



Safe Routes To School

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

MAY 30, 2025

GRYGLA, MINNESOTA

Grygla Elementary and Grygla High School



Acknowledgements

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

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Table of Contents

Why Safe Routes to School?	5
Infrastructure	11
Programs	18
Working for Change	25
Appendices	31

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 Grygla, including students, caregivers, teachers, school administrators, city staff, elected officials, and county and state employees. This plan focuses on key information and recommendations, while the appendices document additional participation, analysis, resources, and deliberation that shaped the development of the plan.

The Vision

Walking, biking, and rolling to school is safe, comfortable, and fun for all students at Grygla Schools.

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

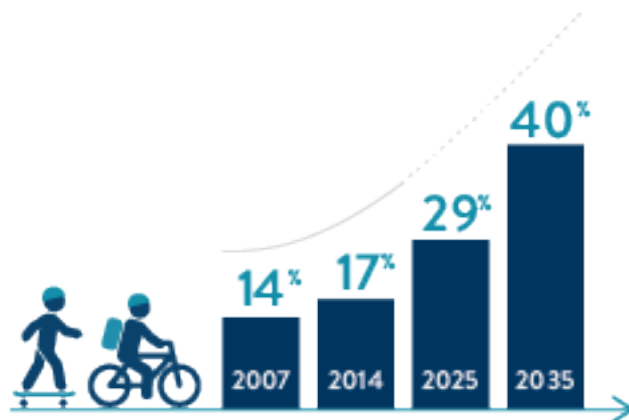
Measuring how Safe Routes to School initiatives are implemented (process evaluation) and what their impacts are (outcome evaluation), especially how initiatives Engage with and support priority populations.

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 local access to resources (such as high-quality jobs, schools, parks, healthcare, food, and a full range of transportation choices) impact the health and well-being of communities. These differences are not random—they are the results of government policy and funding in the past and present, which has worked to the benefit of some and to the disadvantage of others.

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

Safe Routes to School works to improve walking, biking and rolling opportunities for all students, while addressing these 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, biking and rolling infrastructure. By looking at demographic data, examining existing transportation services and policies, and speaking with members of the community, the Grygla Safe Routes to School team worked to develop recommendations that support equity in walking, biking and rolling to school.

The Grygla School, along with the city of Grygla and Marshall County work to continuously address these inequities by prioritizing programs, infrastructure, and policy improvements that help individuals and groups with limited access to resources, in particular those who don't have safe, convenient, and fun routes to school.





Grygla Schools

SITE CIRCULATION

Pedestrians: The Grygla school building houses all grades K through 12. Several students of varying ages were observed walking to/playing on the school grounds. Several younger students walked to school in the morning and older students who arrived by bus or family vehicle were also observed leaving the school property to get snacks from a local business and then returning to school before class. They were in a hurry and had to cross Fladland Ave. (which is also the main route for vehicles and busses). This street is also crossed by students when they leave school for other reasons such as church release time and at the end of the day.

Bicyclists: A few students were observed biking around the school area on the days of the walk audit and observation. A very fast, adult driven electric bike was also observed coming to school. Bike parking is inadequate and does not meet standards.

School Buses: Buses approach the school from Valley St. and turn onto Fladland Avenue facing south, parking in front of the school. Students exit

the bus and proceed directly into the school building. Buses then exit using Fladland Avenue.

Transit: There is no public transit available in Grygla at this time to assist with school pick-up and drop-off activities. Tri-Valley Heartland Express performs non-educational based transit within the county.

Vehicles: Student drop-off was not consistent on the school property. Parents used different locations, mainly on two sides of the property, to drop-off and pick up students. Some vehicle routes were the same as the busses and the drop off points had students crossing Fladland Avenue to get to the school, thus passing through the bus and vehicle traffic. Students that drove to school had several locations that are used for parking. Many had to cross Fladland Avenue to get to school. Those that parked on the north side of the school, including staff, all drove north on Fladland Avenue to get there. Vehicle parking lots for students and staff is in short supply. Additional parking for parents and visitors is needed. Almost all vehicles, buses and pedestrians use Fladland Ave.

SCHOOL CONTEXT:

Grygla Schools

ENROLLMENT:

134

GRADES SERVED:

Pre – K to 12

DEMOGRAPHICS*

White, non-Hispanic, 86.9%

Hispanic, 5.7%

Asian 0%

American Indian/Alaska Native 1.4%

Multiracial, 4%

Black/African American, 2%

SOCIOECONOMIC**

Free and Reduced-Price Lunch 34%

*Source: School district records

**Source: School district records

STUDENT DEMOGRAPHICS:

- Students who attend Grygla are predominantly White (86.9 %), with relatively small subsets of students who are Hispanic/Latinx, Black/ African American, or American Indian/Alaska Native.
- One-third of Grygla students qualify for free or reduced lunch.
- All students speak fluent English.
- Because of the very rural location, all students are eligible for bussing.



Infrastructure





Introduction to Infrastructure

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

An in-person walk audit and infrastructure discussions with the Safe Routes To School Team occurred during the fall/winter. Several in-person observations were made in and around the Grygla school property. A walk and bike to school day, individual observations, a walking audit and a hazard observation day with six 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 Grygla School. Parent and student surveys were conducted that also gave valuable insight into issues that impede walking, biking or rolling to Grygla School.

*** Every meeting and planning gathering led to voiced concern of the congestion on Fladland Avenue along school property. ***

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. Lack of signage, marked street crossings, traffic control and lighting were noted in this high traffic area. Especially in the winter months, improved maintenance and lighting can contribute to increasing equitable access to walking, biking and rolling routes, even where a sidewalk or path is present.

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. Cities can adopt policies that prioritize winter maintenance of existing infrastructure and make it easier for the most vulnerable users of the Grygla transportation system—including students—to get around in winter. These policies help to increase transparency

and improve reliability for the active transportation network. The city of Grygla and the Grygla School District need to continue to prioritize winter maintenance and make upgrades to needed equipment.

LIGHTING AND VISIBILITY

Similarly, lighting for people walking, biking and rolling is important for both actual and perceived senses of safety and security. In winter climates like Minnesota's, where shorter days mean school arrival and dismissal times can occur in the dark, lighting is especially important for mitigating safety concerns and encouraging active transportation throughout the year.

While lighting can sometimes be seen as a costly investment, it is an important step for ensuring equitable access to walking and biking routes. Lighting should be seen as a necessary component of bicycle and pedestrian safety improvements, not as a potential add-on or "nice-to-have" feature.

Both the city of Grygla and the Grygla School District have identified lighting as a priority for future construction projects.

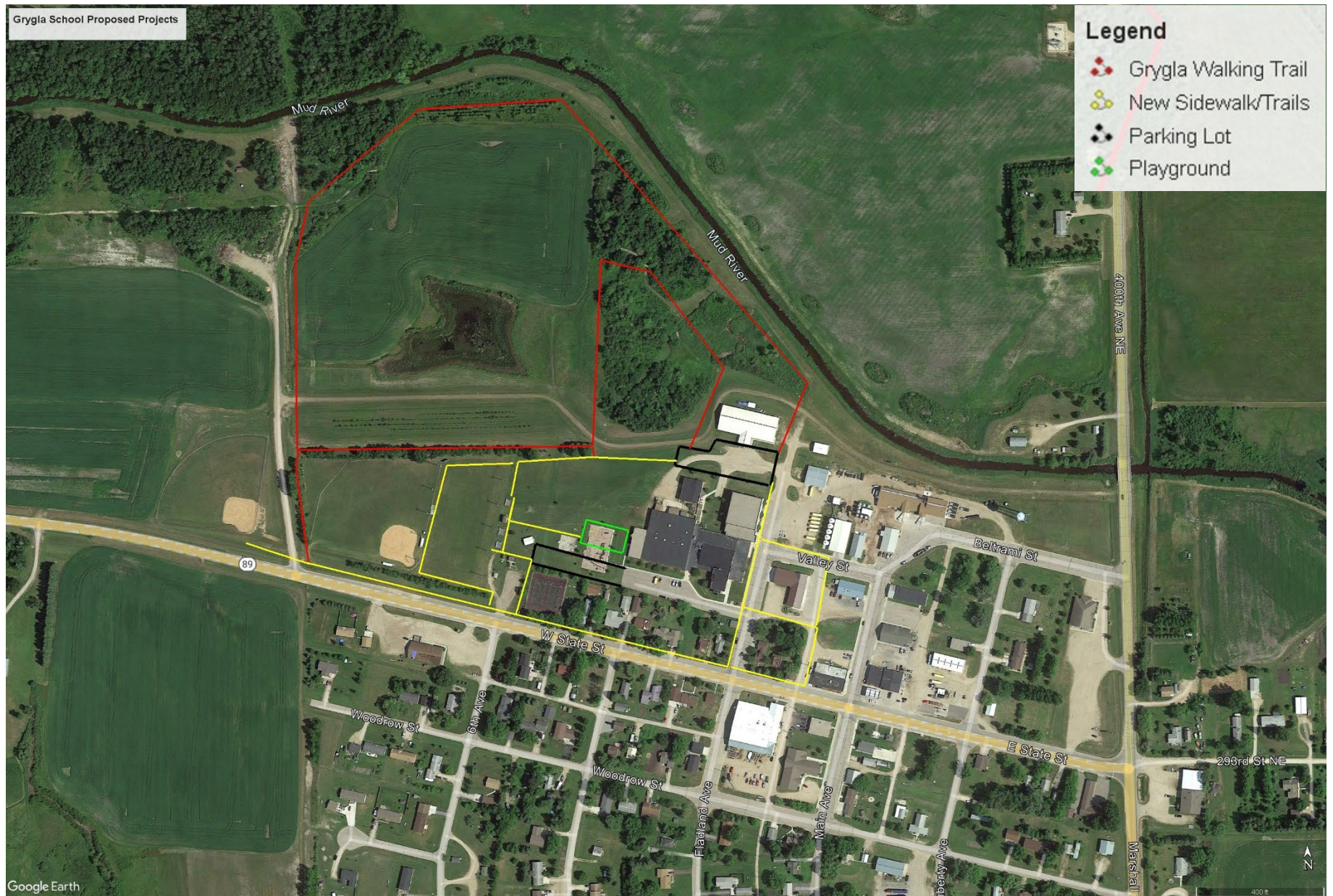
HOW TO USE THIS PLAN

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.

Recommendations identified in this plan are not necessarily endorsed by MnDOT but planning-level concepts that will require additional engineering design. The following pages include some recommendations the planning team has listed as priority projects for the Grygla community and Grygla School District. Additional planning and engineering are needed before final plans and construction are approved.





A: Fladland Ave. North of West State St.

PRIORITY: High

RECOMMENDATION

Establish controlled crosswalks along Valley St. and adjoining alley way across from the school front parking lot. Signage, painted walkway markings and lighting is needed to identify:

- Protected areas for pedestrians to cross.
- Direct vehicle traffic to avoid pedestrian conflicts

WHY IS THIS RELEVANT?

Currently students park on the east side of Fladland Avenue and cross it to get to the school. A majority of students that walk, bike or roll to school need to cross Fladland Avenue to get to the school property. Students also leave the school grounds along this same section to get snacks from a nearby business before/after school as well as to go to sanctioned, approved events. All these scenarios involve crossing through vehicular and bus traffic.

WHO WILL MAKE THIS HAPPEN?

City staff led and school supported effort, with funding from MnDOT.

HOW WILL THIS ADDRESS EQUITY?

Improving sidewalk and street crossing conditions makes walking, biking, and rolling easier and safer for those with access and functional needs.

B: Expand The South Parking Lot

PRIORITY: High

RECOMMENDATION

Expand the parking lot located next to the south side of the school to the west. This will expand to the football field and will provide needed parking for the school as well as parking for events at the football field and baseball field. Currently fans park on the State Highway and anywhere else they can find a



The front of Grygla School showing school busses and vehicles. The intersection of Valley St. and Fladland Ave.

spot. This creates a very unsafe situation and leads to unsafe/uneven pathways, traffic impediments and inaccessibility.

WHY IS THIS RELEVANT?

Parking next to the school is lacking. This proposed parking lot reduce risk by redirecting vehicles into the new parking area before the new crosswalks (referenced in section A above) thus eliminating vehicle/pedestrian conflict. An entrance on the west side of the new lot will also remove traffic from Fladland Avenue as well as the area used by busses and families for drop-off/pick-up.

WHO WILL MAKE THIS HAPPEN?

School led and city staff supported.

HOW WILL THIS ADDRESS EQUITY?

This will divert traffic from the new crosswalk areas and make it safer for all that walk, bike or roll to school. The possibility of a handicap accessible drop-off area could also be created with further study.

Map of the proposed parking lot near the Grygla School.



C: Expand The North Parking Lot

PRIORITY: High

RECOMMENDATION

Expand parking on the north side of the school. This will provide additional parking for staff and students. A route to the parking lot utilizing Main Ave./Valley Street could be encouraged that avoids traveling in the bus drop-off and pick-up area as well as disperses traffic to multiple roadways.

WHY IS THIS RELEVANT?

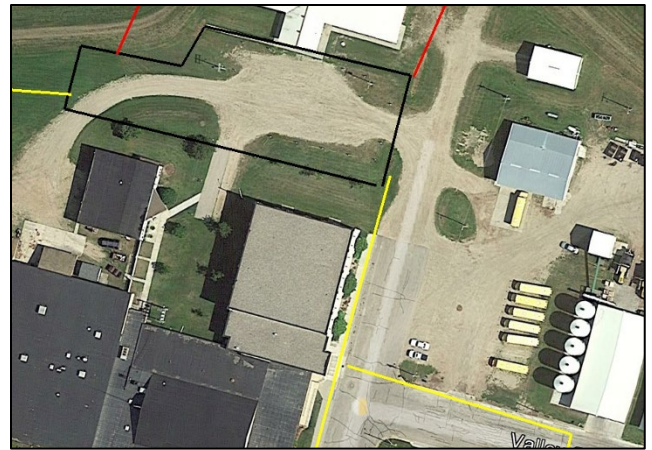
Students and staff vehicles would avoid the congested area in front of the school. This would make it safer for busses and family vehicles that are dropping off or picking up students.

WHO WILL MAKE THIS HAPPEN?

School and city staff.

HOW WILL THIS ADDRESS EQUITY?

This will divert traffic from the new crosswalk areas (see section A above) and make it safer for all that walk, bike or roll to the school. The possibility of a handicap drop-off area could also be created with further study.



Map of the proposed north parking lot for Grygla School.



Map depicting the playground and walkway projects surrounding Grygla School.

D: Move The Playground and Establish Walkways

PRIORITY: High

RECOMMENDATION

Moving the playground north creates space needed for the new proposed south parking lot. Establishing sidewalks around the school that connect the new parking lots, athletic fields, school buildings and city streets will provide a safe travel zone for pedestrians coming and going from school. Students, faculty, and fans will have safe travel from school buildings to playgrounds and athletic fields.

WHY IS THIS RELEVANT?

Currently, very little infrastructure for walking, biking, and rolling exist around the school property and especially to the athletic fields. Fans and students do not have safe access to sporting events. This will connect school buildings, athletic fields, playgrounds, parking lots and the community.

WHO WILL MAKE THIS HAPPEN?

School and city staff.

HOW WILL THIS ADDRESS EQUITY?

Improving sidewalk conditions makes walking and rolling easier and safer for people with access and functional needs. This project will connect all the facilities and the community making it accessible for all.

E: Establish An Educational Trail

PRIORITY: Medium

RECOMMENDATION

Install a trail system north of the school along the Mud River including wooded area and native grassland. This will connect the school with a natural environment that can be used for education and exercise purposes.

WHY IS THIS RELEVANT?

This space is a beautiful natural environment that has a variety of plants, animals and birds. The trail would become a natural learning center that adjoins to the school property. Science and physical education classes would greatly benefit from this project.

WHO WILL MAKE THIS HAPPEN?

County, school, and city staff, with funding from future grant opportunities.

HOW WILL THIS ADDRESS EQUITY?

Improving trail conditions makes walking, biking and rolling easier and safer for people with access and functional needs. This will make a natural learning experience available to everyone. The gravel and sod are currently not highly accessible for those that roll as well as those with certain access and functional needs.



Proposed Grygla Educational Trail



Students On A Nature Trail

F: Create Better Lighting

PRIORITY: High

RECOMMENDATION

Install LED lighting along trails and sidewalks around the school and throughout Grygla.

WHY IS THIS RELEVANT?

Decreased daylight hours during the winter and also at evening athletic events.

WHO WILL MAKE THIS HAPPEN?

County and city staff, with funding from MnDOT.

HOW WILL THIS ADDRESS EQUITY?

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



A Poorly Lit Street



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

The city of Grygla and the Grygla School District 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 GRYGLA PUBLIC SCHOOLS:

- Walking field trips around town
- Bike giveaway – End of school year event with at least 2 bikes given away.
- Student involvement in community events, including biking and traffic safety.
- Walk! Bike! Fun! Curriculum from Kindergarten through 6th grade.

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 INCLUDE:

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



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 Grygla 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.



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 Grygla School administration/board personnel to possibly begin this in the fall of 2026.

Why is this relevant and recommended?

Likely to occur at the beginning and end of the year. Encourages 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, Grygla School administration, students, and parents.

What is the timeline for implementation?

Dependent upon previously scheduled events. Potential date in 2026 if approved by Grygla 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 - 2026.



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 and led by public health.

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 Grygla 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 Grygla as well as Grygla 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.



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?

Grygla School 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 – led by Grygla School staff/volunteers.

What is the timeline for implementation?

Local approval required before implementation discussion can occur.

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





Action Steps

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

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.

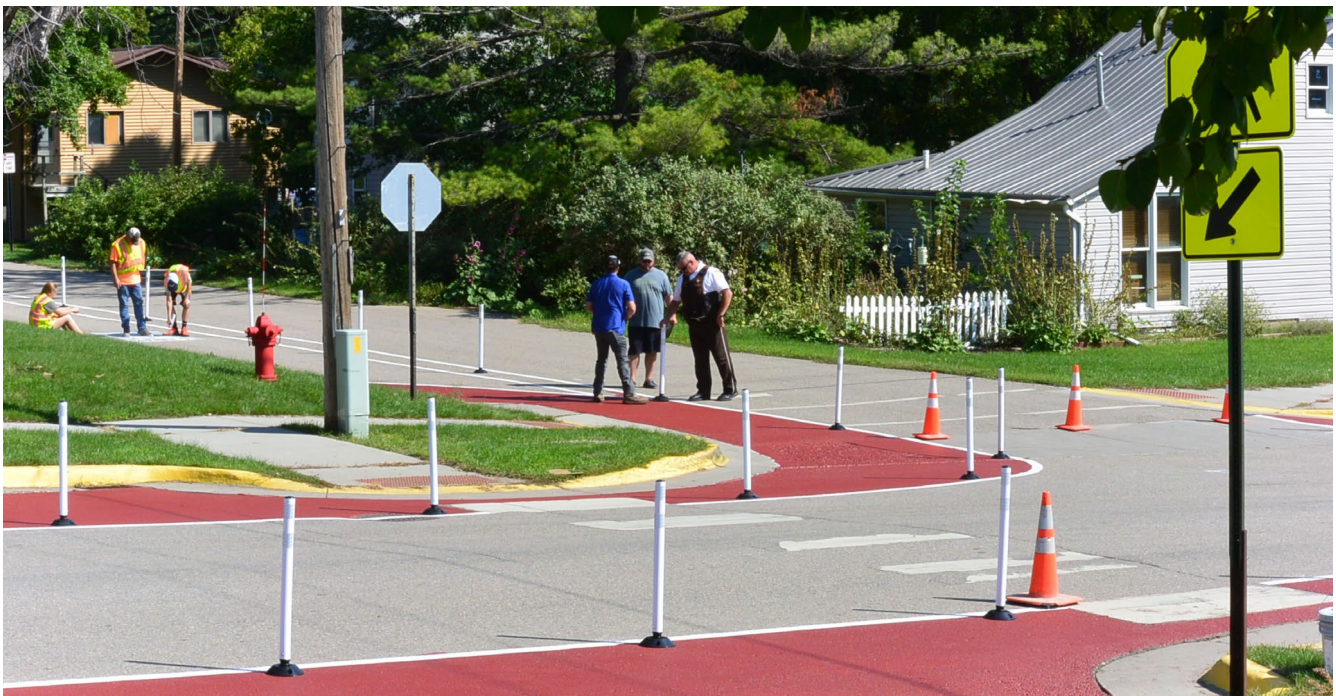
Demonstration projects can also be paired with programming or educational events to encourage additional behavior change. For example, new curb extensions may be paired with a crossing guard to bring additional attention to tricky crossing locations. Or a school may organize a Walk or Bike to School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



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

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.



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.





TAKING COMMUNITY ACTION

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

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

I AM A STUDENT, CAREGIVER, OR COMMUNITY MEMBER

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

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

I AM A SCHOOL DISTRICT EMPLOYEE

School district staff bring an important perspective and voice to advocating for a more equitable transportation system. By describing 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)



Appendices







Grygla School District

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 – Fladland Ave. North Of West State St. – Establish controlled crosswalks along Valley St. and adjoining alley way across from the school front parking lot. Signage, painted walkway markings and lighting is needed.

B – Expand The South Parking Lot - Expand the parking lot located next to the south side of the school to the west.

C – Expand The North Parking Lot – Expand parking on the north side of the school.

D – Move The Playground And Establish Walkways - Moving the playground north creates space needed for the new proposed south parking lot. Establishing sidewalks around the school that connect the new parking lots, athletic fields, school buildings and city streets will provide a safe travel zone for pedestrians coming and going from school.

E – Establish An Educational Trail - Install a trail system north of the school along the Mud River including wooded area and native grassland.

F – Create Better Lighting – Install LED lighting along trails and sidewalks around the school and throughout Grygla.



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.

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.

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 Grygla? Contact your school principal or SRTS lead to learn how to get involved.

Grygla School Administrator – Phone: (218) 294-6155



Safe Routes to School - Parent/Caregiver Survey (Grygla)

Thursday, March 20, 2025

65

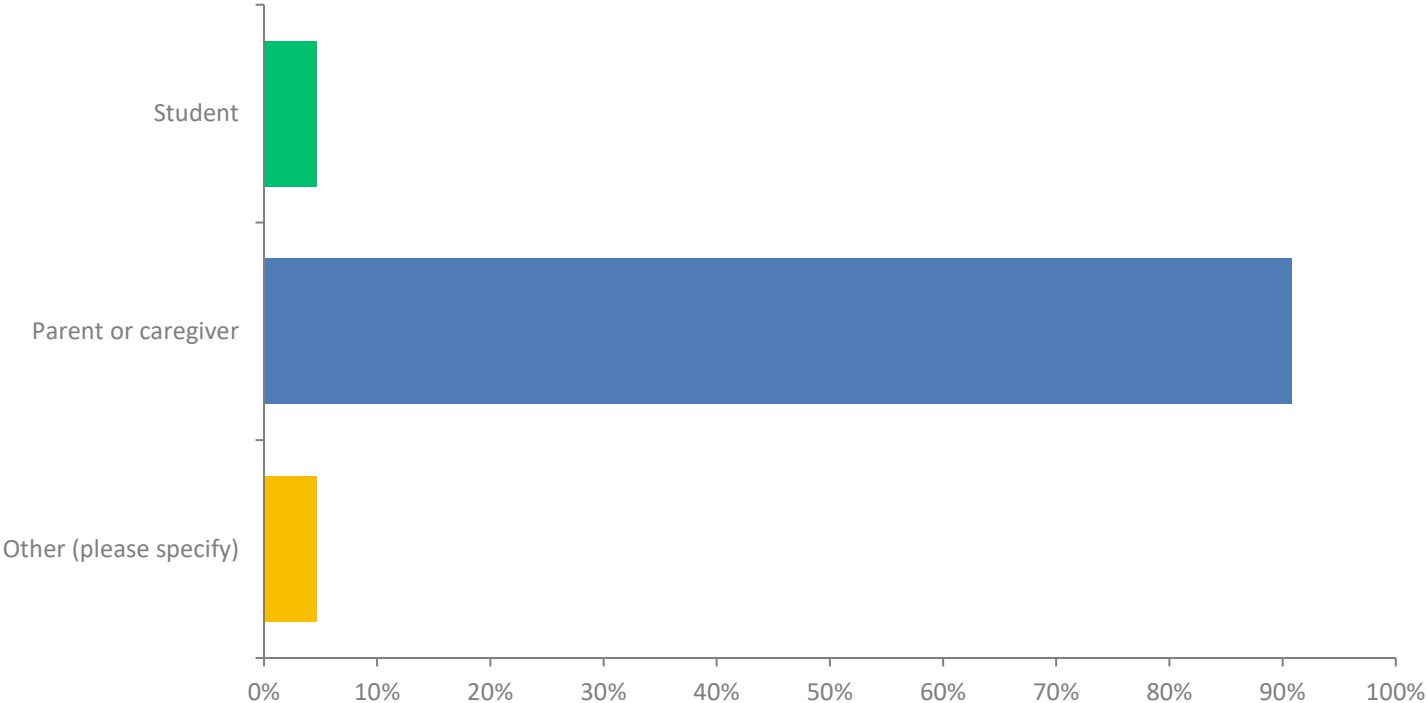
Total Responses

Date Created: Monday, October 07, 2024

Complete Responses: 65

Q1: Which best describes you?

Answered: 65 Skipped: 0



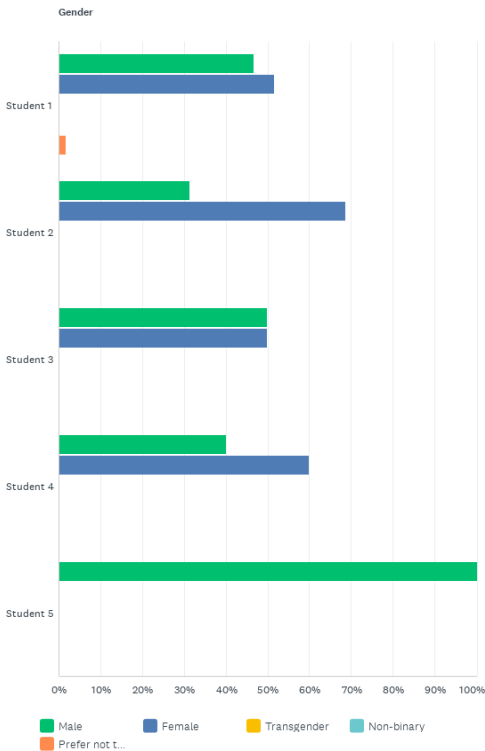
Q1: Which best describes you?

Answered: 65 Skipped: 0

ANSWER CHOICES	RESPONSES	
Student	4.62%	3
Parent or caregiver	90.77%	59
Other (please specify)	4.62%	3
TOTAL		65

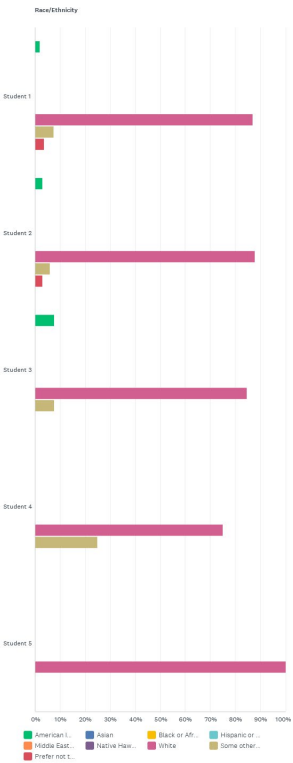
Q3: Please tell us about each of the students you have enrolled in this school.

Answered: 62 Skipped: 3



Q3: Please tell us about each of the students you have enrolled in this school.

Answered: 62 Skipped: 3



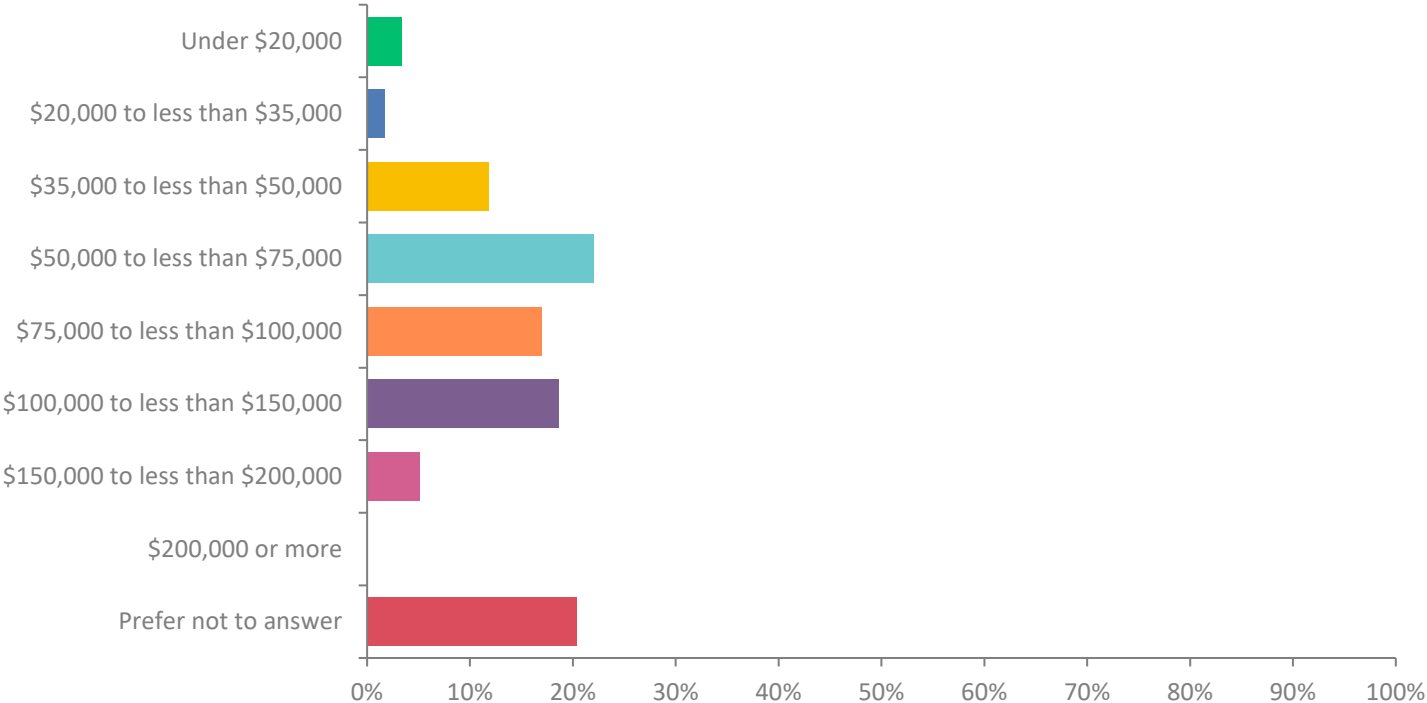
Q3: Please tell us about each of the students you have enrolled in this school.

Answered: 62 Skipped: 3

Grade													
	PRE-KINDERGARTEN	KINDERGARTEN	1	2	3	4	5	6	7	8	9	10	11
Student 1	3.28% 2	1.64% 1	3.28% 2	8.20% 5	3.28% 2	8.20% 5	6.56% 4	11.48% 7	8.20% 5	8.20% 5	4.92% 3	13.11% 8	9.84% 6
Student 2	11.11% 4	11.11% 4	5.56% 2	5.56% 2	8.33% 3	11.11% 4	5.56% 2	11.11% 4	5.56% 2	2.78% 1	11.11% 4	11.11% 4	0.00% 0
Student 3	21.43% 3	7.14% 1	14.29% 2	0.00% 0	14.29% 2	7.14% 1	0.00% 0	7.14% 1	0.00% 0	14.29% 2	7.14% 1	0.00% 0	0.00% 0
Student 4	20.00% 1	20.00% 1	20.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
Student 5	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
Gender													
	MALE	FEMALE	TRANSGENDER	NON-BINARY	PREFER NOT TO ANSWER		TOTAL						
Student 1	46.67% 28	51.67% 31	0.00% 0	0.00% 0	1.67% 1		60						
Student 2	31.43% 11	68.57% 24	0.00% 0	0.00% 0	0.00% 0		35						
Student 3	50.00% 7	50.00% 7	0.00% 0	0.00% 0	0.00% 0		14						
Student 4	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0		5						
Student 5	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0		1						
Race/Ethnicity													
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	HISPANIC OR LATINO OR LATINX	MIDDLE EASTERN OR NORTH AFRICAN (MENA)	NATIVE HAWAIIAN OR PACIFIC ISLANDER	WHITE	SOME OTHER RACE MORE THAN ONE RACE	PREFER NOT TO ANSWER	TOTAL			
Student 1	1.85% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	87.04% 47	7.41% 4	3.70% 2	54			
Student 2	3.03% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	87.88% 29	6.06% 2	3.03% 1	33			
Student 3	7.69% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	84.62% 11	7.69% 1	0.00% 0	13			
Student 4	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	0.00% 0	4			
Student 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1			

Q4: What is your household income?

Answered: 59 Skipped: 6



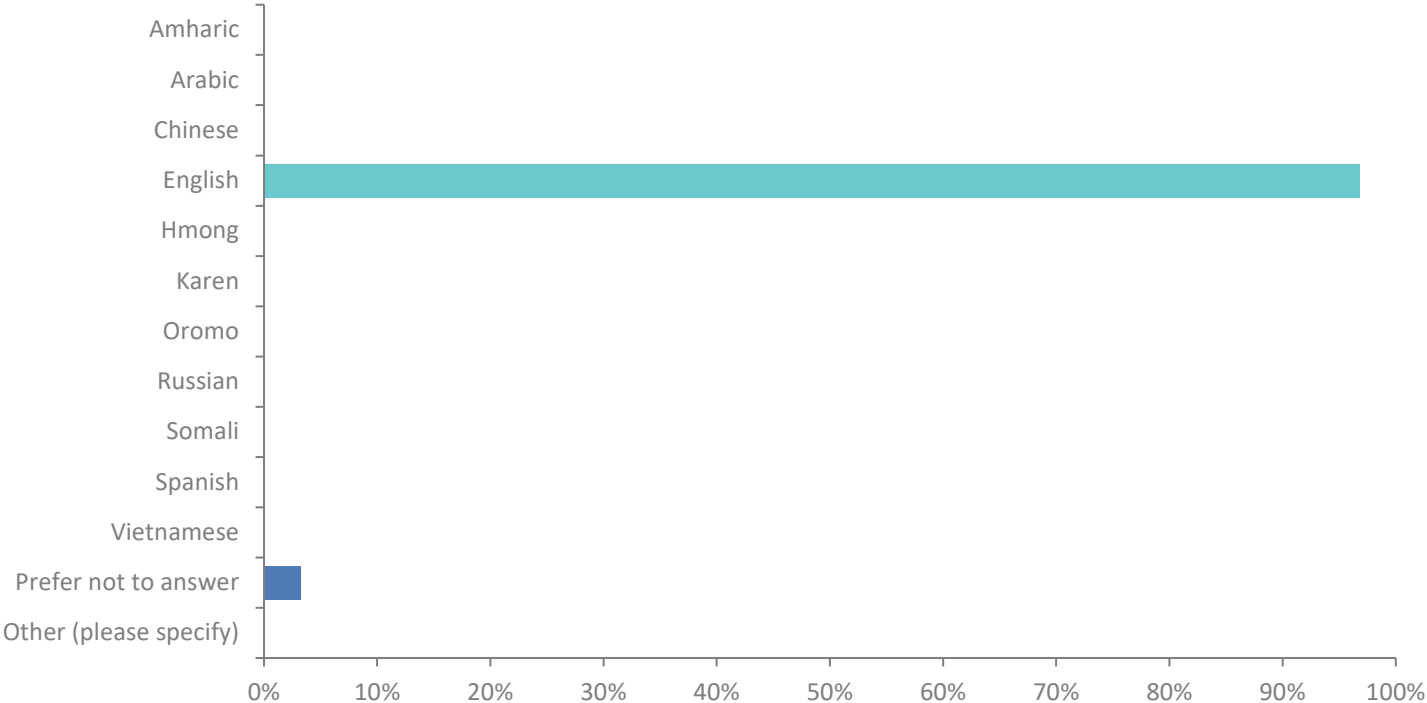
Q4: What is your household income?

Answered: 59 Skipped: 6

ANSWER CHOICES	RESPONSES	
Under \$20,000	3.39%	2
\$20,000 to less than \$35,000	1.69%	1
\$35,000 to less than \$50,000	11.86%	7
\$50,000 to less than \$75,000	22.03%	13
\$75,000 to less than \$100,000	16.95%	10
\$100,000 to less than \$150,000	18.64%	11
\$150,000 to less than \$200,000	5.08%	3
\$200,000 or more	0.00%	0
Prefer not to answer	20.34%	12
TOTAL		59

Q5: What is the primary language spoken in your home?

Answered: 62 Skipped: 3



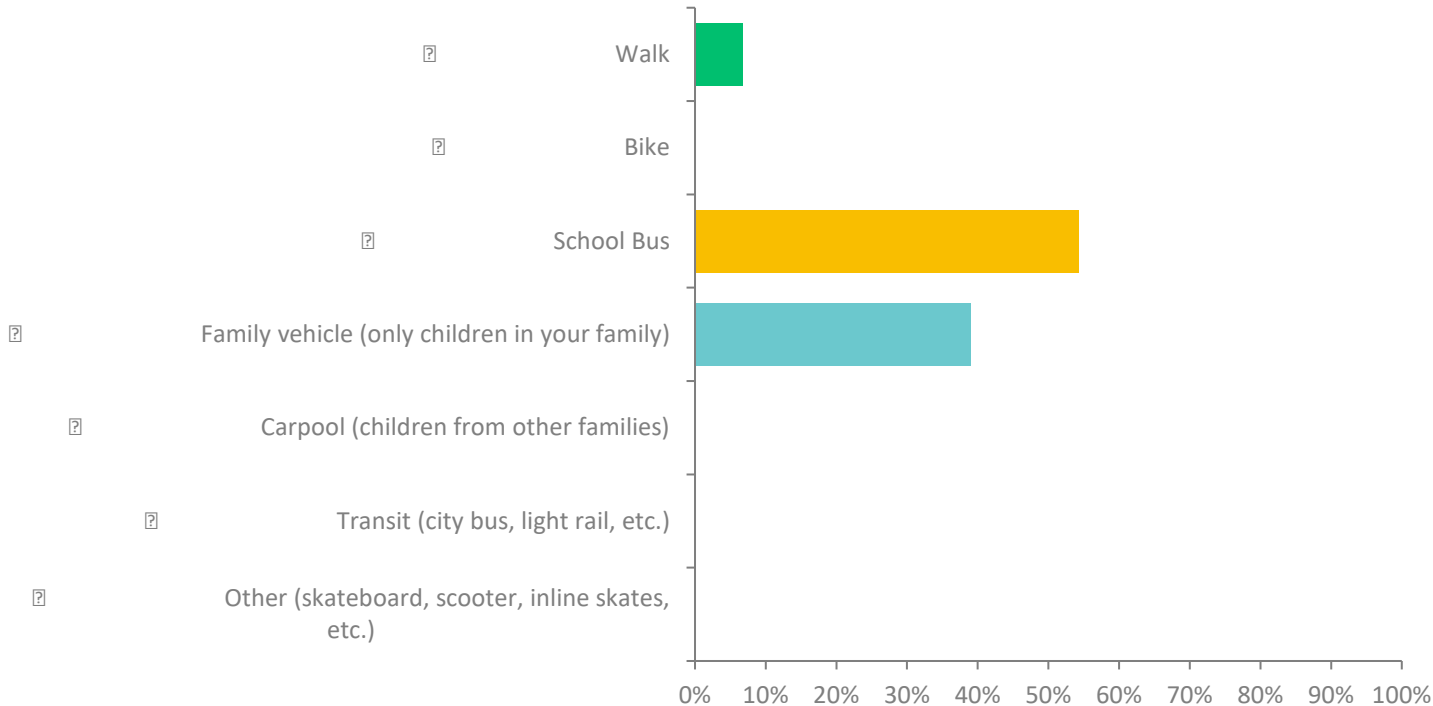
Q5: What is the primary language spoken in your home?

Answered: 62 Skipped: 3

ANSWER CHOICES	RESPONSES	
Amharic	0.00%	0
Arabic	0.00%	0
Chinese	0.00%	0
English	96.77%	60
Hmong	0.00%	0
Karen	0.00%	0
Oromo	0.00%	0
Russian	0.00%	0
Somali	0.00%	0
Spanish	0.00%	0

Q6: On most days, how does your child travel to school?

Answered: 59 Skipped: 6



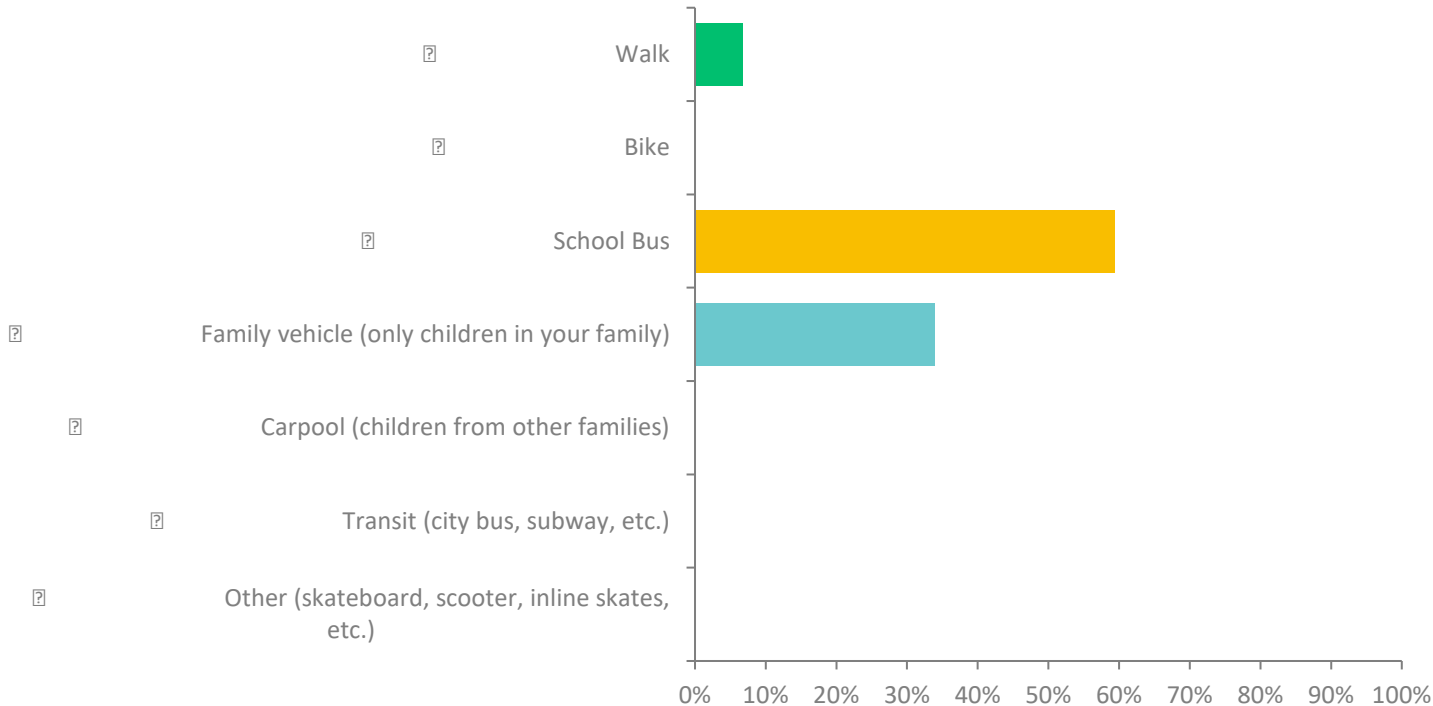
Q6: On most days, how does your child travel to school?

Answered: 59 Skipped: 6

ANSWER CHOICES		RESPONSES	
<input type="checkbox"/>	Walk	6.78%	4
<input type="checkbox"/>	Bike	0.00%	0
<input type="checkbox"/>	School Bus	54.24%	32
<input type="checkbox"/>	Family vehicle (only children in your family)	38.98%	23
<input type="checkbox"/>	Carpool (children from other families)	0.00%	0
<input type="checkbox"/>	Transit (city bus, light rail, etc.)	0.00%	0
<input type="checkbox"/>	Other (skateboard, scooter, inline skates, etc.)	0.00%	0
TOTAL			59

Q7: On most days, how does your child travel from school?

Answered: 59 Skipped: 6



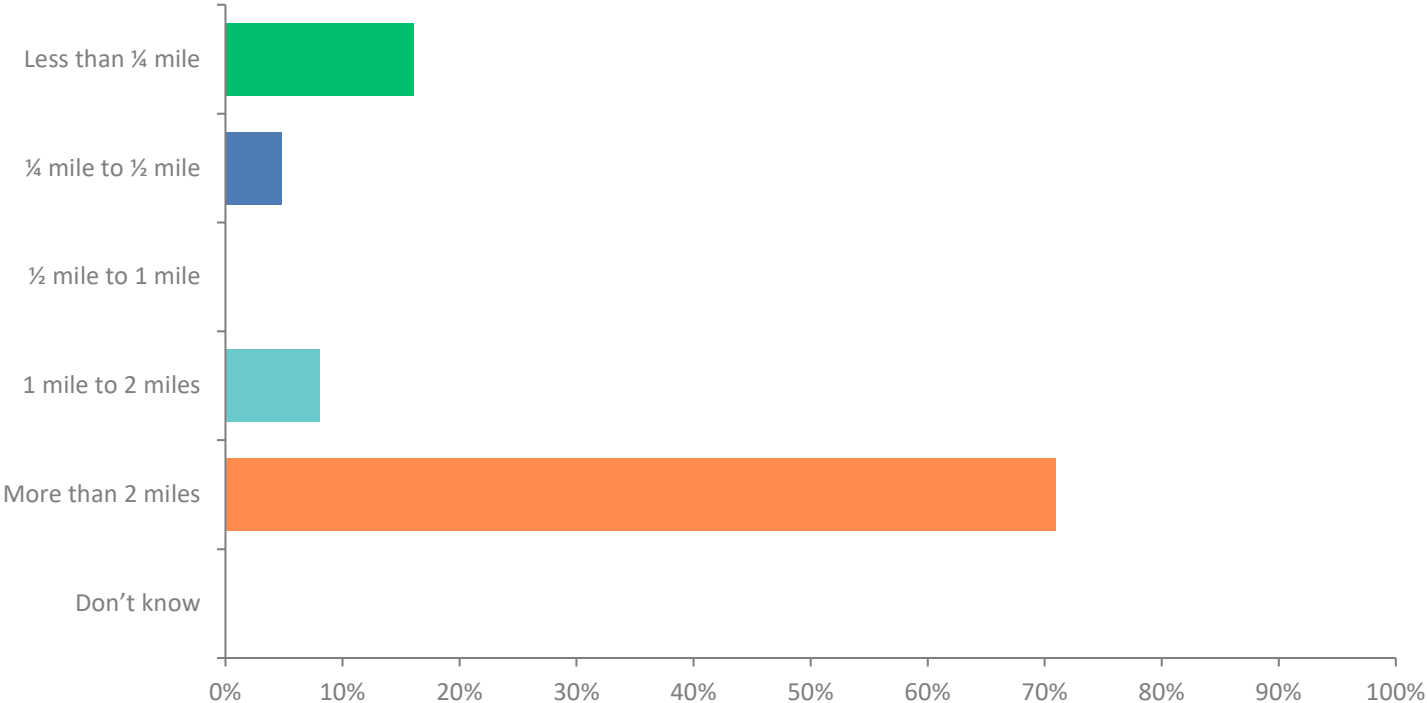
Q7: On most days, how does your child travel from school?

Answered: 59 Skipped: 6

ANSWER CHOICES		RESPONSES	
<input type="checkbox"/>	Walk	6.78%	4
<input type="checkbox"/>	Bike	0.00%	0
<input type="checkbox"/>	School Bus	59.32%	35
<input type="checkbox"/>	Family vehicle (only children in your family)	33.90%	20
<input type="checkbox"/>	Carpool (children from other families)	0.00%	0
<input type="checkbox"/>	Transit (city bus, subway, etc.)	0.00%	0
<input type="checkbox"/>	Other (skateboard, scooter, inline skates, etc.)	0.00%	0
TOTAL			59

Q8: How far does your child live from school?

Answered: 62 Skipped: 3



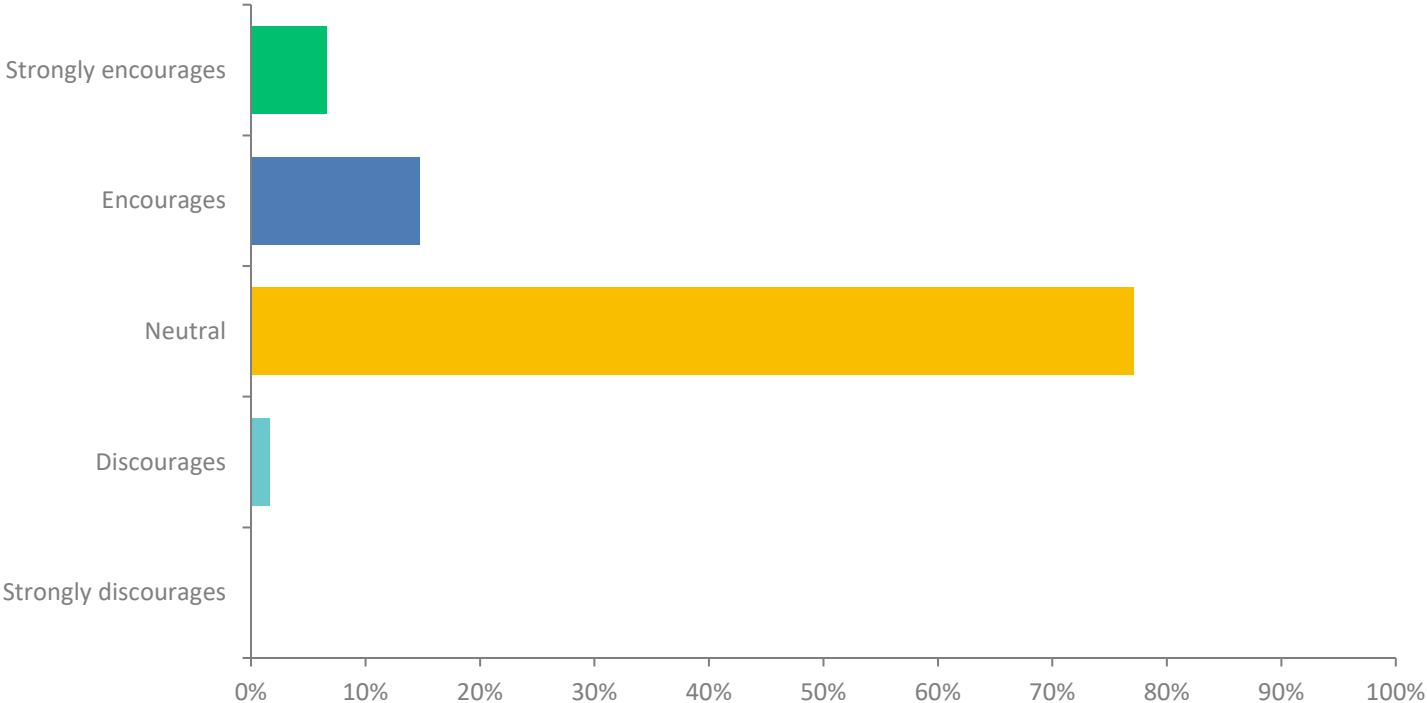
Q8: How far does your child live from school?

Answered: 62 Skipped: 3

ANSWER CHOICES	RESPONSES	
Less than ¼ mile	16.13%	10
¼ mile to ½ mile	4.84%	3
½ mile to 1 mile	0.00%	0
1 mile to 2 miles	8.06%	5
More than 2 miles	70.97%	44
Don't know	0.00%	0
TOTAL		62

Q9: How much does your child’s school encourage walking and biking to/from school?

Answered: 61 Skipped: 4



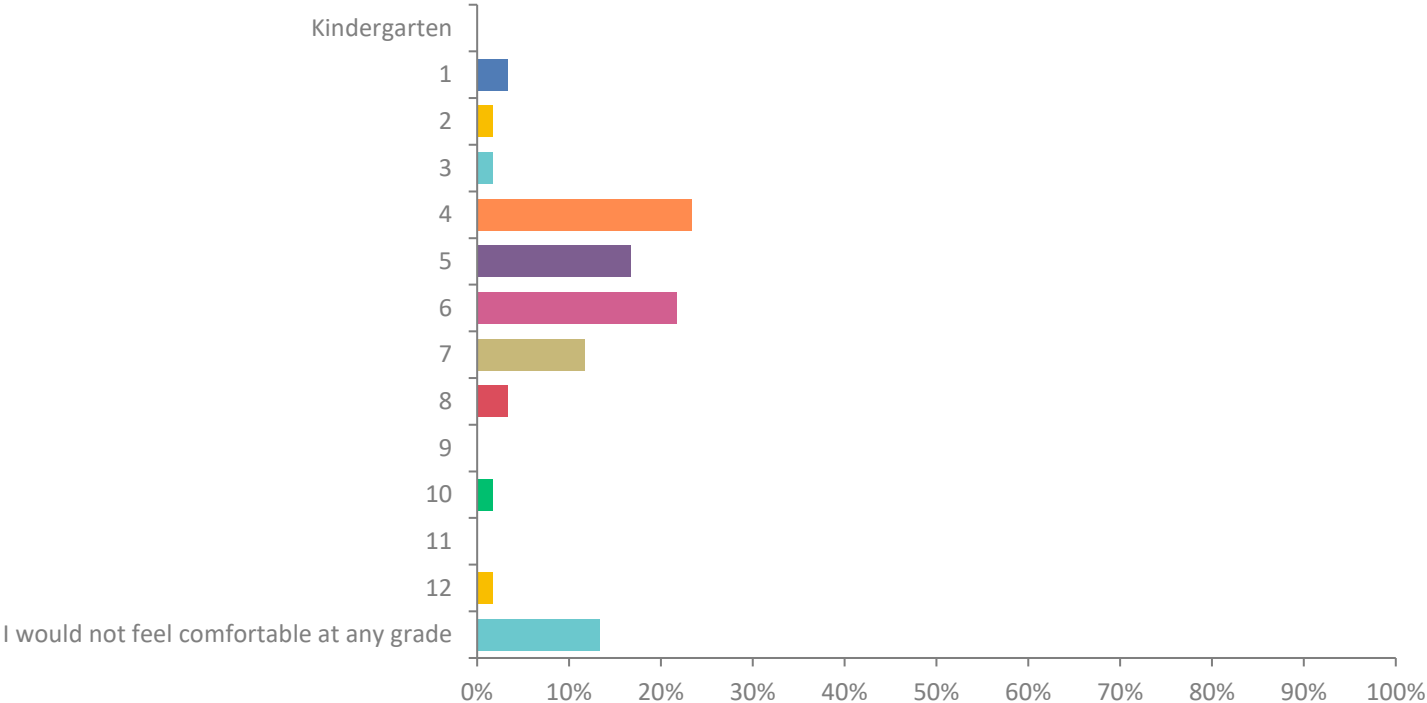
Q9: How much does your child’s school encourage walking and biking to/from school?

Answered: 61 Skipped: 4

ANSWER CHOICES	RESPONSES	
Strongly encourages	6.56%	4
Encourages	14.75%	9
Neutral	77.05%	47
Discourages	1.64%	1
Strongly discourages	0.00%	0
TOTAL		61

Q10: At what grade would you allow your child to walk or bike to/from school without an adult?

Answered: 60 Skipped: 5



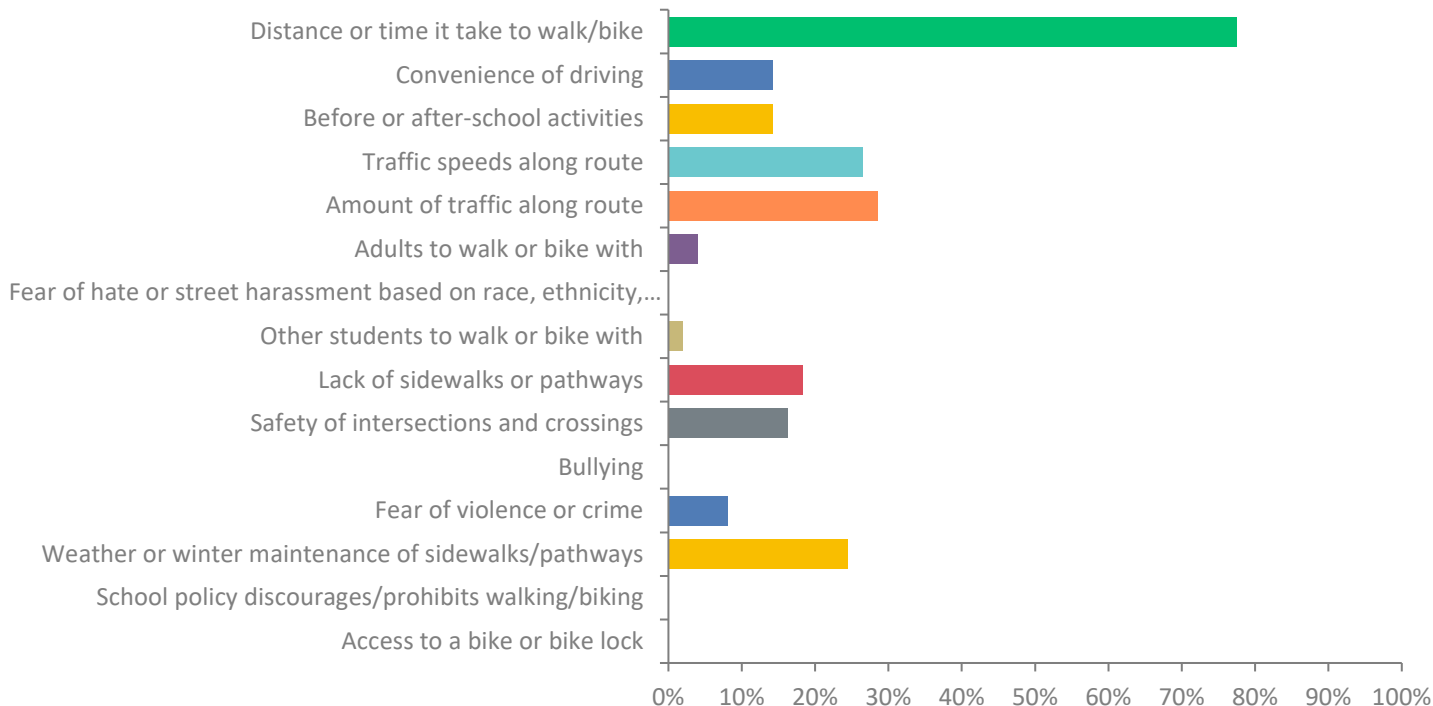
Q10: At what grade would you allow your child to walk or bike to/from school without an adult?

Answered: 60 Skipped: 5

ANSWER CHOICES	RESPONSES	
Kindergarten	0.00%	0
1	3.33%	2
2	1.67%	1
3	1.67%	1
4	23.33%	14
5	16.67%	10
6	21.67%	13
7	11.67%	7
8	3.33%	2
9	0.00%	0

Q11: Which of the following issues prevent your child from walking or biking to/from school? Select all that apply.

Answered: 49 Skipped: 16



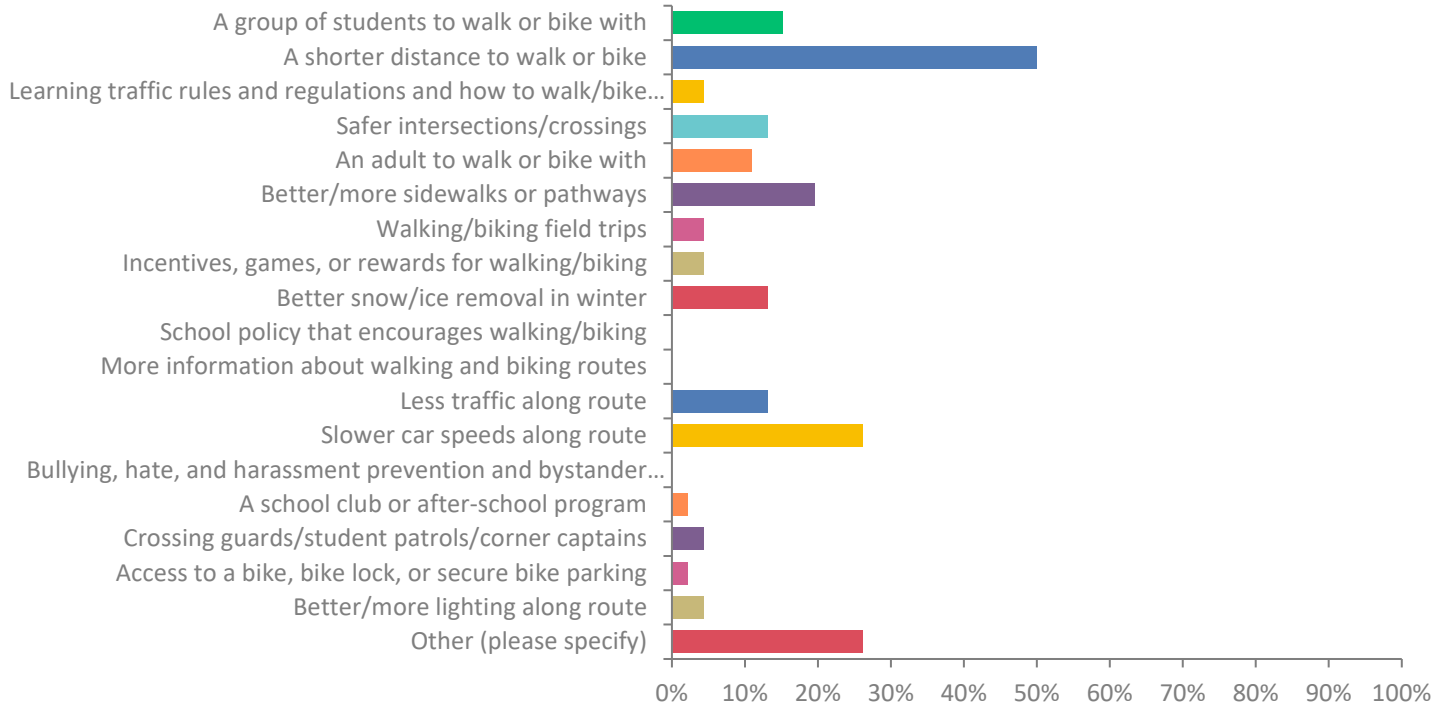
Q11: Which of the following issues prevent your child from walking or biking to/from school? Select all that apply.

Answered: 49 Skipped: 16

ANSWER CHOICES	RESPONSES	
Distance or time it take to walk/bike	77.55%	38
Convenience of driving	14.29%	7
Before or after-school activities	14.29%	7
Traffic speeds along route	26.53%	13
Amount of traffic along route	28.57%	14
Adults to walk or bike with	4.08%	2
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0.00%	0
Other students to walk or bike	2.04%	1

Q12: What would help your child walk or bike to/from/at school more often? Select your top 3.

Answered: 46 Skipped: 19



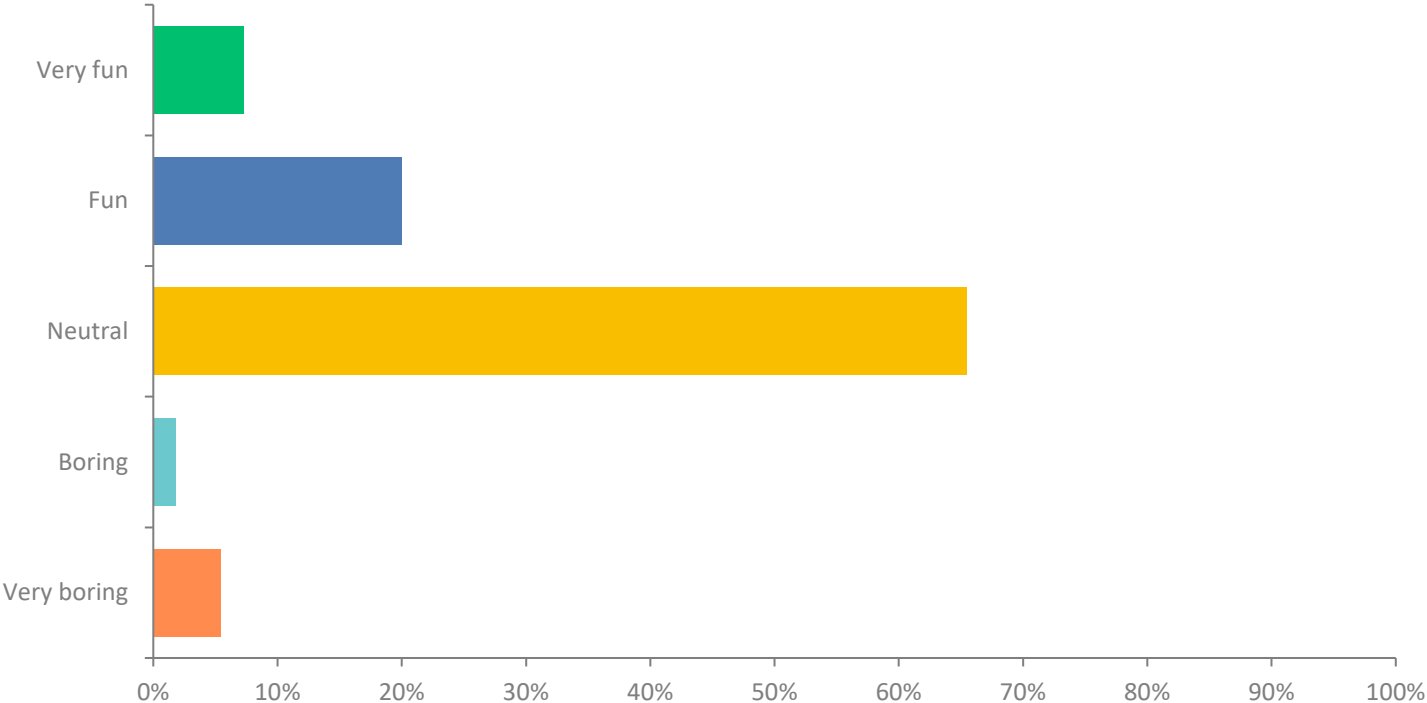
Q12: What would help your child walk or bike to/from/at school more often? Select your top 3.

Answered: 46 Skipped: 19

ANSWER CHOICES	RESPONSES	
A group of students to walk or bike with	15.22%	7
A shorter distance to walk or bike	50.00%	23
Learning traffic rules and regulations and how to walk/bike safely	4.35%	2
Safer intersections/crossings	13.04%	6
An adult to walk or bike with	10.87%	5
Better/more sidewalks or pathways	19.57%	9
Walking/biking field trips	4.35%	2
Incentives, games, or rewards for walking/biking	4.35%	2

Q13: How much fun is walking or biking to/from school for your child?

Answered: 55 Skipped: 10



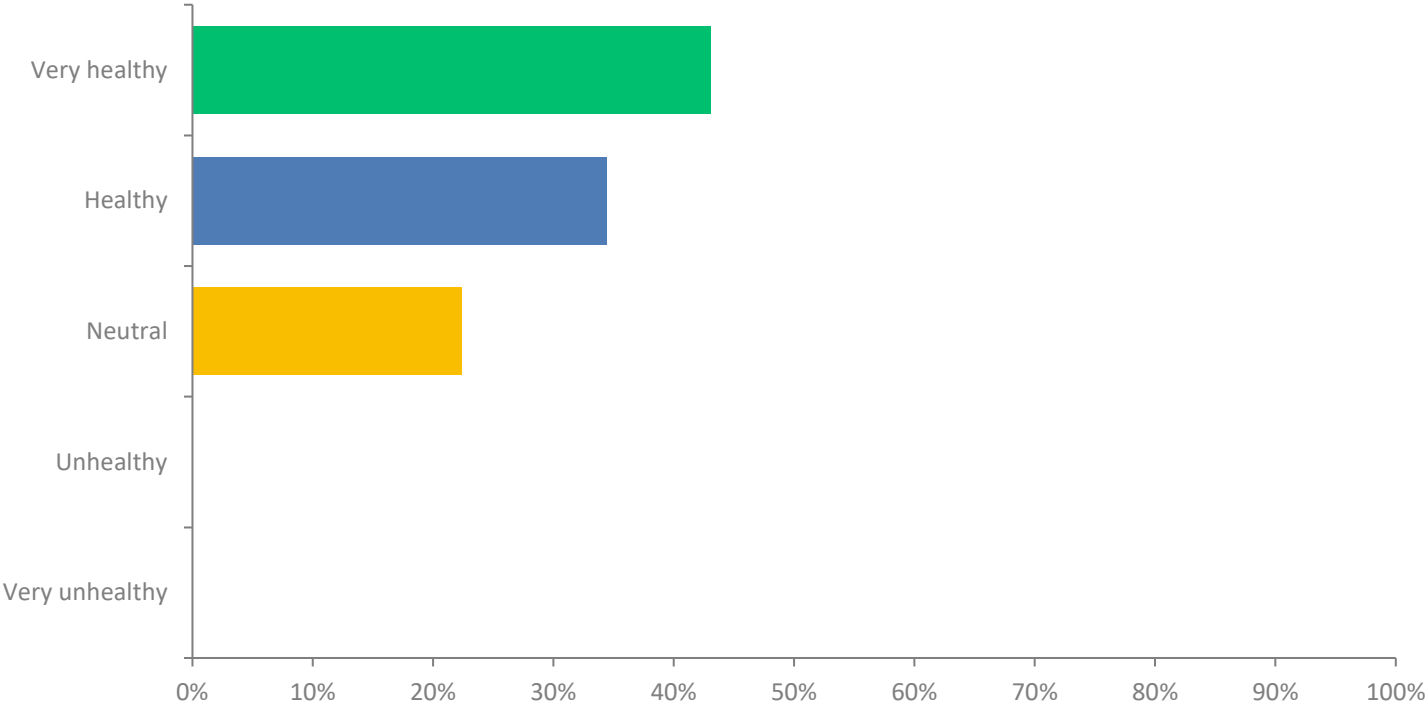
Q13: How much fun is walking or biking to/from school for your child?

Answered: 55 Skipped: 10

ANSWER CHOICES	RESPONSES	
Very fun	7.27%	4
Fun	20.00%	11
Neutral	65.45%	36
Boring	1.82%	1
Very boring	5.45%	3
TOTAL		55

Q14: How healthy do you think walking and biking to/from school are for your child?

Answered: 58 Skipped: 7



Q14: How healthy do you think walking and biking to/from school are for your child?

Answered: 58 Skipped: 7

ANSWER CHOICES	RESPONSES	
Very healthy	43.10%	25
Healthy	34.48%	20
Neutral	22.41%	13
Unhealthy	0.00%	0
Very unhealthy	0.00%	0
TOTAL		58