

# SAFE ROUTES TO SCHOOL

*A plan to make walking, biking, and rolling to school a safe, accessible, and fun transportation choice benefiting the physical and emotional health of students, parents, and all members of the Frost Lake community.*

**SAINT PAUL PUBLIC SCHOOLS**

Frost Lake Elementary

**JUNE 2025**



# Acknowledgments

We gratefully acknowledge the participation of the following individuals and organizations in the development of this Safe Routes to School Plan.

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## **ORGANIZATION OF THIS REPORT**

This report is designed to support and be accessible to multiple groups of people involved with Safe Routes to School in Frost Lake, including students, caregivers, teachers, school administrators, City 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 plan to make walking, biking, and rolling to school a safe, accessible, and fun transportation choice benefiting the physical and emotional health of students, parents, and all members of the Frost Lake community.*

## 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.

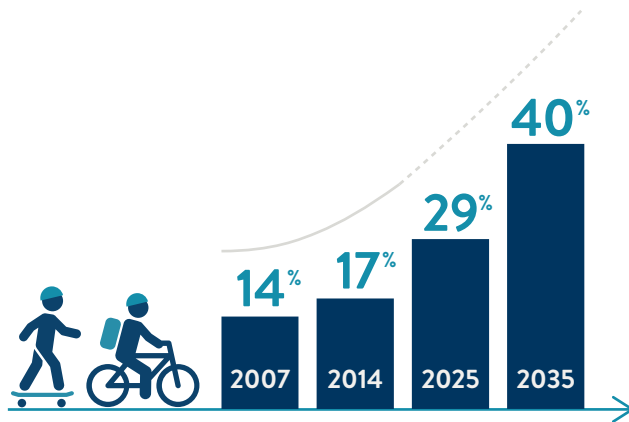




## 01. WHY SAFE ROUTES TO SCHOOL?

# 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 Frost Lake Safe Routes to School team worked to develop recommendations that support equity in walking and biking to school. For Frost Lake Elementary, the equity map (next page) shows that the school and walking and biking zone are included in some of the highest priority equity areas.



# Frost Lake Elementary



## SITE CIRCULATION

**Pedestrians and Bicyclists:** Walking/biking numbers are fairly low despite many students living nearby due to safety concerns with crossing Hazelwood St given the high speeds and volumes on the road, and a lack of sidewalks within the neighborhoods.

Student safety patrols help all the students at a given corner cross together as a group at the intersections of Barclay St and Idaho Ave E, Hoyt Ave E and Hazelwood St, and Idaho Ave E and Hazelwood St.

The Idaho Ave E and Hazelwood St intersection has a four-way stop, but can still experience heavy traffic. The Hoyt Ave E and Hazelwood St intersection has a two-way stop on Hoyt Ave E, and driver speeds and yielding can cause safety concerns for students crossing.

Students and families also cross Hoyt Ave E mid-block at Barclay St to access the church parking lot across the street, where many caregivers park to pick up students.

**School Buses:** School buses drop off and pick up students along Idaho Ave E north of the school campus.

**Vehicles:** Parents and caregivers drop off and pick up students from the one-way loop in the parking lot south of the building. Drivers enter the school grounds from Hoyt Ave E and exit out of the same driveway. Students are also picked up at the end of the day from the church parking lot on the south side of Hoyt Ave E, and many students and families cross at various points mid-block, especially at the lower driveway near the school's back (west) entrance.

SCHOOL CONTEXT:\*

# Frost Lake Elementary



**ENROLLMENT:**

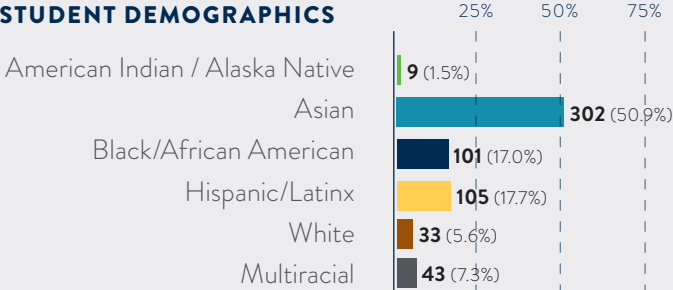
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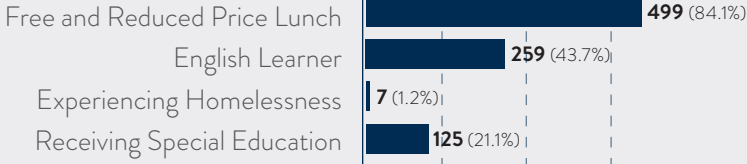
**GRADES SERVED:**

Pre-K-5

**STUDENT DEMOGRAPHICS**



**SOCIOECONOMIC STATISTICS**



\*Source: SY 2025 student enrollment data from the Minnesota Department of Education.

**STUDENT DEMOGRAPHICS:**

- The Frost Lake student population is predominantly Asian, with smaller but significant subsets of students who are Black and Hispanic/Latinx. Fewer students are Multiracial, White, or American Indian/Alaska Native.
- The school has a larger population of free and reduced-price lunch-eligible students (84.1%) relative to the state of Minnesota overall (43.3%).
- Frost Lake Elementary is surrounded by higher-priority equity areas, with the highest located immediately adjacent to and southeast of the school (map, page 9). Most of the highest priority areas fall within the walkshed and require students to cross Hazelwood St or Hoyt Ave, roads with high speeds and volumes. Larpenteur Ave E is also within 0.5 mile of the school, but it is the school district boundary.
- Currently, Frost Lake Elementary students in Pre-K-5 arrive to school mostly by bus or family vehicle (about 93%). About 1-2% of students walk to/from school and 5-6% carpool, according to student travel data provided by the school (Appendix F).
- Sixteen percent of students live within the 0.5 mile walk zone and are ineligible for busing.



## Developing the Plan

The Frost Lake SRTS plan was developed based on issues and opportunities identified through stakeholder and community engagement, data evaluation, and a site visit including a walk audit and observation of student arrival to school. Frost Lake's SRTS team met regularly throughout the planning process to give feedback at key milestones. The larger SRTS team and stakeholders including City of Saint Paul, Ramsey County, and MnDOT participated in the Rapid Planning Workshop and/or site visit.

The following sections in this SRTS plan include findings from stakeholder engagement, data analysis, and observations during the site visit. More details including maps and an engagement summary are in the Appendix. Recommendations are organized into two sections: 1) Infrastructure and 2) Programs.



### COMMUNITY ENGAGEMENT

Community engagement included three in-person pop-up events, a survey for caregivers, an interactive engagement website, and the Rapid Planning Workshop.

Key takeaways from engagement include:

- Frost Lake Elementary families and people living in the neighborhood are concerned about traffic on Hoyt Ave E during drop off and pick up hours. Students do not feel safe crossing this street, especially during these times.
- Other streets and intersections of concern include Prosperity Rd/Hazelwood St and Larpenteur Ave E due to high speeds, and intersections of Hazelwood St N and Hoyt Ave E as well as Hazelwood St N and Idaho Ave E where drivers fail to yield to students in the absence of an adult.
- Many families do not see walking or biking to school as feasible for their students because of their young age, distance to school, traffic speeds, weather, or lack of resources such as access to a bicycle.
- Students cited safer crossings and faster routes as things that would make them more likely to walk or bike to school.

When asked what would help their child walk or bike more often, caregivers identified the following, in order of most to least commonly chosen:

- More information about walking and biking routes
- Safer routes and intersections/crossings
- An adult or older person to walk or bike with
- A shorter distance to walk or bike
- Better signage to alert drivers to crossing students
- Slower traffic speeds along the route

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## 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 Frost Lake Elementary.

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 being able to access 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 help to increase transparency and improve reliability for the active transportation network.

For example, they 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, 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.”

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
- Give-aways that help kids access winter gear such as clothing or bike lights

## RECOMMENDATIONS OVERVIEW

This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling to Frost Lake Elementary. Instead, it calls attention to existing key conflict points identified during the planning process and potential improvements. Recommendations range from simple striping changes to more significant dimensional changes to streets, intersections, and school infrastructure.

During stakeholder engagement, the following roads and intersections were identified as difficult for families to find a safe route to walk or bike to school with their students.

- **Hoyt Ave E:** SRTS staff repeatedly heard from families that Hoyt Avenue E is the biggest barrier to walking and biking to school for their students, with many caregivers sharing that they will not let their student cross it alone. Drivers line up on Hoyt Avenue E to drop off and pick up their students which often leads to traffic buildup. Caregivers expressed frustration over the lack of crossing infrastructure in place to help pedestrians and bicyclists cross safely, sharing that cars don’t yield to students trying to cross.
- **Hazelwood St N:** Caregivers shared that Hazelwood Street N, which lies just east of Frost Lake Elementary, is a barrier because of the high speed of traffic. Traffic backs up from Hoyt onto Hazelwood during arrival and dismissal. Caregivers shared that they have watched drivers swerve around crossing guards and would like to see adult crossing guards or infrastructure such as RRFBs installed.
- **Hazelwood St & Hoyt Ave E:** A school staff member shared that cars often don’t stop for children unless an adult is present.
- **Prosperity Rd & Larpenteur Ave:** Caregivers shared concerns about the high speed of traffic on these roads and at their intersection.

The City of Saint Paul, Ramsey County, and MnDOT were important partners in developing this plan. Recommendations identified in this plan are not necessarily endorsed by these agencies, but are planning-level concepts that will require additional engineering design.

Cost estimates are not included here, but once project design is farther along, MnDOT’s *Minnesota’s Best Practices for Pedestrian and Bicycle Safety* is a good resource, and can be accessed here: [https://edocs-public.dot.state.mn.us/edocs\\_public/DMResultSet/download?docId=20072588](https://edocs-public.dot.state.mn.us/edocs_public/DMResultSet/download?docId=20072588)



# Infrastructure Opportunities



## HAZELWOOD ST / PROSPERITY RD



### RECOMMENDATION

Consider improvements to crossings of Hazelwood St/Prosperity Rd at Hoyt Ave E and Idaho Ave E, as described in recommendations A<sub>1</sub> and A<sub>2</sub>. Potential traffic calming elements along Hazelwood/Prosperity could include chicanes, speed humps, or roadway reallocation.

### WHY IS THIS RELEVANT?

Hazelwood St/Prosperity Rd feels unsafe with fast-moving traffic, especially at arrival and dismissal times. During these times, school traffic backs up onto Hazelwood St as cars wait to turn onto Hoyt Ave E. Of the intersections closest to the school (Hoyt Ave E and Idaho Ave E), Idaho Ave E has a four-way stop, while Hoyt Ave E has a dogleg (a sharp bend) and a two-way stop. At Hoyt Ave E, drivers do not reliably yield to students crossing, even with student safety patrols present. Student crossing guards also operate at the Idaho intersection.

### PRIORITY High ●○○

Hazelwood St/Prosperity Rd was one of the most cited safety concerns for students walking and biking to school. The corridor is also a barrier between the school and equity priority areas to the east making this a high-priority project.

### WHO WILL MAKE THIS HAPPEN?

Ramsey County

## HAZELWOOD ST & HOYT AVE E



### RECOMMENDATION

Consider adding elements to improve driver yielding and visibility of people walking across the street, such as an RRFB, restricting parking near intersections for clear views, and/or curb extensions. Assess placement of advance crossing signage to make the school crossing more evident to approaching drivers. A temporary demonstration project could be implemented to test proposed safety measures.

### WHY IS THIS RELEVANT?

Traffic moves quickly on Hazelwood and drivers do not reliably yield to crossing students. Stop/yield compliance is better at Hazelwood St and Idaho Ave E, than at Hazelwood St and Hoyt Ave E, since Hazelwood and Hoyt may serve as a warning to northbound drivers before they reach the Idaho Ave E intersection. Traffic backs up through this intersection as cars wait to turn onto Hoyt Ave E during drop-off and pick-up times, a concern for both caregivers and neighborhood residents. Student safety patrols currently assist with crossings at this corner.

### PRIORITY High ●○○

This intersection is a key safety concern among school stakeholders and neighborhood residents. It is located in an equity priority area, making this a high priority project.

### WHO WILL MAKE THIS HAPPEN?

Ramsey County, City of Saint Paul



## HAZELWOOD ST & IDAHO AVE E



### RECOMMENDATION

Consider improvements to shorten crossing distances and improve visibility of people walking across the street, such as curb extensions or roadway reallocation. Assess placement of advance crossing signage to make school crossings more evident to approaching drivers. A temporary demonstration

### RECOMMENDATION (CON'T)

project could be implemented to test proposed safety measures.

### WHY IS THIS RELEVANT?

Hazelwood St and Idaho Ave E is a large intersection that can have heavy traffic at certain times of day. The four-way stop helps with driver yielding to crossing students. The Hazelwood St and Hoyt Ave E intersection immediately to the south may help with traffic calming at this intersection by serving as a warning to northbound drivers to slow down before they reach the Hazelwood St and Idaho Ave E intersection. A student safety patrol currently assists with crossings at this corner.

### PRIORITY High ●○○

This intersection is a key safety concern among school stakeholders and neighborhood residents. It is located in an equity priority area, making this a high priority project.

### WHO WILL MAKE THIS HAPPEN?

Ramsey County, City of Saint Paul

## HOYT AVE E



### RECOMMENDATION

Consider formalizing the mid-block crossing across from the church parking lot. At this and other key crossings, safety improvements could include raised crosswalks, parking daylighting, and/or curb extensions. Consider closing part of the street temporarily during school arrival and dismissal times or more permanently (school street). A temporary demonstration project could preview and test these concepts.

### WHY IS THIS RELEVANT?

Hoyt Ave E in front of the school is congested with car traffic at arrival and dismissal times, and students and families cross mid-block to access street parking and the church parking lot across the street. Caregivers expressed frustration at the lack of crossing infrastructure along Hoyt, and noted that drivers often fail to yield to students. Student crossing patrols currently operate at the Dieter and Hazelwood intersections. The city plans to reconstruct surrounding neighborhood streets, starting with those that lack curb and gutter like Hoyt, typically including a sidewalk on both sides of the street.

### PRIORITY High ●○○

Hoyt Ave E was cited as a significant barrier to walking and biking by SRTS staff and families. It is the main access point for the school and is in a priority equity area.

### WHO WILL MAKE THIS HAPPEN?

City of Saint Paul, SPPS

## IDAHO AVE E



### RECOMMENDATION

Consider traffic calming elements along Idaho Ave E behind the school. Examples include vertical deflection such as speed humps, speed tables, or speed cushions, chicanes, or roadway reallocation.

### WHY IS THIS RELEVANT?

On Idaho Ave E behind the school, there have been issues with speeding cars. During arrival and dismissal times, school buses queue up along Idaho Ave behind the school for student loading and unloading. The intersection at Idaho Ave E and Prosperity/Hazelwood was identified as a concern by caregivers and school stakeholders due to fast moving traffic and drivers failing to yield to crossing students and student patrols.

### PRIORITY Medium ○●○

School stakeholders identified speeding on Idaho Ave E as a concern along with unsafe conditions at the Idaho and Hazelwood intersection. The corridor lies in a priority equity area adjacent to the school.

### WHO WILL MAKE THIS HAPPEN?

City of Saint Paul

## SURROUNDING NEIGHBORHOOD STREETS



### RECOMMENDATION

Neighborhood streets including those immediately south and southeast of the school should be prioritized to fill sidewalk gaps, including Hoyt Ave E, Winchell Ave E, Barclay St, and Dieter St N.

### WHY IS THIS RELEVANT?

Some streets lack sidewalks, and corners and old asphalt curbs and gutters are in poor condition. The city plans to reconstruct neighborhood streets, such as Hoyt Ave E. The city will start with streets that lack curb and gutter, like Hoyt Ave E, and will typically include sidewalk on both sides of the street.

### PRIORITY High ●○○

Surrounding neighborhood streets immediately south and southeast of the school are located in higher priority equity areas and serve as key walking and biking routes for students getting to school within the no-busing zone.

### WHO WILL MAKE THIS HAPPEN?

City of Saint Paul

## LARPENTEUR AVE



### RECOMMENDATION

Consider traffic calming elements and enhanced crossings along Larpenneur Ave when it is reconstructed in 2027, especially at key intersections for the school community such as at Prosperity Rd, and Barclay St.

### WHY IS THIS RELEVANT?

School stakeholders and caregivers identified Larpenneur Ave as a concern because of high traffic speeds along the corridor. Larpenneur Ave will have a corridor project from White Bear Ave to Lake Phalen in 2027, so there is an opportunity to include enhanced crossings at key intersections for the school community.

### PRIORITY Medium ○●○

School stakeholders identified the need for improved crossings of Larpenneur, which is the northern border of the walk/no-busing zone for Frost Lake Elementary. Intersections at Prosperity Rd, Dieter St N, and Barclay St fall in a high priority equity area.

### WHO WILL MAKE THIS HAPPEN?

Ramsey County, SPPS

## FLANDRAU ST



### RECOMMENDATION

Consider implementing a demonstration project/quick build along the planned bike boulevard route on Flandrau prior to its permanent construction. This could help the community understand what the final bike boulevard will look like and how to use it, while improving biking conditions along the corridor in the meantime.

### WHY IS THIS RELEVANT?

The Flandrau St Bicycle Boulevard Plan was completed in 2023. Next steps include city staff pursuing funding for implementation and construction of the plan's recommendations. According to the plan, bicycle boulevards are streets with low motorized traffic volumes and speeds, designed and designated to give people traveling by bike, foot, or other mobility assist devices such as scooters or wheelchairs travel priority. These streets use pavement markings and traffic calming tools to support safety and convenience for people, especially at busy street crossings.

### PRIORITY Low ○○●

This corridor is partially located within the immediate walk/bike area for the school and offers a future opportunity to improve nearby biking infrastructure.

### WHO WILL MAKE THIS HAPPEN?

City of Saint Paul, SPPS

## MARYLAND AVE



### RECOMMENDATION

The signal project on Maryland Ave provides an opportunity to consider techniques to improve bicyclist and pedestrian safety at intersections such as leading pedestrian intervals, no right turn on red signage, and ADA-compliant curb ramps, among other strategies.

### WHY IS THIS RELEVANT?

The upcoming signal project along Maryland Ave is an opportunity to improve conditions for people walking and biking at crossings of Maryland Ave.

### PRIORITY Low ○○●

This project is located outside of the primary walk/no-bussing area for the school (and therefore not shown on the infrastructure map) but could benefit the broader school and local community with safety improvements for bicyclists and pedestrians along the corridor.

### WHO WILL MAKE THIS HAPPEN?

Ramsey County

## PURPLE LINE BRT



### RECOMMENDATION

Any pedestrian, bicycle, and crossing improvements associated with the new Purple Line BRT development should be aligned with key crossings of White Bear and Maryland Aves for students and community members walking, rolling, or biking to Frost Lake Park.

### WHY IS THIS RELEVANT?

The new Metro Transit Purple Line BRT is tentatively set to run along Maryland Ave E and White Bear Ave. With development of the BRT corridor, there may be opportunities to include complementary pedestrian and bicycle infrastructure and intersection improvements within a half mile of the corridor.

### PRIORITY Low ○○●

This project is located outside of the primary walk/no-bussing area for the school (and therefore not shown on the infrastructure map) but could benefit the broader school and local community with associated bike, pedestrian, and crossing improvements adjacent to the new BRT corridor.

### WHO WILL MAKE THIS HAPPEN?

Metro Transit, Ramsey County, MnDOT



## 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

There are currently several walking and biking programs at Frost Lake Elementary along with great potential to expand upon existing activities and establish new ones to encourage more students to walk and bike.

#### Active or previously implemented programs include:

- A Frost Lake Elementary physical education teacher is trained in the Walk! Bike! Fun! education program.
- SPPS maintains a bike fleet that schools can utilize and Frost Lake has several trikes available.
- Frost Lake Elementary currently has volunteer student safety patrols that assist with crossing key intersections during school arrival and dismissal times.
- Several school staff also help with the student safety patrols during drop-off and pick-up.

### PROGRAM RECOMMENDATIONS

Conversations with school and district staff, caregivers, students, 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, how well the program would serve priority equity populations, and the readiness of the school to launch the program.

#### Recommended Programs:

- School communications
- Walking school bus
- Drop and walk
- Walk, Bike and Roll to School Days
- Stop for Me Campaign
- Walk/bike education
- Walking or biking field trip
- School Street

## 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.



## SCHOOL COMMUNICATIONS

Rapid Planning Workshop participants suggested that Frost Lake Elementary advertise their student safety patrol program and share about them with the school community.

### When, where, and how will this be implemented?

School staff can share information about the student safety patrol with caregivers through existing communication channels, such as school newsletters, website updates, and social media. Information could also be shared at community events and with the Greater East Side Community Council (GESCC) for distribution to neighbors.

### Why is this relevant and recommended?

Caregiver awareness about the student patrol and other SRTS programs could help them feel more comfortable allowing their students to try walking, biking, or rolling to school. Building community awareness about the student patrols may encourage drivers to yield to crossing students and drive more slowly near the school.

### How will this address transportation inequities?

Community awareness may help improve driver compliance in a high priority equity area.

### How will this be evaluated?

Annual caregiver survey.

### Who needs to be involved to make this happen?

District communications staff, school staff, GESCC.

### What is the timeline for implementation?

Short term (1 year).





### WALKING SCHOOL BUS

A Walking School Bus is a group of children walking or bicycling to school with one or more adults. Parents, caregivers, or even older students 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?

Parents or caregivers of students who already walk or bike to school can organize along their current route. School staff can share materials with families to help jump-start the initiative.

#### Why is this relevant and recommended?

These events build enthusiasm for walking and biking, and help parents and caregivers feel more confident in their student's safety getting to school. During engagement, Frost Lake Elementary caregivers expressed interest in having their kids walk or bike to school if they could travel in groups.

#### How will this address transportation inequities?

These groups help parents or caregivers who have inflexible work schedules, such as shift work, feel confident that their student can get to school safely.

#### How will this be evaluated?

Student participation counts.

#### Who needs to be involved to make this happen?

Students, parents/caregivers, and school staff.

#### What is the timeline for implementation?

Medium term (2 years).



### DROP AND WALK

During a drop-and-walk event (also called park and walk) bus drivers and caregivers drop students at a designated off-campus location and students walk to school from there. Remote drop-off events can help reduce congestion on campus and provide students who live further from school with an opportunity to walk.

#### When, where, and how will this be implemented?

School communications can encourage families driving to school to drop students at a central location. For example, some potential drop and walk locations that could be explored include the west end of Frost Lake Park, the Our Redeemer Lutheran Church parking lot at Birmingham and Larpenteur, or Wakefield Park.

#### Why is this relevant and recommended?

Walking on the way to school provides students an opportunity to start their day with activity and spend time outdoors. Drop and walk also reduces the number of cars adding to congestion near the school.

#### How will this address transportation inequities?

This program will promote walking and will address transportation inequities if buses also drop students off.

#### How will this be evaluated?

Annual caregiver survey.

#### Who needs to be involved to make this happen?

Students, caregivers, school, bus drivers and staff/student crossing guards.

#### What is the timeline for implementation?

Medium term (2 years).



### WALK, BIKE, & 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. Additional education and encouragement programming can increase awareness and expand participation. Events can also take place more frequently (e.g., Walking Wednesdays) if there is interest and capacity.

#### When, where, and how will this be implemented?

In October, February, and May to start, adults or secondary school students can lead walking or biking groups along pre-identified routes. MnDOT provides materials and contests to promote the events.

#### Why is this relevant and recommended?

These events build enthusiasm for walking and biking, and help families try out new transportation options/routines.

#### 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?

Participation, student survey/caregiver survey

#### Who needs to be involved to make this happen?

School staff, students, parents.

#### What is the timeline for implementation?

Short term (1 year)



### STOP FOR ME CAMPAIGN

Coordinate with the Saint Paul Police Department's (SPPD) existing Stop for Me Campaign to have officers assist with driver compliance near the school during pick-up and drop-off periods.

#### When, where, and how will this be implemented?

SPPD's Stop for Me Campaign involves temporary officer and volunteer presence at problematic intersections to enforce and promote driver compliance for stopping at crosswalks and yielding to pedestrians. Complimentary strategies like speed signs and in-crosswalk pedestrian signs can also supplement enforcement activities.

#### Why is this relevant and recommended?

Parents, caregivers, and school staff shared concerns about speeding drivers, drivers failing to yield to crossing students, and drivers making impatient movements with their vehicles near school drop-off and pick-up areas.

#### How will this address transportation inequities?

This will support safety for children who walk and bike to school because a parent cannot take them.

#### How will this be evaluated?

Annual surveys, student travel tallies

#### Who needs to be involved to make this happen?

School staff, SPPD, SPPS, community volunteers

#### What is the timeline for implementation?

Medium term (2 years)





### WALK/BIKE EDUCATION

Walking and biking safety education can build confidence and promote lifelong skills that support students' health and safety. MnDOT is creating model materials to help classroom teachers meet new active transportation safety education requirements. These materials are complementary to the Walk! Bike! Fun! curriculum designed for hands-on practice in PE class.

#### When, where, and how will this be implemented?

Ready-to-use materials can be used in classroom settings including homeroom, advisory or health class. Physical education or health teachers can integrate Walk! Bike! Fun! into their annual curriculum.

#### Why is this relevant and recommended?

Learning walk, bike, and roll safety skills can help students and parents feel comfortable with walking or biking as a transportation mode.

#### How will this address transportation inequities?

In-school curriculum provides all students an opportunity to engage with walking and biking safety, regardless of the resources available to them outside school.

#### How will this be evaluated?

Student participation counts.

#### Who needs to be involved to make this happen?

School/district staff, students.

#### What is the timeline for implementation?

Short term (1 year).



### WALKING OR BIKING FIELD TRIP

School staff can organize a walking or biking field trip to a nearby park during the school day to educate students and help them apply basic walking and biking skills to build confidence using these modes.

#### When, where, and how will this be implemented?

During the school day, teachers and/or school staff can lead a walking or biking student field trip to a nearby park or trail. Some potential destinations to explore include: Frost Lake Park paths for younger students, Wakefield Park, Hillcrest Knoll Park, Lake Phalen/Phalen Regional Park, Bruce Vento Trail, and Gloster Park.

#### Why is this relevant and recommended?

A teacher-led walking or biking field trip can help expand upon students' in-classroom learning and build confidence practicing walking and biking skills in a safe environment.

#### How will this address transportation inequities?

An in-school field trip provides all students an opportunity to learn and apply walking and biking skills, regardless of the resources available to them outside school.

#### How will this be evaluated?

Student survey/caregiver survey

#### Who needs to be involved to make this happen?

School staff/teachers, students, SPPS

#### What is the timeline for implementation?

Medium term (2 years)



## SCHOOL STREET

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

### When, where, and how will this be implemented?

The [MnDOT school streets guide](#) has helpful information for planning a school street. The best candidate locations for school streets are at schools with a grid street pattern, with alternative ways to drive around the area.

### Why is this relevant and recommended?

School streets eliminate through traffic near the primary school corridor and create a new space for students to engage in physical activity before and after school.

### How will this address transportation inequities?

A School Street provides additional space for recreation for all students. This provides recreation time for students who do not have an opportunity to walk or bike to school.

### How will this be evaluated?

Student participation counts

### Who needs to be involved to make this happen?

Students, school staff, and parents/community members.

### What is the timeline for implementation?

Medium term (2-3 years)





**04. WORKING FOR  
CHANGE**



## Action Steps

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

### PRIORITY SRTS INITIATIVES

- Assess potential for traffic calming improvements along the Hazelwood St/Prosperity Rd corridor.
- Consider crossing safety, signage, and visibility upgrades at the Hazelwood St and Hoyt Ave E intersection.
- Consider a demonstration project for a school street and/or crossing safety improvements along Hoyt Ave E in front of the school. Crossing and/or safety improvements could be aligned with the City of Saint Paul's planned neighborhood street reconstruction.
- In conjunction with pursuing infrastructure improvements, begin implementing priority programs such as school communications, walking school bus, and a Stop for Me campaign to make walking and biking more comfortable and accessible to students and their families.



## 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 also 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 or Bike to School Day after installing a demonstration project to encourage students and families to try out the new infrastructure.

This raised crosswalk connects to a school entrance and slows traffic on the adjacent road.



The project shown here includes curb extensions with bollards near Bruce Vento Elementary School in Saint Paul.

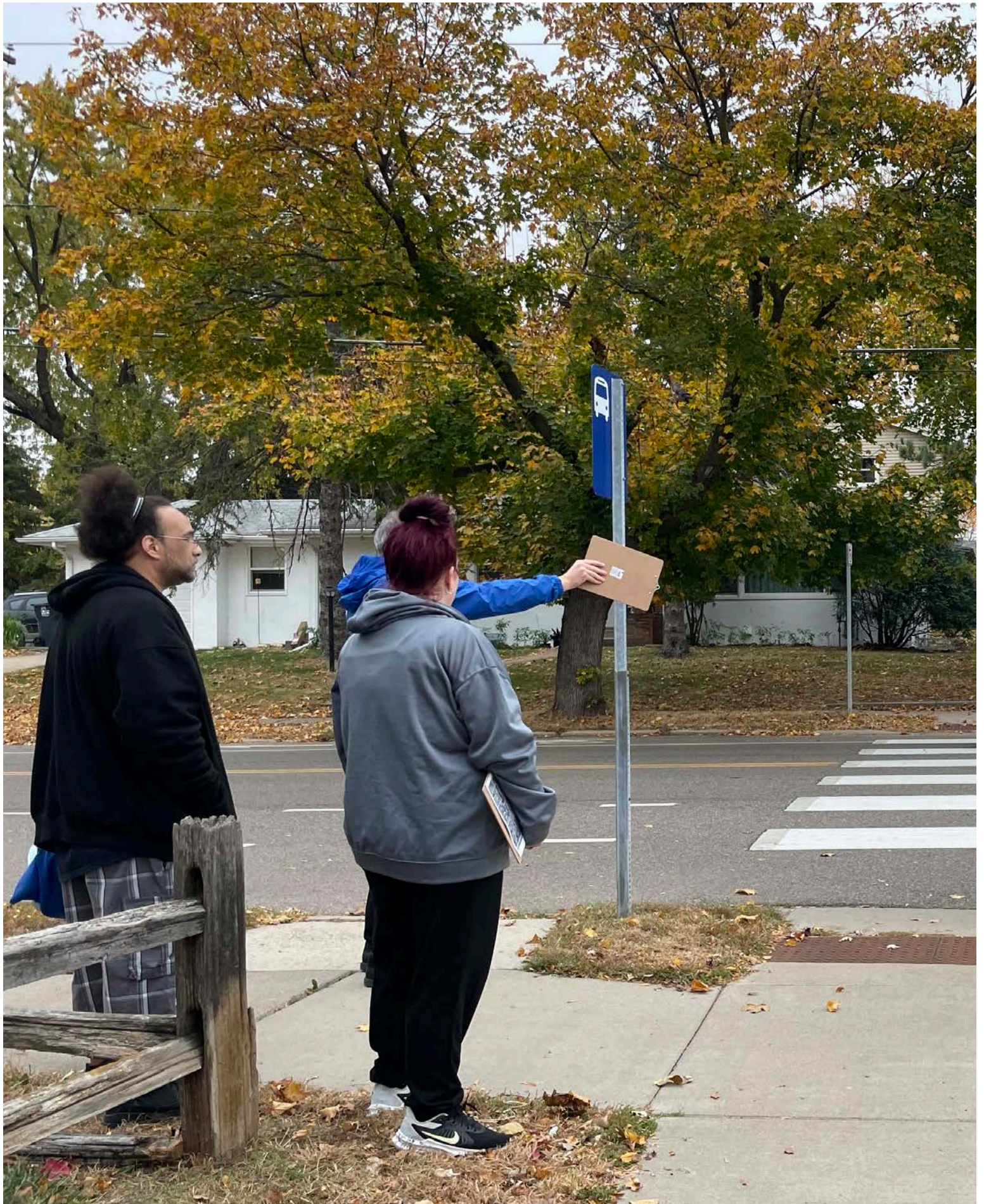


## DEMONSTRATION PROJECT EXAMPLES

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 image, below), curb extensions at wide and uncomfortable intersections (top right and bottom), and a number of other creative solutions.

Demonstration projects are typically installed in the spring or fall to leave enough time to observe their impacts 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

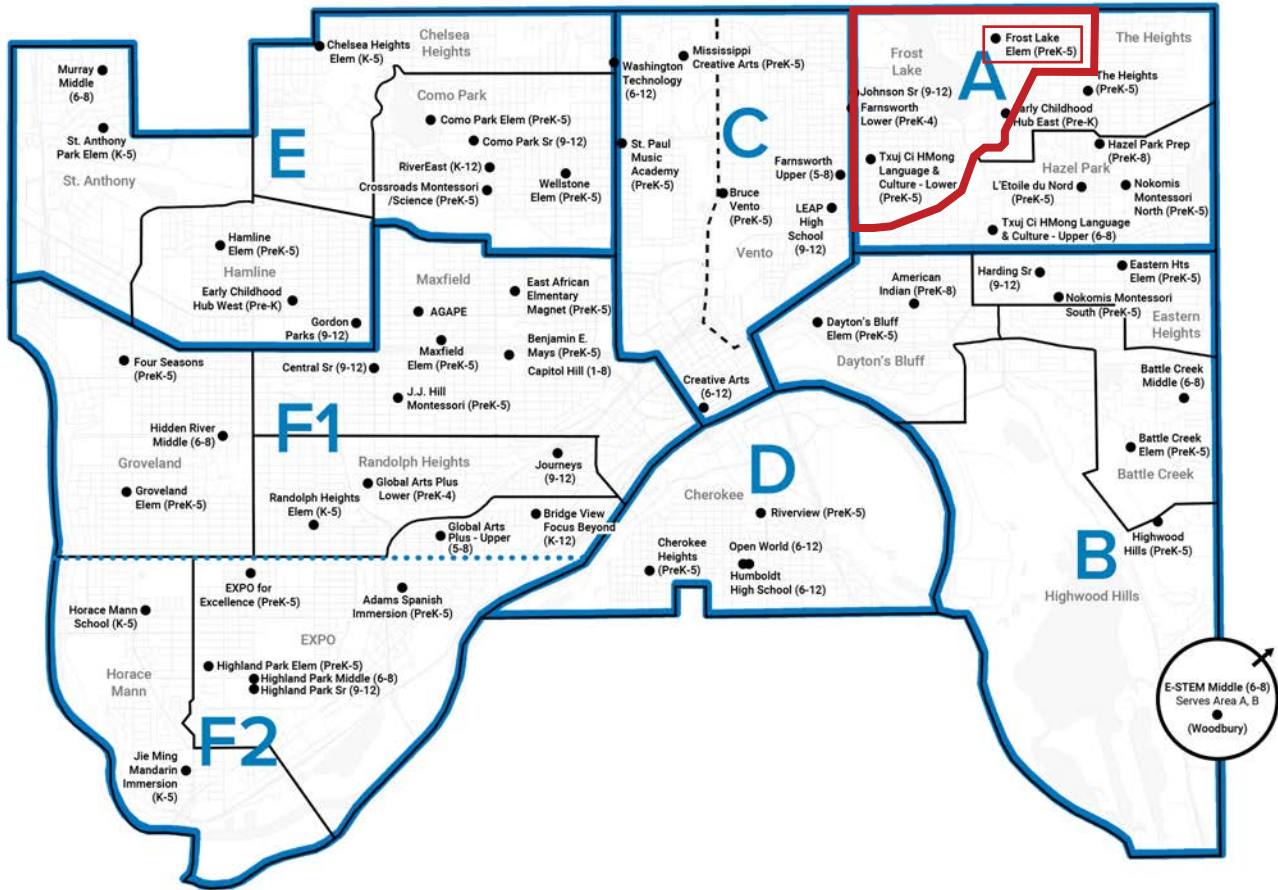
City staff can also use this report to support Safe Routes to School funding applications to programs such as MnDOT SRTS grants, federal infrastructure grants, and the Statewide Health Improvement Program (SHIP).





## 05. APPENDICES

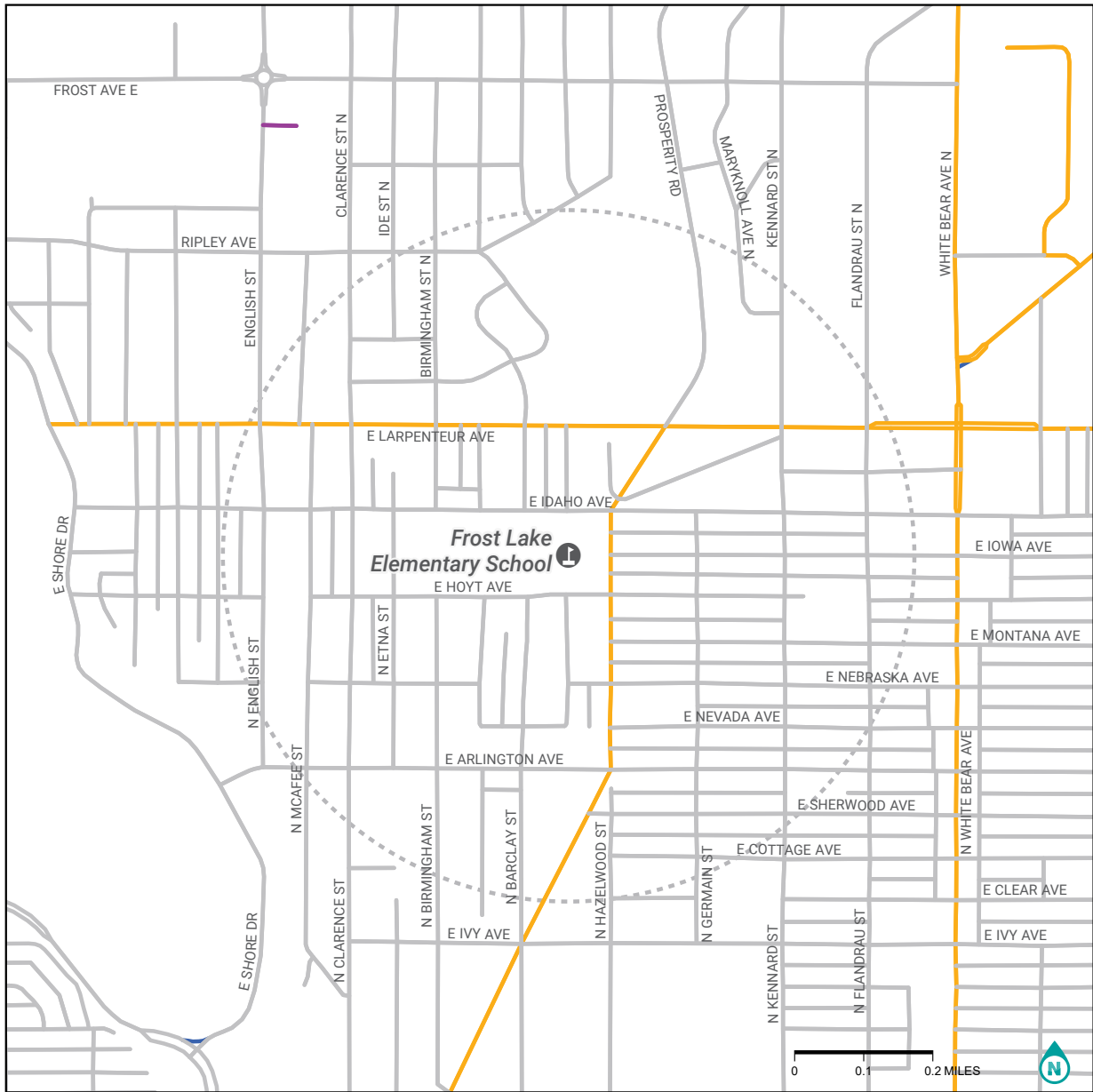
# Appendix A: Saint Paul Public Schools Attendance Zone



Map produced by Saint Paul Public Schools. Retrieved May 2025.



# Appendix B: Road Ownership



## FROST LAKE SAFE ROUTES TO SCHOOL

### FROST LAKE ELEMENTARY

----- 10-Minute Walk (0.5 Mile)

#### Road Ownership

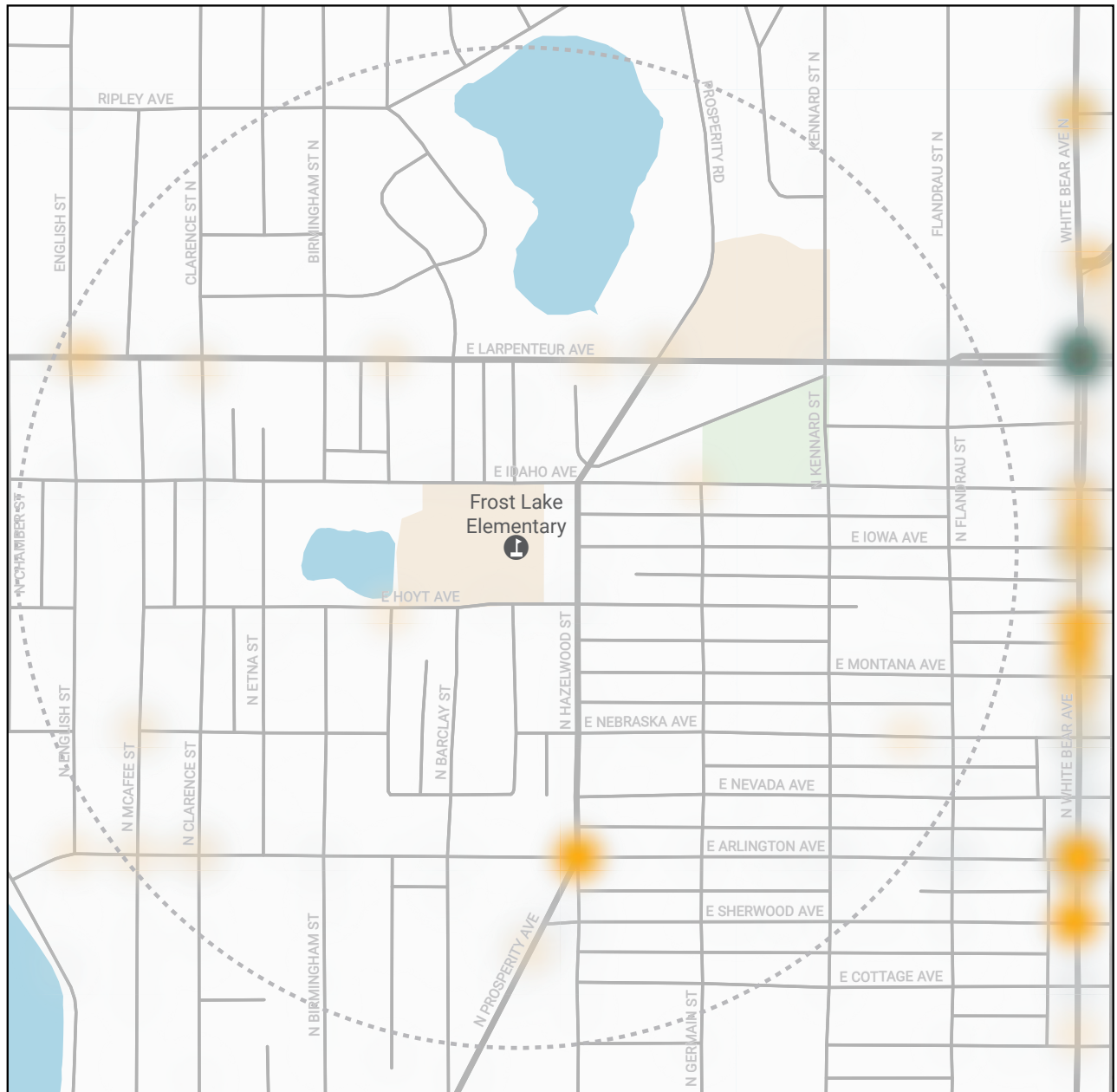
- State
- County
- Local
- Other



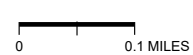
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Refer to Appendix G for a description of the methods used to produce this map.

# Appendix C: Crashes by Road User Vulnerability (2014 - 2023)



SAINT PAUL  
SAFE ROUTES TO SCHOOL



FROST LAKE ELEMENTARY



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



# Appendix D: 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 talks about 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.

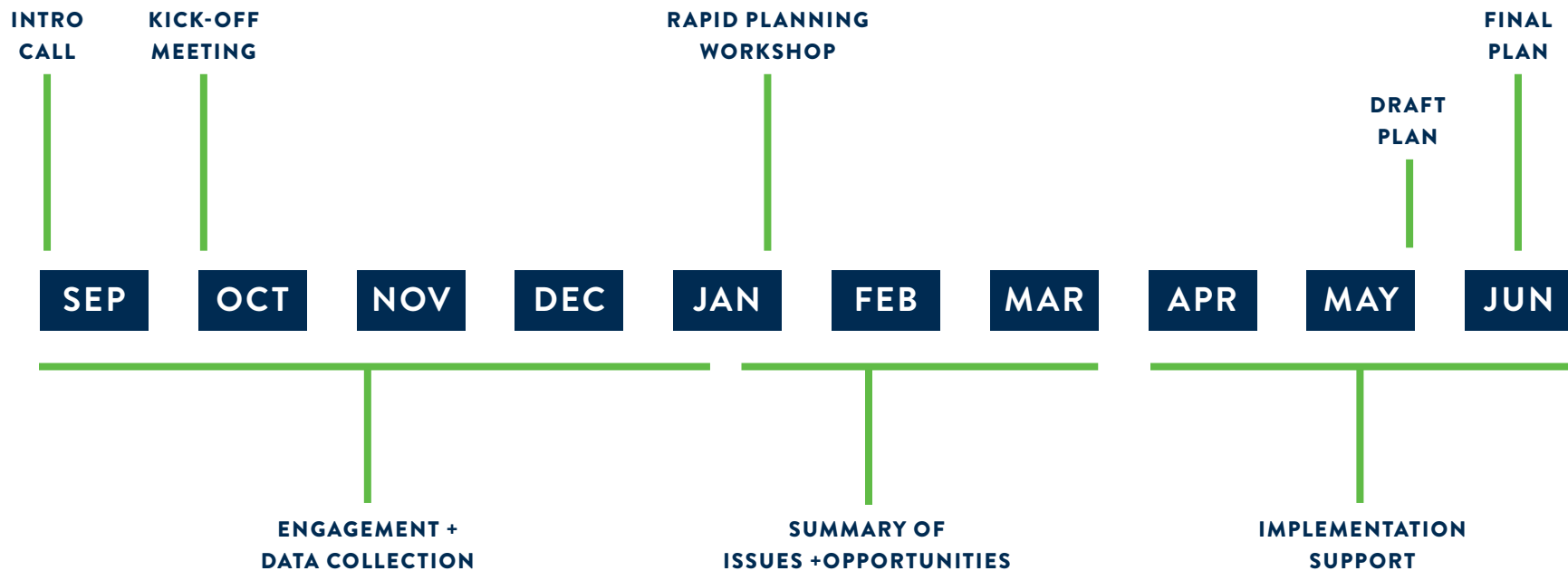
**Summary of Issues + Opportunities:** building on input from community engagement, data collection, the rapid planning workshop, and the technical meeting, SRTS staff and consultants compile identified program opportunities and locations where infrastructure improvements could support walking and biking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



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# Appendix E: Engagement Summary

## INTRODUCTION

Safe Routes to School (SRTS) staff provided community engagement support to ensure that the SRTS plan captured the issues and opportunities with walking and biking to and from Frost Lake Elementary. SRTS staff assisted local teams in gathering information through an interactive online map, caregiver and student surveys, in-person engagement events, a Rapid Planning Workshop and a student discussion.

The goals and purpose of this engagement were to:

1. **Connect** with families where they're at
2. **Create** excitement for walking and biking
3. **Understand** walking and biking challenges
4. **Identify** opportunities related to infrastructure and programming

5. **Build** awareness for the Frost Lake Safe Routes to School Plan



Figure 1: Frost Lake Elementary students and caregivers share some of their experiences traveling to school by filling out the sticker survey.

## TABLE 1: ENGAGEMENT STRATEGIES

DATE	STRATEGY	DESCRIPTION	COUNT
August 5, 2024	<a href="#">Kick-off and equity meeting</a>	SRTS staff and stakeholders met to discuss key demographics, potential partners and event opportunities within the Frost Lake community.	9 participants
August 29, 2024	Back-to-school event pop-up	SRTS staff engaged with students and families through a sticker survey, interactive map activity, informational handouts and question game.	30 participants
December 12, 2024	Cultural event pop-up	SRTS staff engaged with students and families through a sticker survey, interactive map activity, informational handouts and question game.	39 participants

DATE	STRATEGY	DESCRIPTION	COUNT
January 9, 2025	Parent pick-up pop-up	SRTS staff passed out handouts to caregivers during pick-up, informing them about the SRTS plan and hearing any experiences they had to share.	
January 30, 2025	Rapid Planning Workshop	SRTS staff and stakeholders met to share existing data, propose infrastructure and program recommendations and discuss potential next steps.	18 participants
January 30, 2025	Student discussion	Students from Frost Lake Elementary shared their experiences walking and biking to/from school and their “big ideas” to make it better.	4 participants

**KEY TAKEAWAYS**

- Frost Lake Elementary families and people living in the neighborhood are concerned about traffic on Hoyt Ave E during drop off and pick up hours. Students do not feel safe crossing this street, especially during these times.
- Many families do not see walking or biking to school as feasible for their students because of distance, weather or lack of resources.

**IN-PERSON ENGAGEMENT SUMMARY**

Intending to meet families at popular events, SRTS staff attended a back-to-school event on Aug. 26 and a New Years cultural celebration event on Dec. 12. SRTS staff brought a map of the school area and encouraged participants to share their route and highlight areas of concern and potential ideas for improvement with sticky notes. The map also included a sticker survey for students to share demographic information, how often they walk or bike to or from school, and what would make them more likely to do so. Finally, staff gave families an informational handout with a QR code that led them to the interactive engagement site. Handouts were available in English, Spanish, Hmong, Karen and Somali.

Though it ended early due to a severe storm, staff engaged with about 30 people at the back-to-school event. 17 students filled out at least one question in the





**Figure 2: SRTS staff help siblings fill out the sticker survey at the New Years cultural celebration event.**

sticker survey, with participation from all grades except first. Underneath the question “what would make you more likely to walk or bike to/from school?” someone to walk or bike with received the most stickers.

At the New Years cultural celebration, SRTS staff engaged with 40 people. 28 students filled out at least one question in the sticker survey, which showed that staff heard from students from every grade. Over half of the students who filled out the survey reported that they rarely or never walk or bike to/from school. For the question “What would make you more likely to walk or bike to/from school?” safer ways to cross roads received the most stickers; faster ways to get to school when walking or biking was the second most-popular answer.

Some of the things SRTS staff heard from students and families at these events include:

- Many caregivers shared that they live too far from school, or their student is too young to consider allowing them to walk or bike. Several families shared

that their student does not have access to a bike but would consider biking if the school could provide them with one. Cold weather was also noted as a barrier.

- Hoyt Ave gets backed up during school dismissal, frustrating people who live in the neighborhood, those sitting in traffic and students who must navigate through this traffic on foot or bike. Hazelwood St N and Hoyt Ave E was shared as a dangerous intersection at which cars often fail to yield to pedestrians.
- One caregiver shared that her two young students walked one morning when they missed the bus and she had already left for work. She was on the phone with them the whole time to make sure they felt safe. Though they were a little nervous, they were proud of themselves after, and the experience boosted their confidence.

SRTS staff also interacted with families during pick up, passing out handouts and encouraging caregivers to share their thoughts via online engagement methods.

## STUDENT DISCUSSION

During the Rapid Planning Workshop, SRTS staff had the chance to hear from two fourth graders and two fifth graders at Frost Lake Elementary who walk to school and volunteer as student patrols. The students shared that they each only cross one or two intersections to get to school and do so only on streets with painted crosswalks. Though they enjoy the fresh air when they walk to school, they shared that many of their peers do not walk because it is too cold, drivers go too fast, or the distance is too far.

During drop-off and pick-up, pairs of students with flags stand at busy intersections surrounding the school. Frost Lake Elementary staff stressed that a staff member must stand with each pair because drivers often won't stop for the students alone. Frost Lake Elementary staff shared that they struggle to get students to participate in student patrol.

## ONLINE ENGAGEMENT SUMMARY

Beginning in August, members of the Frost Lake community had access to an online interactive engagement site. The site offered information on the city's SRTS plan and two different ways for families to leave their thoughts and ideas: a survey and an interactive map. The website was available in Spanish and English, with the survey available in Spanish, English, Karen, Hmong and Somali. Though online engagement was advertised in-person at school events and after school during parent pick-up, only one caregiver filled out the survey.

The caregiver who filled out the survey has one student who walks to and from school. They shared traffic speeds along route and safety of intersections and crossings as issues that prevent their child from walking or biking to/from school more often. When asked if there was anything else they would like SRTS staff to know, this caregiver shared: "Better signage is needed, something to grab the attention of drivers."

## EQUITY

At the project kick-off meeting, participants noted several populations to keep in mind during the planning process, such as families speaking Spanish, Hmong and Karen, those receiving free or reduced-price lunches (89%) and English language learners (43%). Participants also emphasized that Frost Lake Elementary is a site for many community events and after-school activities, meaning traveling to and from school happens at all hours of the day.

Meeting participants also shared potential partners in SRTS planning, including the Greater East Side Community Council, the parent/teacher association that has begun forming and Family Engagement Liaison Cleo Sykes who oversees student patrol.

At the Rapid Planning Workshop, participants noted that Frost Lake Park is used by more than just students and their families and suggested engaging with the broader community in spaces such as libraries and churches in the future.

## INFRASTRUCTURE

Throughout engagement, the project team heard that busy streets with dangerous intersections serve as major barriers for students when walking and biking to/from school. At many of these locations, families shared that they had witnessed drivers fail to yield to pedestrians. Other streets mentioned in conversation, such as Prosperity Road and Larpenteur Avenue, were cited as concerns because of the high speeds of traffic that travel along them.

## HOYT AVENUE E

SRTS staff repeatedly heard from families that Hoyt Avenue E is the biggest barrier to walking and biking to school for their students, with many caregivers sharing that they will not let their student cross it alone. Drivers line up on Hoyt Avenue E to drop off and pick up their students which often leads to traffic build-up.



Caregivers expressed frustration over the lack of crossing infrastructure in place to help pedestrians and bicyclists cross safely, sharing that cars don't yield to students trying to cross.

### **HAZELWOOD STREET N**

Caregivers shared that Hazelwood Street N, which lies just east of Frost Lake Elementary, is a barrier because of the high speed of traffic. Caregivers who shared their experiences with drop-off and pick-up traffic noted that it is usually backed up onto Hazelwood Street N, where cars line up to turn onto Hoyt Ave E. This intersection was cited as one of concern, with caregivers sharing that they have watched drivers swerve around crossing guards here. Caregivers would like to see adult crossing guards or better infrastructure, such as RRFBs, installed here.

Other intersections along Hazelwood Street that were shared by a staff member who helps assist walkers were at Idaho Avenue and at Hoyt Avenue. This staff member shared that cars won't stop for children unless an adult is present, more often than not.

### **PROGRAMS**

Across all engagement efforts, Frost Lake families expressed their concern for specific streets and intersections that feature high traffic and speeds during school hours. Many caregivers suggested ideas for programs that could address these concerns.

Though not an official SRTS program, Rapid Planning Workshop participants suggested that Frost Lake Elementary advertise their student patrol and share a little bit about them with the community, whether it be in a newsletter or at an event. Participants noted that this could make caregivers feel more comfortable allowing their students to travel to school on foot or bike.

### **STUDENT VALET**

Many families mentioned that the roads around Frost Lake can get backed up during drop-off and pick-up, much to the annoyance of the neighborhood. Valets could help speed up this process, eliminating the piling

up of cars and making this traffic safe for students to get through.

### **WALKING SCHOOL BUS**

Since Frost Lake students are young, pairing students with their peers and an adult could be a helpful solution to ensuring that these students get safely across dangerous roads and intersections. One caregiver that lived east of Larpenieur Avenue shared that there were many parents in their family's neighborhood that would be interested in a program that allowed their students to walk together safely in groups. A Walking School Bus also means students get to travel with their peers, which many families at the back-to-school event said would make them more likely to walk or bike to/from school.

Rapid Planning Workshop participants suggested adding "practice" or "mock" walking school buses to events like open houses or back-to-school nights so that families could see how it would work in their area and meet the adult who would be joining them on their route.

### **WALK! BIKE! FUN!**

The caregiver who shared that her students had to walk to school one day with her on the phone said that they felt an increase in their self-confidence afterwards. These programs may be a good option for students like these that want to feel independent. Since Frost Lake students are young and may not have had experience traveling on their own, instructional programs could give them the right tools to walk or bike on their own and be safe while doing it. Frost Lake Elementary staff shared that their Physical Education teacher is trained in the program.

### **PARK AND WALK**

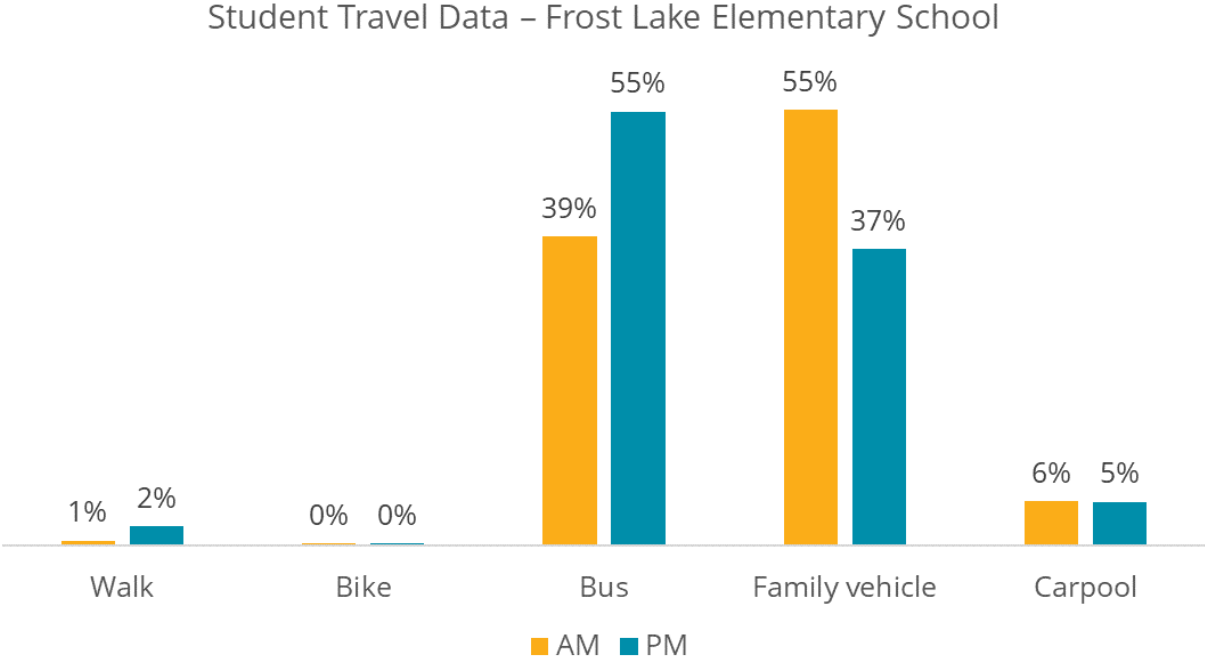
While many students are interested in walking or biking, their families shared that they live too far from Frost Lake Elementary for it to be a possibility. If caregivers are able to drive their students part of the way to school before dropping them off at safe point to walk or bike the rest of the route, they can decrease this distance and the time it would take, while allowing their student to get exercise and gain skills like independence.

# Appendix F: Student Travel Tally

## BACKGROUND

This report contains information from Frost Lake Elementary about students' trip to and from school. The data shown here was provided by the school.

Figure 1: Student travel data from Frost Lake Elementary.



## Appendix G: Methods and Data Sources

### CRASHES BY ROAD USER VULNERABILITY

Visualized crashes are taken from a crash database that spans from 2014 to 2023. Pedestrian- and bike-involved crashes were those events with “Crash Type Description” values of either “Pedalcycle (bike)” or “Pedestrian”. If any crashes involved a pedestrian, the Pedestrians (Focus Area) will be labeled with a Y. Similar for bicycles, younger drivers, and a number of other focus areas.

### 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 four for visualization purposes; these four categories were “State,” “County,” “Local,” and “Other.”

### SCHOOL ENROLLMENT CHARACTERISTICS

[School year 2024-2025 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)

