

Nokomis Montessori South Campus
Saint Paul, MN

SAFE ROUTES
TO SCHOOL

Executive Summary



The Vision

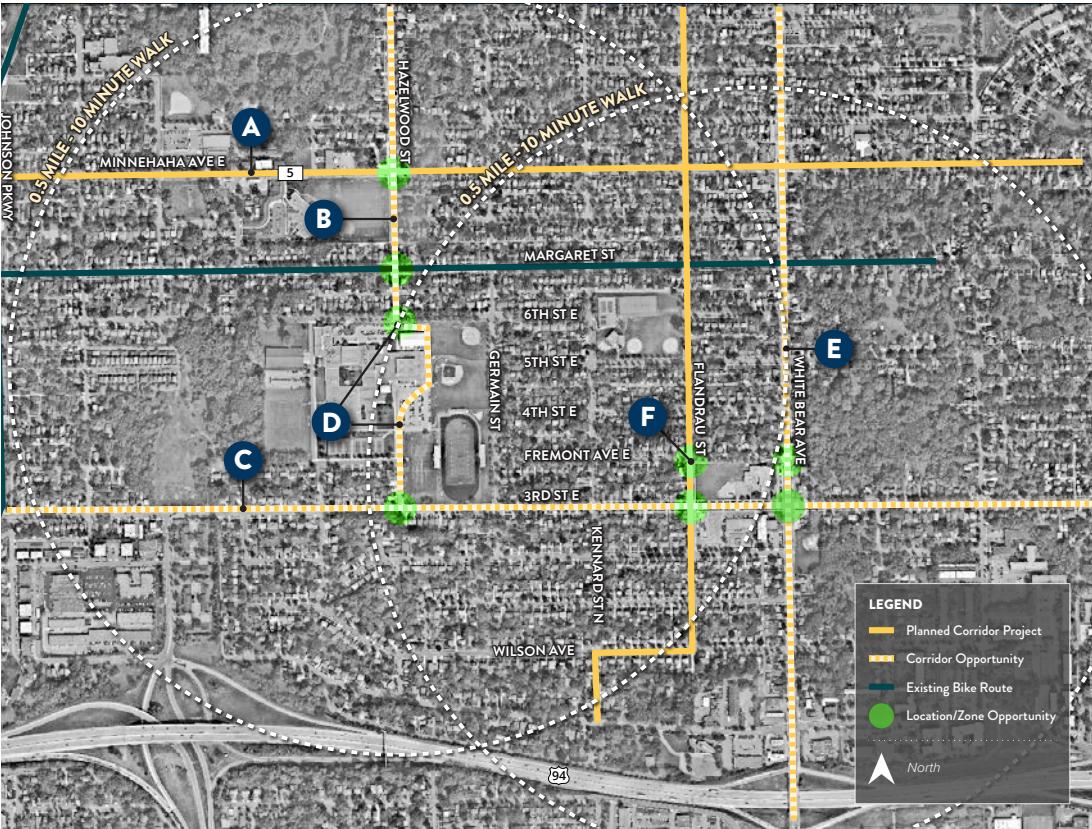
A holistic plan to improve the safety and accessibility of walking and biking to school, while empowering students to walk and bike independently at school and in their own neighborhoods

In June 2023, the Saint Paul Public Schools and the City of Saint Paul completed a year-long planning process that culminated in a Safe Routes to School (SRTS) plan. The SRTS plan identifies policy changes, infrastructure improvements, and program strategies to create a safe, comfortable, and fun active transportation system and culture of walking and biking to school, with a focus on addressing equity in transportation and meeting the needs of under-resourced groups.

This summary highlights **selected high-priority infrastructure recommendations and selected program recommendations** from the SRTS plan.

Infrastructure

Engineering projects that improve streets and routes



- A

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

Improve intersection of 3rd St E with Flandrau St in coordination with recommendations in the Flandrau Street Bicycle Boulevard Plan. At 3rd St E and Hazelwood St, evaluate placement of high visibility crosswalks and whether any additional improvements are needed. Consider installing demonstration project crossing improvements ahead of permanent construction.
- E

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.
- F

In coordination with recommendations in the Flandrau Street Bicycle Boulevard Plan, employ treatments such as curb radii reductions, curb extensions, or other designs to calm traffic, reduce crossing distances, and increase pedestrian visibility.

GET INVOLVED

Want to help make it safer, easier, and more comfortable to walk and bike to school in Saint Paul? Contact your school principal or SRTS lead to learn how to get involved.

Sarah Stewart | Safe Routes to School Coordinator, Saint Paul Public Schools | sarah.stewart@spps.org

Learn more about SRTS in Minnesota at www.dot.state.mn.us/saferoutes



Programs

Education, encouragement, engagement



Walk and Bike Field Trips

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.

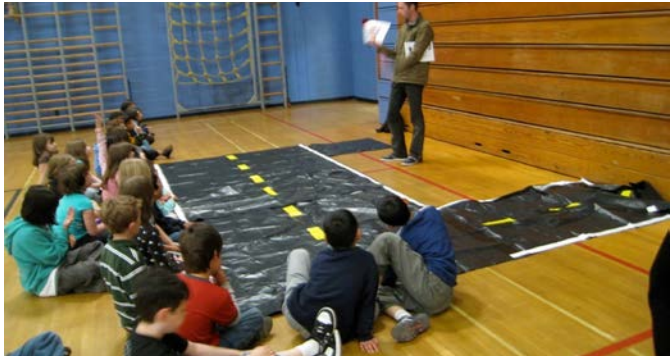
Why is this relevant and recommended? Available bike fleets and nearby bikeways are resources that can be used on a walking or biking field trip to help build confidence walking and biking and community awareness.

How will this address transportation inequities? This will support student knowledge of and comfort with walking and biking.

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.



Walk! Bike! Fun! Curriculum

When, where, and how will this be implemented? Training is available for educators. Staff can incorporate safety education into existing classes or events, at an assembly, or another daytime or after-school program.

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 an opportunity to extend the classroom beyond 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? Staff, Bike MN, students.

What is the timeline for implementation? Medium term.

Harding Senior High

Saint Paul, MN

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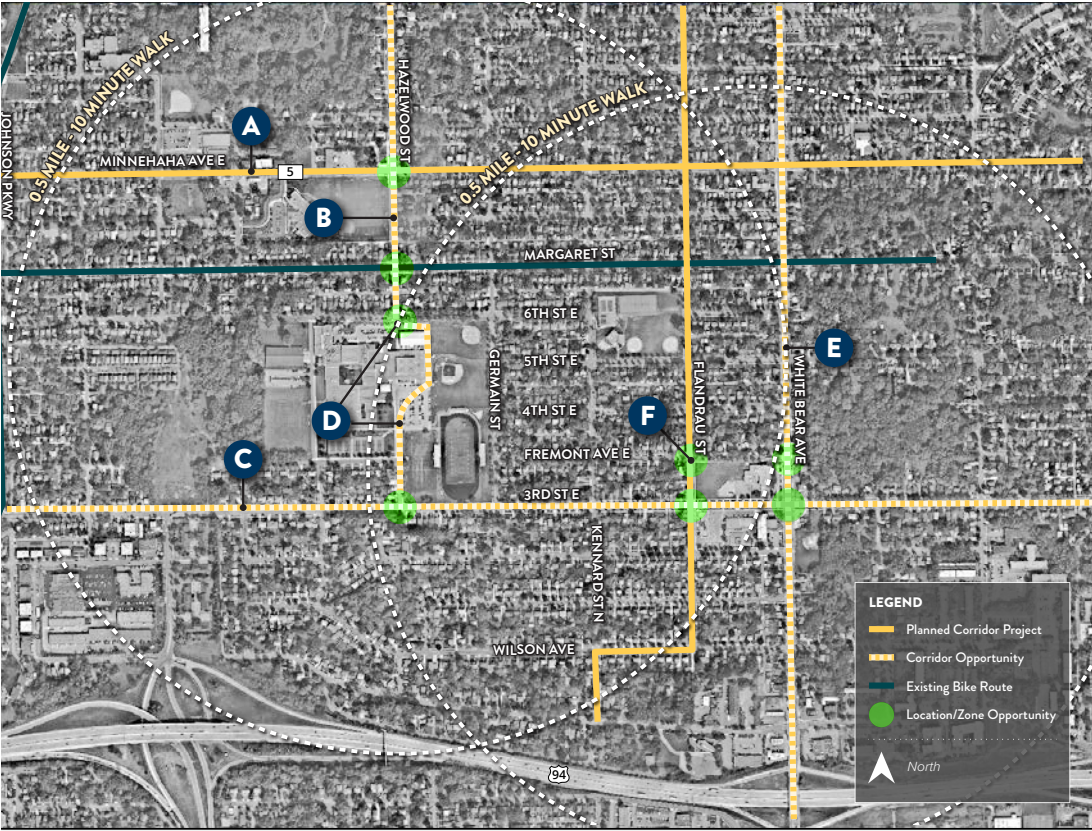
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- B

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 parking lot)
- C

Improve intersection of 3rd St E 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 any additional improvements are needed. Consider installing demonstration project crossing improvements ahead of permanent construction.
- D

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. 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.

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Bike Mechanic Classes

When, where, and how will this be implemented? Trained school staff or volunteers can lead mechanic classes either as a conventional class or as 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. 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.



Green Transportation Challenge

When, where, and how will this be implemented? 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 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? Participation counts.

Who needs to be involved to make this happen? Teachers, staff, students, local advocacy groups.

What is the timeline for implementation? Medium term.