



Safe Routes to School

A plan to make walking and biking to Highland Elementary School a safe, fun activity.

MAY 21, 2024

CROOKSTON, MINNESOTA

Highland Elementary School



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NORTHWEST
REGIONAL DEVELOPMENT
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CROOKSTON
PUBLIC SCHOOLS
"COMMITTED TO EXCELLENCE"

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ORGANIZATION OF THIS REPORT

This report is designed to support and be accessible to multiple groups of people involved with Safe Routes to School in Crookston, including students, caregivers, teachers, school administrators, city staff, elected officials, and county and state employees. This plan focuses on key information and recommendations, while the appendices document additional participation, analysis, resources, and deliberation that shaped the development of the plan.



Inviting Feedback About Safe Routes To School - For Additional Information, Please Refer To The Appendices Of This Plan For A Summary Of The Survey Results

The Vision

Walking, biking, and rolling to school is safe, comfortable, and fun for the health and wellbeing of all students at Highland Elementary School.

THE 6 E'S

Safe Routes to School (SRTS) programs rely on six core strategies, called the "Six Es", to work towards their vision.

EQUITY – THE OVERARCHING E

Prioritizing positive outcomes for students from lower-income households; Black, Indigenous, and other students of color; students with disabilities; and other students who face disproportionate barriers to walking, biking, and rolling to school because of their group membership. This plan uses the term "priority populations" to refer to disproportionately impacted groups of students and other community members.

ENGAGEMENT

Working with students, families, school staff, and community members and organizations, especially those from priority populations, to identify needs, better understand barriers, and create solutions together for walking, biking, and rolling.

ENGINEERING

Developing Equity-focused changes to the built environment that support youth travel, designed and prioritized through community Engagement.

EDUCATION

Providing students and other community members, especially those from priority populations, with skills and knowledge about walking, biking, and rolling.

ENCOURAGEMENT

Normalizing a culture of walking, biking, and rolling through incentive programs, events, and activities that center priority populations.

EVALUATION

Measuring how Safe Routes to School initiatives are implemented (process evaluation) and what their impacts are (outcome evaluation), especially how initiatives Engage with and support priority populations.



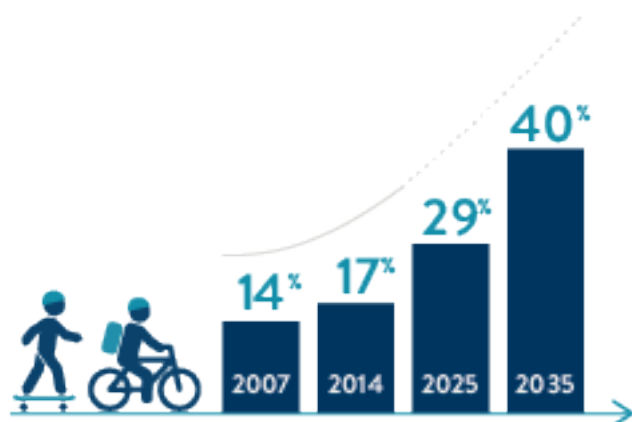
Some members of the Highland School SRTS Planning Team Envisioning Future Opportunities for Growth

Why Safe Routes to School?



Why Safe Routes to School?

Today, less than 20% of K-8 students walk or bike to school, but as recently as 1970, nearly 50% of students walked or biked to school. Where schools and housing are located, how roads are designed, and how automobiles are regulated have all contributed to this decline. Through policy changes, infrastructure improvements, and programs, Safe Routes to School helps create physical and social environments that empower students, their families, and their communities to walk and bike more often. Communities that participate in Safe Routes to School also benefit from less air, noise, and water pollution; lower road maintenance costs; and more pleasant streetscapes for pedestrians, bicyclists, and drivers alike.



SRTS initiatives are contributing to more students and families walking and biking to school.



Most kids are not getting enough physical activity.



Roads near schools are congested, decreasing safety and air quality for children.

KIDS WHO WALK OR BIKE TO SCHOOL:



Arrive alert and able to focus on school



Get most of their recommended daily physical activity just from traveling to and from school



Feel better about their physical health



Have better school performance and test scores



Are more likely to have good mental health

A REINFORCING CYCLE OF WALKING AND BIKING TO SCHOOL



More students walking and biking to school

Greater focus on policies, infrastructure, and programs to support walking and biking

Better air quality and more pleasant bike and pedestrian environments

Safer and easier routes to and from school

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



Equity in SRTS

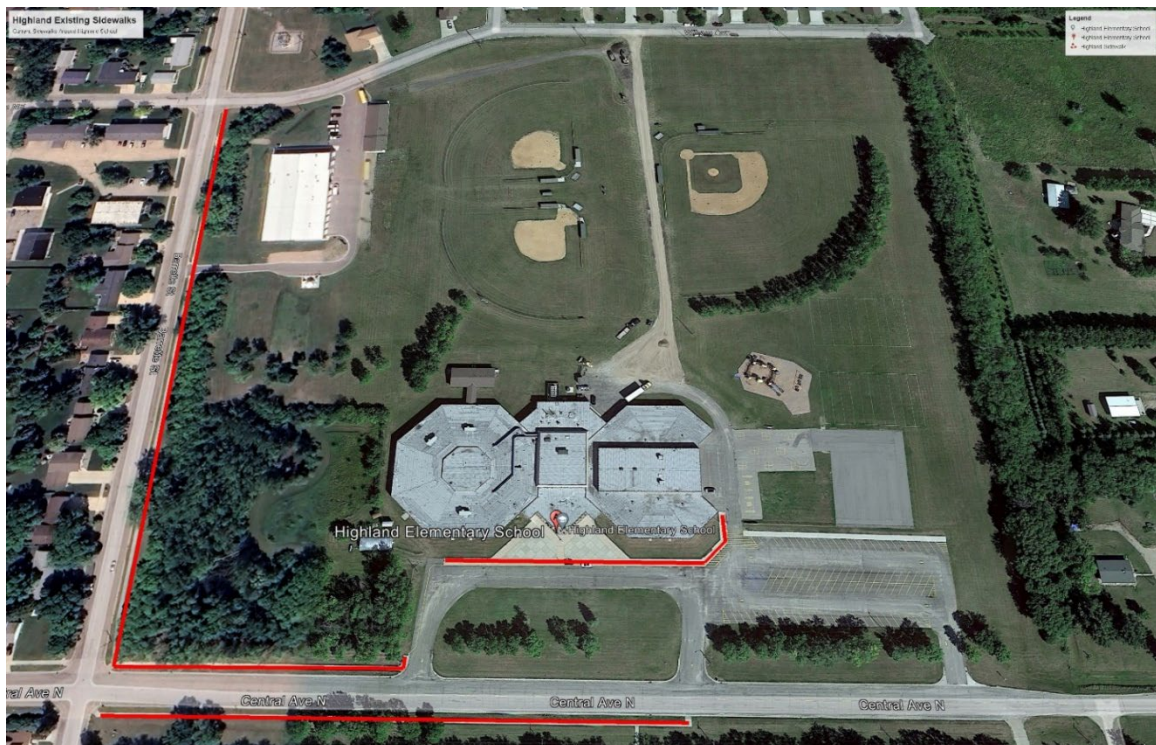
Disparities in access to resources such as high-quality jobs, schools, parks, healthcare, food, and a full range of transportation choices impact the health and well-being of communities. These differences are not random—they are the results of government policy and funding in the past and present.

Equity in Safe Routes to School is impacted by transportation system inequities—such as limited access to high-quality walking and biking infrastructure.

Safe Routes to School works to improve walking and biking opportunities for all students, while addressing inequities through programs, infrastructure, and policy improvements that specifically help priority populations. Priority populations include individuals, groups, and communities who are more likely to rely on walking, biking, or transit for transportation; are more vulnerable to unsafe traffic conditions; or have

suffered historic disinvestment in safe, comfortable, walking and biking infrastructure. By looking at demographic data, examining existing transportation services and policies, and speaking with members of the community, the Highland Safe Routes to School team works to develop recommendations that support equity in walking and biking to school both now and continuing into the future.

Highland Elementary School along with the city of Crookston works to continuously address these inequities by prioritizing programs, infrastructure, and policy improvements that help individuals and groups with less access to resources, in particular those who don't have safe, convenient, and fun routes to school.



Map - Current Sidewalks Around Highland School

Highland Elementary School – Safe Routes Snapshot

SITE CIRCULATION

Pedestrians: Many students were observed walking to and from campus along several routes including Central Ave. N. on the south side of the school; and Barrette St. on the west side of the school. A few students came from the north and east walking through the playground and along a gravel path.

Bicyclists: A few students were observed biking around the school area on the day of the walk audit and other observation days. They primarily came from Central Ave. N. and Barrette St. Bike parking is located southwest of the school building on a grass and dirt area.

School Buses: Buses approach the school on Central Ave. N. primarily from the west. They use the same busy intersection as pedestrians and private vehicles on the Central and Barrette roadways. Buses utilize the one-way drive into the school property next to the space provided for

vehicle parking and pedestrian walkways. After drop-off, buses merge back out on to Central Ave. and head back to the same busy intersection of Central Ave. and Barrette St., turning right toward the bus garage.

Transit: Tri-Valley Opportunity Council is used to supplement the transport of students to Highland. The vast majority is done by school bus and private vehicle related transit. Drop off for Tri-Valley and bussing occurs in the same location, increasing congestion.

Vehicles: Most vehicles come from the west using the same busy intersections as the buses and pedestrians. Vehicles are directed to use a different driveway into the school lot where they park and let off students. Some choose to walk the students to the school door – this is not a safety/parking issue. After drop-off, they proceed out the same driveway onto the busy street and head back to the congested intersection of Central Ave. and Barrette St.

Overall: Highland Elementary School has high levels of activity during the morning arrival and afternoon dismissal periods, caused by the factors discussed above (all of these modes of transportation combined at a localized time and place create for high congestion and safety concerns).

SCHOOL CONTEXT: HIGHLAND ELEMENTARY, CROOKSTON

ENROLLMENT:

399

GRADES SERVED:

Kindergarten - 5

66.1% of students eligible for free or reduced lunch

DEMOGRAPHICS*

White, non-Hispanic, 55.1%

Hispanic, 25%

Asian 1.3%

American Indian/Alaska Native 11%

Multiracial, 2.8%

Black/African American, 4.8%

SOCIOECONOMIC**

Free and Reduced-Price Lunch	259
English Language Learner	17
Experiencing Homelessness	19
Receiving Special Education	90

*Source: School district records

**Source: School district records

For more demographic information about Highland Elementary School, please refer to the appendices at the end of this document.

STUDENT DEMOGRAPHICS:

Students who attend Highland are:

- White (55.1%),
- Hispanic/Latinx (25%),
- Native American (11%),
- Asian, Multiracial and Black/African American (8.9%)

Individuals who live in Crookston are:

- White (85.2%)
- Hispanic/Latinx (11.1%)
- Black/African American (1.7%)
- American Indian (0.7%)
- Asian (3%)

- 55% of Highland students qualify for free or reduced lunch.
- Less than 1% of Highland students speak a language other than English at home.
- Highland students are eligible for busing because the school practice is to offer rides regardless of location. Surveys and observations show that a majority of students ride a bus or family vehicle to and from school.
- Crookston has had growth and is preparing for more growth around the Highland School area and north, as more families choose this area to live. Accordingly, the SRTS team is working to make sure there are affordable, reliable transportation connections to the school grounds for all future residents, but especially low-income populations.





Infrastructure



Introduction to Infrastructure

Physical changes to the streetscape are essential to making walking, biking, and rolling to school safer and more comfortable.

Several in-person observations were made in and around the Highland school property. A walk and bike to school day, individual observations, a walking audit and a hazard observation day with 6 volunteers were conducted. Discussions with the Safe Routes to School Team, school and district staff, caregivers, students, community members, and city/county staff provided recommendations to address key barriers to walking and biking around Highland School. Parent and student surveys were conducted that also gave valuable insight into issues

that impede walking, biking or rolling to Highland School.

Recommendations are prioritized on the basis of community and stakeholder input, traffic and roadway conditions, cost, number of students impacted, and benefits to the community. Every team and public meeting along with in-person observations led to one intersection being categorized as the highest ranked concern: the intersection of Barrette St. and Central Ave. N.

This intersection is the number one concern of administration, parents, students and law enforcement. High traffic speed, rolling stops, distracted driving and unsafe crossing behaviors by students have been observed. Insufficient lighting, crosswalk marking, and signage are concerns at this intersection for people walking. Especially in the winter months, improved maintenance and lighting

can contribute to improving equitable access to walking and biking routes, even where a sidewalk or path is present.

The number two concern brought forward by this process is the intersection of Barrette St. and 3rd Ave. NE (which is located near the bus garage). This intersection has the same issues observed as the intersection of Barrette St. and Central Ave. N. only with slightly less traffic.

The third area of concern is the school drop-off and pick-up zone. Family vehicles, buses, students and staff all converge in this area in a small amount of time.

WINTER MAINTENANCE

For students and community members with disabilities, winter maintenance is key to accessing sidewalks and trails during snowy months. This is also true for students and families who walk and roll as their primary means of transportation. City of Crookston and Highland School officials need to continue to prioritize winter maintenance of existing infrastructure and make it easier for the most vulnerable users of our transportation system—including students—to get around in winter. These policies help to increase transparency and improve reliability for the active transportation network.

LIGHTING AND VISIBILITY

Street and sidewalk lighting for people walking and biking is important for both actual and perceived senses of safety and security. In winter climates like Minnesota's, where shorter periods of daylight (along with inclement weather) contribute to school arrival and dismissal periods occurring in the dark; lighting is especially important for mitigating safety concerns and encouraging active transportation throughout the year.

While lighting can sometimes be seen as a costly investment, it is an important step for ensuring equitable access to walking and biking routes. Lighting should be seen as a necessary component of bicycle and pedestrian safety improvements. Both the city of Crookston and Highland School have identified lighting as a priority for future construction projects.

HOW TO USE THIS PLAN

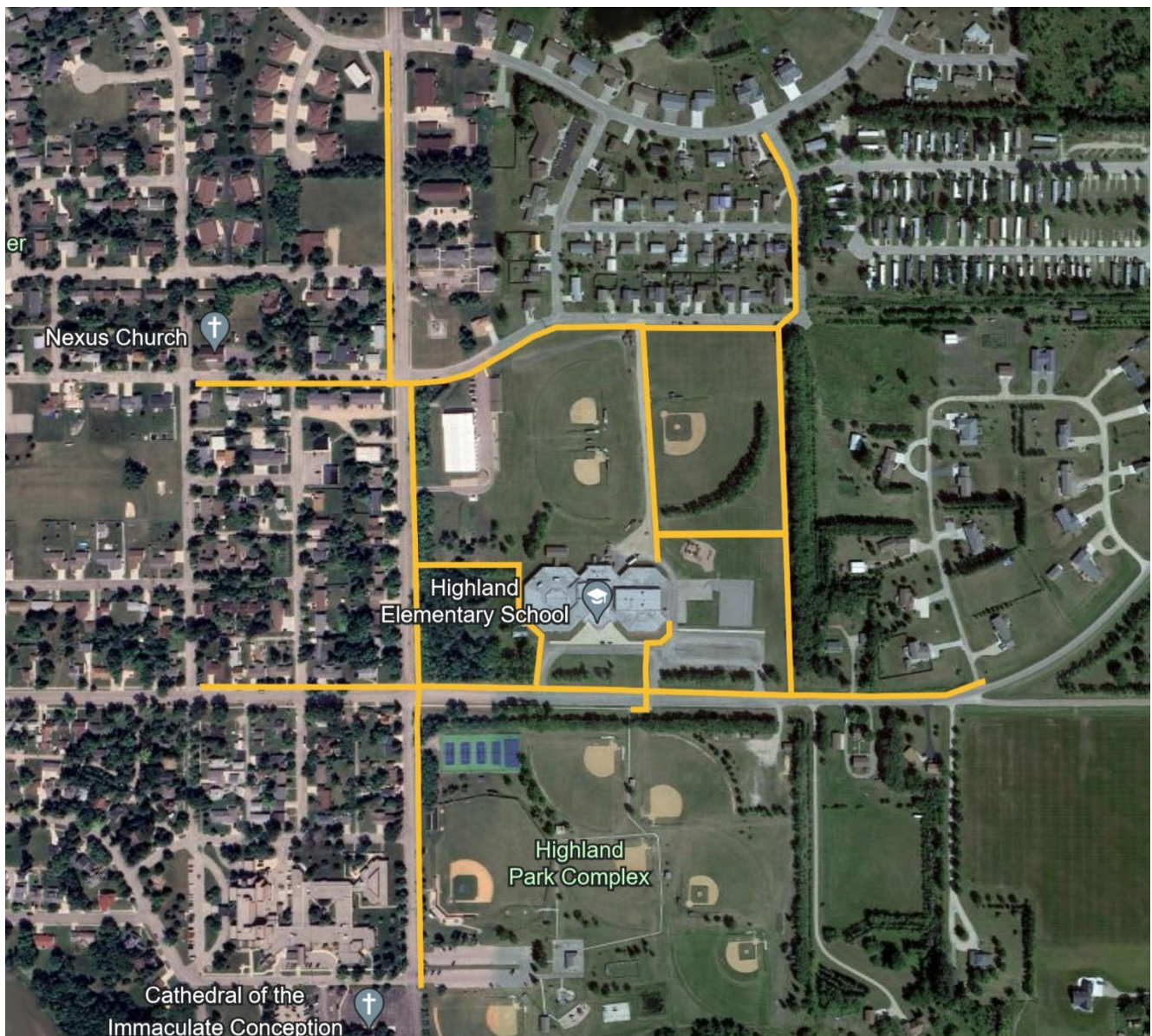
This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling, rather community priorities, key conflict areas, and potential improvements identified in the planning process.

Recommendations range from simple striping changes to more significant changes to streets, intersections, and school infrastructure.

The following pages include some recommendations that the team has listed as priority projects for the community of Crookston and Highland School. Additional planning, studies and engineering are needed before final plans and construction are completed/approved



Example showing an area in front of Highland School without correct lighting and sidewalks near a heavily utilized street. Also shows seasonal issues regarding snow/ice.



Proposed Trail/Sidewalk System - Highland Elementary School Area.

The sidewalk/trail systems marked in yellow in the map above showcases where new sidewalks are needed to meet ADA compliance for pedestrians. This also assists in controlling where students and others safely walk, bike and roll to school. Future improvements offered by Highland Elementary and the City of Crookston may utilize the above roadways regarding planning for implementations for safe routes to school.



Barrette St./Central Ave - Looking South. View of the Unique Crosswalk Path.



Barrette St./Central Ave. - Looking West. View Showing Angled Pedestrian Traffic.

A: Barrette St. and Central Ave.

PRIORITY: High

RECOMMENDATION

New sidewalks and curb ramps that meet ADA specifications. Painted pedestrian crossing lanes. Better lighting. New sidewalk crossing signs. Flashing stop signs.

WHY IS THIS RELEVANT?

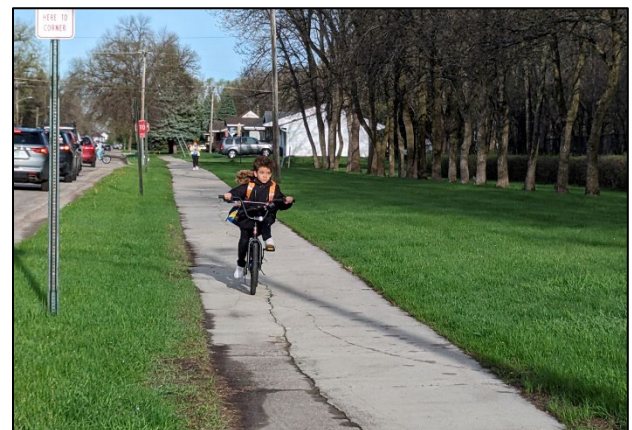
Current sidewalks are in need of repair. Curb ramps currently encourage pedestrians to enter roadways at an angle instead of straight across the intersections. Painted crossing lanes will encourage pedestrians to cross in designated areas and be more visible to vehicles. Brighter street and sidewalk lighting will make pedestrians more visible/safe. Flashing stop signs will remind drivers of the intersection.

WHO WILL MAKE THIS HAPPEN?

City and school staff, with funding from MnDOT.

HOW WILL THIS ADDRESS EQUITY?

Improving sidewalk conditions makes walking and rolling easier and safer for people with disabilities. This intersection is also a key crossing to school for students of lower-income families.



B: Barrette St. and 3rd Ave. NE

PRIORITY: High

RECOMMENDATION

New sidewalks and curb ramps that meet ADA specifications. Painted pedestrian crossing lanes. Better lighting. New sidewalk crossing signs. Flashing stop signs.

WHY IS THIS RELEVANT?

The current sidewalks are in need of repair. Curb ramps will encourage pedestrians to cross at a right angle. Better marked crossing lanes will encourage pedestrians to cross in the designated crosswalk areas. Brighter street and sidewalk lighting will make pedestrians more visible/safe. Better signage will remind drivers of pedestrian crossings and encourage complete stops at the intersection.

WHO WILL MAKE THIS HAPPEN?

City and school staff, with funding from MnDOT.

HOW WILL THIS ADDRESS EQUITY?

Improving sidewalk conditions makes walking and rolling easier and safer for people with disabilities. This intersection is also a key crossing to school for lower-income families.



3rd Ave. NE - Walk Audit Participants Discussing The Lack of Sidewalks & The Need For Signage.



Barrette St./3rd St. NE Intersection - View Showing Apartment Building, Lack of Pedestrian Ramp & Lack of Sidewalk/Street Signage



North Entrance To Highland School Off Of 3rd Ave. - View Detailing Lack of Tarred Road & No Sidewalks and Signage. Roadway Heavily Utilized By Delivery Trucks.

C: School Drop-Off/Pick-Up Area

PRIORITY: High

RECOMMENDATION

Develop a clear route on Central Ave. N. to the school drop-off area. Signage on street and school property to guide vehicles in an orderly and safe manner to drop-off and pick-up students. Establish barriers between vehicle routes and sidewalks.

WHY IS THIS RELEVANT?

A very high volume of vehicles converges upon a small area in a short amount of time. Educating and providing drivers with a clearly marked route will make it safer for students walking from vehicles to school. Barriers separating traffic from pedestrians will provide a safe route to the school.

WHO WILL MAKE THIS HAPPEN?

City and school staff, with funding from MnDOT and other sources.

HOW WILL THIS ADDRESS EQUITY?



Front Of Highland School

Improving the drop-off area will improve traffic flow and make it safer for all students being dropped off or walking to school.



Front Of Highland School - Buses Drop Off & Pick Up Students Near Staff Parking, Pedestrian Traffic & Moving Vehicles.

D: Trails and Sidewalks at Highland School

PRIORITY: High

RECOMMENDATION

Several existing sidewalks were identified as needing repair. The school property needs walking and biking trails. The west door of the school does not have sidewalks leading to it. A trail from this side of school to Barrette St. is needed. The north side of the school does not have any sidewalk or trail systems. One is needed to provide walking and biking to 3rd Ave. The north bound trail could have an additional trail going east that would provide walking and biking from a nearby housing development. Sidewalks from the school to the sports fields on the south side are needed. Street crossing, painting and signage is needed to encourage these routes. A bike parking area with updated racks is needed by the new trail system. In addition, a bike rack should be added to the northeast side of the school near the playground.

WHY IS THIS RELEVANT?

With no trail access to the north, northwest, northeast and southeast, walking and biking is very difficult for students. Providing these routes will encourage walking, biking and rolling to school. Establishing safer routes than what currently exists will make guardians feel more comfortable with students walking or biking to school. The use of these routes will eliminate a significant amount of traffic from sites A, B and C, creating a safer delivery system of students to school.

WHO WILL MAKE THIS HAPPEN?

City and school staff, with funding from MnDOT and other sources.

HOW WILL THIS ADDRESS EQUITY?

Improving sidewalk and trail conditions makes walking and rolling easier and safer for people with access and functional needs. This system will provide a safe walking, biking and rolling route for students from lower income families.

Note – North Entrance Photo Can Be Seen Above On Page 17.



Close View of the Bike Racks Located In Grass/Mud. Lack of Sidewalk Leading Up To Highland Elementary School.

E: Bus Drop-Off and Staff Parking



Unpaved Trail System Leading To The Environmental Learning Center. Lack of Equity Access Shown.

PRIORITY: High

RECOMMENDATION

The bus drop-off area is busy/congested and also has vehicle parking on the side of the bus route. Barriers between buses and sidewalks are needed. Parking is also near existing bike racks with no trail leading to the bike racks. Sidewalks between Central Ave. are intermittent.

WHY IS THIS RELEVANT?

Barriers will keep the pedestrians separated from moving buses and vehicles. Bike parking and trails leading to the bike racks will keep students off the roadway.

WHO WILL MAKE THIS HAPPEN?

School staff, with funding from MnDOT and other sources.

HOW WILL THIS ADDRESS EQUITY?

Improving sidewalk conditions makes walking and rolling easier and safer for people with access and functional needs.



Front of Highland Elementary School Showing Bus Drop-Off Adjacent To Staff Parking.

F: Outdoor Classroom

PRIORITY: Medium

RECOMMENDATION

Create a paved walking and rolling trail through the nearby school nature center. A bridge over the wetland is also needed.

WHY IS THIS RELEVANT?

Providing a trail through this area will provide access for all students to view plants, birds and animals in their natural setting. This will be educational as well as providing exercise opportunities for students.

WHO WILL MAKE THIS HAPPEN?

School staff, with funding from MnDNR.

HOW WILL THIS ADDRESS EQUITY?

Improving sidewalk conditions makes walking and rolling easier and safer for people with access and functional needs. This will provide access for all students to nature.



View of Outdoor Classroom Denoting The Need For Repairs And Lack of Equity Accessible Trails.



Programs



Introduction to Programs

Programs are opportunities to increase awareness, understanding, and excitement around walking, biking, and rolling to school.

Programs are focused on educating students, families, and the broader community about walking and biking, as well as on building a culture that supports and normalizes walking and biking to school and other destinations. Because programs are low-cost and can often be implemented quickly by an individual school or the school district, they represent an important Safe Routes to School strategy that complements longer-term strategies, including infrastructure improvements and policy changes.

EXISTING PROGRAMS

Crookston and Highland Elementary have been actively working towards providing safe and inviting spaces around school campuses for students. This foundation of encouraging student travel safety provides a valuable baseline for expanding programs to encourage more students to walk and bike.

PROGRAMS ALREADY ACTIVE AT HIGHLAND PUBLIC SCHOOL:

- Student involvement in community events
- Walk! Bike! Fun! Curriculum (includes bike rodeo)
- Safe Kids Curriculum
- Participation with the State Health Improvement Program and local agency efforts
- School resource officer on-site
- Regional bike fleet available through BikeMN upon request
- Established communication platforms for the dispersal of safe routes to school related information to faculty, students, parents and guardians as appropriate.

PROGRAM RECOMMENDATIONS

Conversations with school and district staff, caregivers, students, community members, and city and county staff led to the following program recommendations. Programs were tailored to meet the needs, capacities, and interests of the community and were prioritized based on existing programs, input from local stakeholders, the extent to which the program would serve priority equity populations, and the readiness of the school to launch the program.

RECOMMENDED PROGRAMS COULD INCLUDE:

- | | |
|-------------------------------------|-------------------------------------|
| • Bike Fleet | • School Curriculum |
| • Bike Mechanic Classes | • Student Patrols |
| • Bike Rodeo | • Student Clubs |
| • Cocoa for Carpools | • SRTS Campaign |
| • Crossing Guards | • Suggested Route Map |
| • Drop and Walk | • Walk & Bike Field Trips |
| • Educational Videos | • Walk! Bike! Fun! |
| • In-School Curriculum & Activities | • Walk and Bike to School Days |
| • Inter-School Partnership | • Walking School Bus and Bike Train |
| • School Communications | |
| • Ongoing Evaluation | |
| • School Streets | |



EQUITABLE IMPLEMENTATION CONSIDERATIONS

Each of the recommended programs can be implemented to benefit priority populations. In some cases, programs are inherently beneficial, but other times they require intentional thought to make sure they are implemented equitably and reach students who could benefit the most from them.

When working to start a new or update an old program, school staff and partners should ask themselves:

- Who could benefit the most from this program?
- Are there any barriers to participating in this program, including cultural, social, or financial?
- Are there any school resources that can help reduce barriers to participation?
- Are there community partners who could help us spread the word about this program, or help make it more effective?

After an event, it is also important to think about what went well and what could be improved in the future. Helpful questions to consider include:

- Is this a one-off program, or is there a way to provide ongoing support for it?
- Were any student or family groups absent? Is there something that could help them participate in the future?
- What did students think of the event? Families? Staff?
- Taking a few minutes before and after an event to check in on these questions can make a big difference in building a culture of walking and biking that is accessible to all students and families.



Highland Elementary School

is participating in Walk to School Day on

Tuesday – October 3, 2023

Join children and adults around the world to celebrate the benefits of walking and bicycling.

About our event:

Safe Kids Grand Forks will be hosting a "Walk & Roll To School Day" event on October 3rd for all the students at Highland Elementary School. Please take this day to walk or ride bike with your students to school. It is a great way to assess their decision-making skills when approaching and crossing intersections and tell us about any dangers you see or improvements you would like made on their route to school to make it safer for them.

Students participating will receive a breakfast food item at the school handed out by local community leaders and/or school staff. Remember cyclists to wear your helmets to be entered in a prize drawing!!



Learn more at walkbiketoschool.org

Walk to School Day is coordinated in the U.S.A. by the National Center for Safe Routes to School.



WALK/BIKE TO SCHOOL DAYS

National Walk to School Day and Bike to School Day attract millions of students and families to try walking, biking, and rolling to school every October and May. In addition, Minnesota celebrates Winter Walk to School Day in February. Additional education, encouragement, and enforcement programming can be used to promote the event, increase awareness, and expand participation. Walk/bike to school days can also take place more frequently (e.g., Walking Wednesdays) if there's interest and capacity.

When, where, and how will this be implemented?

This event would be held on nationally identified days. Implementation would occur on school property implemented by local personnel in coordination with partners. Suggested curriculum would be followed, with adaptations made to best serve Highland Elementary School.

Why is this relevant and recommended?

This would assist in teaching safe biking, walking and rolling habits to youth. These habits would follow through into adulthood.



How will this address transportation inequities?

Safe walking and biking is appropriate for all students. Anyone can practice the safety measures taught.

How will this be evaluated?

Evaluation would occur by involved staff with further measures done as needed/suggested.

Who needs to be involved to make this happen?

School staff, parents, student, local agencies

What is the timeline for implementation?

Annually as dictated by the nationally chosen date with alterations made due to scheduling conflicts and weather.



Highland Elementary School Participating In The Annual Bike To School Day. Participation includes Crookston Police Department, Crookston Fire Department and Polk County Public Health.

DROP & WALK

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

When, where, and how will this be implemented?

Could be implemented by school personnel in coordination with bus drivers and parents/guardians. Discussions are ongoing with Highland School administration/board personnel to possibly begin this in the fall of 2025.

Why is this relevant and recommended?

Likely to occur at the beginning and end of the year

healthy lifestyle habits as well as exercise before the school day starts.

How will this address transportation inequities?

All students could participate in this event, with the distance from home to school not playing a factor. Bussed students, as well as those that walk or are dropped off could take part.

How will this be evaluated?

By participant feedback as well adults/monitors tasked with safety duties along the route.

Who needs to be involved to make this happen?

School bus drivers, Highland Elementary School administration, students and parents.

What is the timeline for implementation?

Dependent upon previously scheduled events. Potential date in 2025 if approved by Highland Elementary School Administration and participation by local partners.

WALK! BIKE! FUN!

Walk! Bike! Fun! is a two-part curriculum designed specifically to meet Minnesota education standards. The program helps students ages five to thirteen

learn traffic rules and regulations, the potential hazards to traveling, and handling skills needed to bike and walk effectively, appropriately, and safely through their community.

When, where, and how will this be implemented?

Annually offered event in the school's PE curriculum that is dependent upon physical education schedule of events for students. Event is based upon the Walk! Bike! Fun! curriculum.

Why is this relevant and recommended?

Used as part of the physical education curriculum, with healthy habits that can follow through to adulthood.

How will this address transportation inequities?

All students will be given the opportunity to learn how to ride a bike safely as well as how to be a safe bicyclist/pedestrian. Potential traffic accidents will be reduced.

How will this be evaluated?

By following the assessment tools found in the Walk! Bike! Fun! Curriculum.

Who needs to be involved to make this happen?

Administration, students, physical education instructors, teachers and parents.

What is the timeline for implementation?

Beginning of school year.

BIKE RODEO

Bicycle safety education should involve comprehensive skills-based session(s) designed to encourage students to bike more, by giving them the knowledge and skills they need to be able to ride a

bike safely and confidently.

When, where, and how will this be implemented?

Bike rodeos can be held any time in the year as long as space is sufficient and partner agencies/parents are willing to assist.

Why is this relevant and recommended?

Parents can be comfortable knowing that safe biking skills are being taught to students.

How will this address transportation inequities?

Learning opportunities are provided to all students, with a regional cache able to be utilized for those that may not own a bike.

How will this be evaluated?

By participant, parent and school feedback

Who needs to be involved to make this happen?

Parents, students, school faculty and partnering agencies.

What is the timeline for implementation?

Implementation schedule would be worked out with participating agencies, with weather and current events factoring into event timelines.

CROSSING GUARD/SCHOOL SAFETY PATROL

Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students with crossing the street. School safety patrols are trained student volunteers responsible for enforcing drop-off and pick-up procedures and assisting with street crossing.

When, where, and how will this be implemented?

This is not a current initiative but is being looked at in the future. Implementation will be affected by budget/grant requirements.

Why is this relevant and recommended?



School crossing guards will not only increase safety for students and pedestrians but will also provide a benefit for traffic calming.

How will this address transportation inequities?

Safe walking, biking and rolling for all those affiliated with Highland Elementary School.

How will this be evaluated?

Changes in patterns will be noted by school administration, crossing guards, parents and faculty. Numbers of individuals walking, biking and rolling to school will increase. Traffic speeds will lessen and local safety will increase.

Who needs to be involved to make this happen?

Individuals from the city of Crookston as well as Highland Elementary School in combination with parents, caregivers and local partners.

What is the timeline for implementation?

Dependent upon funding approval and requirements/policies not yet established or known.



Highland Elementary School Bike Rodeo

WALK AND BIKE FIELD TRIPS

A field trip made by foot or by bicycle gives students a supportive environment in which to practice their pedestrian safety or bicycling skills and showcases the many benefits of walking and bicycling for transportation, including health and physical activity, pollution reduction, and cost savings. The destination of the field trip may vary, or the field trip could be the ride itself.

When, where, and how will this be implemented?

This could be implemented at any time if the distance, location and time of the field trip ensures that every student can appropriately participate.

Why is this relevant and recommended?

Establishment of healthy habits as well as positive benefits of outdoor exercise and experiences for student education and growth.

How will this address transportation inequities?

This would not occur unless all students could appropriately participate. Education would be disseminated to all students. Safety lessons would be utilized on multiple transportation thoroughfares.

How will this be evaluated?

Student/teacher feedback

Who needs to be involved to make this happen?

Teaching faculty, school administration, parents and students.

What is the timeline for implementation?

Depending on the event schedule, field trip location availability and weather.



WALKING SCHOOL BUS

A Walking School Bus is a group of students walking to school, often with one or more adults. Caregivers can take turns leading the bus, which follows the same route each time and picks up students from their homes or designated bus stops at specified times. Ideally, buses run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event. Older students or “walking buddies” could also be used once a safe route has been established with the help of a trusted adult.

When, where, and how will this be implemented?

Highland staff/volunteers will lead a walking school bus along pre-established routes on the way to and from school.

Why is this relevant and recommended?

Caregivers feel uncomfortable with their children walking alone given safety concerns.

How will this address transportation inequities?

Routes focus on neighborhoods where fewer children are able to walk to school safely owing to unsafe crossings and gaps in the sidewalk network.

How will this be evaluated?

Feedback from parents, faculty and participating students.

Who needs to be involved to make this happen?

Parents, students, school staff.

What is the timeline for implementation?

Local approval required before implementation discussion can occur.



Winter Walk To School Day At Highland Elementary School

BIKE FLEET

A fleet of bicycles, helmets, tools and supplies are available for use for entities within Northwest Minnesota. Equipment is enclosed in a trailer for easy access and transportation. BikeMN is currently in charge of this resource, which is provided at no cost. Several schools have utilized this resource in the past to promote bike safety, use, education as well as to engage participants in planned events.





Working for Change

CROOKSTON PUBLIC SCHOOLS

Home of the Pirates



crookstonpirates



crookstonpirate

2.mn.us



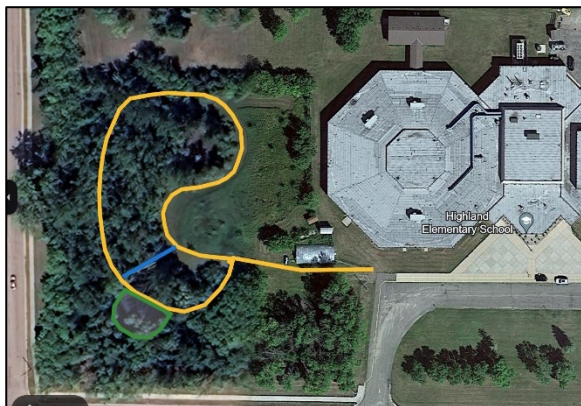
Crookston Public Schools



COMMITTED
TO
EXCELLENCE

Action Steps

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



Outdoor Classroom Accessibility Upgrades

PRIORITY SRTS INITIATIVES

- Safe driving patterns on local roadways in the radius of Highland Elementary School.
- Develop a shared-use trail connecting Elementary School to the North neighborhood to the north.
- Enhanced sidewalks and lighting.
- Barriers around pick-up and drop-off areas.
- Crossing guards utilized at identified intersections.
- Implement recurring walking school buses/bike trains for Highland Elementary. A drop-off/rally point was identified on the north end of campus on Central St.
- Increase affordable housing within walking distance of Highland Elementary School through zoning changes and subsidies as part of the ongoing comprehensive planning process.
- Increase accessibility to/from the outdoor classroom by paving/adding trails (shown in yellow to the left) and constructing a new bridge across the wetlands. (shown in blue to the left).
- Update the outdoor classroom area (shown in green to the left).

IMPLEMENTING INFRASTRUCTURE CHANGES

DEMONSTRATION PROJECTS

Before investing in a long-term infrastructure change, cities and partners may implement a demonstration project to test out an idea. These temporary projects are quick, have a relatively low installation cost, and build support for a long-term permanent change. Demonstration projects can also help engineers and designers make sure that design details are worked out before any new concrete is installed, such as making sure school buses have enough room to turn.

Demonstration projects can also be paired with programming or educational events to encourage additional behavior change. For example, new curb extensions may be paired with a crossing guard to bring additional attention to tricky crossing locations. Or a school may organize a Walk or Bike to School Day after installing a demonstration project to encourage students and families to try out the new infrastructure.

A demonstration project can include multiple components. The project shown here includes curb extensions and an on-street walking lane where there is currently a sidewalk gap.

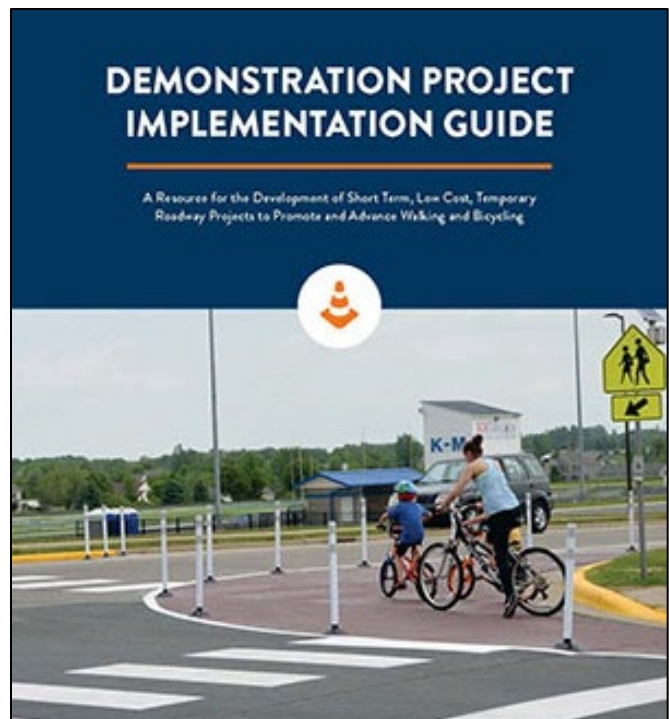
DEMONSTRATION PROJECT EXAMPLES

Demonstration projects can take many forms, with a few examples shown here. In previous SRTS efforts, communities have installed a shared use path on the street where there are no sidewalks (top left photo below), curb extensions at wide and uncomfortable intersections (top right and bottom photos below), and a number of other creative solutions.

Demonstration projects are typically installed in the spring or fall to have enough time to observe their effects before winter arrives. In some cases, a community may be specifically interested in a component of winter maintenance and may design the project to stay in place through the winter.

SAFE ROUTES INFRASTRUCTURE GRANTS

Created in 2012 under Minnesota Statutes 174.40, this opportunity provides funds to supplement or replace infrastructure projects that improve the safety of students walking and biking to school.



SAFE ROUTES INFRASTRUCTURE GRANT EXAMPLES

Eligible infrastructure improvements include:

- Curbs & crossing treatments
- Medians
- New signage & striping
- Sidewalks, trails & paths
- Bike lanes / exclusive facilities

ACTIVE TRANSPORTATION PROGRAM

The Active Transportation Program is a co-administered grant program by State Aid and the Office of Transit & Active Transportation. State Aid administers the infrastructure construction grant program and related projects.

ACTIVE TRANSPORTATION EXAMPLES

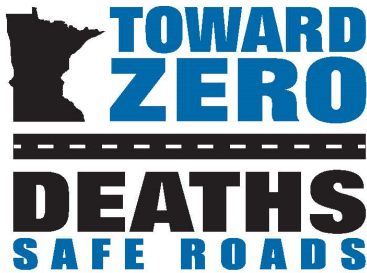
Eligible uses of funds for the infrastructure component include the following. Demonstration components are listed in a previous section:

- Crossing Improvements (ex: curb extensions, curb ramps, medians, crosswalks)
- Bicycle & Pedestrian Facilities (ex: sidewalks, trails, paths, bike lanes, etc.)
- Traffic Control Devices (ex: signage, roadway striping, flexible bollards)

TOWARDS ZERO DEATH

Towards Zero Death (TZD) is a partnership between the Minnesota Departments of Public Safety, Transportation & Health and the University of Minnesota.

TZD's coalition comes together to create media releases, news conferences and high visibility mobilizations, which are focused on increasing safety within communities. Polk County participates in this initiative.



STATEWIDE HEALTH IMPROVEMENT PARTNERSHIP (SHIP)

SHIP helps create wellness cross Minnesota's Communities through community-driven, evidence-based and equity focused programs that tackle the root causes of chronic disease. This program seeks to create sustainable, systematic changes within schools, worksites, communities and health care organizations that make it easier for Minnesotans to incorporate healthy behaviors into their daily lives. This program is a partner with safe routes to school planning within Polk County.



SAFE KIDS GRAND FORKS

Safe Kids Grand Forks brings together the expertise of individuals in our community and region who are dedicated to reducing childhood injuries. Safe Kids Grand Forks Coalition members include, but are not limited to: EMS, law enforcement, fire departments,

service groups, childcare providers, school personnel, government agencies, city personnel, parents, University of North Dakota staff, and Altru Health System staff.

Safe Kids Grand Forks has an extensive coalition network that provides programming in the same service area covered by our lead agency, Altru Health System. Safe Kids Grand Forks cover northeast North Dakota and northwest Minnesota with our injury prevention efforts, helping to keep kids and young adults safe at home, at school, at play and on the way. Safe Kids Grand Forks is a partner in safe routes to school planning at Highland Elementary School.



CITY OF CROOKSTON

The city of Crookston is a partner with the Crookston School District, and the two work together to promote safety on roadways/sidewalks/trails for residents, students and visitors of Crookston. Initiatives in process include the following:

- Updating Highway 75 corridor traffic lanes and sidewalks for safety.
- Participation in planning and other initiatives to identify risks to pedestrian and vehicular safety.
- Regular maintenance and upgrading of transportation infrastructure.
- Working alongside Polk County and MnDOT to ensure safety across neighboring transportation systems.
- Provides staff support from local agencies including Crookston Police Department.





A map around Highland Elementary School (2003), denoting the progress accomplished in the last 20 years in relation to housing, community growth, infrastructure, population and development.



TAKING COMMUNITY ACTION

A more equitable transportation system that prioritizes safe, comfortable, and fun opportunities to walk, bike, and roll benefits everyone. While this plan is focused on addressing connections to schools, many improvements will benefit people with no relationship to the schools because we all share the same streets, sidewalks, and trails. Likewise, many needed changes, such as reducing speed limits and normalizing walking and biking, extend far beyond the school system.

Your number one role as a community member is to advocate for changes that make walking, biking, and rolling safer, more comfortable, and more fun. Speak to elected officials, show up to community meetings, talk about walking and biking at school events and with school administrators, and organize and vote for candidates who support walking, biking, and public transit.

I AM A STUDENT, CAREGIVER, OR COMMUNITY MEMBER

Students, families, neighborhood associations, advocacy groups, and local businesses can have incredible influence when advocating for change in their school and broader community. This is true both as individuals, as well as when community members come together into groups, such as a Parent Teacher Organization or disability advocacy groups. For example, students, caregivers, and community members can support and lead SRTS initiatives including:

- Advocating for policy change and funding
- Developing campaigns to generate enthusiasm and improve social conditions for SRTS
- Volunteering time to lead a Walking School Bus or organize a bike drive
- Fundraising for SRTS programs and small infrastructure projects

I AM A SCHOOL DISTRICT EMPLOYEE

School district staff bring an important perspective and voice to advocating for a more equitable transportation system. By describing challenges and opportunities they see confronting their students and petitioning local elected officials for improvements, school district employees can support policy and infrastructure improvements that benefit their students and the broader community. Staff are also ideally positioned to implement the recommendations in this plan, whether it be a classroom-level curriculum or school district-wide policy around walking and biking.

I WORK FOR THE CITY OR COUNTY

As members of the governments that own, regulate, and maintain the roads, city and county staff can be instrumental in re-orienting transportation policies and infrastructure around walking and biking to schools and other destinations. City and county staff can leverage their expertise to identify, advocate for, and implement changes that contribute toward a more equitable transportation system. Key policies that staff can support include:

- Reducing lane widths and vehicular speed limits
- Eliminating minimum parking requirements
- Revising land use regulations to promote denser and more integrated land uses that promote walkable and bikeable trips
- Prioritizing municipal maintenance and snow clearing of all pedestrian and bike facilities
- Requiring complete streets infrastructure as part of all road resurfacing and reconstruction projects

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



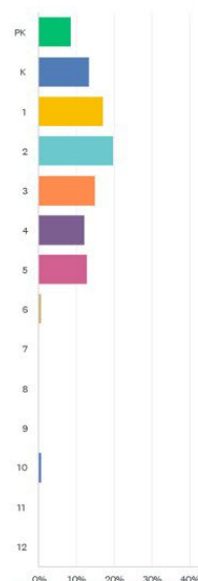
Crookston Safe Routes To School

Highland School
Parent Survey Highlights

Tim Finseth

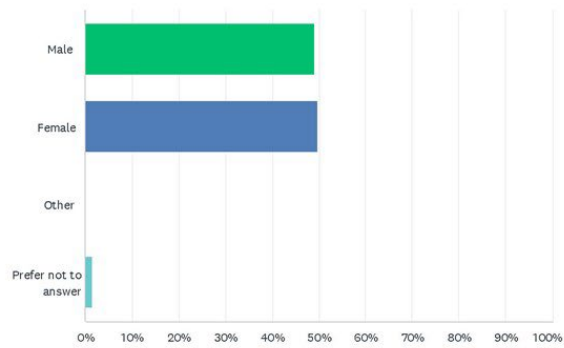


ANSWER CHOICES	RESPONSES	
PK	8.51%	12
K	13.48%	19
1	17.02%	24
2	19.86%	28
3	14.89%	21
4	12.06%	17
5	12.77%	18
6	0.71%	1
7	0.00%	0
8	0.00%	0
9	0.00%	0
10	0.71%	1
11	0.00%	0
12	0.00%	0
TOTAL		141



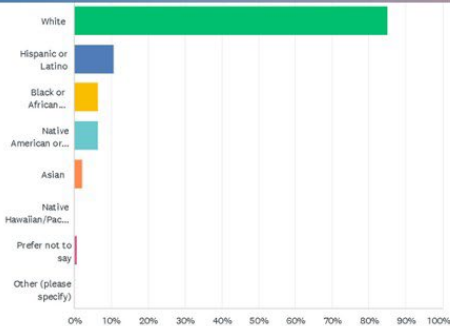
What Is The Grade Of Your Child?

What Is The Gender Of Your Child?



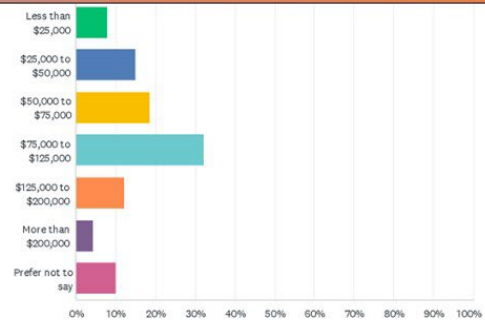
ANSWER CHOICES	RESPONSES	
Male	48.94%	69
Female	49.65%	70
Other	0.00%	0
Prefer not to answer	1.42%	2
TOTAL		141

What Is The Race/Ethnicity Of Your Child?



ANSWER CHOICES	RESPONSES	
White	85.11%	120
Hispanic or Latino	10.64%	15
Black or African American	6.39%	9
Native American or American Indian	6.39%	9
Asian	2.13%	3
Native Hawaiian/Pacific Islander	0.00%	0
Prefer not to say	0.71%	1
Other (please specify)	0.00%	0
Total Respondents: 141		

What Is Your Annual Household Income?

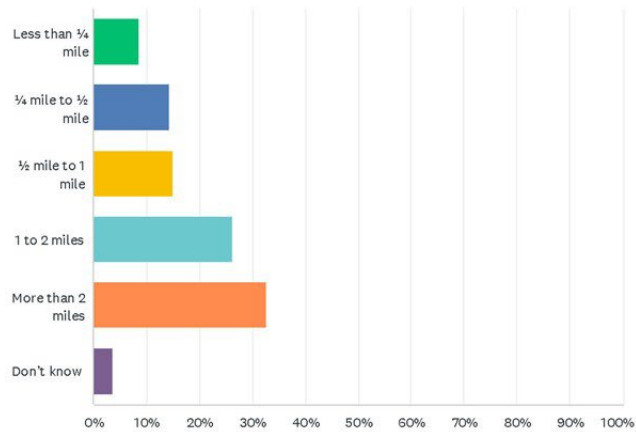


ANSWER CHOICES	RESPONSES	
Less than \$25,000	7.86%	11
\$25,000 to \$50,000	15.00%	21
\$50,000 to \$75,000	18.57%	26
\$75,000 to \$125,000	32.14%	45
\$125,000 to \$200,000	12.14%	17
More than \$200,000	4.29%	6
Prefer not to say	10.00%	14
TOTAL		140

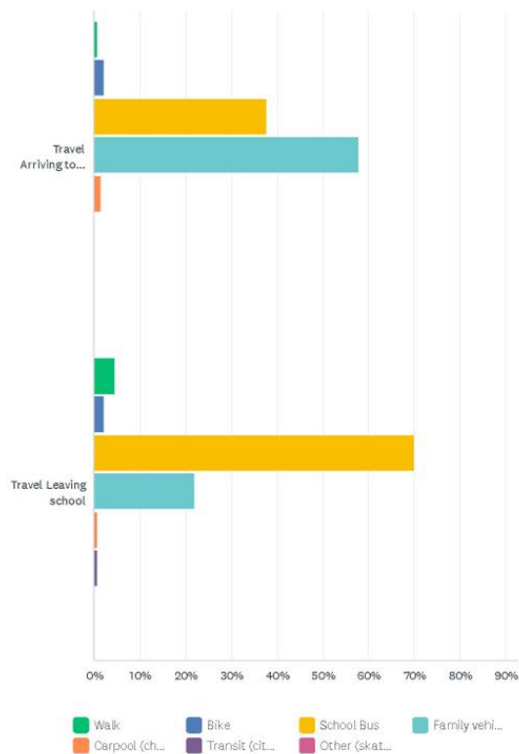
What Languages Do You Speak At Home?

ANSWER CHOICES	RESPONSES	
English	99.29%	139
Spanish	5.00%	7
Hmong	0.00%	0
Cushite (includes Romo, Somali, Sidamo, and other East African languages)	0.00%	0
German	0.00%	0
Vietnamese	0.00%	0
Chinese (includes Cantonese, Mandarin, and other Chinese languages)	0.71%	1
French (includes Patois and Cajun)	0.00%	0
Russian	0.00%	0
Laotian	0.00%	0
Arabic	0.00%	0
Amharic	0.00%	0
Hindi	0.00%	0
Kru, Ibo, Yoruba	0.00%	0
Korean	0.00%	0
Mon-Khmer, Cambodian	0.00%	0
Tagalog	0.71%	1
Telegu	0.00%	0
Norwegian	0.71%	1
Ojibwa	0.00%	0
Karen	0.00%	0
Swahili	0.00%	0
Other (please specify)	0.00%	0
Total Respondents: 140		

How Far Does Your Child Live From School?



ANSWER CHOICES	RESPONSES	
Less than 1/4 mile	8.51%	12
1/4 mile to 1/2 mile	14.18%	20
1/2 mile to 1 mile	14.89%	21
1 to 2 miles	26.24%	37
More than 2 miles	32.62%	46
Don't know	3.55%	5
TOTAL		141

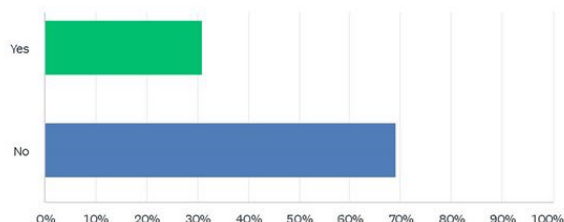


How Does Your Child Travel To & From School?

	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE (ONLY CHILDREN IN YOUR FAMILY)
Travel Arriving to school	0.74% 1	2.22% 3	37.78% 51	57.78% 78
Travel Leaving school	4.41% 6	2.21% 3	69.85% 95	22.06% 30

	CARPPOOL (CHILDREN FROM OTHER FAMILIES)	TRANSIT (CITY BUS, SUBWAY, ETC.)	OTHER (SKATEBOARD, SCOOTER, INLINE SKATES, ETC.)	TOTAL
Travel Arriving to school	1.48% 2	0.00% 0	0.00% 0	135
Travel Leaving school	0.74% 1	0.74% 1	0.00% 0	136

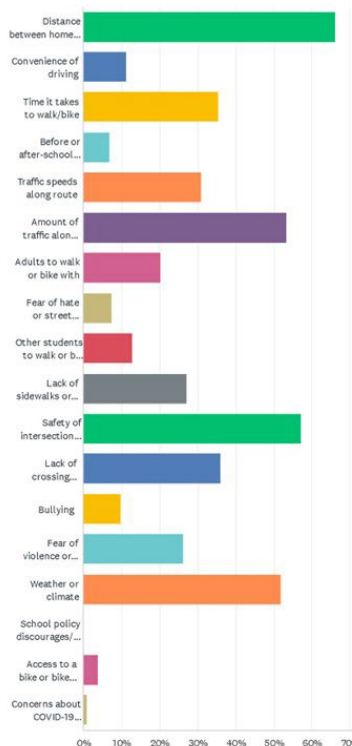
Has Your Child Asked You Permission To Walk Or Bike To/From School In The Last Year?



ANSWER CHOICES	RESPONSES
Yes	30.88% 42
No	69.12% 94
TOTAL	136

ANSWER CHOICES	RESPONSES	
PK	0.00%	0
K	0.00%	0
1	0.00%	0
2	3.05%	4
3	9.16%	12
4	14.50%	19
5	13.74%	18
6	14.50%	19
7	9.16%	12
8	6.11%	8
9	5.34%	7
10	2.29%	3
11	1.53%	2
12	1.53%	2
I would not feel comfortable at any grade	19.08%	25
TOTAL		131

At What Grade
Would You Allow
Your Child To
Walk Or Bike
To/From School
Without An
Adult?

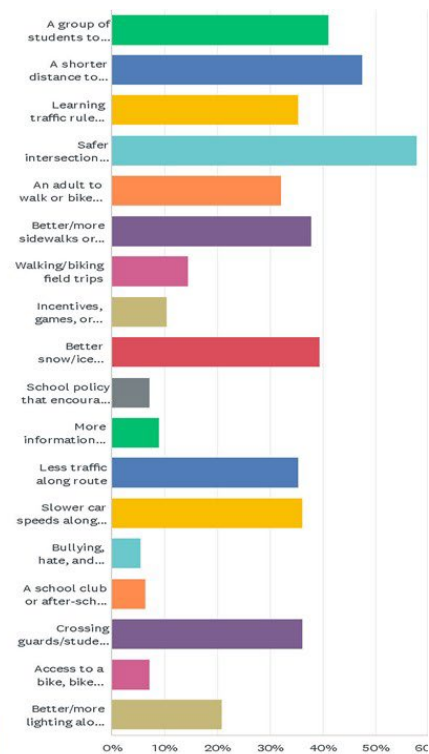


Which Of The Following Issues
Prevent Your Child From Walking Or
Biking To/From School?

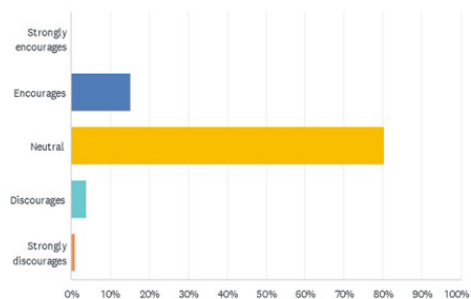
ANSWER CHOICES	RESPONSES	
Distance between home and school	66.17%	88
Convenience of driving	11.28%	15
Time it takes to walk/bike	35.34%	47
Before or after-school activities	6.77%	9
Traffic speeds along route	30.83%	41
Amount of traffic along route	53.38%	71
Adults to walk or bike with	20.30%	27
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	7.52%	10
Other students to walk or bike with	12.78%	17
Lack of sidewalks or pathways	27.07%	36
Safety of intersections and crossings	57.14%	76
Lack of crossing guards/student patrols	36.09%	48
Bullying	9.77%	13
Fear of violence or crime	26.32%	35
Weather or climate	51.88%	69
School policy discourages/prohibits walking/biking	0.00%	0
Access to a bike or bike lock	3.76%	5
Concerns about COVID-19 transmission	0.75%	1
Total Respondents: 133		

What Would Help Your Child Walk Or Bike To/From/At School More Often?

ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	41.13%	51
A shorter distance to walk or bike	47.58%	59
Learning traffic rules and regulations and how to walk/bike safely	35.48%	44
Safer intersections/crossings	58.06%	72
An adult to walk or bike with	32.26%	40
Better/more sidewalks or pathways	37.90%	47
Walking/biking field trips	14.52%	18
Incentives, games, or rewards for walking/biking	10.48%	13
Better snow/ice removal in winter	39.52%	49
School policy that encourages walking/biking	7.26%	9
More information about walking and biking routes	8.87%	11
Less traffic along route	35.48%	44
Slower car speeds along route	36.29%	45
Bullying, hate, and harassment prevention and bystander intervention training	5.65%	7
A school club or after-school program	6.45%	8
Crossing guards/student patrols/corner captains	36.29%	45
Access to a bike, bike lock, or secure bike parking	7.26%	9
Better/more lighting along route	20.97%	26
Total Respondents: 124		

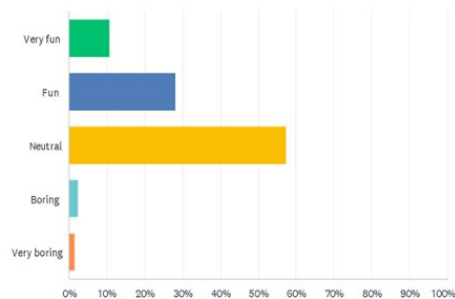


How Much Does Your Child's School Encourage Walking & Biking To/From School?



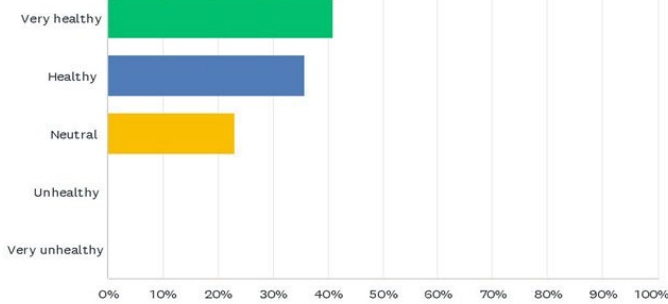
ANSWER CHOICES	RESPONSES	
Strongly encourages	0.00%	0
Encourages	15.15%	20
Neutral	80.30%	106
Discourages	3.79%	5
Strongly discourages	0.76%	1
TOTAL		132

How Much Fun is Walking or Biking To/From School For Your Child?



ANSWER CHOICES	RESPONSES	
Very fun	10.69%	14
Fun	28.24%	37
Neutral	57.25%	75
Boring	2.29%	3
Very boring	1.53%	2
TOTAL		131

How Healthy Is Walking Or Biking To/From School For Your Child?



ANSWER CHOICES	RESPONSES	
Very healthy	41.04%	55
Healthy	35.82%	48
Neutral	23.13%	31
Unhealthy	0.00%	0
Very unhealthy	0.00%	0
TOTAL		134

#	RESPONSES
1	There is a main school crossing near our house that is in desperate need of attention. The neglect of this dangerous intersection has been a huge factor in our children riding the bus rather than walking/biking. The crosswalk at Memorial Drive crossing University Avenue needs to be looked at very hard. There should be an actual sidewalk there rather than a dirt path and flashing lights or radar speed limit signs to indicate when people are speeding thru. I watch dozens of cars going 40-50 miles per hour in that section every day, which is just plain scary for a school zone.
2	No crosswalks
3	I'm sorry, we live way too far for my child to walk to school. When she is at the high school it will be much easier
4	Too far for my child to walk or bike regardless of paths, lighting etc we are on completely opposite ends of town it would not be realistic
5	Biggest concern is lack of a path. Cars do not pay attention to "bike sparrows" and it is dark when they leave the house. 1/2 of their trip to school would not have a sidewalk/bike path.
6	I live right next to Highland on the corner of Central Ave N and Barrette St and I have witnessed on many many occasions people speeding right thru the 4 way stop without looking at all and people turning at the 4 way stop with children in the crosswalk walking across the street and it's terrifying and unacceptable. I watch my 8 & 10 year old cross the intersection every morning and afternoon to watch out for their safety. Maybe once a week or every other week there is one cop that will park near the intersection, but only doing it a couple days a month is basically pointless. I feel like something needs to be done to ensure my children's and every child's safety to and from school. Thank you
7	Thank you for working to keep our kids safe!
8	We live too far from Highland school to even consider allowing my child to walk or bike to school at their age.
9	We need more bus drivers. A 4 year old should not have to sit on a bus for an hour after school. Especially with older kids who do not behave and use bad language
10	Protocols for entering the school need to be made clear for walkers/bikers/scooterers so that parents know where to tell their children to go. I don't know where bike/scooter racks are, so I can't tell my child. We decided it was easier for her to take the bus, even though she wanted to ride her bike. I was also concerned about the winter and her walking/biking in the cold.
11	My son is on an IEP, he's only 7 I'm not sure id be comfy wth him walking to school. I had a daughter that goes there also in 1st grade she's 6. Same issue. And soon when I start work in the mornings, they will need to be dropped off further from the school which would make walking more difficult and honestly kinda brutal in the winter months! After school programs would be a very nice option. I would feel way better if I could drop them off and pick them up myself but my work hours wouldn't allow that to happen.
12	It would be nice if there was a safer path across hwy 2. The visibility around the curve where the crosswalk is, leaves a bit to be desired. The bike path is not clearly marked & depending on where you cross, you might be crossing the hwy multiple times. Distracted driving (phones specifically) is a HUGE risk for elementary school bikers specifically who are trying to make eye contact but may not be at levels they can identify whether the driver can see them.

Caregiver Comments

13	Too busy with lack of parking, drop off at Highland is ridiculous and has been an issue for years. Lots of congestion with busses, pick up/drop off, staff parking- leaving.
14	Bullying due to wearing a helmet is a large factor of my child not wearing a helmet and therefore I would never allow to ride bike the distance to school with no helmet. Program to encourage/rewards for wearing helmets.
15	We don't live in the same town that our child goes to school. Biking/walking would never be an option
16	It is very difficult to cross Fisher Ave at the North Broadway and Barrett intersections.
17	Our son currently rides bike to school. We have him go a block out of his way but then he isn't crossing at the "main intersection" to the school where everyone is in a hurry to get there. It works well to cross one block north 3rd ave I believe (by the bus garage) and then he rides the sidewalk on the east side of Barrette to the school. Hope that helps.
18	I also worry about the increase of drivers who text and just don't pay attention.

HIGHLAND ELEMENTARY SAFE ROUTES TO SCHOOL EXECUTIVE SUMMARY



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

Infrastructure *Engineering projects that improve streets and routes*

INFRASTRUCTURE RECOMMENDATIONS

- A – Barrette St. and Central Ave. - Add/Improve sidewalks, access ramps, lighting and signage.
- B – Barrette St. and 3rd Ave. NE - Add/Improve sidewalks, access ramps, lighting and signage.
- C –School Drop-Off/Pick-Up Area – Route development for access safety of busses, vehicular and pedestrian traffic. May include signage additions where appropriate.
- D –Trails and Sidewalks at Highland School – Develop a comprehensive system of trails leading to Highland Elementary, including recommendations for repair as well as new construction. Additional improvements recommended for bike parking, lighting, street crossing and signage.
- E –Bus Drop-Off and Staff Parking – Improvements for vehicular flow to/from school including sidewalk repair, parking lot renovations and drop-off traffic management.
- F -Outdoor Classroom – A paved walking/rolling trail through the nearby nature center for accessibility and other related improvements.



Programs *Equity + Education + Encouragement + Engagement + Evaluation*



DROP & WALK

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



WALKING SCHOOL BUS

A Walking School Bus is a group of students walking to school, often with one or more adults. Caregivers can take turns leading the bus, which follows the same route each time and picks up students from their homes or designated bus stops at specified times. Ideally, buses run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event. Older students or “walking buddies” could also be used once a safe route has been established with the help of a trusted adult.



WALK/BIKE TO SCHOOL DAY

National Walk to School Day and Bike to School Day attract millions of students and families to try walking, biking, and rolling to school every October and May. In addition, Minnesota celebrates Winter Walk to School Day in February. Additional education, encouragement, and enforcement programming can be used to promote the event, increase awareness, and expand participation. Walk/bike to school days can also take place more frequently (e.g., Walking Wednesdays) if there’s interest and capacity.

Get Involved

Want to help make it safer, easier, and more comfortable to walk and bike to school in Crookston? Contact your school principal or SRTS lead to learn how to get involved.

Chris Trostad – Highland Elementary Principal – Phone: (218) 281-5600

Learn more about Safe Routes to School at: www.dot.state.mn.us/saferoutes/

