

Safe Routes to School

Springfield



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Prepared by:



May 2017

Introduction to Safe Routes to School

Communities across Minnesota use Safe Routes to School planning to increase the number of children who safely walk or bike to school. Active lifestyles increase overall wellness and lead to more attentiveness in the classroom; however, simply pushing to change the transportation mode is unlikely the answer for better health. Students and parents living within walking or biking distance to school may have concerns about walking or biking, ranging from timing to safety. While some concerns may be uncorrectable, Safe Routes to School plans propose strategic improvements in many areas that can make walking or biking an easy choice.

Safe Routes plans assess and develop strategic goals in five different areas: education, encouragement, engineering, enforcement, and evaluation.

- Education: programs, events, or outreach designed to develop skills and improve decision-making
- Encouragement: programs or activities which promote more activity
- Engineering: where and how physical improvements can be made to improve connections to the school from the community
- Enforcement: applied to encourage behaviors that increase student safety
- Evaluation: measuring the effectiveness of changes and sustaining the Safe Routes program in the school and city

Context

Located in western Brown County on U.S. Highway 14, Springfield's population was estimated at 2,068 in 2015. Springfield's size lends itself to having a walkable community, with very few destinations outside of the core footprint of the city. Transportation barriers in the community include the Canadian Pacific Railroad, Cottonwood River, and Highway 14 as they all pass through parts of the city. Highway 14 creates the most separation between schools and residential areas.

Springfield Public School District covers over 148 miles in western Brown and southeast Redwood Counties (see Springfield District Map on page 2). Clements, estimated population 149, is the only other city in the school district and is located 14 miles by road to the northwest. There were 578 students enrolled in the school district during the 2015-2016 school year with 298 enrolled in kindergarten through sixth grade. All grades, K-12 with enrollment of 578, share the same building. Half of all student households are in Springfield (see Springfield Public Density Map on page 3).

Two blocks north of Central Street, 62 children between preschool and sixth grade are enrolled at St. Raphael's Catholic School. Like Springfield Public, St. Raphael's educates students from a wide geographic range, but approximately half of the students live in Springfield (see St. Raphael's Density Map on page 4).

Vision: The Safe Routes to School initiative in Springfield will build a more active school-age population through the development of safe habits, accessible infrastructure, and enticing outdoor environment.



Springfield
District Map

Clements

Evan

Cobden

Springfield

Sanborn

**Student
Household
Density per
Census Block**



2

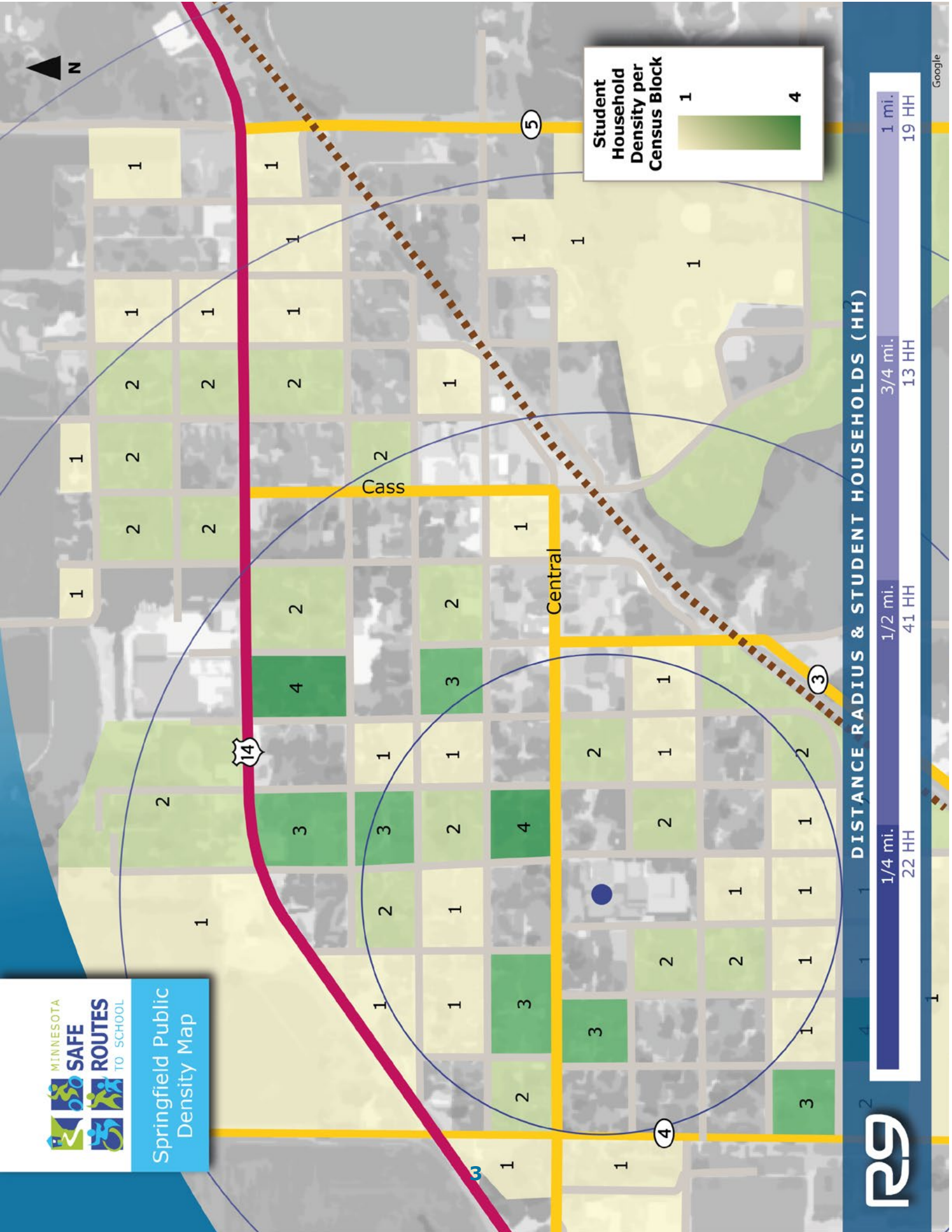
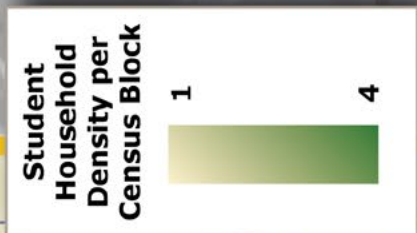
5 Miles

Comfrey





Springfield Public Density Map



DISTANCE RADIUS & STUDENT HOUSEHOLDS (HH)

1/4 mi.	22 HH
1/2 mi.	41 HH
3/4 mi.	13 HH
1 mi.	19 HH





St. Raphael Density Map



Student Household Density per Census Block

1	2



DISTANCE RADIUS (MILES)



Process

The Safe Routes to School process relies on community members from multiple sectors to direct the project steering committee. The committee first met in August 2016 to establish a vision and review the planning process. In October, the committee met again to view morning arrivals, afternoon departures, and complete a walking audit to observe behaviors and points of concern in the walking and biking environment.

One of the most important observations was that the speed of traffic on Central Street felt uncomfortably fast. Additionally, curb ramps and crosswalk painting were also noted as something that can make the walking to school environment safer.

Parent surveys were distributed by the schools to directly gather parent feedback providing information about the opportunities and concerns with walking or biking to school. The Safe Routes program asks that even parents living well outside the walk or bike range to share their input as they are still helpful in understanding attitudes or concerns with developing safe routes. The public school received 106 completed surveys; St. Raphael's received 42 completed surveys. Additionally, teachers were asked to tally how students arrived to and departed from school during two days of a week; this number establishes a baseline in which the success of programs can be measured in the future.

The steering committee met again in January to review gathered information and discuss potential programs or improvements. Initial goals of the Safe Routes program were also developed at this meeting.

Safe Routes to School plans are intended to be sustainable and evolving. As the committee continues to meet and accomplishments are met, identified programs or projects are intended to change. The committee met one more time in May to review and adopt this final draft of this initial plan.



Existing Conditions

Infrastructure

Springfield has several assets that make it a great community for walking or biking to both its schools. Over 11 miles of sidewalk line the city's streets. While not providing much in the way of access to the schools, three miles of recreational trails highlight the investment the Springfield community has made for quality of life, especially active living.

Most all the sidewalk is in place in the core of the town; coverage is lacking in the southwest and northern areas (see Existing Conditions Map on page 7). Existing sidewalks are generally of quality condition and the city has an active cost-share program with residents for sidewalks that are built to a width of six feet. Steps at the curb are not uncommon, especially in the southwest area of town, and existing ramps will eventually have to be improved to comply with the Americans with Disabilities Act to accommodate reasonable slope and tactile warnings.

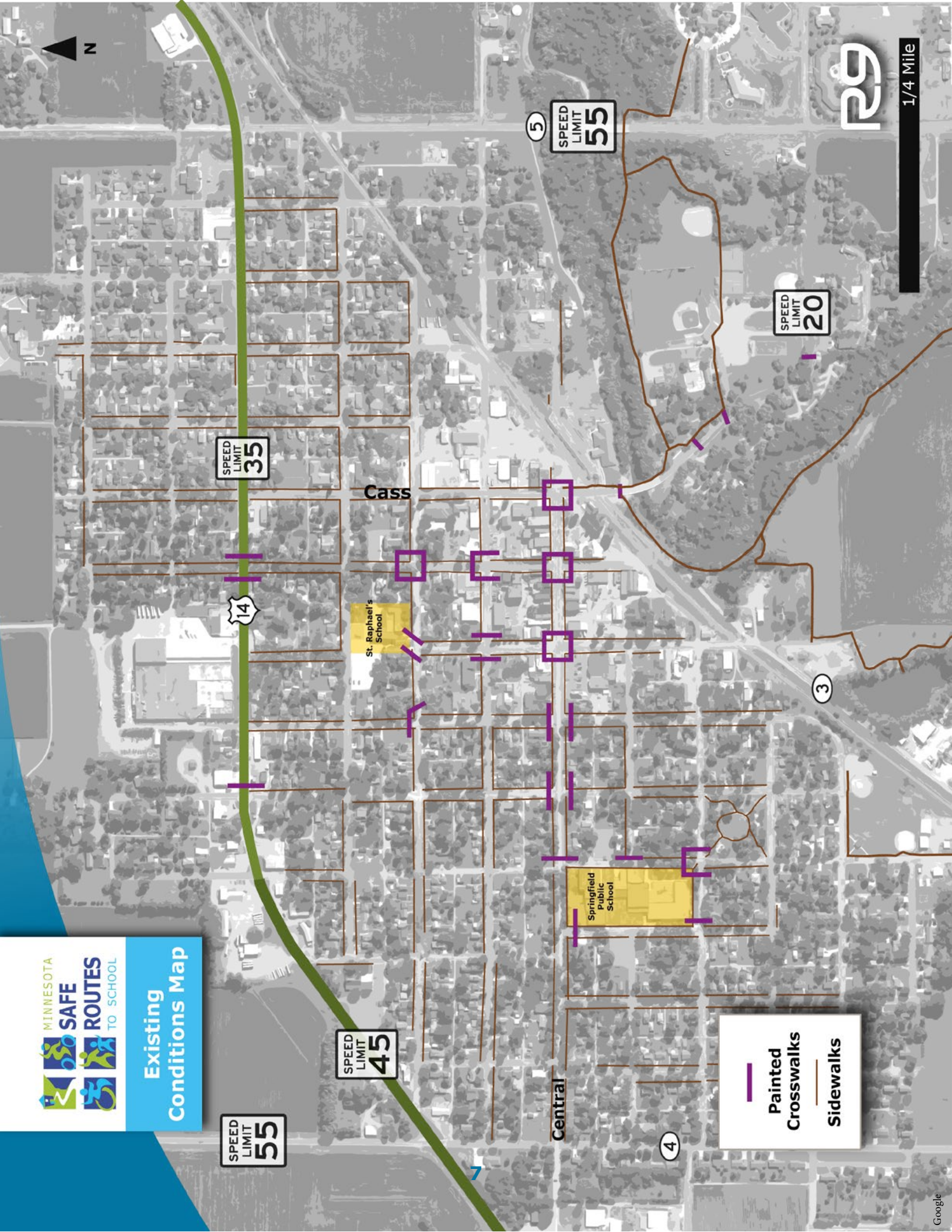
The City of Springfield actively paints crosswalks throughout the city, typically in the standard, two parallel line form but does also maintain ladder-style crosswalks downtown (see Existing Conditions Map on page 7). Nearly all intersections feature some traffic control signs, usually stop signs. Because of its numerous street trees, which help give the city a vast urban canopy, stop signs are sometimes obscured by trees or leaves. The City of Springfield has actively been making visibility improvements with property owners to address these visibility issues as they occur.

Due to the inconsistent nature of curb ramps, the improvements should be prioritized starting on intersections contiguous to school grounds and spreading outward. The logic of improving intersections near the schools first is that these intersections will immediately be able to help the most people; intersections further away from the school do not have as heavy of pedestrian traffic for school-going purposes.

Highway 14 crossings were important for the Safe Routes Steering Committee to observe. During observations in October, no students were observed crossing the road. Two school crossings are signed and painted on the highway, but without any use, the committee would like to pursue an upgraded crossing of the highway at Cass Street. While not the most logical crossing point towards the school for every household north of the highway, it is believed that one enhanced crossing would ultimately help more people, including students, walk across Highway 14. Cass is the main north-south street in the community, connecting downtown to the medical clinic and featuring a busy convenience store. Acknowledging that working with the Minnesota Department of Transportation (MnDOT) to improve this crossing will likely require some concessions, the committee supports consolidating existing crossings and making Cass Street safer.



Existing Conditions Map



SPEED LIMIT 55

SPEED LIMIT 45

14

SPEED LIMIT 35

Cass

St. Raphael's School

Springfield Public School

Central

5
SPEED LIMIT 55

SPEED LIMIT 20

3

4

Painted Crosswalks
Sidewalks

29

1/4 Mile





Travel Tallies

Springfield Public

Of the travel tallies collected for this plan, approximately one in five students reported walking to and from school. The tally rises slightly in the afternoon (along with buses) which is likely a result of morning drop-off times aligning with parent commutes. About five percent of the student population rode their bikes to and from school.

St. Raphael's

Much like Springfield, approximately 20 percent of students reported walking to school while the tallies were being collected. Mornings were also dominated by drop-offs in the family vehicle (54 percent), a rate that was reduced to only 26 percent in the afternoon and mostly absorbed by bus service but also some additional walking students. No students reported biking to school.

Parent Surveys

Springfield Public

The typical mode of travel in the parent surveys matched rather closely with the information gathered by teachers in the tallies. Of the parents that identified living within one-quarter mile of the school, 73 percent indicated that their children regularly walked to and from school. Walking rates for students between one-quarter and one-half mile from the school dropped to 27 percent in the mornings and 45 percent in the afternoons, presumably because time is more of a factor in the mornings. Walking between one-half and one mile was non-existent in the walk to school, but featured a rate of 12 percent in the afternoon. The clear majority of the students who bike were also identified in the one-half to one mile range.

The parent survey asks for the primary concerns of parents that allow their children to walk and bike to school as well as parents that do not. Removing distance and weather from the top concerns, which appeared towards the top in both sets of parent responses, the top four concerns for parents that do not allow their children to walk or bike to school include:

- The amount of traffic along the route
- Speed of traffic along the route
- Safety of intersections or crossings
- Violence or crime

The top considerations for parents that allow their children to walk or bike to school (besides weather and distance) is the safety of intersections or crossings, sidewalks, child's participation in after-school programs, and crossing guards.

St. Raphael's

The majority of parent surveys for St. Raphael's School were parents of pre-kindergarten and kindergarten students, children that are currently likely to rely on an accompanying adult. Besides weather and climate, parents that allowed their children to walk to school, all which lived within one-quarter mile, the most important considerations were sidewalks, time, and amount of traffic along the route. For parents that did not let their children walk, aside from distance and weather, the top concerns were safety of intersections, speed of traffic, amount of traffic, and time.

Full travel tally and parent survey reports for both school are included in the appendix of this plan.

Crossing Guards

The crossing guards at Springfield Public School, noted by the parents as part of the reason they might let their children already walk or bike to school, demonstrated focus and command for their duty during school observations. It was observed, and received in parent survey comments, that while the crossing guards are typically on duty for peak foot traffic surges, that crossing service earlier in the morning and later in the afternoon coverage would be beneficial as many students do arrive or depart without crossing assistance.

Busing

Springfield Public School does not bus within a mile of the school, which covers nearly all the students that live within the City of Springfield. Buses are arranged on Ray Avenue, to the west of the school, in a two-wide fashion which blocks other traffic from using the road and ensuring the safety of students. The buses exit Ray Street onto Central Street before traveling their respective ways.



Buses from St. Raphael's load in the parking lot on the north side of the building away from traffic. Orderly, single-file boarding was observed with no traffic conflicts. No steadfast busing policy is used in the school, but almost all bus use is from outside of Springfield.

Crash Map

Inclusion of a crash map (see page 10) is part of the Safe Routes to School planning process to identify potential safety needs, especially as it relates to the safety of people who walk or bike. Interpreting crash data is a difficult exercise because of the random nature of many recorded events, and some get rather complicated due to weather conditions or other elements which make safely operating a vehicle more difficult. As it relates to Safe Routes to School, based on the 94 accidents records reported to MnDOT between 2006 and 2015, there do not appear to be any specific focal points. Instead, accidents appear to be concentrated on higher-traffic roads and have impacted people who walk or bike during one recorded incident in downtown. Higher-traffic streets increase the likelihood for conflict, so safe crossings on Central, Cass, and Highway 14 should be prioritized.



MnDOT 2006-2015 Crash Map

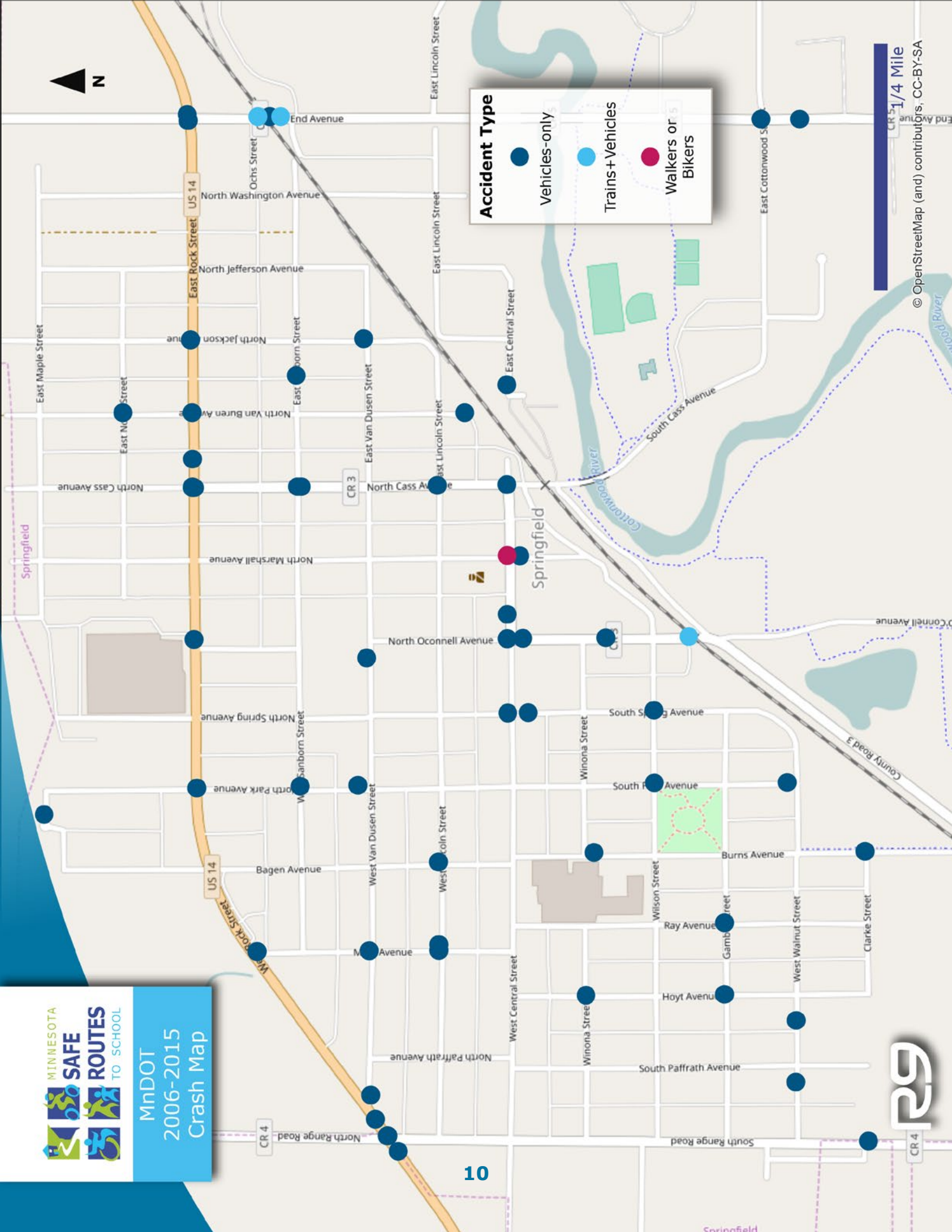
10

Accident Type

- Vehicles-only
- Trains+ Vehicles
- Walkers or Bikers

CR 5 1/4 Mile

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Engineering Improvements

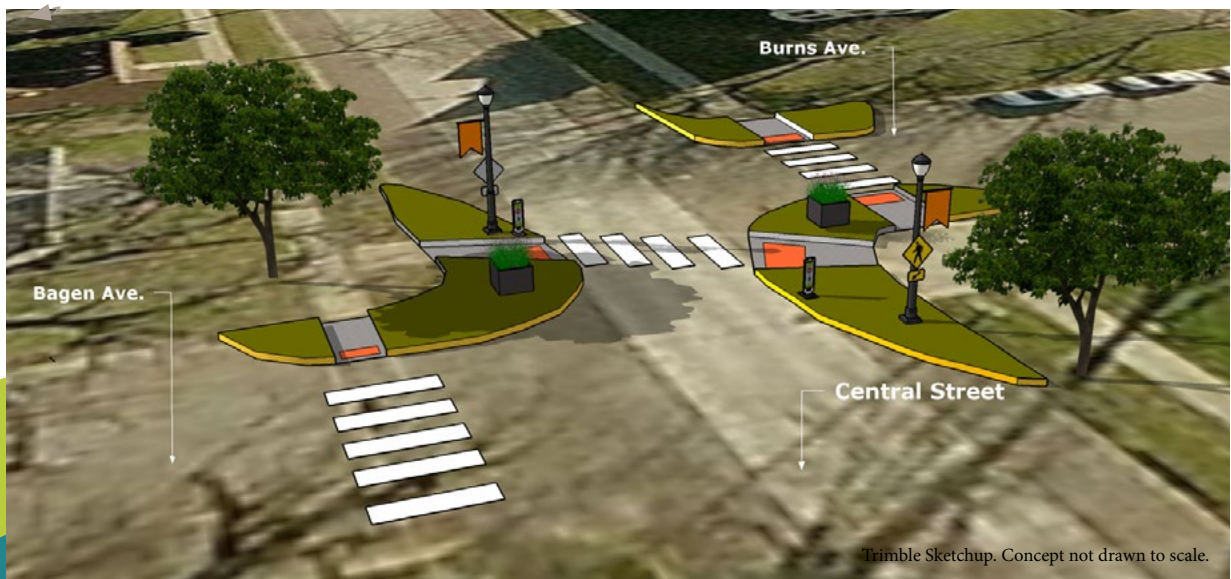
Central, Burns, and Bagen Intersection

The busiest access point for students who walk, the northeast corner of the Springfield Public School property, is situated at the corner of Central Street, Burns, and Bagen Avenues. Not a traditional four-way intersection with the east curb of Bagen Avenue aligning with the west curb of Burns Avenue, a diagonal crosswalk is necessitated. High traffic speeds were observed on Central during observations, increasing the importance of making improvements for student safety.

Extending curbs into parts of the intersection is the recommended improvement to help students who walk or bike across the intersection. Curb extensions are an increasingly popular means to improve safety for people walking, especially younger students that may not be as visible to vehicular traffic, for four primary reasons:

- Decreasing the width of the roadway decreases time people are vulnerable to traffic in the roadway.
- Extending the curb through a parking lane allows drivers to better see and react to people waiting to cross while also providing people at the crosswalk a chance to see directly into the driving lane if cars are parked near the intersection.
- Physically narrowing the road pressures drivers to reduce speeds. Wide streets, like Central Street, tend to increase vehicle speeds as drivers feel better able to react to any problems that may arise.
- Extending the curb also forces turning vehicles to reduce speed to manage the narrower driving path, providing the driver and nearby people who walk and bike more time to react.

Additionally, curb extensions allow signs or lights to be placed into more beneficial locations within the existing right-of-way. Curb extensions may be entirely paved, grassed, landscaped, or even used to capture storm water, depending on the desires of the community. The model used below includes pedestrian-scaled street lights increase visibility and awareness of the crossing, planters, and mounted signs (although they should be fluorescent yellow-green school crossing signs) reminding drivers it is their legal duty to stop for pedestrians in the crosswalk.

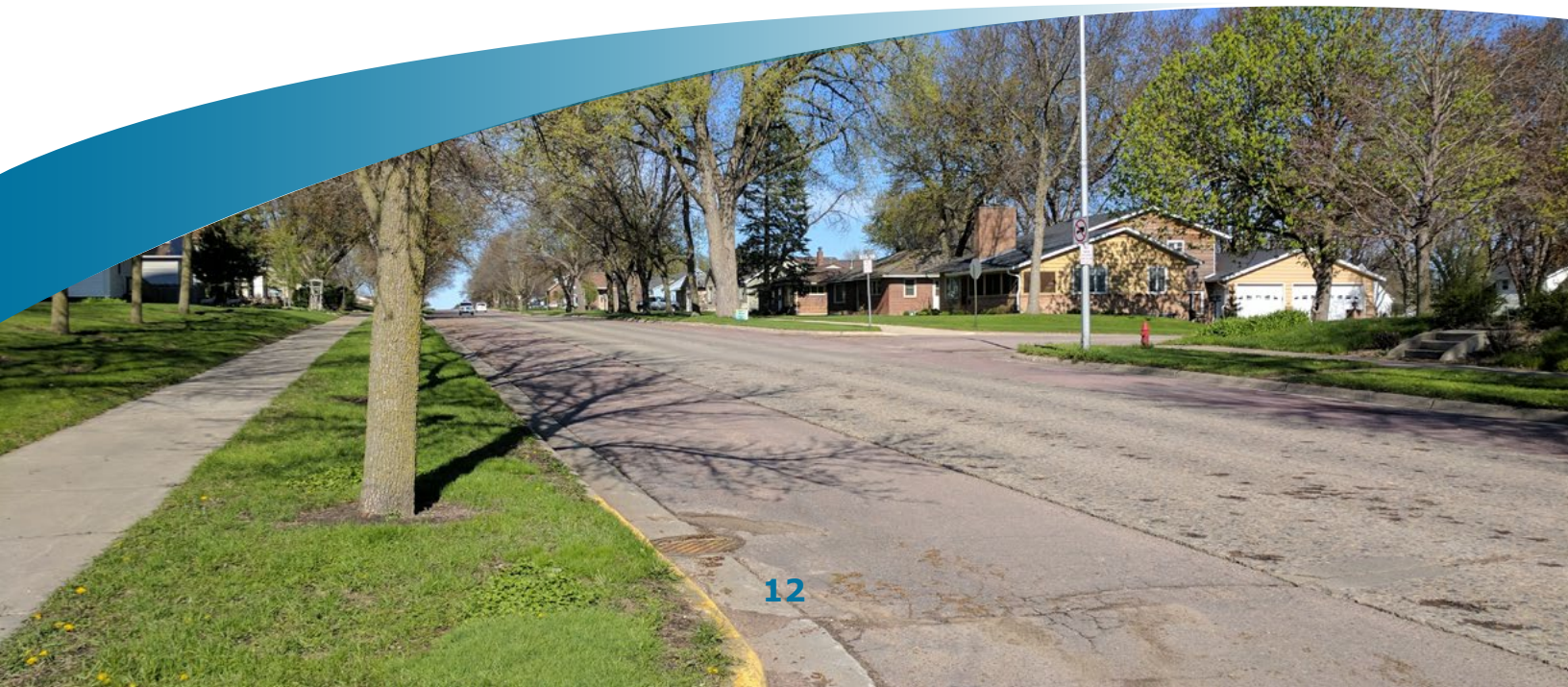
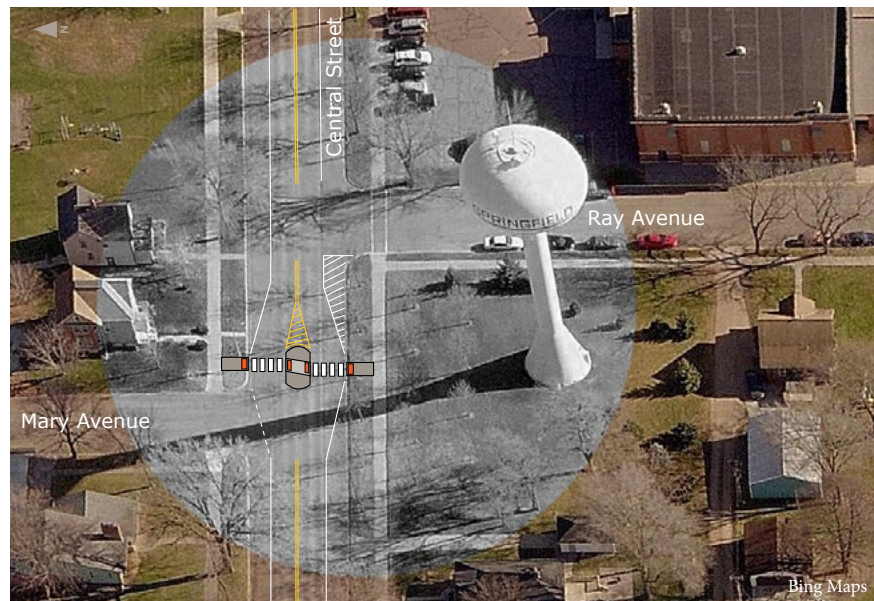


Central Street and Mary Avenue

Traffic was noted in this process as having higher speeds heading east on Central Street. Central Street aligns with Highway 14 west of town and begins, without a stop or turn, while the highway is in a 45-miles per hour zone. Making a transition to the in-town 30-miles per hour zone more difficult is that Central Street is a wide road and does not feature any stops until downtown Springfield. The Safe Routes Committee believes that traffic calming measures should be integrated into the eventual Central Street reconstruction project to slow traffic prior to the school grounds and allow for a safer crossing for students living to the northwest of the school.

Curb extensions are an option at the intersection of Central Street and Mary Avenue but, with the lack of four-way intersections and continuous sidewalks to the north of Central Street, they become more challenging to place. A median, or pedestrian, island to divert traffic around the middle of the road could be a solution to pursue to the west of the school. With an obstacle in the roadway, drivers pay increased attention to carefully navigating; people tend to favor crossing in these islands because it shortens one long roadway crossing into two shorter segments.

A pedestrian island, which would likely be constructed of raised concrete, is proposed at the intersection of Central Street and Mary Avenue. The proposed placement at Mary Avenue is already legally a crosswalk as it is at an intersection, and is situated in a way that students coming to school from the northwest could all use this feature. It would not provide any moving traffic restrictions, but only remove a few on-street parking spaces. An island would naturally reduce traffic speeds before vehicles reach the school. It will improve student crossing by providing a high-visibility crossing, and allows people, especially with mobility restrictions, to more easily cross the street from the midpoint.



Van Dusen and O'Connell Intersection

Up a hill from downtown Springfield, O'Connell Street meets the east-west Van Dusen Street at a perpendicular, three-way intersection near the south entrance to St. Raphael's Catholic Church and Elementary School. O'Connell Street is a wide city street, with a width of 50 feet, compared to Van Dusen Street's 40 feet. Crosswalks are painted at angles into either side of the church's half-circle drive. The sidewalks, driveway, and building entrance all level out at one location for accessibility purposes. Diagonal crosswalks are not ideal as they increase the time and distance that someone must be in the roadway. Although heavy traffic was not observed in the circle drive, channeling people into a vehicular space should be avoided. It is recommended to replace these crossings Americans with Disabilities Act compliant crossings as shown in the figure above.



Parallel parking is available on Van Dusen Street. While not featuring painted parking lines, O'Connell Street had cars parked angled on one side and parallel on the other on the block south of Van Dusen Street. Between Lincoln and Central Streets, a block south of St. Raphael's, O'Connell Street remains 50 feet wide but features painted angled parking on either side.

Parents commented that because of the hill, during winter conditions, vehicles will accelerate through the intersection to maintain traction. Not exclusively a winter problem, the wide road allows for faster turning speeds from all directions. A lack of sidewalk on the south side of Van Dusen Street avoids some conflicts with this intersection, but the other crossings remain. Parents were observed dropping their children off on both sides of Van Dusen Street to the east of the O'Connell Street intersection and, while not a lot of student walking traffic was observed, refining this intersection should be considered a long-term priority.

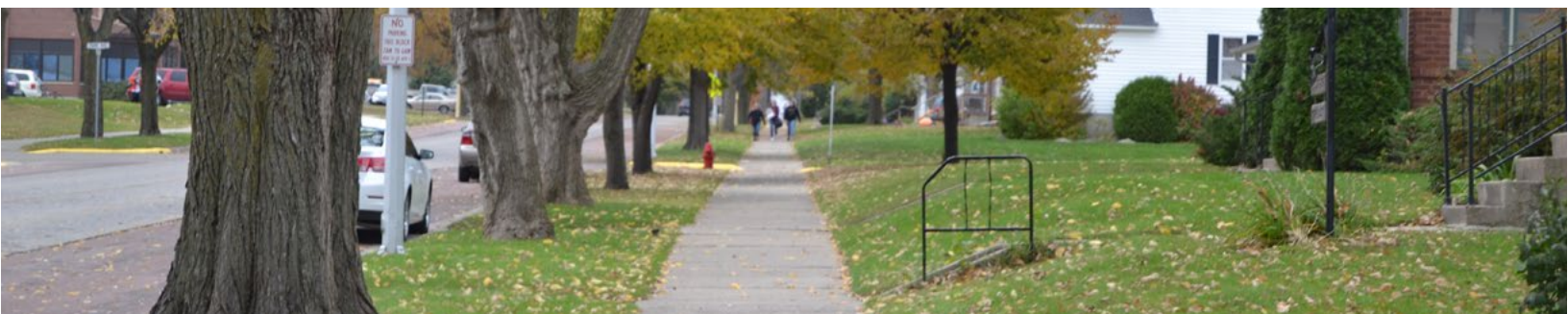
As cars were observed parking on both sides of the street, curb extensions are a means to help people see beyond those cars into the driving lanes without stepping into the road. Curb extensions also make for a shorter crossing.



Sidewalks

Overall, Springfield has a sidewalk network that connects most of the community. Most of the city is within a reasonable walking or biking range (under one mile), but some sidewalk links are missing that would otherwise enable students to walk to school entirely on the sidewalk network. Most streets, with the notable exception of Highway 14, missing sidewalks are not high-traffic or high-speed streets, but sidewalks increase the level of comfort people have when moving throughout the city. To provide safer and more enjoyable connections between homes and schools, the following sidewalks are proposed:

- North Street between Jefferson and Marshall Avenues: This sidewalk would provide connections north of Highway 14 and work to help channel people to a preferred crossing at Highway 14.
- Bagen Avenue, between Central and Sanborn Streets: This route was heavily used before and after school, and directs to crossing guards.
- Mary Avenue, between Central and Van Dusen Streets to provide a better connection to the northwest of the school.
- Wilson Street, between Ray and Paffrath Streets would provide the only east-west connection south of Central Street and connect directly to the intersection at the southwest corner of the school.
- Ray and Burns Avenues, between Gamble and Walnut Streets would enhance connections directly to the south of the school, where many student households are located.

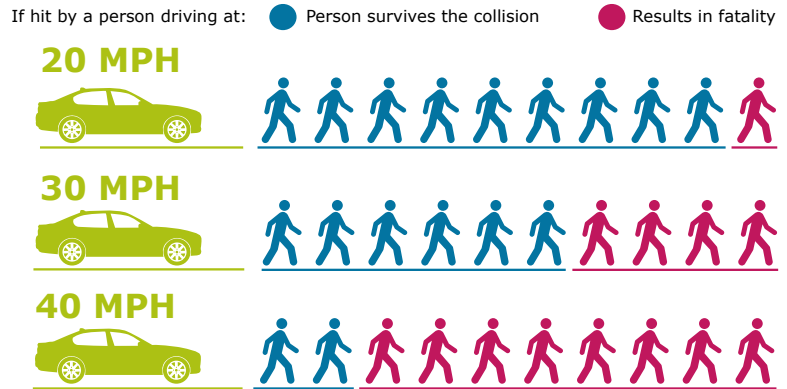


Cass Street and Highway 14

This intersection was identified as the most important north-south route in the city during the active living plan and Safe Routes discussions. Observations during the Safe Routes process did not reveal any students crossing at the marked crosswalks, and working towards a focused and improved crossing at Cass Street might help ease Highway 14 safety concerns. Flashing beacons could be sought as a trade-off with reducing the number of marked crossings, but will require a focused conversation with MnDOT.

Speed

According to the National Highway Traffic Safety Administration, a person hit by a car at 20 miles per hour has a 95 percent chance of survival; at 40 mph, that person has only a 15 percent chance of survival. Additionally, the faster a car is moving, the more time and distance it takes to stop. Drivers traveling at 20 miles per hour can stop in three car lengths; a driver traveling at 40 miles per hour takes as much as nine car lengths to stop.



Speed Feedback Radar

A tool to reinforce existing speed limits that could be considered on Central Street's eastbound traffic, west of the school, is an electronic speed feedback sign. These devices increase awareness that drivers have about their vehicle's speed.



School Speed Zone Designation

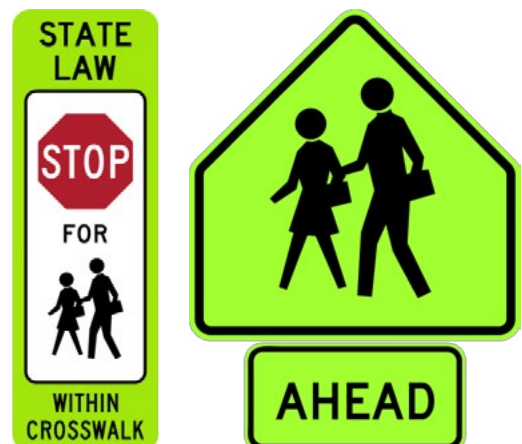
The only means for reducing the legal speed limit on Central Street, aside from marking bike lanes which would legally give the city authority to drop the speed limit to 25, is to enact a school zone. A school zone could drop the speed limit to 20 during certain times of the day. School zone adoption is a MnDOT procedure based on the premise that people do not necessarily drive the speed limit but instead drive what they deem safe and comfortable. If drivers are comfortably driving 30 miles per hour or higher, changes to the driving environment which decrease the average speed will be needed before establishing a school zone, of which some concepts have been provided in this plan.

A Guide to Establishing Speed Limits in School Zones from MnDOT is available at the following link: www.dot.state.mn.us/speed/pdf/schoolspeedlimits.pdf

Signs

Updating signs on Central Street to provide increased warning to drivers prior to school crossings is a simple solution to remind drivers to expect students crossing the street. Advance signs prior to crosswalks complement the existing sign with an arrow pointed directly to the crosswalk (pictured on page 23).

Additional signs, which can be permanently affixed or temporarily placed in the street during school days, serve as additional reminders to drivers of their legal responsibility to stop for people waiting to cross the street at the crosswalk. Increased awareness should lead to lower speeds and help in the absence of crossing guards.





Engineering Improvements

SRTS Candidate Projects

Intersections

- Capital Improvement Project (Pink circle)
- Curb ramp and crosswalk priorities (Yellow circle)
- Second-tier curb ramp and crosswalk priorities (Green circle)

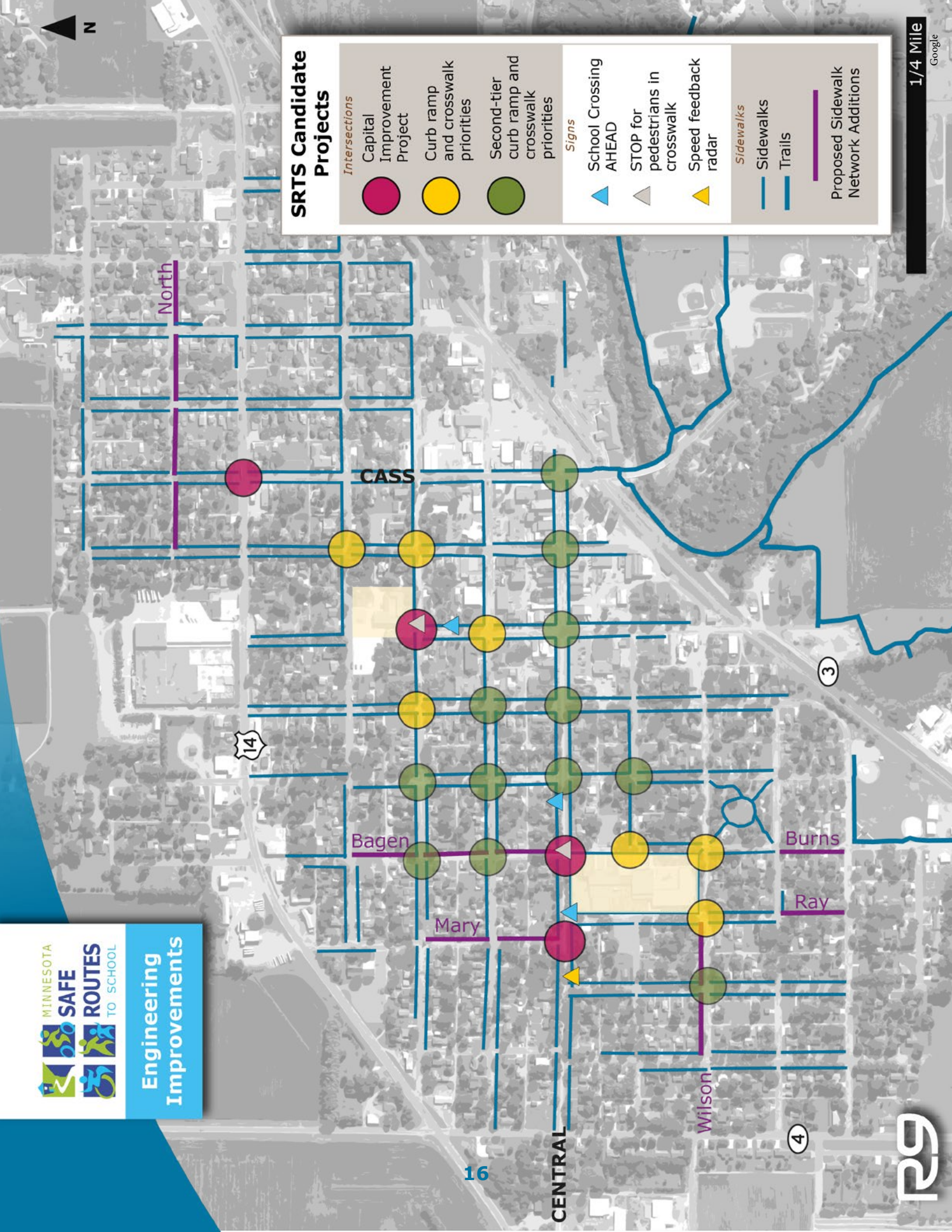
Signs

- School Crossing AHEAD (Blue triangle)
- STOP for pedestrians in crosswalk (Grey triangle)
- Speed feedback radar (Yellow triangle)

Sidewalks

- Sidewalks (Blue line)
- Trails (Purple line)

Proposed Sidewalk Network Additions



Program Recommendations

This Safe Routes plan is intended to change over time as progress is achieved and new ideas emerge. For this initial Safe Routes to School Plan, the following programs were prioritized by the committee for completion in the short (1-2 years) and medium terms (2-3 years). Engineering projects are typically reserved for long-term projects because of funding availability and scheduling capital improvement plans. Programs, program support, and news about Safe Routes to School in Minnesota can be found online at www.dot.state.mn.us/mnsaferoutes. Many of these programs have occurred previously in Springfield and throughout south central Minnesota.

Walk and Bike to School Map

Developing a map of the best routes in Springfield for students to get to school was a suggestion from the steering committee. The map can identify crossing guards, sidewalks, hazards, or bike routes to get parents and students to think more about walking and biking in Springfield.

Bike Rodeo

Bike Rodeos have been hosted in the past in Springfield and are a way to create a fun, community-learning atmosphere to promote using bikes in the city. Bike rodeos are typically active-participation events with rule of the road, helmet-fitting, obstacle courses, and prizes and can be incorporated into school days, community events, or as a stand-alone event.

In-School Bike and Pedestrian Safety Education

Bicycle safety education is a flexible type of program that may involve in-class lessons, bicycle repairs or maintenance, mock scenarios, or on-street riding. The outcome is improved behavior that leads to more confidence and better safety for all roadway users.

For younger elementary students, safe walking education provides basic traffic navigation safety such as sign identification, safely crossing roads (look left, right, left again), and decision-making. It may include in-class training, mock street scenarios, and on-street practice.

Walk/Bike to School Day

Walk/Bike to School Day is an heavily-promoted event which encourages all school-aged children to participate in some degree. Students may gather and walk or bike together, walk with parents, and involve students who ride the bus by parking away from the school. This event often includes a celebration at the school after the morning walk or ride in, and can include awards, prizes, or other incentives.

Walking School Bus

The walking school bus program is a fixed route with timed stops, typically led by a parent or volunteer, that creates a social environment to school which promotes active behavior. It can be a one-time pilot or an ongoing program.

Walk! Bike! Fun! Curriculum

Walk! Bike! Fun! is a curriculum with lessons and activities tailored to different ages of students. A teacher at the school is typically trained during a one-day session, which allows the school to integrate the curriculum into lesson plans as it sees fit. Having the curriculum in place also enables the school to connect with BikeMN for bike fleet access and special instruction.

Maintain Safe Routes Program

Sustaining the Safe Routes to School program in Springfield is an important goal. Regularly collecting student travel habits by collecting tallies and getting feedback from parents is part of sustaining the program and evaluating success of implemented programs. New ideas will also emerge as new achievements are met and new challenges arise.

Safe Routes to School Recommendations

Strategy	Timeline	Project Lead	Potential Partners	How is success measured?
Add signs, high-visibility crosswalk paint, and/or speed feedback sign to reduce traffic speeds near schools.	Short	City	Springfield Public School, BCPH, Wellness Committee	Collect speed data or observe to see slower traffic. 30 MPH average rate desired on Central.
Extending curbs at the corner of Central Street, Burns Avenue, and Bagen Avenue.	Long	City	MnDOT, ATP, Springfield Public School	Average speeds below 30 MPH on Central, increase in students walking
Place a median island at the intersection of Central Street and Mary Avenue.	Long	City	MnDOT, ATP	All walkers going to northwest of school elect to use island
Enact a school zone on Central Street to reduce the speed limit to 25 miles per hour.	Long	City	MnDOT	Average speeds reduced below 25 MPH
Install direct, high-visibility crosswalks with ADA-accessible curb ramps at O'Connell and Van Dusen.	Medium	City	MnDOT, ATP, St. Raphael's	Observe people safely crossing the street, with nobody walking into vehicle circle
Extend curbs at the intersection of Van Dusen Street and O'Connell street.	Long	City	MnDOT, ATP	Observe slower turning speeds, parents note increased improvement in safety
After improvements, design a walk and bike to school map to give students and parents knowledge of the safest routes to school from their home.	Long	Becky Tonn	BCPH, Schools, City, Wellness Committee	Distribution to all school households in Springfield
Conduct a Bike Rodeo to create a fun, community-learning atmosphere to promote using bikes in the city.	Short	Police Department	Schools, City, BCPH, MCHS	Number of attendees depends on time of year. Observe 100% improvement in helmet-wearing
Create a in-school bike and pedestrian safety education program.	Short	Schools	Police Department, BikeMN	Observe all students walking and biking on proper side of streets
Add bicycle rack at St. Raphael's and continue to assess needs elsewhere	Short	Schools	BCPH	Bike racks are full
Hold Walk and Bike to School Days throughout the year.	Short	Wellness Committee	Schools, City, BCPH, newspaper, MnDOT, BikeMN, buses	Two events annually where all students are able to participate
Create a Walking School Bus program with fixed routes.	Medium	Schools	BCPH, MnDOT	75% of students within half a mile walking to school
Implement the Walk! Bike! Fun! curriculum into the school day.	Short	Schools	BCPH, BikeMN	Double the number of students biking to school or around the city
Continue meeting as a Safe Routes committee to identify opportunities and adjust programs accordingly.	Ongoing	Schools	Wellness Committee, City, Newspaper, Parents/Citizens, Region Nine, BCPH	Discuss Safe Routes projects twice annually and conduct tallies and parent surveys biennially
Conduct walking audit with decision-makers to discuss challenges and opportunities	Short	City	Springfield Public School, BCPH, Newspaper	Full turnout of officials

BCPH: Brown County Public Health + SHIP; **MnDOT:** SRTS Program support and infrastructure grants; **ATP:** Area Transportation Partnership (distributes federal money for SRTS projects)

Safe Routes Engineering Toolkit

This section provides a variety of different bicycle and pedestrian facility types to identify areas for additional improvement.

ADA/Universal Design

The purpose of universal design is to provide an environment that is equally accessible and comfortable for users of different abilities and ages. To help ensure access for all, the Americans with Disability Act (ADA) of 1990 prohibits discrimination on the basis of disability. Sidewalks and other pedestrian facilities in the public right-of-way are subject to the requirements of the ADA. The *Proposed Accessibility Guidelines for Pedestrian Facilities in the Public Right-of-Way* by the United States Access Board, a federal agency, provides the most current guidance. Local governments are encouraged to have a transition plan in place to remedy existing non-ADA gaps in the public right-of-way.

Curb Extensions

Increasingly popular on wider roads with faster speeds in Minnesota, curb extensions, often referred to as bulb-outs, increase safety for people crossing the street as it shortens crossing distance and, if cars are parked on either side of the road, allows people to better see oncoming traffic by providing a lane-width head start. Curb extensions slow through-traffic movement by narrowing the driving area and also reduce turning speeds because of a tightened curb radius. Small and large cities across Minnesota are embracing the this design on wider roads.



Mankato

Street Lighting

Street lighting improves visibility, helps with personal security, and can enhance the attractiveness of an area. Street lighting scaled to people (low to the sidewalk) illuminates the area even with tall trees and provides a more inviting environment. Safety is also improved by allowing people who walk and drivers to better see each other, especially at crossings.

Bike Racks

Placing bike racks in high-visibility, surfaced locations promotes bicycle awareness and riding. Bike racks come in a variety of colors and styles and are best used when covered from rain. Many racks are not intuitive and improperly used, leading to disorganization or bicycle damage. The below example from Springfield shows leaning bicycles at the public school because the narrow slots are intended for bicycle wheels (one on each side of the rack) to hold the bicycle upright while the wider gaps are designed to remain empty. These racks provide the most capacity for their cost, but are discouraged as they do not support the frame of the bicycle at two different points during storage and are not u-lock compatible. Various forms of more intuitive bike racks, which can accommodate a similar number of bikes, provide support at two locations of the bike, and do not have to be secured to the ground are available.



Springfield

Curb Ramps

Compliant to ADA standards, curb ramps furnished with truncated domes are the standard design requirement at street crossings. These small, flattened domes provide a surface that is distinguishable underfoot and by cane. These domes provide a tactile warning to pedestrians with a visual impairment who would otherwise be given warning by the presence of a curb. The truncated dome tactile strip should be two feet deep for the entire width of the ramp and should have a contrasting color with the adjacent sidewalk or trail. It is heavily encouraged to have one for each direction instead of corner placement to better guide individuals with visual impairments.



Truman

Narrow Lanes

There are several ways to narrow a street. Paint is a simple, low cost, and easy way to narrow the street or travel lanes. If the narrower lanes can result in a striped shoulder, the shoulder will provide a buffer for pedestrians, a place for bicyclists to ride, and a refuge for disabled motor vehicles. The shoulder stripe will also provide better motorist guidance. Interior traffic lanes can be narrowed to 10 feet wide to encourage slower speeds. Narrow lanes also enable road lane reconfigurations, which may include painted medians, center turn lanes, bicycle lanes, or parking lanes.

Speed Humps

Speed humps represent one type of traffic calming measure which has been used by many local agencies for slowing traffic. Modern speed humps are 12 to 14 feet wide and have a rounded appearance which is 2.5 to four inches high at the center. Longer and flatter speed humps are referred to as speed tables. Speed humps have been shown to reduce motor vehicle speeds on streets where they were installed.



Mankato

Sidewalk Buffers

The space between the sidewalk and street is the sidewalk buffer. Wider sidewalk buffers allow for a person walking to avoid splashing caused by vehicles, create a comfortable separation from the road, and collect snow piled from plows without interfering with the sidewalk. Sidewalks are often placed right next to high-speed roads because of the lack of public right-of-way, which can create an uncomfortable environment for walking so close to high-speed traffic. Trees, like used along the Central Street (pictured), also make the walk more enjoyable.



Springfield

Pedestrian Islands

Pedestrian islands are another means to shorten crossings, by creating two separate crossings at the same place in the road. Newer islands feature an angled channel in the middle that enable people walking to look directly into traffic when crossing. The pictured island in New Ulm connects the recreation center to the school campus and routes children walking or biking to school away from a nearby busy intersection.



New Ulm

Signs

When effectively used, signs can inform and remind drivers to expect people walking or biking. Helpful signs range from permanently reminding drivers to share the road to temporary signs reminding drivers that it is their legal responsibility to stop for people in the crosswalk (pictured on the right). Checking regularly that signs in place meet reflectivity requirements for non-daylight use, are not faded, and free of damage is a helpful practice in which cities, schools, and citizens can engage.

Temporary Trials

Prior to constructing, it is possible to test curb extensions and islands with temporary items like street paint, flexible bollards or planters to receive public feedback. Grant funding is often available for trial projects. Alexandria is pictured below.



Jessica Peterson, Horizon Public Health

Alexandria



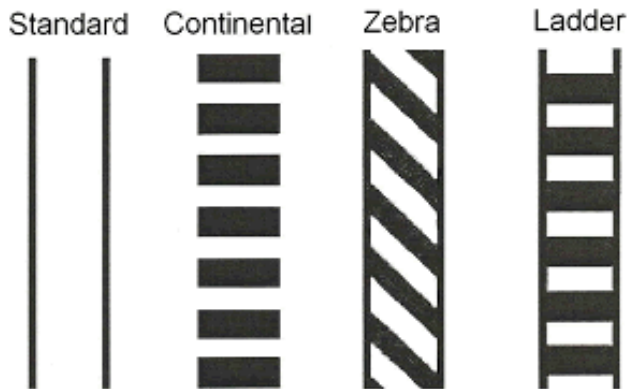
Crosswalk Markings

A variety of crosswalk markings can be used at intersections to provide drivers an expectation of where people should be crossing. Popular routes with sidewalks in place should feature crosswalks for increased awareness. Crosswalks may take different forms, which often depend on traffic speeds or other safety features at the intersection.

The most common form of crosswalks are those in standard form, or two parallel lines which connect sidewalk segments through the street surface.

As they are not visible from very far distance in approaching vehicles, standard crossings are typically most appropriate in areas with low traffic speeds or at intersections where vehicles are coming to a complete stop. Continental, ladder, and staggered continental are other frequently-used crosswalk designs that provide higher visibility from further distances. Different styles are pictured below.

Crosswalks can be marked by using paint, epoxy, or preformed tape, and can also be placed within a milled surface to protect from snowplow blades. Each option features different costs and longevity.



Curb Radii

Intersections with high-speed roads or locations frequented by large semis or emergency vehicles often feature long, open turns. From a bicycle and pedestrian standpoint, these intersections are more likely to be problematic as a wider radius allows for higher vehicle speeds and also increases crossing distance. Street intersections in neighborhoods are more likely to feature shorter curbs, decreasing vehicle speeds around corners.



Credits

2016-17 Planning Committee

Becky Tonn, Community Member

Donna Woiydla, City of Springfield Deputy Clerk

Doris Weber, Springfield Advance Press

Gene Haas, City of Springfield Streets Superintendent

Jeff Kuehn, Springfield Elementary Principal

Jennifer Fischer, St. Raphael's Principal

John Nicholson, Springfield Police Department

Karen Moritz, Brown County Public Health Director

Keith Kottke, Springfield Public School Superintendent

Leah Mahoney, Brown, Le Sueur, Nicollet, Waseca County SHIP Coordinator

Linda Carruthers, Mayo Clinic Health System-Hospital Dietitian

Linda Roiger, Springfield Library Director

Matt Skaret, City of Springfield Administrator

Melissa Hoffman, Brown County Public Health RN

Mike Rothmeier, Springfield City Council

Pat Moriarty, Springfield Public High School Principal

Scott Thoreson, Mayo Clinic Health System-Springfield Hospital Administrator

Sharon Pieschel, Community Member

Appendix I - Parent Survey Report

Springfield Public

Parent Survey Report: One School in One Data Collection Period

School Name: Springfield Elementary School

Set ID: 15593

School Group: Springfield SRTS

Month and Year Collected: September 2016

School Enrollment: 0

Date Report Generated: 11/14/2016

% Range of Students Involved in SRTS: 76-100%

Analyzed for Report: 105

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

Male	40%
Female	60%

Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	8	8%
1	11	10%
2	10	10%
3	16	15%
4	11	10%
5	14	13%
6	9	9%
7	9	9%
8	17	16%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	22	21%
1/4 mile up to 1/2 mile	11	11%
1/2 mile up to 1 mile	17	16%
1 mile up to 2 miles	13	13%
More than 2 miles	41	39%

No response: 0

Percentages may not total 100% due to rounding.

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	105	20%	3%	30%	46%	1%	0%	0%
Afternoon	105	25%	4%	34%	35%	2%	0%	0%

No Response Morning: 0

No Response Afternoon: 0

Percentages may not total 100% due to rounding.

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	22	73%	0%	0%	27%	0%	0%	0%
1/4 mile up to 1/2 mile	11	27%	0%	0%	73%	0%	0%	0%
1/2 mile up to 1 mile	17	0%	18%	12%	65%	6%	0%	0%
1 mile up to 2 miles	13	8%	0%	38%	54%	0%	0%	0%
More than 2 miles	41	2%	0%	61%	37%	0%	0%	0%

Don't know or No response: 1

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	22	73%	0%	0%	27%	0%	0%	0%
1/4 mile up to 1/2 mile	11	45%	0%	18%	36%	0%	0%	0%
1/2 mile up to 1 mile	17	12%	18%	18%	41%	12%	0%	0%
1 mile up to 2 miles	13	15%	0%	38%	46%	12%	0%	0%
More than 2 miles	41	2%	2%	63%	32%	0%	0%	0%

Don't know or No response: 1

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

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	45	73%	73%	71%	15%	17%
No	59	27%	27%	29%	85%	83%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

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	60%	56%
Amount of traffic along route	36%	16%
Speed of traffic along route	29%	8%
Weather or climate	29%	32%
Safety of intersections and crossings	28%	28%
Violence or crime	21%	16%
Child's participation in after school programs	17%	28%
Convenience of driving	16%	4%
Time	9%	8%
Sidewalks or pathways	9%	28%
Adults to bike/walk with	8%	8%
Crossing guards	3%	16%
Number of respondents per category	75	25

No response: 5

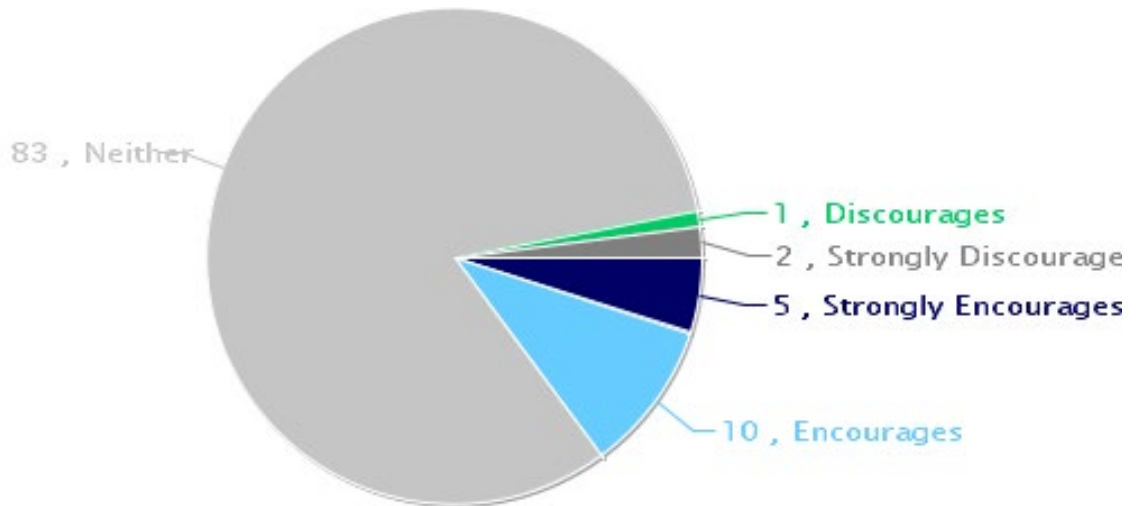
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

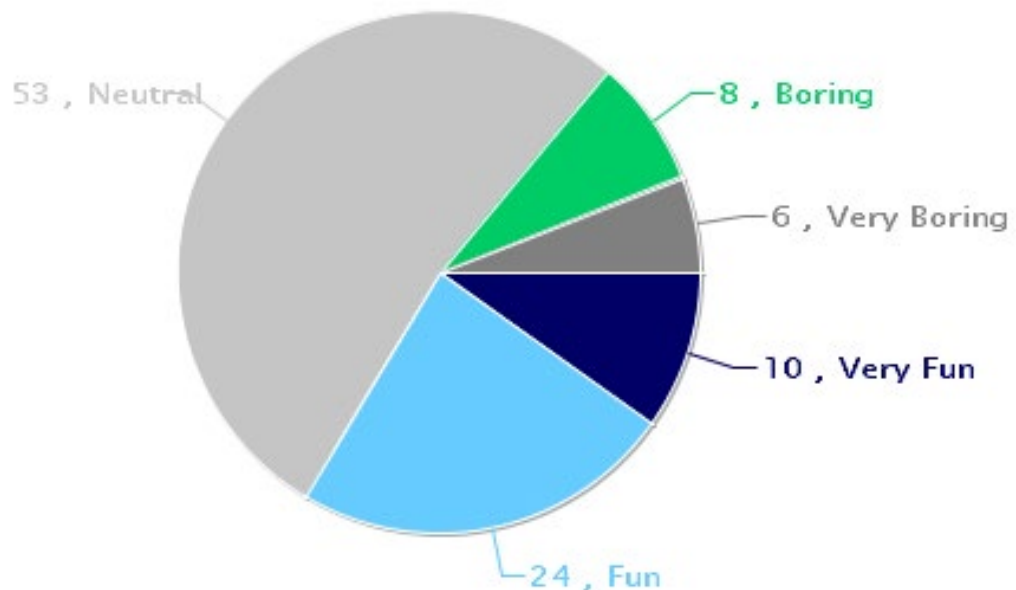
--Each column may sum to > 100% because respondent could select more than issue

--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.

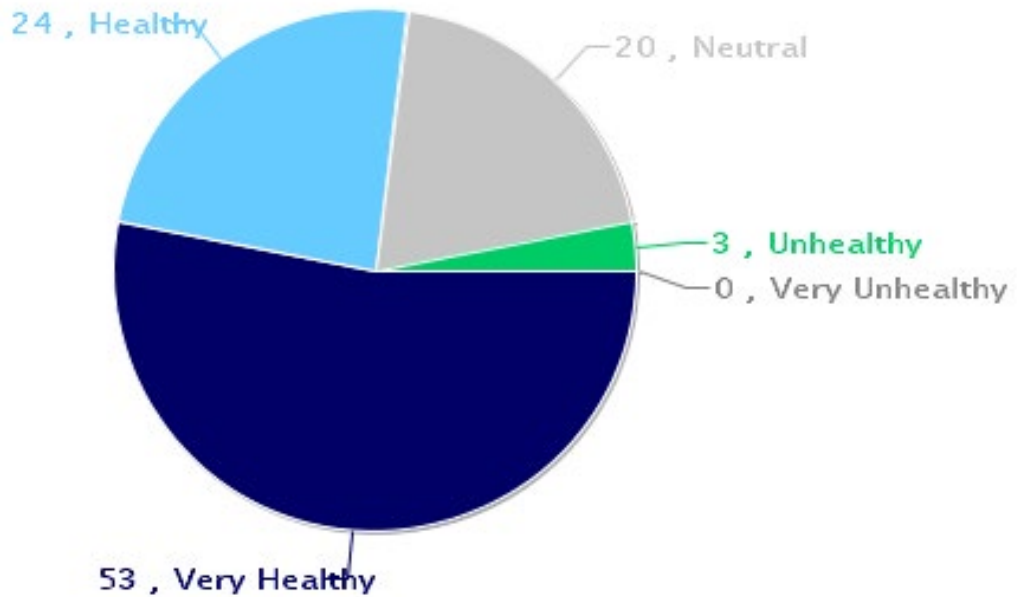
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



Comment Section

1. I believe what would really help is stop signs near the school and the surrounding streets on the west side of the school. (Paffrath St. especially). The high school kids that drive and park in the lot next to the cafeteria don't pay enough attention to the smaller children walking to school.
2. Not sure the point of this survey.
3. We live in the country so the only time my child walks home is when they go to their Grandparents' home, which is approximately 5 blocks from school.
4. Precaution needs to be taken with high school students; they accelerate gas when leaving school and turning corners.
5. It is just so far, but the bus is so expensive, that I only do it one way; we are almost a mile from school. I cannot believe the state doesn't help pay for it. I think it is rude that they cannot pay for busing when we live this far away.
6. Nothing at this time.
7. Have a great year!
8. We live out in the country but the answers given were if my kids would walk or bike to their grandparents' home in town.
9. Live in the country so our kids will always be driven to school whether bus or us.

10. Elementary playground needs more supervision along street. Close the block to let children have more room and drivers don't have to worry about children going after balls in the street. High schoolers' one path to get into building not dodging car to car in middle of block. Young drivers doing great. Definitely need more eyes on elementary kids earlier in morning.
11. If we lived in town we would most definitely walk/bike.
12. Our family would support walking/biking to school if we lived in town.
13. Distance is an issue, but if we lived closer to town I would definitely encourage biking to school. Safety is always a concern.
14. I have 2 daughters. They're 9th and 2nd graders. I just worry about crossing Highway 14 and also worry about what if an accident happens or something like a kidnapping. I don't feel I should have to pay 8 bucks a month for my children to ride bus to school. I think transportation should be required just as school is. It effects jobs and other things by not having transportation.
15. Central street intersection is very busy and can at time be very hectic with cars and kids crossing.
16. We bought a home one block from school several years ago with the idea that our children could walk to/from school, saving them/us time.
17. This survey did not really apply to our family. Our only concern with walking to/from school is the maturity and confidence of our children. When they are ready, we will let them. As a stay-at-home parent, pick-up and drop-off is convenient for me, so I will continue to do so.

St. Raphael's

Parent Survey Report: One School in One Data Collection Period

School Name: St. Raphael's School

Set ID: 15538

School Group: Springfield SRTS

Month and Year Collected: October 2016

School Enrollment: 0

Date Report Generated: 4/21/2017

% Range of Students Involved in SRTS: 76-100%

Analyzed for Report: 42

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

Male	48%
Female	52%

Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
PreK	8	19%
Kindergarten	11	26%
1	6	14%
2	3	7%
3	4	10%
4	6	14%
5	3	7%
6	1	2%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	11	26%
1/4 mile up to 1/2 mile	3	7%
1/2 mile up to 1 mile	12	29%
1 mile up to 2 miles	1	2%
More than 2 miles	15	36%

No response: 0

Percentages may not total 100% due to rounding.

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	42	17%	0%	21%	48%	14%	0%	0%
Afternoon	39	18%	0%	24%	26%	3%	0%	0%

No Response Morning: 0

No Response Afternoon: 3

Percentages may not total 100% due to rounding.

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	11	64%	0%	0%	27%	9%	0%	0%
1/4 mile up to 1/2 mile	3	0%	0%	33%	0%	67%	0%	0%
1/2 mile up to 1 mile	12	0%	0%	0%	75%	25%	0%	0%
1 mile up to 2 miles	1	0%	0%	0%	100%	0%	0%	0%
More than 2 miles	15	0%	0%	53%	47%	0%	0%	0%

Don't know or No response: 1

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	11	55%	0%	9%	36%	0%	0%	0%
1/4 mile up to 1/2 mile	2	0%	0%	100%	0%	0%	0%	0%
1/2 mile up to 1 mile	10	0%	0%	60%	40%	0%	0%	0%
1 mile up to 2 miles	1	0%	0%	0%	0%	100%	0%	0%
More than 2 miles	15	7%	0%	80%	13%	0%	0%	0%

Don't know or No response: 3

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

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	13	50%	67%	44%	0%	13%
No	25	50%	33%	56%	100%	87%

Don't know or No response: 4

Percentages may not total 100% due to rounding.

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	58%	17%
Weather or climate	50%	100%
Safety of intersections and crossings	46%	0%
Speed of traffic along route	46%	0%
Amount of traffic along route	38%	17%
Time	17%	17%
Adults to bike/walk with	17%	0%
Violence or crime	17%	0%
Sidewalks or pathways	13%	17%
Convenience of driving	13%	0%
Child's participation in after school programs	13%	0%
Crossing guards	4%	0%
Number of respondents per category	24	6

No response: 12

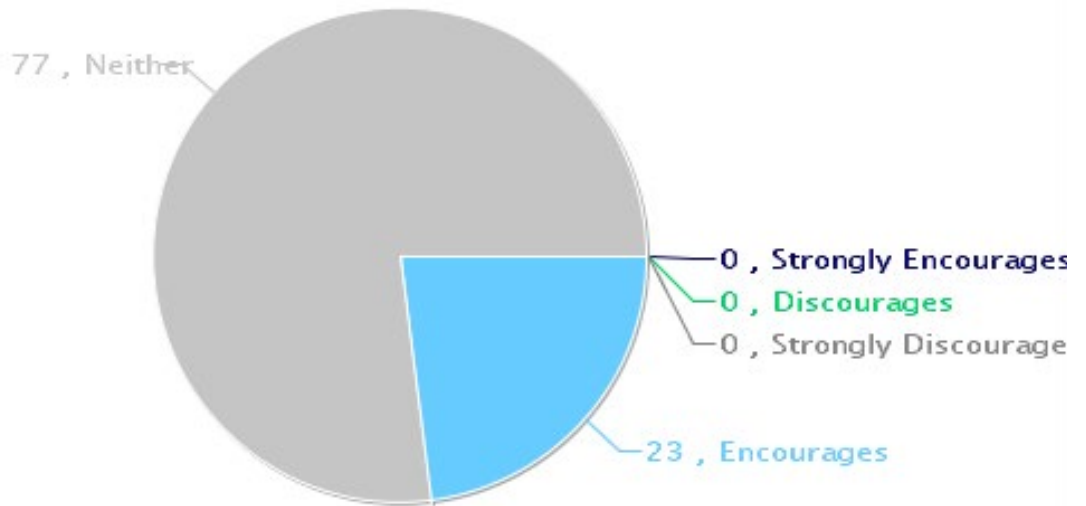
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

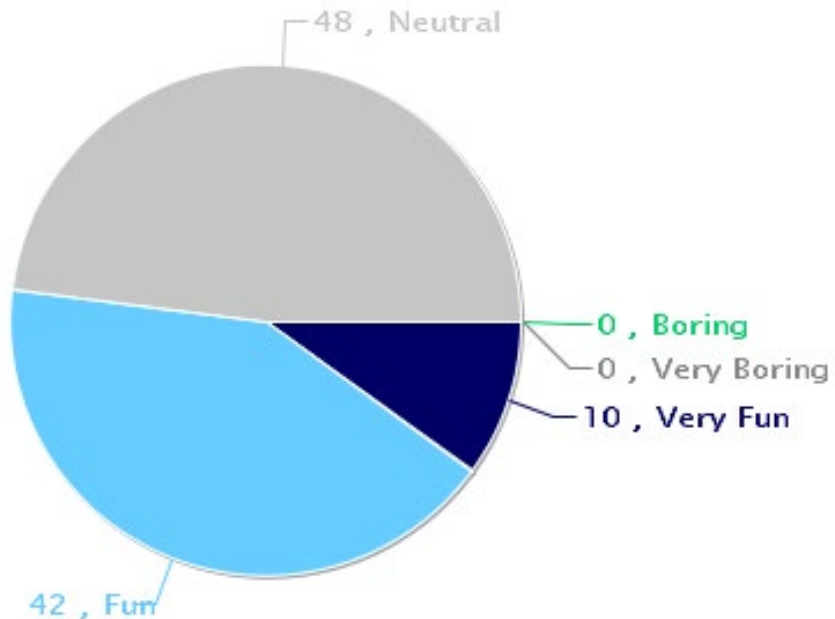
--Each column may sum to > 100% because respondent could select more than issue

--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.

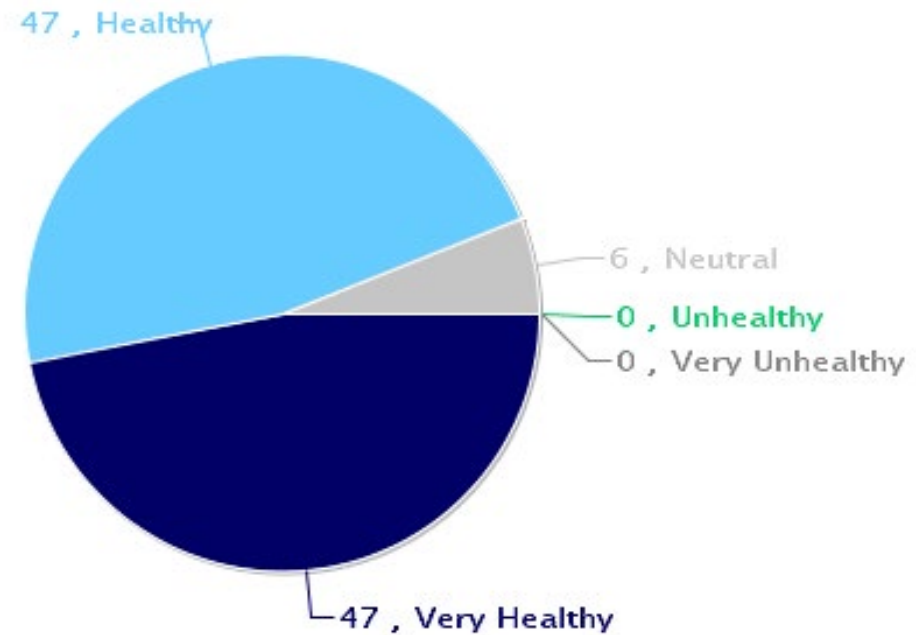
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



Comment Section

1. GETTING THEM TO SCHOOL ON TIME & SAFELY WILL ALWAYS TAKE PRIORITY.
2. I LIVE ACROSS THE STREET FROM THE SCHOOL MY ELEMENTARY KIDS ATTEND. MY HIGH SCHOOLERS ARE 5 BLOCKS AWAY & GET A RIDE OR WALK DEPENDING ON THE TIME. I DON'T LIKE THEM WALKING ALONE OR AT NIGHT AFTER EVENTS.
3. QUESTION #11 - IF SHE WAS OLDER
4. WALKING OR BIKING IS NOT REALLY AN OPTION AS WE LIVE 8+ MILES FROM SCHOOL...
5. MY SON BIKES TO THE POOL & BACK ALL SUMMER BUT TRAFFIC IS TOO DANGEROUS IN MY OPINION ON THE TO/FROM SCHOOL TIME FRAME - PUBLIC SCHOOL IS BETWEEN OUR HOUSE & ST. RAPHAEL'S
6. QUESTION #9 - WALKS TO DAYCARE AFTER GETTING OFF BUS AT PUBLIC SCHOOL.
7. WE LIVE IN THE COUNTRY SO HE'D NEVER WALK OR BIKE TO SCHOOL.
8. MY CHILD HAS NO "STRANGER DANGER" AND WON'T WALK ALONE UNLESS THAT DEVELOPS.
9. WE LIVE IN THE COUNTRY BUT BECAUSE WE HAVE OUR CHILDREN AT A IN-TOWN DAYCARE THEY ARE ABLE TO WALK HOME TO DAYCARE AFTER SCHOOL.
10. WE LIVE OVER 15 MILES FROM SCHOOL.
11. WE LIVE TOO FAR OUT FOR BIKING/WALKING TO BE AN ISSUE.
12. WE LIVE TOO FAR OUT FOR BIKING/WALKING TO BE AN ISSUE.
13. WE LIVE OVER 15 MILES FROM SCHOOL. NOT A POSSIBILITY TO WALK.

Appendix II - Travel Tallies

Springfield Public

Parent Survey Report: One School in One Data Collection Period

School Name: Springfield Elementary School

Set ID: 22414

School Group: Springfield SRTS

Month and Year Collected: September 2016

School Enrollment: 298

Date Report Generated: 12/14/16

% Range of Students Involved in SRTS: 51-75%

Number of Classrooms Included in Report: 11

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

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	557	20%	5%	36%	39%	.7%	0%	.4%
Afternoon	549	21%	5%	41%	32%	.9%	0%	.4%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	169	20%	4%	37%	39%	.6%	0%	0%
Tuesday PM	169	24%	4%	43%	29%	.6%	0%	0%
Wednesday AM	193	21%	5%	37%	36%	.5%	0%	0%
Wednesday PM	191	22%	6%	41%	30%	1%	0%	.5%
Thursday AM	195	19%	5%	33%	41%	1%	0%	1%
Thursday PM	189	19%	5%	40%	35%	1%	0%	.5%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	584	21%	4%	39%	35%	.7%	0%	.2%
Rainy	318	17%	5%	37%	39%	1%	0%	.9%
Overcast	152	30%	5%	38%	28%	.7%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

St. Raphael's

Parent Survey Report: One School in One Data Collection Period

School Name: St. Raphael's School

Set ID: 21826

School Group: Springfield SRTS

Month and Year Collected: October 2016

School Enrollment: 62

Date Report Generated: 12/14/16

% Range of Students Involved in SRTS: 76-100%

Number of Classrooms Included in Report: 5

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

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	179	18%	0%	23%	50%	8%	0%	0%
Afternoon	179	21%	0%	44%	28%	7%	0%	0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	61	20%	0%	20%	54%	7%	0%	0%
Tuesday PM	61	23%	0%	44%	26%	7%	0%	0%
Wednesday AM	57	18%	0%	26%	46%	11%	0%	0%
Wednesday PM	57	19%	0%	47%	26%	7%	0%	0%
Thursday AM	61	18%	0%	23%	51%	8%	0%	0%
Thursday PM	61	20%	0%	41%	33%	7%	0%	0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	254	21%	0%	32%	39%	7%	0%	0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	104	16%	0%	37%	39%	8%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Appendix III - Student Travel Tally Worksheet

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +									
School Name:					Teacher's First Name:			Teacher's Last Name:	
<input style="width: 100%; height: 20px;" type="text"/>					<input style="width: 100%; height: 20px;" type="text"/>			<input style="width: 100%; height: 20px;" type="text"/>	
Grade: (PK,K,1,2,3...)		Monday's Date (Week count was conducted)				Number of Students Enrolled in Class:			
<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>		<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>		<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>		<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>			
0 2		M M		D D		Y Y Y Y		1 5	
<ul style="list-style-type: none"> Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted) Please do not conduct these counts on Mondays or Fridays. Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once. Ask your students as a group the question "How did you arrive at school today?" Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box. Follow the same procedure for the question "How do you plan to leave for home after school?" You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions. Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too). 									
Step 1. Fill in the weather conditions and number of students in each class			Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer. PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.						
Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
Wed. AM									
Wed. PM									
Thurs. AM									
Thurs. PM									
Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.									
+ +									

Safe Routes to School

Springfield



Get Involved!

Many of the programs identified in this plan will require some sort of volunteer effort. The Springfield Safe Routes to School Plan is always evolving to include new ideas and initiatives. If you are interested in bringing ideas or making things happen, please contact the Springfield Public School District Office at (507) 723-4283.