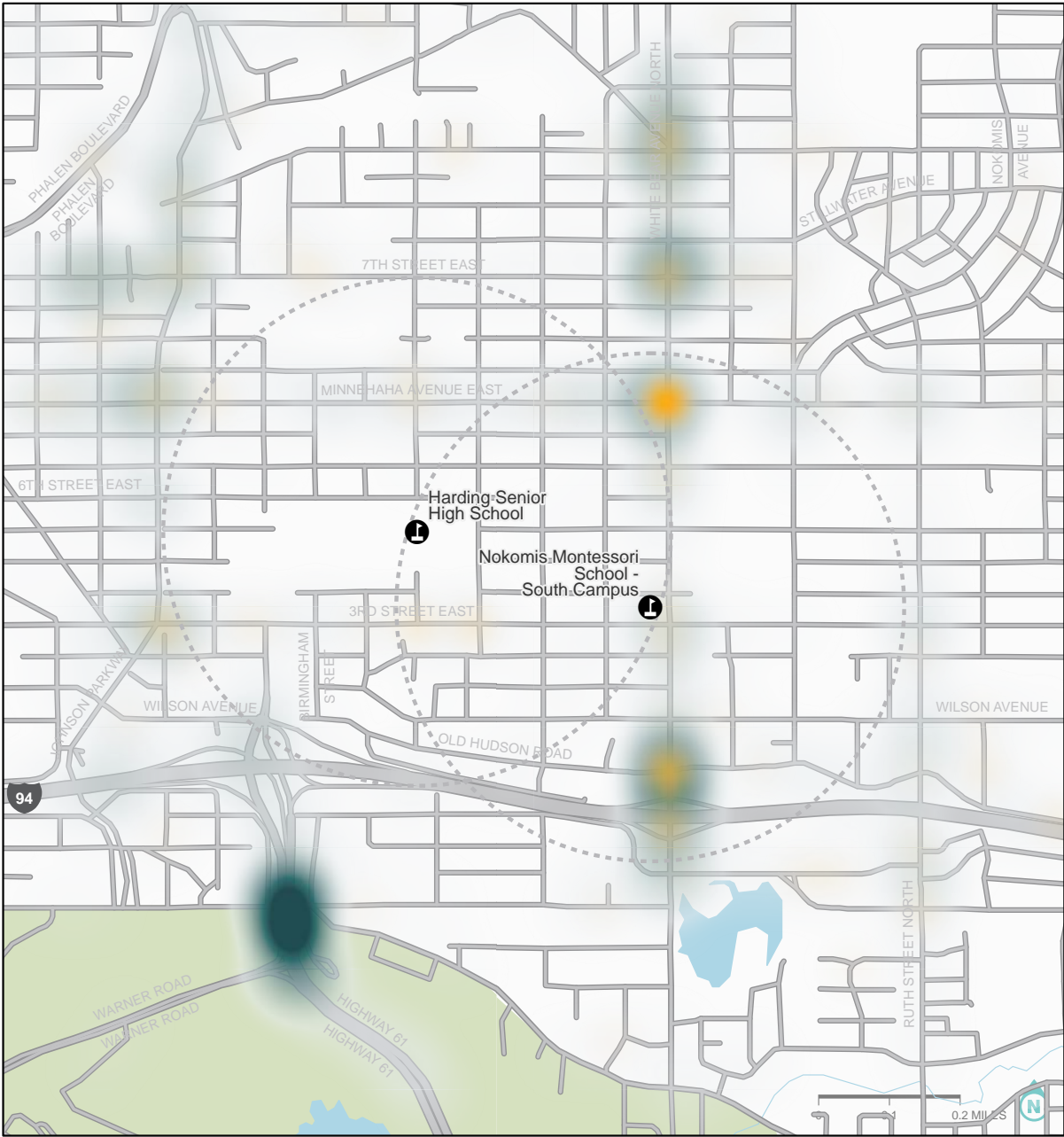


- Federal
- State
- County
- Tribal
- Local
- Other

Refer to Appendix H for a description of the methods used to produce this map.

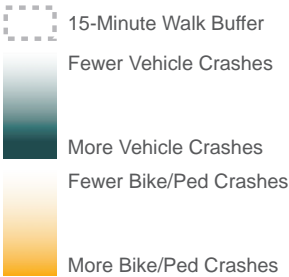


Appendix C: Crashes by Road User Vulnerability (2011 - 2021)



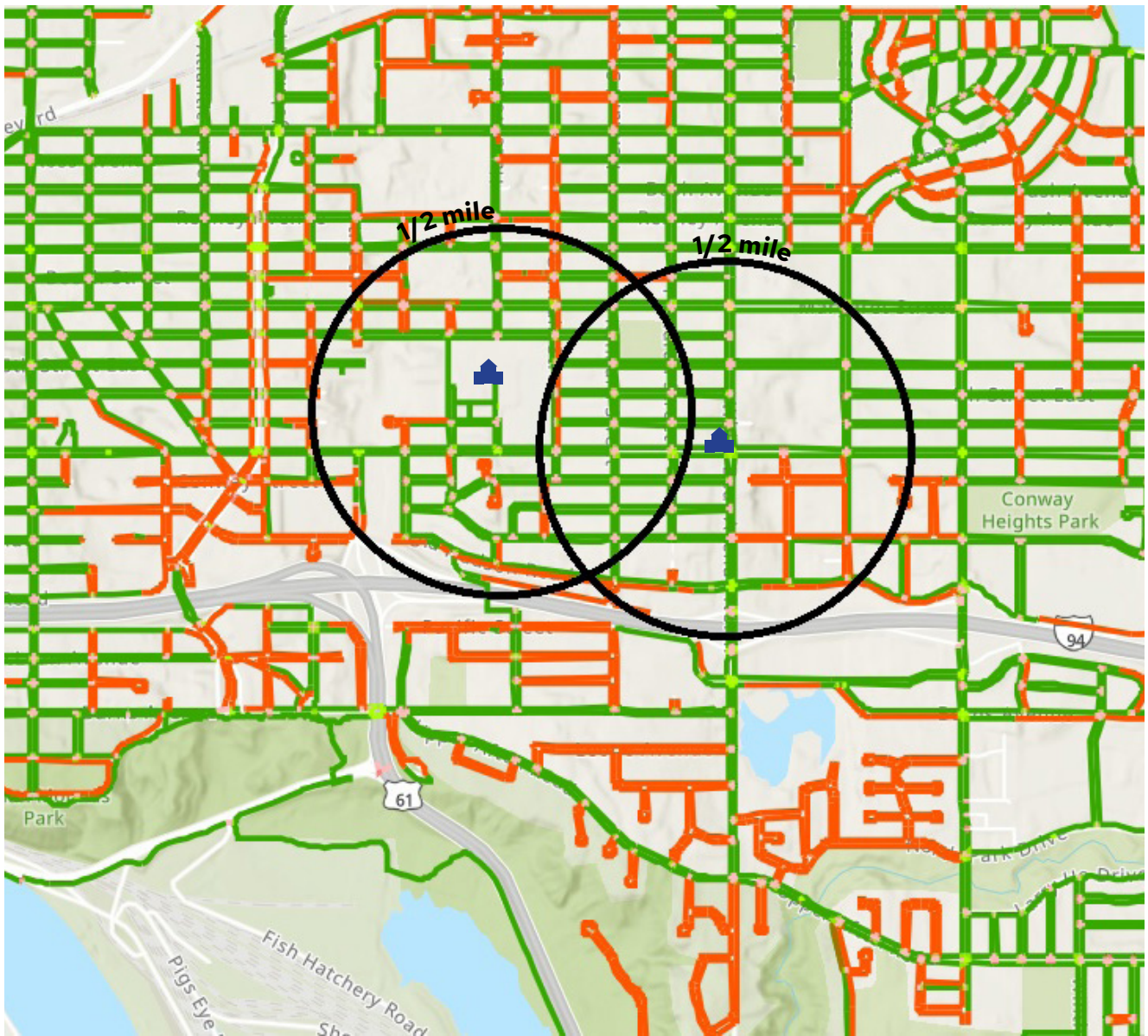
COLLISIONS BY ROAD USER VULNERABILITY

HARDING AND NOKOMIS
SAFE ROUTES TO SCHOOL PLAN



Refer to Appendix H for a description of the methods used to produce this map.

Appendix D: Sidewalk Network



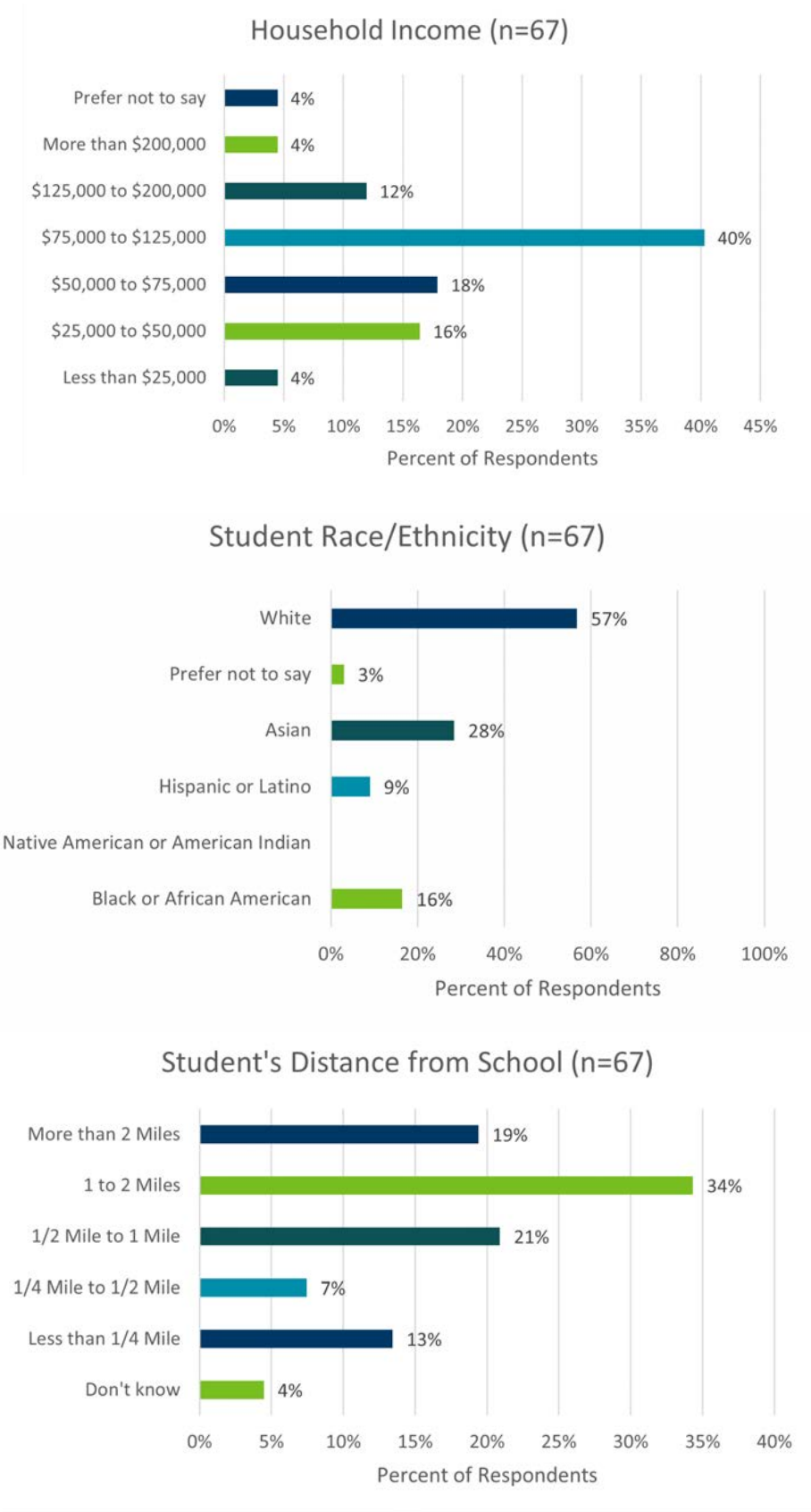
data provided by City of Saint Paul Department of Public Works, August 2023

Sidewalk Network

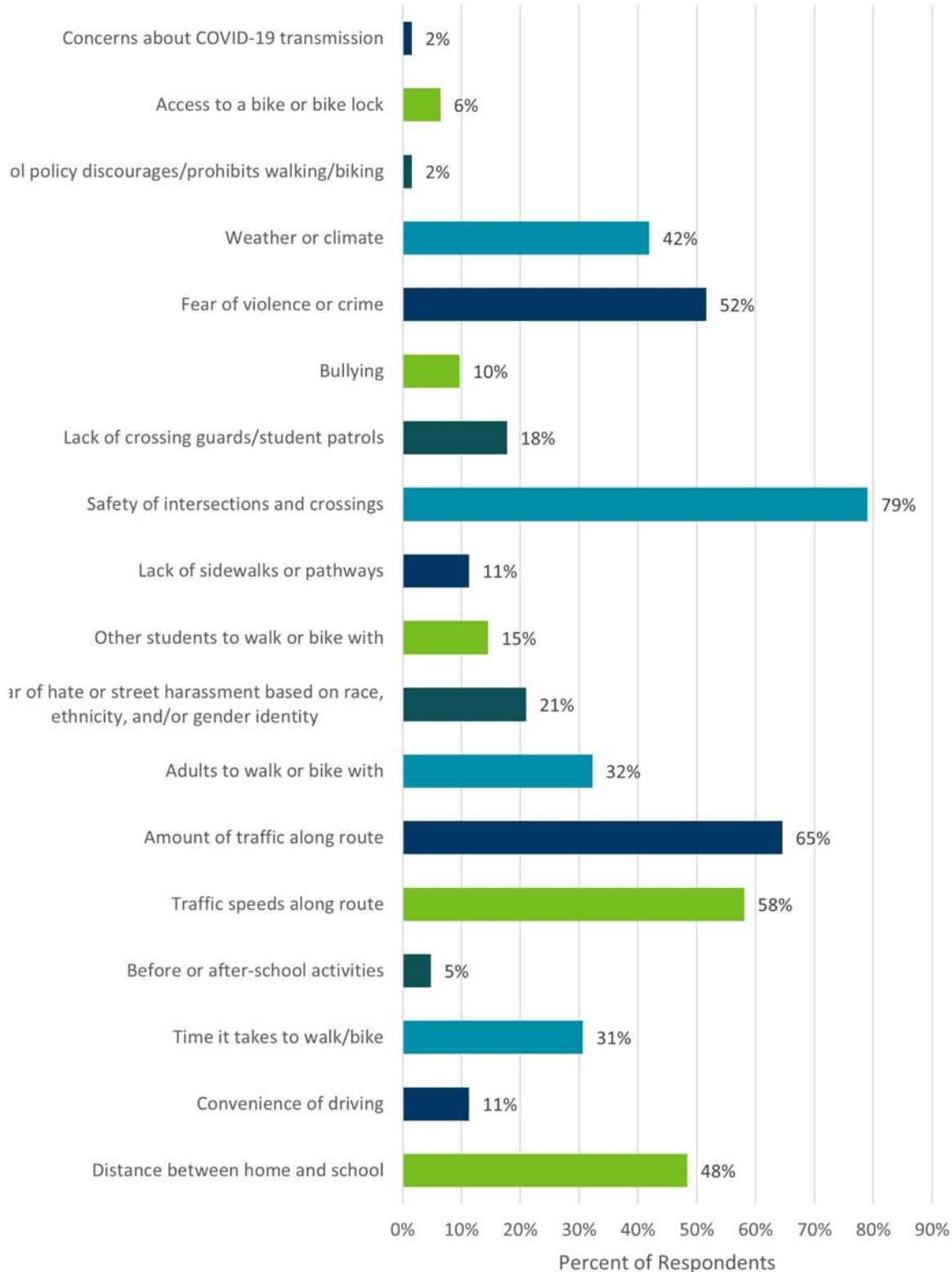
Harding High School and Nokomis Montessori-South Campus

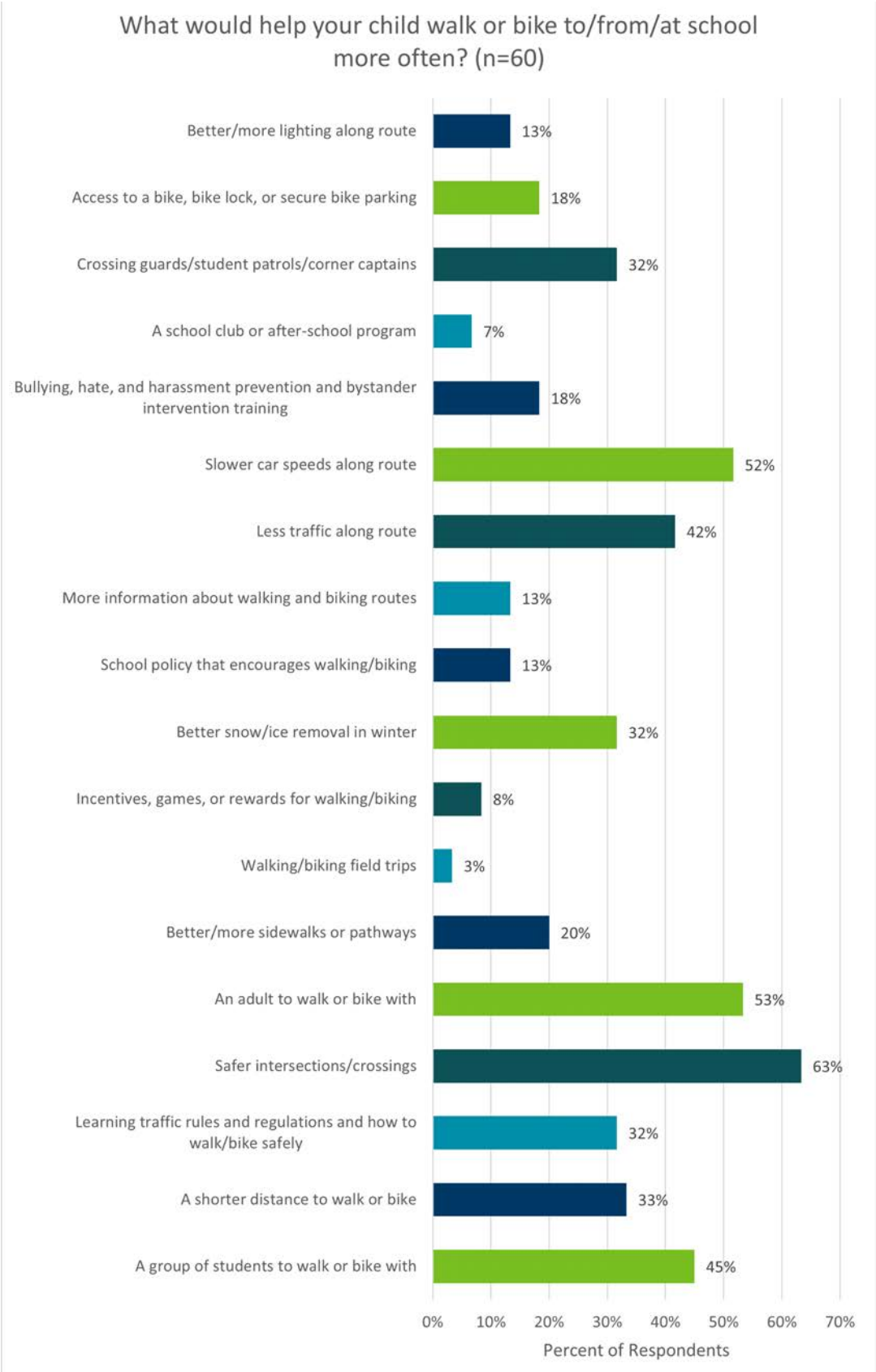
- Sidewalk present
- Sidewalk missing
- 🏠 School location

Appendix E: Caregiver Survey Results



Which of the following issues prevent your student from walking or biking to school? (n=62)





Appendix F: Project Process and Timeline

Intro Call: SRTS staff and consultants meet with local SRTS team lead(s), review the timeline of the planning process, talk through the responsibilities of the different stakeholders, and identify short-term next steps, such as scheduling the kick-off meeting and finalizing stakeholders for the SRTS team, including local community members and staff from the school(s), city and county governments, and MnDOT.

Kick-off Meeting: the SRTS team, including SRTS staff and local and county participants, reviews the planning process and discusses high-level goals.

Engagement + Data Collection: SRTS staff and consultants work with the schools, non-profits, and the broader community to build awareness of the planning process, solicit input, and identify opportunities for programs and infrastructure improvements.

Rapid Planning Workshop: the SRTS team discusses past efforts around walking and biking in the community, identifies areas of need, and brainstorms possible resources, collaborations, and opportunities to implement new programs and infrastructure improvements.

Technical Meeting: SRTS staff speak with local, county, and MnDOT staff about existing studies, projects, and other opportunities and constraints relating to pedestrian and bicyclist infrastructure within the planning area.

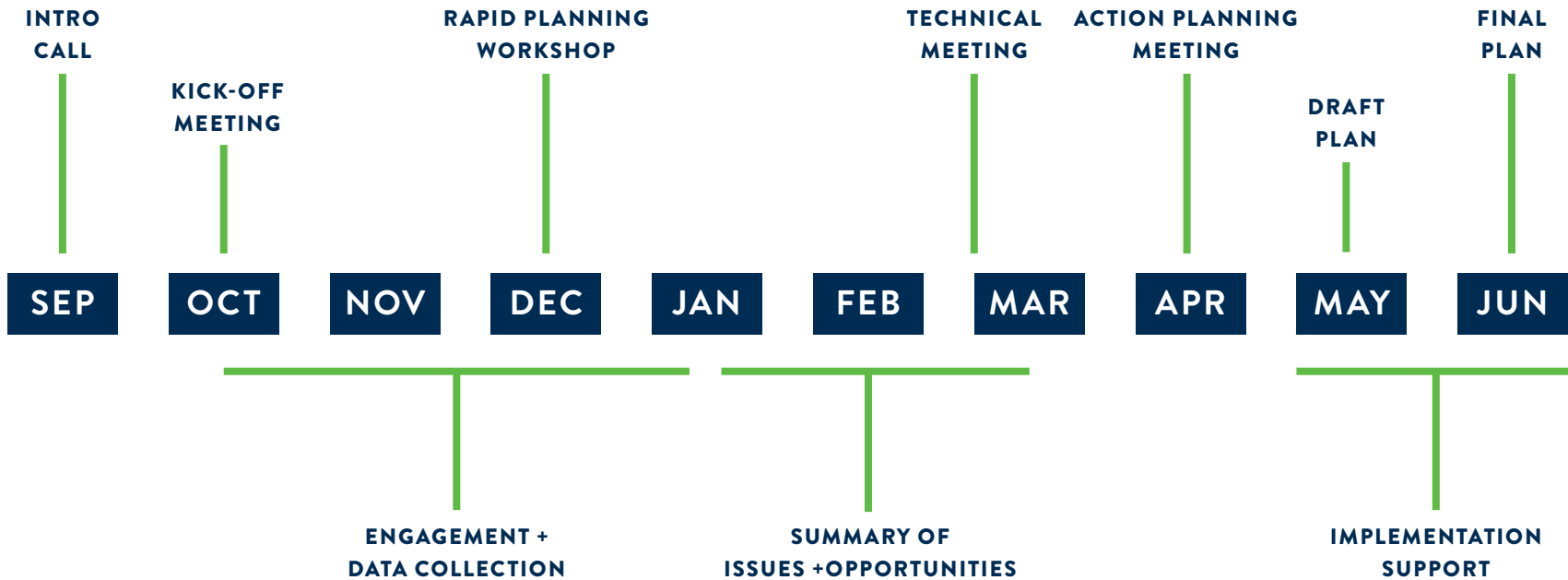
Summary of Issues + Opportunities: building on input from community engagement, data collection, the rapid planning workshop, and the technical meeting, SRTS staff and consultants compile identified program opportunities and locations where infrastructure improvements could support walking and biking to school.

Action Planning Meeting: the SRTS team reviews the summary of issues and opportunities and discusses possible actions to take in response to issues/ opportunities.

Draft Plan: the SRTS team reviews and provides feedback on a draft of the full plan.

Implementation Support: SRTS staff and consultants assist the community with short-term actions, such as designing a concept for a demonstration project to test improvements at a problematic intersection near the school.

Final Plan: the completed plan is published online and in print and is formally adopted to guide future SRTS efforts.



Appendix G: Engagement Summary

INTRODUCTION

Safe Routes to School (SRTS) staff provided community engagement support to collect ideas on walking and biking from the Harding Senior High School and Nokomis South Montessori community. SRTS staff assisted local Harding/Nokomis Safe Routes to School staff by using multiple strategies such as hosting an [interactive engagement website](#), requesting feedback through caregiver and student surveys, and engaging with families at in-person events (shown in Figure 1).

The purpose of the engagement was to:

- 1. Identify walking and biking challenges
- 2. Understand where people would like to go

- 3. Provide information about walking and biking safety
- 4. Build excitement for the Harding/Nokomis Safe Routes to School plan

These engagement strategies were chosen to make it easy for the Harding/Nokomis communities to talk to staff and participate.

Figure 1: Staff engage with a family at the Nokomis Fall Festival.



TABLE 1: ENGAGEMENT STRATEGIES

DATE	STRATEGY	DESCRIPTION	COUNT
October 31, 2022 – January 20, 2023	Interactive map	Interactive online map provided for residents to leave comments and match them to the exact locations.	1
October 31, 2022 – January 20, 2023	Caregiver survey	Survey to identify why families walk and bike and what would help make it safer to walk and bike. The survey was available online and in paper-pencil form upon request. Available languages were English, Spanish, Somali, and Chinese. Caregiver survey responses were primarily from Nokomis caregivers.	67
October 31, 2022 – January 20, 2023	Student survey	Survey using student-friendly language to help identify why they walk and bike and what would help make it safer to walk and bike. Surveys were distributed during school lessons to Harding students.	398
August 31, 2022	Harding Senior High School Open House	Table during Harding Senior High School’s open house to talk to families before the beginning of the new school year. Most of the families in attendance were new students—either incoming 9th graders or transfer students.	30

DATE	STRATEGY	DESCRIPTION	COUNT
September 30, 2022	Nokomis South Montessori Fall Festival	Table during Nokomis’ Fall festival to talk to students about walking and biking.	57
November 18, 2022	Equity scorecard	An equity analysis was completed with the project team during the Rapid Planning Workshop and used to guide engagement strategies.	17

ENGAGEMENT HIGHLIGHTS

Key takeaways from engagement include:

- Personal security was a huge concern for students and families considering walking and biking to school. Several people discussed concerns with violence and especially gun violence when prompted with questions about walking and biking in the area. Many high school families also expressed concerns with personal security at bus stops and on the buses.
- Most Harding students who completed the student survey said that walking or biking takes too long or that they live too far away from school to walk or bike (Figure 2).
- High traffic speeds at multiple points near both Harding and Nokomis pose a threat to students traveling to and from school. Safer crossings on 3rd Street East and White Bear Avenue were often requested by families. The option “Safer intersections/crossings” was the top selection for the question “What would help your child walk or bike to/from/at school more often? Check all that apply” on the caregiver survey (Figure 3).
- SPPS has a one-mile radius limit for busing students to Harding Senior High School. Many high school students and caregivers wish for this limit to be waived so that more students could take the bus to get to school.

Figure 2: Student answers to survey question “What keeps you from walking or biking to school? Select all that apply.”

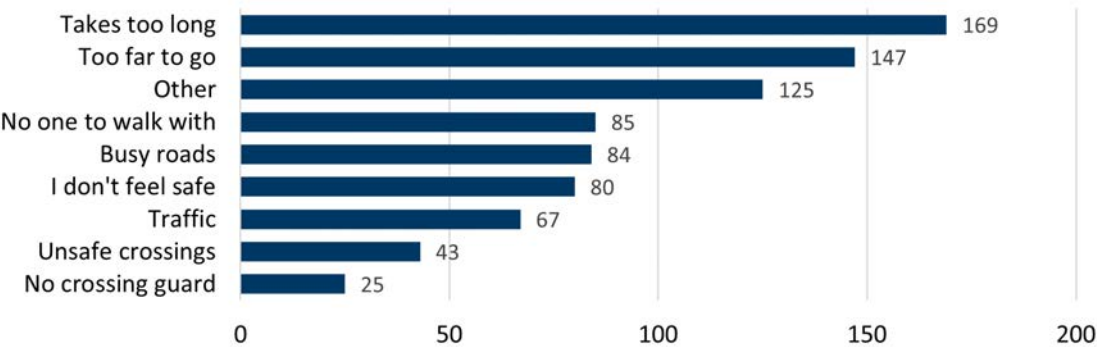
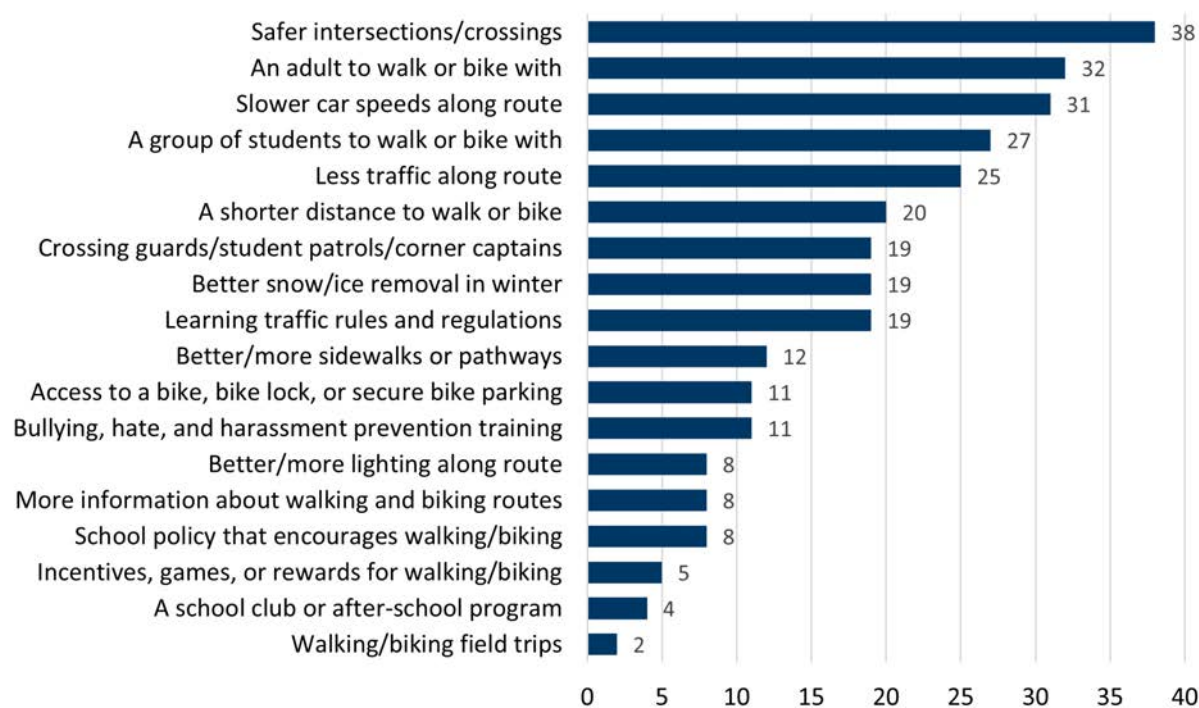


Figure 3: Caregiver responses to survey questions: “What would help your child walk or bike to/from/at school more often? Check all that apply.”



EQUITY

Sixty-three percent of students at Harding Senior High School speak a language other than English at home, including Hmong, Karen, Somali, and Spanish. At Nokomis Montessori South, 36% of students speak a language other than English at home, including Hmong, Karen, Somali, and Spanish. All Safe Routes to School materials targeting both the Harding and Nokomis communities should consider engagement with these communities in the future. In order to build trust with historically underrepresented communities who reside near Harding and Nokomis, it is key to connect with leaders in the community to spread the word to community members.

Harding Senior High School is one of the largest high schools in Saint Paul. Personal security is a primary concern for students considering walking or biking to Harding. Many families are concerned about students walking too far alone due to the fear of fights breaking

out. Gun violence is a pressing issue in this area, especially combined with the persistent threat of fighting on buses.

Most Harding students take Metro Transit buses or are driven by a caregiver to get to school. Students and caregivers at Harding Senior High School believe SPPS should waive the one-mile radius limit so more students could use the bus in the winter.

PROGRAMS

Safety and personal security were a primary concern for students and caregivers at Harding and Nokomis schools, both related to traffic safety and personal security related to harassment or violence. Several families expressed concerns about gun violence in their neighborhoods and between their homes and school.

At the Harding Senior High School open house, many students shared that they use Metro Transit to commute to and from school. Key concerns expressed by Harding

students included not having a working bike and crossing at the intersection of 3rd Street East and White Bear Avenue.

At Nokomis Elementary's Fall Festival (Figure 4), caregivers mentioned unsafe crossings and high-speed traffic as specific barriers to letting students walk, bike, or roll. The Metro Transit Line 63 bus stop on 3rd Street, south of the school, is considered a dangerous zone for drivers and pedestrians.

Staff identified some Safe Routes to School programs that could make walking, biking, and rolling safer and more exciting for students and caregivers in the short- to medium-term future.

WALKING SCHOOL BUS OR BIKE TRAIN

Many Harding Senior High School students answered "someone to walk with" for the question, "What would make you more likely to walk or bike to school?" (Figure 5). A walking school bus or bike train could pair students who live near each other to walk or bike to school safely together.

WALK AND BIKE TO SCHOOL ROUTE MAP

Many Harding students use Metro Transit buses to get to and from school. When ninth graders and new students get dropped off by the bus, they are often a few blocks away. It would be helpful to have a map so they can navigate their way efficiently. Students who bus to school could use the map to navigate the final part of their journey. Students could be directed to use Margaret Street, a bike boulevard and low-traffic route.

BIKE MECHANIC TRAINING

Many Harding students' bikes were not working, so a bike mechanic training could be an opportunity to repair them. Even one class provides substantial knowledge on how to tune up a bike, and a series of classes could further benefit the students of Harding Senior High School. Bike mechanic training can be a standalone event or work in conjunction with other programs, such as earn-

Figure 4: Staff engage with students at the Nokomis Fall Festival.



a-bike or other education activities.

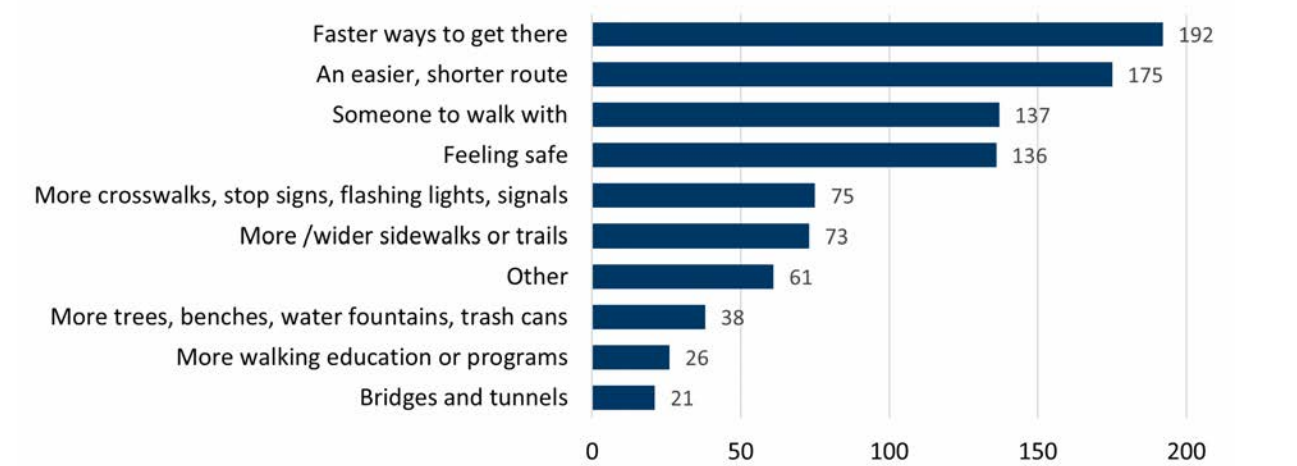
CROSSING GUARD

Many caregivers at Nokomis South mentioned that the intersection of 3rd Street East and White Bear Avenue needs more supervision. A student safety patrol organization already exists, but augmenting it or introducing adult crossing guards could help with safety.

INFRASTRUCTURE

The most frequent issues highlighted by caregivers and students include difficulty crossing, high-speed roads, and stoplight timing. One student mentioned that they like to ride their bike but are only allowed to bike in their cul-de-sac because the other roads are too busy. One caregiver noted that "White Bear Avenue is a racetrack." Below are specific roads, intersections, and bridges that were noted as particularly challenging.

Figure 5: Student response to survey question “What would make you more likely to walk or bike to school? Select all that apply.”



3RD STREET EAST

Flashing lights are desired at crossing points along 3rd Street East. There are bus stops at Barclay Street and Hazelwood Street where many students cross without protection. One caregiver suggested Flandrau Street as another potential location. An employee of Harding Senior High School noted that students will not travel to an intersection to cross, so flashers would make it safer for them to reach the school.

WHITE BEAR AVENUE

This is considered a dangerous road where people drive very quickly. Many students get dropped off by Metro Transit services and must wait to cross. As noted above, some students do not travel to an intersection to cross, which adds to the danger of this road.

BRIDGES OVER I-94

Both bridges on White Bear Avenue and Ruth Street were mentioned as barriers to biking to school. Several caregivers said that the bridges are too busy to feel comfortable biking across and they are not pedestrian friendly.

MARGARET STREET

One caregiver from Nokomis South mentioned that the stoplight at the intersection of Margaret Street and White Bear Avenue is very stressful and poorly timed. This leads to people frequently running red lights.

OTHER ROADS

Other unsafe roads noted by students at Harding Senior High in the survey are shown below. Each was mentioned because the roads feel unsafe to cross due to high vehicle traffic.

- Suburban Avenue
- Forest Street
- Conway Street
- Wilson Avenue
- Minnehaha Parkway
- 6th Street (and intersections with Hazelwood Street and Germain Street)
- Jackson Street
- Hazel Street
- Edgerton Street
- Phalen Boulevard
- Atlantic Street
- Barclay Street
- Stillwater Avenue
- Hancock Street
- Maryland Avenue

Appendix H: Methods and Data Sources

CRASHES BY ROAD USER VULNERABILITY

Visualized crashes are taken from a crash database that spans from January 2008 to October 2022. Pedestrian- and bike-involved crashes were those events with “Crash Type Description” values of either “Pedalcycle (bike)” or “Pedestrian.”

ROAD OWNERSHIP

Highway Performance Monitoring System (HPMS) data from 2021 were visualized on the basis of each road segment’s “Ownership” value. These values were consolidated from 26 categories down to six for visualization purposes; these six categories were “Federal,” “Tribal,” “State,” “County,” “Local,” and “Other.”

SCHOOL ENROLLMENT CHARACTERISTICS

[School year 2022-2023 enrollment data](#) were downloaded from the Minnesota Department of Education Data Center.

PRIORITY EQUITY AREAS

Data representing priority populations used for this report is from MnDOT’s Active Transportation Equity application. This process used a set of data inputs to assign an equity score to half-mile hexagons across the state of Minnesota, for use in awarding Active Transportation Program grants.

Scores range from 0 to 13 out of a possible 15 points (note that no hexagon received 15/15 points). Higher numbers of points indicate areas with greater equity needs that will receive more points in the equity section of grant solicitation.

Input data sets used to create the scores include:

- Life expectancy lower than MN average (CDC U.S. Small-area Life Expectancy Estimates Project 2010-2015)
- Presence of transit (Metropolitan Council, 2019; MnDOT Office of Transit and Active Transportation)
- Presence of pedestrian-generating jobs (On the Map LEHD 2017)
- Presence of schools (Minnesota Department of Education SY 2019-2020)
- Two or more pedestrian crashes within 5 years (DPS Crash Data, 2014-2018)
- Tribal government areas (MnDOT Tribal Government Areas)
- Foreign born population greater than MN average (American Community Survey 2017 5-year estimates)
- More people 17 and under than MN average (American Community Survey 2017 5-year estimates)

(Continued on next page)



- More people 65 and older than MN average (American Community Survey 2017 5-year estimates)
- More people with disabilities than MN average (American Community Survey 2017 5-year estimates)
- More people of color than MN average (American Community Survey 2017 5-year estimates)
- More people with low incomes than MN average (American Community Survey 2017 5-year estimates)
- More people without vehicle access than MN average (American Community Survey 2017 5-year estimates)
- More people who do not speak English than MN average (American Community Survey 2017 5-year estimates)
- More people without high school diplomas than MN average (American Community Survey 2017 5-year estimates)

Appendix I: Bike Parking for Schools

Bicycle parking at schools does more than just provide space for storage during the school day. Depending on design, bicycle parking can actually encourage students and staff to choose to ride their bikes to school. Here are some things to think about when planning bicycle parking at school.

HOW MUCH PARKING SHOULD BE PROVIDED?

The amount of bike parking needed will depend on the capacity of your school, the ages of students, and the number of staff. But remember: be aspirational! Provide parking for the number of students and staff you'd like to see biking! The following are some guidelines:

- Aim for 25 percent of the maximum student capacity of the school.
- Provide additional parking to encourage staff and faculty to bike to school

For example, if each classroom has a max capacity of 20 students, and there are 10 classrooms, space for 50 bicycles should be provided. Don't forget to add some for faculty and staff!

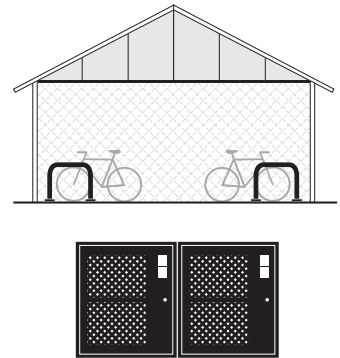
WHERE SHOULD PARKING BE LOCATED?

Well-located bike parking will be:

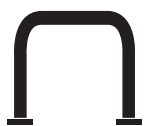
- Visible to students, staff, and visitors
- Near the primary school entrance/exit
- Easily accessed without dismounting
- Clear of obstructions which might limit the circulation of users and their bikes
- Easily accessed without making a rider cross bus and car circulation
- Installed on a hard, stable surface that is unaffected by weather
- Often found near kindergarten and daycare entrance, which allows caregivers to conveniently pick up their children on their bikes

CAN MY SCHOOL PROVIDE ADDITIONAL AMENITIES?

Bike parking shelters and lockers provide extra comfort and security for those choosing to ride to school. They're also a great project for a shop class. Both can be very simple in construction and go a long way toward making biking attractive and prioritized!



RECOMMENDED RACKS



INVERTED U



WHEELWELL SECURE



POST & RING

These racks provide two points of contact with the bicycle, accommodate varying styles of bike, allow for at least one wheel to be U-locked, and are intuitive to use!

RACKS TO AVOID



WAVE



COMB

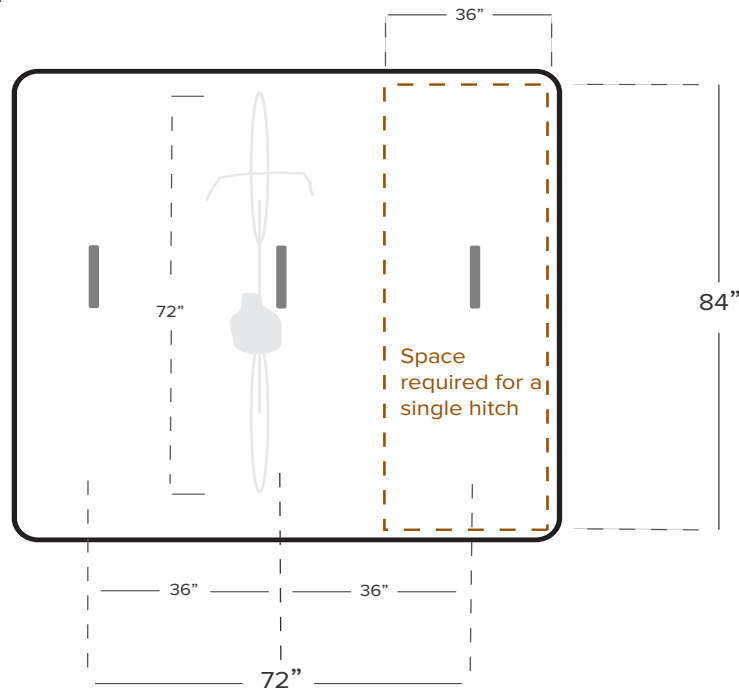


SPIRAL



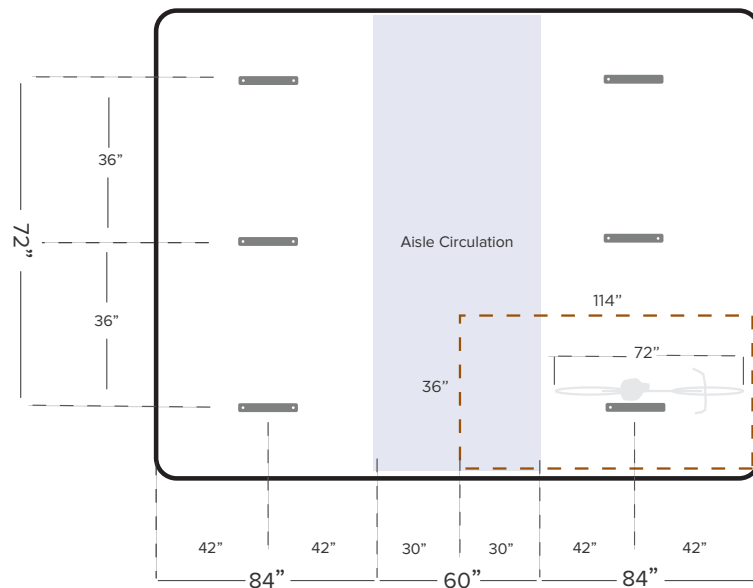
WHEELWELL

SPACE REQUIREMENTS



The space requirements shown here assume a person parking their bike would have open access forward and from behind.

The space requirements shown here assume the area is confined on either side (left and right). Access is located at the top and bottom of the image, requiring a center aisle for circulation.



MORE INFORMATION

[APBP Essentials of Bike Parking](#)
[Bike Shelter Development Guide -](#)
[Portland Public Schools](#)

RESOURCES FOR EQUIPMENT

[Dero](#)
[Sportworks](#)
[Urban Racks](#)

Appendix J: Student Travel Tally

BACKGROUND

This report contains information from Harding Senior High School and Nokomis Montessori School South Campus about students' trip to and from school. The data shown here were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Results from Harding Senior High School reflect responses from 59 classrooms and an average of 795 respondents (of the 1,901 students enrolled in the school). Travel surveys were provided for the morning and afternoon commute over two days in December 2021.

Results from Nokomis Montessori School (South) reflect responses from 6 classrooms and an average of 125 respondents (of the 296 students enrolled in the school). Travel surveys were provided for the morning and afternoon commute over two days in December 2021.

Figure 1: Results from Harding Senior High School travel tally.

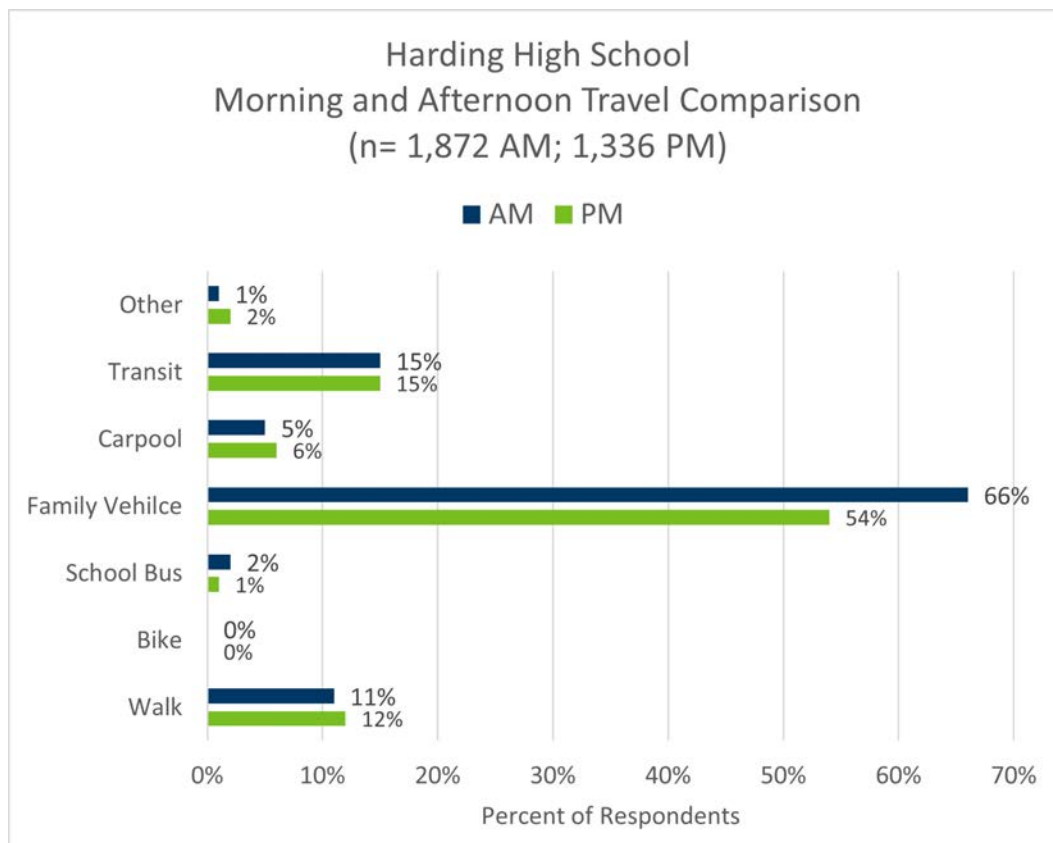
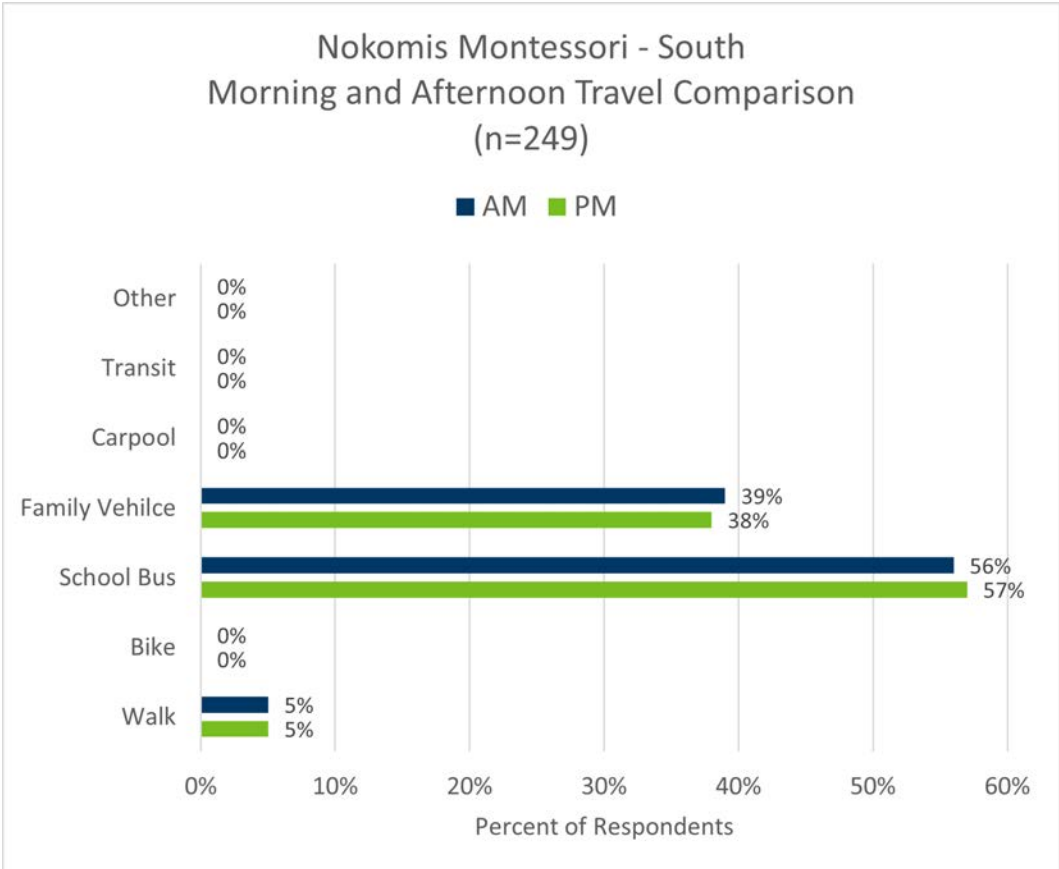


Figure 2: Results from Nokomis Montessori School - South Campus travel tally.



Appendix K: Personal Safety Recommendations

BACKGROUND

Addressing personal safety and street harassment is a top priority for the SPPS SRTS team and stakeholders. Some students, school staff, and other SRTS team members have stated that they feel unsafe taking transit, walking or biking to school due to personal safety concerns, and that this needs to be addressed alongside the traditional traffic safety focus of SRTS.

Addressing the root causes of street harassment and violence is a substantial charge that requires a multi-sector collaborative effort. Developing a strategy to root out street harassment is beyond the scope of this report. Below are recommended strategies the school district or individual schools could take to create safer environments for walking and biking to school.

RECOMMENDATIONS

Public safety in SRTS can be applied in a variety of contexts. The following are program options aimed specifically at making students feel comfortable and enthusiastic about the idea of walking and/or biking to school:

- Develop and implement a **personal safety curriculum**
- **Walking school buses and bike trains:** Walking or biking to school in a group and/or with an adult can be safer than students walking alone. Having an adult lead or accompany the group can increase the number of “eyes on the street.”
- **Lawn or window sign campaign:** Identify safe places along the route, in support of walking school buses/ bike trains, or to send the message that there are eyes on the street
- **Safe Passage program:** Volunteers, paid workers, and/or neighborhood residents stand at assigned corners to help create a safe environment for walking to school, leading to increased adult presence

along the route, more “eyes on the street,” and encouragement for students as they walk or bike past. Successful examples include Safe Passage programs in San Francisco’s Tenderloin, Seattle’s Rainier Beach, and through Chicago Public Schools.

- **Safety analysis and planning:** Hire a consultant or community based organization with expertise in violence prevention to conduct an in-depth safety analysis and create a safe passage action plan.
- **Grassroots neighborhood safety organizing:** Parent and/or community volunteers from individual schools or neighborhoods conduct neighborhood safety audits, develop a neighborhood safety report card, and work together to brainstorm grassroots solutions
- **Partner with neighborhood organizations, local public health, and other community organizations** to leverage access to resources, funding, and staff time to implement programs like Safe Passage or grassroots organizing.



Appendix L: Demonstration Project Concept

