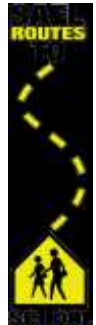


Safe Routes to School Plan

ADA-BORUP PUBLIC SCHOOL
DISTRICT

May 2017

ADA, MINNESOTA



Northwest Regional Development Commission

109 South Minnesota Street

Warren, MN 56762

218-745-6733

www.nwrdc.org

Troy Schroeder, Principal Author

Acknowledgements:

Ada-Borup Safe Routes to School Steering Committee Members:

Ashley Larson: Parks and Rec Director	dekkocenter@adamn.gov
Bethany Satrom: SHIP	bethany.satrom@co.polk.mn.us
Craig Bahr: School Principal	craigb@ada.k12.mn.us
Darren Laesch: MN DOT Planner	darren.laesch@state.mn.us
Dena Bishop: Parent/Bus Transportation	bishop_dena@yahoo.com
Erin Stoltman: Administrator Essentia Health	Erin.Stoltman@EssentiaHealth.org
James Leiman: Administrator City of Ada	jleiman@adamn.gov
Jerilyn Swenson: County Engineer	Jerilyn.swenson@co.norman.mn.us
Jim Ellefson: Mayor	jellefson@loretel.net
Shawn Roux: Transportation Director	shawnr@ada.k12.mn.us
Jody Bueng: Chief of Police	jbueng@adamn.gov
Leah Winjum: SHIP	leah.winjum@co.polk.mn.us
Sarah Kjono: Public Health Director	sarah.kjono@co.norman.mn.us
Shawn Yates: Superintendent	shawny@ada.k12.mn.us
Luke Heitman: Student	
Troy Schroeder: Transportation Director NWRDC	tschroeder@nwrdc.org

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Executive Summary

The Safe Routes to School planning process began in September 2016 and ended in June 2017. During this time a team was tasked with numerous responsibilities including school observations, conducting surveys and reporting on issues and areas on concern. Throughout the process we learned that Ada has a strong base of community support for walking/bicycling and an active life style. The school and the Dekko Center are a main stay for the city and the center for planning activities. The Dekko Center has a large indoor pool, racquet ball, exercise room, and walking path around the pool area for exercising. The school has been proactive in developing bus routes around the school property and parent drop off sites that are safe and many times are the first areas pointed out for improvement. The school also has a pedestrian trail that connects the school to the NW portion of town where a new housing development is planned and future trail connection is possible. For them this plan is about getting children safely to school and about creating the change necessary to make active living an integral part of daily life in Ada and Borup. Parents expressed safety concerns their children face when walking to school and why they either take the bus or the parent drives them to school. These concerns are addressed in this plan along with options that can be implemented with parent participation. Overall, getting children to walk and bike to school requires a combination of adding additional infrastructure and improving safety, as well as education and encouragement efforts. These efforts can take many forms and are meant to be fun and enjoyable for kids. Safe Routes to School can bring people in the community together, help improve the health of children, ease congestion caused by drivers of motor vehicles and help make air quality around schools better by decreasing the amount of vehicle emissions. The goal of Safe Routes to School is get children walking and biking where it is safe to do and where it is not safe the goal is to make it safe. To accomplish this goal a list of recommendations was developed by the committee to address safety and create enthusiasm in the areas of engineering, education, encouragement, enforcement, equity, and evaluation.

The success of the Ada-Borup Safe Routes to School plan is dependent on parent/teacher involvement, city and school administration support, participation and knowledge transfer from the county/city engineering departments, support from the police department and the student willingness to participate and try new transportation modes that will greatly benefit them mentally and physically.

This plan will focus on goals and strategies; to meet those goals with an end result of more kids walking and bicycling to school with safety for the children participating as a primary objective, all parts of the 6 E's will be incorporated. Engineering, encouragement, evaluation, equity, enforcement, and education. Each of these planning elements can work alone but they are most effective when used together to create and end goal of what the safe routes to school planning focuses on delivering. More kids getting exercise, having fun, and learning new skills. Special thanks to the groups below that provided valuable input into this planning document.



Ada information and History

Ada, population 1,647 in 2013, is located on Highways 9 and 200 in northwest Minnesota. The town is 1.39 square miles. Ada is located about 45 miles northeast of Fargo-Moorhead, a metropolitan area with a population of 100,000.

Ada owes its existence and livelihood to the strength of the local agricultural economy. It has the quality of life cherished by strong agricultural communities. As the county seat of Norman County, the city enjoys the benefits of services found only in larger communities. Some of these services and facilities include...

New School	New Hospital
New Clinic	New Nursing Home
Indoor Pool	New Infrastructure
Racquetball	Three Parks
Bowling	Weight Rooms
Airport	Movie Theater
Race Track	County Fairgrounds
Golf Course	FM Radio Station - KRJB 106.5
Baseball Fields	Grocery Store
	Local Newspaper - The Norman County Index

History

In 1823, the United States Government sent out an expedition under the command of Major Stephan R. Long to investigate the Red River Valley for possible value. The account of their explorations tell of the buffalo hunts and the herds of elk. However, due to the grasshopper ravages, fear of the Indian people, and long distance to market, few people came into Ada and its vicinity until after 1876. In May of that year, William Shields of Bremer County, Iowa, made a tour of the region.

He liked the area and persuaded six other settlers to move here with him that year. Shields erected a grain warehouse and began buying grain from the farmers in the vicinity. Soon, others followed, and when the post office moved to the settlement in 1876, people began

calling it Ada. The name was chosen in memory of Ada Nelson Fisher, the daughter of prominent local resident and farmer, H. W. Fisher. She died at the age of six in 1880.

Starting with William Shields' lead in 1876 until around 1900, people came in large numbers, rapidly settling all available land. The 1875 census showed only 22 people in the township. Ten years later there were 720 people in Ada.

In 1884, Ada was incorporated as a village under the then existing state law; in 1890 it received a new charter and became a town. This charter existed until 1908 at which time Ada became a city.



Bike racks NE Corner of school

Safe Routes to School Program

OUR MISSION

The mission of the National Partnership is to advance safe walking and bicycling to and from schools, to improve the health and wellbeing of kids of all races, income levels and abilities and to foster the creation of healthy communities for everyone.

OUR VISION

The National Partnership is a catalyst for the creation of safe, active, equitable and healthy communities—urban, suburban and rural— throughout the United States.

(National Safe Routes to School Partnership)

SAFE ROUTES TO SCHOOL 101



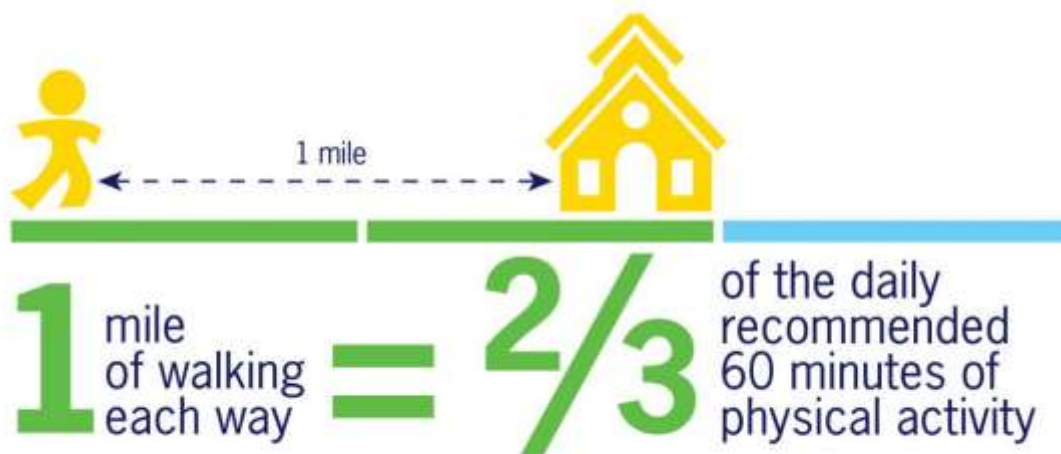
Safe Routes to School aims to create safe, convenient, and fun opportunities for children to bicycle and walk to and from schools. The goal is to reverse the decline in children walking and bicycling to schools, increase kids' safety and reverse the alarming nationwide trend toward childhood obesity and inactivity.

As the stats bear out, kids today have become less active, less independent, and less healthy. In 1969, nearly 50 percent of all children in the United States (and nearly 90 percent of those within a mile of school) walked or bicycled to school. Today, that number has plummeted to fewer than 15 percent. During the morning commute, driving to school represents 10-14 percent of traffic on the road. Studies show that Safe Routes to School programs are effective at increasing rates of bicycling and walking to school and decreasing injuries.

Concerned by the long-term health and traffic consequences of this trend, in 2005 Congress approved funding for implementation of Safe Routes to School programs in all 50 states and the District of Columbia. Though there have been policy shifts, Safe Routes to School is still eligible for funding under the 2012 federal transportation bill, MAP-21. Communities use funds to construct new bicycle lanes, pathways, and sidewalks, and launch Safe Routes to School education, promotion, and enforcement campaigns in elementary and middle schools. At the local level, Safe Routes to School practitioners run education and encouragement programs with families and schools and push for strong municipal and district policies to support safe walking and bicycling. The most successful Safe Routes to School programs incorporate the Six E's: evaluation, education, encouragement, engineering, enforcement, and equity. At the regional and state level, Safe Routes to School practitioners work to find new funding and ensure proper spending of existing funding for Safe Routes to School. And at the federal level, the National Partnership and its allies maintain a steady voice for policy and funding support in Washington and provide a source of expert help, ideas, and resources for leaders at all levels. (Information provided by the National Safe Routes to School Partnership)

HEALTH AND OBESITY

Children today are simply not getting enough physical activity, contributing to growing rates of obesity and obesity-related health problems, such as diabetes. Safe Routes to School projects make it safer for more children to walk and bicycle to school, which will help address this obesity crisis among children by creating increases in physical activity.



- Over the past 40 years, rates of obesity have soared among children of all ages in the United States, and approximately 25 million children and adolescents—more than 33%—are now overweight or obese or at risk of becoming so.
- Kids are less active today, and 23% of children get no free time physical activity at all.
- The prevalence of obesity is so great that today's generation of children may be the first in over 200 years to live less healthy and have a shorter lifespan than their parents.
- High rates of obesity and low rates of physical activity mean that more than half of Latina girls are expected to get diabetes over the course of their lifetime, and the numbers are almost as high for African American girls.
- Today, approximately one-quarter of health care costs in the United States are attributable to obesity, and health care costs just for childhood obesity are estimated at approximately \$14 billion per year.
- People living in auto-oriented suburbs drive more, walk less, and are more obese than people living in walkable communities. For each hour of driving per day, obesity increases 6 percent, but walking for transportation reduces the risk of obesity.
- Walking one mile to and from school each day is two-thirds of the recommended sixty minutes of physical activity a day. Plus, children who walk to school have higher levels of physical activity throughout the day.

PHYSICAL ACTIVITY AND ACADEMIC PERFORMANCE

- Physical activity and fitness boost learning and memory in children; fitness-associated performance benefits are largest for those situations in which initial learning is the most challenging.
- Sixth- and ninth-grade students with high fitness scored significantly better on math and social studies tests compared with less fit students, even after controlling for socioeconomic status. Muscular strength and muscular endurance were significantly associated with academic achievement in all grades.
- Lower performing students appear to derive particular benefit from physical activity. In addition, short bicycling exercise periods resulted in enhanced neuronal activity and increased cognitive performance for teenagers with intellectual and developmental disabilities.
- When children get physical activity before class, they are more on task and fidget less. This is true for both girls and boys, and has been shown to be particularly beneficial for children who have the most trouble paying attention and those with attention deficit disorders.

SAFETY

Safe Routes to School projects focus on infrastructure improvements, student traffic education, and driver enforcement that improve safety for children, many of whom already walk or bicycle in unsafe conditions.

Road Type Affects Kids on Foot Hit by Cars



National Highway Traffic Safety Administration, 2012

© 2015 Safe Routes to School National Partnership

- People walking are more than twice as likely to be struck by a vehicle in locations without sidewalks.
- In 2009, approximately 23,000 children ages 5-15 were injured and more than 250 were killed while walking or bicycling in the United States.
- More than 7% of high school students reported missing at least one day of school in the past 30 days because they felt unsafe from bullying or violence either at school or on their way to or from school.
- The medical costs for treating children's bicycle and pedestrian fatalities cost \$839 million in 2005 and another \$2.2 billion in lifetime lost wage costs.
- A safety analysis by the California Department of Transportation estimated that the safety benefit of SRTS was up to a 49 percent decrease in the childhood bicycle and pedestrian collision rates.

ENVIRONMENT

Safe Routes to School projects increase the number of children walking and bicycling to school, which also cuts down on the number of cars. As cars emit pollutants for each mile traveled, reducing traffic can improve the quality of air that children breathe in and around their schools.

Returning to 1969 levels of walking and bicycling to school would save 3.2 billion vehicle miles, 1.5 million tons of carbon dioxide and 89,000 tons of other pollutants—equal to keeping more than 250,000 cars off the road for a year.

- Children exposed to traffic pollution are more likely to have asthma, permanent lung deficits, and a higher risk of heart and lung problems as adults.
- Over the last 25 years, among children ages 5 to 14, there has been a 74 percent increase in asthma cases. In addition, 14 million days of school are missed every year due to asthma.
- One-third of schools are in “air pollution danger zones.”
- Schools that are designed so children can walk and bicycle have measurably better air quality.
- A 5% increase in a neighborhood's “walkability” reduces vehicle miles traveled by 6%.

- Returning to 1969 levels of walking and bicycling to school would save 3.2 billion vehicle miles, 1.5 million tons of carbon dioxide and 89,000 tons of other pollutants—equal to keeping more than 250,000 cars off the road for a year.

POLLUTION

“Mobile sources, both on-road vehicles and off-road vehicles and equipment, are significant contributors to air pollution in Minnesota. EPA’s 2008 emissions inventory shows that on- and off-road mobile sources account for approximately half of the total amount of NOX, SO₂, PM_{2.5} and VOCs emitted in Minnesota, and contribute significantly to the formation of ground-level ozone. Transportation accounts for roughly 25% of greenhouse gas emissions in Minnesota.”
(According to the MN Pollution Control Agency)

Reducing the incidence of parents driving their kids to school and increasing the number of students walking, bicycling, or using other active modes of transportation not only improves childhood physical health, but is a relatively simple way to improve the air quality surrounding schools and reduce greenhouse gas emissions.

LAND USE PATTERNS

Parents who drive their children to school are reacting, in part, to decades of auto-oriented land use planning that has neglected pedestrians and bicyclists as users of the transportation system. In many areas, auto-oriented development has hindered the creation of walkable communities. These new developments lack sidewalks or bicycle facilities and are located too far from popular destinations to make bicycling or walking practical.

Through the 1960’s many schools were located in the center of communities, and this close proximity to residential areas contributed to high rates of walking and bicycling to school. Beginning in the 1970’s, rather than renovating existing schools or building schools within existing residential communities, most new schools were built on the edges of communities where the land costs were lower. Peripheral schools mean fewer kids live close enough to realistically walk or bicycle to school.

These patterns have led to numerous school closings and consolidations. Between 1940 and 2003, the number of public school districts decreased from 117,108 to 14,465, and the number of public and private elementary and secondary schools went from over 226,000 to

approximately 95,000 in 2003. On the other hand, during this time due to overall population growth, the number of students attending elementary and secondary schools grew from 28 million to 54.5 million, according to the U.S. Department of Education (DOE).

Not only are schools larger and more congested, but fewer schools, located farther away from where students live, combined with larger enrollment populations, translate into school attendance areas that are geographically larger than in the past. These expanded catchment areas require students to travel farther making it difficult, if not impossible, for children to walk or bicycle to school. In fact, over sixty-one percent of parents do not allow their children to walk or bicycle to school because of distance.

Bus Transportation Costs

Schools often make cutbacks in bus routes to save money—meaning that more children will be walking and bicycling in potentially unsafe conditions, or more parents will drive their children, which increases traffic congestion and air quality concerns.



Approximately 55% of children are bused, and we spend \$21.5 billion nationally each year on school bus transportation, an average of \$854 per child transported per year.

- Eliminating one bus route, based on average per-pupil expenditure and average number of pupils per bus, would save a school district approximately \$37,000 per year.
- Nationwide, approximately 22 percent of school districts made busing reductions during the 2010-2011 school year due to fuel price increases.
(Information provided by the National Safe Routes to School Partnership)

Ada-Borup SRTS Goals

1. Recommendations to improve the safety of kids walking and bicycling on the street.
2. Creating a walking route from the east end of town to the west end of town where the school is located.
3. Have MN DOT reduce the speed limit on MNTH 200 in front of school from 40 to 30 MPH.
4. Create a safe trail network through town that connects the Dekko Center, existing trails, downtown, and the school.
5. Slow the speed of east-west travel on 3rd Avenue, currently no stop or yield from the school to 2nd street.
6. Inventory and evaluate the existing pedestrian network.
7. Plan for infrastructure improvement funds, through the MNDOT TAP.
8. Paving rail property to provide a north south connection to the town.

SRTS Transportation Objectives

Objective 1: Actively support transportation infrastructure improvements which will provide year round access through the community with a link to the school.

Objective 2: Maximize the safety of drivers, pedestrians and bicyclists through regular maintenance and enhancement to the transportation system.

Objective 3: Provide opportunities for a range of non-automotive transportation alternatives that are easily available to the residents of Ada.

Objective 4: Participate in the coordination of state and local transportation planning that addresses both local and regional needs and pursue all opportunities for funding.

Objective 5: Expand opportunities for pedestrian access and safety by identifying and improving sidewalks in need of immediate repair and adding additional sidewalks where appropriate.

Objective 6: Establish a system of bicycle routes and multi-use trails/paths for the enjoyment of Ada citizens and if possible coordinate this with state and regional trail systems.

Objective 7: Identify and prioritize transportation enhancement projects (TAP) through the local planning process.

Existing Conditions

ADA-Borup Background Information:

Located in the heart of the Red River Valley, spanning over 345 square miles, the district encompasses two communities - Ada and Borup. The elementary school and high school serve approximately 500 students. Both the elementary and high school are located in Ada.

Ada-Borup Mission Statement

The mission of the Ada-Borup School is to educate and prepare all students for a successful tomorrow through academics, activities, arts, and attitude. Ada-Borup School is committed to providing an equal opportunity for learning by respecting the student's individual needs for education, to instill values and the importance of continual learning through the cooperative efforts of motivated students, dedicated staff, caring families and an involved community.

SRTS Overall Vision

The Ada-Borup Safe Routes to School program enables students to walk or bike safely; and increase the amount of physical activity for students.

Planning Process – Kick off Meeting

On Wednesday September 7th 2016 a Kick-off Meeting was held. The initial meeting discussed the intent of the safe routes to school program and discussed ideas that should be implemented at the school. The meeting was attended by steering committee members listed in the acknowledgements. The core of the Safe Routes Planning Team met several times in Ada

and via teleconference and email to discuss the purpose of Safe Routes to School, shared strengths and discussed weakness issues that make safe routes to school planning effective. The team identified some “quick wins” that can be implemented rather quickly with relatively little financial cost. The team also has larger planning concepts that include paving pedestrian non-motorized trails in town that connect the cities points of interest.

Several meetings were coordinated with the State Health Improvement Partnership (SHIP) as they coordinate meetings with city personnel to plan healthy initiatives. The SHIP staff are excellent promoters for healthy programs and for getting kids active on a daily bases.

STRENGTHS

School located in town

Well planned bus routes around school



Bus entrance to pick up and drop off site



Developed parking and parent drop off zone



Oversized streets



Current bike system around school and parts of town

Stakeholders/Planning Commission/ City Council

Active Parent Teacher Council (PTC)

School wellness plan

EDA focused on attracting young families

WEAKNESS

Lack of sidewalks



Sidewalk policy allows property owners to remove adjacent sidewalk sections

School location on west end of town

Low percentage of walkers/bikers

Too many in town bus pick-ups/drop offs

Weather-mind set

Overall mindset/culture around walking/biking to school

Available adults to walk with kids

Snow removal on sidewalks

Quick Wins

Vegetative Management Policy



Stronger sidewalk policy

Walking school bus

Walk to school day

Bike rodeo

Bike/walking challenge

Additional bike racks

Identify and submit application for an infrastructure project

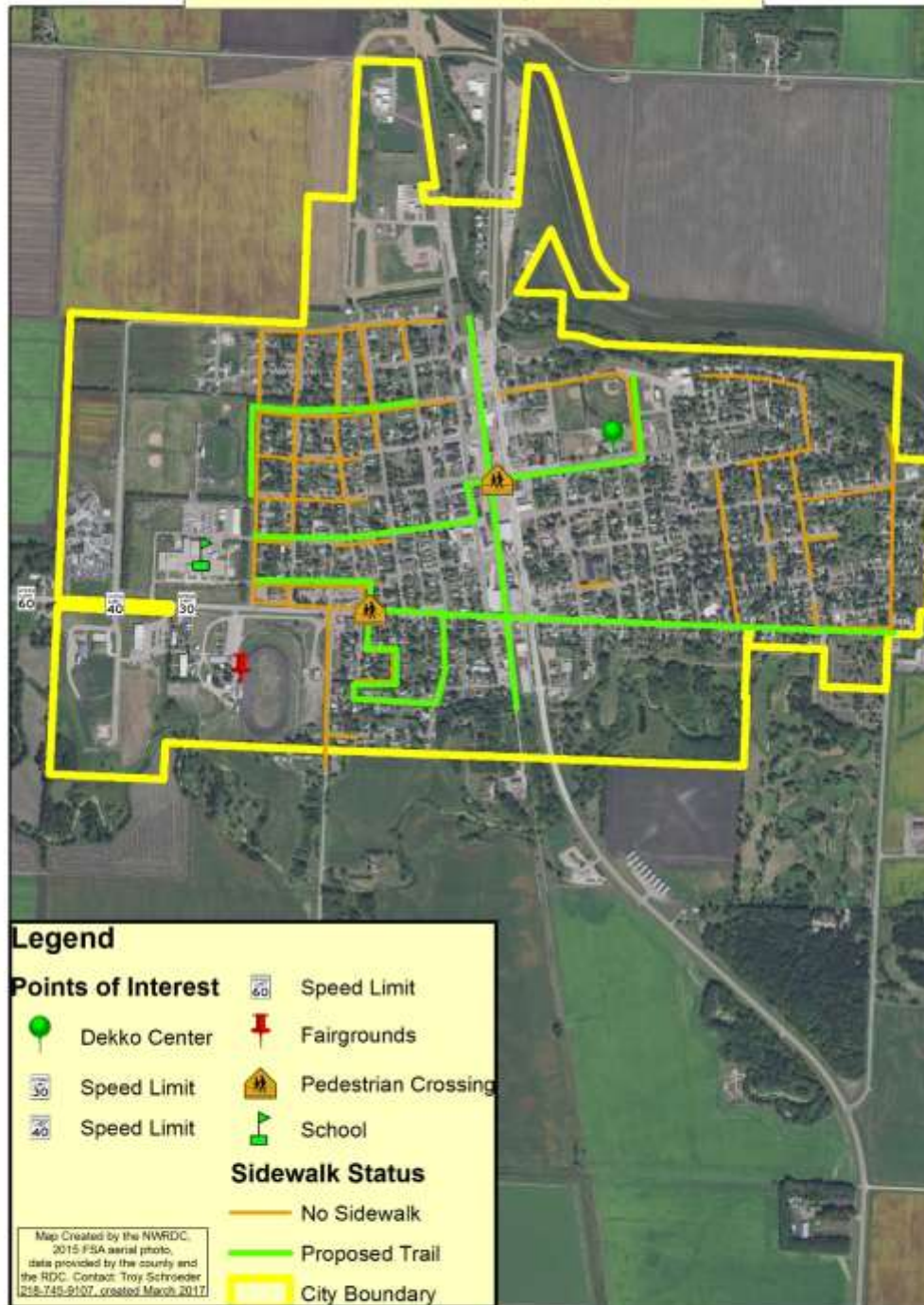
Education (coordinate with PTA)

Planning Process – School Observations

School observation was held on Wednesday October 5th, 2016. This was the statewide walk/bike audit day for the schools. It was a windy cold day with a Northwest wind that may have impacted the amount of children walking and biking to school that day. Steering committee members volunteered time to observed students arriving to school in the morning and leaving in the afternoon. Volunteers were placed at several locations around the school to observe students who were truly walking and biking to school and not just walking to or from a vehicle. On this day the volunteers observed a number of student walkers and cyclists and witnessed kids coming mainly from W 3rd Avenue, W 2nd Avenue, and 6th street West. 6th St. W ends at 4th Ave. and the kids cut across a grass empty lot or walk in the trees on a dirt path. It was noted the closeness of the trees to the paved path on the east side of the bus garage and on the dirt path traveling north of the parking lot have a “creeper effect” where someone can jump out of the trees and grab someone.

Another behavior the volunteer observers noted was that students walked in the road as there are limited or segmented sidewalks through the town, especially by the school. This subsequently became the focus of the community’s safe routes infrastructure application. The city submitted an application for TAP funds however later withdrew the document as the city council had questions on the proper alignment of where the trail should traverse. It was also noted that enhanced crossings where needed at several locations around the school. Lack of painted crosswalks on the school property and on the city street adjacent to the school property were noted. This lack of crossing guards makes the situation of dealing with cars a problem. The police department has an officer on site during morning arrivals and afternoon departures to aid in safe vehicle travel. The map to follow shows the sidewalk gaps and proposed trails to link existing sidewalks and serve a complete safe corridor for walking.

Sidewalk Inventory City of Ada



The Ada sidewalk inventory represents locations in the city that have no sidewalk, some of the dilapidated sidewalks are marked as not having a sidewalk because the condition of them will not meet ADA standards. The map illustrates where at least two pedestrian crossing signs should be installed. One crossing is located on MNTH 9 at 4th Avenue. This street is a major route for kids walking and biking from school to the Dekko Center. Another pedestrian sign crossing should be placed at MNTH 200 and South 4th Street. This will allow kids living in the SW portion of town a safe crossing of MNTH 200.

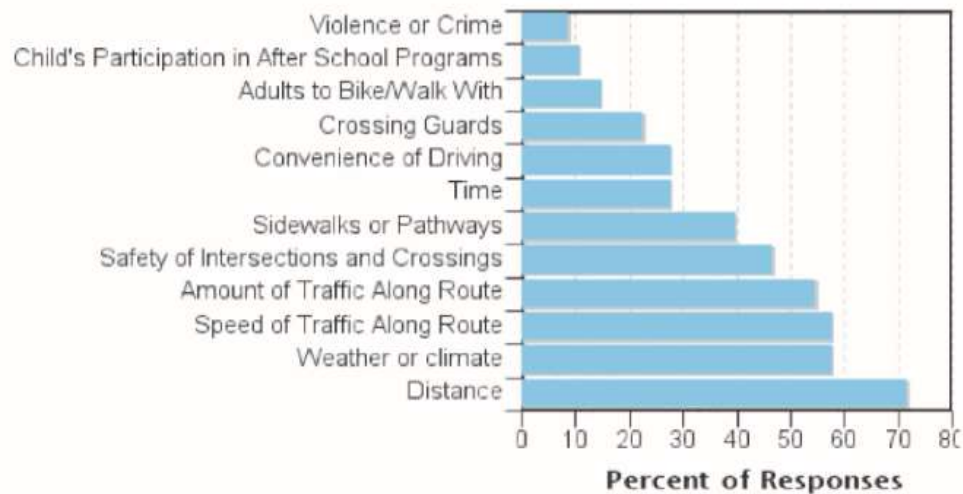
Data collection Process

One of the important steps in this process was getting input from parents about the concerns or barriers they saw that needed to be improved to help encourage kids walking and biking to school. To do this a “parent survey” was sent home with students in Grades K-8. In addition teachers were also asked to conduct a “tally survey” using the form provided on the National Safe Routes to School Website. For the tally survey students were asked to raise their hand indicating how they arrived and departed from school each day. A total of three consecutive days was preferred; an analysis of the survey results is located in the Parent and Student Survey Finding report toward the end of the document. For the complete survey results and the forms used please see the attachments section.

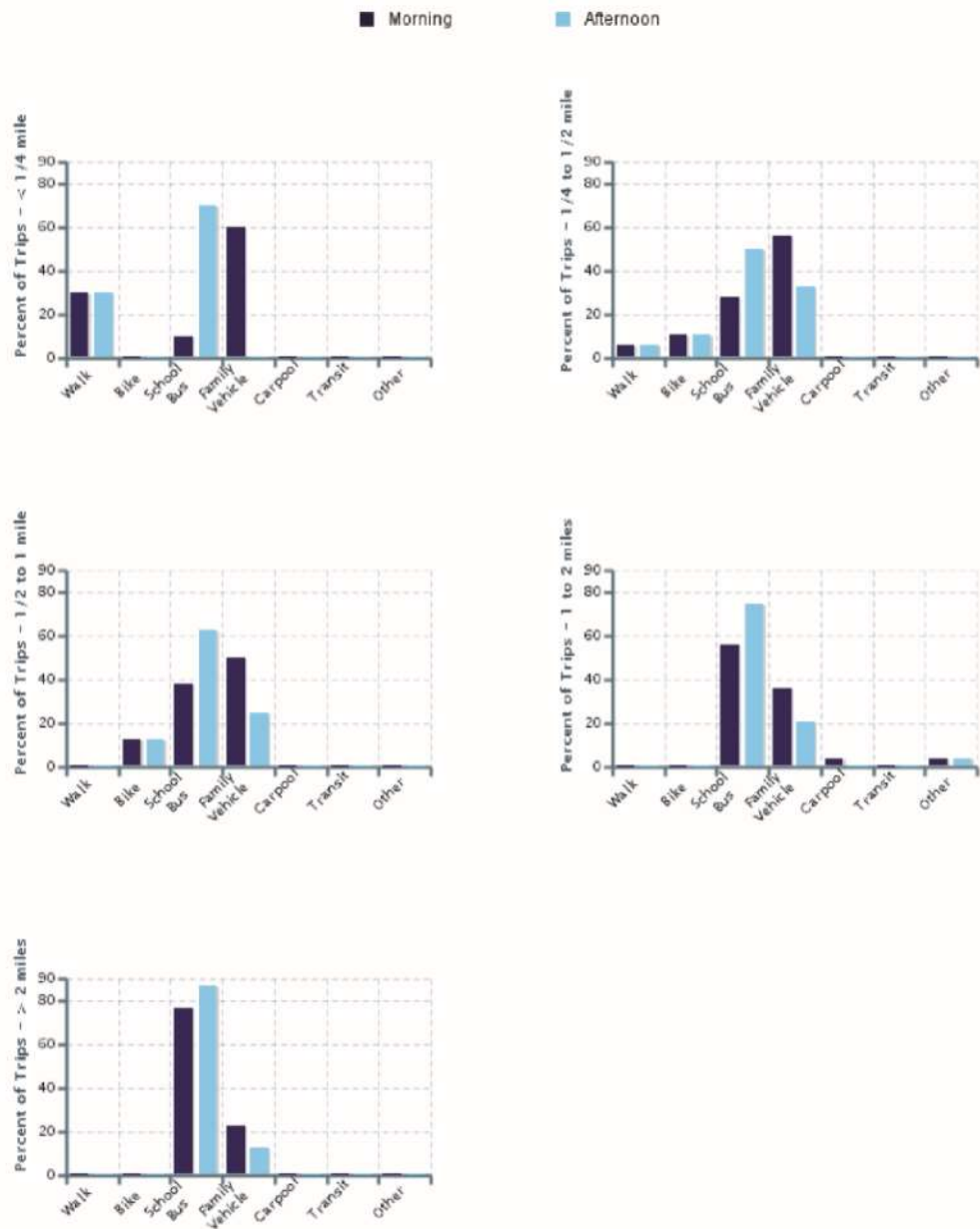
Parent Survey Results

The highest ranking factor for parents not allowing their children to walk and bike to school is the distance they live from the school. See charts below. There entire parent survey and student survey results are included in the attachments towards the end of this document.

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



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



Parent Survey Report: One School in One Data Collection Period

School Name: Ada Borup Elementary

Set ID: 15248

School Group: Ada School

Month and Year Collected: September 2016

School Enrollment: 510

Date Report Generated: 01/11/2017

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

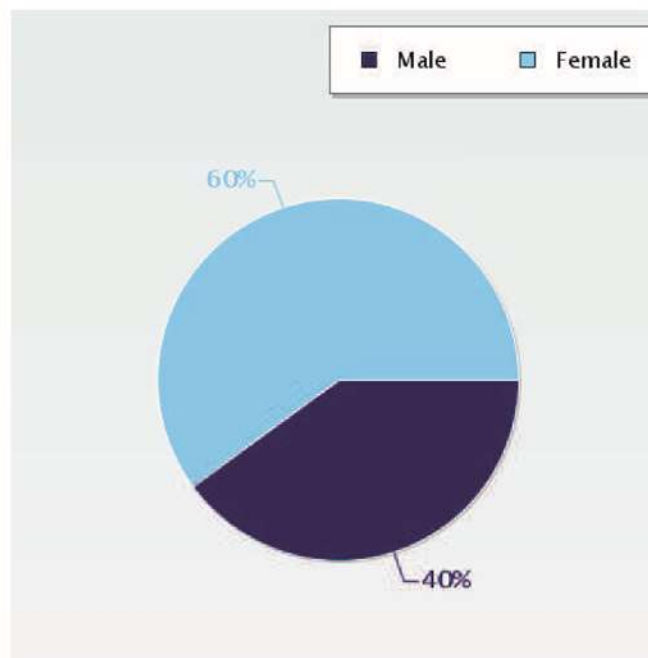
Tags: Bike lane - add or improve, Bike Walk Survey

Number of Questionnaires Distributed: 250

**Number of Questionnaires
Analyzed for Report:** 95

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



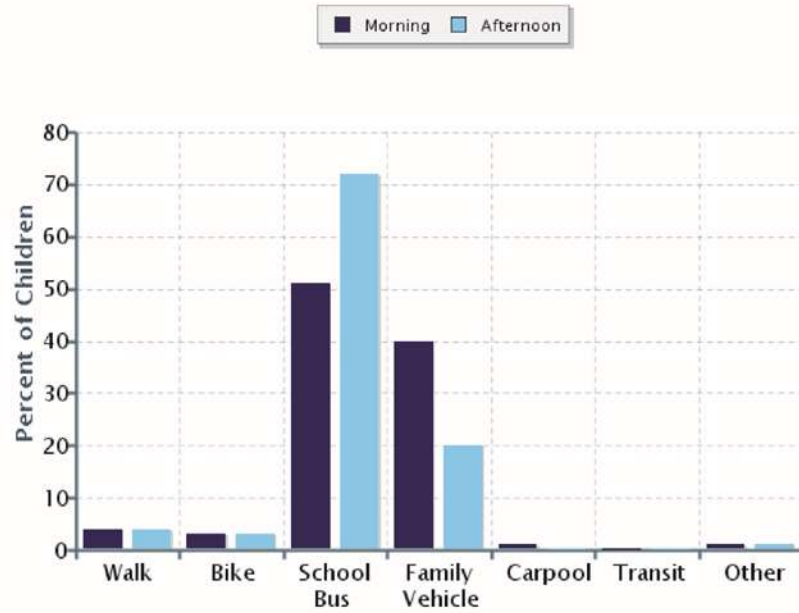
Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Monday AM		0%	0%	0%	0%	0%	0%	0%
Monday PM		0%	0%	0%	0%	0%	0%	0%
Tuesday AM	50	2%	2%	40%	56%	0%	0%	0%
Tuesday PM	50	4%	2%	58%	36%	0%	0%	0%
Wednesday AM	463	7%	6%	35%	48%	3%	0%	0.4%
Wednesday PM	458	8%	8%	42%	37%	4%	0%	0.4%
Thursday AM	400	5%	8%	37%	46%	4%	0%	0.5%
Thursday PM	399	6%	9%	42%	37%	6%	0%	0.5%
Friday AM		0%	0%	0%	0%	0%	0%	0%
Friday PM		0%	0%	0%	0%	0%	0%	0%

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

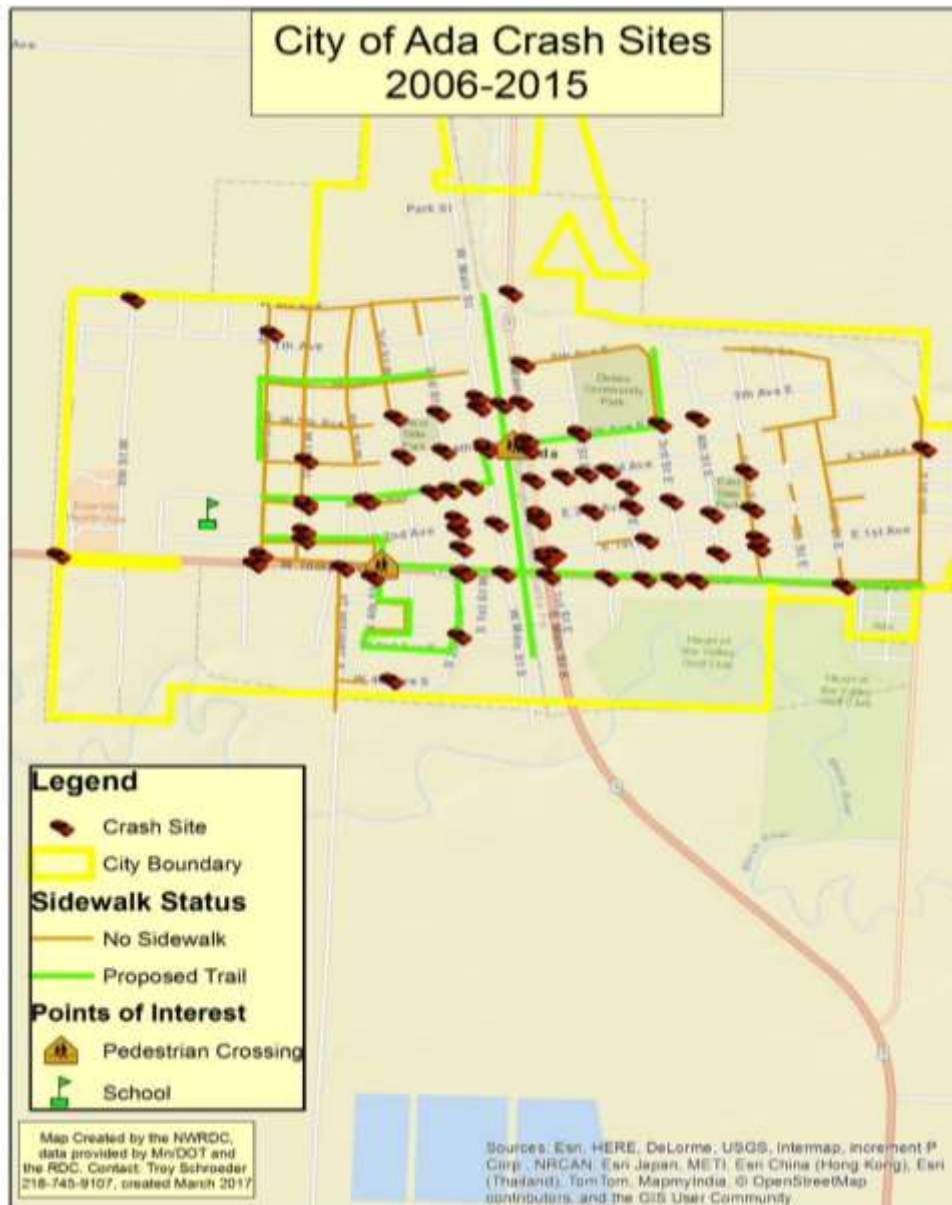
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	93	4%	3%	51%	40%	1%	0%	1%
Afternoon	92	4%	3%	72%	20%	0%	0%	1%

No Response Morning: 2

No Response Afternoon: 3

Percentages may not total 100% due to rounding.

Dataset is from 1/1/2006 thru 12/31/2015, as reported to Department of Public Safety. Due to changes emerging from the new Minnesota crash records system and implementation of the new Linear Referencing System (LRS) within MN DOT, regular updates to the existing crash dataset will be delayed. Work is ongoing to allow new 2016 crash data to be updated into MnCMAT.



Identified action steps:

- Steering committee members provided suggestions for safer streets the city can consider when applying for TAP funds for a safe routes to school trail system.
- 2nd St west goes north and south without yield intersecting roads go east to west with yield until 2nd St. west on your chart this caused over 15 accidents
- Flashing speed signs on east and west 200
- MNTH 9-people unable to see around parked cars, especially at West Main Pizza
- East-West travel from school to west main they have a straight shot from school to 2nd without a yield or stop, creates too much speed
- 8th Avenue/9th Street – is not really in intersection considering that it only has 2-legs. The road is narrow and maybe the crash occurred with 2-vehicles entering the corner at the same time. 8th Avenue/9th Street is extremely popular with walkers/bikers and I would recommend that the city widen the street and construct a separate biking/walking path.
- 4th Avenue (road that runs past Dekko Park) and TH 9 – It is difficult to see NB/SB traffic to the south when vehicles are parked in front of West Main Pizza. I have not conducted a sight distance evaluation but you have to almost creep into the TH 9 driving lane to see around the parked vehicles.
- TH 9/TH 200 – has seemed to always have had community comments in regards to intersection safety. MN DOT evaluated the intersection several years ago and installed NB/SB flashing stop signs. My perspective, NB it is difficult to see to the west due to sight obstructions. And the close proximity of entrance to the Cenex Gas station on the east aids to crossing uneasiness.
- 4th Ave E (runs past the Dekko Park) and 4th St E. The county last year modified the traffic control. Now it is an EB Yield. Prior it was a SB Yield. My judgement, was the SB yield was quite confusing for motorist so hopefully with the new configuration will aid in reducing crashes at this location.

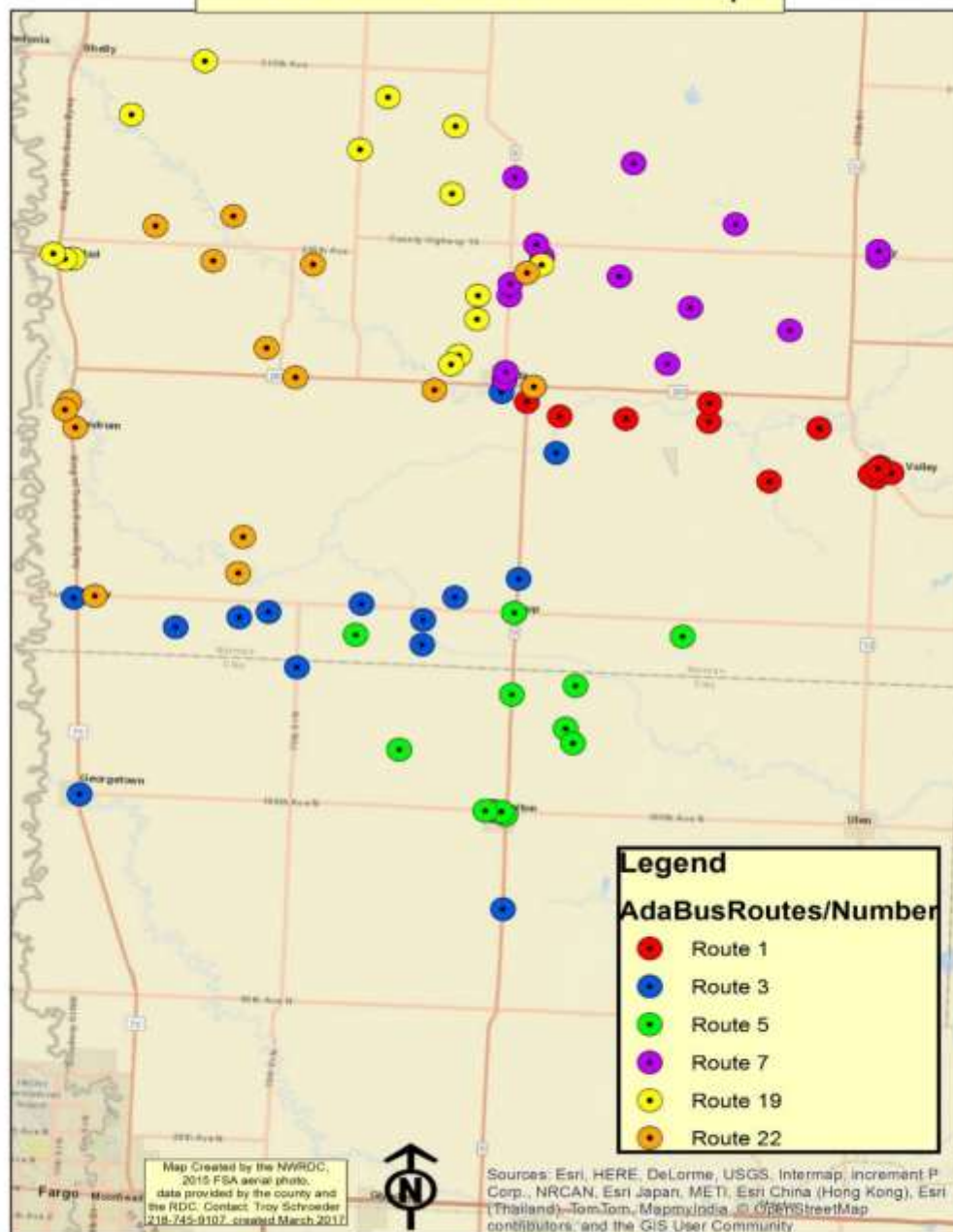
- Many of these crashes could be attributed to sightline concerns with Blvd trees or other sight obstructions. How many of the crashes are failure to yield type? I see that as a common issue at even controlled intersections. Vehicles not slowing down at a yield intersection is something I see on occasion.
- Did many of the crashes occur at night? When was the last time the city updated their signage? The city also has to be concerned with sign reflectivity. Most of their intersection are controlled intersections with Yield or Stops so it would be wise for them to evaluate their night-time reflectivity and replace non-reflective signs.
- A majority of the roads on the west side appear to be wide. Maybe a road diet would aid in slowing traffic down and reducing the number of intersection crashes. Future planning opportunities include, reducing road width, which would be a cost savings.
- 2nd Avenue is fairly wide and a main access point for walkers/bikers to the school. The city could reduce the lane width, install a sidewalk and still keep parking on both sides. Maybe they could work this into any underground updates they may have in the near future.
- Pedestrian crossing painted on MNTH 9 and MNTH 200 with a flashing pedestrian sign.

Road Classification



This map illustrates the road jurisdiction in Ada and the surrounding highways.

Ada School District Bus Stops

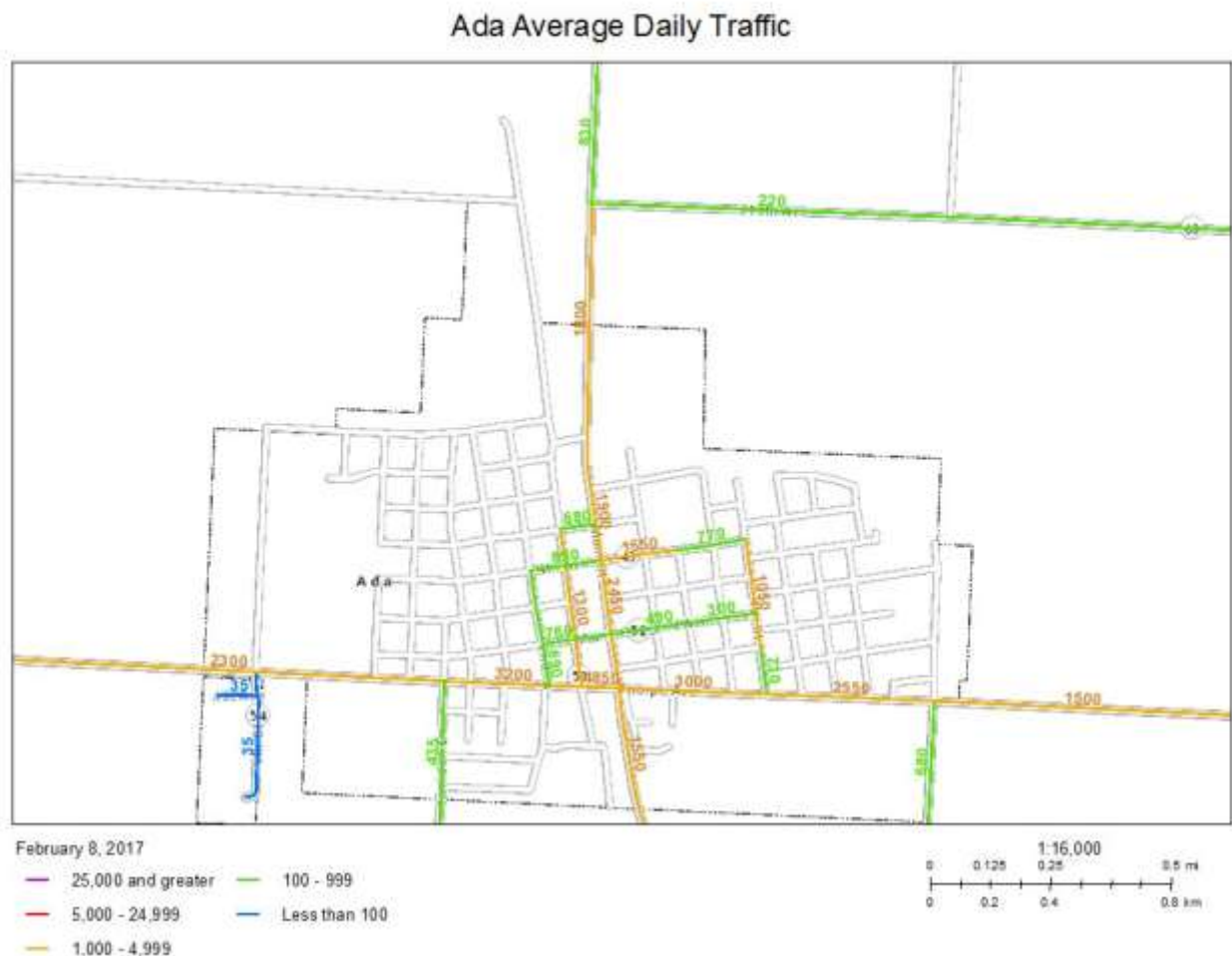


Map showing the extent the 6 bus routes travel



The Ada-Borup School District has implemented a safe and efficient parent drop off site with painted lines and a bus drop off pick up sequence that is very safe and efficient. No other

vehicles are allowed in the bus pick up drop off zone, thus they don't have conflicts with other vehicles.



This dataset represents the most current and all historical Annual Average Daily Traffic (AADT) on sampled road systems in a particular given year. AADT is a 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 that adjust for season, day of the week, and vehicle type. This information is displayed using the approximate point of data collection. The vehicle traffic helps to give a visual image to the number and location of the heaviest traffic in the city and justifies the need for pedestrian crosswalks being painted on Highway 9 and highway 200 as shown on the crash map.

Ada Heavy Commercial Average Daily Traffic



HEAVY COMMERCIAL ANNUAL AVERAGE DAILY TRAFFIC (HCAADT) –

theoretical estimate of the total number of heavy commercial vehicles using a specific segment of roadway (in both directions) on any given day of the year. This estimate represents the total number of heavy commercial vehicles per year divided by 365 and is developed using factors to adjust for season. Heavy commercial traffic is traffic from all trucks with at least 2 axles and 6 tires..

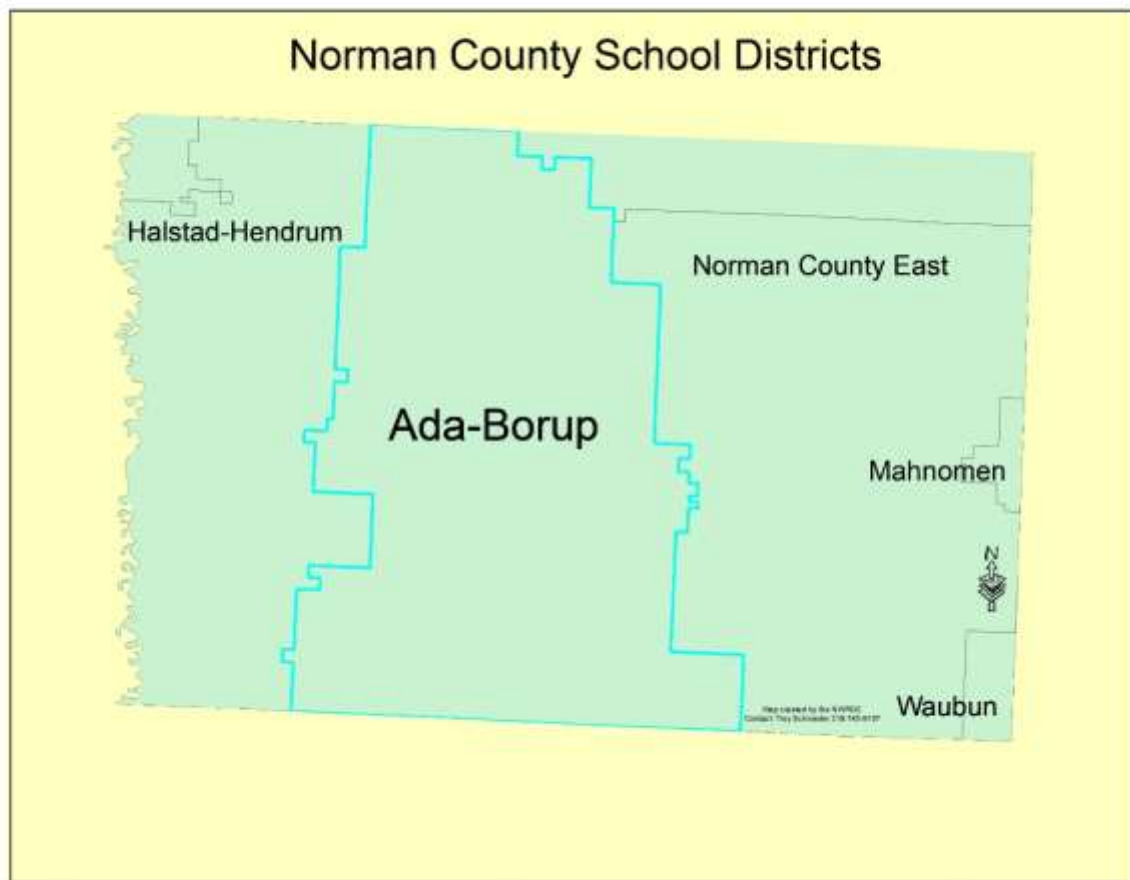
Ada MN trunk highway speed limits



The speed limit on MNTH 200 was increased to 60 mph (map outdated) and the speed limits on the west end of town near the school goes from 60 to 40 then 30 when you are already past the west entrance to the school property. Committee members feel the speed limit of 30 should be moved further to the west. Mn/DOT will be asked to evaluate. MNTH 9 is still at 55 mph and has a natural curb appeal that slows drivers down before entering into pedestrian traffic zones. The speed limit on city streets is 30 mph, the adjacent school property has posted speed limits of 20 MPH when children are present.

Ada-Borup School District

The Ada-Borup School District is over 400 square miles. A large bus service region, the school district doesn't include the additional service provided in other communities. The bus transit serves Clay and Norman Counties. The map below illustrates the size of the school districts in Norman County. The Ada-Borup School District traverses from north end of county to south end.



Busing Conditions

The State of Minnesota requires that the School District provide transportation for all students who reside more than 2 miles from school. All other decisions relating to bus stop locations and routing is left to the local school board. Districts have to weigh the issues of cost, alternative transportation availability, distance, and safety.

The Ada-Borup School District is rural district with a number of the students living more than two miles away from school. The majority of students attending elementary travel to school on the bus or are dropped off or picked by the family vehicle. This transportation system results in a large expense for the district to transport children to and from school.



The 6 “E” Approach/Strategies

The Safe Routes to School planning approach to pedestrian and bicycle safety is effective because it is done comprehensively and covers six key areas, referred to as the "6-E's": Engineering, Education, Enforcement, Encouragement, Evaluation, and Equity. Following is a summary of each approach as it is incorporated into a SRTS planning process.

ENGINEERING

Engineering strategies including planning and implementing physical improvements that make it safer and more attractive to walk and bicycle to school. Engaging planners and engineers is crucial to successfully implementing safety improvements. It's also important to reach out to the community to educate neighbors about the benefits and importance of any proposed improvements.

Making physical improvements to the streetscape and built environment that decrease the risk of injury from motor vehicles and discourage crime and violence, increasing street safety for all. Adding traffic calming crosswalks, sidewalks, bicycle lanes or other infrastructure that improves safety for walking and bicycling.

Example of engineering strategies may include:

- Road Diet
- Installing bike racks
- Bump outs
- Trail design
- Sidewalk design
- Complete a walk and bike audit
- Draft up a school travel plan

EDUCATION

Education about SRTS helps build support among kids, parents, teachers and community members. To craft education messages, first identify your goals and audiences. Do people need to know more about the benefits of walking or bicycling? Would maps of routes to the school be helpful? Teaching students and community members about the broad range of transportation choices, and making sure they have the skills and know-how to be safe from traffic and crime while walking, bicycling, and using public transportation. Ensuring that education efforts address equity means assessing who is receiving education services.

Example Education strategies may include:

- Talking with kids at assembly
- Posters
- Mail parents information about SRTS
- Involve the parents
- SRTS maps that show suggested routes to walk and bicycle to school.
- School bicycle rodeo that teaches safe bicycling skills.
- Curriculum focused on the benefits of walking and bicycling.
- Seminars or events that educate parents about the benefits of walking and bicycling.
- Traffic safety education.
- Public education for safety improvements.

ENCOURAGEMENT

Encouragement is closely tied to education strategies, but is more focused on getting people to try walking and bicycling to school and celebrating and rewarding people for their efforts. Encouragement activities are more effective if the physical environment works for walking and bicycling to school. Help more people walk or bicycle. Would walking or bicycling safety information get kids and parents more excited about walking and bicycling?

Using events and activities to promote walking, bicycling, public transportation, and physical activity. Encouragement activities can include new partnerships with faith-based groups, civil rights and neighborhood coalitions, as they build activities like walking school buses, walk to school events, bicycling incentives, and art and active transportation events.

Example Encouragement strategies may include:

- Starting a walking school bus
- Having a poster competition with prizes
- Having the student convince the parent
- Organizing events such as “Walk and Bike to School Day” to encourage families to try walking & bicycling to school.
- Utilizing contests or incentives to encourage walking and bicycling to school.

ENFORCEMENT

Enforcement strategies help reduce unsafe behaviors by drivers, pedestrians and bicyclists and

encourage all road users to obey traffic laws and share the road safely. Enforcement can be expensive, so it is best used strategically in conjunction with the other strategies.

Partnering with local law enforcement to address traffic and crime concerns in the neighborhoods around schools and along school routes, while ensuring that law enforcement builds trust with communities and does not target specific community residents based on creed or gender. Safe Routes to School can play a role in working toward enforcement efforts that improve safety and security for everyone.

Example Enforcement strategies may include:

- Partnership with law enforcement to target problem intersections for enforcement.
- Educational “stings” to teach motorists about laws regarding yielding to pedestrians.
- Installation of digital speed signs that display travel speed of passing vehicles.

EVALUATION

Evaluation is very important to a successful SRTS initiative and should be considered from the very beginning of planning. Ask yourself, how do we define success for our efforts and how can we measure or document our progress? Evaluation will likely include a combination of quantitative information, such as counts of how many children are walking and bicycling, and more qualitative information, such as success stories from families who have chosen to walk and bicycle more.

Assessing which approaches are more or less successful; ensuring that a program or initiative is decreasing health disparities and increasing equity; identifying unintended consequences or opportunities to improve the effectiveness of an approach for a given community.

Example Evaluation strategies may include

- A school walking and bicycling audit and a school travel plan that includes specific goals.
- ☐ Bicycle and pedestrian counts that show bicycling and walking rates over time.
- ☐ Data about vehicle crashes near the school, traffic speeds or traffic volumes.

EQUITY

Equity requires community engagement and means that policies and investments ensure that physical improvements address street safety in low-income communities and communities of color, where sidewalks, bike lanes, lighting, and other safety features are often absent.

Ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for students with disabilities, low-income students, Native American students, students of color, female students, LGBTQ students, students whose families speak a language other than English, homeless students, and other demographic groups.

Addressing equity in encouragement means ensuring that encouragement activities are available to low-income students and students of color, as well as designing them to overcome the variety of obstacles to walking and bicycling that different kids experience.

Encouragement activities should effectively influence children from different backgrounds to embrace walking and bicycling.

Attachments

The student travel report highlights the time, weather, grade level, and method the students used for coming to and exiting the school property before and after school hours.

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

School Name: Ada Borup Elementary

Set ID: 21336

School Group: Ada School

Month and Year Collected: September 2016

School Enrollment: 510

Date Report Generated: 01/11/2017

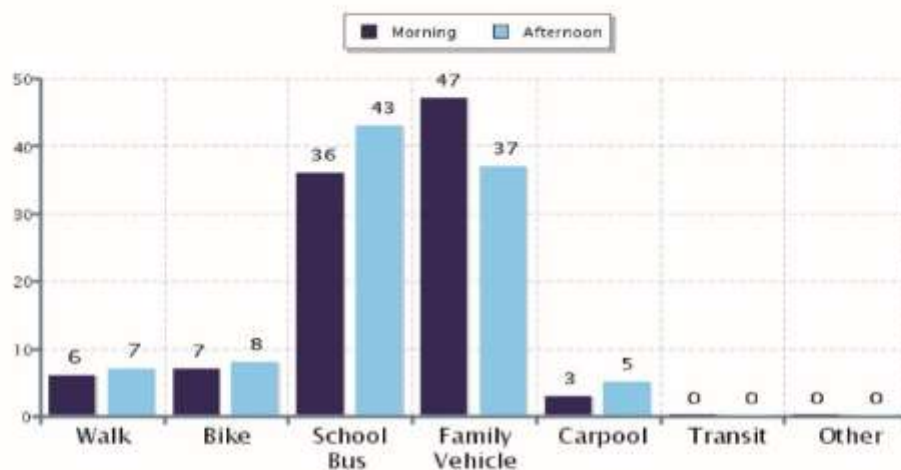
% of Students reached by SRTS activities: 51-75% **Tags:** Bicycle parking - add, increase, or improve, Bike lane - add or improve

Number of Classrooms

Included in Report: 20

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

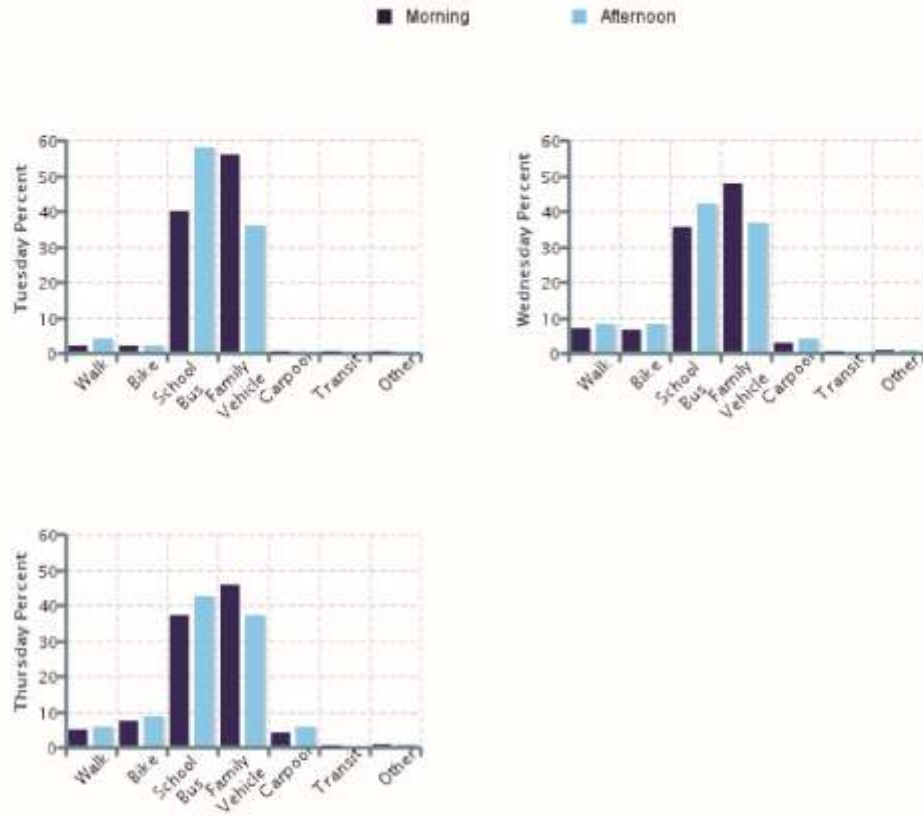


Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	913	6%	7%	36%	47%	3%	0%	0.4%
Afternoon	907	7%	8%	43%	37%	5%	0%	0.4%

Percentages may not total 100% due to rounding.

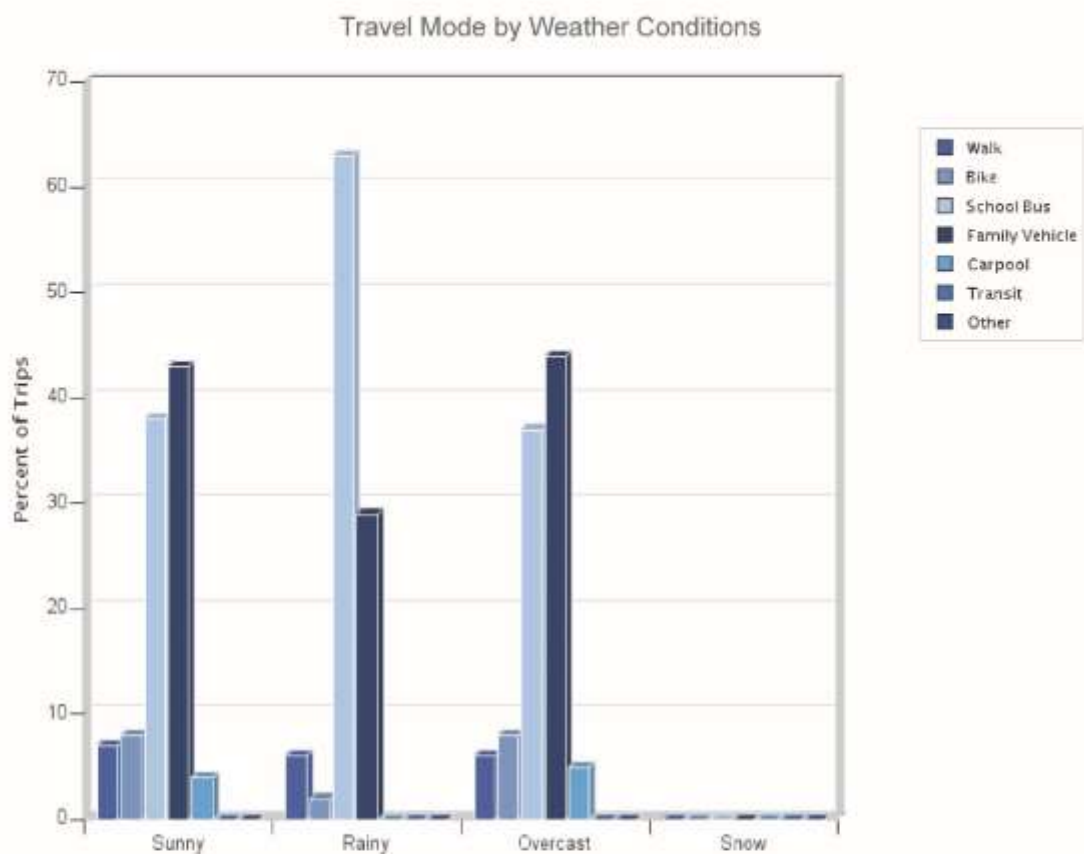
Morning and Afternoon Travel Mode Comparison by Day



Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	50	2%	2%	40%	56%	0%	0%	0%
Tuesday PM	50	4%	2%	58%	36%	0%	0%	0%
Wednesday AM	463	7%	6%	35%	48%	3%	0%	0.4%
Wednesday PM	458	8%	8%	42%	37%	4%	0%	0.4%
Thursday AM	400	5%	8%	37%	46%	4%	0%	0.5%
Thursday PM	399	6%	9%	42%	37%	6%	0%	0.5%

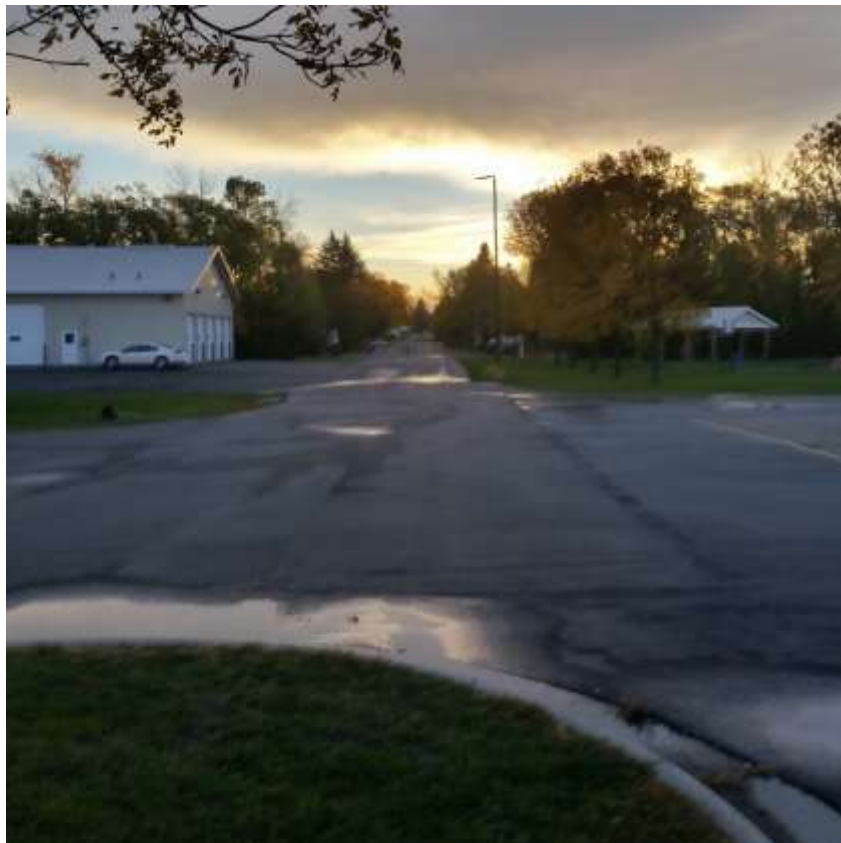
Percentages may not total 100% due to rounding.



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	864	7%	8%	38%	43%	4%	0%	0.5%
Rainy	84	6%	2%	63%	29%	0%	0%	0%
Overcast	814	6%	8%	37%	44%	5%	0%	0.5%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.



Student Travel Tally

Student Travel Tally Report: Combining Schools in One Data Collection Season

School Group: Ada School

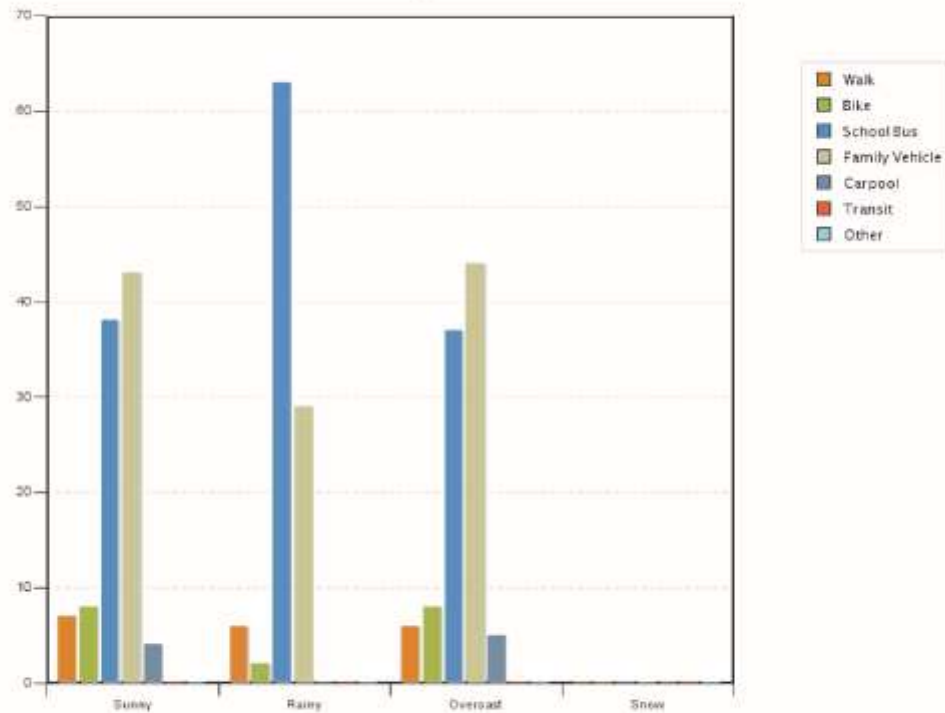
Date Range: Fall 2016

Date Report Generated: 01/11/2017

School Name:	Month & Year Collected & (Set ID)	School Enrollment:	% Range of School's Students Involved in SRTS:	Number of Classroom in School Targeted by School Group:	Number of Classrooms Included in Report:
Ada Borup Elementary	September 2016 (21336)	510	51-75%		20
Total:				0	20

This report contains information from schools' 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.

Travel Mode by Weather Conditions

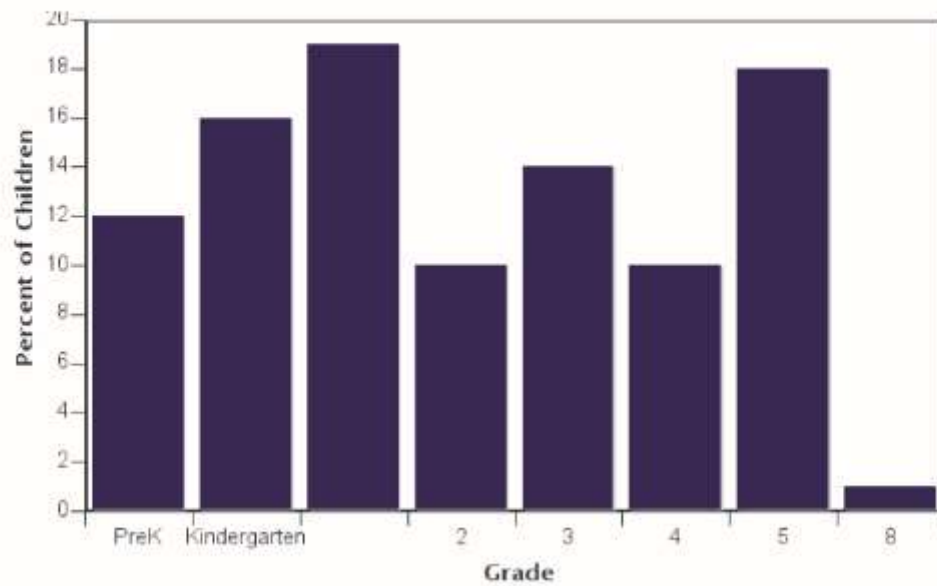


Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	864	7%	8%	38%	43%	4%	0%	0.5%
Rainy	84	6%	2%	63%	29%	0%	0%	0%
Overcast	814	6%	8%	37%	44%	5%	0%	0.5%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Grade levels of children represented in survey



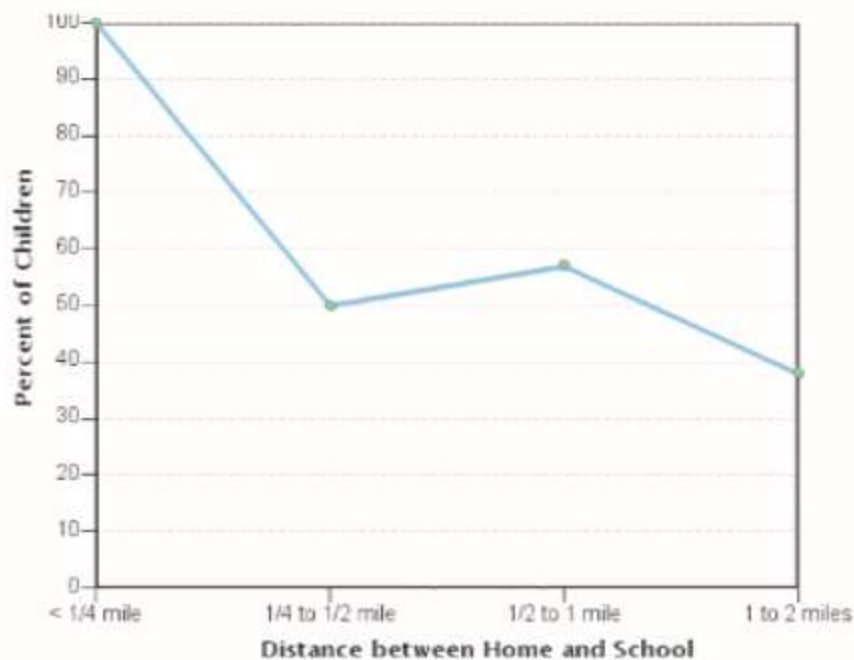
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
PreK	11	12%
Kindergarten	15	16%
1	18	19%
2	9	10%
3	13	14%
4	9	10%
5	17	18%
8	1	1%

No response: 0

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	25	100%	50%	57%	38%	0%
No	51	0%	50%	43%	62%	100%

Don't know or No response: 19

Percentages may not total 100% due to rounding.

Comments Section

SurveyID	Comment
1465523	We live on the East side of highway 9. They would need to cross Highway 9 and Main. The intersections are not safe for younger children.
1465044	I teach @ the school so it is simpler for my kids to ride with me.
1465046	Crossing area that was protected on Hwy 200 or Hwy 9 in town would be very beneficial to the communities children/residence.
1465043	My child has a diagnosis that would need definite paths of safety marked for walking or biking to school.
1464997	Live in the country. If we lived in town my kids would walk or bike everyday.
1465036	We live 12 miles from the school. Walking is not even a realistic option.
1465126	It takes too long for my kids to get to school on the bus. We live 9 miles away and the kids are on the bus over an hour. They also miss breakfast at school every single day because of the bus ride.
1464969	We live 15 miles outside of town. There is no way my kids will walk or bike to school.
1465034	If we were in town and child was older our family would be very ok with him walking or biking. We live more than 20 miles from school.
1465077	We live 8 miles out
1465094	I work at the school so my children ride with me in the morning.
1465131	We live in the country. Our child will not walk or bike to school.
1465031	We live 3 miles out of town
1465541	We live 3 miles out of town.

Parent Survey Aggregate Summary

Program Name: Ada School

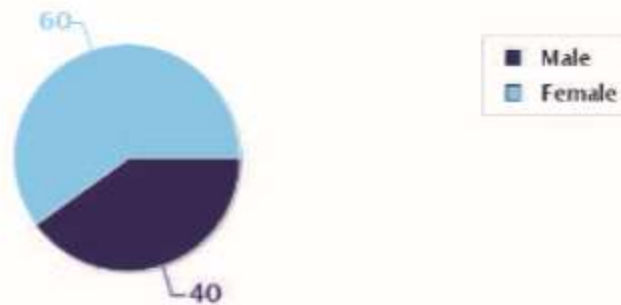
Date range: Fall 2016 (July - December 2016)

Date Report Generated: 01/11/2017

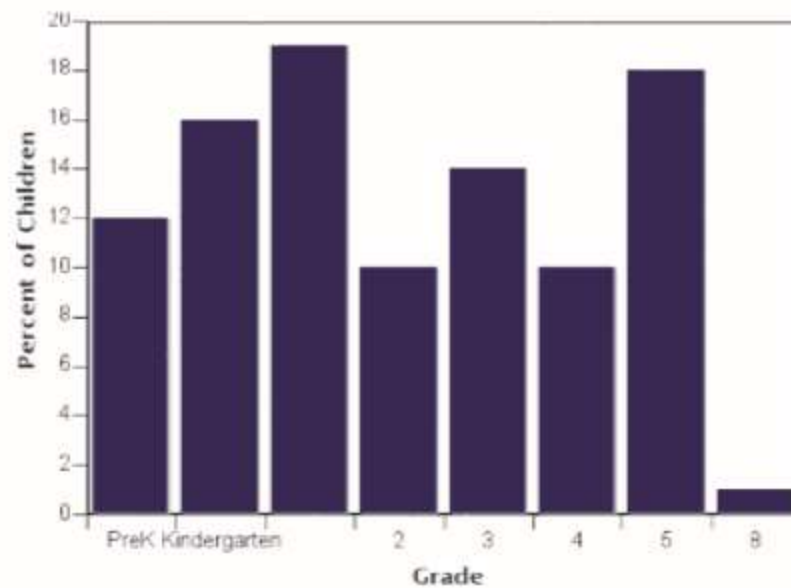
School Name(s):	Month & Year Collected & (Set ID)	School Enrollment:	Enrollment in Grades Targeted by SRTS Program:	Number of Questionnaires Distributed:	Number of Questionnaires Included in Report:
Ada Borup Elementary	September 2016 (15248)	510		250	95
			Total:	250	95

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



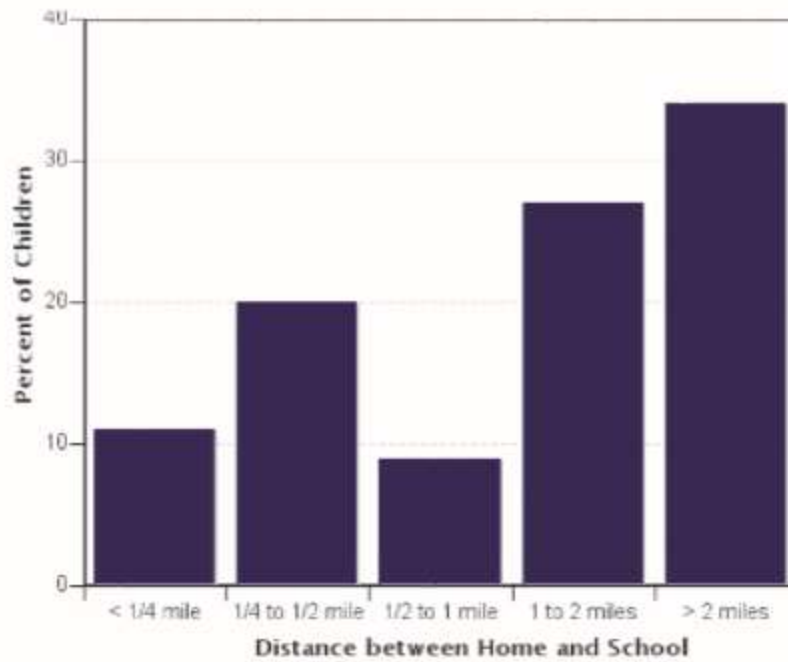
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
PreK	11	12%
Kindergarten	15	16%
1	18	19%
2	9	10%
3	13	14%
4	9	10%
5	17	18%
8	1	1%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

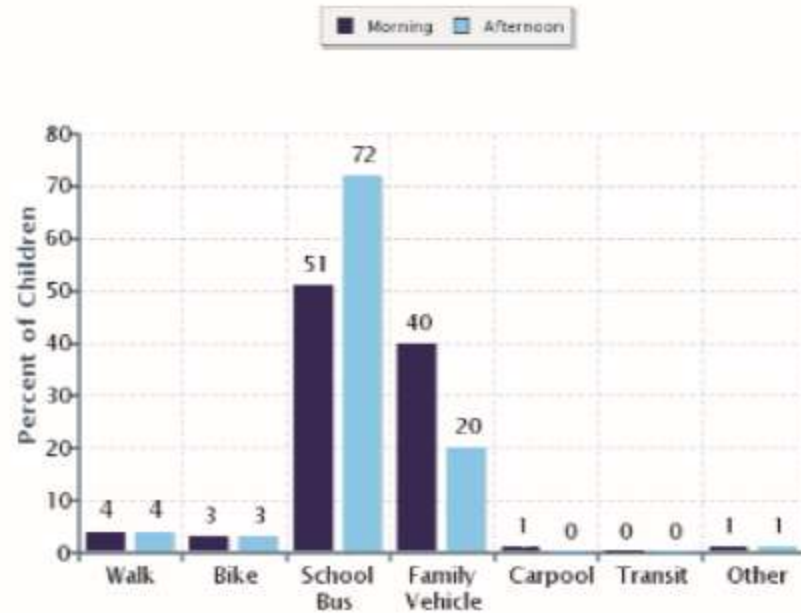


Parent Survey Aggregate Summary

Distance between home and school	Number of children	Percent
Less than 1/4 mile	10	11%
1/4 mile up to 1/2 mile	18	20%
1/2 mile up to 1 mile	8	9%
1 mile up to 2 miles	25	27%
More than 2 miles	31	34%

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	93	4%	3%	51%	40%	1%	0%	1%
Afternoon	92	4%	3%	72%	20%	0%	0%	1%

No Response Morning: 2

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
1 Less than 1/4 mile	10	30%	0%	10%	60%	0%	0%	0%
2 1/4 mile up to 1/2 mile	18	6%	11%	28%	56%	0%	0%	0%
3 1/2 mile up to 1 mile	8	0%	13%	38%	50%	0%	0%	0%
4 1 mile up to 2 miles	25	0%	0%	56%	36%	4%	0%	4%
5 More than 2 miles	31	0%	0%	77%	23%	0%	0%	0%

Don't know or No response: 0

Percentages may not total 100% due to rounding.

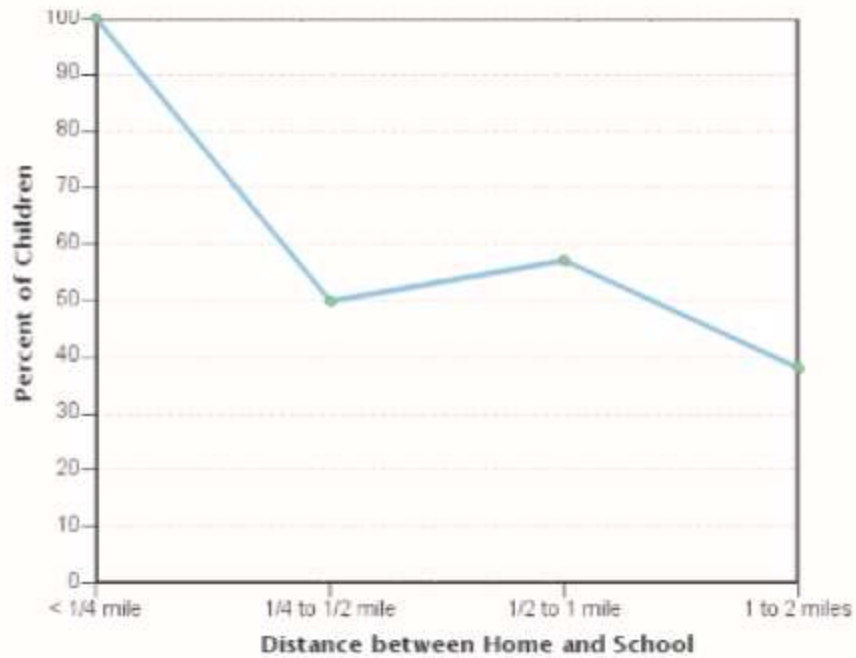
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	10	30%	0%	70%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	18	6%	11%	50%	33%	0%	0%	0%
1/2 mile up to 1 mile	8	0%	13%	63%	25%	0%	0%	0%
1 mile up to 2 miles	24	0%	0%	75%	21%	0%	0%	4%
More than 2 miles	31	0%	0%	87%	13%	0%	0%	0%

Don't know or No response: 0

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



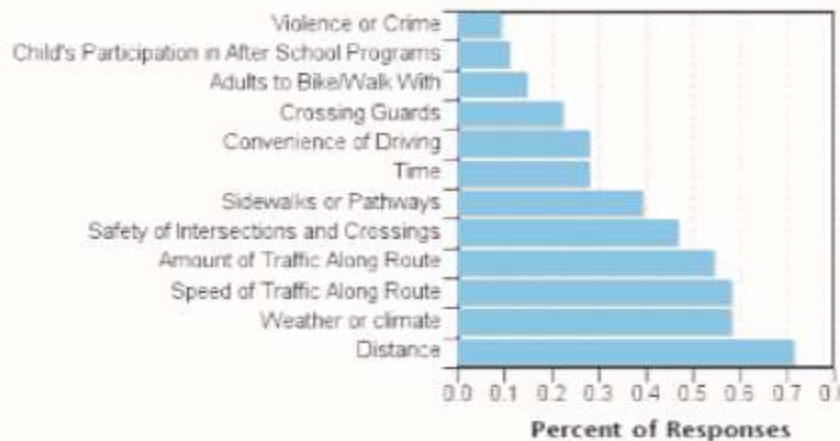
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

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	125	100%	50%	57%	38%	0%
No	255	0%	50%	43%	62%	100%

Don't know or No response: 0

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



Parental Issues and Comments

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	72%	100%
Weather or climate	58%	100%
Speed of Traffic Along Route	58%	0%
Amount of Traffic Along Route	55%	0%
Safety of Intersections and Crossings	47%	0%
Sidewalks or Pathways	40%	100%
Time	28%	0%
Convenience of Driving	28%	0%
Crossing Guards	23%	0%
Adults to Bike/Walk With	15%	0%
Child's Participation in After School Programs	11%	100%
Violence or Crime	9%	100%
Number of Respondents per Category	53	1

No response: 41

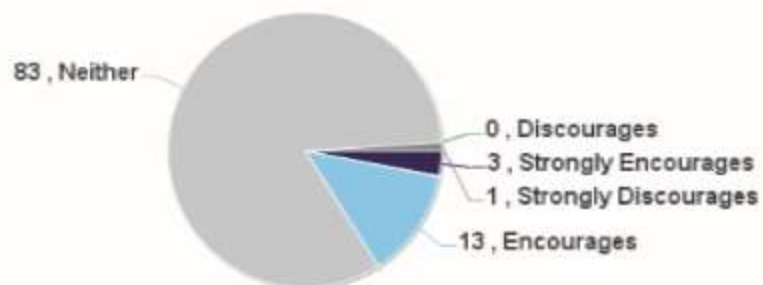
Note:

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

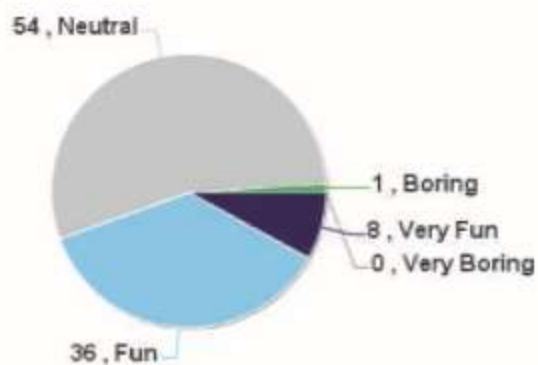
--Each column may sum to > 100% because respondent could select more than one issue.

--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

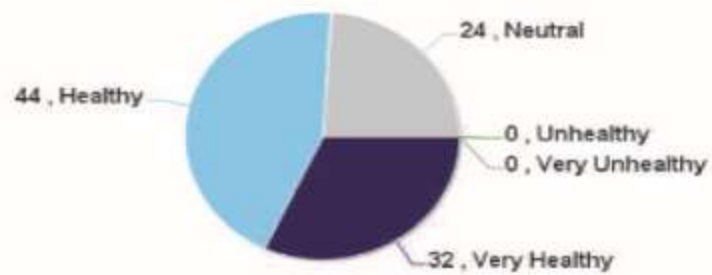


Parents' opinions about how much fun walking and biking to/from school is for their child





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



Comments Section

School	SurveyID	Comment
Ada Borup Elementary	1464969	We live 15 miles outside of town. There is no way my kids will walk or bike to school.
Ada Borup Elementary	1464997	Live in the country. If we lived in town my kids would walk or bike everyday.
Ada Borup Elementary	1465031	We live 3 miles out of town
Ada Borup Elementary	1465034	If we were in town and child was older our family would be very ok with him walking or biking. We live more than 20 miles from school.
Ada Borup Elementary	1465036	We live 12 miles from the school. Walking is not even a realistic option.
Ada Borup Elementary	1465043	My child has a diagnosis that would need definite paths of safety marked for walking or biking to school.
Ada Borup Elementary	1465044	I teach @ the school so it is simpler for my kids to ride with me.
Ada Borup Elementary	1465046	Crossing area that was protected on Hwy 200 or Hwy 9 in town would be very beneficial to the communities children/residence.
Ada Borup Elementary	1465077	We live 8 miles out
Ada Borup Elementary	1465094	I work at the school so my children ride with me in the morning.
Ada Borup Elementary	1465126	It takes too long for my kids to get to school on the bus. We live 9 miles away and the kids are on the bus over an hour. They also miss breakfast at school every single day because of the bus ride.
Ada Borup Elementary	1465131	We live in the country. Our child will not walk or bike to school.
Ada Borup Elementary	1465523	We live on the East side of highway 9. They would need to cross Highway 9 and Main. The intersections are not safe for younger children.
Ada Borup Elementary	1465541	We live 3 miles out of town.

Resources

This plan is intended to be a starting point; a framework on which the community can use to guide future planning and ultimately implementation. The following is a list of resources to support future work regarding Safe Routes to School including partners from the Federal level to the local level as well as several non-profit partners as well.

Minnesota Department of Transportation

[Link to MNDOT transportation page](#)



National Center for Safe Routes to School

[Link to the National Center for Safe Routes to School](#)



Safe Routes to School National Partnership

[Link to the National Safe Routes to School Partnership](#)



Federal Highway Administration

[Link to the Federal Highway Administration](#)



National Highway Traffic Safety Administration

[Link to the National Highway Traffic Safety Administration](#)



Minnesota Department of Health

[Link to the Minnesota Department of Health](#)



State Health Improvement Partnership (SHIP)

[Link to the State Health Improvement Partnership](#)

