

Safe Routes to School

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

CHELSEA HEIGHTS ELEMENTARY

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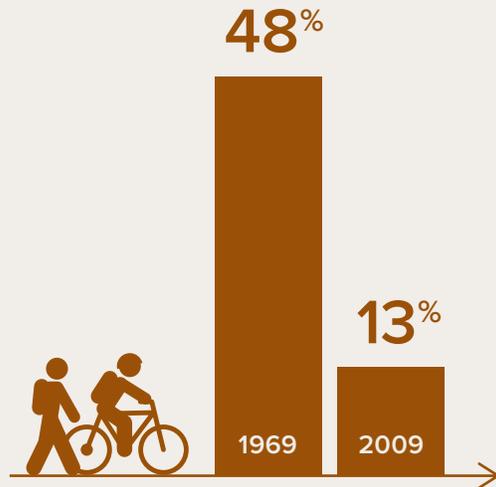
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01

INTRODUCTION + CONTEXT

Why Safe Routes to School?



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



MOST KIDS ARE NOT GETTING ENOUGH PHYSICAL ACTIVITY



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

KIDS WHO WALK OR BIKE TO SCHOOL:



Arrive alert and able to focus on school



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



Are more likely to be a healthy body weight



Demonstrate improved test scores and better school performance*



Are less likely to suffer from depression and anxiety

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



Fewer students walking & biking to school

More parents driving children to school

Rising concern about safety of walking & biking

Increased traffic at and around school

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



The Six Es

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



Education

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



Encouragement

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



Engineering

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



Enforcement

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



Evaluation

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



Equity

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



Navigating this Plan

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



Programs

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



How to get involved

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



Infrastructure

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



Appendices

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



The Vision

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

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

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



APPENDIX

FURTHER READING

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



Chelsea Heights Elementary in Context

Chelsea Elementary sits on the municipal boundary of St. Paul and Falcon Heights along Hamline Ave N, a busy north-south street. During the 2016-2017 school year, there were 447 students enrolled. The school draws students from within the Saint Paul Public Schools Area E, which includes parts of the St. Anthony Park, Hamline-Midway, and Como Planning Districts.

The majority of parents report their children traveling to and from school by family vehicle (28.6%) or school bus (54%), while a significant portion walk (15.5%) and very few bike (1%) or carpool (0.25%). These percentages vary by distance from school. No students living within a half mile of school report biking, 7.6% take the school bus to school, 72.7% walk to school, 18.2% report receiving a ride in a family vehicle, and 1.5% report carpooling. As the distance from school increases to one mile or greater, the share of walking (5.1%) trips decreases, and family vehicle (30.6%) and school bus trips increase (61.8%).

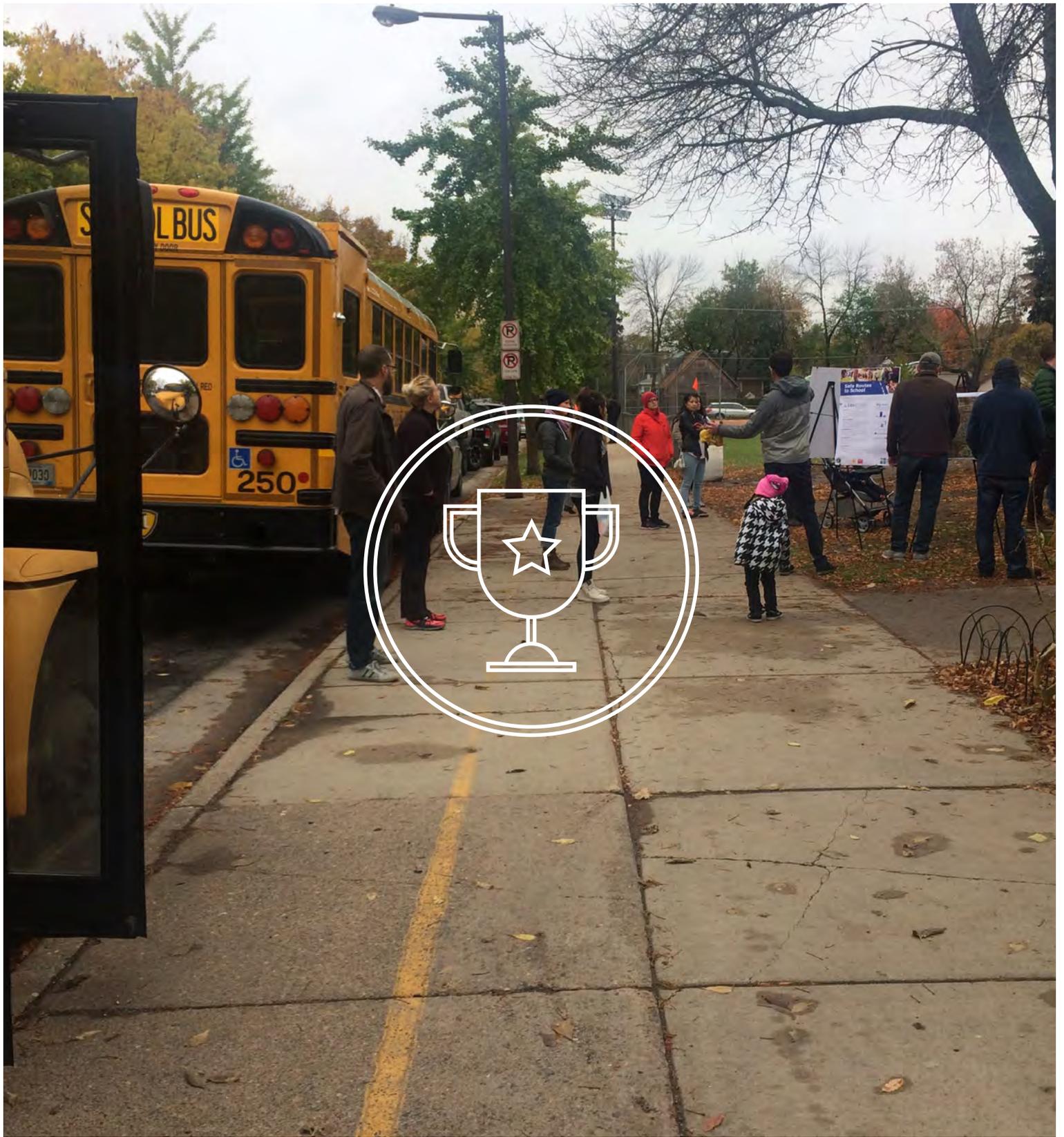
Snelling Avenue, Larpenteur Avenue W, and Hamline Avenue are significant barriers to walking and biking to Chelsea Heights Elementary. Between 2006 and 2015, 16 crashes involving vehicles and a bicyclist or pedestrian within a one-half mile radius of school, mostly along Larpenteur Avenue W and Hamline Avenue N. Sixty-eight percent of parents reported safety of intersections and crossings and 80% reported distance affected their decision to allow their children to walk or bike to school.



APPENDIX

FURTHER READING

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





Introduction to Programs

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

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

Existing Programs

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

Programs existing at other schools and/or Citywide:

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

Programs already active at Chelsea Heights:

- Student crossing guards
- Annual walking field trip to Como Zoo
- Access to Northwest Como Recreation Center
- Communication sent to parents regarding pick up and drop off procedures
- Active Parent Teacher Organization
- Informal bike safety education provided from staff to students
- In-school Wellness Champion
- Annual Track and Field Day
- Running Club
- Family Fitness night in January



Program Recommendations

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

Recommended Programs List

- Walk/Bike to School Day
- Walking Route Maps
- Walking School Bus
- Student-led Campaign
- Bus Drop and Walk/Park and Walk
- Bike Rodeo
- Law Enforcement
- Walk! Bike! Fun! Curriculum

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

Priority Timeline

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

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



FURTHER READING

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



WALK AND BIKE TO SCHOOL DAY - ENCOURAGEMENT

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

WALKING ROUTE MAPS - EDUCATION/ENCOURAGEMENT

| | |
|------------------------|---|
| DESCRIPTION | Route maps show signs, signals, crosswalks, sidewalks, paths, crossing guard locations, and hazardous locations around a school. They identify the best way to walk or bike to school. Liability concerns are sometimes cited as reasons not to publish maps; while no route will be completely free of safety concerns, a well-defined route should provide the greatest physical separation between students and traffic, expose students to the lowest traffic speeds, and use the fewest and safest crossings. |
| IMPLEMENTER | Lead: St. Paul Public Schools; Partners: St. Paul Public Works, School staff |
| AUDIENCE | All; elementary school maps can focus on the 1-mile radius from school. Tips and resources should be tailored to the age of students. |
| INCLUDING EVERY-ONE | <ul style="list-style-type: none"> Translate maps into multiple languages Make sure to include routes to areas with multi-family housing Include Park & Walk locations Consider including other destinations such as community centers, grocers, libraries, etc., in order to increase the usefulness of the maps to more communities |
| RESOURCES AND EXAMPLES | <ul style="list-style-type: none"> National Center for Safe Routes to School's Map-a-Route Tool: http://maps.walkbiketoschool.org/ Pico Rivera, CA: www.pico-rivera.org/depts/ced/planning/srts/schoolmaps.asp Minnesota Walking Route Map webinar: www.dot.state.mn.us/mnsaferoutes/resources/mapping.html |
| NEXT STEPS | Collaborate with St. Paul Public Works to create the maps. Engage with students to identify the routes they currently use and any routes to avoid. Create a list of tips and resources for the backside of the map. Transportation communication is already sent home to parents, walking route maps could be included in this. |
| PRIORITY | Immediately |

PARTNERING WITH LAW ENFORCEMENT - ENFORCEMENT

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

WALKING SCHOOL BUS - ENCOURAGEMENT/EDUCATION

| | |
|------------------------|--|
| DESCRIPTION | A Walking School Bus is a group of children walking to school with one or more adults. Parents can take turns leading the bus, which follows the same route every time and picks up children from their homes or designated bus stops at designated times. |
| IMPLEMENTER | Lead: Parents, Chelsea Heights PTO; Support: School staff |
| AUDIENCE | Elementary school students and their parents, can also include neighbors and grandparents |
| INCLUDING EVERY-ONE | <ul style="list-style-type: none"> • Provide materials in multiple languages • Work with existing community groups to reach a wider audience, potentially involving older adults • Integrate with a Park and Walk program, so students who live far from school can participate |
| RESOURCES AND EXAMPLES | <ul style="list-style-type: none"> • Walking School Bus Step-by-Step: http://www.saferoutespartnership.org/sites/default/files/resource_files/step-by-step-walking-school-bus.pdf |
| NEXT STEPS | Begin by discussing the program with the Chelsea Heights PTO. At a November PTO meeting, several parents expressed the efficiency of taking turns walking their children in a group. The first event could be held on a Walk to School Day, in coordination with a Bus Drop and Walk. After the first event, ask parents what went well, and what didn't. Hold the organized event once a season, adjusting and modifying as necessary. Grandparents, trusted community retirees, or high school students are a great resource, too! |
| PRIORITY | Short term (1-2 years) |



BUS DROP AND WALK/PARK AND WALK - ENCOURAGEMENT

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

STUDENT-LED CAMPAIGN: PAINT THE PAVEMENT - EDUCATION/ENCOURAGEMENT

| | |
|------------------------|---|
| DESCRIPTION | Involving students in campaigns directed towards neighbors and parents can have a large impact on communicating the benefits of SRTS outside the school community. Elementary-aged students can help create pilot infrastructure near school with as little as paint and traffic cones. See infrastructure recommendations on the following pages; curb extensions to slow traffic and alert drivers of a school zone can be colorful and reflect the school community. |
| IMPLEMENTER | Lead: Chelsea Heights PTO; Partners: School staff, St. Paul Public Works |
| AUDIENCE | Elementary students and their parents; neighborhood businesses and residents |
| INCLUDING EVERY-ONE | Include everyone at school by holding a competition for the design of pavement; send communication to all parents to recruit volunteers |
| RESOURCES AND EXAMPLES | <ul style="list-style-type: none"> Tactical Urbanism and SRTS: http://www.saferoutespartnership.org/resources/fact-sheet/tactical-urbanism-and-safe-routes-school St. Paul Paint the Pavement: https://www.stpaul.gov/calendar/paint-pavement |
| NEXT STEPS | Talk with the Chelsea Heights PTO to recruit a parent volunteer. School staff should coordinate with District staff, who can involve the appropriate staff from St. Paul Public Works. School staff can think about the design of a painted curb extension. What is a design that highlights the Chelsea Heights community? |
| PRIORITY | <ul style="list-style-type: none"> Medium term (2-3 years) |

BIKE RODEO - EDUCATION/ENCOURAGEMENT

| | |
|------------------------|---|
| DESCRIPTION | Bicycle Rodeos are events that offer bicycle skills and safety stations for children - and sometimes parents - to visit (e.g., obstacle course, bicycle safety check, helmet fitting, instruction about the rules of the road, etc.). Bicycle rodeos can be held as part of a larger event or on their own, and either during the school day or outside of school. Adult volunteers can administer rodeos, or they may be offered through the local police or fire department. |
| IMPLEMENTER | Lead: St. Paul Police Department; Partners: School staff, St. Paul Public Schools, parent volunteers |
| AUDIENCE | Elementary school: focus on basics, signage, rules of the road Middle school: include decision-making, lights, cargo Family: discuss family biking, modeling good behavior |
| INCLUDING EVERY-ONE | <ul style="list-style-type: none"> • Bike rodeos can be customized to initiate first-time riders or act as refresher courses for older, more experienced students. • Provide adaptive bicycles for students with physical challenges • Have bicycles available for students to use, so those who don't own a bike can participate • Pursue partnerships to provide free or low-cost bicycles, helmets, locks, and lights to students who cannot afford them. |
| RESOURCES AND EXAMPLES | <ul style="list-style-type: none"> • Organizer's Guide to Bicycle Rodeos (Cornell University): www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf • Safe Routes to School Rodeo Manual (Marin County): www.saferoutestoschools.org/pdfs/lesson-plans/RodeoManualJune2006.pdf • Organizing a Bike Skills Rodeo: www.codot.gov/programs/bikeped/safe-routes/training-curriculum/training/bicycle-rodeo • Kidical Mass: www.kidicalmass.org/ |
| NEXT STEPS | Reach out to the police department to and school staff to identify key people to run the program. Ensure there are enough bikes and helmets for all students. The Rodeo could be combined with existing Family Fitness Night or Bus Safety week. |
| PRIORITY | <ul style="list-style-type: none"> ▪ Medium term (2-3 years) |

WALK BIKE FUN CURRICULUM - EDUCATION

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



MINNESOTA
WALK! BIKE! FUN!



EVALUATION

PARENT SURVEYS AND STUDENT TRAVEL TALLIES

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

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

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

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





Introduction to Infrastructure

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

The initial field review and subsequent meetings yielded specific recommendations to address the key identified barriers to walking and bicycling at Chelsea Heights Elementary. Recommendations were focused in the neighborhoods adjacent to school to increase safety for those students most likely to walk and bike. In general, elementary students living within a half-mile of school are encouraged to walk. However, those living greater distances should feel empowered, too!

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

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

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



WINTER MAINTENANCE

FURTHER READING

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



APPENDIX

FURTHER READING

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



OTHER CITY PLANS

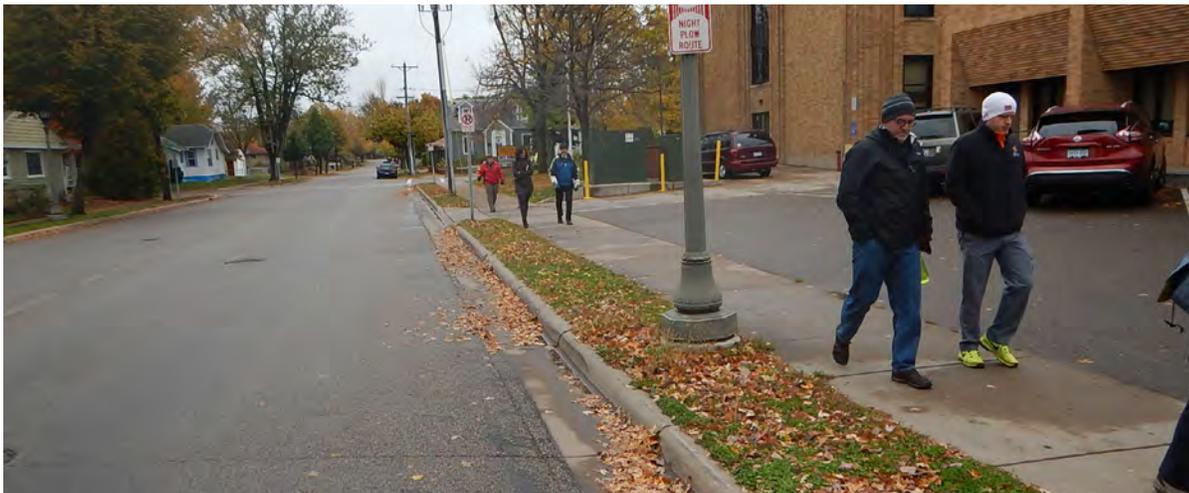
ST. PAUL CITYWIDE SRTS PLAN

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

EXISTING INFRASTRUCTURE



View of intersection of Hamline Ave and Nebraska Ave at the southwest corner of school



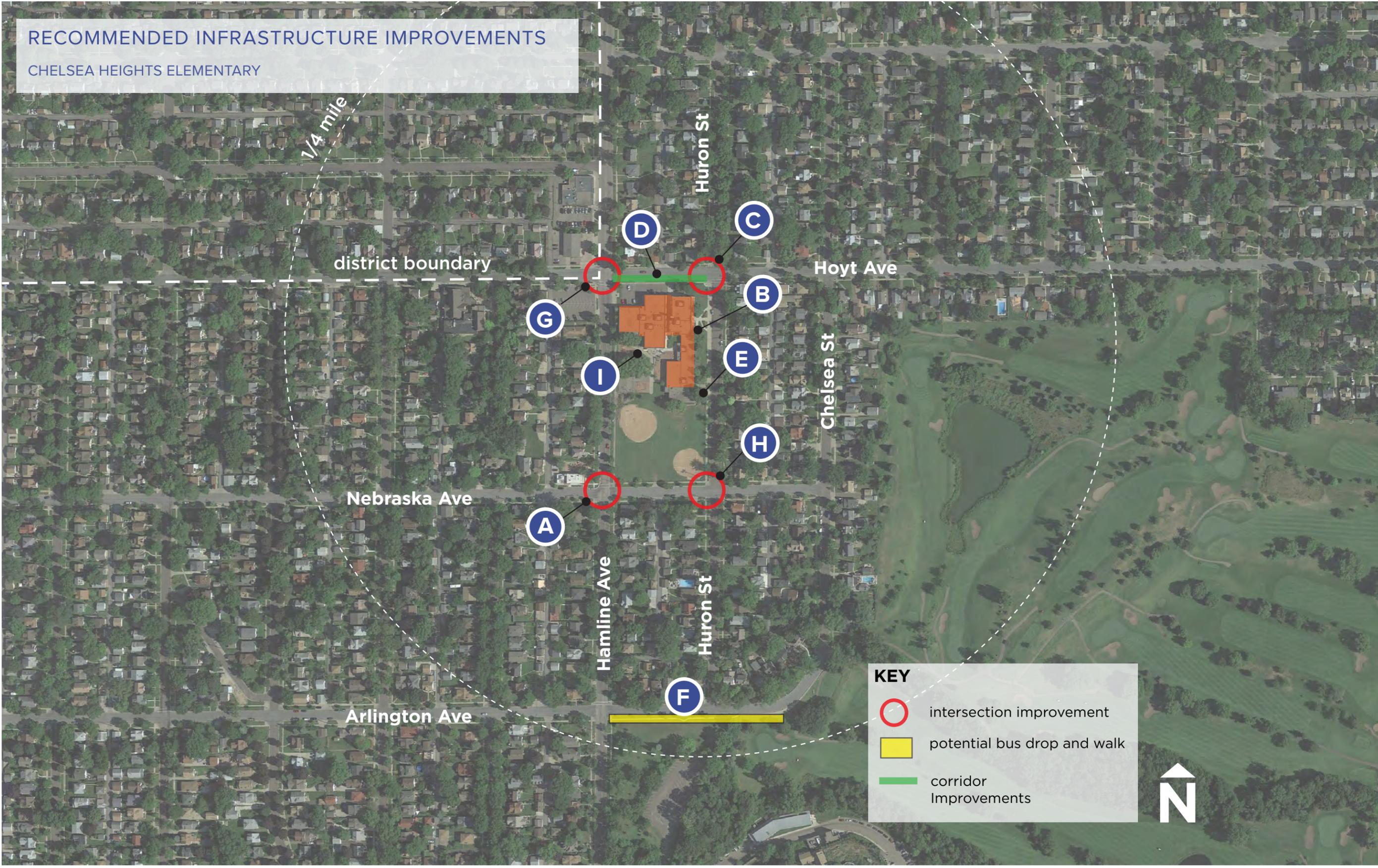
View of Hoyt Ave looking east



View of the intersection of Huron St and Nebraska Ave

RECOMMENDED INFRASTRUCTURE IMPROVEMENTS

CHELSEA HEIGHTS ELEMENTARY



KEY

-  intersection improvement
-  potential bus drop and walk
-  corridor improvements

Infrastructure Recommendations

| | LOCATION | PROBLEM/ISSUE | POTENTIAL OPTIONS FOR IMPROVEMENT | STANDALONE PROJECTS | PROJECTS IN CONJUNCTION WITH OTHER PROJECTS | ANTICIPATED OUTCOME | LEAD | PRIORITY |
|---|--|---|--|---|--|--|--|----------|
| A | Nebraska Ave and Hamline Ave | Uncomfortable crossings; drivers are traveling at high speeds on Hamline Ave; the crossing distance of the north crossing of Hamline Ave was recently reduced by installing a curb extension on the northwest corner of the intersection - however, the crossing still feels long as it covers about thirty feet for the two travel lanes | Install high visibility crosswalks on the north crossing of Hamline Ave and the east crossing of Nebraska Ave; upgrade all corners to have ADA compliant curb ramps; visually narrow the travel lanes by installing on-street markings and vertical delineators on Hamline approaching the north crossing; install school speed zone along Hamline Ave with signage. See Citywide Policy Plan for more info related to speed zones | Install high visibility crosswalks on the north crossing of Hamline Ave and the east crossing of Nebraska Ave; visually narrow the travel lanes by installing on-street markings and vertical delineators on Hamline approaching the north crossing; install school speed zone along Hamline Ave with signage. See Citywide SRTS Policy Plan for more info related to speed zones | Upgrade all corners to have ADA compliant curb ramps | Increased safety, comfort and visibility of people crossing; help to guide people walking and encourage more people to walk; drivers from the south identify the intersection as a gateway to the school; drivers on Hamline move at slower speeds | City of St. Paul | High |
| B | Chelsea Heights campus, near the primary entrance/exit on Huron St | Bicycle parking present, but outdated and potentially damaging to bicycles. Does not meet standards shown in Appendix J. | Install bicycle parking that meets the guidance shown in Appendix J | N/A | N/A | More people bicycling to school | St. Paul Public Schools | High |
| C | Hoyt Ave and Huron St | Long and uncomfortable crossings; drivers are traveling at high speeds on Hoyt Ave | Install curb extensions; construct ADA compliant curb ramps; install high visibility crosswalks (priority for east crossing of Hoyt Ave and south crossing of Huron St); install school crossing signs with advance warning signs | Install high visibility crosswalks on east and south legs of intersection; install school crossing signs with advanced warning signs | Install curb extensions; construct ADA compliant curb ramps | Increased safety, comfort and visibility of people crossing; help to guide people walking and encourage more people to walk; drivers from the east identify the intersection as a gateway to the school and drive at slower speeds | City of St. Paul | Medium |
| D | Hoyt Ave from Hamline Ave to Huron St | Narrow sidewalk adjacent to motorized vehicles creates an uncomfortable and unwelcoming place to walk on the south side of the street adjacent to the school campus; drivers are accelerating and traveling at high speeds traveling east on Hoyt Ave | Reduce opportunities for motorized vehicle access and parking; expand space for walking along the north side of the school; reduce motor vehicle travel lane widths on Hoyt Ave through striping changes | Reduce motor vehicle travel lane widths on Hoyt Ave through striping changes | Reduce opportunities for motorized vehicle access and parking; expand space for walking along the north side of the school | Increased comfort, visibility and safety of people walking on Hoyt Ave; reduced speeds and accelerations of motorized vehicles on Hoyt Ave | City of St. Paul | Medium |
| E | Chelsea Heights campus, near the south entrance/exit on Huron St | No bicycle parking racks on the east side of the school at the south entrance | Install bicycle parking that meets the guidance shown in Appendix J | N/A | N/A | More people bicycling to school | St. Paul Public Schools | Medium |
| F | Arlington Ave between Hamline Ave and Chelsea St | No bicycle parking racks on the west side of the school campus, near the Recreation Center | Use the space along the south side of the street for periodic Bus/Park and Walk activity | N/A | N/A | Opportunity for students to walk to school who live too far away to walk from home | St. Paul Public Schools | Medium |
| G | Hoyt Ave and Hamline Ave | Long crossings and uncomfortable intersection for walking | Install curb extensions; construct ADA compliant curb ramps; install high visibility crosswalks | Install high visibility crosswalks on east and south legs (others outside City limits) | Install curb extensions; install ADA compliant curb ramps | Increased safety, comfort and visibility of people crossing; help to guide people walking and encourage more people to walk through this intersection | City of St. Paul | Low |
| H | Nebraska Ave and Huron St | Uncomfortable crossings; limited visibility of people crossing | Install curb extensions and high visibility crosswalks (priority for west crossing of Nebraska Ave) | N/A | Install curb extensions and high visibility crosswalks (priority for west crossing of Nebraska Ave) | Drivers will not be able to park as close to the intersection; increased visibility of people crossing | City of St. Paul | Low |
| I | Chelsea Heights campus, near Northwest Como Recreation Center | No bicycle parking racks on the west side of the school campus, near the Recreation Center | Install bicycle parking that meets the guidance shown in Appendix J | N/A | N/A | More people bicycling to school and to use the Recreation Center | St. Paul Public Schools in coordination with the Recreation Center | Low |

RECOMMENDED IMPROVEMENTS

Concept illustrations of selected improvement areas



Recommendations A. Nebraska Ave and Hamline Ave. Current (left) and recommended (right). Installation of RRFBs, a high visibility crosswalk, vertical delineators, and on street paint will help to create a gateway to the area surrounding school.



Recommendation C. Hoyt Ave and Huron St. Current (top) and recommended (bottom). High speeds of vehicles traveling on Hoyt Ave creates uncomfortable crossing for pedestrians. Installing curb extensions will shorten the crossing distance and decrease vehicle speeds.





Using this Plan

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

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

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



Who are You?

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

I AM A PARENT

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

I AM A COMMUNITY MEMBER

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

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

I WORK FOR THE SCHOOL DISTRICT

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

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

I AM A SCHOOL ADMINISTRATOR

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



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

I WORK FOR THE CITY OR COUNTY

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

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

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

I WORK FOR THE POLICE DEPARTMENT

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

I WORK IN PUBLIC HEALTH

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