

Glyndon

Safe Routes to School Plan



MINNESOTA
**SAFE
ROUTES**
TO SCHOOL



June 2016

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GLYNDON SAFE ROUTES TO SCHOOL PLAN

GLYNDON-FELTON ELEMENTARY

THE CITY OF GLYNDON, MINNESOTA

JUNE 2016

With the assistance of -

THE DILWORTH-GLYNDON-FELTON INDEPENDENT SCHOOL DISTRICT #2164



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EXECUTIVE SUMMARY

The purpose of this Safe Routes to School (SRTS) plan is to guide school officials, city staff, parents and educators in their efforts to make it easier, safer and more comfortable for students to walk and bicycle to and from school. Physical inactivity and increased levels of obesity are considered a public health crisis and walking or biking to and from school is an easy way for children to get the regular physical activity they need to combat this problem. Physically active kids have fewer chronic health problems. They also have improved mood and concentration, a stronger self-image and more self-confidence which are all critical for succeeding in school and in life.

SRTS programs require community involvement and can improve the community's quality of life well beyond that of students attending school. The SRTS planning process began in August of 2014 with a kick-off meeting. The SRTS team envisions the City of Glyndon as a community that safely accommodates pedestrians and bicyclists on the system of roads and sidewalks and where Glyndon-Felton Elementary school supports and encourages students to walk and bike to school where it is safe. Working together, the City of Dilworth and the Dilworth-Glyndon-Felton (DGF) School District are uniquely suited to implement the identified recommendations for the Glyndon-Felton Elementary School which can also help students in the adjoining Dilworth-Glyndon-Felton High School. The recommendations in this plan address the five "E"s of education, encouragement, enforcement, engineering and evaluation, which is the standard strategy in SRTS planning. Also addressed are possible issues of equity. This needs to be considered as some members of the community may have been historically underserved, have greater needs and/or have been more negatively affected by transportation planning decisions of the past. Today, they are left to deal with the resultant transportation infrastructure now found in their local community. After the SRTS planning document is approved by both the City of Glyndon and the DGF Public School Board, the City and/or School District may seek out funding and resources to implement the identified recommendations.

SIGNIFICANT FINDINGS

OBSERVATIONS AND WALKING AUDIT

- Unsafe driver behaviors observed in the morning and afternoon, such as speeding.
- High traffic volumes including truck traffic observed on U.S. Highway 10 and students (unsure if elementary or high school) were seen using poor pedestrian behaviors when crossing the highway (not using pressing the button to activate pedestrian signal).
- Some students were seen using good pedestrian behaviors such as looking both ways before crossing the street.
- Many parents were seen making U-turns in their private vehicles on Parke Ave after dropping off their children.
- Parents dropping off their children were seen doing so by blocking some of the crosswalks that traverse Parke Ave, others drove up onto the sidewalk.
- Many student pedestrians were noted crossing the BNSF Railroad on the west side of Parke Ave.
- Driver speeds were notably faster in the afternoons compared to the morning.
- Students were observed not using the crosswalks in the afternoon.
- Students were observed walking on the north side next to BNSF railroad tracks west of Parke Ave.
- Students seen walking along 4th Street east of Parke where there is no sidewalk.

PARENT SURVEY AND STUDENT TRAVEL TALLY RESULTS

- According to the Student Travel Tally, a combined total of eight percent of students walk and bike to school in the morning and 12 percent from school in the afternoon.
- The school bus was the most frequently used mode of travel to and from school, followed by family vehicle.
- Distance was the main reason some parents do not allow their children to walk or bicycle to and from school.

- Only 9.6 percent of children who live within one-half mile of the school walk and/or bike to school in the morning. This number increases to 16.1 percent in the afternoon. MnDOT’s “Walk / Bike Zone” concept states that a distance of one-half mile is an appropriate distance for children to walk and / or bike to school in grades PreK through Fifth. Glyndon-Felton Elementary School serves grades Kindergarten through Fifth.
- Safety factors, such as traffic speed and volume were chosen more frequently than crime or violence as barriers to children walking or biking to school.

RECOMMENDATIONS

EDUCATION

Goal: Establish at least two educational programs a year to foster and teach bicycle and pedestrian safety within the community.

1. Facilitate an annual bicycle rodeo event to teach bicycle skills and safety to students.
2. Educate students about proper walking and bicycling etiquette through in-school and after-school bicycle and pedestrian safety education.
 - a. If not existing, establish an after-school club.
 - b. Utilize the Walk! Bike! Fun! Curricula to help students understand the rules of the road.
 - c. Identify the need for a bicycle fleet.
3. Develop a school district safety campaign to build awareness of students walking and bicycling to and from school, and to encourage safe driving behavior among parents, high school students and passersby.
4. Design a parent workshop to provide tools, resources and support needed to encourage parents and other community members to begin walking and bicycling for transportation.
5. Create a family-oriented educational training program that builds upon the school safety campaign (#3) such as a family biking class and/or family biking guide to teach basic bicycle maintenance, safety checks, etc.

ENCOURAGEMENT

Goal: Explore strategies to promote walking and bicycling through the identification of safe routes, organizing events, rewarding participation and educating adults.

1. The DGF School District Wellness and Transportation Policies already include language that actively promotes walking and biking to and from school. This is better than most school districts. The Wellness Policy states that, “Safe bicycling and walking to and from school is promoted and encouraged.” The DGF Transportation Policy (an 18-page document mostly dedicated to busing students) only makes two brief statements regarding walking and biking. It states that, “Parents/Guardians are responsible to ... support safe riding and walking practices and recognize that students are responsible for their actions,” and that, “The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.” DGF School District may wish to review its policy language to see if meets current best practices.
2. Develop informational messages to be included in the monthly school newsletter or email blast, encouraging students to walk or bike to school and highlighting associated health benefits.
3. Explore the development of a remote school bus drop site. Explore / develop a competition or challenge to reward students by tracking the number of times they walk or bike within an area in the City of Glyndon deemed safe to walk and bike to school. Barriers such as U.S. Highway 10 and the BNSF railroad may need to be mitigated before areas north of these right-of-ways are acceptably safe for children to walk and/or bike to school. Such a competition should also allow the children who have no choice but to take the bus to participate in some way as well, preferably by having them do some sort of physical fitness activity like walking on school grounds, etc.
4. Participate in International Walk and Bike to School Days to encourage students and their families to try walking or biking to school.
5. Install a bicycle repair station near the front entrance of the school by the bicycle rack.
6. Investigate the need and/or feasibility of a walking school bus for students within Glyndon city limits.

ENFORCEMENT

Goal: Address traffic and safety concerns by identifying and implementing enforcement measures within the school walk and bike zone.

1. Increase the prevalence of traffic law enforcement in strategic locations during student morning arrival and afternoon dismissal.
2. Investigate the possibility of having an (additional) adult crossing guard on Parke Ave at a location in front of the Glyndon-Felton Elementary School.
3. Enforce parking regulations regarding the sidewalks and crosswalks on Parke Ave as written in Minnesota Statute “169.34 PROHIBITIONS; STOPPING, PARKING”.
4. Identify the most effective form of automated speed feedback sign and investigate its installation on U.S. Highway 10 and on Parke Ave to help reduce speeding traffic in Glyndon.

ENGINEERING

Goal: Improve the existing infrastructure within the community to ensure active transportation is encouraged and made safe.

For a visual summary of the suggested Engineering proposals, please see Figure 38.

1. Coordinate with Clay County, MetroCOG, MnDOT and BNSF Railroad regarding the reconstruction of Parke Ave which is to include sidewalks on the west side, in front of the school, and a multi-use paved trail on the east. It is important that this reconstruction project include ADA compliant pedestrian crossings of the BNSF railroad on both the east and west sides of Parke Ave as a majority of crossings of the railroad were observed on the west side of the Parke Ave. The original plans only called for a crossing on the east side with the multi-use paved trail. Also, ensure that the reorientation of parking along Parke Ave from angled to parallel is carried out according to the initial plans and that marked crosswalks are installed at intersections at all four possible crosswalks (where appropriate) and at pedestrian desirable mid-block locations in front and near the school.

2. Coordinate with Clay County, MetroCOG and MnDOT regarding the reconstruction of U.S. Highway 10. Ensure that the traffic signal at U.S. Highway 10 and Parke Ave is engineered and has marked crosswalks to ensure that pedestrian can cross all of the four possible crosswalks. Also investigate if the sidewalks can be extended beyond the current proposal. It is suggested, on the north side of U.S. Highway 10, that sidewalks extend from Hawley Ave in the west to the last residence across from Stockwood Ave to the east and on the south side from Pleasant View Ave in the west to 110th Street to the east.
3. Coordinate and investigate with BNSF Railroad and MnDOT regarding the installation of a single, ADA-compliant pedestrian crossing of the railroad at Partridge Ave.
4. Coordinate and investigate with BNSF Railroad and MnDOT regarding the installation of fencing on both sides of the railroad from 100th Street to the west to a location approximately 500 feet east of Lund Ave, with breaks at Parke Ave and Partridge Ave. This can help to prevent pedestrian trespass on to the railroad right-of-way and focus pedestrian crossings to legal crossing locations with proper warning beacons and gates.
5. Investigate the construction of a multi-use trail on the 10th Street right-of-way east of Parke Ave with a spur to Southcreek Ave. This trail has the potential to provide an important bicycle and pedestrian shortcut to the neighborhoods to the south and east of Parke Ave and can provide a vital connection to the multi-use paved trail planned to be built along the east side of Parke Ave.
6. With MnDOT, coordinate and investigate the possibility of implementing a transitional speed limit of 45 mph on U.S. Highway 10 prior to traffic entering the 30 mph zone in Glyndon from both the east and west so that drivers are more likely to comply with the 30 mph speed limit as they traverse the city.
7. Investigate expanding the current 20 mph “School Zone” on Parke Ave so that it incorporates more of Parke Ave to the north and south. At a minimum, it is recommended that the school zone be expanded to a point just south of 7th Street. Also investigate the installation of new, more visually robust “School Zone” beacons that use contemporary technologies like LED beacon lights.
8. Rehabilitate and install new sidewalk per the recommendations in Figure 38. Most of the recommended sidewalks simply reconstruct what was once already there.

9. Investigate relocating parent and school bus drop-off and pick-up areas to a location that removes school traffic from the area where many of Glyndon's students walk and bike to and from school. A location to the west of the school accessible from 100th Street may have the best results.
10. Investigate gateway and other passive traffic calming features on U.S. Highway 10 such as paint markings and gateway treatments to better control traffic speed on the highway as it traverses the City of Glyndon.
11. Maintain the 20 mph speed limit zones on Lund Ave (south of 7th Street), 9th Street, Seter Circle, and investigate expanding the 20 mph zones to other Glyndon streets that are 24 feet wide.
12. Investigate marking Lyndon Ave (between 12th Street and 10th Street) and 10th Street west of Parke Ave at 20 mph. Also investigate the installation of traffic calming features on this street to prevent the street from becoming a shortcut and to maintain its mixed-use character.
13. Where practicable, set sidewalks as far back as possible from the roadway curb to create a buffer between pedestrians and motor vehicle traffic. Such buffers can reduce traffic stress on pedestrians and make walking safer and more enjoyable. These buffers are even more important on busier roadways with higher traffic volumes, faster vehicle speeds, and/or significant heavy truck traffic. This is of particular importance on U.S. Highway 10.
14. Investigate the feasibility of installing a multi-use pathway between 10th Street and 7th Street on the western edge of town.

EVALUATION

Goal: Evaluate the effectiveness of programming by tracking baseline data and, in addition, actively work on improvement, based on results.

1. Administer the student travel tallies at least once per year to track the number of students walking and bicycling in comparison to the 2014 baseline results.
2. Administer a parent survey questionnaire once every two to three years to track and analyze school travel behaviors and parents' perceptions.
3. Explore establishing baseline health data (possibly already gathered) to evaluate possible health improvements over time related to SRTS improvements.

OTHER

Goal: Eliminate conflicts with high school student drivers who have been observed driving inappropriately at afternoon dismissal times.

1. Investigate changing the dismissal times for high school students who drive so they are not leaving at the same time as younger students.

Goal: Create partnerships with local businesses and organizations to increase support and encouragement of active transportation.

2. Identify opportunities or partners to fund bicycle helmets for educational events like bike rodeos and/or Walk! Bike! Fun! training events.

Goal: Work to ensure all City policies and ordinances are supportive of active transportation.

3. If not done so already, the city should create an ordinance that mandates the preservation of sidewalks installed within the public right-of-way. This ordinance should include maintenance and clearance of those sidewalks by adjacent property owners during snow and other weather events.
4. Ensure that existing sidewalks are properly cleared of snow and identify snow storage areas that do not impede walking and bicycling to school. This is particularly important at the corners of intersections.
5. Investigate a city ordinance that requires developers to include a bicycle and pedestrian circulation element, particularly in reference to SRTS, with all new proposed developments within the City of Glyndon.

CHAPTER 1: INTRODUCTION

In April of 2014, the City of Glyndon was awarded a Safe Routes to School planning assistance grant from the Minnesota Department of Transportation (MnDOT). This plan is a product of that grant and was developed to encourage students that live within an appropriate distance of the Glyndon-Dilworth Elementary School to walk and bike to and from school, and to do so safely. In a collaborative effort with the Dilworth-Glyndon-Felton (DGF) School District and members of the community, the City of Glyndon worked with West Central Initiative (WCI) staff to develop this report which is focused on developing strategies and identifying the infrastructure needs to help attain these goals.

PURPOSE OF THE PLAN

A Safe Routes to School (SRTS) plan is a multi-faceted guide for school officials, city staff, parents and educators to improve the conditions for students walking and biking to and from school. Walking or biking to and from school is an easy way for children to get the regular physical activity they need for good health. Physical inactivity and increased levels of obesity are considered a public health crisis and as such, the Minnesota Department of Health has allocated funds and personnel through the Statewide Health Improvement Program (SHIP) to assist with SRTS programs such as Walk to School Day. Physically active kids have fewer chronic health problems, have improved mood and concentration, a stronger self-image, and increased self-confidence and independence—all of which are critical for succeeding in school and in life. In some communities, SRTS programs have had the added benefit of reducing and, in select cases, eliminating expensive student transportation costs. The recommendations in this plan are intended to improve safety, encourage walking and bicycling, empower students and reduce traffic congestion during the morning and afternoon school rush. Parents will only allow their children to walk to and from school if the parents are comfortable that it is safe for their children to do so. This plan was commissioned with these goals in mind.



Figure 1: New sidewalks and street lights next to the Barnesville, MN football stadium were installed after the need was identified in a SRTS plan. While the sidewalk and lights were paid for with a SRTS infrastructure grant primarily to benefit students walking to and from school, these amenities are in the public right-of-way and benefit all in the community who wish or need to use them.

While the primary goal of the plan is to make walking and bicycling to school a safe and desirable transportation choice, the safety improvements proposed have the potential to benefit the community as a whole. The sidewalk, trail and/or intersection improvements possibly built for students as a result of this report will always be there for any and all who wish to walk or bike for transportation and/or recreation, whether that be a couple going for an evening stroll after dinner or an elderly widow who needs to walk to her local church, convenience store, pharmacy, etc.

This five-to-ten year plan was developed for the City of Glyndon and is aimed primarily to aid students at the Glyndon-Felton Elementary School. The plan is based specifically on the school's location, the city's and the surrounding school district's geography, pre-existing conditions, school walk and bicycle zones, strengths, barriers, opportunities and student population throughout the district. A 5-E SRTS plan greatly improves a school's and community's chances to be awarded state and federal SRTS infrastructure grant funds.

CHAPTER 2: ABOUT SAFE ROUTES TO SCHOOL (SRTS)

OVERVIEW

Today more than ever, there is a need to provide options that allow all children—including those with disabilities—to walk and bicycle to school safely. Many communities struggle with traffic congestion around schools and motor vehicle emissions polluting the environment. At the same time, children in general engage in less physical activity, which contributes to the prevalence of childhood obesity. At first glance, these problems may seem to be separate issues, but SRTS programs can address all these challenges through a coordinated action plan.

SRTS programs use a variety of education, engineering and enforcement strategies that help make routes safer for children to walk and bicycle to school and encouragement strategies to entice more children to walk and bike. They have grown popular in recent years in response to problems created by a growing reliance on motor vehicles for student transportation, an expanding built environment, as well as the development and availability of federal and state funding for SRTS programs.

- National Center for Safe Routes to School. (2015) *SRTS Guide - Introduction*¹

HISTORY

The SRTS concept began in the 1970s in Odense, Denmark, rooted in concern for the safety of children walking and bicycling to school.

The SRTS concept spread internationally, with programs developing in other parts of Europe, Australia, New Zealand, Canada and the United States. The Bronx, a borough of New York City, started the first SRTS program in the United States in 1997. In the same year, the State of Florida implemented a pilot program. In August of 2000, the U.S. Congress funded two SRTS pilot projects through the National Highway Traffic Safety Administration. Within a year of the launch of the pilot projects, many other grassroots SRTS efforts began throughout the United States.

¹ National Center for Safe Routes to School. *SRTS Guide - Introduction*. 2015. Available at <http://guide.saferoutesinfo.org/introduction/index.cfm>. Accessed on December 22, 2015.

Success with the pilot projects generated interest in a federally funded national program. In 2003, advocates convened meetings with experts in pedestrian and bicycle issues to talk about SRTS issues and ideas for developing a national program. Momentum for a national SRTS program in the United States continued to build as several states developed their own programs.

Congress created the Federal-Aid Safe Routes to School Program in 2005 through comprehensive transportation legislation, ultimately resulting in nearly \$1 billion in funding. Subsequent transportation legislation, Moving Ahead for Progress in the 21st Century (MAP-21) passed in 2012 making Safe Routes to School (SRTS) activities eligible to compete for funding alongside other programs, including the Transportation Enhancements program and Recreational Trails program, as part of a new program called Transportation Alternatives.

- National Center for Safe Routes to School. (2015) *SRTS Guide - History*²

THE DECLINE OF WALKING AND BICYCLING

Not long ago, children routinely moved around their neighborhoods by foot or by bicycle, and that was often how they traveled to and from school. That is no longer the case. Whether looking at the total proportion of children walking and bicycling to school, the proportion of children who live within a mile of school or the proportion of children living within one mile of school who walk or bike, the decline is apparent.

- *In 1969, 48 percent of children 5 to 14 years of age usually walked or bicycled to school.*
- *In 2009, 13 percent of children 5 to 14 years of age usually walked or bicycled to school.*
- *In 1969, 41 percent of children in grades K–8 lived within one mile of school.*
 - *89 percent of these children usually walked or bicycled to school.*
- *In 2009, 31 percent of children in grades K–8 lived within one mile of school;*
 - *35 percent of these children usually walked or bicycled to school.*

The circumstances that have led to a decline in walking and bicycling to school did not happen overnight and have created a self-perpetuating cycle. As motor vehicle traffic increases, parents become more convinced that it is unsafe for their children to walk or bicycle to school. They begin driving them to school, thereby adding even more traffic to the road and sustaining the cycle. Understanding the many reasons why so many children do not walk or bicycle to school is the first step in interrupting the cycle.

² National Center for Safe Routes to School. *SRTS Guide – History*. 2015 Available at http://guide.saferoutesinfo.org/introduction/history_of_srts.cfm. Accessed on December 22, 2015.

Many factors contribute to the reduction in children walking and bicycling to school. The U.S. Centers for Disease Control and Prevention (CDC) conducted a nationwide survey of parents to find out the most common barriers that prevented them from allowing their children to walk to school. Parents of children aged 5 to 18 years cited one or more of the following six barrier reasons:

<u>Barrier Reason</u>	<u>Percentage of parents identifying with the barrier</u>
• Distance to school:	61.5
• Traffic-related danger:	30.4
• Weather:	18.6
• Crime danger:	11.7
• Opposing school policy:	6.0
• Other reasons (not identified):	15.0

While this CDC report is from 2005, a report from the National Center for Safe Routes to School in 2010 found that these barriers remain the same.

- National Center for Safe Routes to School. (2015) *SRTS Guide – The Decline in Walking and Bicycling*³

HEALTH RISKS

The U.S. Department of Health and Human Services recommends that children do 60 minutes (1 hour) or more of physical activity each day and that the bulk of this physical activity comes through aerobic exercise, such as walking and bicycling. For children and adolescents, regular physical activity helps build and maintain healthy bones and muscles, reduces the risk of developing obesity and chronic diseases, reduces feelings of depression and anxiety and promotes psychological well-being.

Despite these benefits, many children are not getting adequate physical activity. In the 2014 United States Report Card on Physical Activity for Children and Youth, the National Physical Activity Plan Alliance reports that only 24.8 percent of youth ages 12-15 years obtain 60 minutes of moderate to vigorous physical activity every day. A 2014 CDC study reports that during the school day, only 4 percent of elementary schools and 8 percent of middle/junior high schools provide daily physical education classes, and in 2012 only 58.9% of all school districts required that elementary schools

³ National Center for Safe Routes to School. *SRTS Guide – The Decline in Walking and Bicycling*. 2015. Available at http://guide.saferoutesinfo.org/introduction/the_decline_of_walking_and_bicycling.cfm. Accessed on December 22, 2015.

provide students with regularly scheduled physical activity. Unfortunately, less active children are more likely to be overweight, according to the American Academy of Pediatrics.

When it comes to children's health, the costs of inadequate physical activity and poor eating habits are alarming. Inadequate physical activity and poor eating habits are major contributors to the increased rates of childhood obesity and overweight in the United States. Obese children are at least twice as likely to become obese adults. According to both a 2003 report by the American Academy of Pediatrics and a 2015 CDC, this puts obese children at greater risk for premature death and chronic diseases than their healthy-weight counterparts.

- National Center for Safe Routes to School. (2015) *SRTS Guide – Health Risks*⁴

THE 5 E'S OF SRTS PLANNING

Safe Routes to School (SRTS) programs are intended to improve the health and well-being of children by enabling and encouraging them to walk and bicycle to school. The recommendations outlined in this plan are based on the “5 E’s” of the National SRTS program, which include Education, Encouragement, Enforcement, Engineering, and Evaluation. An integrated approach, each one of the “5 E’s” is intended to complement one another. Below is a detailed description of the “5 E’s”.

EDUCATION

Programs focused on education can have long-lasting effects on students that continue into adulthood. Education programs that teach students safety skills for walking and bicycling also form the basis of good driving skills they may need in the future. Programs should also target parents and other drivers to inform them how to drive more safely around pedestrians and bicyclists. A few examples of possible education strategies are bicycle rodeos that teach safe bicycling skills, classroom lessons focused on traffic safety, take-home flyers informing parents of the rules and regulations regarding student pick-up and drop-off at the school, the Minnesota Walk! Bike! Fun! program, and thoughtfully placed billboards with safety messages targeting drivers.

⁴ National Center for Safe Routes to School. *SRTS Guide – Health Risks*. 2015. Available at http://guide.saferoutesinfo.org/introduction/health_risks.cfm. Accessed on December 22, 2015.



Figure 2: Bike MN instructors demonstrate to teachers how to do on-bike skill drills in a parking lot at the Rothsay, MN School.

ENCOURAGEMENT

Encouragement strategies are focused on getting students to try walking and bicycling to school and in turn, to celebrate and reward students for their efforts. These strategies can be low-cost, easy to implement and fun for students. Examples of encouragement activities include walking school buses and organizing events such as “Walk to School Day” (in October) and “Bike to School Day” (in May) to encourage students to try walking and biking to school.

ENFORCEMENT

The primary goals of enforcement strategies are to help reduce unsafe behaviors by drivers, pedestrians and bicyclists; and to increase awareness of laws protecting children who are walking and bicycling. Enforcement strategies include students, parents and school personnel working in conjunction with law enforcement officers. Examples of enforcement activities include the installation of digital speed feedback signs, adult or student safety patrol, crossing guards and educational “stings” that inform motorists of the dangers of seemingly minor traffic infractions without issuing tickets.

ENGINEERING

Engineering involves the planning and implementation of physical improvements to the built environment that make it safer and more attractive for students to walk and bicycle to and from school. For example, providing a designated space for pedestrians, such as sidewalks, has been proven to reduce pedestrian crash risks. Up to an 88 percent reduction in ‘walking along the roadway’ pedestrian crashes has been seen with



Figure 3: Hundreds of Frazee, MN students along with teachers, parents, local officials, including police participate in International Walk to School day by walking on the new multi-use trail. The trail was built after it was identified in a SRTS plan as a possible valuable connector between a new neighborhood and the school (as well as downtown).

the installation of sidewalks on both sides of the road.⁵ However, engineering projects are most successful when used in conjunction with education, encouragement and enforcement strategies. Partnering with engineers and planners is crucial to the successful implementation of projects. Examples of engineering strategies include adding bicycle racks, installing fully-accessible crosswalks, sidewalks and multi-use trails, traffic calming, bicycle lanes, signs and signals, as well as other infrastructure.



Figure 4: This crosswalk is equipped with a pedestrian (push button) activated, solar-powered Rectangular Rapid Flashing Beacon (RRFB). It is located in Frazee, MN and crosses County Road 12 near the north entrance into town. It is a prime example of an engineering SRTS solution. It was installed as part of a new trail that allows students to get to school in a more direct and safer manner. Once a pedestrian presses the button located on the sign posts, super- bright yellow LED lights flash in an eye-catching “wobble” pattern under both signs and in both directions. Otherwise, the LED lights remain turned off as seen in this photo. Driver compliance rates for crosswalks with RRFBs are significantly higher than at crosswalks without them, and can be relatively inexpensive to install.

⁵ US Department of Transportation – FHWA. *An Analysis of Factors Contributing to “Walking Along Roadway” Crashes: Research Study and Guidelines for Sidewalks and Walkways.* 2002. Report No. FHWA-RD-01-101, FHWA, Washington D.C.

EVALUATION

In order to measure the progress of the program activities over time, consistent evaluation is necessary. Evaluation techniques include a combination of quantitative and qualitative information. Schools are very strongly encouraged to continue conducting the National Centers for SRTS parent surveys (every two to three years) and student travel tally (once or twice a year) which were already done as part of this plan to provide baseline data. You can find the National Centers for SRTS survey forms in the Appendix C of this report. Other examples of evaluation strategies include but are not limited to school walking audits and observations of student travel behaviors arriving to and leaving school.



Figure 5: The cover page of the Pedestrian and Bicycle Information Center, Walkability Checklist. A walk audit is one of the ways a community can perform a SRTS evaluation.

A 6TH E? - EQUITY

Recently the principle of Equity has begun to be added to the standard “5 Es” of SRTS planning. According to the MnDOT SRTS webpage:

Equity is a needs-based approach to allocating resources that aims to achieve fairness in the distribution of benefits and costs. In transportation planning, discussion of equity acknowledges that some communities and populations may require additional resources in order to have the same opportunities as other communities.

Equity is often confused with equality, when in fact they have different meanings. Equality assumes that all needs are the same. The result is that every community gets the exact same resources without regard to individual differences. Equality works only in circumstances where everyone starts from the same place and needs the same things. Equity allows resources to be provided on the basis of need. Communities disproportionately impacted by safety, health or transportation access inequities

are provided appropriate resources to address their individual needs. Therefore, resource allocation may differ between communities⁶.

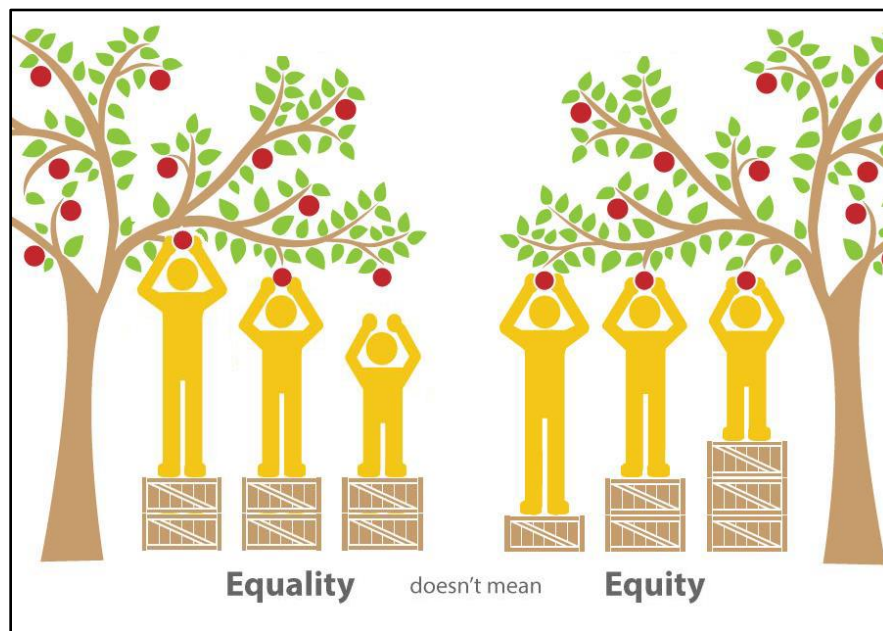


Figure 6: This is a common diagram used to illustrate the concept of Equity versus Equality.

Equality is demonstrated on the left, where six boxes (units of aid) are given equally to three people despite their differences in height (need). The two boxes are more than enough for the tall person to reach the fruit high in the tree (goal). Two boxes, however, are just enough for the person of medium height but still not enough for the short person (the one with the most need) to reach the high hanging fruit. When resources are distributed equally, some people may be given more assistance than they need, while others are still not given enough.

Equity is demonstrated on the right where the same six boxes (units of aid) are distributed to three people based on their differences in height (need). The tall person is given just one box as that is all (the aid) that person needs. The person of medium height is again given two boxes as that remains the amount of boxes (aid) this person needs to reach the high hanging fruit (goal). Finally, the short person is given three boxes (units of aid) as this is the additional level of assistance that person needed to be able to reach the fruit in the tree (goal).

Source: Modified version of an image obtained from the Maine Office of Health Equity website.

The introduction of equity to the SRTS planning formula is an effort to better focus limited SRTS resources to communities and groups that have been often underserved, have greater needs and/or have been more negatively affected by transportation planning decisions of the past and the transportation infrastructure now found in their local community.

⁶ Minnesota DOT. SRTS webpage. Available at <http://www.dot.state.mn.us/mnsaferoutes/>. Accessed on November 23, 2015.

NATIONAL PHYSICAL ACTIVITY TRENDS IN CHILDREN

Children today are not attaining the recommended amounts of physical activity, contributing to the increasing rates of obesity and a variety of chronic diseases. Lack of physical activity along with poor nutrition is the second leading cause of preventable death, according to the Minnesota Department of Health (MDH).⁷ Physical activity not only prevents chronic diseases but also improves moods and helps with weight control.⁸ There is also increasing evidence that physical activity improves academic performance, attentiveness and concentration in the classroom.^{9, 10, 11}

There are many ways to promote physical activity among youth, and improving walking and biking to school is one of them. SRTS programs can increase students' daily amount of physical activity and has the potential to decrease the prevalence of students becoming overweight or obese. It is recommended that children get sixty minutes of physical activity a day. Nationally, only 50 percent of high school students participated in any kind of physical activity that increased their heart rate for a total of 60 minutes on five or more days a week.¹² A 15-minute walking or biking route to and from school can help students meet much of their recommended 60 minutes of physical activity per day. Walking and bicycling to school at a young age also has the potential to instill habits of an active lifestyle that children may take with them into adulthood.

⁷ Minnesota Department of Health. *The Minnesota Statewide Health Improvement Program SHIP Progress Brief - Year 2*. Available at http://mn.gov/health-reform/images/WG-PPH-2012-03-16-SHIP-Progress_Brief-Yr2.pdf. Accessed on November 23, 2015.

⁸ Centers for Disease Control and Prevention (CDC). Physical Activity and Health webpage. Last updated June 4, 2015. Available at <http://www.cdc.gov/physicalactivity/basics/pa-health/>. Accessed on November 23, 2015.

⁹ Minnesota Department of Health. Physical Activity: Active School Day. Last updated November 04, 2014. Available at <http://www.health.state.mn.us/physicalactivity/activeschool.html>. Accessed on February 18, 2016.

¹⁰ Active Living Research. "Active Education: Growing Evidence on Physical Activity and Academic Performance". January, 2015. Available at http://activelivingresearch.org/sites/default/files/ALR_Brief_ActiveEducation_Jan2015.pdf.

¹¹ Centers for Disease Control and Prevention (CDC). *The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance*. July, 2010. Available at http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf.

¹² Centers for Disease Control and Prevention (CDC). *1991-2013 High School Youth Risk Behavior Survey Data*. Available at <http://nccd.cdc.gov/youthonline/>. Accessed on January 10, 2015.

SRTS TEAM

Successful SRTS programs recognize each community as being unique and emphasize the importance of including a diverse range of community representation on the team. The Glyndon SRTS team included representation from the Glyndon-Felton Elementary School and DGF Public School District (an administrator, board member, teacher and parent), the City of Glyndon, Glyndon Police Department, Clay County, Fargo-Moorhead Council of Governments, Minnesota Department of Transportation – District 4, PartnerSHIP 4 Health, and residents of the City of Glyndon. The team members were directly involved in the planning process, with many having the knowledge and skills needed to implement the plan recommendations. After delivering the plan, WCI will continue to provide ongoing technical assistance to aid in plan implementation.

SRTS PLANNING PROCESS

The SRTS planning process got its start in the Fall of 2013 when Glyndon Councilman, Joe Olson contacted Wayne Hurley, Planning Director at WCI inquiring how to improve the safety of students around the Glyndon-Felton Elementary School. Hurley guided Councilman Olson and the City of Glyndon to apply for a MnDOT SRTS planning assistance grant which was then awarded to the city in the Spring of 2014. With the assistance and expert staff at WCI, the SRTS team came together to review the school and community profiles, provide input on the barriers, outline the vision and goals, assist in data collection, and to develop and review the recommendations. As part of the planning and outreach process, the community was invited and encouraged to provide feedback on the community's strengths, barriers and opportunities (a kind of SWOT Analysis tailored to planning).

In addition to gathering community input, the team conducted an assessment of the community's current conditions and policies in order to identify opportunities to advance walking and bicycling to school or programs that support active transportation. The team conducted observations to understand how many students walk and bike to and from school, what routes are the most traveled, their behaviors as pedestrians and bicyclists, and the interactions between pedestrians and motorists. In addition, the team conducted a separate walk-audit of the entire community to survey its geography and infrastructure. During the walk-audit, the team recorded sidewalk conditions, child-friendly opportunities to cross streets, along with vehicle speeds, and potential trail and sidewalk connections.

Furthermore, the team helped administer the National Centers for Safe Routes to School (National Centers) student travel tally survey and a separate parent survey. The student travel tally form is used to count the number of students arriving to and departing from school by various modes. The parent survey collects information from parents of K-8th graders about how their children travel to and from school, their attitudes towards active transportation, and finally barriers that prevent their children from participating in active transportation modes of travel. The results were then entered into the National Centers' database. These assessment tools illustrate the range of current barriers and opportunities, which is the foundation of the identified recommendations. These surveys are to be done yearly with continuing WCI assistance so that possible trends in student travel behavior and parent perceptions can be identified and recorded with the National Centers for Safe Routes to School database. Understanding the possible changes in student travel trends will give school, school district and WCI staff the information they need to be able to determine if the goal of getting more children to walk and bike to and from school is being met.

All of this information was then reviewed by the SRTS team and analyzed by the staff at WCI to provide a list of recommendations to improve walking and biking to and from school structured around the active transportation planning principles of the "5 E's".

MNDOT WALK / BICYCLE ZONE CONCEPT

Children are more likely to walk or bicycle to school if they live within the school "walk/bicycle zone." MnDOT defines this as "the area within the school's enrollment boundary from which students can realistically walk or bike to school." MnDOT guidelines generally assume a distance of up to 0.5 miles for children in grades PreK-5, 1 mile for grades 6-8, and 1.5 miles for grades 9-12.¹³

STATUS OF STATE AND FEDERAL SUPPORT FOR SAFE ROUTES TO SCHOOL

A SRTS plan is not required to receive Minnesota state and/or federal SRTS infrastructure grants but is highly recommended. A school and/or community with a SRTS plan will be much better able to compete for limited funding and resources to implement the identified recommendations. Please be aware with likely future changes in federal and state transportation laws, the following funding sources are subject to change. Please contact WCI or MnDOT for updated funding information at any point in the future.

¹³ Minnesota DOT. *Safe Routes to School: Neighborhood Assessment Guide*. September, 2012. Available at <http://www.dot.state.mn.us/saferoutes/pdf/srtschecklist.pdf>. Accessed on November 16, 2015.

FEDERAL

In 2012, Congress passed a Federal transportation bill entitled Moving Ahead for Progress in the 21st Century (MAP-21). The Transportation Alternatives Program (TAP) established under MAP-21 provides funding for a variety of alternative transportation projects, including Safe Routes to School. (Unlike previously, when the SRTS program was a separately funded category) TAP is funded from the Highway Account of the Highway Trust Fund at an amount equal to 2% of the total amount of federal-aid highways each fiscal year. Each state will develop their own program for soliciting projects to be funded by the TAP funds allocated to them.

Late in 2015, Congress passed a five-year transportation spending bill called the Fixing America's Surface Transportation Act (FAST Act), which was then signed into law by the President on December 4th. It is the first law enacted in over 10 years that provides long-term funding certainty for surface transportation. Overall, the FAST Act largely maintains current program structures and funding for SRTS. The only difference is that Transportation Alternative Program (TAP) which provides SRTS infrastructure funding has been renamed Transportation Alternatives (TA). The FAST Act does include two modest funding increases (4% over the life of the Act) for TA/SRTS programs¹⁴. WCI can assist communities and school districts that apply for federal TA and SRTS infrastructure funds.

STATE

In 2014, the Minnesota Legislature allocated \$1 million from the general fund from that fiscal year's budget to the SRTS Program as proclaimed by Minnesota Statute 174.40. MnDOT was tasked with administering the program and allocating the funding to communities. Under the 2014 state program, requested funds could be used only for construction costs, which must be clearly identified in the SRTS budget proposal. Applications could have been submitted for projects with a total cost as low as \$50,000, which made them useful for spot improvements. Regardless, it was still recommended that the minimum project cost at least \$100,000 to make efficient use of the funds and limited amount of administrative time at the local level.

It is uncertain if this program will receive funding again in the future.

¹⁴ US Department of Transportation. "The Fixing America's Surface Transportation Act or "FAST Act"", webpage. <https://www.transportation.gov/fastact#sthash.aDqlyslT.dpuf>. Last updated January 12, 2016. Accessed on January 14, 2016.

MINNESOTA SCHOOLS STATEWIDE ENROLLMENT OPTIONS AND THE IMPACTS ON SRTS

Minnesota law allows parents whose children are Minnesota residents the choice to enroll their children in a regular public school district other than the one in which they reside.¹⁵ While not required to provide transportation, school districts will often send buses into the immediate neighboring districts with the practical and alluring promise of front-door pickups. To compete, local school districts have then felt compelled to offer equivalent transportation services, even for students living within immediate proximity of the local school. This has had the unintended consequence of undermining many SRTS efforts. In prior communities in which WCI has done SRTS plans, the SRTS team had observed students being picked up by the local district bus only to be transported to the school a block away, a distance walked in no more than a minute.

¹⁵ Minnesota Department of Education. Enrollment Choices Statewide Enrollment Options (Open Enrollment) Key Topics, webpage. <http://education.state.mn.us/MDE/StuSuc/EnrollChoice/003871>. Accessed on January 14, 2016.

CHAPTER 3: VISION AND GOALS

The SRTS team created a vision for Glyndon and the Glyndon-Felton Elementary School. This vision is what the team imagines what their community will look like in five to ten years after the successful and complete implementation of the Glyndon SRTS Plan. In order to make the vision a reality, the team set goals to attain and barriers to overcome in pursuit of opportunities to increase walking and bicycling to and from school. The goals outlined below are that of the SRTS team. These goals are attainable through the Action Plan Recommendations found in Chapter 9, however those recommendations were not developed to address these goals as an itemized list.

VISION

The City of Glyndon and the Glyndon-Felton Elementary school jointly pursue and promote active transportation. The City of Glyndon is a community that safely accommodates pedestrians and bicyclists on the system of roads and sidewalks. The Glyndon-Felton Elementary school supports and encourages students to walk and bike to school where it is safe.

GOALS

1. Conduct an audit of the current sidewalk system in an effort to plan for a network of sidewalks, while prioritizing the construction and maintenance of sidewalks that lead to the school.
2. Identify and prioritize unsafe road crossings or intersections and determine the most effective pedestrian safety strategies.
3. Develop and sustain two encouragement activities to increase the numbers of students walking and biking to school.
4. Conduct student tallies once a year to track and evaluate the number of students walking and biking to school.
5. Partner with local law enforcement and the parent group to identify programs that will improve the safety of students as they walk and bike to and from school.
6. Actively pursue funding sources to implement the recommendations outlined for each of the “5 E’s”.

NOTE: The recommendations in this plan address all 6 goals identified by the Glyndon SRTS Team.

CHAPTER 4: COMMUNITY AND SCHOOL PROFILES

COMMUNITY PROFILE

The City of Glyndon is located in Clay County in west central Minnesota. Glyndon is 213 miles northwest of the state capitol in Saint Paul, and is just eight and a half miles from North Dakota and the City of Fargo. Due to its close proximity to the Fargo/Moorhead area, the City of Glyndon falls within the Fargo/Moorhead Metropolitan Planning Area and is served by Metro COG, the Fargo-Moorhead Metropolitan Council of Governments (Figure 8). It is, however, not within the Metro COG's Urban Area Boundary. Both U.S. Highway 10 and the Class I BNSF-North Pacific Railroad Line traverse Glyndon. It was founded as a rural agrarian community in the extremely fertile Red River Valley. While still surrounded by vast farm fields, Glyndon today acts more as a bedroom community for the Cities of Fargo and Moorhead just to the west. Glyndon is on the far eastern edge of the Great Plains and the Prairie Grassland Biome.

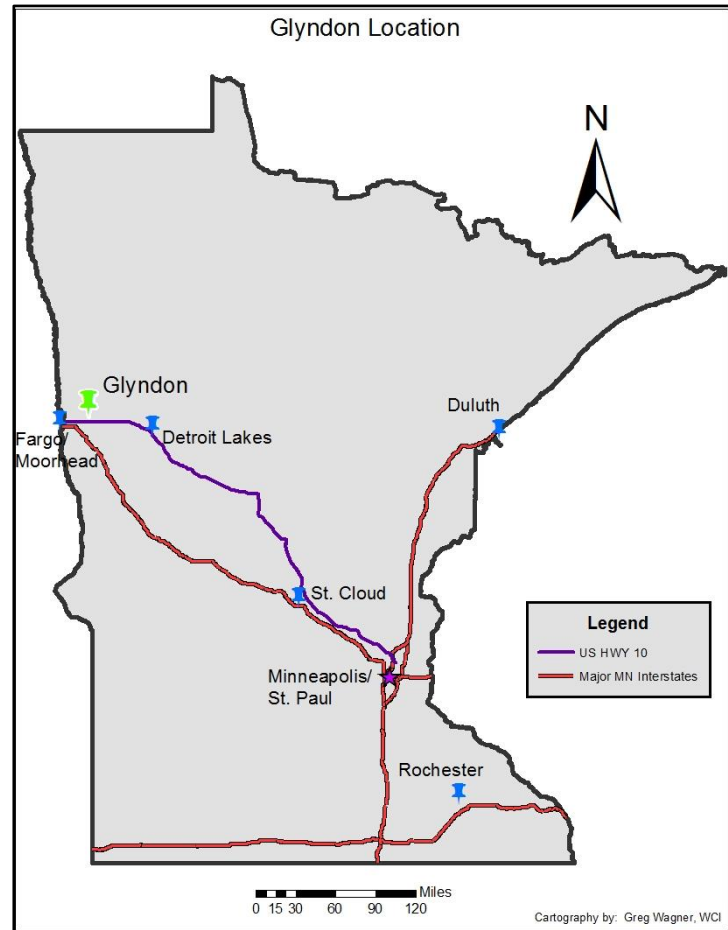


Figure 7: Glyndon's location in Minnesota relative to major landmarks.

According to the 2010 U.S. Census, the City of Glyndon has a population of 1,394 residents, in 464 households, with 360 families, all living within the 1.51 square miles. This gives the City a population density of 923 residents per square mile. The racial makeup of the city was 95.7% White, 0.1% African American, 0.3% Native American, 0.1% Asian and 1.9% from two or more races. Hispanic or Latino of any race was 7.5% of the population. In Clay County, the top five industries in order are Educational Services, Health Care and Social Assistance, Retail Trade, Accommodation and Food Services, and Public Administration.¹⁶

¹⁶ US Census Bureau. *American Fact Finder*. 2010. Accessed May 6, 2016.

Glyndon City Limits and School

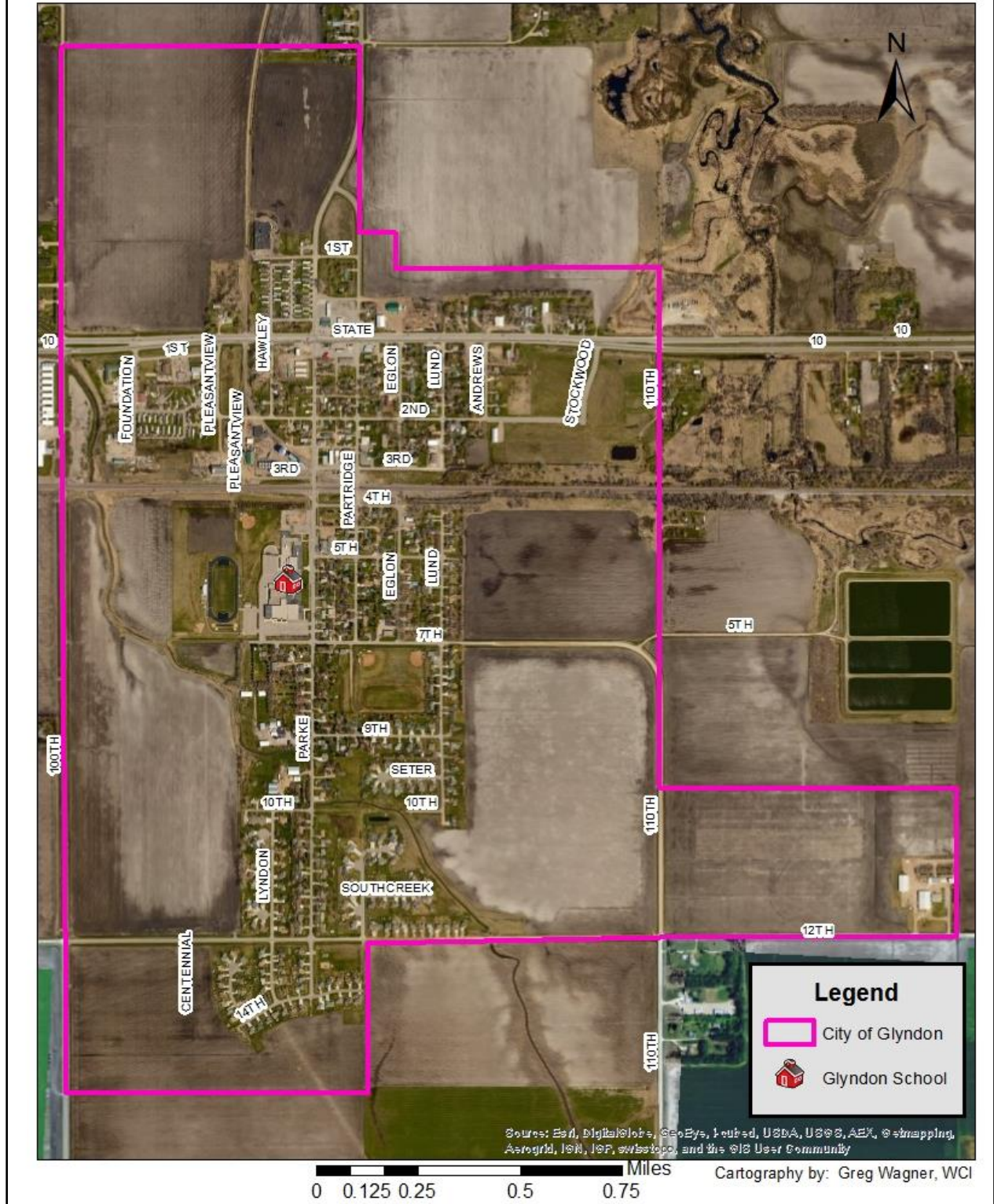


Figure 9: The City of Glyndon city limits and school location.

SCHOOL AND DISTRICT PROFILE

The Glyndon-Felton Elementary School is located at 513 Parke Ave S (at the intersection of Parke Ave S and 5th Street SE), in Glyndon, MN. It is centrally located on the west central edge of Glyndon, contiguous with urban residential development in the small city (Figure 9). The elementary school shares the same building as the Dilworth-Glyndon-Felton High School and serves students grades Kindergarten through 5th. On the first day of school in the 2015-16 school year, September 8th 2015, the school had an enrollment of 396.



Figure 10: The front entrance to the Glyndon-Felton Elementary School which is shared with the DGF High School.

The breakdown of students per grade is shown in Table 1. It should be noted that the Glyndon-Felton Elementary School serves all 5th graders in the district, hence the higher numbers in that grade. Students in grades K through 4th are split between this school and the Dilworth Elementary School in the City of Dilworth. 33 percent of students at the Dilworth-Glyndon-Felton High School are eligible for free and reduced cost meals.

Table 1: Number of Students per Grade (First day - School Year 2015-2016)

Grade	K	1st	2nd	3rd	4th	5th
Size	46	52	52	62	45	139

The DGF School District itself is large, encompassing around 275 square miles; roughly one quarter of Clay County. The district is approximately 14 miles from east to west and 25 miles north to south. Roughly three fifths of the district is north of Glyndon and the U.S. Highway 10 corridor and reaches out into 14 townships all within Clay County. The furthest corner of the district is roughly 22 bee-line miles north-northeast from the school in Hagen Township on the border with neighboring Norman County (Figure 12).



Figure 11: A close-up of the Glyndon Elementary and DGF High School, grounds and its immediate surroundings.

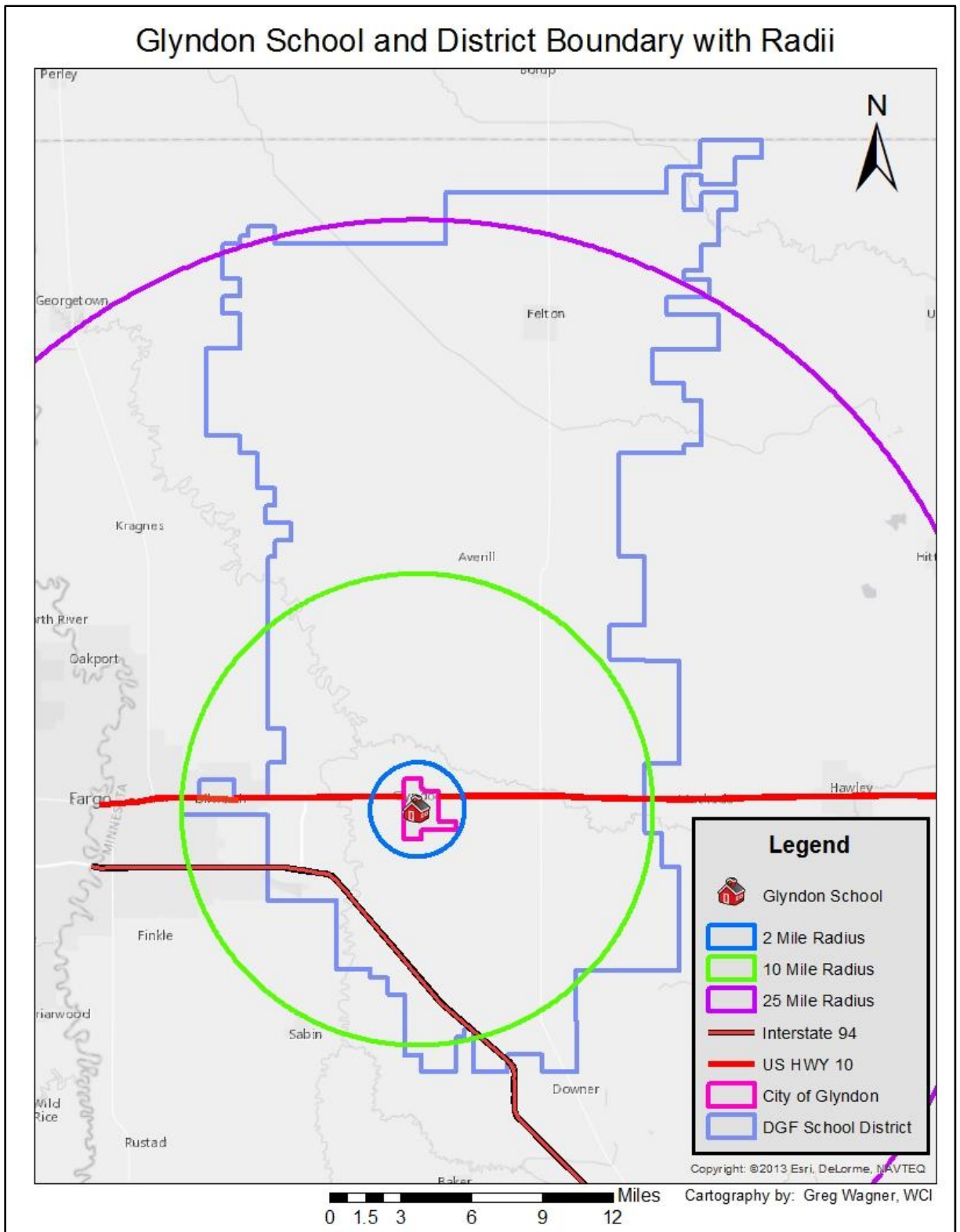


Figure 12: The Dilworth-Glyndon-Felton School District, Glyndon City Limits, Glyndon-Felton Elementary School location and concentric radii from the school location.

DGF INDEPENDENT PUBLIC SCHOOL DISTRICT MISSION AND BELIEF STATEMENTS

Mission Statement

In partnership with the communities, the mission of the Dilworth-Glyndon-Felton School District is to educate individuals in an environment of trust and respect, so they become self-directed, responsible, life-long learners.

Belief Statement

We believe in mutual respect and trust.

We believe in focus and outcomes.

We believe in family and community involvement.

We believe in the significance of cultural and global awareness.

Source – DGF Independent School District website

REWARD SCHOOL - 2014-2015

The Glyndon-Felton Elementary School is a leader in school performance. In the 2014-2015 school year, the school was designated as a Reward School. This designation means the Glyndon-Felton Elementary School was in the top 15% of all schools in the state during those years according to the Multiple Measurement Rating (MMR) from the Minnesota Department of Education. The rating is a 1 to 100% for all schools in the state and includes data on proficiency, growth, achievement gap reduction and graduation rates.

DGF INDEPENDENT PUBLIC SCHOOL DISTRICT STUDENT TRANSPORTATION SAFETY POLICY

The DGF Independent School District Student Transportation Safety Policy was first adopted in 1996 and last revised in 2008. The policy states, “The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.” As such, this policy is primarily focused on transporting students to school via school buses but it does mention walking and biking in several lines. The policy states that, “The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.” It also says that “Parents/Guardians are responsible to ... support safe riding and walking practices, and recognize that students are responsible for their actions.” The policy states that “riding the school bus is a privilege, not a right.” However, there are also no specific guidelines regarding busing for students living within safe walking and biking distance to school as defined by MnDOT’s SRTS “walk/bicycle zone” concept (See Chapter 2). Beside these brief mentions, there are no specific guidelines for students, parent, teachers and administrators for those for students who choose to walk and/or bike to and from school.

The complete DGF Independent School District Student Transportation Safety Policy can be found in Appendix G.

DGF INDEPENDENT PUBLIC SCHOOL DISTRICT WELLNESS POLICY

The DGF Independent Public School District most recent wellness policy was adopted on May 9, 2012 and then last revised on July 23, 2012. “The purpose of this policy is to assure a school environment that enhances student attendance and academic performance by supporting healthy eating and physical activity. This policy promotes and encourages students to adopt lifelong healthy behaviors that can promote and protect students’ health and wellbeing as well as reduce the risk of chronic disease.”

The wellness policy specifically acknowledges that wellness is “an essential component of the education process and formation of lifelong healthy behaviors.” As part of this, physical activity is “recognized as an essential component of the educational process and forming lifelong healthy behaviors and lifestyle,” and specifically to SRTS “safe bicycling and walking to and from school is promoted and encouraged.”

The complete DGF Independent Public School District Wellness Policy can be found in Appendix H.

DGF INDEPENDENT PUBLIC SCHOOL DISTRICT HEALTH AND SAFETY POLICY

The DGF Independent School District Health and Safety Policy was first adopted in June 12, 2012 and last revised July 15, 2013. It is a best management practices document regarding the management and operation of the school district physical plant to optimize the health and safety of students, faculty, staff and visitors alike. It was evaluated to ensure that no issues related to SRTS are contained within.

The complete DGF Independent School District Health and Safety Policy can be found in Appendix I.

GLYNDON CITY SIDEWALK ORDINANCE / REGULATIONS

Researching the City of Glyndon website found no specific ordinances requiring the maintenance, repair or replacement of sidewalks within the city right-of-way, nor are there any requiring the clearance of snow from said sidewalks after a snow event.

RECOMMENDATIONS

Policy recommendations to improve SRTS can be found in Chapter 9 in the Encouragement section with further policy recommendations found in Appendices E and F.

CHAPTER 5: STRENGTHS – BARRIERS – OPPORTUNITIES ANALYSIS

A strengths, barriers and opportunities analysis of existing policies and programs related to walking and bicycling to school was also performed. This is similar to a SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats) but tailored for use in SRTS planning. The comments in the following tables are not edited and are not listed in any priority order.

STRENGTHS

The Glyndon-Felton Elementary School main strengths with regards to SRTS are the school location, concerned school administration and an active parent community. Also, Glyndon is located within the MetroCOG planning area which gives the community an extra set of experts to aid in SRTS planning efforts beyond WCI, MnDOT and PartnerSHIP 4 Health staff. Also, there is already a plan in place to greatly enhance the pedestrian and bicyclist safety and access on Parke Ave (more in Engineering recommendations). The strengths that enhance and support the opportunity for children to safely walk and bicycle to school were gathered by the Glyndon SRTS Team and community members and are listed in greater detail in Table 2 below. Recommendations to improve SRTS found in Chapter 9 of this report are built off of many of these strengths.

Table 2: Community and School District Strengths

Community Strengths
1 School patrol is in place allowing students to help with enforcement (limited months).
2 School location
3 Quality school administration.
4 High level of parent involvement for the size of the school district.
5 Active parents group focusing on fundraising to provide items for school.
6 Parke Ave Pedestrian and Safety Plan created in 2009 by Metro COG.
7 Metro COG as a resource.

Community Strengths

- 8 Glyndon’s comprehensive plan – identifies pedestrian and bicycle infrastructure as a priority.
- 9 Timing of SRTS planning is ideal considering the number of projects that may occur in the future.

BARRIERS

To successfully develop and implement SRTS activities and programs, it is important for the SRTS Team, with aid from members of the community, to identify and understand the existing barriers within the community that are preventing children from walking and bicycling to school. These barriers, listed in greater detail in Table 3 below, are an accumulation of information received from the SRTS team and community members.

Table 3: Community and School District Barriers

Community Barriers

- 1 The parking and drop-off area on Parke Ave creates an unsafe environment for children walking and bicycling to school.
- 2 No pedestrian walk-way to get to school grounds. Limited sidewalks on Parke Ave.
- 3 The lack of sewer and gutter on Parke Ave creates a drainage issue making it difficult for children to walk and bicycle to school.
- 4 There is no buffer between the sidewalk and Parke Ave. (Vehicles park on the sidewalk)
- 5 The railroad crossing is a barrier. High volume of trains per day.
- 6 Many children cross Trunk Highway 10 to get from the trailer park to the school. Very dangerous with limited signage.
- 7 Park Ave is narrow and becomes congested during school hours.
- 8 Parents will not allow kids to walk or bike to school and get exercise due to safety concerns.
- 9 Poor pedestrian signage around the school, if any at all.

10 The flashing light on the pedestrian school crossing sign in the school zone is consistently on (may be on a timer) even when school is not in session. Drivers become immune to the light because of this reason.

11 The Glyndon Comprehensive Plan identifies Trunk Highway 10 as being an issue affecting the QOL of the community and more specifically the pedestrian amenities and connectivity.

OPPORTUNITIES

The SRTS Team, also with aid from members of the community, identified opportunities to improve walking and bicycling to school that are not currently being acted upon, as well as programs that support and encourage these behaviors. The list of opportunities in Table 4 is not exhaustive but is an accumulation of ideas and action steps to help achieve the overall vision.

Table 4: Community and School District Opportunities

Community Opportunities	
1	Connect 7th St to County Rd 17. This access could help alleviate traffic around the school. Conversations regarding this are taking place.
2	2018 – Reconstruction of Parke Ave.
3	2017 – Reconstruction of Highway 10.
4	Move Parke Ave onto the State-aid system.
5	The Heartland Trail will run through the community, increasing connectivity and options for recreational use.
6	Expansion of the school due to proposed housing development of approximately 100 lots.
7	Re-stripe crosswalks on Highway 10. (Contacted MnDOT)

CHAPTER 6: COMMUNITY SRTS OPEN HOUSE MEETING

On Tuesday, December 9th 2014 from 6:00-8:00 pm, the Glyndon SRTS Team held a community SRTS open house meeting at the Glyndon Community Center. Members of the community could meet the Glyndon SRTS team, learn how SRTS works, and help envision what a more walkable, bikeable community could look like. Available to the community members at the open house were the results from the strengths, barriers and opportunities analysis seen in the previous chapter, as well as a map of Glyndon where people could point out issues and leave comments. Despite all attempts at public outreach to encourage the people to attend the open house, only one member of the public showed up to the open house and that person did not leave any recorded comments. However, many members of the Glyndon SRTS Team were present and used the time to discuss ideas amongst themselves.

CHAPTER 7: EXISTING CONDITIONS AND FINDINGS

The SRTS team conducted school observations, a community walking audit, and a neighborhood assessment in order to identify the existing conditions at the Glyndon-Felton Elementary School and within the city. Traffic volume and crash data were also retrieved from MnDOT's databases for the roads in and around Glyndon. And while the SRTS team is a core group of individuals, most of whom are at the forefront of planning, broader community input was gathered to create a comprehensive list of existing conditions. To aid with this, a community open house was held on Tuesday, December 9, 2014, to collect additional community input (See Chapter 6). Having information on existing conditions is critical in making strategic decisions that support wise and fiscally sound future SRTS programming and activities.

GLYNDON WALK / BICYCLE ZONES

As discussed in Chapter 2, MnDOT guidelines generally assume a distance of up to 0.5 miles for children in grades PreK-5, 1 mile for grades 6-8, and 1.5 miles for grades 9-12 from which students can realistically walk or bike to school. The one-half mile "walk/bicycle zone" is shown in Figure 17, and is measured hereby using bee-line radii from the center of the school. Almost all of the residences in Glyndon fell within the 1 mile walk / bike zone which is considered the appropriate maximum distance for students in grades Six through Eight to walk and/or bike to and from school, and at least 40 percent of residences fell within the half-mile zone which is an appropriate distance for students PreK-4.

WALK AUDIT

A walk-audit of the community was conducted in October of 2014 and again in March 2016 to gather data related to major streets, intersections and sidewalk conditions impeding or facilitating pedestrian and bicyclist safety. Factors that were documented include sidewalk width and condition, traffic volume, terrain, threatening features (dogs, perception of criminal activity, highways and busy intersections), trash, speed limits and general safety. The audit provided an opportunity for the team to identify where the community is walkable and where there are opportunities for improvement. The sidewalk survey can be found in Figure 17 and is also discussed throughout the narrative of this section of the report. The major street and intersection observations from the walk-audit are also described in the report narrative and listed in Table 2.

School Location on Parke Ave

The Glyndon-Felton Elementary School is located on the west side of Parke Ave which also happens to be Clay County Highway 117. It shares its location and building with the Dilworth-Glyndon-Felton High School. The school is well positioned in the heart of Glyndon. Almost all residences are within a mile from the front entrance of the school. While centrally located, the school is on the western side of town with farm fields bordering to the immediate west and southwest.

BNSF Railway, Northern Pacific Main Line.

Just north of school property is a BNSF Railway line, which was part of the original Northern Pacific Main Line. The line is the reason for Glyndon's existence at this location. While railroad activity has seen a reduction in 2016, in the years just prior, the rail line was running close to capacity 24 hours a day, hauling primarily coal and oil from western North Dakota. It is also the route taken by Amtrak's Empire Builder, servicing Chicago, St. Paul/Minneapolis, Fargo,



Figure 13: An eastbound BNSF coal train seen here at the Parke Ave crossing, rolls through Glyndon, MN at approximately 4:00pm.

Spokane, Portland and Seattle. There is only one eastbound and one westbound Empire Builder train passing through Glyndon each day and both trains do so in the early morning hours between 2:00AM and 3:30AM. Just north of the BNSF tracks and just west of Parke Ave is a grain elevator that ships via rail and is serviced by two active rail sidings. With such a high volume of rail traffic, this rail line (along with the presence of the rail sidings servicing the grain elevator) creates a significant but not insurmountable barrier for students who wish to walk and/or bike to and from school but reside on the north side of town.

Sidewalks and Crosswalks

From the main entrance of the Glyndon-Felton Elementary School, there is a sidewalk that runs directly in front of the school on the west side of Parke Ave. The sidewalk terminates on the west side of Parke Ave once it reaches the edge of school property. With front-in angled parking immediately adjacent to this sidewalk and no curb or tree boulevard, the sidewalk is often severely encroached upon by parked cars (Figure 14). Cars have also been observed parking directly on top of the marked crosswalks that allow pedestrians to travel over to the east side of Parke Ave. Both parking on a sidewalk and within a crosswalk is in direct violation of Minnesota Statute “169.34 PROHIBITIONS; STOPPING, PARKING”

(Available at:

<https://www.revisor.mn.gov/statutes/?id=169.34>).

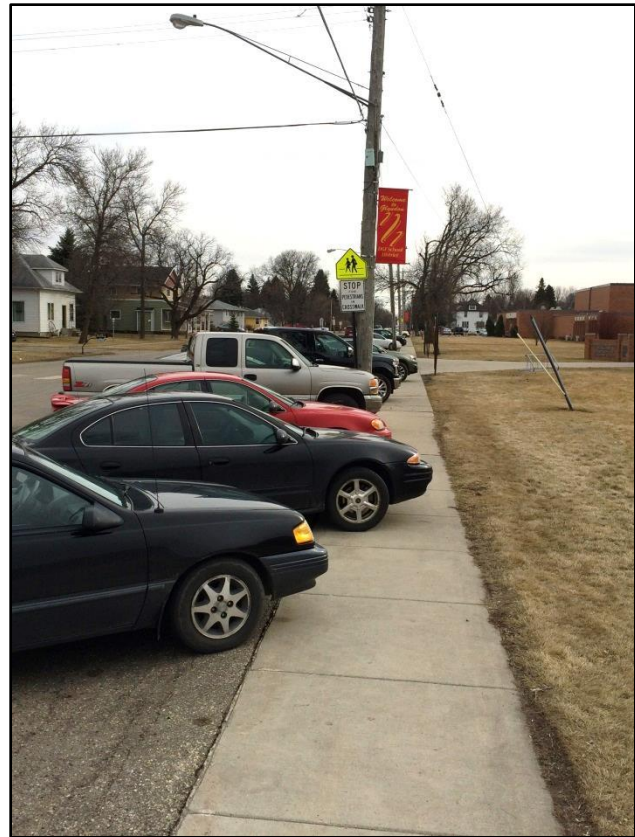


Figure 14: Cars encroaching and parked directly on the sidewalk in front of the school on Parke Ave.

Across the street from the school, on the east side of Parke Ave, the sidewalk is set back from the street by a ditch / tree boulevard approximately 18 feet wide. It is approximately 3 feet wide and in good condition and extends from 7th Street in the south to just north of the BNSF rail line. However, none of the crosswalks over the intersecting streets are marked. The sidewalk terminates a few feet south of the grain elevator rail siding and turns 90 degrees due west and leads onto Parke Ave itself. There is a desire path that leads directly north across the rail sidings and would appear to connect to the continuation of the sidewalk north of 3rd Street. From there, the sidewalk continues to its final terminus approximately 150 feet south of U.S. Highway 10 where a large driveway curb cut obliterates any signs of a sidewalk. On this side of Parke Ave, as is the case in front of the school where angled parking is allowed, cars are often encroaching upon and parked directly on the sidewalk.

Elsewhere throughout older portions of Glyndon (between U.S. Highway 10 and 7th Street), the sidewalks are in very poor shape, intermittent, have been entirely removed or were never installed. Beyond those limits, the streets are newer and appear to never have had sidewalks installed.



Figure 15: An example of the very poor and discontinuous sidewalk conditions commonly found in Glyndon.

Street, Lane, and (if present) Shoulder Widths

Street design and lane width can provide subtle clues to drivers as to the safe operating speed on a particular stretch of roadway. Recent thinking today is that bigger is not always safer and that wide road and lane widths can encourage drivers to speed, even unintentionally. Wide streets and lanes, however, can provide the space needed within the right-of-way to install bike lanes, sidewalks, wider sidewalks, tree boulevards, etc.

Parke Ave from U.S. Highway 10 to 7th Street is 30 feet wide. In front of the school, the Glyndon Lutheran Church and Police station, the roadway width has an additional 10 feet on either side where angled parking is allowed. South of 7th Street, Parke Ave narrows down to 24 feet. With few exceptions all other streets are only 24 feet wide. Those exceptions are 12th Street / County Road 72 west of Parke Ave (35 feet), Southcreek Ave (35 feet), 2nd Street east of Andrews Ave (44

feet) and Stockwood Ave (44 feet). US Highway 10 at Parke Ave is 82 feet curb to curb which includes five 12-foot lanes, two six-foot shoulders and a 10-foot wide median.

Speed and Speed Limits

High speed vehicles are long known to be a significant safety hazard to pedestrians and bicyclists. According to the AAA in the U.S., if a pedestrian gets hit by a car traveling at 20 mph, there is approximately a 7% chance of death. The fatality rate climbs to 90% for a pedestrian struck at 60 mph. The greatest rate of fatality risk increase happens between 25 and 45 mph, increasing from 12% to 60%, according to AAA.¹⁷ Other studies have the 45 mph pedestrian fatality rate at 85%. High-speed traffic also creates noise and induces stress on pedestrians, making even wide, well-designed sidewalks unappealing places to walk.

¹⁷ AAA Foundation for Traffic Safety. *Impact Speed and a Pedestrian's Risk of Severe Injury or Death*. September, 2011. Available at <https://www.aaafoundation.org/sites/default/files/2011PedestrianRiskVsSpeed.pdf>. Accessed on May 23, 2016.

The speed limit on Parke Ave and on most streets in Glyndon is 30 mph. From the west, the speed limit on U.S. Highway 10 reduces from 65 mph to 30 mph at the intersection of Pleasant View Ave which is 1,400 feet within the western edge of city limits. It increases again to 65 mph just west of Stockwood Ave at a point 750 feet within the eastern edge of city limits. Of note are several streets marked at 20 mph. These include 9th Street, Seter Circle, Lund Ave south of 7th Street and the stub of 10th Street off of Lund. These 20 mph streets are all 24 feet wide and do not have sidewalks. From 4th Street to the north to 120 feet north of 7th Street to the south, Parke Ave is signed as a 20 mph, signal-activated “school zone”.

Notables and Concerns

Of notable concern are the two at-grade railroad crossings in the center of Glyndon. There is only one sidewalk crossing the tracks on Parke Ave and no accommodations at all for pedestrians at Partridge Ave. There are lights and gates at each of these crossings but none designed to prevent pedestrians from crossing the railroad tracks. There are also no fences anywhere in Glyndon to try and restrict pedestrian trespass onto the BNSF right-of-way. Many of the street edges are poorly demarcated on both sides of the roadways around the railroad, particularly in the square formed by Parke Ave, 3rd Street, Partridge Ave and 4th Street.

There are no sidewalks along U.S. Highway 10 at any point within Glyndon city limits and the only crosswalks traversing the highway are at signal at Parke Ave. While Parke Ave is the likely location of the greatest pedestrian crossing demand, it is still 1,500 feet away from Andrews Ave and 2,500 feet from Stockwood Ave to the east, and 850 feet from Pleasant View Ave to the west. It is highly impractical for pedestrians to walk to the signal and crosswalks at Parke Ave to cross the highway from these secondary pedestrian crossing demand points. To walk from Stockwood Ave to Parke Ave and back to a location across from Stockwood on U.S. Highway 10 would require a pedestrian to walk nearly a mile (20 minutes).



Figure 16: The 20 mph speed limit sign on Lund Ave south of 7th Street. Note the lack of sidewalks and narrow roadway.

Finally, while mentioned previously, the encroachment of parked cars on the sidewalks on Parke Ave is also a key concern.

Table 5: Major Street and Intersection Conditions in Glyndon, MN

Street or Intersection	Posted Speed Limit (mph)	Conditions Observed
U.S. Highway 10 (Rural)	65	10-foot wide shoulders, 12-foot travel lanes. High volume of truck traffic and high vehicle speeds.
U.S. Highway 10 (Urban)	30	Six-foot wide shoulders, 12-foot travel lanes. High volume of truck traffic and moderate vehicle speeds. No sidewalks.
U.S. Highway 10, at Parke Ave	30	Traffic signal with crosswalks on both the west and east sides of Parke Ave. Pedestrian call buttons to activate pedestrian signal and extended signal timing for pedestrians.
U.S. Highway 10, east and west of Parke Ave	30	Lack of any additional crossing amenities to traverse U.S. Highway 10 at any other intersection within the built up portions of Glyndon.
Parke Ave at BNSF Railroad ROW	30	Sidewalk crossing on east side of Parke Ave. No gates or fences to prevent pedestrian trespass onto tracks and/or in the presence of a moving train.
Partridge Ave at BNSF Railroad ROW	30	Neither sidewalks nor gates to guide and aid pedestrians crossing the tracks, nor are there fences to prevent pedestrian trespass onto tracks.
Square formed by Parke Ave, 3 rd Street, Partridge Ave and 4 th Street.	30	Many of the street edges are poorly demarcated on both sides of the square formed by these four roadways
Parke Ave in front of School	30	Cars encroaching and parking on the sidewalks and crosswalks in violation of Minnesota Statute 169.34.
Most sidewalks in Glyndon (not Parke Ave)	30	Sidewalks in very poor condition, intermittent, have been removed or never installed.
Most streets in Glyndon	30	Nearly all streets in Glyndon are 24 feet wide. Three of these streets are posted at 20 mph (see text for details).

Glyndon Existing Conditions and Walk/Bike Zone

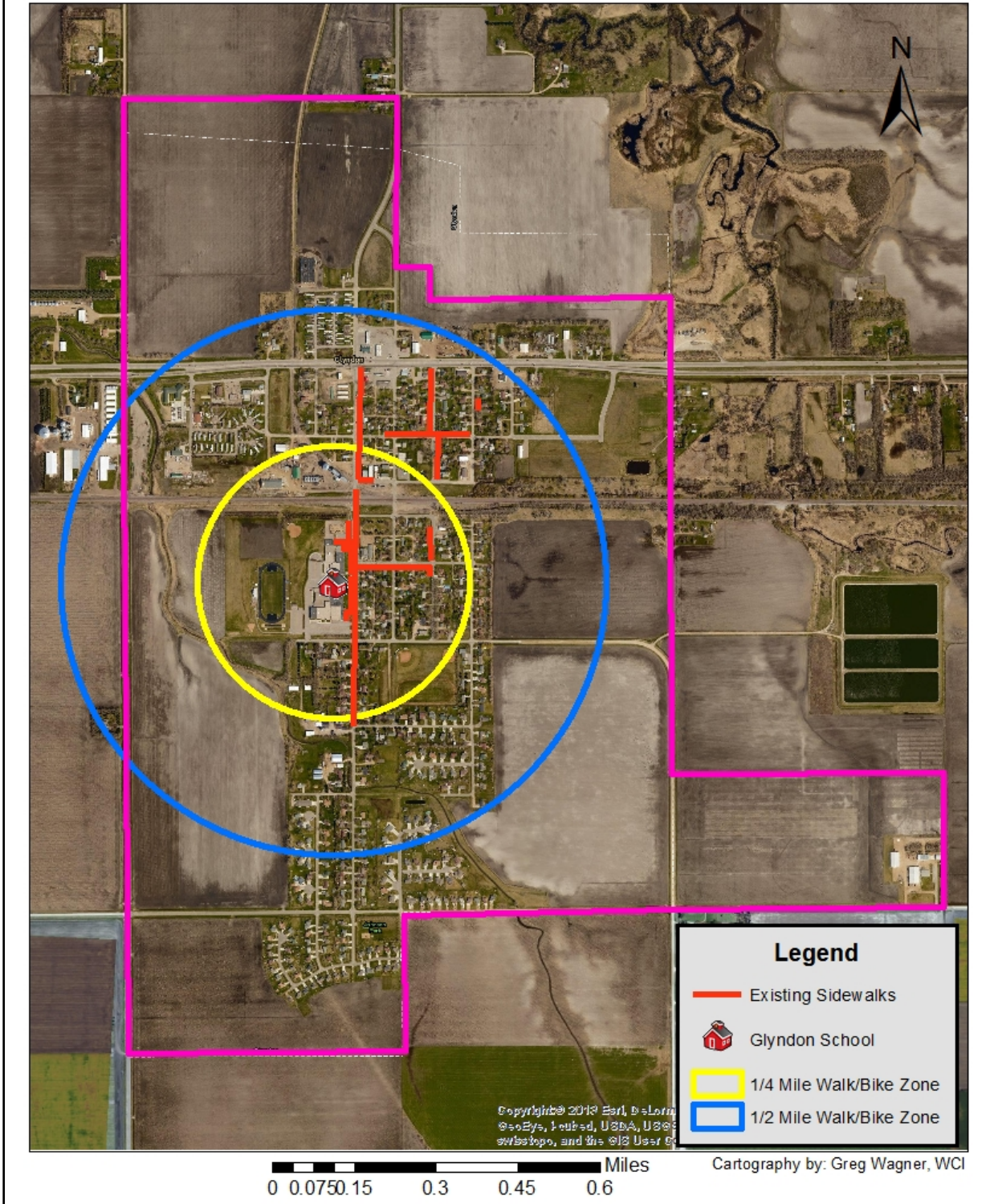


Figure 17: School Vicinity Map with existing sidewalk inventory with 1/4 and 1/2 mile walk / bike zone radii.

OBSERVATION RESULTS

To gain a better understanding about the current conditions at and around the Glyndon-Felton Elementary School, on Tuesday, October 14, 2014, the SRTS Team conducted field observations of students' travel behaviors, patterns and mode choices during morning arrival and afternoon departure. Team members were strategically positioned around the school and in the City of Glyndon. They counted the number of pedestrians and bicyclists accessing school grounds and which routes the students took. They also observed whether students were using good techniques when crossing the street and how motorists behaved in relation to pedestrians and bicyclists on the streets and on school grounds.

Morning Observations

➤ Weather at Hector International Airport, Fargo ND: 7:53AM – 33 °F. Clear. Wind - Calm.¹⁸

Observations began at 7:45AM with school starting at 8:25AM.

Emily Ambrosy– Front of school

- Pedestrians: 14.
- Cyclists: Five.
- School van parked in crosswalk.
- Trucks stopped / parked in crosswalk.
- Vehicles driving up on sidewalk to main entrance as dropped kids off.
- Second set of RR tracks seem abandoned.

Wayne Hurley– Parke Ave and 4th Street

- Pedestrians: 18.
- Cyclists: Three.
- Three parents walking with kids.
- Buses at 7:55.
- Lots of unsafe driver behavior - mid-block crossing and double parking.
- Biker crossed unsafely.
- Mid-block crossing north of railroad – with parent.
- No sidewalks, narrow path for pedestrians, in street walking on wrong side (back to traffic).
- Speeds not excessive.

¹⁸ Weather Underground. Weather History for Hector International Airport, Fargo ND: Tuesday, October 14, 2014. Available at <http://www.wunderground.com>. Accessed on June 2, 2016.

- Need sidewalk on west side of Parke Ave.

Kimberly Savageau – Partridge Ave and 4th Street

- Pedestrians: Six.
- Cyclists: One.
- The older students appeared to go to 5th Street to access the high school.
- The elementary age kids cut through the alley to the north of the church.
- Kids looked before crossing street.
- No crosswalk in this area.
- Road is narrow and there is just enough room for two cars.

Patrick Hollister – Parke Ave North of Tracks

- Pedestrians (total): At least 10
- Cyclists: One.
- Group of five walkers.
- Three parents walking with kids.
- Two kids walking on north abandoned tracks.
- One pedestrian walking alone.
- No crossing guards.

Jeremy Bladow – U.S. Highway 10 and Parke Ave

- Pedestrians (total): At least six.
- Cyclists: One.
- Five students from trailer park.
- U.S. Highway 10 west traffic has high volume.
- A lot of truck traffic.
- Very few pedestrians.
- Students not using good behaviors when crossing U.S. Highway 10 – only one pushed button for crosswalk.
- Five of six used crosswalk.
- U.S. Highway 10 traffic is fast.

Keely Ihry – Parke and 7th Street

- Pedestrians: 13.
- Cyclists: Three.
- Skateboarder: One.
- Walked across middle of 7th Street from home.
- Dropped off by car on north side of street and crossed mid-block.
- Bus drop off in back of school – turns onto 7th Street and not into student lot.
- Saw one bus in front of the school.
- Most parent make a U-turn after dropping off-some park parallel and some perpendicular.
- Pedestrians that are walking along the street on south side of Parke Ave, watch for cars turning into parking lot.
- Some are using crosswalks but parents drop-off in crosswalks and most bikers and walkers are not using crosswalk.
- School zone light started flashing at 7:42 and speeds did not change after.

Afternoon Observations

- Weather at Hector International Airport, Fargo ND: 2:53PM - 66 °F. Clear. Wind - West at 4.6 mph.¹⁸

Observations began at 3:00 AP and ended at 3:20 with school dismissing at 3:10PM.

Emily Ambrosy – Front of school

- Pedestrians: 25.
- Cyclists: Six.
- A crossing guard helped a group of two walkers and six bikers cross the street. They let the high school traffic go by 3:17 and then cross. Cross mid-block because current location of crosswalk is in an area of low visibility.
- A few buses going fast.
- Student drivers going fairly fast.
- Majority of students did not use crosswalk.

Wayne Hurley – Parke Ave and 4th Street

- Pedestrians: 18.
- Cyclists: One.
- Kids on west side of Parke
- Students crossing at mid-block – unsafe.

- Speeds higher in PM than in the AM.

Kimberly Savageau – Partridge Ave and 4th Street

- Pedestrians: Five.
- Cyclists: Two.
- Used alley north of the church.
- No walkers on 4th Street.
- No sidewalks in this area, narrow road. Kids staying on the edge of the road and walking on the correct side.
- Traffic from high school turning from Parke Ave onto 4th Street going very fast.
- Younger drivers were traveling faster.

Patrick Hollister – Parke Ave North of Tracks

- Pedestrians: Twenty.
- Cyclists: One.
- Student drivers increase speed after get past railroad tracks.
- Four students cut through fence line to trailer park – walked on tracks.
- Most walkers and bikers used the west side of the street.
- Two students crossed street very slowly – vehicles had to slow down.
- Road is unsafe on west side of Parke Ave.
- Train created build-up of vehicles at time school was dismissed.

Jeremy Bladow – U.S. Highway 10 and Parke Ave

- Pedestrians: Eight.
- Cyclists: One.
- Five walkers on the East side of Parke – did not cross U.S. Highway 10.
- One walker on East side of Parke crossed U.S. Highway 10.
- Two walkers on West side crossed U.S. Highway 10.
- One biker on west side of street

Keely Ihry – Parke Ave and 7th Street

- Pedestrians: 27.
- Cyclists: Two.
- Skateboarder: One.
- A lot of buses traveling by- not going too fast and stopped for pedestrian traffic.
- Cars backed into parking drop off area.
- Less cars picking up in the afternoon.
- Mix of students using crosswalks.
- A lot more congestion after school than before.

Will – Parke Ave and 10th Street

- Pedestrians: Eight.
- Cyclists: One.
- No crosswalks. Need one before bridge and drainage.
- High school students driving cars at high speeds.

TRAFFIC VOLUME DATA

While speed limits/traffic speed, street form (street width, number of lanes, lane width, presence of street trees, etc.) and the presence of sidewalks can have a great deal of impact on the safety of a street for pedestrians and bicyclists, traffic volume is also a highly important factor. It goes without saying that streets with heavy traffic are often more dangerous for bicyclists and pedestrians due to increased exposure to potential conflicts. Traffic volumes are also the ultimate factor with regard to the stress experienced due to passing motor traffic while walking or biking (No traffic. No stress). Level of Traffic Stress (LTS) is a relatively new term in the active transportation field, which looks to replace or supplement the often-criticized Level of Service (LOS) measure of facilitation for bicycles and pedestrians. High traffic stress environments can dissuade people from walking and biking despite the presence of facilities that have a high LOS. This report however does not attempt to measure LTS but provides traffic volumes to help understand current conditions and justify and prioritize future investments.

A common measure of traffic volume is “Annual Average Daily Traffic”, abbreviated AADT. According to MnDOT, AADT “is the theoretical estimate of the total number of vehicles using a specific segment of roadway (in both directions) on any given day of the year. This estimate represents the total number of cars per year divided by 365 and is developed using factors to adjust for season, day of the week, and vehicle type.” “Heavy Commercial Annual Average Daily Traffic” (HCAADT) is a subset of AADT of just heavy commercial truck traffic. MnDOT defines “Heavy Commercial Traffic” as “traffic from all trucks with at least 2 axles and 6 tires.” It is important to have a measure of HCAADT when available because heavy commercial vehicles are more cumbersome to operate and the increased mass of these vehicles is likely to cause more serious injuries and/or fatalities when involved in any type of crash. Heavy commercial traffic also has a greater impact on LTS per vehicle observed.

Even though Glyndon is a small rural community, it is traversed by U.S. Highway 10 which is a divided, surface highway with 4 travel lanes in and outside of Glyndon city limits. It has high traffic speeds (65 mph posted speed limit outside of Glyndon, 30 mph through town), high traffic volumes and a high number of trucks and commercial vehicles. Figures 18 and 19 are maps of the AADT and HCAADT from data collected by MnDOT of the more significant roads in the immediate vicinity of Glyndon. Table 3 is a breakdown of both AADT and HCAADT (where available) within an approximate 1.5 mile radius of the Glyndon-Felton Elementary School. MnDOT traffic volume data comes from the MnDOT Basemap (Available at: <http://mndotgis.dot.state.mn.us/basemap/>) and was accessed on June 3rd 2016.

Table 6: Average Annual Daily Traffic (AADT) for state system highways in and around Glyndon and Heavy Commercial Average Annual Daily Traffic (HCAADT) on select highways.

Highway Name and Location	Average Annual Daily Traffic (AADT) - year recorded
U.S. Highway 10 throughout study area	15,700 - 2012
Parke Ave between U.S. Highway 10 and 9 th Street	1850 - 2009
Parke Ave south of 9 th Street and 12 th Street / County 72 between County 17 and Parke Ave	940 – 2009
7 th Street / 5 th Ave between Parke Ave and 110 th Street	425 -2009
110 th Street / 7 th Street from 5 th Ave to County 72	130 - 2009
100 th Street (County 17) south of U.S. Highway 10	540 - 2009
County 72 east of 110 th Street	210 - 2009
110 th Street south of County 72	95 - 2009
Partridge Ave / County 19 north of U.S. Highway 10 to Parke Ave	610 - 2009
County 19 north of Partridge Ave	520 - 2009
County 68 north of U.S. Highway 10	45 - 2009
County 68 south of U.S. Highway 10	20 - 2009
Highway Name and Location	Heavy Commercial AADT
U.S. Highway 10 throughout study area	1250 - 2011

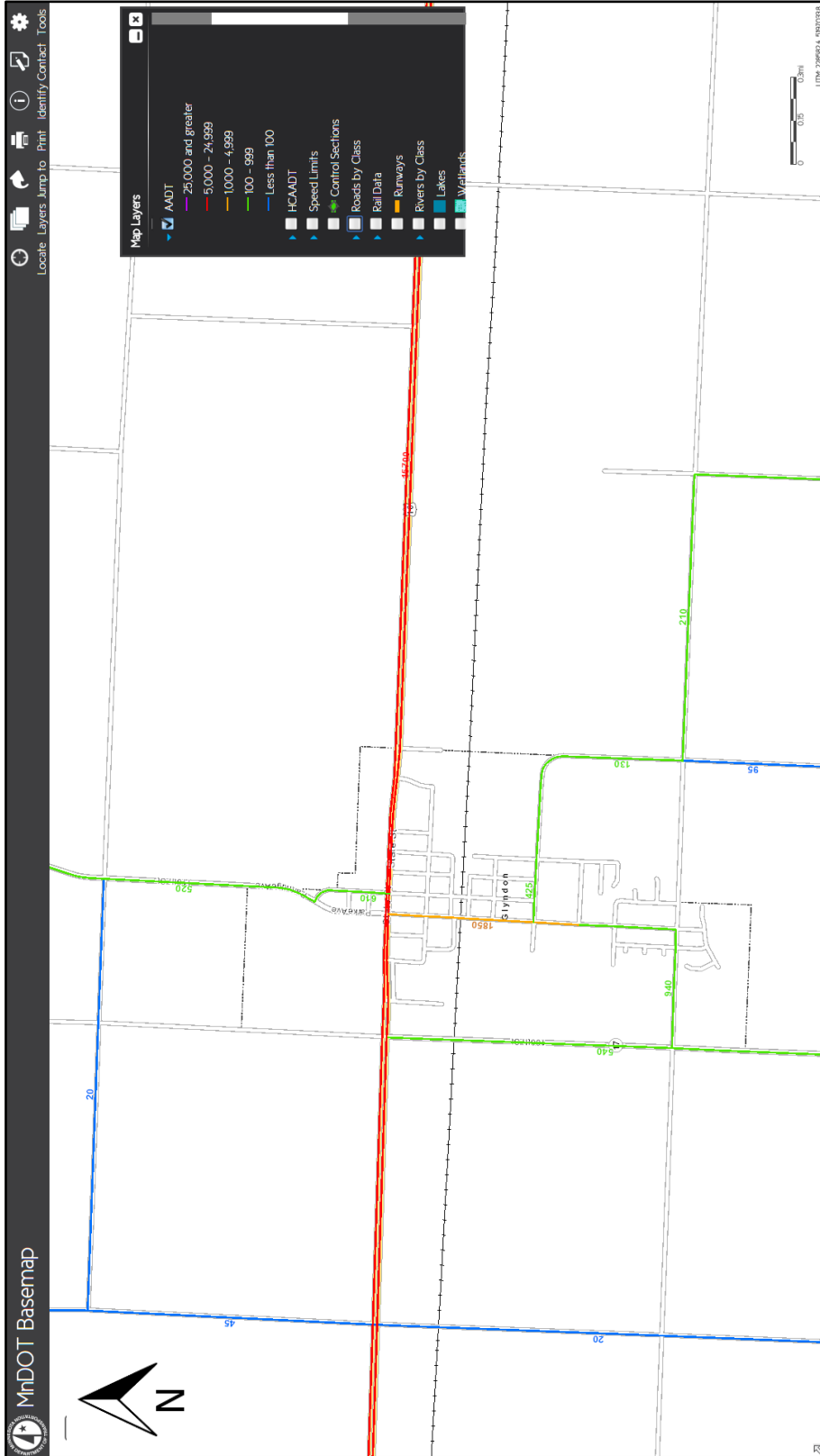


Figure 18: Average Annual Daily Traffic (AADT) for more significant roads in and around Glyndon.

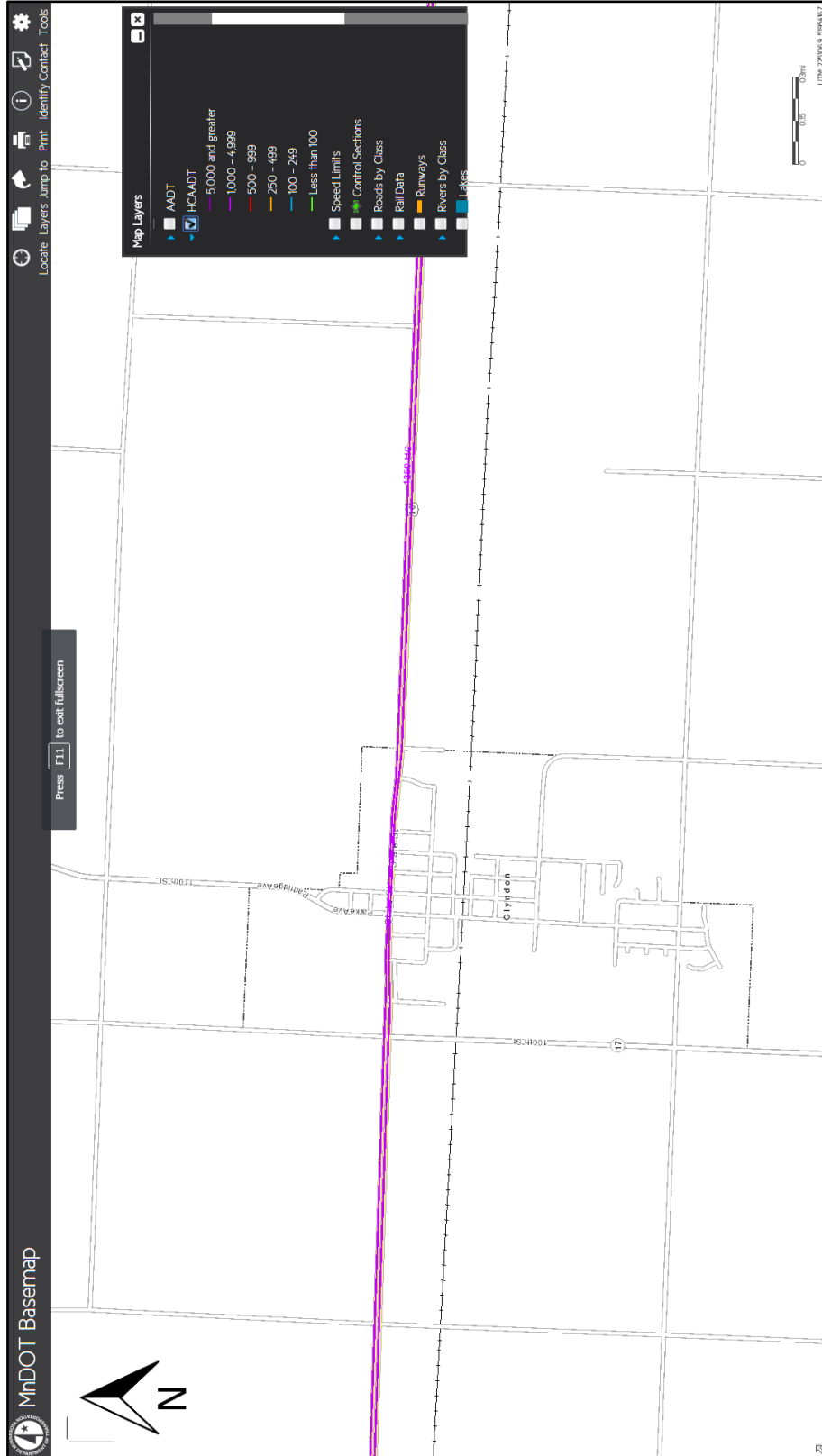


Figure 19: Heavy Commercial Average Annual Daily Traffic (HCAADT) for more significant roads in and around Glyndon.

CRASH DATA

Crash data with the greatest proximal significance to walking and biking to the Glyndon-Felton Elementary School was gathered using the online Minnesota Crash Mapping Analysis Tool (MCMAT) (<http://www.dot.state.mn.us/stateaid/crashmapping.html>). MCMAT is MnDOT's crash database that includes all crashes involving a motor vehicle where a crash report was filed. It includes only crash reports from the past ten years. However, a crash involving a solo cyclist, the most common type of bicycle crash, would not be recorded even if emergency services responded as long as the crash did not involve a motor vehicle. The MCMAT data for Glyndon was accessed, June 3rd 2016. As of that date, the dataset included crash reports from January 1st 2005 through June 1st 2015, all of which were included in this analysis. According to the MCMAT homepage, the lag time between crash occurrence and data entry into the MCMAT database can last approximately 2-3 months and the data is updated four times per year (approximately quarterly).

The staff at WCI felt that collecting crash data within a 1.25 mile radius from a point on 5th Street roughly 300 feet east of the school building would provide the most utility. This is the approximate center of Glyndon, as well as a being very proximal to the school. From this center point, a 1.25mile radius includes all lands within Glyndon city limits and all residences that are within the Glyndon-Felton Elementary School walk / bike zone.

A circle formed by 1.25 mile radius from the above-mentioned center point returns 127 crash reports from the MCMAT dataset. Of the 127, 67 can be seen on the map (see Figure 20). It is not known why 60 crash sites are not shown on the MCMAT generated map. However, it is likely that many of these sites are obscured by other crash dots on the map. Of these 127 crashes there was one fatality which did involve a pedestrian (crash summary below). There were two crashes with incapacitating injuries, three with non-incapacitating injuries, 25 with possible injuries, and 96 crashes involving property damage (see Figure 21). Of the "Crash Types," 53 of those crashes involved a collision with another motor vehicle in transport, three with a parked motor vehicle, one with a bicycle (resulted in an incapacitating injury presumably to the cyclist - crash summary below), one with a pedestrian, 14 with a deer, 2 with another animal, one as a underride rear collision, two are classified as other, 15 with a fixed object, 33 where a vehicle overturned and one is classified as a collision of an "other" type (see Figure 22). 98 of the 127 crashes happened on U.S. Highway 10. On average, there are 12 crashes in the selected area per year but only 3 per year off of U.S. Highway 10. However, there does seem to be an increase in crashes in the study area from 2005 to 2014 (see Figure 23 - 2015 numbers are only through June 1st and likely still missing much of the crash data from those first six months). There was also a significant peak of 17 crashes in the 15:00 hour (3PM to 4PM)) which corresponds with the 3:10PM dismissal time at the school. There was also a second peak of 10 crashes in the

7:00 hour but that is more likely a cause of the morning rush hour (see Figure 24). Finally, there was a noticeable increase in crashes during the Winter months with January having the most (21) followed by December (17) and November (14). This corresponds with the hazardous driving conditions typically found during this time of year. June also had a peak (14) which may be due to the start of the Summer vacation season (see Figure 25).

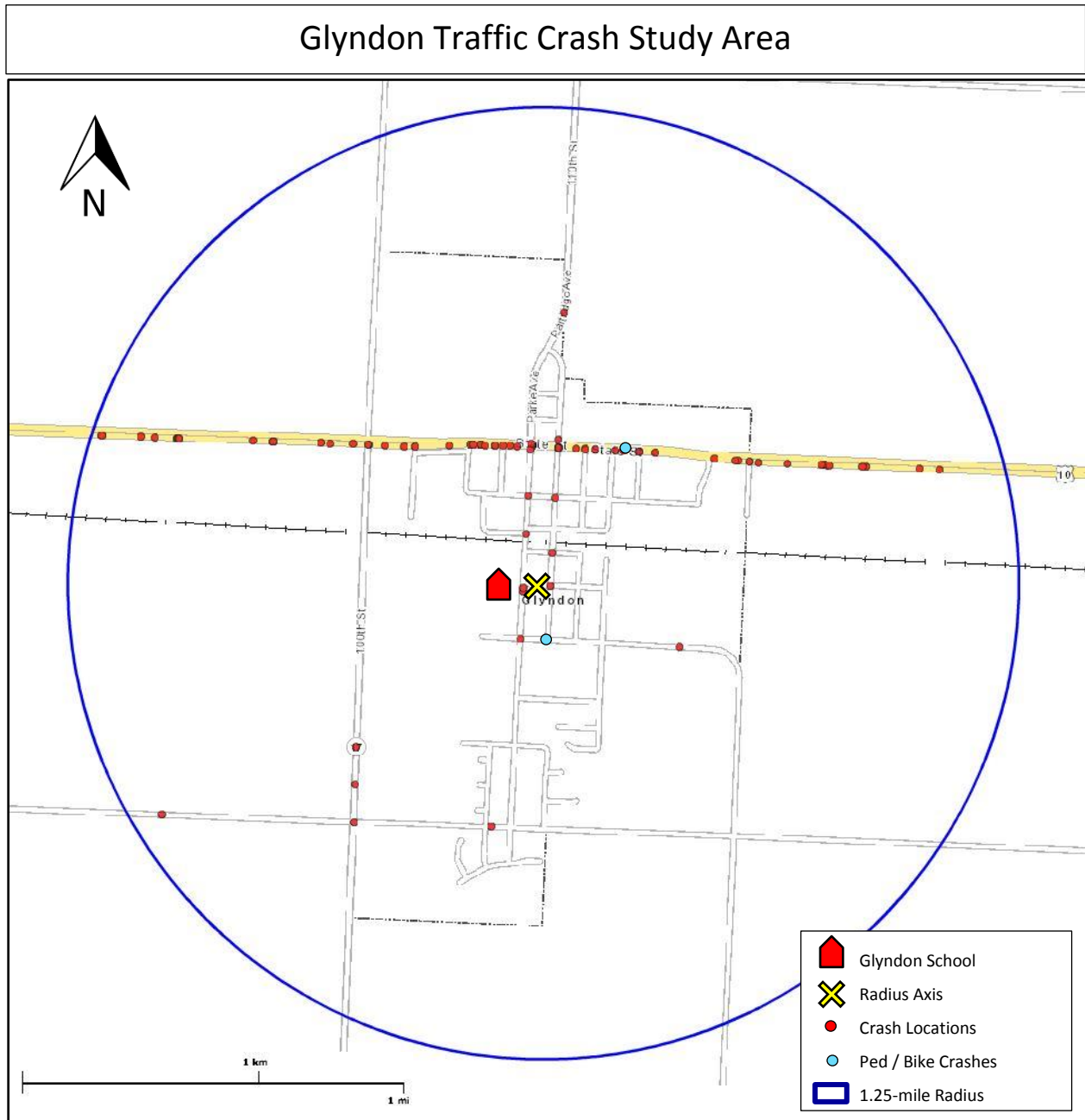


Figure 20: Map of the 67 out of 127 crash sites within a 1.25-mile radius of axis located 250 feet east of the school on 5th Street. Mapped crash sites are shown as red dots; crashes involving pedestrians and/or bicyclists (if occurring), turquoise blue.

Glyndon Crash Severity – Severity Class and Number

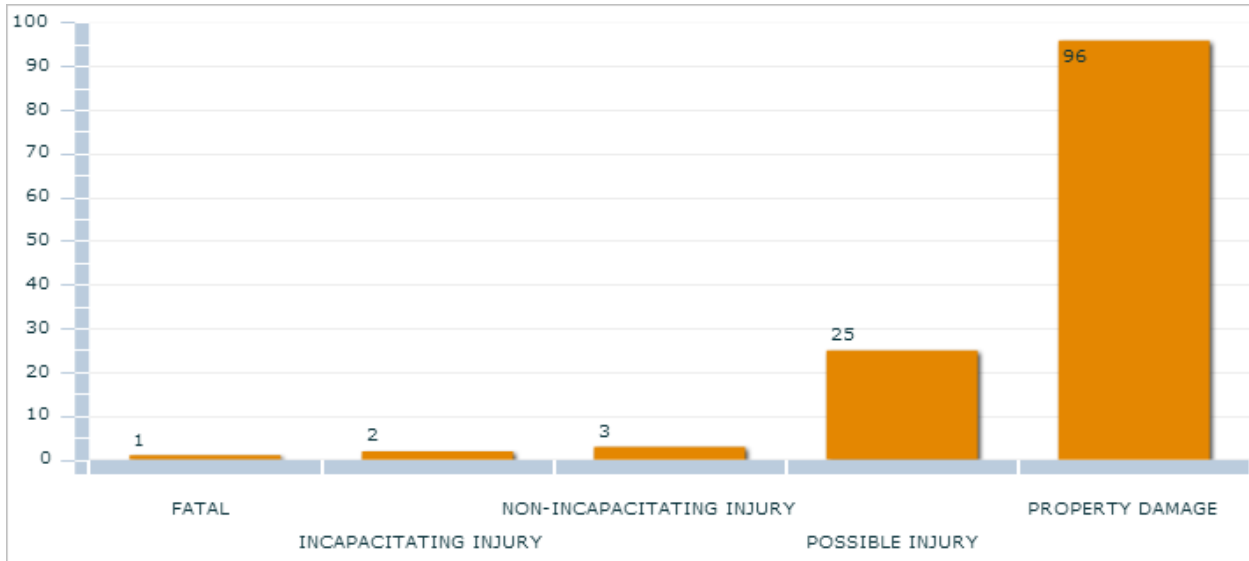


Figure 21: Glyndon Crash Severity - Severity Class and number of crashes in each class.

Graph automatically generated online by MCMAT.

Glyndon Crash Type and Number

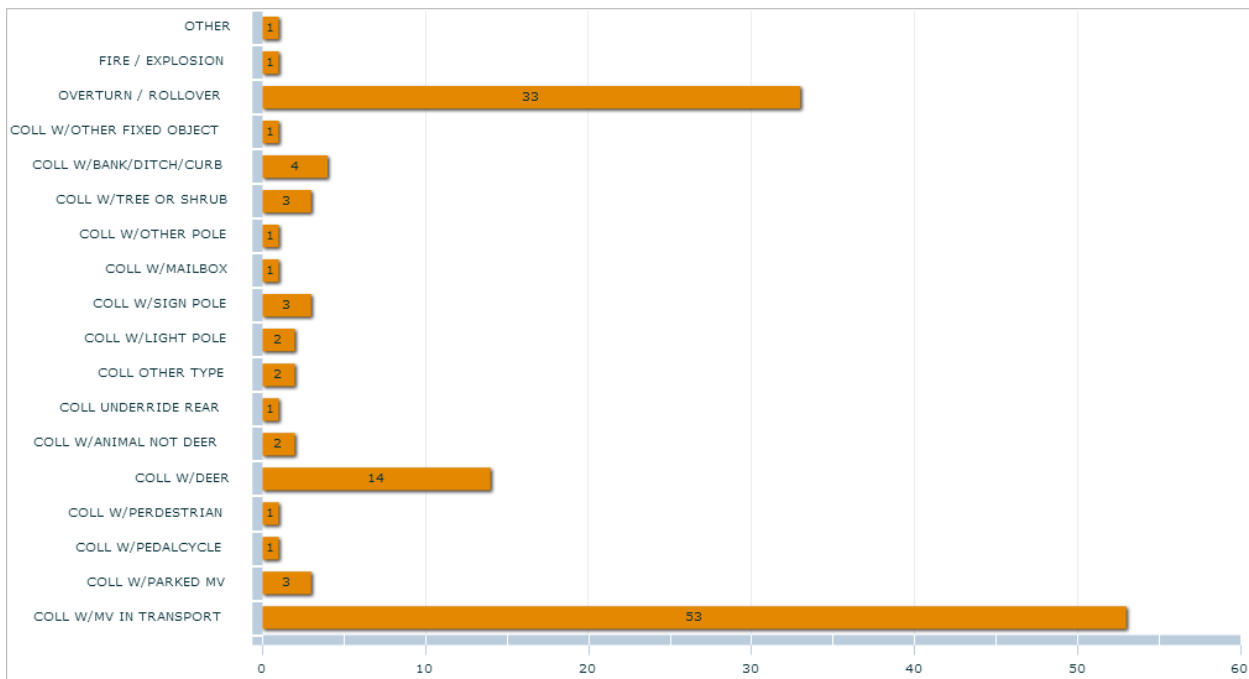


Figure 22: Glyndon Crash Type – Crash type and number of each crash type.

Graph automatically generated online by MCMAT.

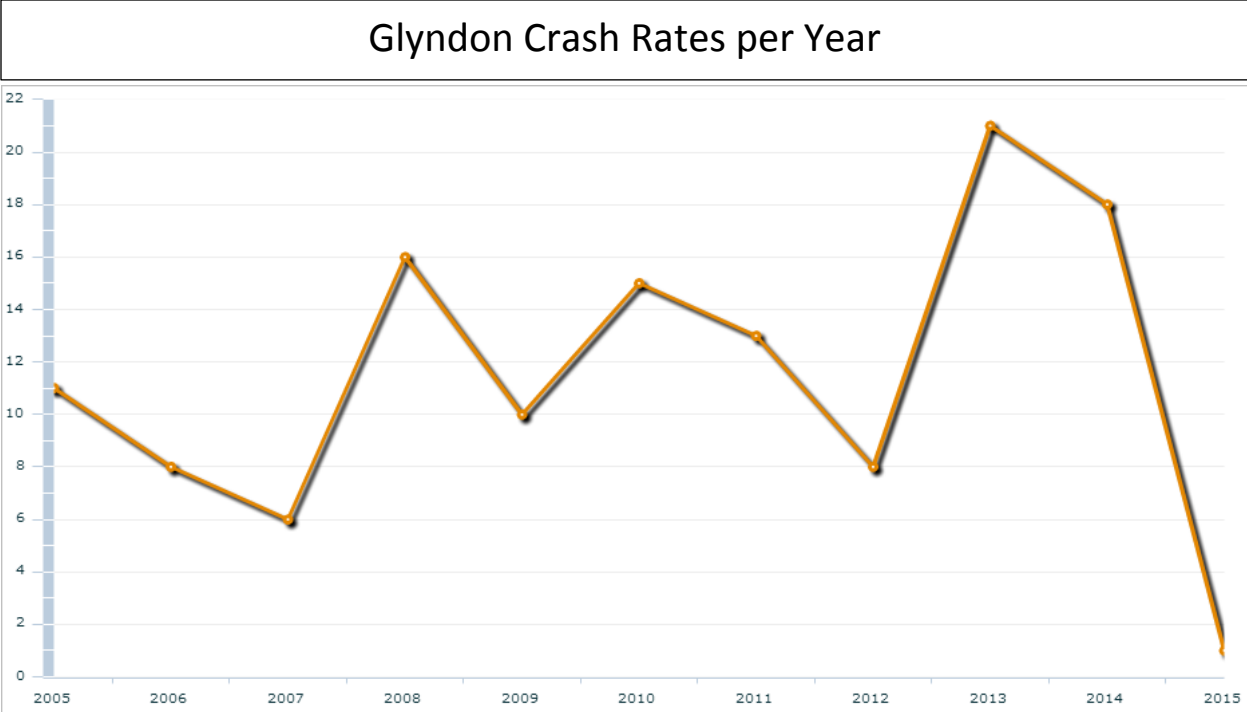


Figure 23: Glyndon crash rate per year. Graph automatically generated online by MCMAT.

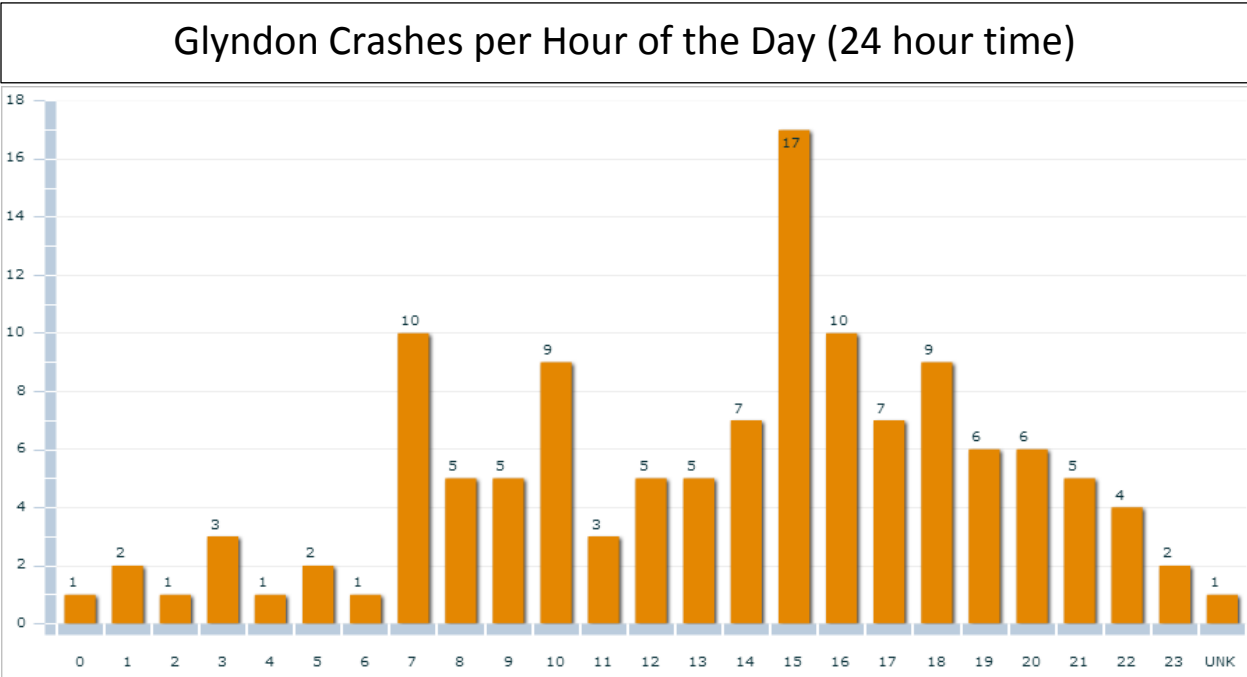


Figure 24: Glyndon crashes per hour of the day (24 hour time). Graph automatically generated online by MCMAT.

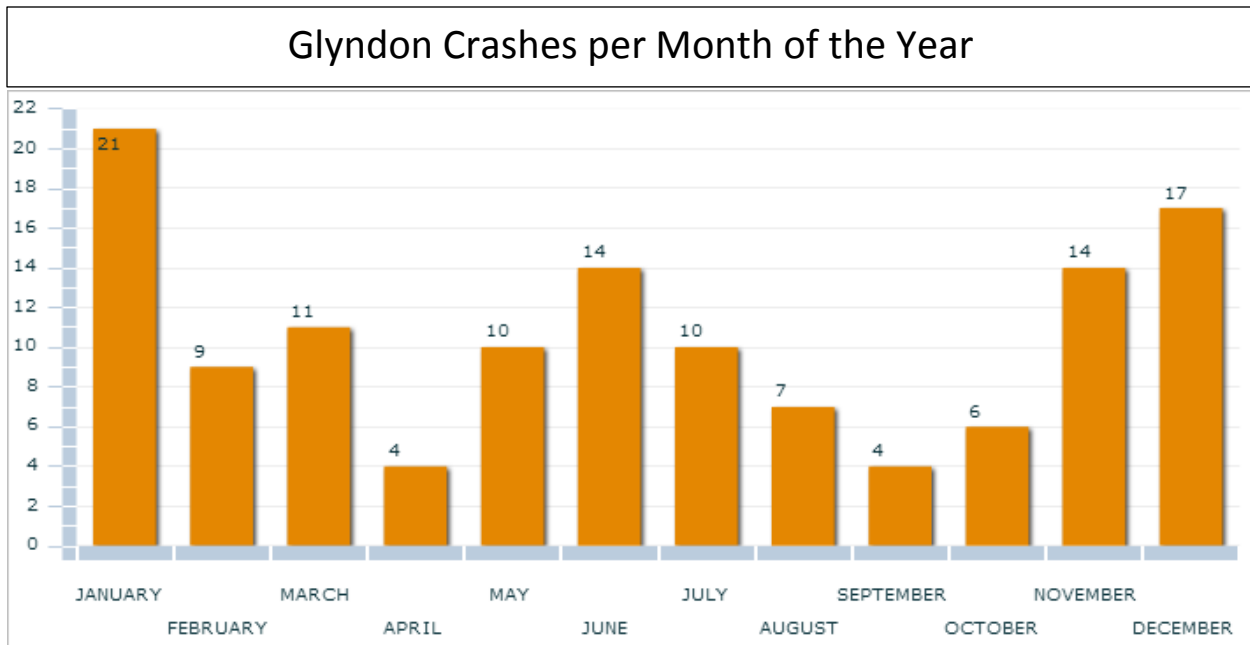


Figure 25: Glyndon crashes per month of the year. Graph automatically generated online by MCMAT.

Based upon information provided by the MCMAT-generated crash detail report, on April 27th 2008 at 21:58 hours a 42-year-old male was fatally struck in the eastbound lanes of U.S. Highway 10 between the intersections of Lund and Andrews Aves. It was found that the pedestrian was under the influence of intoxicating substances and may have been standing or even lying in the roadway. It was reported that the 59-year-old male driver was not at fault and the crash was a result of pedestrian error.

Also based upon the MCMAT-generated crash detail report, on June 9th 2011 at 18:24 under daylight conditions, at the intersection of Partridge Ave and 7th Street, a 12-year-old male cyclist crashed with a motor vehicle driven by a 42-year-old male resulting in an incapacitating injury presumably to the cyclist. The crash report stated that the cyclist failed to yield the right-of-way (stop sign) to the motor vehicle. However, additional information indicated that the driver of the motor vehicle had been drinking but concluded that there was no improper driving.

The crash summary report of all the pertinent crash statistics for the selected area around Glyndon can be found on the last page of this chapter. The detail reports of the two crashes involving a pedestrian and a bicyclist is titled “Glyndon Bicycle and Pedestrian Crash Detail Report” and is found in Appendix D.



Glyndon Crash Type Summary Report

Report Version 1.0 March 2010

Analysis Years 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015

Crash Summary:		Number of Vehicles		
		1	2	3+
K - Fatal	1	1	0	0
A - Incapacitating	2	2	0	0
B - Non-Incapacitating	3	3	0	0
C - Possible	25	14	8	3
N - Property Damage	96	47	40	9
X - Not Reported	0	0	0	0
Miscoded	0	0	0	0
Total	127	67	48	12

Surface Condition Summary:	
01 - Dry	57
02 - Wet	12
03 - Snow	7
04 - Slush	0
05 - Ice/Packed Snow	45
Other	5
Unknown/Not Specified	1
Miscoded	0
Total	127

Diagram Summary:	
02 - Sideswipe - Same Dir	8
03 - Left Turn	3
04 - Ran Off Road - Left Side	15
05 - Right Angle	17
06 - Right Turn	0
07 - Ran Off Road - Right Side	24
08 - Head On	6
09 - Sideswipe - Opposing Dir	3
Other	39
Unknown/Not Stated	2
Miscoded	10
Total	127

Intersection Relation Summary:	
01 - Not at Intersection	66
02 - T Intersection	7
03 - Y Intersection	0
04 - 4 Legged Intersection	18
05 - 5 or more Leg Intersection	1
06 - Roundabout/Traffic Circle	0
07 - Intersection Related	5
08 - Alley or Driveway	0
09 - School Crossing	0
10 - RR Crossing	0
11 - Recreational Crossing	0
20 -22 - Interchange	0
Other	2
Unknown/Not Stated	28
Miscoded	0
Total	127

Accident Type Summary	
01 - Motor Vehicle in Transport	53
02 - Parked Vehicle	3
03-04 - Road Equipment	0
05 - Train	0
06 - Bike	1
07 - Pedestrian	1
08-09 - Deer/Animal	16
10-14 - Other/Unknown Collision	3
21-42 - Fixed Object	15
51 - Overturn	33
52-65 - Other Non-Collision	1
Other	1
Unknown/Not Stated	0
Miscoded	0
Total	127

Light Condition Summary:	
01 - Daylight	89
02 - Before Sunrise	1
03 - After Sunset	2
04 - Dark (Street Lights On)	10
05 - Dark (Street Lights Off)	0
06 - Dark (No Street Lights)	23
07 - Dark (Unknown Lighting)	0
Other	2
Unknown/Not Stated	0
Miscoded	0
Total	127

Selection Filter:

WORK AREA: COUNTY_CODE('14') - SPATIAL FILTER APPLIED

Analyst:

Andrew Besold

Notes:

CHAPTER 8: STANDARDIZED SRTS SURVEY ANALYSIS

A take-home, self-report parent survey and a teacher-administered in-class student travel tally were conducted in September 2014. These surveys and survey documents have been designed by the National Centers for Safe Routes to School (National Centers) (<http://www.saferoutesinfo.org/>). These surveys and survey forms are the national standard for reporting SRTS data in the United States and help the National Centers keep track of walking and biking rates. As per the National Centers' guidelines, both of these surveys are administered to gather data from students in grades K-8. However, since many school districts in rural Minnesota have only a K-12 school, some schools may have administered these surveys to students all the way up to grade 12. When this happens it is WCI policy to enter the data as the individual surveys have a place to indicate what grade the student is in and it would be very easy to deselect data from the students in grades 9-12, if so desired. The results from Glyndon-Felton Elementary School are for grades K-5.

The parent survey questionnaire is a two-page form that was taken home by students for parents to complete asking about their child's school travel behaviors and the parent's perceptions regarding whether walking and biking to school is appropriate and fitting for their child. Besides English, the parent survey is available from the National Centers in Spanish, Arabic, Armenian, Mandarin Chinese, Haitian Creole, Hmong, Korean, Russian, Somali, Ukrainian and Vietnamese. The parent survey can also be done online by parents themselves (English and Spanish only), saving administrative time doing data entry.

The student travel tally is administered by teachers and conducted over three days in one single school week throughout the entire school. Teachers record weather conditions on each particular day, in the morning and afternoon. Then the teachers ask about students' travel modes to school that particular day and how they plan on going home.

Once the paper forms were completed and collected for both surveys, the data is entered on-line into the National Centers' database by staff at WCI (this is done to maintain data entry continuity and as a service to the school). After the survey data is entered, those with access to the National Centers' database can produce automated individual reports from each school for both the parent survey and the student travel tally. These reports provide a breakdown of the basic statistics that first establish a baseline that progress can be measured against in the future. These reports are also the origin of most of the graphs and charts in this chapter and all those in Appendix A and B. The 2014 surveys will be used to establish baseline data for the Glyndon-Felton Elementary School. Moving forward, the parent survey will be done once every two to three years and the teacher-administered student travel tally will be done at least once, but preferably twice

per school year. Follow-up surveying, with help from WCI, will be done so that local, state and national officials can monitor trends over time in the travel habits of students traveling to and from school.

KEY FINDINGS – PARENT SURVEY

Below are the more significant highlights gleaned from the 2014 parent survey for students grades Kindergarten (K) through Fifth. The results provide valuable information about parental attitudes and opinions relevant to SRTS at the Glyndon-Felton Elementary School and create a benchmarking baseline, which future analysis can be compared against.

The 2014 Parent Survey of students at the Glyndon-Felton Elementary School found that a total of 2.8 percent of children walked or biked to school and a total of 7.8 percent walked or biked from school. These results aligned fairly well with the results from the 2014 teacher-administered student travel tally, which had slightly higher combined walk and bike mode share numbers of eight percent of children walking or biking to school in the morning and 12 percent walking or biking from school in the afternoon. When compared to the 2013 national SRTS combined walk and bike mode share numbers of 17.4 percent in the morning and 20.2 percent in the afternoon, the percentages of students walking and bicycling to the Glyndon-Felton Elementary School are below average.¹⁹

Further WCI staff analysis investigated the travel habits of students who live within a distance that the MnDOT SRTS office considers walkable and / or bikeable. For children in grades PreK-5 (Glyndon-Felton Elementary serves students K-5), a distance of one-half mile from the school is believed to be an appropriate “Walk/Bike Zone.” Using the parent survey data of children who live within one-half mile of the school revealed that 9.6 percent students walk and/or bike to school and that 16.1 percent walk and/or bike from school. This is not in keeping with the Walk/Bike Zone concept as defined and promoted by MnDOT. Clearly there is room for improvement. One-half mile is a 10-minute walk for an adult and no more than a 20-minute walk for a child of the ages served at the Glyndon-Felton Elementary School. Other results included:

- Across all grades that attend the Glyndon-Felton Elementary School, the school bus was the most frequently used mode of travel to and from school followed by the family vehicle.
- Of parents who currently do not allow their children to walk or bicycle, distance was the main reason parents do not allow their children to walk or bicycle to/from school.

¹⁹ The National Center for Safe Routes to School. *Trends in Walking and Bicycling to School from 2007 to 2013*. March, 2015. Available at http://saferoutesinfo.org/sites/default/files/SurveyTrends_2007-13_final.pdf. Accessed on April 1, 2016.

- Safety factors, such as traffic speed and volume, were chosen more frequently by parents as barriers to their children walking or biking to school, more so than crime or violence.
- A vast majority of parents (88 percent) believe that the Glyndon-Felton Elementary School neither supports nor actively encourages children to walk and bike to and from school.
- A vast majority of parents (80 percent) believe that walking and biking to and from school is, in some degree, healthy for their child. 46 percent believe it to be healthy and 34 percent very healthy.

PARENT SURVEY – SELECT QUESTIONS

For the complete Parent Survey results see Appendix A.

The Glyndon-Felton Elementary School serves grades K-5. In September 2014, 400 Parent Surveys were distributed which corresponds with the total school enrollment of 398 students at that time. Of that 400, 121 surveys were returned, met the criteria to be entered in the National Centers' database, and are included in this report.

Question – Is the child who brought home this survey male or female?

Approximately 48 percent of questionnaires were completed for male and 52 percent for female students.

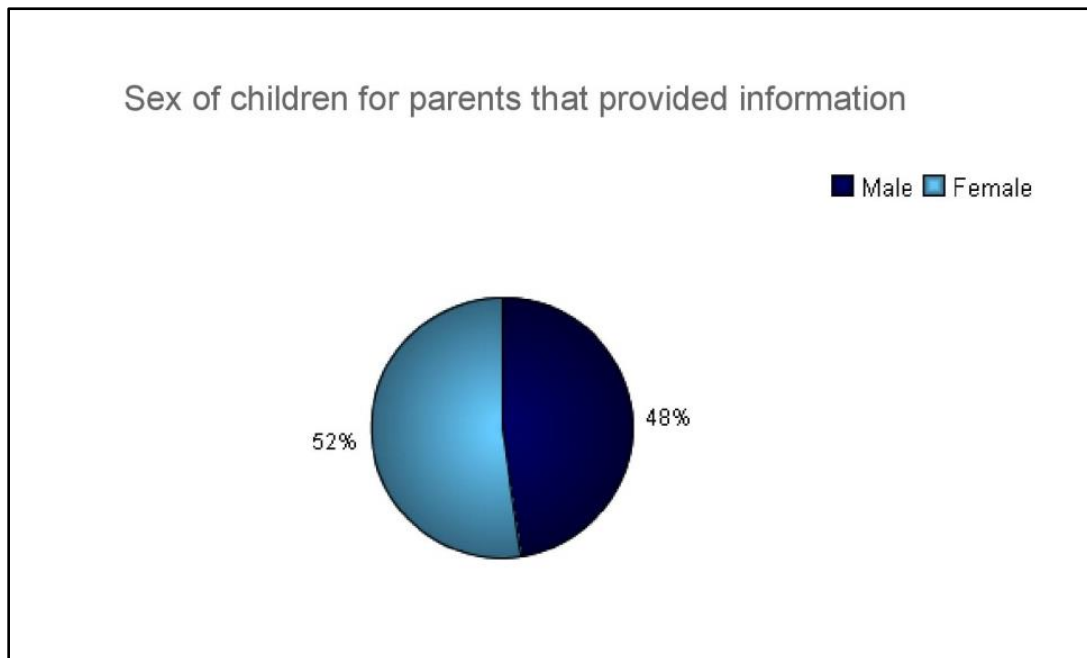


Figure 26: Breakdown of male/female student representation in the parent survey.

Question – What is the grade of the child who brought home this survey?

Fifth grade followed by Fourth and Second grade had the highest number of responses, followed by the other three grades (see Table 7). The percentages listed in the right column are not the percent of survey returns versus the total number of students in each grade. It is simply the percentage of surveys returned from that grade as part of the total 121 returned from the entire school. This is also what “percent” represents in all following survey questions.

Table 7: Glyndon-Felton Elementary School grade levels of children represented in parent survey (Fall 2014).

Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	9	7%
1	12	10%
2	16	13%
3	12	10%
4	26	21%
5	46	38%

No response: 0

Percentages may not total 100% due to rounding.

Question – On most days, how does your child arrive and leave for school?

A comparison of a child’s typical travel mode of arrival at and departure from school, as reported by parents, is shown in Figure 27 and Table 8. The survey is structured so that parents can give an answer for both how their child arrives at school and then leaves from school. Based on the parent responses, the school bus was the most common mode of travel both to and from school representing 68 percent and 79 percent of all trips, respectively. The second most frequently chosen mode for travel to and from school was the family vehicle at 28 percent and 13 percent, followed by walking at two and seven percent.

The modes of travel chosen for school departure were notably different than during arrival. There appears to be a switch from the family vehicle to the school bus and walking in the afternoon which likely corresponds to the ease of parents driving children to school as they are headed to work.

Typical mode of arrival at and departure from school

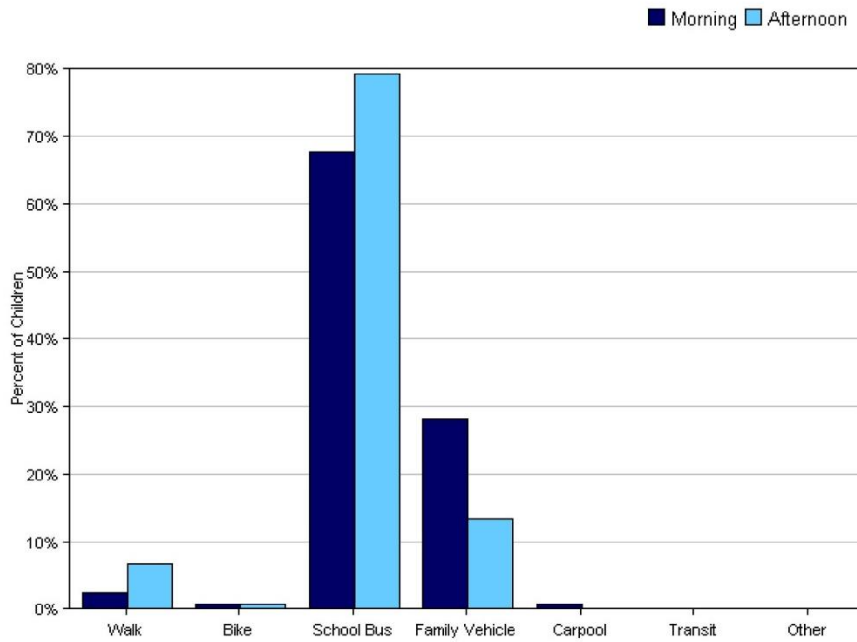


Figure 27: Typical mode of arrival at and departure from school (Fall 2014)

Table 8 Typical mode of arrival at and departure from school (Fall 2014)

Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	121	2%	0.8%	68%	28%	0.8%	0%	0%
Afternoon	120	7%	0.8%	79%	13%	0%	0%	0%

No Response Morning: 0

No Response Afternoon: 1

Percentages may not total 100% due to rounding.

Question – How far does your child live from school?

Parents were asked to give the distance from their home to the school. This question is asked in a way so that parents likely estimate that distance. These results are shown in Table 9. This is recorded because what parents estimate will have an effect on their mode choice for their child. Often parents will overestimate that distance and drive their child to school when walking and/or biking is a viable, safe and timely alternative.

Table 9: Parent estimate of distance from the child’s home to school.

Distance between home and school	Number of children	Percent
Less than 1/4 mile	12	10%
1/4 mile up to 1/2 mile	19	16%
1/2 mile up to 1 mile	24	20%
1 mile up to 2 miles	12	10%
More than 2 miles	51	43%

Don't know or No response: 3
Percentages may not total 100% due to rounding.

Cross-reference – Distance, by arrival and departure modes

These estimated distances are then cross-referenced with actual arrival and departure mode choice (Tables 10 and 11).

Table 10: Parent estimate of the distance from child’s home to school and mode choice to school (Fall 2014).

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	12	8%	8%	50%	33%	0%	0%	0%
1/4 mile up to 1/2 mile	19	5%	0%	74%	21%	0%	0%	0%
1/2 mile up to 1 mile	24	0%	0%	83%	17%	0%	0%	0%
1 mile up to 2 miles	12	0%	0%	58%	42%	0%	0%	0%
More than 2 miles	51	0%	0%	67%	31%	2%	0%	0%

Table 11: Parent estimate of the distance from child’s home to school and mode choice from school (Fall 2014).

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	12	25%	8%	58%	8%	0%	0%	0%
1/4 mile up to 1/2 mile	19	11%	0%	74%	16%	0%	0%	0%
1/2 mile up to 1 mile	24	13%	0%	83%	4%	0%	0%	0%
1 mile up to 2 miles	12	0%	0%	83%	17%	0%	0%	0%
More than 2 miles	50	0%	0%	84%	16%	0%	0%	0%

According to the MnDOT Walk / Bike Zone concept, one-half mile is considered an appropriate distance for students in grades PreK through Fifth to walk and/or bike to and from school. Further, WCI staff analysis of the take-home survey data shows that 9.6 percent of children surveyed who live within one-half mile of the school walk and/or bike to school in the morning (Table 12). In the afternoon however, that number does increase but only to 16.1 (Table 13). For students living within one-half mile of the school, use of the school bus and family vehicle to travel to and from school is likely due to habit and convenience posed by both modes, the perceived and/or real dangers posed by automobile traffic on the streets of Glyndon particularly Parke Ave, and/or the heavy amount of rail freight traffic on the BNSF railway.

Table 12: School arrival modes for K-5 students (raw numbers and percent) living within ½ mile of the Glyndon-Felton Elementary School. A half mile is considered the appropriate maximum walking / biking distance for the K-5 students that attend the Glyndon-Felton Elementary School.

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than ¼ mile	12	1	1	6	4	0	0	0
¼ mile up to ½ mile	19	1	0	14	4	0	0	0
Total within ½ mile	31	2	1	20	8	0	0	0
Total Walk / Bike within ½ mile		<u>3 (9.6%)</u>						
Total Motorized Modes within ½ mile				<u>28 (90.3%)</u>				

Table 13: School departure modes for K-5 students (raw numbers and percent) living within ½ mile of the Glyndon-Felton Elementary School. A half-mile is considered the appropriate maximum walking / biking distance for the K-5 students that attend the Glyndon-Felton School.

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than ¼ mile	12	3	1	7	1	0	0	0
¼ mile up to ½ mile	19	1	0	15	3	0	0	0
Total within 1 mile	31	4	1	22	4	0	0	0
Total Walk / Bike within 1 mile		<u>5 (16.1%)</u>						
Total Motorized Modes within 1 mile				<u>26 (83.9%)</u>				

Question – What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school?

Parents were asked to identify issues affecting their decision to allow, or not allow, their child to walk or bike to and from school. Parents were given a list of options to choose from, with the ability to select as many reasons they felt applied. The results from this question were then split by whether parents did allow their child to walk or bike to and from school, or did not.

For this question, 102 parents said their “Child does not walk/bike to school,” six parents said their “Child walks/bikes to school,” and 13 parents did not answer.

Figure 28 illustrates the issues affecting parents’ decision to not allow their child to walk or bike both to and from school. For the 102 parents of children who do not walk or bike to/from school, the top four issues affecting their decision are “distance” (79 percent), “speed of traffic along route” (69 percent), “amount of traffic along route” (68 percent), and tied for fourth “sidewalks or pathways” (64 percent and “weather or climate” (64 percent). The four least frequently cited issues are the “convenience of driving” (42 percent), a lack of “crossing guards” (39 percent), “child’s participation in after school programs” (37 percent), and the lack of “adults to bike/walk with” (36 percent).

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school

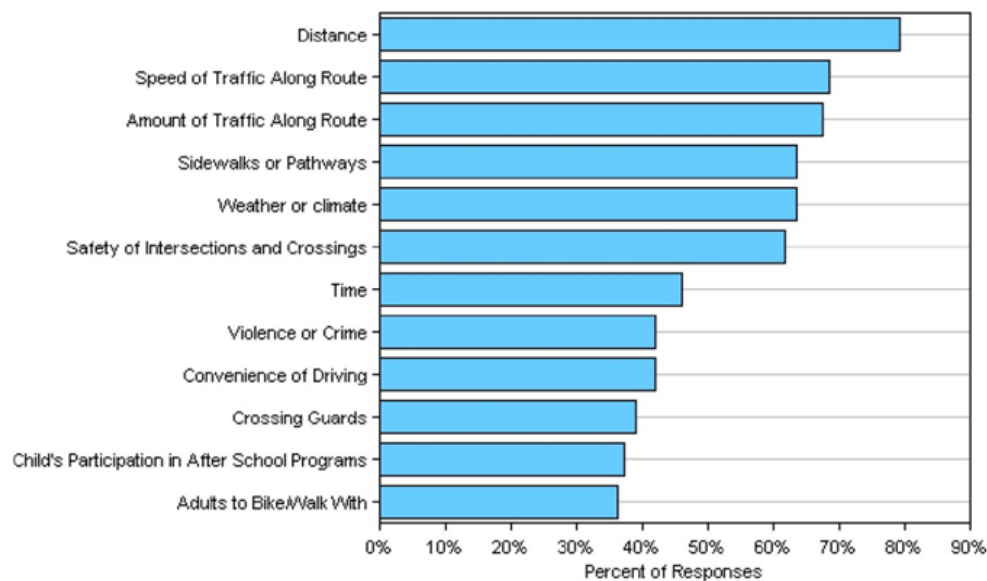


Figure 28: Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school (Fall 2014).

Figure 29 illustrates the results for the six parent respondents who allow their children to walk or bicycle to/from school. The top four issues affecting their decision are “distance” (83 percent), “amount of traffic along route” (83 percent), and tied for third “speed of traffic along route” (67 percent) and “time” (67 percent). The four least frequently cited issues, all tied at 17 percent are “convenience of driving,” “crossing guards,” “violence or crime,” and “adults to bike/walk with.”

Note: Because of the low response rate from parents that do allow their children to walk and bike to school (six), the results from this question are likely not statistically significant and likely cannot be compared to the general population or parents that do allow their children to walk and bike to school.

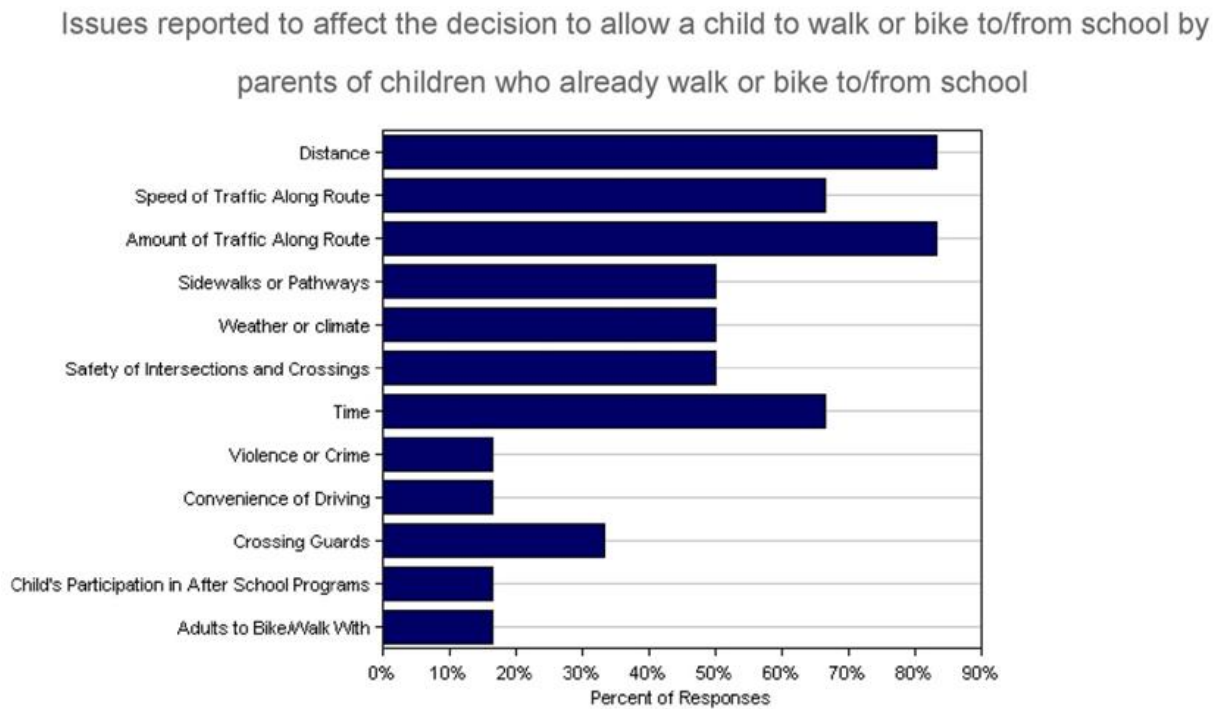


Figure 29: Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school (Fall 2014).

Question – In your opinion, how much does your child’s school encourage or discourage walking and biking to/from school?

Figure 30 shows the results of parents’ opinions about how much their child’s school encourages or discourages walking and biking to and from school. A vast majority (85 percent) feel that the Glyndon-Felton Elementary School neither encourages nor discourages walking and biking. However, of the parents that had an opinion, over four times as many parents felt that the school encourages the activity to some degree (13 percent - combined encourages 11 percent and strongly encourages two percent) versus those parents that believe the school discourages it (three percent combined – discourages two percent and strongly discourages one percent). Again, only 13 percent of parents believe that the Glyndon-Felton Elementary School encourages walking and biking to school to some degree. A vast majority of parents (88 percent) believe that the Glyndon-Felton Elementary School neither supports nor even discourages children from walking and biking to and from school which indicates that the message about SRTS is not getting out to the community.

Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school

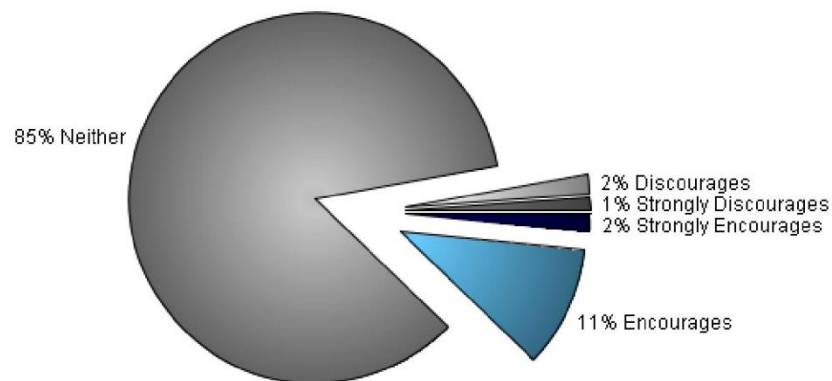


Figure 30: Parents’ opinions about how much their child’s school encourages or discourages walking and biking to/from school.

Question – In your opinion, how much fun is walking or biking to/from school for your child?

Figure 31 shows the results of parents' opinions about how much fun walking and biking to and from school is for their child. While a majority (54 percent) have a neutral opinion, a combined 41 percent of parents believe it to be fun to some degree (32 percent fun and, nine percent very fun), and only five percent believe it to be boring to some degree (four percent believe it to be boring, one percent very boring). Of those that did have an opinion, over eight times as many parents thought walking or biking to and from school to be fun or very fun compared to those that thought it to be boring or very boring.

Parents' opinions about how much fun walking and biking to/from school is for their child

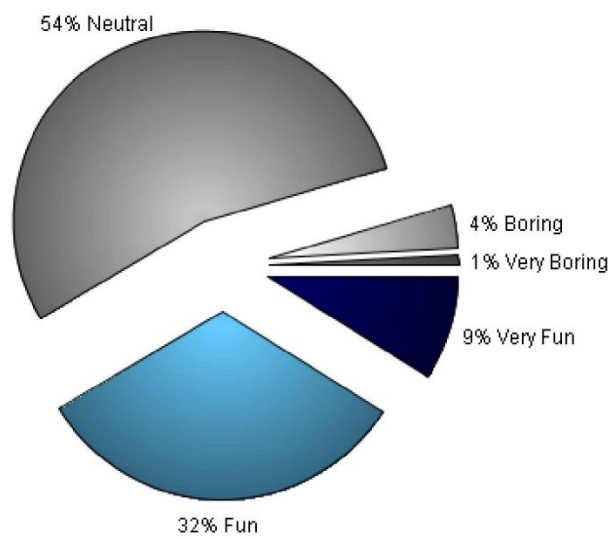


Figure 31: Parents' opinions about how much fun walking and biking to/from school is for their child.

Question – In your opinion, how healthy is walking or biking to/from school for your child?

Figure 32 shows the results of parents' opinions about how healthy walking and biking to and from school is for their child. A vast majority of 80 percent of parents believe it to be healthy to some degree for their child (46 percent healthy and 34 percent very healthy). 19 percent had a neutral opinion and zero percent believed it to be unhealthy and one percent believes it to be very unhealthy. Of those parents that had an opinion, 80 times as many parents felt that walking or biking to and from school was healthy for their child.

Parents' opinions about how healthy walking and biking to/from school is for their child

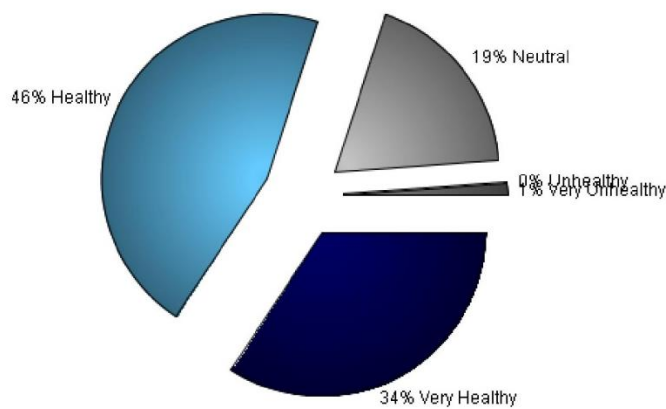


Figure 32: Parents' opinions about how healthy walking and biking to and from school is for their child.

Parent Comments

Survey ID	Comment
1247355	With no crossing guards, the haphazard pull-up area for drop off, no sidewalks, high school drivers and no teachers or school person monitoring outside after school, I feel a lot could be done to provide safe walking and biking for students. It looks now like an accident waiting to happen.
1247366	We would let her walk with friends but the road is too narrow and traffic isn't always slowing down. Worrisome! Also has to carry a saxophone.
1248007	Weather plays a huge amount - No rain in morning and afternoon yes and parents work - can not take off to bring home in bad weather. Hard to carry an instrument (band) and ride a bike - nearly impossible if she plays the trombone.
1248010	Two of my children are attending school in Dilworth so walking to school is unacceptable for them, however, my youngest may walk to school in a few years.
1248075	My kids do ride bike, but I have taught them to be extremely careful, due to the very busy street.
1248115	Parke Ave is very dangerous. There needs to be sidewalks put in. I fear that one day a child will be killed because of the narrow road with no sidewalks.
1248158	If there were sidewalks there would be a lot more kids walking to and from school.
1248662	For children who live rural, we would be happy to bring her bike to school September through October and April through May for PE Classes or before school/after school bike hike/ride around town if there was a program started.
1248903	Kids live in Dilworth and go to school in Glyndon site.
1248053	No walking or riding bikes to or from school during snow season. Too dangerous.
1248119	I would love to have my son ride bike to school but the road is unsafe. It's narrow, busy and there are no sidewalks.
1248138	Railroads are my biggest issue with walking and biking.
1248152	If we had sidewalks in our town, I would allow my children to walk to school.
1248227	The bus stops 2-3 blocks from our house and our house is not visible to the kids when they get off. This makes me nervous in the winter with our extreme temperatures when I will not be at home to make sure they safely get inside.
1248902	I would 100% support my child walking or biking to school but too much traffic on the only road to get to the school and there are no sidewalks or alternative streets my child could take to get there.
1248002	I have two children in both Dilworth and Glyndon Schools, this is just really filled out for my Glyndon school.
1248088	If I could be sure they would pay attention to their surroundings and not be distracted and go somewhere without telling someone, I may let them try by themselves. They still trust people too much and may trust the wrong type of person which scares me. I don't like the idea of them crossing RR tracks alone.
1248091	Don't want her to get in a car with a stranger.
1248177	We live too far away to consider walking or riding bike.
1248900	We live too far from school for walking and biking to be an option.
1247363	No sidewalks in Glyndon to walk - very dangerous. Students and adult drive too fast on Parke Ave, they text and are on cell phones as well.
1248079	My child has to be responsible enough to walk/ride to school before I would allow it. However, I am concerned about the high school kids driving along his route.

Survey ID	Comment
1248111	Lack of sidewalks on Parke Ave is a huge issue with allowing my kids to walk to school.
1248645	Parke Ave is too dangerous for young walkers.
1248896	They should bring safety patrol back before and after school.

STUDENT TRAVEL TALLY – SELECT QUESTIONS

For complete Student Travel Tally results see Appendix B

The student travel tally survey is used to quantify students’ travel both to and from school by travel mode. The tally form is administered in school, by teachers. The count is administered school-wide in one single school week. Doing the tally on all three mid-week days (Tuesday, Wednesday and Thursday) is greatly preferred but two of three midweek days is acceptable. Monday and Friday are avoided as possible weekend plans and/or holidays are more likely to affect students’ regular travel behaviors on those two days. Students are asked by a show of hands how they arrived at school that day and then how they plan to leave for home after school. This survey also records weather conditions on each particular day, morning and afternoon separately, as inclement weather can have an obvious effect on children walking or biking to and from school.

The student travel tally counts represent the number of actual recorded student trips to school in the morning (629) and from school in the afternoon (562) on three consecutive school days in October, 2014. Differences in these numbers are likely due to teachers forgetting to record a morning and/or afternoon travel tally on one or more days. When the tally was recorded the Glyndon-Felton Elementary School had 398 students enrolled.

Question – How did you arrive at school today? How do you plan to leave for home after school?

Travel mode results from the student travel tally generally match up with the travel mode results from the parent survey. According to the tally as seen in Figure 33 and Table 14, the combined rate of walking and biking to school in the morning was eight percent (five percent walking, three percent biking). This combined rate then increased to 12 percent in the afternoon (eight percent walking, four percent biking). This is similar to the results of the parent survey with which found a 2.8 percent morning and 7.8 percent afternoon walking and biking mode share. Riding the school bus and traveling in a family vehicle were the two most frequent travel modes. The tally results showed 64 percent of students taking the school bus in the morning and 73 percent in the afternoon (parent survey 68 / 79 percent) and 26 percent of students taking the family vehicle to school in the morning and 13 percent in the afternoon (parent survey 28 / 13

percent). This mode shift towards walking and the school bus in the afternoon is consistent with the results of the parent survey. The higher use of a family vehicle in the morning may be due to the convenience of dropping off students while parents are headed to work.

Also, the higher mode share for walking and biking in the Student Travel Tally is likely an effect of the survey method which may capture the true travel mode choices of all students, including those living close to school. Since a majority of students in this rural school district live many miles from the school, it is probable that the 30 percent return rate of the Parent Survey may over-represent the travel mode of those students who live far from the school.

Morning and Afternoon Travel Mode Comparison

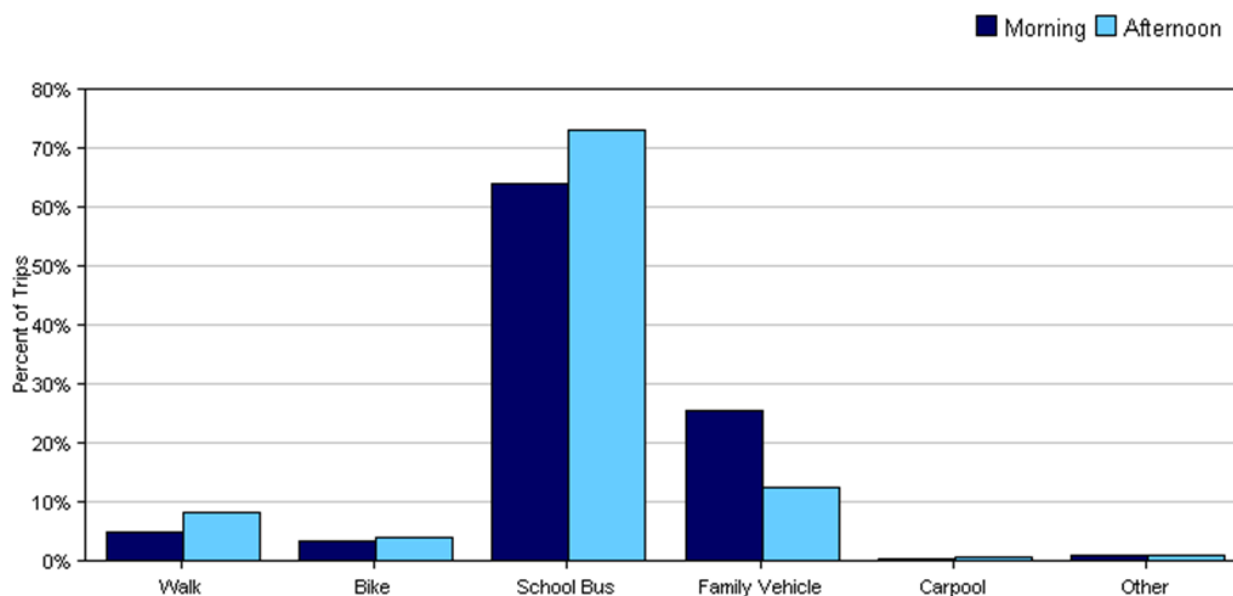


Figure 33: Morning and Afternoon Travel Mode Comparison.

Table 14: Morning and Afternoon Travel Mode Comparison.

Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	629	5%	3%	64%	26%	0.3%	0%	1%
Afternoon	562	8%	4%	73%	13%	0.7%	0%	1%

Percentages may not total 100% due to rounding.

Weather Conditions – Sunny, Rainy, Overcast, Snow

Arrival and departure modes were then cross-referenced based on weather conditions. The tally sheet allows for the recording of weather conditions each day, both in the morning and afternoon. Results between the two weather conditions observed during the tally period (sunny and cloudy) were not noticeably different. As shown in Figure 34 and Table 15, sunny and cloudy weather did not appear to have an effect on the mode choice of students. Because the tally was conducted on only three days of one week in October, students' trips were not counted for all possible weather conditions, including rain and snow. Since a limited number of weather conditions were observed on the dates tallied, conclusions about the influence of weather on the choice of travel modes for students at the Glyndon-Felton Elementary School is limited at best.

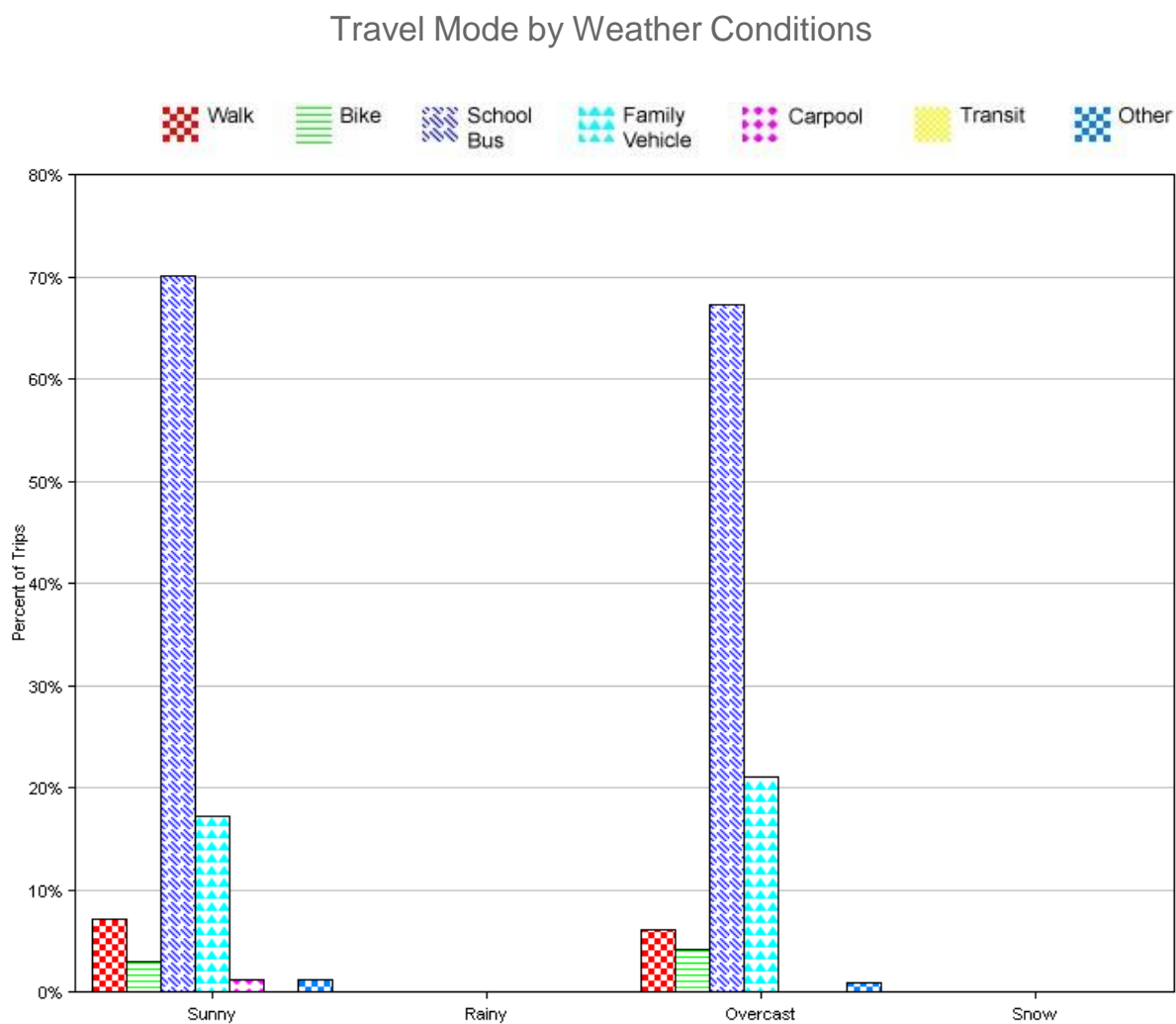


Figure 34: Travel mode by weather conditions (Fall 2014). Table 15: Travel mode by weather conditions (Fall 2014).

Table 16: Travel Mode by Weather Condition.

Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	492	7%	3%	70%	17%	1%	0%	1%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	699	6%	4%	67%	21%	0%	0%	1%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

DISCUSSION

Results from both the parent surveys and student tallies are comparable and for the most part did not contradict one another. The one small exception was the bicycle mode share percentages being several times higher in the Student Travel Talley (Parent Survey – 0.8 percent, Student Travel Talley – 3 and 4 percent) which is likely due to the different data capture methods used in each survey. All things considered however, the similarities of the results between both data collection instruments reinforce the credibility and reliability of the final results.

Distance from home to the school appears to be the predominant factor as to whether students either walk or bike, or take a motorized mode to and from school. Distance was also the main barrier cited by parents who currently do not allow their children to walk or bicycle to and from school. This is not a surprise. After distance, safety factors such as traffic speed and traffic volume were chosen more frequently as barriers, more so than crime or violence. The real and/or perceived safety concerns with walking and biking to school should not be dismissed. However for those that live within the Walk / Bike Zone of Glyndon-Felton Elementary School, these concerns are not insurmountable barriers.

While the results from the parent surveys and student travel tallies provide valuable baseline data, several limitations exist. The parent survey was self-reported information, which may self-select and bias the results to a socially desirable response. Furthermore, the three-day time frame for student travel tallies, taken only during one school week out of the entire year, limits the likelihood of collecting data in all weather conditions. Additional analysis, particularly a second student travel tally at a different time of the year, would be helpful to better understand student travel behaviors and how the weather influences travel mode decisions.

CHAPTER 9: ACTION PLAN RECOMMENDATIONS

EDUCATION

Goal: Establish at least two educational programs a year to foster and teach bicycle and pedestrian safety within the community.

1. Facilitate an annual bicycle rodeo event to teach bicycle skills and safety to students.

Bicycle Rodeos are bicycle safety training events held over the period of several hours that teach bicycle safety lessons and on-bike skills, usually in a station format (e.g., bicycle safety check, helmet fitting, instruction about the rules of the road, on-bike obstacle course, on-bike skills drills, etc.). While geared towards children, many of the lessons can be appropriate for adults as well. Bicycles 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 department. Key partners in implementing a bicycle rodeo event may (should) include teachers, League of American Bicyclists Cycling Instructors, and PartnerSHIP 4 Health.

2. Educate students about proper walking and bicycling etiquette through in-school and after-school bicycle and pedestrian safety education.

- a. If not existing, establish an after-school club.**
- b. Utilize the Walk! Bike! Fun! Curricula to help students understand the rules of the road.**
- c. Identify the need for a bicycle fleet**

Observation results indicate that a number of students do not know the proper walking etiquette. Students were not utilizing crosswalks and some were seen walking along the train tracks. The *Walk! Bike! Fun! Curriculum* is an in-classroom and real-world (on foot, on bike) educational resource and can help address improper walking and biking behaviors like that observed by the SRTS Team. Taught by specially trained school district teachers, this curriculum is intended for children ages five through thirteen. It teaches life-long skills related to traffic rules, potential hazards, and bike handling skills that enable students to walk and bike safely and comfortably to and from school along with other trips around their communities. The curriculum addresses a variety of walking and bicycling topics and is endorsed by MnDOT. Finally, in order to engage students in the *Walk! Bike! Fun! Curriculum*, the DGF School District should identify the need for a bicycle fleet, or identify a nearby fleet they may be able to borrow.



Figure 35: The Fergus Falls bike fleet is kept inside this towable trailer.



Figure 36: Some of the inspirational graphics painted onto the sides of the Fergus Falls bike fleet trailer.

- 3. Develop a school district safety campaign to build awareness of students walking and bicycling to and from school, and to encourage safe driving behavior among parents, high school students and passersby.**

Observations by the SRTS Team and comments from parents in the Parent Survey indicate that driver behavior near the school and on Parke Ave leaves much to be desired. This is particularly true at dismissal time when teenage high school drivers depart in their private automobiles.

Backing up these concerns even further is a spike in the crash history during the 15:00 hour (3PM to 4PM). A school safety campaign should be developed that builds awareness around students walking and bicycling to and from school. An effective safety campaign might utilize multiple forms of media to get the attention of parents, students and passersby. Primary outcomes are improved walking, bicycling and driver safety behaviors (particularly near the school), and youth empowerment.

- 4. Design a parent workshop to provide tools, resources and support needed to encourage parents and other community members to begin walking and bicycling for transportation.**

A parent workshop for those living in and around Glyndon can provide the tools, resources and support needed for parents to overcome some of the common barriers noted by parents to not allow their children to walk or bicycle to and from school. While distance was the most notable barrier noted by parents, traffic speed and the amount of traffic were the 2nd and 3rd most noted barriers. While traffic is a real threat to student safety for those walking to school, it is something that can be mitigated to some degree through education and parent involvement. Topics such as how to be a responsible driver, starting a walking school bus, and launching a safety campaign may impact the amount and speed of traffic near the school route.

- 5. Create a family-oriented educational training program that builds upon the school safety campaign (#3) such as a family biking class and/or family biking guide to teach basic bicycle maintenance, safety checks, etc.**

Educational trainings teach students the skills necessary to walk and bicycle safely while encouraging them to try walking and bicycling on a regular basis. If held in conjunction with the school safety campaign, students and families have the opportunity to practice skills and gain confidence.

For more Education ideas see Minnesota SRTS Model Policies Tip Sheet (Appendix F).

ENCOURAGEMENT

Goal: Explore strategies to promote walking and bicycling through the identification of safe routes, organizing events, rewarding participation, and educating adults.

- 1. The DGF School District Wellness and Transportation Policies already include language that actively promotes walking and biking to and from school. This is better than most school districts. The Wellness Policy states that, “Safe bicycling and walking to and from school is promoted and encouraged.” The DGF Transportation Policy (an 18-page document mostly dedicated to busing students) only makes two brief statements regarding walking and biking. It states that, “Parents/Guardians are responsible to ... support safe riding and walking practices and recognize that students are responsible for their actions,” and that, “The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.” DGF School District may wish to review its policy language to see if meets current best practices.**

A review of the DGF School District Transportation, Wellness, and Health and Safety Policies (Appendices G, H, I) found the above references to walking or biking to and from school. It is encouraging to see that the DGF School District has some specific language that supports and actively promotes walking and bicycling to and from school for students. This is better than most school districts and DGF should be commended. That said, there is always room for improvement and the DGF School District may wish to review its policy language to see if it meets current best practices. A sample Wellness policy amendment specific to Minnesota and SRTS was produced by the Public Health Law Center at the William Mitchell College of Law and can be found in Appendix E. An additional policy resource specific to Minnesota is the Minnesota SRTS Model Policies Tip Sheet which can be found in Appendix F. Finally, the SRTS National Partnership, in cooperation with ChangeLab Solutions (a multi-disciplinary, multi-government agency policy partnership), has developed an on-line SRTS District Policy Workbook. This resource is a comprehensive SRTS policy guide covering everything from general policies supporting SRTS to more advanced policies like “No Idling Policies” and “School Siting Policies.” This resource is best accessed on-line and can be found at: <http://www.changelabsolutions.org/safe-routes/welcome>. Also look for possible improved policies coming out of the MnDOT SRTS Office and/or the Minnesota Department of Education in the near future.

- 2. Develop informational messages to be included in the monthly school newsletter or email blast, encouraging students to walk or bike to school and highlighting associated health benefits.**

Monthly informational messages can raise awareness about the positive health and academic benefits associated with increased physical activity, such as walking and bicycling. To get information to parents, a short message could be included in the monthly school newsletter.

- 3. Explore the development of a remote school bus drop site. Explore / develop a competition or challenge to reward students by tracking the number of times they walk, bike within an area in the City of Glyndon deemed safe to walk and bike to school. Barriers such as the U.S. Highway 10 and the BNSF railroad may need to be mitigated before areas north of these right-of-ways are acceptably safe for children to walk and/or bike to school. Such a competition should also allow the children that have no choice but to take the bus to participate in some way as well, preferably by having them do some sort of physical fitness activity like walking on school grounds, etc.**

Competitions or challenges provide students with immediate, positive reinforcement. The possible competitions or challenges are endless and could target individuals, classrooms or the entire school.

- 4. Participate in International Walk and Bike to School Days to encourage students and their families to try walking or biking to school.**

International Walk and Bike to School Day attracts millions of participants all over the world. The intent is to encourage students and their families to try walking or bicycling to school for one day. In some districts with high busing numbers, events on this day might include a walk around school grounds and throughout the town for all students, or a remote bus drop-off which would allow all students to walk to school from that location. Depending on the response rate, these events could be extended into the future and turn into ongoing designated walking and bicycling days. Key partners include law enforcement officials, high school students, teachers, parent advocates and PartnerSHIP 4 Health. As a result, youth become empowered and more connected to health and their environment

5. **Install a bicycle repair station near the front entrance of the school by the bicycle rack.**

Outdoor bicycle repair stations (Figure 37) are a great way to encourage bicycling, provide a way to make sure that bicycles are in good working order before students leave school for the day, make minor repairs that might otherwise leave a student stranded, all while teaching students basic mechanics and self-reliance. A typical station is equipped with a repair stand that holds the bike from the saddle, a heavy duty all-weather bicycle pump, and basic tools attached to the stand with theft resistant cables that allow a person to make most basic repairs.



Figure 37: A bicycle repair station with a heavy-duty all-weather pump, installed in the Summer of 2015 at the Fergus Falls Public Library.

6. **Investigate the need and/or feasibility of a walking school bus for students within Glyndon city limits.**

A walking school bus is a group of students walking to and from school with chaperones (usually adult / parent volunteers). A walking school bus is a fun, healthy and an easy opportunity for students to be physically active. A walking school bus usually provides front door pick-up and drop-off of students along the way, which can allay most parents' fears. It can be done daily or just on certain days of the week and/or depending on weather conditions. The Glyndon-Felton Elementary School should investigate the desire for a walking school bus and see if parents or other citizen volunteers are interested in taking turns walking students. If a walking school bus is explored, outreach to parents could be done via the parent newsletter. The hardest part to operating a walking school bus is finding enough dedicated volunteers to act as "drivers."

For more Encouragement ideas see Minnesota SRTS Model Policies Tip Sheet (Appendix F).

ENFORCEMENT

Goal: Address traffic and safety concerns by identifying and implementing enforcement measures within the school walk and bike zone.

- 1. Increase the prevalence of traffic law enforcement in strategic locations during student morning arrival and afternoon dismissal.**

The SRTS Team and numerous parents in the Parent Survey noted speeding traffic as a barrier for their children to walk and/or bike to school. This was a particular issue with afternoon dismissal and a spike of crashes seen MCMAT data in the 15:00 hour (3PM to 4PM). Increasing the prevalence of law enforcement officers near the school may help to reduce vehicle speeds, improve compliance with speed limits around the school and increase the likelihood of vehicles yielding to pedestrians. This is a short-term, easy-to-implement recommendation that can be low cost.

- 2. Investigate the possibility of having an (additional) adult crossing guard on Parke Ave at a location in front of the Glyndon-Felton Elementary School.**

The presence of a trained adult crossing guard can be of invaluable importance to student safety as they near the school location with all its traffic activity. Adult crossing guards have the added benefit of acting as a source of encouragement to students and reassurance to parents. This person could be a school employee or adult volunteer.

- 3. Enforce parking regulations regarding the sidewalks and crosswalks on Parke Ave as written in Minnesota Statute “169.34 PROHIBITIONS; STOPPING, PARKING”.**

With front-in angled parking immediately adjacent to this sidewalk and the lack of a tree boulevard or even a curb, the sidewalk is often severely encroached upon by parked cars. Cars have also been observed parking directly on top of the marked crosswalks that allow pedestrians to more safely traverse Parke Ave. Both parking on a sidewalk and within a crosswalk is in direct violation of Minnesota Statute “169.34 PROHIBITIONS; STOPPING, PARKING”.

- 4. Identify the most effective form of automated speed feedback sign and investigate its installation on U.S. Highway 10 and on Parke Ave to help reduce speeding traffic in Glyndon.**

Based on SRTS Team observations and community input, vehicle speeds on U.S. Highway 10 and Parke Ave are - or seem to be - higher than the posted limit near the school. WCI observations

seemed to confirm this. It is recommended that the City of Glyndon, with help of MnDOT, identify the most effective form of automated speed feedback sign to be placed on U.S. Highway 10 and another on Parke Ave in order to reduce vehicle speeds and increase vehicle compliance with speed limits.

For more Enforcement ideas see Minnesota SRTS Model Policies Tip Sheet (Appendix F).

ENGINEERING

Goal: Improve the existing infrastructure within the community to ensure active transportation is encouraged and made safe.

For a visual summary of the suggested Engineering proposals, please see Figure 32.

- 1. Coordinate with Clay County, MetroCOG, MnDOT and BNSF Railroad regarding the reconstruction of Parke Ave which is to include sidewalks on the west side, in front of the school, and a multi-use, paved trail on the east. It is important that this reconstruction project include ADA compliant pedestrian crossings of the BNSF railroad on both the east and west sides of Parke Ave as a majority of crossings of the railroad were observed on the west side of the Parke Ave. The original plans only called for a crossing on the east side with the multi-use paved trail. Also ensure that the reorientation of parking along Parke Ave from angled to parallel is carried out according to the initial plans and that marked crosswalks are installed at intersections at all four possible crosswalks (where appropriate) and at pedestrian-desirable, mid-block locations in front and near the school.**
- 2. Coordinate with Clay County, MetroCOG and MnDOT regarding the reconstruction of U.S. Highway 10. Ensure that the traffic signal at U.S. Highway 10 and Parke Ave is engineered and has marked crosswalks to ensure that pedestrians can cross all of the four possible crosswalks. Also investigate if the sidewalks can be extended beyond the current proposal. It is suggested that on the north side of U.S. Highway 10 that the sidewalks extend from Hawley Ave in the west to the last residence across from Stockwood Ave to the east and on the south side from Pleasant View Ave in the west to 110th Street to the east.**
- 3. Coordinate and investigate with BNSF Railroad and MnDOT regarding the installation of a single, PROWAG ADA-compliant pedestrian crossing of the railroad at Partridge Ave.**
- 4. Coordinate and investigate with BNSF Railroad and MnDOT regarding the installation of fencing on both sides of the railroad from 100th Street to the west to a location**

approximately 500 east of Lund Ave, with breaks at Parke Ave and Partridge Ave. This can help to prevent pedestrian trespass on to the railroad right-of-way and focus pedestrian crossings to legal crossing locations with proper warning beacons and gates.

5. Investigate the construction of a multi-use trail on the 10th Street right-of-way east of Parke Ave with a spur to Southcreek Ave. This trail has the potential to provide an important bicycle and pedestrian shortcut to the neighborhoods to the south and east of Parke Ave and can provide a vital connection to the multi-use paved trail planned to be built along the east side of Parke Ave.
6. Coordinate and investigate with MnDOT the possibility of implementing a transitional speed limit of 45 mph on U.S. Highway 10 prior to traffic entering 30 mph zone in Glyndon from both the east and west so that drivers are more likely to comply with the 30 mph speed limit as they traverse the city.
7. Investigate expanding the current 20 mph “school zone” on Parke Ave so that it incorporates more of Parke Ave to the north and south. At a minimum, it is recommended that the school zone be expanded to a point just south of 7th Street. Also investigate the installation of new, more visually robust “School Zone” beacons that use contemporary technologies like LED beacon lights.
8. Rehabilitate and install new sidewalk per the recommendations in Figure 38. Most of the recommended sidewalks simply reconstruct what was once already there.
9. Investigate relocating parent and school bus drop-off and pick-up areas to a location that removes school traffic from the area where many of Glyndon’s students walk and bike to and from school. A location to the west of the school accessible from 100th Street may have the best results.
10. Investigate gateway and other passive traffic calming features on U.S. Highway 10 such as paint markings and gateway treatments to better control traffic speed on the highway as it traverses the City of Glyndon.
11. Maintain the 20 mph speed limit zones on Lund Ave (south of 7th Street), 9th Street, Seter Circle, and investigate expanding the 20 mph zones to other Glyndon streets that are 24 feet wide.

12. Investigate marking Lyndon Ave (between 12th Street and 10th Street) and 10th Street west of Parke Ave at 20 mph. Also investigate the installation of traffic calming features on this street to prevent the street from becoming a shortcut and will maintain its mixed use character.
13. Where practicable, set sidewalks as far back as possible from the roadway curb to create a buffer between pedestrians and motor vehicle traffic. Such buffers can reduce traffic stress on pedestrians and make walking safer and more enjoyable. These buffers are even more important on busier roadways with higher traffic volumes, faster vehicle speeds, and/or significant heavy truck traffic. This is of particular importance on U.S. Highway 10.
14. Investigate the feasibility of installing a multi-use pathway between 10th Street and 7th Street on the western edge of town.

For more Engineering ideas see Minnesota SRTS Model Policies Tip Sheet (Appendix F).

Glyndon Safe Routes Plan

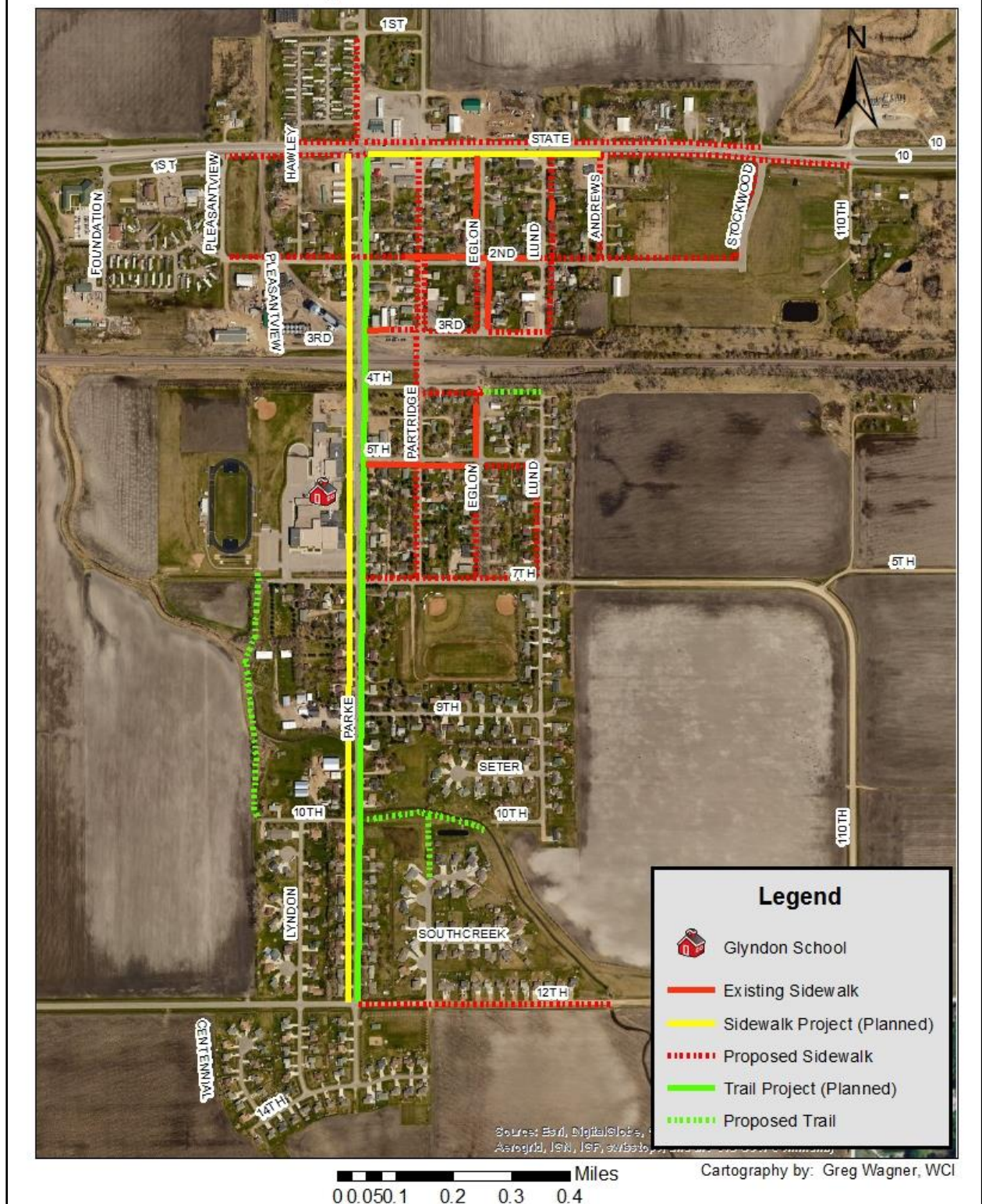


Figure 38: Glyndon Safe Routes to School proposed engineering / walk and bike facility improvements.

EVALUATION

Goal: Evaluate the effectiveness of programming by tracking baseline data and, in addition, actively work on improvement, based on results.

- 1. Administer the student travel tallies at least once per year to track the number of students walking and bicycling in comparison to the 2014 baseline results.**

In order to track the results of implemented programming, it is recommended that the Glyndon-Felton Elementary School and the DGF School District administer the student travel tallies at least annually. The results will indicate the number of students walking and bicycling, which in turn will identify the effectiveness of programs. If possible, try to conduct the student travel tallies more than once per year so it is possible to capture travel data during periods of inclement weather, particularly rain and snow, to see how that affects student travel mode choice. This data will also be useful when applying for non-infrastructure or infrastructure funding.

- 2. Administer a parent survey questionnaire once every two to three years to track and analyze school travel behaviors and parents' perceptions.**

The parent survey tool tracks and analyzes student travel behaviors and parents' perceptions of walking and bicycling. This survey should be conducted no more than biannually as attitudes are not likely to change that quickly. If done too frequently, parents may not be as inclined to fill them out. Results can then be compared to the baseline analysis completed in the Fall of 2014.

- 3. Explore establishing baseline health data (possibly already gathered) to evaluate possible health improvements over time related to SRTS improvements.**

In order to track student health improvements over time, it is suggested that the DGF School District collect baseline health data. It is likely that the school district is already collecting this data. As SRTS programs and improvements are implemented, the health of students can be tracked on a continual basis. PartnerSHIP 4 Health may be able to help the school district organize this.

For more Evaluation ideas see Minnesota SRTS Model Policies Tip Sheet (Appendix F).

OTHER

Goal: Eliminate conflicts with high school student drivers who have been observed driving inappropriately at afternoon dismissal times.

- 1. Investigate changing the dismissal times for high school students who drive so they are not leaving at the same time as other students.**

Observations by the SRTS Team and comments from parents in the Parent Survey indicate that driver behavior near the school and on Parke Ave leaves much to be desired. This is particularly true at dismissal time when teenage high school drivers depart in their private automobiles.

Backing up these concerns even further is a spike in the crash history during the 15:00 hour (3PM to 4PM). It may benefit student safety if the high school students who were allowed the privilege to drive to school were not on the streets around the school at the same time as the Glyndon-Felton Elementary School students who are walking home.

Goal: Create partnerships with local businesses and organizations to increase support and encouragement of active transportation.

- 2. Identify opportunities or partners to fund bicycle helmets for educational events like bike rodeos and/or Walk! Bike! Fun! training events.**

Goal: Work to ensure all City policies and ordinances are supportive of active transportation.

- 3. If not done so already, the city should create an ordinance that mandates the preservation of sidewalks installed within the public right-of-way. This ordinance should include maintenance and clearance of those sidewalks by adjacent property owners during snow and other weather events.**
- 4. Ensure that existing sidewalks are properly cleared of snow and identify snow storage areas that do not impede walking and bicycling to school. This is particularly important at the corners of intersections.**
- 5. Investigate a city ordinance that requires developers to include a bicycle and pedestrian circulation element, particularly in reference to SRTS, with all new proposed developments within the City of Glyndon.**

CHAPTER 10: CONCLUSION

This Safe Routes to School (SRTS) plan is intended to guide the City of Glyndon, Glyndon-Felton Elementary School and the DGF School District towards their collective goal of making it easier, safer and more fun for students to walk and bicycle to and from school. Where it is already safe, encourage students to walk and bicycle to school. Where it is less than ideally safe, improve the existing conditions to make it as safe as practically possible with an eye towards walking and bicycling comfort. When children get exercise on their way to and from school they:

- Arrive more alert and able to focus,
- Get a large portion of their recommended daily physical activity,
- Are more likely to be a healthy weight,
- Demonstrate improved test scores, and
- Are less likely to suffer from anxiety.

The SRTS recommendations address the “5 E’s” and were created to improve safety, reduce traffic congestion, encourage students to consider walking or bicycling, and instill an active lifestyle. The recommendations in this report were formed based on examining the existing conditions around the school, community input, and results from the parent surveys and student tallies. SRTS plans are the most successful when programs involve the entire community and when they are integrated into current and future policies. If at any time the City of Glyndon, the Glyndon-Felton Elementary School and/or the DGF School District have any questions of how to best enact the recommendations in this report, whether that be funding sources, best policies and practices, etc., they are encouraged to contact the staff at West Central Initiative and/or PartnerSHIP 4 Health.

APPENDICES

APPENDIX A: PARENT SURVEY RESULTS

Parent Survey Report: One School in One Data Collection Period

School Name: Glyndon

Set ID: 12329

School Group: Dilworth-Glyndon-Felton Schools

Month and Year Collected: September 2014

School Enrollment: 398

Date Report Generated: 12/12/2014

% Range of Students Involved in SRTS: 26%-50%

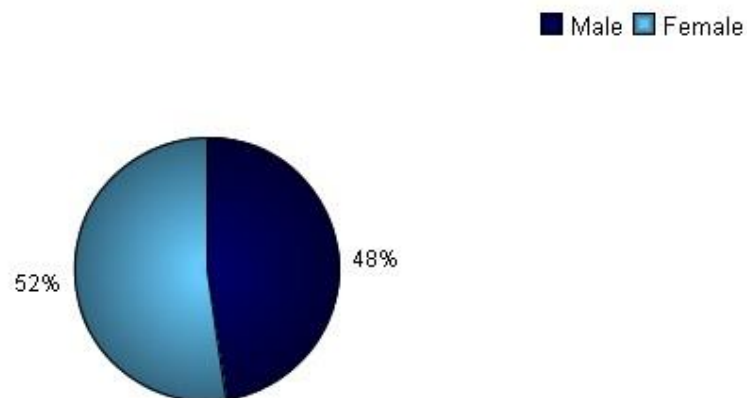
Tags:

Number of Questionnaires Distributed: 400

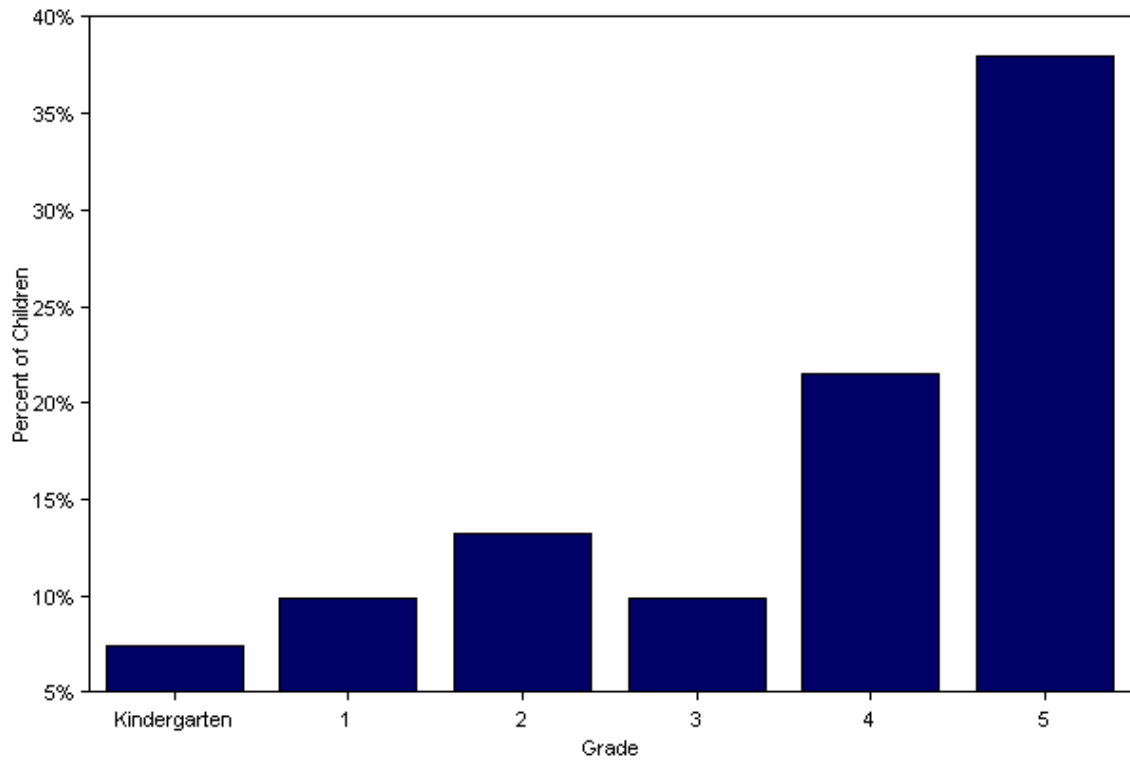
**Number of Questionnaires
Analyzed for Report:** 121

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey



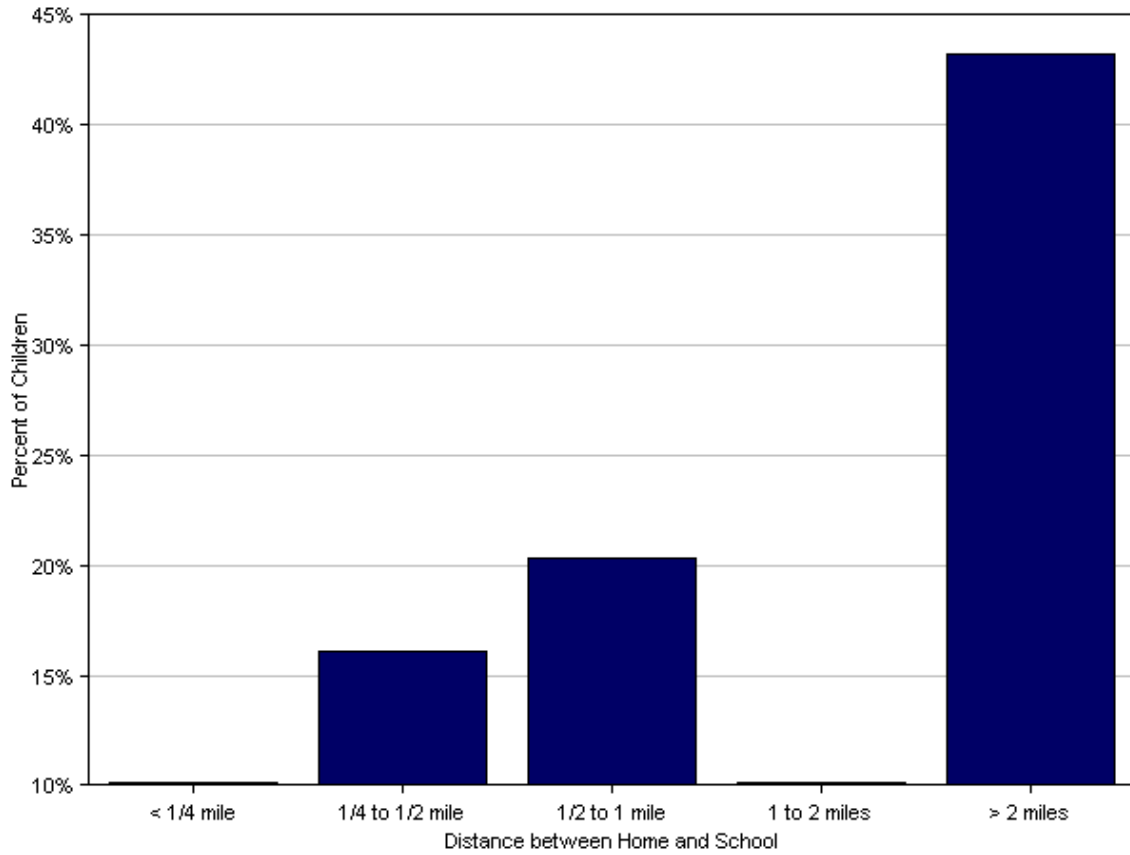
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	9	7%
1	12	10%
2	16	13%
3	12	10%
4	26	21%
5	46	38%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



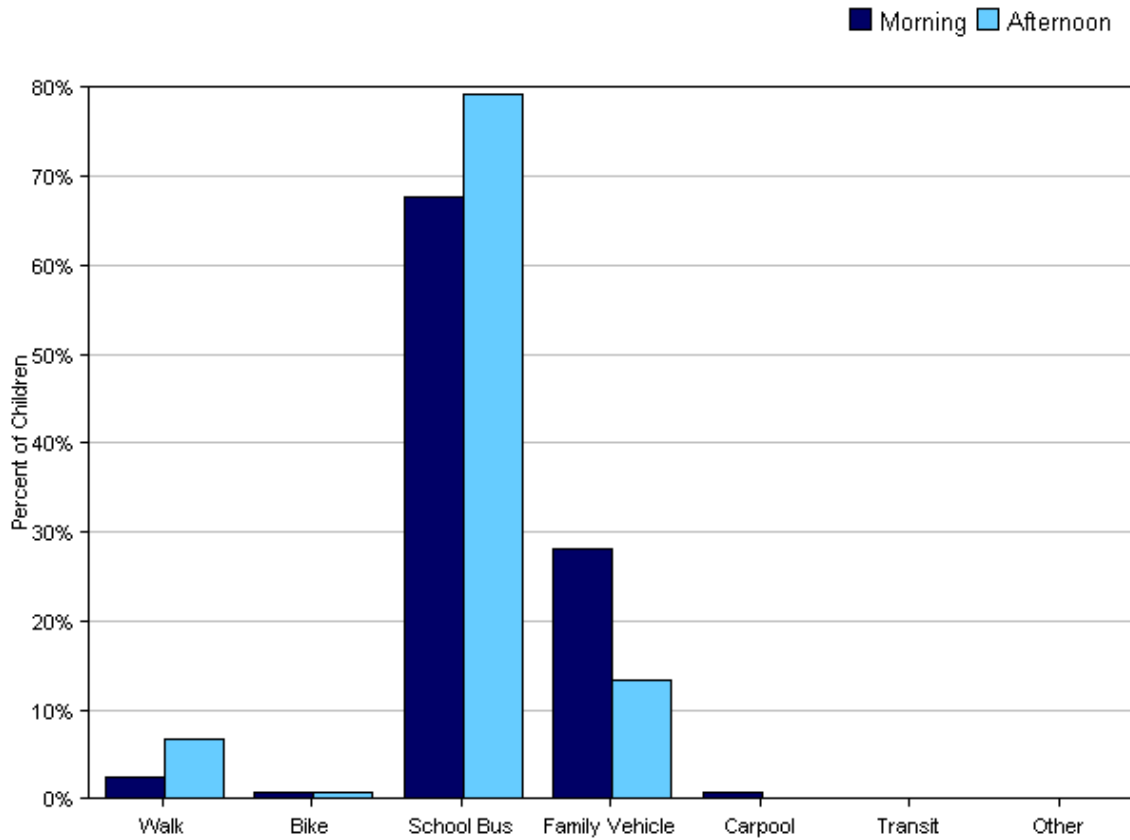
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	12	10%
1/4 mile up to 1/2 mile	19	16%
1/2 mile up to 1 mile	24	20%
1 mile up to 2 miles	12	10%
More than 2 miles	51	43%

Don't know or No response: 3

Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school

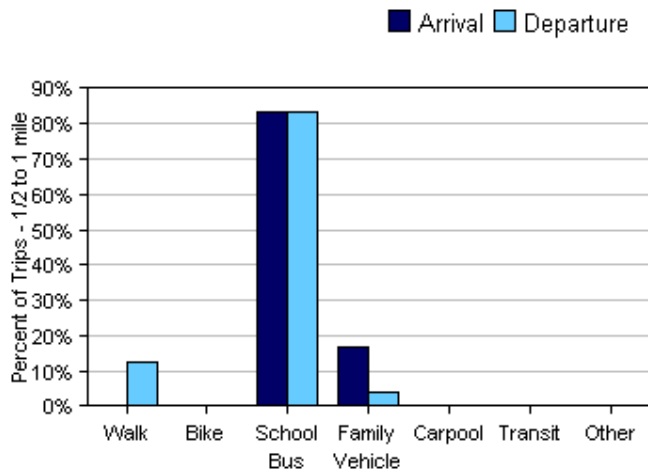
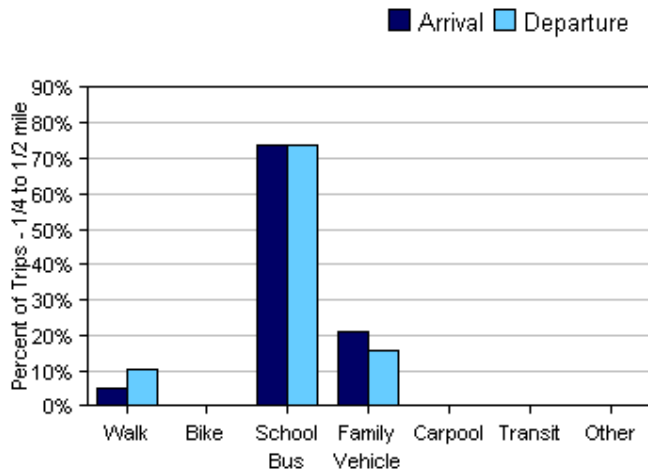
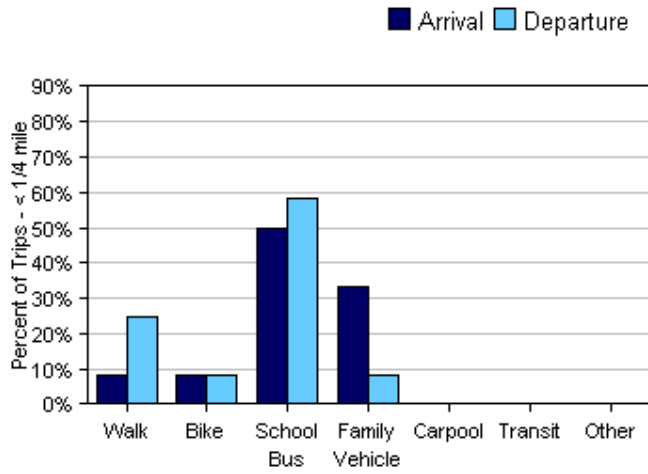


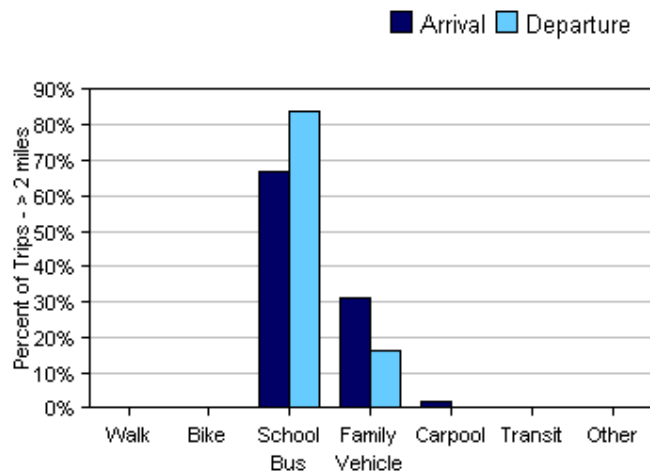
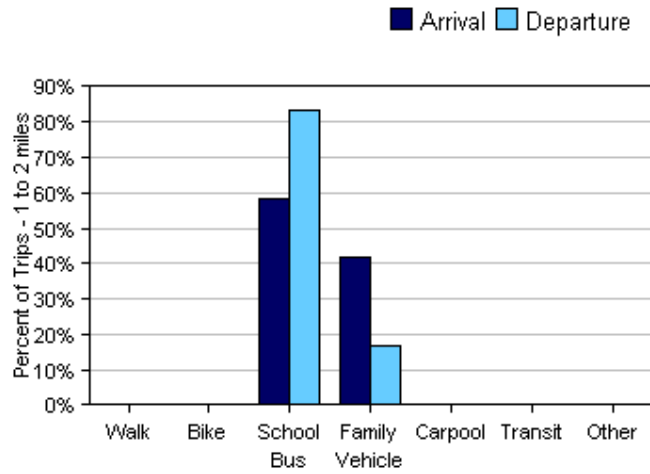
Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	121	2%	0.8%	68%	28%	0.8%	0%	0%
Afternoon	120	7%	0.8%	79%	13%	0%	0%	0%

No Response Morning: 0 No Response Afternoon: 1
 Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school





Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	12	8%	8%	50%	33%	0%	0%	0%
1/4 mile up to 1/2 mile	19	5%	0%	74%	21%	0%	0%	0%
1/2 mile up to 1 mile	24	0%	0%	83%	17%	0%	0%	0%
1 mile up to 2 miles	12	0%	0%	58%	42%	0%	0%	0%
More than 2 miles	51	0%	0%	67%	31%	2%	0%	0%

Don't know or No response: 3

Percentages may not total 100% due to rounding.

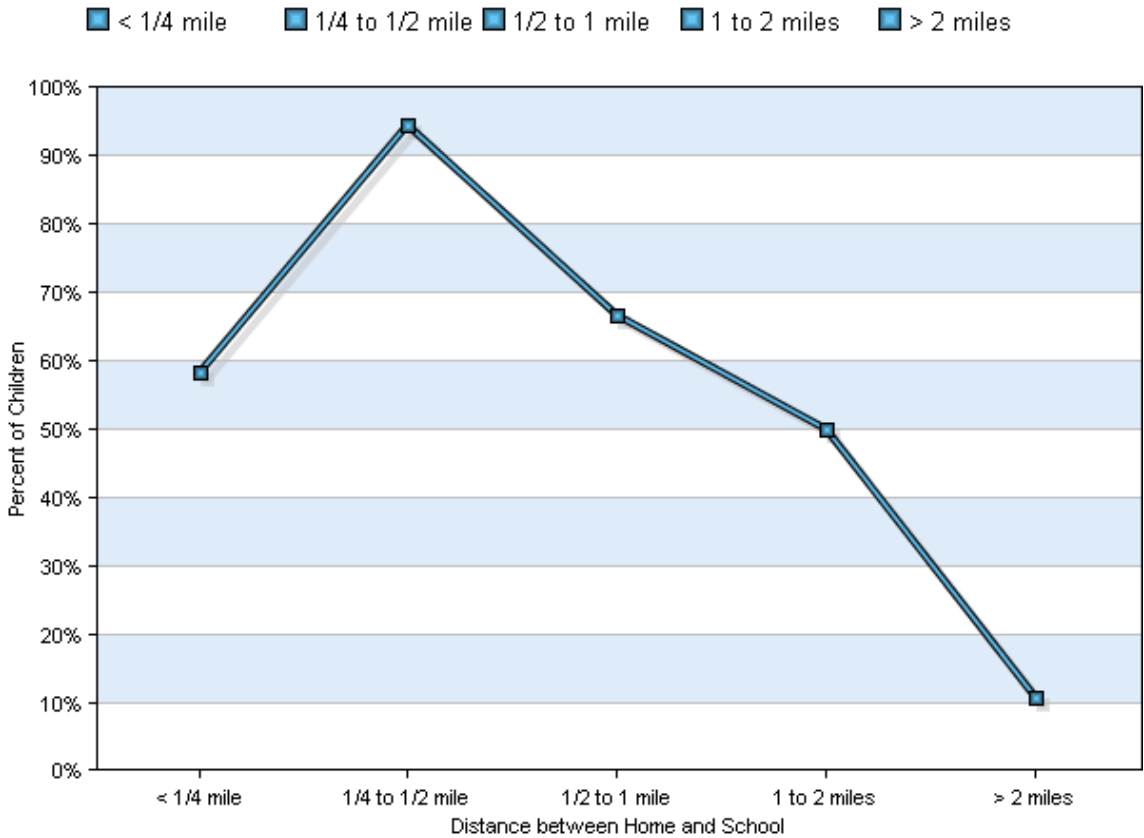
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	12	25%	8%	58%	8%	0%	0%	0%
1/4 mile up to 1/2 mile	19	11%	0%	74%	16%	0%	0%	0%
1/2 mile up to 1 mile	24	13%	0%	83%	4%	0%	0%	0%
1 mile up to 2 miles	12	0%	0%	83%	17%	0%	0%	0%
More than 2 miles	50	0%	0%	84%	16%	0%	0%	0%

Don't know or No response: 4

Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school
by distance they live from school

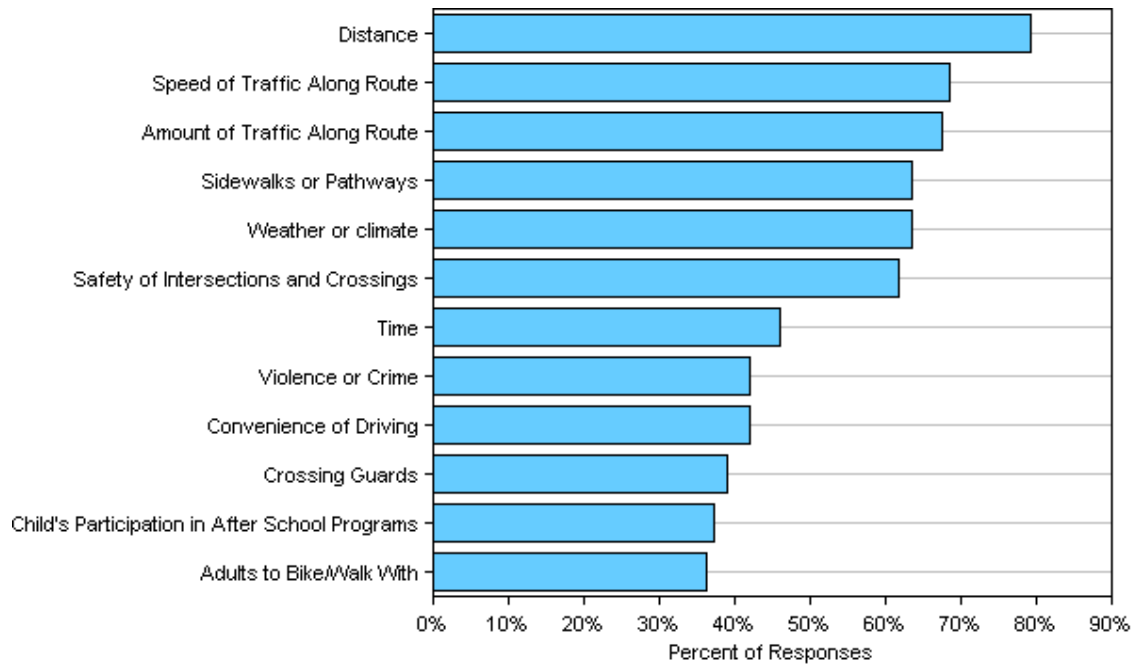


Percent of children who have asked for permission to walk or bike to/from school
by distance they live from school

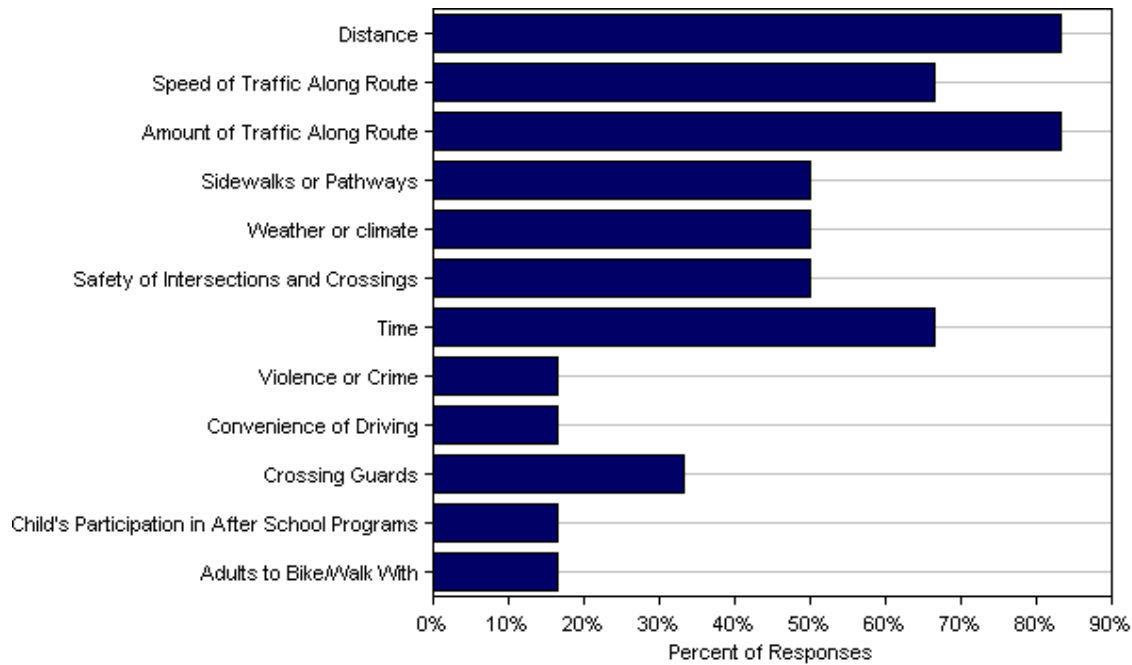
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	51	58%	94%	67%	50%	11%
No	62	42%	6%	33%	50%	89%

Don't know or No response: 8
Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

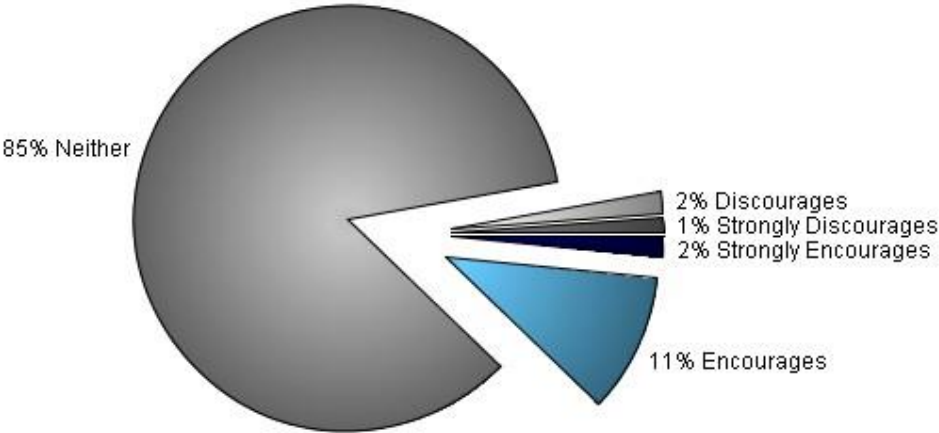
Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	79%	83%
Speed of Traffic Along Route	69%	67%
Amount of Traffic Along Route	68%	83%
Sidewalks or Pathways	64%	50%
Weather or climate	64%	50%
Safety of Intersections and Crossings	62%	50%
Time	46%	67%
Violence or Crime	42%	17%
Convenience of Driving	42%	17%
Crossing Guards	39%	33%
Child's Participation in After School Programs	37%	17%
Adults to Bike/Walk With	36%	17%
Number of Respondents per Category	102	6

No response: 13

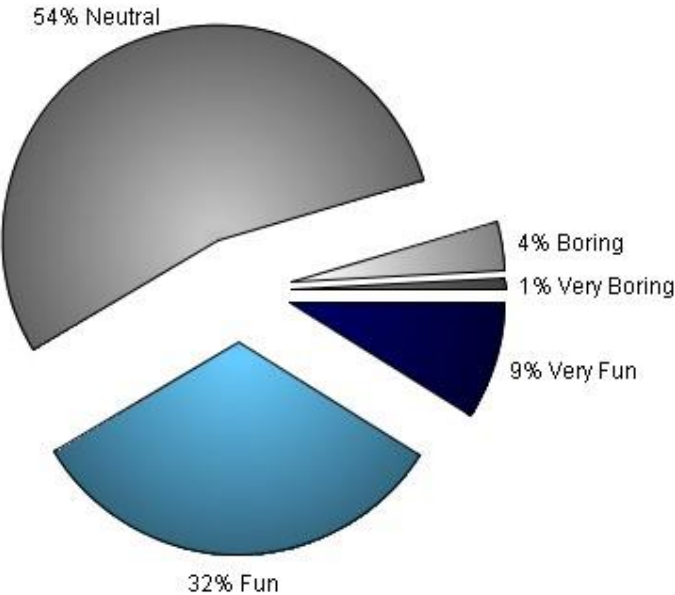
Note:

- Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
- Each column may sum to > 100% because respondent could select more than issue
- The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

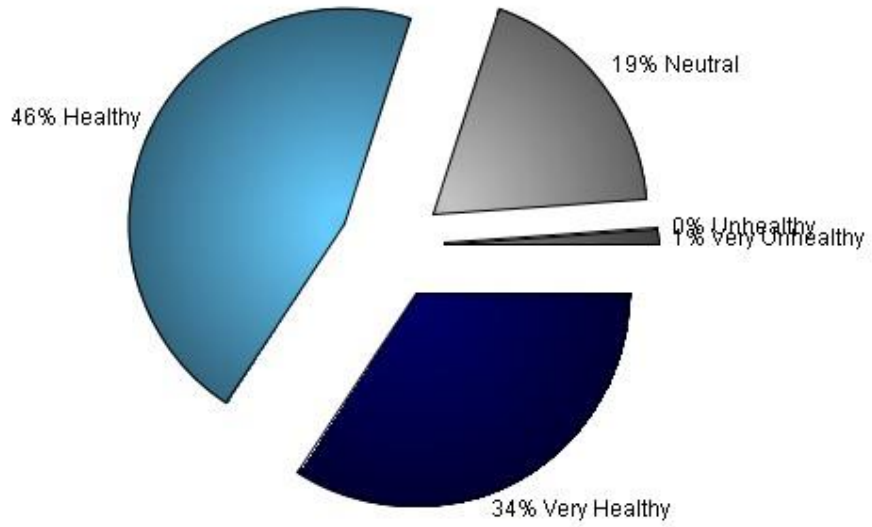
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

Survey ID	Comment
1247355	With no crossing guards, the haphazard pull-up area for drop off, no sidewalks, high school drivers and no teachers or school person monitoring outside after school, I feel a lot could be done to provide safe walking and biking for students. It looks now like an accident waiting to happen.
1247366	We would let her walk with friends but the road is too narrow and traffic isn't always slowing down. Worrisome! Also has to carry a saxophone.
1248007	Weather plays a huge amount - No rain in morning and afternoon yes and parents work - can not take off to bring home in bad weather. Hard to carry an instrument (band) and ride a bike - nearly impossible if she plays the trombone.
1248010	Two of my children are attending school in Dilworth so walking to school is unacceptable for them, however, my youngest may walk to school in a few years.
1248075	My kids do ride bike, but I have taught them to be extremely careful, due to the very busy street.
1248115	Parke Ave is very dangerous. There needs to be sidewalks put in. I fear that one day a child will be killed because of the narrow road with no sidewalks.
1248158	If there were sidewalks there would be a lot more kids walking to and from school.
1248662	For children who live rural, we would be happy to bring her bike to school September through October and April through May for PE Classes or before school/after school bike hike/ride around town if there was a program started.
1248903	Kids live in Dilworth and go to school in Glyndon site.
1248053	No walking or riding bikes to or from school during snow season. Too dangerous.
1248119	I would love to have my son ride bike to school but the road is unsafe. It's narrow, busy and there are no sidewalks.
1248138	Railroads are my biggest issue with walking and biking.
1248152	If we had sidewalks in our town, I would allow my children to walk to school.
1248227	The bus stops 2-3 blocks from our house and our house is not visible to the kids when they get off. This makes me nervous in the winter with our extreme temperatures when I will not be at home to make sure they safely get inside.
1248902	I would 100% support my child walking or biking to school but too much traffic on the only road to get to the school and there are no sidewalks or alternative streets my child could take to get there.
1248002	I have two children in both Dilworth and Glyndon Schools, this is just really filled out for my Glyndon school.
1248088	If I could be sure they would pay attention to their surroundings and not be distracted and go somewhere without telling someone, I may let them try by themselves. They still trust people too much and may trust the wrong type of person which scares me. I don't like the idea of them crossing RR tracks alone.
1248091	Don't want her to get in a car with a stranger.
1248177	We live too far away to consider walking or riding bike.
1248900	We live too far from school for walking and biking to be an option.
1247363	No sidewalks in Glyndon to walk - very dangerous. Students and adults drive too fast on Parke Ave, they text and are on cell phones as well.
1248079	My child has to be responsible enough to walk/ride to school before I would allow it. However, I am concerned about the high school kids driving along his route.

Survey ID	Comment
1248111	Lack of sidewalks on Parke Ave is a huge issue with allowing my kids to walk to school.
1248645	Parke Ave is too dangerous for young walkers.
1248896	They should bring safety patrol back before and after school.
1247375	My child rides the bus from daycare. I don't feel it is safe for a kindergartener to walk without supervision especially since there are no sidewalks to use.
1248058	We live in Dilworth, MN and go to school in Glyndon, MN.
1248197	More buses are needed so the children are not riding for 45 to 55 minutes one way everyday.
1248219	We live 20 miles from school. They would never walk.
1248222	My child goes to school in Glyndon, MN. We live in Sabin, MN (17 miles). Biking or walking is not an option.
1248631	I teach at the school my children attend so I drive my children. We also live about 8 miles from the school.
1248653	We live in Moorhead so doesn't apply.
1248899	This survey is irrelevant to anyone who lives in the country or more than 5 miles from school!
1248910	We live in the country, so my child will never walk/bike to school.
1248663	Walking to/from school is too difficult for students living in the country due to distance, safety and speed of traffic.
1248170	We live too far away for this to be feasible.

APPENDIX B: STUDENT TRAVEL TALLY RESULTS

Student Travel Tally Report: One School in One Data Collection Period

School Name: Glyndon

Set ID: 15888

School Group: Dilworth-Glyndon-Felton Schools

Month and Year Collected: October 2014

School Enrollment: 398

Date Report Generated: 12/12/2014

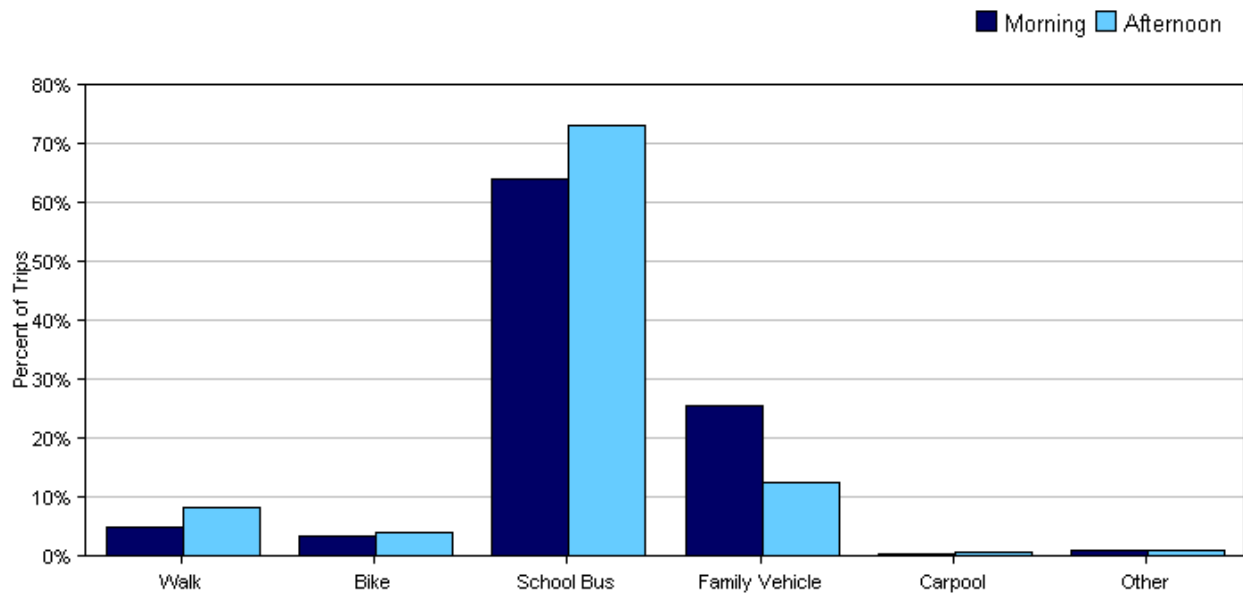
% of Students reached by SRTS activities: 26%-50%

Tags:

**Number of Classrooms
Included in Report:** 17

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

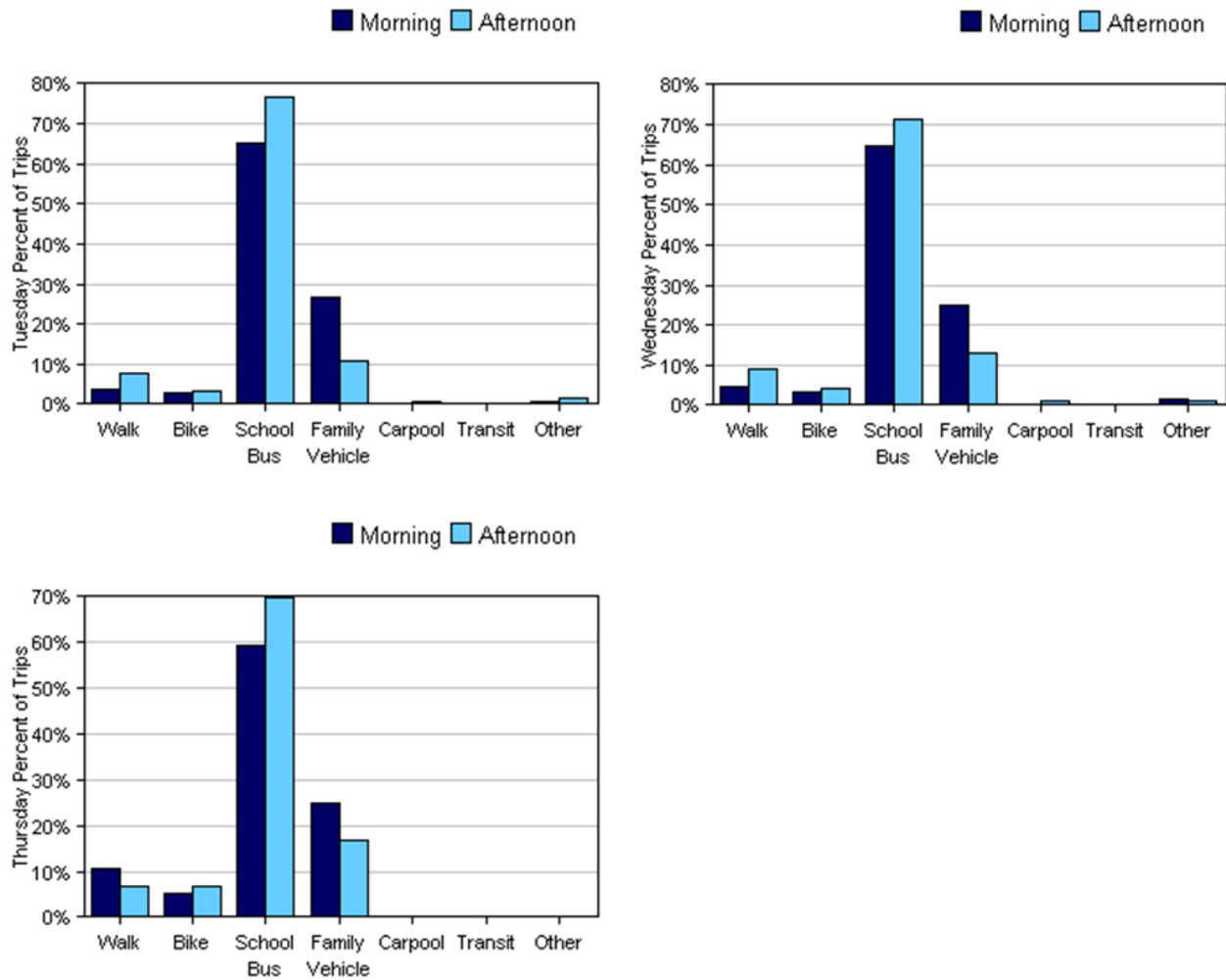


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	629	5%	3%	64%	26%	0.3%	0%	1%
Afternoon	562	8%	4%	73%	13%	0.7%	0%	1%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

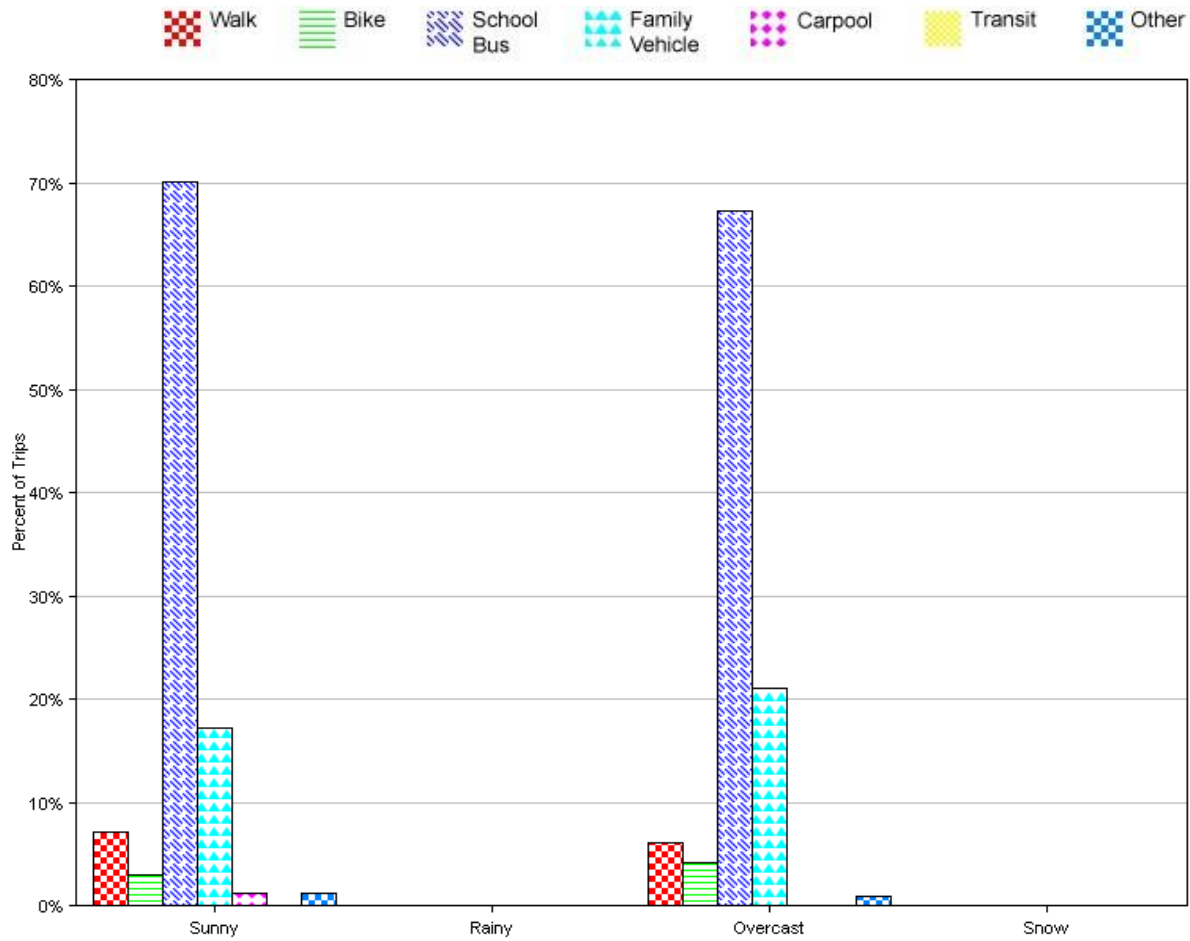


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	238	4%	3%	65%	27%	0.4%	0%	0.8%
Tuesday PM	221	8%	3%	76%	11%	0.5%	0%	1%
Wednesday AM	315	5%	3%	65%	25%	0.3%	0%	2%
Wednesday PM	281	9%	4%	72%	13%	1%	0%	1%
Thursday AM	76	11%	5%	59%	25%	0%	0%	0%
Thursday PM	60	7%	7%	70%	17%	0%	0%	0%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	482	7%	3%	70%	17%	1%	0%	1%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	699	6%	4%	67%	21%	0%	0%	1%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

+			+
<p>8. Has your child asked you for permission to walk or bike to/from school in the last year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			
<p>9. At what grade would you allow your child to walk or bike to/from school without an adult? (Select a grade between PK,K,1,2,3...) <input type="text"/> <input type="text"/> grade (or) <input type="checkbox"/> I would not feel comfortable at any grade</p>			
<p>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>			
<p>10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)</p>		<p>11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)</p>	
<p><input type="checkbox"/> Distance.....</p> <p><input type="checkbox"/> Convenience of driving.....</p> <p><input type="checkbox"/> Time.....</p> <p><input type="checkbox"/> Child's before or after-school activities.....</p> <p><input type="checkbox"/> Speed of traffic along route.....</p> <p><input type="checkbox"/> Amount of traffic along route.....</p> <p><input type="checkbox"/> Adults to walk or bike with.....</p> <p><input type="checkbox"/> Sidewalks or pathways.....</p> <p><input type="checkbox"/> Safety of intersections and crossings.....</p> <p><input type="checkbox"/> Crossing guards.....</p> <p><input type="checkbox"/> Violence or crime.....</p> <p><input type="checkbox"/> Weather or climate.....</p>		<p><input type="checkbox"/> My child already walks or bikes to/from school</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p>	
<p>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>			
<p>12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?</p> <p><input type="checkbox"/> Strongly Encourages <input type="checkbox"/> Encourages <input type="checkbox"/> Neither <input type="checkbox"/> Discourages <input type="checkbox"/> Strongly Discourages</p>			
<p>13. How much fun is walking or biking to/from school for your child?</p> <p><input type="checkbox"/> Very Fun <input type="checkbox"/> Fun <input type="checkbox"/> Neutral <input type="checkbox"/> Boring <input type="checkbox"/> Very Boring</p>			
<p>14. How healthy is walking or biking to/from school for your child?</p> <p><input type="checkbox"/> Very Healthy <input type="checkbox"/> Healthy <input type="checkbox"/> Neutral <input type="checkbox"/> Unhealthy <input type="checkbox"/> Very Unhealthy</p>			
<p>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>			
<p>15. What is the highest grade or year of school you completed?</p> <p><input type="checkbox"/> Grades 1 through 8 (Elementary) <input type="checkbox"/> College 1 to 3 years (Some college or technical school)</p> <p><input type="checkbox"/> Grades 9 through 11 (Some high school) <input type="checkbox"/> College 4 years or more (College graduate)</p> <p><input type="checkbox"/> Grade 12 or GED (High school graduate) <input type="checkbox"/> Prefer not to answer</p>			
<p>16. Please provide any additional comments below.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>			

A high-quality, printable original version of this document can be found at:
http://www.saferoutesinfo.org/sites/default/files/resources/Parent_Survey_English.pdf

+			+
<p>8. ¿En el último año, le ha pedido permiso su hijo para caminar o andar en bicicleta hacia o desde la escuela? <input type="checkbox"/> Sí <input type="checkbox"/> No</p>			
<p>9. ¿En qué grado permitiría que su hijo camine o ande en bicicleta solo a/o de la escuela? (seleccione un grado entre PK,K,1,2,3...) <input type="checkbox"/> grado o <input type="checkbox"/> No me sentiría cómodo/a en ningún grado</p>			
<p>¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"</p>			
<p>10. ¿Cuáles de las siguientes situaciones afectaron su decisión de permitir, o no permitir, que su niño camine o ande en bicicleta hacia o desde la escuela? (marque todas las que correspondan)</p>		<p>11. ¿Probablemente dejaría que su hijo caminara o usara la bicicleta para ir a /regresar de la escuela si este problema cambiara o mejorara? (elijá una respuesta por línea)</p>	
<p><input type="checkbox"/> Distancia.....</p> <p><input type="checkbox"/> Conveniencia de manejar.....</p> <p><input type="checkbox"/> Tiempo.....</p> <p><input type="checkbox"/> Actividades antes o después de la escuela.....</p> <p><input type="checkbox"/> Velocidad del tránsito en la ruta.....</p> <p><input type="checkbox"/> Cantidad de tránsito en la ruta.....</p> <p><input type="checkbox"/> Adultos que acompañen a su niño.....</p> <p><input type="checkbox"/> Aceras o caminos.....</p> <p><input type="checkbox"/> Seguridad de las intersecciones y cruces.....</p> <p><input type="checkbox"/> Guardias de cruce peatonal.....</p> <p><input type="checkbox"/> Violencia o crimen.....</p> <p><input type="checkbox"/> Tiempo o clima.....</p>		<p><input type="checkbox"/> Mi hijo(a) ya viaja a pié o en bicicleta a/desde la escuela</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No <input type="checkbox"/> No estoy seguro/a</p>	
<p>+ ¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X" +</p>			
<p>12. En su opinión, ¿cuánto apoyo provee la escuela de su hijo a caminar y usar la bicicleta para ir o regresar de la escuela?</p> <p><input type="checkbox"/> Anima Fuertemente <input type="checkbox"/> Anima <input type="checkbox"/> Ni uno ni otro <input type="checkbox"/> Desalienta <input type="checkbox"/> Desalienta Fuertemente</p>			
<p>13. ¿Qué tan DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?</p> <p><input type="checkbox"/> Muy Divertido <input type="checkbox"/> Divertido <input type="checkbox"/> Neutral <input type="checkbox"/> Aburrido <input type="checkbox"/> Muy Aburrido</p>			
<p>14. ¿Qué tan SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?</p> <p><input type="checkbox"/> Muy Sano <input type="checkbox"/> Sano <input type="checkbox"/> Neutral <input type="checkbox"/> Malsano <input type="checkbox"/> Muy Malsano</p>			
<p>+ ¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X" +</p>			
<p>15. ¿Cuál es el grado o el año más alto de educación que usted terminó?</p> <p><input type="checkbox"/> Grados 1 a 8 (Escuela primaria) <input type="checkbox"/> Universidad 1 a 3 años (alguna universidad o escuela técnica)</p> <p><input type="checkbox"/> Grados 9 a 11 (alguna High School/secundaria) <input type="checkbox"/> Universidad 4 años o más (graduado de la universidad)</p> <p><input type="checkbox"/> Grado 12 o GED (graduado High School/secundaria) <input type="checkbox"/> Prefiero no contestar</p>			
<p>16. Por favor proporcione comentarios adicionales:</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>			

A high-quality, printable original version of this document can be found at:
http://www.saferoutesinfo.org/sites/default/files/resources/Parent_Survey_Spanish.pdf

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Glyndon Bike - Ped Crash Detail Report

Report Version 1.0 March 2010

Crash ID: 081250091	Date: 04/27/2008	Time: 2158	Sys: 02-US
County: CLAY	City: GLYNDON		Route: 00000010 009+00.471

Severity: FATAL	First Event: ON ROADWAY
Road Type: OTHER DIVIDED HIGHWAY	To Junction: NON-JUNCTION
Road Char: STRAIGHT AND LEVEL	Traffic Device: NOT APPLICABLE
Crash Type: COLL W/PERDESTRIAN	Speed Limit: 30
Surf Cond: DRY	Diagram: NOT APPLICABLE
Light Cond: DARK - STREET LIGHTS ON	Officer:
Weather 1: CLEAR	Reliability: CONFIDENT
Weather 2: CLEAR	# of Vehicles: 1.00

	Unit 1	Unit 2	Unit 3
Trav Dir:	W	MC	
Veh Act:	STRAIGHT AHEAD	PED. STANDING/LYING IN ROAD	
Veh Type:	PASSENGER CAR	PEDESTRIAN	
Age:	59	42	
Gender:	M	M	
Cond:	NORMAL	UNDER THE INFLUENCE	
Cont Fact	NO IMPROPER DRIVING	CHEMICAL IMPAIRMENT	
Cont Fact	NO IMPROPER DRIVING	PEDESTRIAN ERROR	

Crash ID: 111620116	Date: 06/09/2011	Time: 1824	Sys: 07-CR
County: CLAY	City: GLYNDON		Route: 14000071 000+00.070

Severity: INCAPACITATING INJURY	First Event: ON ROADWAY
Road Type: 2 LANES UNDIV 2_WAY	To Junction: T-INTERSECTION
Road Char: STRAIGHT AND LEVEL	Traffic Device: STOP SIGN OTHER
Crash Type: COLL W/PEDALCYCLE	Speed Limit: 30
Surf Cond: DRY	Diagram: RIGHT ANGLE
Light Cond: DAYLIGHT	Officer:
Weather 1: CLEAR	Reliability: CONFIDENT
Weather 2: OTHER	# of Vehicles: 1.00

	Unit 1	Unit 2	Unit 3
Trav Dir:	EAST	S	
Veh Act:	STRAIGHT AHEAD	PED. FAIL TO YIELD R/W TO TR	
Veh Type:	PASSENGER CAR	BICYCLE	
Age:	42	12	
Gender:	M	M	
Cond:	HAD BEEN DRINKING	NORMAL	
Cont Fact	NO IMPROPER DRIVING	FAIL TO YIELD ROW	
Cont Fact	NOT SPECIFIED	NOT SPECIFIED	



Minnesota School Wellness

Promoting Health in Minnesota Schools:

SAFE ROUTES TO SCHOOL

As society becomes more aware of and concerned with children’s health issues, communities are turning to their schools to provide an environment that promotes both healthy eating and physical activity.¹ School policies supporting healthy eating and physical activity are an important component of school efforts to promote the health and wellbeing of school children. Good nutrition and physical activity help “contribute to improved academic performance, attendance rates, behavior, and lifelong health and well-being.”² Policies supporting Safe Routes to School can encourage children to be more physically active by encouraging active transportation to and from school through biking and walking.

What is Safe Routes to School?

Safe Routes to School (SRTS) is a movement focused on increasing the number of children who walk or bike to school.³ Safe Routes to School initiatives can include both policies and programs that support safe, efficient, and enjoyable opportunities for children to walk or bike to and from school.⁴

Local policies supporting SRTS may include:

- School wellness policies.
- Speed zone limits around schools.
- Local land use planning and zoning requirements that address school siting, crosswalks, and street design.
- Active School Day policies.
- Safe Routes to School plan.

A school’s SRTS programs may include:

- Walking and/or biking maps.
- Consolidated bus pick-up points.
- Remote pick-up and drop-off locations.
- Bike and pedestrian curriculum.
- Walking school bus.
- Safe Routes to School Day.
- Designated team of stakeholders.
- Bicycle parking.
- Hand tallies to assess usage of various modes of student transportation.
- Hazard or zero-mile busing to transport children past areas unsafe for walking or biking.

Safe Routes to School policies and programs are often designed to remove barriers that may prevent children from walking or biking to and from school, including:

- A lack of safe infrastructure (such as sidewalks, cross-walks, or crossing guards) and other safety issues.
- A lack of programs that promote walking and biking through education and encouragement programs aimed at children, parents, and the community.
- A lack of cooperation between local stakeholders (school districts, cities, counties, or townships).
- A general fear of “liability” for injuries or other unwanted incidents.

Why is Safe Routes to School important?

Safe Routes to School can play a critical role in reversing the nationwide trend of childhood inactivity.⁵ In addition, SRTS efforts can help relieve traffic congestion around school zones, improve air quality, reduce accidents, and help improve a community’s quality of life.⁶ Safe Routes to School initiatives benefit local neighborhoods by supporting the health and well-being of children, parents, neighbors, plants, animals, and the environment.⁷

Do any federal or Minnesota laws require a Safe Routes to School initiative?

No. However, while neither federal nor Minnesota law require SRTS, both provide support for SRTS initiatives. Federal support for SRTS initiatives includes funding for state departments of transportation to develop SRTS programs.⁸ Financial assistance is then awarded to schools by a state department of transportation through a competitive grant program.⁹

A separate Minnesota SRTS program was created to provide additional “assistance in capital investments for safe and appealing non-motorized transportation to and from a school.”¹⁰ Financial assistance from Minnesota’s SRTS Program is intended to supplement or replace aid for infrastructure projects funded through the federal program.¹¹ This program is in development; it first received funding from the Minnesota bonding bill that was passed in May 2013.¹² The Minnesota Department of Health also supports SRTS by providing funding through its Statewide Health Improvement Program (SHIP) Active Living Strategy. In the first three years of SHIP, 215 schools that serve 143,000 students created SRTS programs.¹³

Does the Minnesota School Boards Association (MSBA)¹⁴ Model Wellness Policy¹⁵ address Safe Routes to School?

No, not specifically.

Could existing MSBA policies be used to support the creation and management of Safe Routes to School?

Yes. The MSBA has several model policies that could be used to support the creation and management of a Safe Routes to School program, such as:

- 707 (Transportation of Public School Students)
- 708 (Transportation of Nonpublic School Students)
- 709 (Student Transportation Safety Policy & Notification Forms)
- 710 (Extracurricular Transportation)

How can Minnesota schools incorporate Safe Routes to School into a school wellness policy?

The following language can be incorporated into a school board policy that follows the MSBA's model. This language can also be individually tailored to fit into a school board policy that does not follow the MSBA model policy.

Addition to the MSBA School Wellness Policy

533._ SAFE ROUTES TO SCHOOL POLICY

I. PURPOSE

The purpose of this policy is to provide the criteria that students, parents/guardians, and employees need to follow when biking, walking, or using other forms of active transportation to and from school. Biking, walking, and other forms of active transportation promote student and adult well-being by integrating more physical activity into a daily routine and provide active living skills and healthy habits that will last a lifetime.

In supporting active transportation to and from school:

- The district supports biking and walking as transportation as long as students and employees can do so safely.
- Students, parents/guardians, and employees have a responsibility to follow the laws and rules for safe walking, biking, and driving to ensure the safety of all road users - pedestrians, bikers, and motorists.
- The school district assumes no liability for injury or damage resulting from individuals biking or walking to school.

II. GUIDELINES

A. General

1. The school district will facilitate all schools developing a Safe Routes to School (SRTS) plan that incorporates action items from all "5 E's" (evaluation, engineering, education, encouragement, and enforcement).¹⁶
2. The school district will integrate SRTS strategies into district-wide and individual school wellness policies.
3. The school district will assess and, to the extent possible, make any necessary improvements to make it safer and easier for students to walk and bike to and from school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal and state funds to finance such improvements.
4. The school district will form a school-community planning team that includes students, parent-teacher organizations, local public health representatives, school administrators, law enforcement representatives, city and/or county transportation engineers, city and/or county planners, city and/or county elected officials, fire/EMS representatives, neighborhood association representatives, and parents or other community volunteers.
5. The school district will encourage health and wellness councils at the school district and school level to advance SRTS goals and support successful, ongoing implementation.
6. The school district will encourage walking and biking to and from school based on age-appropriate standards for students living within certain distances of the school.
7. The school district will provide parents with information on the health benefits of walking and biking to and from school.

8. The school district will work with the appropriate local government authorities to ensure that sidewalks and/or bike paths exist to provide connectivity among neighborhoods and to allow safe access to recreation centers, libraries, and other after-school destinations.
9. The school district assumes no responsibility to ensure that students are trained in pedestrian or bike safety. Parents and guardians are expected to teach students the traffic safety laws and school district rules outlined in this policy.

B. Biking

1. The school district supports students, parents/guardians, and employees using biking as transportation as long as the bikers live within a comfortable biking distance for their level of skill, follow traffic safety laws, and use appropriate safety equipment, including a properly fitted helmet.
2. Children in 3rd grade and below are unlikely to have the developmental and judgment skills for unsupervised biking. These children should be accompanied by an adult when biking to or from school.
3. While on school grounds with a bike, students must comply with traffic safety laws and the following rules:
 - a. Bikers must exercise caution around motor vehicles and pedestrian students. Bikers must walk bikes on school sidewalks when others are present.
 - b. Bikes must be parked in the racks provided.
 - c. Students are encouraged to bring and use bike locks.
 - d. Helmets must be stored in a locker or backpack, or locked to a bike.
 - e. Students must respect the personal property of others and not interfere with other bikes. This includes stealing bikes or equipment, unlocking quick releases, touching helmets locked to bikes, or any other action that would damage property.

C. Walking

1. The school district supports students, parents/guardians, and employees walking to and from school, as long as the individuals live within a comfortable walking distance.
2. The school district recommends that students in 3rd grade and below walk with adult supervision.
3. Walkers must obey traffic safety laws and always use their common sense and good judgment.
 - a. If available, students, parents/guardians, and employees should use cross walks where painted.
 - b. Before crossing, look left, right, and left again to make sure the road is clear. Continue looking while you cross and listen for traffic.
 - c. Walkers should not cross the street from between parked cars.

What other ways can schools support Safe Routes to School initiatives?

In Minnesota, the superintendent is responsible for implementing and enforcing school board policy. Superintendents issue protocols, procedures, and guidelines to help implement the school board's policies. The following language can be incorporated into existing guidelines. However, as school boards and superintendents may adopt more specific or general guidelines based on their needs and goals, policy language can be interchangeable with the guidelines listed below.

Safe Routes to School Guidelines

- Students, faculty, and staff are encouraged and supported to safely walk or bike to and from school as often as possible.¹⁷
- Elementary schools will provide crossing guards near the school.¹⁸
- Schools will work with the community, including school board members, parents, and local public works, community planning, and public safety agencies, to create ways for students to walk, bike, rollerblade, or skateboard safely to and from school.¹⁹
- All schools will provide biking and walking safety education to students, parents, and faculty.²⁰
- Basic biking and walking safety will be taught when bus safety is taught.
- The school district will participate in national activity campaigns, like Kids Walk to School, Screen-Free Week, Bike to School Day, and International Walk to School Day.
- All schools will provide bike racks on the school campus.²¹ Bikes must be locked to school-provided racks when left unattended.²²
- The school district will develop a walking school bus and remote drop-off program at the elementary level.
- All schools will provide maps showing safe routes for students to walk and bike to and from school.²³
- Elementary school students living less than ___ mile(s) away from the closest school in their district, and middle and high school students living less than ___ mile(s) from the closest school in their district, will be encouraged to walk or bike to and from school.²⁴
- Transportation or an adult escort will be provided to students whose route to school has been surveyed and determined not to be reasonably safe for walking or biking.²⁵
- All persons on school grounds riding a bike, other pedal-powered vehicle, scooter, or any other device associated with a significant risk of causing a head injury will wear a safety helmet that meets the standards of the federal Consumer Product Safety Commission.²⁶
- Health education and physical education curricula will include topics of pedestrian and biker safety and traffic rules at appropriate grade levels.²⁷
- Schools will conduct hand tallies to measure the number of students biking, walking, and arriving in motor vehicle transit for assessment purposes.

Are there any other resources that may be helpful in implementing Safe Routes to School?

Yes. Several resources are available that can assist with implementing an SRTS program. These include:

- Public Health Law Center
 - *School Zone Speed Limits in Minnesota*, <http://publichealthlawcenter.org/sites/default/files/resources/ship-fs-ww-schoolzonespeedlimit-2010.pdf>
 - *Waivers and Releases*, <http://publichealthlawcenter.org/sites/default/files/resources/ship-fs-WaiversReleases-2011.pdf>
 - *Liability for Volunteers in the Walking School Bus Program*, http://publichealthlawcenter.org/sites/default/files/resources/ship-fs-wschoolbus-2010_0.pdf
 - *Liability Concerns in Minnesota: Recreational Maps*, http://publichealthlawcenter.org/sites/default/files/resources/ship-fs-communitymappingliability-2010_0.pdf

Public Health Law Center 875 Summit Avenue St. Paul, Minnesota 55105 www.publichealthlawcenter.org 651.290.7506

- Minnesota Department of Transportation, *Safe Routes to School Program*, <http://www.dot.state.mn.us/saferoutes/>
- Minnesota Department of Health, *Safe Routes to School Program*, <http://www.health.state.mn.us/divs/oshii/srts/>
- National Center for Safe Routes to School
 - *Walkability Checklist*, <http://www.saferoutesinfo.org/sites/default/files/walkabilitychecklist.pdf>
 - *Personal Security and Safe Routes to School*, [http://www.saferoutesinfo.org/sites/default/files/Personal Security and SRTS.pdf](http://www.saferoutesinfo.org/sites/default/files/Personal%20Security%20and%20SRTS.pdf)
 - *Plan the Event*, <http://www.walkbiketoschool.org/get-set/plan-the-event>
- Centers for Disease Control and Prevention, *Walk-to-School Programs*, http://www.cdc.gov/nccdphp/dnpa/kidswalk/pdf/kidswalk_programs_3_31_06.pdf
- Michigan Department of Transportation, *Effectively Planning and Implementing Safe Routes to School for Students with Disabilities*, [http://saferoutesmichigan.org/userfiles/file/Resources/papers_and_presentations/sr2s_papers/EX_SUMMARY_SRTS for Students with Disabilities FINAL.pdf](http://saferoutesmichigan.org/userfiles/file/Resources/papers_and_presentations/sr2s_papers/EX_SUMMARY_SRTS_for_Students_with_Disabilities_FINAL.pdf)

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For related publications, visit www.publichealthlawcenter.org

Endnotes

¹ See, e.g., *Local Wellness Policy: A Guide for Development*, MINN. DEP'T OF EDUC. 5 (Sept. 2005), available at <http://www.health.state.mn.us/cdrr/nutrition/docsandpdf/localwellnesspolicy.pdf>.

² *School Wellness Policies*, IDAHO DEP'T OF EDUC., <http://www.sde.idaho.gov/site/cnp/wellness/> (last visited May 6, 2013).

³ See, e.g., *Safe Routes to School Program*, MINN. DEP'T OF TRANS., <http://www.dot.state.mn.us/saferoutes/index.html> (last visited Apr. 29, 2013) [hereinafter *MNDOT SRTS Program*].

⁴ See Nike, Inc. et al., *Designed to Move: A Physical Activity Action Agenda*, 78-79 (2012), available at http://designedtomove.org/downloads/Designed_To_Move_Full_Report.pdf.

⁵ *What is Safe Routes to School?*, SAFE ROUTES TO SCHOOL NAT'L PARTNERSHIP, <http://www.saferoutespartnership.org/about/history/what-is-safe-routes-to-school> (last visited Apr. 29, 2013). See also David Bassett

et al., *Estimated Energy Expenditures for School-Based Policies and Active Living*, 44 AM. J. PREV. MED. 108, 112 (2013) (reviewing scientific literature to conclude that walking or biking to school has “the potential to meaningfully increase children’s physical activity”).

⁶ *Build & Sustain a Program*, SAFE ROUTES NAT’L CENTER FOR SAFE ROUTES TO SCHOOL, <http://www.saferoutesinfo.org/program-tools/build-and-sustain-program> (last visited Apr. 29, 2013).

⁷ *Safe Routes to School Program: Talking Points*, MINN. DEP’T OF EDUC., <http://www.dot.state.mn.us/saferoutes/educators.html#classroom> (last visited Apr. 24, 2013).

⁸ See *MNDOT SRTS Program*, *supra* note 3. See also *MAP-21: Moving Ahead for Progress in the 21st Century*, MINN. DEP’T OF TRANS., <http://www.dot.state.mn.us/map-21/index.html> (referring to the Moving Ahead for Progress in the 21st Century Act, Pub. L. No. 112-141, 126 Stat. 405 (2012)) (last visited Apr. 29, 2013).

⁹ *Safe Routes to School Program: Safe Routes to School Funding and Special Requirements*, MINN. DEP’T OF TRANS. (last modified 2012), <http://www.dot.state.mn.us/saferoutes/funding.html>.

¹⁰ MINN. STAT. §174.40, Subd. 2 (2012).

¹¹ MINN. STAT. §174.40, Subd. 2 (2012).

¹² *Permanent Transportation Funding Increase Eludes 2013 Legislature*, LEAGUE OF MINNESOTA CITIES (May 28, 2013), <http://www.lmc.org/page/1/omnitranspo2013.jsp>.

¹³ *SHIP Stories*, Minn. Dep’t of Health (last updated May 2013), *available at* <http://www.health.state.mn.us/divs/oshii/ship/stories/pdf/saferoutesfairmont.pdf>.

¹⁴ LEAGUE OF MINNESOTA CITIES, *HANDBOOK FOR MINNESOTA CITIES 17:14* (2012), *available at* <http://www.lmc.org/media/document/1/chapter17.pdf> (“The Minnesota School Boards Association (MSBA) supports, promotes and enhances the work of public school boards. MSBA is a private nonprofit organization that provides technical assistance; cost-saving programs; and advocacy, training, research, and referral services for all of Minnesota’s public [school members]. Membership in MSBA is voluntary.”).

¹⁵ *MSBA/MASA Model Policy 533: Wellness*, MINN. SCHOOL BOARD ASS’N & MINN. ASS’N OF SCHOOL ADMIN. (2010).

¹⁶ *The “Five E’s” of Safe Routes to School*, SAFE ROUTES TO SCH. NAT’L P’SHIP, <http://www.saferoutespartnership.org/local/getting-started-locally/5es> (last visited Jun. 7, 2013).

¹⁷ *Fit, Healthy, and Ready to Learn: Chapter D: Policies to Promote Physical Activity and Physical Education*, NAT’L ASS’N OF STATE BOARDS OF EDUC. 39 (last updated 2012), *available at* http://www.nasbe.org/wp-content/uploads/FHRTL-D_Physical-Activity-NASBE-November-2012.pdf [hereinafter *Fit, Healthy, and Ready to Learn*].

¹⁸ *South Carolina Department of Education Recommendations for Improving Student Nutrition and Physical Activity*, TASK FORCE ON STUDENT NUTRITION AND PHYSICAL ACTIVITY, SOUTH CAROLINA DEP’T OF EDUC. 21 (2004), *available at* http://www.fns.usda.gov/tn/healthy/SC_report.pdf [hereinafter *S.C. Recommendations*].

¹⁹ *Wellness Policies: School Wellness Policies*, SAFE ROUTES TO SCHOOL NAT’L PARTNERSHIP, <http://www.saferoutespartnership.org/state/bestpractices/wellnesspolicies> (last visited Apr. 29, 2013).

²⁰ See *S.C. Recommendations*, *supra* note 18, at 21.

²¹ *Id.* at 20.

²² *Fit, Healthy, and Ready to Learn*, *supra* note 17, at 39.

²³ *Id.*

²⁴ *Id.*

²⁵ *Id.*

²⁶ *Id.*

²⁷ *Id.*




TIPSHEET MODEL POLICIES



WHY WRITE POLICIES? - *Written policies help SRTS programs evolve into more permanent change. Policies may also lead to more support for programs and more funding opportunities. Strong policies build the foundations for sustainable SRTS programs to exist throughout the future.*

INSTRUCTIONS - *See the model policies below and customize them for your school, school district, agency, municipality, or department.*



EDUCATION

BEGINNER	INTERMEDIATE
<p><i>Safety Education</i></p> <p>Our school requires a comprehensive education curriculum with a focus on traffic safety education and active transportation skills. The curriculum shall include:</p> <ul style="list-style-type: none"> ● Implementing the Minnesota Walk! Bike! Fun! Pedestrian and Bicycle Curriculum for all students age 5-13 ● Conducting pedestrian safety workshops for all students in grades K-2nd ● Hosting bicycle skills and safety workshops for all students in 5th grade ● Holding 'How to use public transit' classes in 6th grade ● Promoting safe-driving skills to 10th graders, with an emphasis on avoiding injuries to pedestrian and bicyclists 	<p><i>Safety Education</i></p> <p>In addition to the policy above, our school shall host a traffic safety education and active transportation skills workshop with the Bicycle Alliance of Minnesota at the beginning of each school year to train and educate teachers and school personnel on using the Minnesota Walk! Bike! Fun! Pedestrian and Bicycle Curriculum.</p>

LOCAL EDUCATION SUCCESS: The Arrowhead Regional Development Commission (ARDC) implemented the **Helmet Hero** program in 2007. 3rd grade students throughout northeast Minnesota receive 30-45 minutes of in-class instruction on bicycle safety, as well as receive a helmet at no charge. Rewards are then given to students seen using their helmets.

EVALUATION

Beginner

Establishing a School Team

Our school shall establish a Safe Routes to School Task Force to develop and implement strategies grounded in the “Five E’s” that address Safe Routes to School planning, funding, and policies. Specifically, the Task Force shall:

- Evaluate current SRTS policies to determine 1) whether they are being fully implemented, 2) how to improve implementation, and 3) what is needed to improve the policies’ success
- Ensure that Safe Routes to School resources are distributed equitably in the school
- Identify and pursue funding opportunities.

In the first year of its formation, the Task Force shall meet every two months. Thereafter, it shall meet quarterly.

Data Collection

The Task Force shall coordinate annual SRTS data collection. This collection process may include:

- SRTS Student Travel Mode Tallies
- SRTS Parent Surveys on Transportation Preferences and Concerns
- Walk Audits and Maps of Active Transportation Routes
- Plotting student addresses with assistance from local GIS departments



ENCOURAGEMENT

BEGINNER	INTERMEDIATE	ADVANCED
<p>Minimize Driving</p> <p>Because automobile collisions are a leading cause of death among school-aged children, we support efforts to increase traffic safety by minimizing driving to and from school. Decreasing the number of automobile trips, whether by engaging active transportation, taking public transportation, or carpooling, will reduce automobile congestion and create a safer environment for active transportation.</p> <p>Safe Routes to School Events</p> <p>We shall promote at least two active transportation events per school year. Events will promote active, healthy lifestyles for the community and may include Walk to School Days, Bike to School Days, and School Walk-a-Thons.</p>	<p>Walking School Bus and Bike Trains</p> <p>Our school will establish and promote regular Walking School Bus or Bicycle Train programs. Such programs shall occur on a regular basis, at least once per week.</p> <p>Arrival and Dismissal</p> <p>Our school recognizes that promoting student safety is especially critical during arrival and dismissal times due to 1) increased automobile and bus traffic volume, and 2) the potential for conflicts between different modes of transportation. Accordingly, our school will separate active transportation from the other forms of transportation, to the extent possible. To achieve this end, one or more of the following strategies must be adopted:</p> <ul style="list-style-type: none"> ● Remote drop-off locations ● Car-free zones ● Carpool lanes for drop-offs and pick-ups ● Early dismissal for active transporters 	<p>Busing</p> <p>Our school acknowledges that busing may play a significant role in supporting student learning and meeting educational and equity objectives. However, we also support integrating active transportation into our existing busing policies. Options may include:</p> <ul style="list-style-type: none"> ● Voluntary or mandatory remote drop-offs for buses ● Safe Routes to Bus Stops programs ● Training for bus drivers on how to drive safely on routes frequented by users of active transportation (e.g., biking, walking)

LOCAL ENCOURAGEMENT SUCCESS: Minneapolis Public Schools are encouraged to implement **Bus Stop & Walk programs**. With Bus Stop & Walk, school buses unload away from the school campus and walk along a designated route to school together to complete their trip. Learn about **Loring Community School's** Bus Stop & Walk program here.



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ENFORCEMENT

BEGINNER	INTERMEDIATE	INTERMEDIATE
<p>Law Enforcement Partnership</p> <p>On an annual basis, our school provide our SRTS Plan and policies to our local public safety and police departments. Our school shall partner with these agencies to ensure that they 1) understand the details of this policy, 2) provide rigorous traffic safety enforcement in the vicinity of schools, and 3) understand the rights and responsibilities of those engaging in active transportation.</p>	<p>Crossing Guards</p> <p>Our school, in partnership with the administrator of the crossing guard program, shall work together to implement an effective process for hiring, funding, training, locating, supervising, and properly equipping crossing guards. If the number of crossing guards at our school is insufficient, we shall, in partnership with the crossing guard agency, seek additional funding or resources to increase the number of crossing guards.</p>	<p>No Idling</p> <p>Our school acknowledges that motor vehicles idling on or near campus increase air pollution, negatively affecting the health of everyone in the vicinity of the school. Accordingly, our school prohibits all motor vehicles from idling on campus. "No Idling" signs shall be posted on campus to alert drivers of this policy. In extreme weather, bus drivers will be allowed to wait in a temperature-controlled room until students are dismissed.</p>

LOCAL ENFORCEMENT SUCCESS: The Minneapolis City Council adopted an Anti-Idling Vehicle Ordinance for the city in June 2008. The ordinance is enforced with educational warning tickets and flyers disseminated to families through the local schools. The local Metro Transit agency stated that the new ordinance will save the public transit buses nearly 66,000 gallons of gasoline each year.

LOCAL ENFORCEMENT SUCCESS: In 2008, The Duluth-Superior Metropolitan Interstate Council (MIC) worked with the Duluth Police Department to conduct a training session for Duluth school staff on how to properly issue parking tickets to motor vehicles parked illegally in bus zones.



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ENGINEERING

BEGINNER	INTERMEDIATE	ADVANCED
<p>Assessing Routes</p> <p>Our school will perform an annual walk audit to 1) assess traffic and safety conditions in the vicinity of the school, 2) identify safety conditions needing mitigation, and, based on those assessments, 3) begin to identify recommended active transportation routes to school. Findings will be shared with the appropriate entities to mitigate concerns and hazards. Maps will be produced that 1) identify the hazards or travel conditions needing mitigation, and 2) show recommended routes from surrounding neighborhoods.</p>	<p>Bike Parking</p> <p>Our school shall provide sufficient storage facilities for bicycles, scooters, skateboards, or similar devices to encourage active transportation. The quantity of storage facilities will increase in proportion to demand, and we will seek input from active transportation advocates to ensure that the quality and quantity of facilities is satisfactory.</p> <p>To ensure convenience and protection from theft or vandalism, storage facilities shall be located in visible areas, near school entrances, and when deemed appropriate, in locked facilities. All storage facilities shall provide protection from the elements. Our school will also provide repair tools such as air pumps and other common tools to help students repair minor equipment failures.</p>	<p>School Travel Plans</p> <p>Our school will adopt a School Travel Plan that addresses all modes of active transportation and related safety, access, and parking issues. The plans shall also include goals, strategies, and objectives for increasing active transportation among students and staff, including those with disabilities. At a minimum, the School Travel Plan shall contain a map identifying the school, streets surrounding the school, existing traffic controls, established pedestrian and bicycle routes, pedestrian crossings, school and municipal bus routes and bus stops, with the goal of minimizing risk of injury and maximizing safety and convenience for active transportation.</p> <p>School travel plans shall be updated regularly with input from various stakeholders and should seek opportunities to incorporate the Travel Plan into local municipalities' comprehensive plans.</p>

LOCAL ENGINEERING SUCCESS: In 2009, the Arrowhead Regional Development Commission (ARDC) worked with the Fond du Lac Reservation and the Ojibwe School to develop a SRTS Travel Plan. In 2010, The Fond du Lac Reservation incorporated the Travel Plan into their comprehensive plan, and secured funding for a multi-use path in 2013. According to Jason Hollinday, the Director of Planning at ARDC, the SRTS planning process was an important factor in being awarded the Transportation Enhancement (TE) funds to implement the trail project.

LOCAL ENGINEERING SUCCESS: In 2012, the City of Brooklyn Center received a grant to create a SRTS Plan. The Plan established prioritized routes and engineering recommendations. The City of Brooklyn Center incorporated some of the upgrades and improvements into plans for reconstruction projects. The City's Public Works Director and City Engineer, Steve Lillehaug, has since successfully used the Plan to receive Transportation Alternatives Program (TAP) funding from the Metropolitan Council.

Resources:

- <http://changelabsolutions.org/safe-routes/welcome>
- <http://saferoutespartnership.org/sites/default/files/pdf/Primer-to-Understanding-the-Role-of-School-Boards-and-Principals.pdf>
- <http://www.saferoutespartnership.org/sites/default/files/pdf/EducatorsGuide.pdf>
- http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf
- <http://www.portlandoregon.gov/transportation/article/373691>
- <http://saferoutesinfo.org/program-tools/find-state-contacts/minnesota>
- <http://saferoutespartnership.org/sites/default/files/pdf/Fond-du-Lac-SRTS-Minnesota-Active-Living.pdf>

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Source:

http://www.dot.state.mn.us/mnsaferoutes/assets/downloads/MN_SRTS_Tip%20Sheet_MODEL%20POLICIES.pdf

APPENDIX G: DGF INDEPENDENT PUBLIC SCHOOL DISTRICT TRANSPORTATION SAFETY POLICY

*Dilworth-Glyndon-Felton Policy 709
School District #2164*

- Adopted:* May 28, 1996
- Revised:* January 26, 1998
- Revised:* May 24, 1999
- Revised:* June 27, 2000
- Revised:* November 24, 2003
- Revised:* May 24, 2005
- Revised:* December 19, 2005
- Revised:* March 27, 2007
- Revised:* November 24, 2008

709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and

- g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
 3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
 4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minn. Stat. § 169.446, Subd. 2.
 5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
 6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
 7. The school district may provide kindergarten students with school bus safety training before the first day of school.
 8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
 9. The school district shall adopt and make available for public review a curriculum for transportation safety education.

10. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses; including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
 2. Rules at the Bus Stop
 - a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
 - b. Respect the property of others while waiting at your bus stop.
 - c. Keep your arms, legs, and belongings to yourself.
 - d. Use appropriate language.
 - e. Stay away from the street, road, or highway when waiting for the bus.
 - f. Wait until the bus stops before approaching the bus.
 - g. After getting off the bus, move away from the bus.

- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-6)

- 1st offense – warning
- 2nd offense – 3 school-day suspension from riding the bus
- 3rd offense – 5 school-day suspension from riding the bus
- 4th offense – 10 school-day suspension from riding the bus/meeting with parent

Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (7-12)

1st offense – warning

2nd offense – 5 school-day suspension from riding the bus

3rd offense – 10 school-day suspension from riding the bus

4th offense – 20 school-day suspension from riding the bus/meeting with parent

5th offense – suspended from riding the bus for the remainder of the school year

Note: When any student goes 60 transportation days without a report, the student’s consequences may start over at the first offense.

(3) Other Discipline

Based on the severity of a student’s conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the school district to the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop five minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services ("Division") of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
 - 1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 - 2. reckless driving;
 - 3. improper or erratic traffic lane changes;
 - 4. following the vehicle ahead too closely;
 - 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 - 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
- D. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

- E. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (*i.e.*, driving while impaired offenses), VII.C.1.h. (*i.e.*, felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy. This provision does not apply to a school district employee whose normal duties do not include operating a type III vehicle.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

- 1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.
- 2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion. For purposes of this paragraph, “school bus” has the meaning given in Minn. Stat. § 169.01, Subd. 6. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer’s rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words “school bus” in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A “type III vehicle” must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.

9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - c. A type III vehicle must contain at least three red reflectorized triangle road warning devices. Liquid burning "pot type" flares are not allowed.
 - d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

C. Type III Vehicle Driven by Employees with a Class D Driver's License

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;
 - (2) understanding student behavior, including issues relating to students with disabilities;
 - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - (5) handling emergency situations;
 - (6) proper use of seat belts and child safety restraints;
 - (7) performance of pretrip vehicle inspections; and
 - (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the non-traffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;

- (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location; and
 - (d) placing the type III vehicle in “park” during loading and unloading.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat. § 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn. Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type A or type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd. 2.
- e. The operator’s employer has adopted and implemented a policy that provides for mandatory drug and alcohol testing of applicants for operator positions and current operators, in accordance with Minn. Stat. § 181.951, Subds. 2, 4, and 5.
- f. The operator’s driver’s license is verified annually by the entity that owns, leases, or contracts for the school bus.
- g. A person who sustains a conviction, as defined under Minn. Stat. §609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver’s license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of or has his or her driver’s license revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd.1(c), (*i.e.*, felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

- i. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a type III vehicle for one year from the date of the last conviction.
 - j. Students riding the type III vehicle must have training required under Minn. Stat. § 123B.90, Subd. 2 (See Section II.B., above).
 - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
- 2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.
 - 3. An operator employed by the school district, whose normal duties do not include operating a type III vehicle, who holds a Class D driver’s license without a school bus endorsement, may operate a type III vehicle and is exempt from paragraphs VII.C.1.c. (background checks), VII.C.1.d. (physical examination), VII.C.1.e. (drug and alcohol testing), and VII.C.1.f. (annual license verification), above.

D. Type A-I “Activity” Buses Driven by Employees with Class D Driver’s License

- 1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunctional School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the eight-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minn. Stat. § 171.321, Subd. 2.

- e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in Minn. Stat. § 171.02, Subd. 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Pre-school Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g. The bus has a gross vehicle weight of 10,000 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
- 2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
 - 3. A school bus operated under this section must bear a current certificate of inspection.
 - 4. The word “School” on the front and rear of the bus must be covered by a sign that reads “Activities” when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:

1. the student's name and address;
2. the nature of the student's disabilities;
3. emergency health care information; and
4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver's Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. § 169.01, Subds. 6 and 92 (Definitions)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notification of Conviction for Violation by a Commercial Driver)
Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
Minn. Stat. § 171.321 (Qualifications of School Bus Driver)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
34 C.F.R. § 383.5 (Transportation Definitions)

49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)

Cross References: MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

APPENDIX H: DGF INDEPENDENT PUBLIC SCHOOL DISTRICT WELLNESS POLICY

Adopted: May 9, 2012

Dilworth-Glyndon-Felton Policy 533

Revised: *June 19, 2008 School District #2164*

Revised: July 23, 2012

533 WELLNESS

I. PURPOSE

The purpose of this policy is to assure a school environment that enhances student attendance and academic performance by supporting healthy eating and physical activity. This policy promotes and encourages students to adopt lifelong healthy behaviors that can promote and protect students' health and wellbeing as well as reduce the risk of chronic disease.

II. GUIDELINES

A. Nutrition Education and Wellness Promotion is:

1. Recognized as an essential component of the education process and formation of lifelong healthy behaviors.
2. Provided as part of a standards-based, comprehensive program designed to provide students and families with knowledge and skills that facilitate healthy behaviors, and encouragement to promote and protect their health and ability to learn.
3. The Dilworth-Glyndon-Felton School District will encourage and support healthy eating by students and engage in nutrition promotion that is: part of health education classes as well as classroom instruction, as appropriate
4. Supported by teachers, staff, and food service personnel through voluntary participation in worksite wellness opportunities, and will encourage role modeling of healthy behaviors.
5. Communicated and promoted with consistent messaging throughout the district, as well as to parents and the community via posters, website, newsletters, and other means.

6. Offered in the cafeteria and classrooms with coordination between nutrition-trained school foodservice staff and teachers (Nutrition Education and Promotion: Appendix #1).

B. USDA School Meal Program

1. School Meals are the main source of nutrition during the school day.
2. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will provide clean, safe, and pleasant settings.
3. School Meals are served in an environment that encourages healthy eating and food habits.
4. School Meals are in compliance with or exceeding the most updated safety standards, current Dietary Guidelines for Americans (DGAs), and USDA regulations (Summary of USDA Nutrition Standards for School Nutrition Programs: Appendix #2).
5. The Dilworth-Glyndon-Felton School District will provide continuing professional development for food service director and employees.
6. The Dilworth-Glyndon-Felton School District will provide calorie, saturated fat, and sodium content of meals, as well as nutrition education for students, parents, and staff, through school website and in school cafeterias.
7. The School District is encouraged to offer nutrient-rich fresh fruit and/or vegetables, whole grains, and other minimally processed foods daily.
8. The School District will provide access to clean, free drinking water for students during the school day.
9. The School District will provide student access to hand washing or hand sanitizing prior to meals and snacks.
10. The School District operates the USDA Breakfast Program in all schools, informing families of the program availability and the link between a healthy breakfast and ability to learn.

11. The School District will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the day.
12. The School District Discourages tutoring, club meetings, or activities during mealtimes unless the meal may be eaten during such activities.
13. Dilworth-Glyndon-Felton Schools will not routinely use food or beverages as rewards for academic performance or good behavior (unless this practice is allowed by as student’s individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment. (Appendix #3)
14. The School District discourages sharing of food/beverages due to concerns about allergies and diet restrictions.
15. The School District obtains student feedback about menu items through taste testing, surveys, or other means.
16. The School District will encourage parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value. A copy of the nutritional guidelines developed in this policy will be made available to parents on the district website and in a printed format. (Appendix #4)

C. Non-School Meal Foods and Beverages:

1. The School District will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines, vending machines, fundraising events, concession stands, and student stores. (Appendix #5)
 - i. Vending: The Dilworth/Glyndon/Felton School District will work towards promoting healthy beverages and snack choices in the vending machines at school. Suggestions for vending strategies to promote healthy beverages and snacks are listed in Appendix #6.
 - ii. A la Carte: entrees may be incorporated into reimbursable meals per USDA regulations, and will work towards promoting healthy beverages and snack choices in the a la carte lines.

- iii. School Store: The Dilworth/Glyndon/Felton School District will work towards promoting healthy beverages and snack choices in the school store.
 - iv. Fundraisers: The Dilworth/Glyndon/Felton School District recommends non-food fundraising and will encourage the use of foods with nutritional value when foods are chosen as a fundraiser. (Appendix #7)
 - v. Concessions: Concessions are encouraged to review their food choices on a regular basis and to add healthier options to the menu.
2. Afterschool programs in elementary schools follow food guidance from the Child and Adult Care Food Program (CACFP).
 3. Individual Student Snacks: The Dilworth/Glyndon/Felton School District will encourage healthy choices as student snacks. A list of healthy snack choices (Appendix #8) will be made available to all staff and parents.
 4. Classroom Snacks: The Dilworth/Glyndon/Felton School District will encourage healthy choices as classroom snacks. A list of healthy snack choices (Appendix #8) will be made available to all staff and parents.
 5. School Day Classroom Celebrations (including birthdays), The Dilworth/Glyndon/Felton School District will encourage healthy choices for celebrations and as birthday treats. A list of healthy snack choices (Appendix #9) will be made available to all staff and parents.
 6. Anytime food is served at a school function, healthy food options shall be available.

D. Physical Education and Physical Activity

1. Physical Education (PE) is:
 - i. Standards-based, using national or state-developed standards, such as the National Association for Sport and Physical Education Guidelines, and incorporates adequate PE/PA specific space and equipment that conforms to all applicable safety standards.
 - ii. Recognized as an essential component of the educational process and forming lifelong healthy behaviors and lifestyle.
 - iii. Composed of at least 50% of the time spent in moderate to vigorous PA.

- iv. Taught with curriculum written for each grade that is sequential, provides an opportunity to learn, practice, and be assessed on content, developmentally appropriate motor skills, social skills, responsible behavior, physical fitness, and PA benefits.
 - v. Taught by certified PE staff trained to educate and promote enjoyable, lifelong PA among students.
 - vi. Not to be withheld or used as punishment. Recess shall not be withheld or used as a punishment.
 - vii. To be participated in by all students; students may be temporarily excused from PE but will not receive waivers. Adapted PE is identified through an IEP.
2. Integration of Physical Activity Throughout the School Day
- i. Elementary school students have at least a 20 minute supervised recess break daily, preferably outdoors; moderate to vigorous PA is encouraged.
 - ii. Integrating Physical Activity into the Classroom Settings (Appendix #10), is encouraged in order that K-5 students are active the recommended amount of at least 60 minutes of PA per day:
 - iii. All students in grades PreK-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
 - iv. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate.
 - v. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.
3. Daily Physical Activity Opportunities Before and After School
- i. Students will be given age-appropriate opportunities for physical activity before and after school by making available the playground, gym, weight/exercise room as appropriate and when supervised by school personnel.
 - ii. Outdoor PA facilities shall be made available for community use when not being used for school activities.

- iii. Safe bicycling and walking to and from school is promoted and encouraged.

III. Implementation and Monitoring of LWP

- A. The district engages participation of students, parents, and all Dilworth-Glyndon-Felton employees in developing, implementing, annual monitoring, periodic review, and revising of the Districts Wellness Policy through its wellness committee.
- B. The superintendent or designee will ensure compliance with the wellness policy and will report annually of the school district's compliance with the policy to the school board.
- C. An implementation work plan will be developed and include the following:
 - 1. A communications plan to inform and update the school and community regarding rationale for, and content of, the policy
 - 2. A timeline and evaluation of outcomes and compliance
 - 3. Training of staff to facilitate the plan
- D. Monitoring will be repeated annually to help review LWP compliance, assess progress, and determine areas in need of improvement and/or revision.
- E. District Food Service (DFS) staff will ensure compliance in food service areas, and report to the food service director.
- F. The DFS director will provide an annual report to the superintendent identifying the nutrition guidelines and procedures for selection of all foods made available on campus, as well as the most recent USDA School Meal Initiative (SMI) review findings and updates.

APPENDIX I: DGF INDEPENDENT PUBLIC SCHOOL DISTRICT HEALTH & SAFETY POLICY

Adopted: June 25, 2012

MSBA/MASA Model Policy 807

Revised: July 15, 2013

Orig. 2012

Rev. 2013

807 HEALTH AND SAFETY POLICY

[Note: To receive health and safety revenue for any fiscal year, school districts must submit an application to the Commissioner of Education, along with a health and safety budget adopted and confirmed by the school board as being consistent with the school district's health and safety policy. The provisions of this policy substantially reflect statutory requirements. This policy has been approved by the Minnesota Department of Education.]

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.
- B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and

controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minn. Stat. § 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minn. Stat § 182.676.

III. PROCEDURES

A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.

B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.

C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:

1. Asbestos
2. Fire and Life Safety
3. Employee Right to Know
4. Emergency Action Planning
5. Combustible and Hazardous Materials Storage
6. Indoor Air Quality
7. Mechanical Ventilation
8. Mold Cleanup and Abatement

9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
10. Infectious Waste/Bloodborne Pathogens
11. Community Right to Know
12. Compressed Gas Safety
13. Confined Space Standard
14. Electrical Safety
15. First Aid/CPR/AED
16. Food Safety Inspection
17. Forklift Safety
18. Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.
- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.

- E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.
- F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

VI. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

Legal References: Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)
Minn. Stat. § 123B.57 (Capital Expenditure; Health and Safety)
Minn. Stat. § 182.676 (Safety Committees)
Minn. Rules Part 5208.0010 (Applicability)
Minn. Rules Part 5208.0070 (Alternative Forms of Committee)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

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